



**TOCOI CREEK**  
HIGH SCHOOL

**OUR TRADITION STARTS HERE!**

2021-2022 School Year Course  
Catalog

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**MASTER CALENDAR**  
**2021-2022 School Year**  
Board Approved 5-12-2020

Monday	August 2, 2021	Optional Teacher Planning Day
Tuesday - Monday	August 3, 4, 5, 6, 9, 2021	Teacher pre-planning to include 7.5 hours of teacher inservice
<b>Tuesday</b>	<b>August 10, 2021</b>	<b>Students Report to Class</b>
Monday	September 6, 2021	Labor Day- Student/Teacher Holiday ✓
Friday	October 15, 2021	First Quarter Ends
Monday	October 18, 2021	Teacher Planning Day-Student Holiday ✓
Thursday	November 11, 2021	Veterans Day - Student/Teacher Holiday ✓
Wednesday - Friday	November 24-26, 2021	Thanksgiving Break - Student/Teacher Holiday ✓
Tuesday	December 21, 2021	Second Quarter/First Semester Ends *
Wednesday - Tuesday	Dec. 22, 2021-Jan. 4, 2022	Winter Break - Student/Teacher Holiday
Wednesday	January 5, 2022	Teacher Planning Day-Student Holiday ✓
Thursday	January 6, 2022	Classes Resume for Students - Second Semester begins
Monday	January 17, 2022	Martin Luther King Day - Student/Teacher Holiday ✓
Monday	February 7, 2022	Teacher Inservice Day-Student Holiday ✓
Monday	February 21, 2022	Presidents Day - Student/Teacher Holiday ✓
Thursday	March 10, 2022	Third Quarter Ends
Friday	March 11, 2022	Teacher Planning Day-Student Holiday
Monday-Friday	March 14-18, 2022	Spring Break - Student/Teacher Holiday
Monday	March 21, 2022	Classes Resume for Students
	April - May, 2022	FSA Testing (Reading, Math & Science)
Friday & Monday	April 15 & 18, 2022	Holiday - Student/Teacher Holiday
	May 2-26, 2022	EOCs, AP, IB, District Exams
Thursday	May 26, 2022	<b>Last Day for Students/Fourth Quarter Ends</b>
Friday	May 27, 2022	Last Day for Teachers - Teacher Planning Day
Friday	May - TBA	Graduations (Schools/Locations TBD)
Monday	May 30, 2022	Memorial Day

\***ALL Schools** will be dismissed **1 hour** early on Dec 21, 2021 and May 26, 2022

**All Schools** participate in a weekly early release on Wednesday: Elementary @1:45, Middle @12:50, High @ 2:50

Interims Issued: September 14	Report Cards: October 26
Interims Issued: November 16	Report Cards: January 19
Interims Issued: February 8	Report Cards: March 29
Interims Issued: April 26	Report Cards: May 26 * Elementary only

✓ **Possible Hurricane Make-Up Days to be determined as needed.**

Optional planning day may "Flex" for any Planning Day or Post Planning day as pre-approved by Principal

CHARACTER COUNTS! In St. Johns County

Pillars of the Month

August - All Pillars    October - Responsibility    December - All Pillars    February - Caring    April - All Pillars  
September - Fairness    November - Citizenship    January - Respect    March - Trustworthiness    May - Citizenship

(Emphasis on Patriotism)

# School Profile



**School Mascot** - Toros  
**Colors** - Burnt Orange/  
Gunmetal Gray/Black  
**Enrollment** -projected 1300  
**Established** - 2021

## Community

Toco Creek High School is in the North Central area of St. Johns County. Toco Creek will open in the fall of 2021 and is projected to enroll approximately 1,300 students in its inaugural year with grades 9-11. The school is a state-of-the-art facility with three academy labs.

## Mission Statement

To provide students with the highest quality, rigorous, and challenging education within a safe and secure environment.

To create a climate within our school academic and extracurricular programs that support high expectations, character development, and accountability for all.

# SCHEDULING PROCEDURES

## Course Registration

Each spring or upon enrollment, students meet with a school counselor to select courses for the upcoming school year. Course placement is based on a review of pre and/or co-requisite courses, current grades, state assessment scores and teacher recommendations.

Course registration decisions include:

- **Review of core courses**
- **Selection of elective options**
- **Choice of traditional or virtual model**
- **Request for a reduced schedule for seniors and juniors\***
  - \* **Possible reasons to reduce a schedule during the junior and/or senior year include:**
    - **Travel time to DE courses on the college campus**
    - **Advanced schedule – full time college is typically 4 or 5 courses per semester**
    - **Employment or internship**
    - **Medical situation**
    - **Graduation requirements can be satisfied and Algebra I EOC and FSA requirements have been met**

Schools will try to schedule all the courses selected by a student; however, the following may affect a student's final schedule:

- **If a course is not requested by a sufficient number of students, that course will not be offered. In this case every attempt will be made to select a course from the “alternate selections” list from the student's course request form.**
- **If two selected courses are only offered at the same time, the student can only be scheduled into one of them. Every attempt will be made to use one of the student's alternate selections to replace the unscheduled course.**
- **If a student chooses a course that has a prerequisite and the student's final grade in the prerequisite course is not adequate, the student's schedule will be adjusted accordingly.**

For these reasons, it is crucial that the student completes the “alternate selections” section of the course request form. Please note that if this section is not completed, the student will be scheduled for available electives.

The scheduling procedure is to fill openings in courses in a descending order with 12th graders scheduled first, 11th graders next, etc. This is done to ensure that students closest to graduation meet their graduation requirements.

Students should discuss and plan their schedule with their parents. Parents should ensure their student's planned schedule reflects the scheduling procedures and courses needed for graduation.

# SCHEDULE CHANGE PROCEDURES

Schedule change requests may be made using the Toco Creek online scheduling change request form. Please understand that the school will make final course placement decisions in July after reviewing 2021 FSA scores and final course grades. The final day to request any **ELECTIVE** change is **June 10<sup>th</sup>** and the deadline for submitting a **CORE** course level change is **July 16<sup>th</sup>**.

**All final requests will be reviewed during the 1<sup>st</sup> five days of school.** All students who register for a full credit course are expected to remain in the course for both semesters as scheduling is done on a full year basis.

**ALL schedule change requests will be denied unless they meet the following criteria:**

- A student is incorrectly scheduled because of inadequate or erroneous information
- Administrative action becomes necessary because of imbalance of class loads, loss of a teaching unit, unique or unforeseen constraints
- An additional course is needed to meet graduation requirements
- A schedule adjustment is required because a student already has received credit in a scheduled class
- Students are enrolled in a course taught by a teacher whose class they had previously failed  
St. Johns County School District employs teachers certified by the Florida Department of Education. The school administration will decide the instructor for each course section. Students and parents are expected to abide by the choice of instructor. Course content is consistent in all sections with the same course number and description.

## **Course Level Change**

Students enrolled in a yearlong course, may request a course change at the end of the semester, only if all the following conditions have been met:

- grade of D or F
- completion of a parent conference
- demonstration of the student seeking consistent academic assistance

Students enrolled in a half-credit course, may request a course change at the end of the quarter, only if all the following conditions have been met:

- a grade of D or F
- completion of a parent/legal guardian conference
- demonstration of the student seeking consistent academic assistance

Please Note:

- All requests will be honored based on availability
- Placement based on FSA/EOC scores may supersede request

*In the case of extenuating circumstances, a petition may be made on a case-by-case basis to the principal (or designee) for review of criteria to ensure proper course placement.*

After 21 days, students who change their schedule will receive the Withdrew Passing (WP) or Withdrew Failing (WF) determined by their average in the course to that point. After 21 days, the grade earned in the honors/AP class follows the student to the next course, but teachers have flexibility to adjust the transfer grade based on demonstrated mastery of standards in the new course.

Withdrawing from an honors or AP course is also denoted with the WP or WF designation but cannot be done until after midpoint of the course.

**Note-withdrawing from dual enrollment courses is governed by the college deadlines, not school policy.**

# Grade Scale

Grade	Descriptor	Standard	Honors	DE, AP
A = 90-100	Outstanding Progress	4	4.5	5
B = 80-89	Above Average Progress	3	3.5	4
C = 70-79	Average Progress	2	2.5	3
D = 60-69	Lowest Acceptable Progress	1	1.5	2
F = 59-0	Failure	0	0	0

## GRADE FORGIVENESS

### Grade Forgiveness of High School Credit by Middle School Students

High school level courses taken below grade 9 may be used to satisfy high school graduation requirements and Bright Futures award requirements. Middle school students who have taken high school courses may receive grade forgiveness if they have earned a grade of C, D or F or the numerical equivalent of C, D or F. In such case, the district forgiveness policy must allow the replacement of the grade with a grade of C or higher, or the numerical equivalent of a grade of C or higher, earned subsequently in the same or comparable course. For a grade of A or B the course and grade cannot be forgiven and will appear on the student's high school transcript and will be used in the calculation of high school grade point average and for Bright Futures. (Section 1003.428 (4)(d), F.S.)

### Grade Forgiveness for High School Students

State law requires a cumulative 2.0 GPA to graduate. Forgiveness policies for required courses shall be limited to replacing a grade of D or F, or their numerical equivalent, with a grade of C or higher, or its numerical equivalent, earned subsequently in the same or comparable course.

Forgiveness policies for elective courses shall be limited to replacing a grade of D or F, or their equivalent, with a grade of C or higher, or its equivalent, earned subsequently in another course. These restrictions on forgiveness do not apply to students below grade 9 taking high school courses.

**Any course credit not replaced according to the district's forgiveness policy shall be included in the calculation of the cumulative GPA required for graduation. All courses and grades must be included on the student's transcript. Schools may not count the best 24 credits for all courses taken to meet the cumulative GPA for graduation requirements.**

The district's forgiveness policy is for the express purpose of assisting students in meeting the requirement to attain a minimum grade point average necessary to graduate from high school. Schools do not have the authority to purge a student record to delete the first grade of D or F. Student records cannot be altered at any time unless it has been determined that the information is inaccurate or a violation of the privacy or other rights of the student.

If an "F" is received in a course required for graduation, the student is strongly encouraged to repeat the course as soon as possible. Please note that failure to earn a full credit in a year-long course required for graduation may keep a student from going on to a higher course in that subject area. See your Guidance Counselor for more information on retaking a course.

A student is cautioned NOT to repeat courses for which credit has already been received. No credit will be awarded the second time. Courses in which one earns a C or higher may NOT be retaken to improve a grade.

# ACADEMIC RECOVERY LABS

A review of student academic and attendance records will be conducted prior to the start of school and at the end of each semester. Students meeting the criteria listed below shall be considered for an opportunity to participate in the Academic Recovery Labs. These labs are an option, not a requirement for students:

- who are not on schedule to graduate with their cohort – short in credits,
- with a GPA below a 2.0 – in danger of not graduating, or
- who meet one or more of the grade forgiveness criteria.

Students should move through the correct progression of the curriculum before the academic grade recovery lab is allowed when the GPA is above a 2.0. Students must receive a grade of D or F in order to retake a class.

Due to National Collegiate Athletic Association (NCAA) eligibility requirements, academic recovery lab courses are not recommended for prospective NCAA Division I and II athletes. For additional information, see:

<http://www.ncaa.org/> or [http://web1.ncaa.org/ECWR2/NCAA\\_EMS/NCAA.html](http://web1.ncaa.org/ECWR2/NCAA_EMS/NCAA.html)

## SJVS/FLVS GUIDELINES FOR HIGH SCHOOL

- Learning Labs have been established at each high school to assist in student access to virtual courses. Students enrolled in these labs will be held to daily class attendance requirements even if course is completed prior to the end of the enrolled semester.
- It is recommended that students have a 2.0 or higher GPA OR score a level 3 or higher on the FSA in reading unless the student has medical or behavior issues that may limit success in the traditional classroom.
- Students must meet with school counselor to determine if placement in a SJVS/FLVS is academically appropriate for the student based on course prerequisites, the student's academic history and age and appropriateness of the course for the student's Customized Learning Path (CLP). ALL courses must be approved by the counselor.
- For students with disabilities, an IEP or 504 meeting will be held prior to determining whether placement in a SJVS/FLVS course is appropriate based on their individual needs.
- Once a semester has begun, a student may not withdraw from a school course to enroll in the same course online without administrative approval.
- Students may not simultaneously be placed in the same course concurrently at a district high school and at SJVS/FLVS.

## COURSE WEIGHTING

\*An additional weight of .5 is added to Honors courses for grade point average (GPA) calculation.

\*\*An additional weight of 1.0 is added to Advanced Placement and Dual Enrollment courses for GPA calculation.



# HONORS CRITERIA

Students who meet AT LEAST ONE of the criteria listed below can take an Honors or AP level course.

- **Grades – A grade of “C” or better in the previous honors course.** Students earning an “A” in a previous standard class, may be recommended for Honors or AP.
- **FSA – Level 4 or 5 in appropriate area and not less than a level 3 in any area**
- **PSAT – A score of 48 or higher on an appropriate assessment.**
- **PLAN – A score of 170 (English), 210 (Math), or higher on the appropriate assessment.**

FSA Reading scores will be used for placement in English and Social Studies courses and FSA Math scores will be used for Math and Science courses.

## DROPPING HONORS OR ADVANCED COURSES

If a student is enrolled in an honors or AP full-credit course, the student may only drop the course within the first five class meetings, or he/she may NOT drop the course until the end of the semester and only if the following conditions exist:

- a grade of D or F,
- completion of a parent conference during each grading period,
- demonstration of the student seeking consistent academic assistance, and
- space available in a comparable course.

If a student is enrolled in an honors or AP half-credit course, the student may only drop the course after the end of the first nine weeks grading period and only if the following conditions exist:

- a grade of D or F,
- completion of a parent conference,
- demonstration of the student seeking consistent academic assistance, or
- space available in a comparable course.

Withdrawing from an honors or AP course is denoted with the WP or WF designation but cannot be done until after the midpoint of the course. In the case of extenuating circumstances, a petition may be made on a case-by case basis to the principal (or designee) for review of criteria to ensure proper course placement.

After 21 days, the grade earned in the honors/AP class follows the student to the next course, but teachers have flexibility to adjust the transfer grade based on demonstrated mastery of standards in the new course. Note – withdrawing from dual enrollment courses is governed by the college deadlines, not school policy

**\*Please choose your classes very carefully!!!**

# COLLEGIATE HIGH SCHOOL/DUAL ENROLLMENT INFO AND CRITERIA

**Collegiate High School** in St. Johns County creates an opportunity for a cohort of eligible students to enroll in college level classes and earn their Associate in Arts degree, all while still enrolled in high school. Students in this pathway will take a defined list of courses.

**Traditional Dual Enrollment** is a program that allows eligible high school students to simultaneously earn college credit while earning credit toward a high school diploma. Students enrolled in traditional dual enrollment will select their own courses.

**Early Admissions** is a type of dual enrollment for students in 11<sup>th</sup> and 12<sup>th</sup> grade who enroll full-time at SJR State, taking a minimum of 12 credit hours per semester. The student will only take classes at the SJR State campus and takes no classes at the high school site.

## HOW ARE THE PROGRAMS DIFFERENT?

**Collegiate High School** begins in the 9<sup>th</sup> grade. During grades 9<sup>th</sup> through 11<sup>th</sup>, students will take a defined list of 18 college credits in combination with their high school classes. During the 12<sup>th</sup> grade, students will be enrolled full-time at SJR State, taking a total of 33 credits. Students in this pathway will take a defined list of courses in order to facilitate completion of their Associate in Arts degree.

**Traditional Dual Enrollment** begins in the 10<sup>th</sup> or 11<sup>th</sup> grade. Students may take classes at the high school site, online, and on SJR State's campus as available.

**Early Admissions** begins in the 11<sup>th</sup> grade with dual enrollment courses online and on SJR State's campus as available. Students transition from DE to EA if they become full-time college students (minimum 12 credits/term, no classes at the high school site).

## What makes me eligible for the Collegiate High School?

- Participation in any Dual Enrollment program in Florida requires a minimum of 3.0 un-weighted high school GPA.
- Students were selected to receive an invitation to today's information session based upon having a minimum un-weighted cumulative high school GPA of 3.0.
  - Strong performance in English, Reading, and Math courses recommended.
- Students must have a level 3, 4 or 5 on the 8<sup>th</sup> grade Florida Standards Assessment for English Language Arts.
- Students must have a level 3 or higher on the 8<sup>th</sup> grade math FSA or a level 3 or higher on the Algebra 1 EOC.

# GRADUATION REQUIREMENTS

Graduation Requirements	Standard Diploma	Scholar Designation	Merit Designation
<b>English Credits</b>	<ul style="list-style-type: none"> <li>• <b><u>4 credits of English</u></b></li> <li>• Must take and pass 10<sup>th</sup> grade FSA Reading and Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Same as standard</li> </ul>	<ul style="list-style-type: none"> <li>• Same as standard</li> </ul>
<b>Math Credits</b>	<ul style="list-style-type: none"> <li>• <b><u>4 credits of Math</u></b></li> <li>• 1 credit in Algebra, EOC 30%</li> <li>• 1 credit in Geometry, EOC 30%</li> <li>• All students MP Algebra 1 EOC</li> </ul>	<ul style="list-style-type: none"> <li>• Must Pass Geometry EOC</li> <li>• Algebra 2</li> <li>• Statistics (or equally rigorous course)</li> </ul>	<ul style="list-style-type: none"> <li>• Same as standard</li> </ul>
<b>Science Credits</b>	<ul style="list-style-type: none"> <li>• <b><u>3 credits of Science</u></b></li> <li>• 1 credit in Biology 1, EOC 30%</li> <li>• 2 credits in an equally rigorous course</li> <li>• 1 credit may be substituted with allowable industry certification that leads to college credit</li> </ul>	<ul style="list-style-type: none"> <li>• Biology 1, MP EOC</li> <li>• 1 credit in Chemistry or Physics</li> <li>• 1 credit in a course equally rigorous to chemistry or physics</li> </ul>	<ul style="list-style-type: none"> <li>• Same as standard</li> </ul>
<b>Social Studies Credits</b>	<ul style="list-style-type: none"> <li>• <b><u>3 credits of Social Studies</u></b></li> <li>• World History</li> <li>• US History, EOC 30%</li> <li>• Government and Economics</li> </ul>	<ul style="list-style-type: none"> <li>• US History, MP EOC</li> </ul>	<ul style="list-style-type: none"> <li>• Same as standard</li> </ul>
<b>Performing/Practical Fine Arts</b>	<ul style="list-style-type: none"> <li>• <b><u>1 credit</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• Same as standard</li> </ul>	<ul style="list-style-type: none"> <li>• Same as standard</li> </ul>
<b>Foreign Language</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>2 credits of same foreign language</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• Same as standard</li> </ul>
<b>Physical Education w/ Health</b>	<ul style="list-style-type: none"> <li>• <b><u>1 credit of HOPE</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• Same as standard</li> </ul>	<ul style="list-style-type: none"> <li>• Same as standard</li> </ul>
<b>Electives/Other</b>	<ul style="list-style-type: none"> <li>• <b><u>8 credits of electives</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>8 credits of electives</u></b> - Must earn one AP, IB, AICE, or dual enrollment course credit</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>8 credits of electives</u></b> - students must use electives to attain one or more industry certifications</li> </ul>
<b>Online Course Requirement</b>	<ul style="list-style-type: none"> <li>• <b><u>1 entire course</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• Same as standard</li> </ul>	<ul style="list-style-type: none"> <li>• Same as standard</li> </ul>
<b>Total Credits</b>	<ul style="list-style-type: none"> <li>• <b><u>24 credits</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>24 credits</u></b></li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>24 credits</u></b></li> </ul>
	<ul style="list-style-type: none"> <li>• 24 credits may be earned through equivalent, applied, or integrated or career education courses, including work related internships</li> <li>• 2.0 cumulative GPA on a 4.0 scale</li> </ul>	<ul style="list-style-type: none"> <li>• 2.0 cumulative GPA on a 4.0 scale</li> </ul>	<ul style="list-style-type: none"> <li>• 24 credits may be earned through equivalent, applied, or integrated or career education courses, including work related internships</li> <li>• 2.0 cumulative GPA on a 4.0 scale</li> </ul>

# TOCOI CREEK CAREER ACADEMIES

## **Academy of Future Healthcare Professionals**



The electives in this academy will offer students an opportunity to explore careers in healthcare. Students will be able to visit healthcare facilities, participate in job-shadowing rotations and gain real-world experiences in the medical field. This course is part of the secondary Health Core consisting of a study of the human body, both structurally and functionally with emphasis on the pathophysiology and transmission of disease. Medical terminology is an integral part of the course. Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools, and equipment, as well as, experimental quality, and safety procedures will be an integral part of this course. Students will interact with materials and primary sources of data or with secondary sources of data to observe and understand the natural world. Students will develop an understanding of measurement error, and develop the skills to aggregate, interpret, and present the data and resulting conclusions. Equipment and supplies will be provided to enhance these hands-on experiences for students. A minimum of 20% of classroom time will be dedicated to laboratory experiences.

## **Academy of Leadership in Emerging Technologies**



The electives in this academy will emphasize the use of emerging technologies and the leadership, entrepreneurial and technical skills needed to be successful in rapidly changing industries using future technologies. This path provides students with the content and skills essential to the design and operation of robotics, including artificial intelligence, sensors, electronic devices, engineering technologies, motion physics, electrical motors, programming, simulation and modeling and critical thinking skills. Fields related to the design, construction, coding and use of industrial, medical, or commercial robotics will be emphasized. Students will immerse themselves in the use of drones, robotics and design elements/software and equipment related to current industrial, commercial, and medical applications.

## **Academy of Innovation in the Built Environment**



The electives in this academy will offer students an opportunity to explore careers in the various fields of Construction Management. Students will have hands-on experiences in design and construction, participate in job-shadowing rotations and gain real-world experiences in the construction field. This academy is focused on developing a deep understanding of entrepreneurial programming, Computer Assisted Design (CAD), project fabrication and marketing. Engineering, design and project construction management are integral components of the course. Laboratory investigations that include scientific design, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental quality, and safety procedures will be an integral part of this course. Equipment and supplies will be provided to enhance these hands-on experiences for students.

# ACADEMY ELECTIVES

## Future Healthcare Professionals

**Health Science Anatomy and Physiology**  
Course No.: 8417100      Credit: 1.0\*

This course is part of the secondary Health Core consisting of a study of the human body, both structurally and functionally with emphasis on the pathophysiology and transmission of disease. Medical terminology is an integral part of the course.

**Health Science Foundations**  
Course No.: 8417110      Credit: 1.0\*

This course is part of the Secondary Health Core designed to provide the student with an in-depth knowledge of the health care system and associated occupations. Emphasis is placed on communication and interpersonal skills, use of technology, ethics and the development of critical thinking and problem-solving skills. Students will also learn first aid skills and demonstrate the measurement of vital signs. Students may shadow professionals throughout the course.

## Leadership in Emerging Technologies

**Foundations in Mechatronic Programming-  
Robotic Design Essentials**  
Course No.: 9410120      Credit 1.0\*

(Relevant standards from Foundations of Robotics will be included 9410110)

This Course provides students with the content and skills essential to the design and operation of robotics, including artificial intelligence, sensors, electronic devices, engineering technologies, motion physics, electrical motors, programming, simulation and modeling and critical thinking skills.

## **Robotic Systems and Survey of Emerging Technologies**

Course No.: 9410130      Credit 1.0\*

This course provides students with extended content and skills essentials to the design and operation of robotics and operations of robotic systems, including artificial intelligence, specialized sensors, electronic applications, engineering technologies, environmental physics, manufacturing, topographical considerations, programming, communications, simulation and modeling and critical thinking skills.

## Innovation in the Built Environment

### **Introduction to Construction Management Construction Design Technology**

Course No.: 8722010      Credit 1.0\*

The purpose of this course is to provide students with competencies in safety practices; the use of hand and power tools; construction components, materials and hardware; construction industry occupations and employability skills.

### **Construction Management Foundations Construction Design Technology**

Course No.: 8722030      Credit 1.0\*

The purpose of this course is to develop student competencies in construction related math and science, the built environment and the green environment.

# ART

## **Creating Three – Dimensional Art PF**

Course No.: 0101365                      Credit: 0.5

Students in Creating Three-Dimensional Art, investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art-making processes of creating 3-D artworks, which may include sculpture, assemblage, and/or ceramics. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills. This course incorporates hands-on activities and consumption of art materials.

*If you choose to take Creating Three-Dimensional Art this will be paired with Creating 2D Art or Drawing 1. One course will be taken 1st semester and the other course will be taken 2nd semester.*

## **Three – Dimensional Studio Art 2 PF**

Course No.: 0101340                      Credit: 1.0

Prerequisite: Ceramics/Pottery I and Teacher Recommendation

Students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Processes and techniques for substitution include wheel-thrown clay, glaze formulation and application, or extruded, cast, draped, molded, laminated, or soft forms. Media may include, but are not limited to, clay, wood, metal, plaster, paper-maché, and plastic with consideration of the workability, durability, cost, and toxicity of the media used. 3-D 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 3-D 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.

## **Three – Dimensional Studio Art 3 Honors PF**

Course No.: 0101350                      Credit: 1.0\*

Prerequisite: Three – Dimensional Studio Art 2 and Teacher Recommendation

Students communicate a sense of 4-D, motion, and/or time, based on creative use of spatial relationships and innovative treatment of space and its components. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Students address 4-D, the inter-relatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium (i.e., natural, artificial, or reflective), or flexible, entered, or activated space. Other concepts for exploration include tension, compression or expansion, intrusions or extrusions, grouping, proximity, containment, closure, contradiction, and continuity. 3-D artists experiment with processes, techniques, and media, which may include, but are not limited to, creating maquettes, casting and kiln-firing techniques, stone carving, mold making, or working with glass, cement, PVC piping, or structures scaled to human existence. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D 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.

## **Creating Two-Dimensional Art PF**

Course No: 0101355                      Credit: 0.50

Term: Semester

Students investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art-making processes of creating two-dimensional works, which may include drawing, painting, printmaking, and/or collage. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-

century skills. This course incorporates hands-on activities and consumption of art materials. *If you choose to take Creating 2D Art, this will be paired with Ceramics/Pottery 1. One course will be taken 1st semester and the other course will be taken 2nd semester.*

### **Drawing 1 PF**

Course.: 0104335                      Credit 0.5

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

### **Drawing 2 PF**

Course.: 0104350                      Credit 1.0

illusion of depth. Students regularly reflect on aesthetics and art issues individually and as a group and focus on expressive content that is progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. *Additional art supplies may need to be purchased*

## **COMPUTER EDUCATION**

### **Advanced Information Technology**

Course No.: 9007610                      Credit: 1.0\*

This course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing

Students develop and refine technical skills and create 2-D compositions with a variety of media in drawing. Student artists sketch, manipulate, and refine the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers.

### **Portfolio I, II, or III Honors PF**

Course No.: 0109310                      Credit: 1.0\*

Prerequisite: 2D Studio Art, 3D Studio Art and Teacher Recommendation

Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in drawing, painting, printmaking, and/or mixed media that emphasizes line quality, rendering of form, composition, surface manipulation, and/or fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Advanced Information Technology includes the exploration and use of databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards. After successful completion of this core course, students will have met Occupational Completion Point A, Information Technology Assistant - SOC Code 15-1151.

### **Foundations of Programming**

Course No.: 9007210                      Credit: 1.0\*

Prerequisite: Algebra I recommended for student success with integrated math concepts in programming

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 will also explore the vast programming career

opportunities available in this high-demand field. This course provides honors-level credit.

### **Advanced Placement Computer Science Principles**

Course No: 0200335                      Credit: 1.0\*\*  
Prerequisite: Meets Honors Criteria

AP Computer Science Principles introduces you to the foundations of computer science with a focus on how computing powers the world. Along with the fundamentals of computing, you will learn to analyze data, create technology that has a practical impact, and gain a broader understanding of how computer science impacts people and society. Students are expected to take a final AP exam.

### **Advanced Placement Computer Science A**

Course No.: 0200320                      Credit: 1.0\*\*  
Pre-requisite: AP Computer Science Principles or Foundations of Program

AP Computer Science A is an introductory course in computer science. Students will learn the Java programming language and develop the skills required to write programs or parts of programs to correctly solve specific problems. Students will learn design techniques to make programs understandable, adaptable, and reusable. Major themes within this course are data structures and object-oriented programming. Students are expected to take a final AP exam.

### **Digital Art Imaging 1 PA**

Course No.: 0108370                      Credit: 1.0

Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still images through the single or combined use of computers, digital cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

### **Digital Art Imaging 2 PA**

Course No.: 0108380                      Credit: 1.0

Students explore and develop concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional graphic and fine works of art. As they become more adept at using the tools and techniques available to them, students design digital still images through the single or combined use of computers, digital cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

### **Digital Art Imaging 3 \* PA**

Course No.: 0108390                      Credit 1.0\*

Students explore advanced topics through project-based work, becoming more self-directed in their acquisition and use of concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional graphic and fine works of art in print and web formats. As they become more adept at using the tools and techniques available to them, students design and produce digital still images through the single or combined use of computers, digital cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication and independence to promote risk-taking in the completion of conceptually based, self-directed work. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

## **Digital Video Technology**

### **Digital Video Technology 1 Honors PA**

Course No.: 8201410                      Credit: 1.0\*  
Prerequisites: None

This course provides students with an introduction to the digital video production process; content includes safe work practices, planning a production



set, designing lighting plans, camera operation, and audio/video recording, mixing, and editing. This is a level 3 Course, Honors Weighting.

**Digital Video Technology 2 Honors PA**

Course No.: 8201420           Credit: 1.0\*

Prerequisites: Digital Video Technology 1

This course provides students with intermediate level instruction in the digital video production process. This is a level 3 Course, Honors Weighting.

**Digital Video Technology 3 Honors PA**

Course No.: 8201430           Credit: 1.0\*

Prerequisites: Digital Video Technology 2

Students will participate in the digital video preproduction, production, and post-production processes. This is a level 3 Course, Honors Weighting.

**Digital Video Technology 4 Honors PA**

Course No.: 8201440           Credit: 1.0\*

Prerequisites: Digital Technology 3

Students will demonstrate proficiency in all phases of the digital video production process (pre-production, production, post-production). This is a level 3 Course, Honors Weighting

# Exceptional Education

Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

<b>Access Biology I</b>	<b>Access Algebra 1A</b>	<b>Access World History</b>
Course No: 7920015	Course No: 7912080	Course No: 7921027
<b>Access Earth/Space Science</b>	<b>Access Algebra IB</b>	<b>Access US History</b>
Course No: 7920020	Course No: 7912090	Course No.: 7921015
<b>Access Integrated Science</b>	<b>Access Geometry</b>	<b>Access Government</b>
Course No: 7920025	Course No.: 7912065	Course: 7921015
<b>Access Hope</b>	<b>Access English 1 &amp; 2</b>	<b>Access Economics</b>
Course No.: 7915015	Course No: 7910111	Course: 7921022
<b>Access Liberal Arts Math</b>	<b>Access English 3 &amp; 4</b>	
Course No: 7912070	Course No: 7910112	

### **Preparation for Post-school Adult Living**

Course No.: 7963010                      Credit: Multiple

The purpose of this course is to enable students with disabilities to acquire the knowledge and skills needed to prepare for post-school adult living.

### **Career Preparation**

Course No.: 7980110                      Credit: Multiple

The purpose of this course is to enable students with disabilities to acquire the career knowledge and skills necessary to identify career options, obtain community resources and develop work-related behaviors. The course will provide a foundation for further progress toward achieving the student's desired post-school outcomes related to a career.

### **Career Experiences**

Course No.: 7980120                      Credit: Multiple

The purpose of this course is to enable students with disabilities to further develop the career knowledge and skills necessary to identify career options, access community resources, and practice work-related behaviors. The course will provide guided practice and experiences in school and community work situations aimed at further progress toward achieving the student's desired post-school outcomes related to a career.

### **Career Placement**

Course No.: 7980130                      Credit: Multiple

The purpose of this course is to enable students with disabilities to use the career knowledge and skills necessary to identify career options, access community resources and apply work-related behaviors. The course will provide placement in a job in the community aimed at further progress toward achieving the student's desired post-school outcomes related to a career.

### **Specially Designed Physical Education**

Course No.: 7915010                      Credit: Multiple

The purpose of this course is to provide opportunities for students with disabilities to develop motor skills and to participate in various physical activities that may be modified to meet individual needs.

### **Visual and Performing Arts**

Course No.: 7967010                      Credit: Multiple

The purpose of this course is to enable students with disabilities to develop a knowledge and appreciation

of the visual and performing arts. There will be particular emphasis on the visual arts.

### **Learning Strategies**

Course No.: 7963080                      Credit: Multiple

The purpose of this course is to provide instruction that enables students with disabilities to acquire and use strategies and skills to enhance their independence as learners in educational and community settings.

## **Interdisciplinary**

### **AP Capstone Seminar**

Course No.: 1700500                      Credit: 1.0\*\*

Seminar is a foundational course that engages student in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances.

### **AP Capstone Research**

Course No.: 1700510                      Credit: 1.0\*\*

Prerequisite: AP Capstone Seminar and Teacher Recommendation.

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan and conduct a year-long research-based investigation to address a research question

## **Language Arts**

### **English 1**

Course No.: 1001310                      Credit: 1.0

Prerequisite: None

The purpose of this course is to build upon previous years' language arts experiences, emphasizing a survey of literary genres, the writing process, reading strategies, study skills and vocabulary development.

### **English, I Honors**

Course No.: 1001320                      Credit: 1.0\*

Prerequisite: Meet Honors Criteria

The purpose of this course is to build upon previous years' language arts experiences through accelerated, in depth studies emphasizing a survey of literary genres, writing process, reading strategies, study skills and vocabulary development.

### **English II**

Course No.: 1001340                      Credit: 1.0

Prerequisite: English I

The purpose of this course is to build upon previous years' language arts experiences emphasizing a survey of world literature, advanced reading strategies, modes of writing including expository, persuasive, narrative and descriptive.

### **English II Honors**

Course No.: 1001350                      Credit: 1.0\*

Prerequisite: English I and Meet Honors Criteria

The purpose of this course is to build upon previous years' language arts experiences through accelerated, in-depth studies emphasizing a survey of world literature, advanced reading strategies, modes of writing including expository, persuasive, narrative and descriptive.

### **English III**

Course No.: 1001370                      Credit: 1.0

Prerequisite: English II

The purpose of this course is to build upon previous years' language arts experiences and to emphasize the research process and a survey of American literature.

### **English III Honors**

Course No.: 1001380                      Credit: 1.0\*

Prerequisite: English II and Meet Honors Criteria

The purpose of this course is built upon previous years' language arts experiences through accelerated, in-depth studies emphasizing the research process and a survey of American literature.

### **AP English Language and Composition**

Course No.: 1001420                      Credit: 1.0\*\*

Prerequisite: Meet Honors Criteria

The purpose of this course is to provide students with an understanding of the semantic, structural and rhetorical resources of the English language as they relate to the principles of effective writing. The course also provides a variety of writing opportunities calling for the use of different styles and tones.

**Students are expected to take a final AP exam.**

### **AP English Literature and Composition**

Course No.: 1001430                      Credit: 1.0\*\*

Prerequisite: Meet Honors Criteria

The purpose of this course is to study and practice writing and to study literature. Students will learn to use the modes of discourse and recognize the assumptions underlying various rhetorical strategies. Students will also acquire an understanding of the resources of the language and of the writer's craft. They will develop critical standards for the appreciation of any literary work and increase their sensitivity to literature as shared experience.

**Students are expected to take a final AP exam.**

### **Intensive Reading**

Course No.: 1000410                      Credit: Multiple

Prerequisite: Administrative Placement

The purpose of this course is to provide remedial instruction and practice in reading skills for students reading below grade level.

### **Journalism 1-6 (Yearbook)**

Course No.: 1006300-1006340      Credit: 1.0

Prerequisite: Teacher Recommendation, Application Approval

The purpose of this course is to provide instruction in basic aspects of journalism and workshop experiences in journalistic production. Students serve on the yearbook committee.

### **Creative Writing 1**

Course No.: 1009320                      Credit: 0.5

The purpose of this course is to develop writing and language skills needed for individual expression in literary forms.

### **Creative Writing 2**

Course No.: 1009330                      Credit: 0.5

The purpose of this course is to extend the development of the writing and language skills needed for individual expression in the literary forms as introduced in Creative Writing I.

***If you choose to take Creative Writing I, Creative Writing 2 will be taken concurrently. Creative Writing 1 will be taken 1st semester and Creative Writing 2 will be taken 2nd semester.***

### **Speech I PF**

Course No.: 1007300                      Credit: 1.0

The purpose of this course is to provide instruction in the fundamentals of formal and informal oral communication.

## **COLLEGIATE HIGH SCHOOL/DUAL ENROLLMENT**

### **Composition I (3 College Credits- 3 Hours)**

Course No.: ENC1101                      Credit: 1.0\*\*

Prerequisite: Meet Honors and Dual Enrollment Criteria (See page 6)

ENC 1101 is a course in paragraph and essay writing, incorporating some review of basic grammar.

Students will learn to write essays that are unified, coherent and grammatically correct. An exit grade of "C" or higher is required. Composition I fulfill the junior year English requirement. ***If you choose to take ENC1101, ENC1102 will be taken concurrently. ENC1101 will be taken 1st semester and ENC1102 will be taken 2nd semester.***

### **Composition II (3 College Credits- 3 Hours)**

Course No.: ENC1102                      Credit: 1.0\*\*

Prerequisite: ENC1101 with a grade of C or higher

The course includes detailed training in the methods and applications of expository writing and the process of logical thinking. Emphasis is placed on descriptive, persuasive and argumentative writing. Students will write a documented research paper. An exit grade of "C" or higher is required. Composition II fulfills the senior year English requirement.

# **MATHEMATICS**

### **Algebra 1-A**

Course No.: 1200370                      Credit: 1.0

The purpose of this course is to develop the algebraic concepts and processes that can be used to solve a variety of real-world and mathematical problems. This is the first of a two-year sequence of courses, Algebra 1-A and Algebra 1-B. Together, the two courses fulfill the Algebra 1 requirements (Course Number 1200310). There are two critical areas of this course: Relationships Between Quantities and Reasoning with Equations and Linear and Exponential Relationships. These critical areas deepen and extend understanding of the number system and of linear and exponential relationships by contrasting them with each other and by applying linear models to statistical data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of real-world scenarios. If you are recommended to take Algebra 1A and Algebra 1 this will take up 2 class periods for the entire school year. You will have the opportunity to earn 2 full math credits by the end of the school year.

### **Algebra I**

Course No.: 1200310                      Credit: 1.0

Prerequisite: None

This course, or its equivalent, is a required course for graduation. The critical areas of this course deepen and extend understanding of the number system and of linear and exponential relationships by contrasting them with each other and by applying linear models to statistical data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The standards for these critical areas fall into three reporting categories: Algebra and Modeling; Functions and Modeling, and Statistics and the Number System. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make

sense of real-world scenarios. Students must participate in the End-of-Course examination.

### **Algebra I Honors**

Course No.: 1200320                      Credit: 1.0\*

Prerequisite: Meet Honors Criteria and Teacher Recommendation

This course is a rigorous study designed for the student who excels in both ability and performance in mathematics. The critical areas of this course deepen and extend understanding of the number system and of linear and exponential relationships by contrasting them with each other and by applying linear models to statistical data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The standards for these critical areas fall into three reporting categories: Algebra and Modeling; Functions and Modeling, and Statistics and the Number System. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of real-world scenarios. Students must participate in the End-of-Course examination.

### **Liberal Arts Math 1**

Course No.: 1207300                      Credit: 1.0

Prerequisite: Algebra I

The purpose of this course is to strengthen skills taught in Algebra 1 while providing a foundation for Geometry. Major topics include: Quantities; Seeing Structure in Expressions; Arithmetic with Polynomials and Rational Expressions; Creating Equations; Reasoning with Equations and Inequalities; Interpreting Functions; Congruence; Similarity, Right Triangles, and Trigonometry; Geometric Measurement and Dimension; Modeling with Geometry and Interpreting Categorical and Quantitative Data.

### **Geometry**

Course No.: 1206310                      Credit: 1.0

Prerequisite: Algebra I and Teacher Recommendation

Geometry is a course designed for college bound students. In this course, students explore more complex geometric situations and deepen their

explanations of geometric relationships, moving towards formal mathematical arguments. The standards for this course fall into three critical areas (reporting categories): Congruence, Similarity, Right Triangles and Trigonometry; Circles, Geometric Measurement and Geometric Properties with Equations, and Modeling with Geometry. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of real-world scenarios. This course emphasizes the relationship between Algebra and Geometry in preparation for Algebra 2.

### **Geometry Honors**

Course No.: 1206320                      Credit: 1.0\*

Prerequisite: Meet Honors Criteria, Algebra I or Algebra I Honors

This course is designed for the student who excels in both ability and performance in college preparatory mathematics. This is a rigorous study in which students will explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The standards for this course fall into three critical areas (reporting categories): Congruence, Similarity, Right Triangles and Trigonometry; Circles, Geometric Measurement and Geometric Properties with Equations, and Modeling with Geometry. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of real-world scenarios. Extensive out-of-class preparation is required. This course emphasizes the relationship between Algebra and Geometry in preparation for Algebra 2 Honors.

### **Liberal Arts Math 2**

Course No.: 1207310                      Credit: 1.0

Prerequisite: Geometry or LAM1

The purpose of this course is to strengthen skills taught in Algebra1 and Geometry while preparing students for Algebra 2 or fourth math credit. Major topics include: The Real Number System; Complex Numbers; Seeing Structure in Expressions; Arithmetic with Polynomials and Rational Expressions; Reasoning with Equations and

Inequalities; Interpreting Functions; Linear and Exponential Models; Expressing Geometric Properties with Equations; Making Inferences and Justifying Conclusions, and Conditional Probability and the Rules of Probability.

### **Algebra II**

Course No.: 1200330                      Credit: 1.0

Prerequisite: Algebra I, Geometry, and Teacher Recommendation

This second course in algebra is designed for college bound students. This course builds on work with linear, quadratic, and exponential functions, and extends student repertoire of functions to include polynomial, rational, and radical functions. Students will work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The standards for this course fall into three reporting categories: Algebra and Modeling; Functions and Modeling, and Statistics and the Number System. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of real-world scenarios.

### **Algebra II Honors**

Course No.: 1200340                      Credit: 1.0\*

Prerequisite: Geometry or Geometry Honors, Meet Honors Criteria, Teacher Recommendation

This course is a rigorous study designed for the student who excels both in ability and performance in college preparatory mathematics. This course builds on work with linear, quadratic, and exponential functions, and extends student repertoire of functions to include polynomial, rational, and radical functions. Students will work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The standards for this course fall into three reporting categories: Algebra and Modeling; Functions and Modeling, and Statistics and the Number System. The Standards for Mathematical Practice apply throughout each course

and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of real-world scenarios.

### **Math for College Readiness**

Course No.: 1200700                      Credit: 1.0

Prerequisite: 3 credits in math, and in 12<sup>th</sup> grade

This course is recommended for students who simply need some additional instruction in content to prepare them for success in college level mathematics. This course incorporates the Florida Standards for 71 Mathematical Practices as well as the following Florida Standards for Mathematical Content: Expressions and Equations, The Number System, Functions, Algebra, Geometry, Number and Quantity, Statistics and Probability, and the Florida Standards for High School Modeling. The standards align with the Mathematics Postsecondary Readiness Competencies deemed necessary for entry-level college courses.

### **Pre-Calculus Honors**

Course No.: 1202340                      Credit: 1.0\*

Prerequisite: Meet Honors Criteria, Algebra II Honors, Teacher Recommendation

This course is designed for the student who excels both in ability and performance in college preparatory mathematics and will strengthen the student's skill in 72 preparation for calculus. Major topics include: Limits and Continuity; The Complex Number System; Vector & Matrix Quantities; Arithmetic with Polynomials & Rational Expressions; Building Functions; Trigonometric Functions; Similarity, Right Triangles, & Trigonometry, and Expressing Geometric Properties with Equations. NOTE: Students earning credit in pre-calculus may not earn credit in both trigonometry and analytic geometry.

### **Probability & Statistics with Applications Honors**

Course No.: 1210300                      Credit: 1.0\*

Prerequisite: Meet Honors Criteria

The purpose of this course is to introduce students to the fundamentals of descriptive and inferential statistics with a pronounced emphasis on inference. Major topics include: Conditional Probability and the Rules of Probability; Making Inferences and Justifying conclusions; Interpreting Categorical and

Quantitative Data and Using Probability to Make Decisions.

### **Advanced Placement (AP) Statistics**

Course No.: 1210320 Credit: 1.0\*\*

Prerequisite: Algebra II Std or Honors, Meet Honors Criteria

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1. Exploring Data: Describing patterns and departures from patterns 2. Sampling and Experimentation: Planning and conducting a study 3. Anticipating Patterns: Exploring random phenomena using probability and simulation 4. Statistical Inference: Estimating population parameters and testing hypotheses. Extensive out of class preparation is required. **Students are expected to take a final AP exam.**

### **Advanced Placement (AP) Calculus AB**

Course No.: 1202310 Credit: 1.0\*\*

Prerequisite: Pre-Calculus, Meet Honors Criteria, Teacher Recommendation

Calculus AB is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The courses emphasize a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. Major topics include: Functions, Graphs, and Limits; Derivatives, and Integrals. Extensive out of class preparation is required. **Students are expected to take a final AP exam.**

### **Advanced Placement (AP) Calculus BC**

Course No.: 1298310 Credit: 1.0\*\*

Prerequisite: AP Calculus AB, Meet Honors Criteria, Teacher Recommendation

The purpose of this course is to enhance and continue the study of mathematics after Algebra 1, Algebra 2, and Geometry and provide a college level foundation to students not aspiring to a math, science or technical major. Major topics include: Reasoning with Equations and Inequalities; Building Functions; Interpreting Functions; Trigonometric Functions; Geometric Measurement and Dimension; Expressing Geometric Properties with Equations; Complex

Numbers; Vector & Matrix Quantities; Conditional Probability and the Rules of Probability and Using Probability to Make Decisions. **Students are expected to take a final AP exam.**

## **COLLEGIATE HIGH SCHOOL/DUAL ENROLLMENT**

### **College Algebra (3 College Credits – 3 Hours)**

Course No.: MAC1105 Credit: 1.0\*\*

Prerequisite: Meet Honors and Dual Enrollment Criteria

Topics include lines, parabolas, circles, functions and their graphs, polynomial functions, rational functions, exponential functions, logarithmic functions and systems of equations and inequalities. It is recommended to have pre-calculus prior to taking this course.

### **Elementary Statistics (3 College Credits – 3 Hours)**

Course No.: STA 2023 Credit: 1.0\*\*

Prerequisite: MAC1105 with a C or higher.

This course is an introduction to the fundamental concepts and methods of statistics and probability. Topics include graphs and numerical measures, probability, distributions, confidence intervals and hypothesis testing, correlation and regression and nonparametric methods.

***If you choose to take MAC1105, STA2023 will be taken concurrently. MAC1105 will be taken 1st semester and STA2023 will be taken 2nd semester.***

## **PERFORMING ARTS**

### **Dance Techniques 1 PF**

Course No.: 0300310 Credit: 1.0

Students in this year-long, entry-level course, designed for those having no prior dance instruction, learn foundational skills in multiple dance styles. Their development of fundamental dance technique is enriched and enlivened through study of works by a variety of diverse artists and developing genre-specific movement vocabulary and dance terminology. Students will build knowledge and skills



related to somatic practices, dance composition, self-reflection of efforts, dance history and culture, collaborative work, and rehearsal and performance protocols.

### **Dance Techniques 2 PF**

Course No.: 0300320                      Credit: 1.0  
Prerequisite: Dance Techniques I and Teacher Recommendation

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. Students will also begin to develop skills of choreography and get to create their own dance piece.

### **Dance Techniques 3 Honors PF**

Course No.: 0300330                      Credit: 1.0\*  
Prerequisite: Dance Techniques 2 and/or Teacher Recommendation

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. Students will also continue to develop choreography skills and create their own piece.

### **Dance Repertory 1-2 PF**

Course No.: 0300400,0300410                      Credit: 1.00  
Prerequisite: By Audition

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.

### **Dance Repertory 3-4 Honors PF**

Course No.: 0300400,0300410                      Credit: 1.0\*  
Prerequisite: By Audition

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.

### **Theatre 1 PF**

Course No.: 0400310                      Credit: 1.0

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

### **Theatre 2 PF**

Course No.: 0400320                      Credit: 1.0  
Prerequisite: Drama I and Teacher Recommendation.

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.

### **Theatre 3 Honors PF**

Course No.: 0400330                      Credit: 1.0\*  
Prerequisite: Drama II and Teacher Recommendation

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 4 Honors PF**

Course No: 0400340                      Credit: 1.0\*  
Prerequisite: Drama III and Teacher  
Recommendation

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.

#### **Technical Theatre: Design & Production for Scenery & Props PF**

Course No: 0400407                      Credit: 1.0

Students learn the basic tools and procedures for designing and creating scenery and properties (props). Students learn the conventions of design presentation and documentation, the organizational structure of theatre production and creative work in a collaborative environment. 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.

#### **Band 1 PF**

Course No.: 1302300                      Credit: 1.0  
Prerequisite: Middle School Band

The purpose of this course is to enable students to develop basic technical skills on wind or percussion instruments through the refinement and performance of high school band literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, and critical listening. Students enrolled in this course are members of the Marching Band. This course includes after school and weekend activities.

#### **Band 2 PF**

Course No.: 1302310                      Credit: 1.0  
Prerequisite: Band I and/or Director's Approval

The purpose of this course is to enable students to develop intermediate-level technical skills on wind or percussion instruments through the refinement and performance of high school band literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, and critical listening. Students enrolled in this course are members of the Marching Band. This course includes after school and weekend activities.

#### **Band 3 PF**

Course No.: 1302320                      Credit: 1.0  
Prerequisite: Band II and Director's Approval

The purpose of this course is to enable students to develop proficient technical skills on wind or percussion instruments through the refinement and performance of high school band literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, and critical listening. Students enrolled in this course are members of the Marching Band. This course includes after school and weekend activities.

#### **Band 4 PF**

Course No.: 1302330                      Credit: 1.0  
Prerequisite: Band III and Director's Approval

The purpose of this course is to enable students to develop consistently proficient technical skills on

wind or percussion instruments through the refinement and performance of high school band literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, critical listening, and aesthetic response. Students enrolled in this course are members of the Marching Band. This course includes after school and weekend activities.

### **Jazz Ensemble 1 PF**

Course No.: 1302500                      Credit: 1.0  
Prerequisite: Director's Approval

The purpose of this course is to enable students to develop basic skills in jazz performance through knowledge of styles and performance techniques of varied jazz and contemporary literature.

### **Jazz Ensemble 2 PF**

Course No.: 1302500                      Credit: 1.0  
Prerequisite: Jazz Ensemble 1 and Director's Approval

The purpose of this course is to enable students to develop intermediate-level skills in jazz performance through knowledge of styles and performance techniques of varied jazz and contemporary literature.

### **Jazz Ensemble 3 PF**

Course No.: 1302520                      Credit: 1.0  
Prerequisite: Jazz Ensemble 2 and Director's Approval

The purpose of this course is to develop the ability to apply the knowledge of styles and techniques of varied contemporary, popular, and jazz literature.

### **Instrumental Techniques 1 – 3 PF**

Course No: 1302420, 1302430, 1302440  
Credit: 1.0  
Prerequisite: Audition and/or Director's Approval

The purpose of this course is to enable students to develop basic performance skills on a selected instrument in a solo or small ensemble setting using varied high school literature. Performance techniques, music knowledge, critical analysis and aesthetic response are emphasized.

### **Chorus 1 PF**

Course No.: 1303300                      Credit: 1.0

The purpose of this course is to enable students to develop basic individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation, and development of critical and aesthetic response to music.

### **Chorus 2 PF**

Course No.: 1303310                      Credit: 1.0  
Prerequisite: Audition and/or Director's Approval

The purpose of this course is to enable students to develop intermediate-level individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation and development of critical and aesthetic response to music.

### **Chorus 3 PF**

Course No.: 1303320  
Credit: 1.0  
Prerequisite: Audition and/or Director's Approval

The purpose of this course is to enable students to develop proficient individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation and development of critical and aesthetic response to music.

### **Chorus 4, 5 Honors, 6 Honors PF**

Course No.: 1303330/1303340/1303350  
Credit: 1.0\*  
Prerequisite: Audition and/or Director's Approval

The purpose of this course is to enable students to develop advanced individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation and development of critical and aesthetic response to music.

### **Chorus Register-Specific 1 PF**

Course No: 1303360                      Credit: 1.0  
Prerequisite: Audition may be requested.

The purpose of this course is to enable students to develop basic individual and ensemble skills in choral performance through preparation of varied high/low range high school literature. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation and development of critical and aesthetic response to music.

### **Chorus Register-Specific 2 PF**

Course No: 1303370                  Credit: 1.0  
Prerequisite: Audition may be requested.

The purpose of this course is to enable students to develop intermediate-level individual and ensemble skills in choral performance through preparation of varied high/low range high school literature. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation and development of critical and aesthetic response to music.

### **Chorus Register-Specific 3 PF**

Course No: 1303380                  Credit: 1.0  
Prerequisite: Audition may be requested.

The purpose of this course is to enable students to develop independence in musicianship, high/low range vocal performance techniques and aesthetic awareness through the rehearsal and performance of varied idiomatic high/low range choral literature.

### **Vocal Techniques 4 Honors PF**

Course No.: 1303430                  Credit: 1.0\*  
Prerequisite: Meet Honors Criteria, Vocal Techniques III, or audition

The purpose of this course is to enable students to develop advanced performance skills in a solo or small ensemble setting using varied high school literature. Emphasis will be placed on healthy and expressive singing, performance techniques, music knowledge, and development.

### **Vocal Ensemble 4 Honors PF**

Course No.: 1303470                  Credit: 1.0\*  
Prerequisite: Audition Only

Students with extensive vocal ensemble experience refine their critical listening, music literacy, and ensemble skills through the study, rehearsal, and performance of high-quality, advanced literature. Students use reflection and problem-solving skills

with increasing independence to improve their performance and musical expressivity. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

## **PHYSICAL EDUCATION**

### **HOPE (Health Opportunities through Physical Education)**

Course No.: 3026010                  Credit: 1.0

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness.

### **Team Sports 1-2**

Course No.: 1503350,1503360  
Credit: 0.5

The purpose of this course is to enable students to acquire basic knowledge of team sports play, develop skills in specified team sports and improve health-related fitness.

***If you choose to take Team Sports 1, Team sports 2 will be taken concurrently.***

***Team Sports 1 will be taken 1st semester and Team Sports 2 will be taken 2nd semester.***

### **Weight Training 1-3**

Course No.: 1501340, 1501350,1501360  
Credit: 0.5

The purpose of this course is to enable students to acquire basic knowledge and skills in weight training, improve muscular strength and endurance and begin to enhance self-image.

### **Aerobics 1-3**

Course No.:1503400, 1503410, 1503420  
Credit: 0.5

The purpose of this course is to enable students to acquire basic knowledge of aerobic activities and fitness and to maintain or improve an individualized level of fitness. ***If you choose to take Weight Training 2, Aerobics 2 will be taken concurrently. Weight Training will be taken 1st semester and Aerobics 2 will be taken 2nd semester.***

# SCIENCE

## **Environmental Science**

Course No.: 2001340                      Credit: 1.0

Prerequisite: None

This course gives students opportunity to explore living and non-living relationships in the environmental world. Students will learn about various types of renewable and non-renewable resources, and human impact on the environment. Students will have opportunity to discuss the impact of human activity and will learn sustainability practices.

## **AP Environmental Science**

Course No.: 2001380                      Credit: 1.0\*\*

Prerequisite: Honors Biology, Honors Chemistry, Teacher Recommendation

This is a rigorous college level course that studies Biological Population Concepts, Land and Water Use, Energy Resources and Consumption and Pollution. Laboratory work is an integral part of the course; students completing this course will take the AP Environmental Science Exam.

## **Physical Science Honors**

Course No.: 2003320                      Credit: 1.0\*

Co-requisite: Completed or enrolled simultaneously in Algebra 1 Honors or higher

Prerequisite: Honors Criteria

This purpose of this course is to provide students with the introductory concepts of physics and chemistry. Math is an integral part of this course.

## **Biology I**

Course No.: 2000310                      Credit: 1.0

Prerequisite: None

The course provides information and activities in the life sciences. Among the topics covered are: Molecular and cellular biology, classification, heredity and evolution, populations and ecosystems. Students who complete this course will take the state end of course exam which comprises 30% of their grade for the year.

## **Biology I Honors**

Course No.: 2000320                      Credit: 1.0\*

Co-requisite: Geometry Honors or higher

Prerequisite: Meets Honors Criteria, Teacher Recommendation

This course provides greater depth of topic and faster pace than Biology 1. Among topics covered are: Molecular and cellular biology, classification, heredity and evolution, ecosystems. Students who complete this course will take the state end of course exam which comprises 30% of their grade for the year.

## **AP Biology**

Course No.: 2000340                      Credit: 1.0\*\*

Prerequisite: Biology Honors, Chemistry Honors (suggested), meet Honors Criteria and Teacher Recommendation.

A college level course that focuses on principles and concepts of the big ideas in biological science, including cellular processes, genetics and information transfer, evolution, and interactions. Laboratory experiences are approximately 25% of the course. **Students completing this course are expected to take the AP examination.**

## **Earth/Space Science**

Course No.: 2001310                      Credit: 1.0

Prerequisite: Biology

The purpose of this course is to develop and apply concepts basic to the Earth, its materials, processes, history and environment, and, to learn concepts about our universe.

## **Chemistry I**

Course No.: 2003340                      Credit: 1.0

Prerequisite: Algebra I with a grade of C or better, Biology, FSA Reading score of 3 or higher, Teacher Recommendation

Co-requisite: Algebra II

This rigorous course studies the composition and changes associated with matter. Math is an integral part of the course.

### **Chemistry I Honors**

Course No.: 2003350                      Credit: 1.0\*

Prerequisite: Algebra I Honors with a grade of 'C' or better, Biology I Honors, FSA Reading no less than 3, Meet Honors Criteria, and Teacher recommendation

Co-requisite: Algebra II Honors

This rigorous course studies the composition and changes associated with matter. Math is an integral part of the course. This course includes some rigorous standards that are not part of the standard course.

### **AP Chemistry**

Course No.: 2003370                      Credit: 1.0\*\*

Prerequisite: Chemistry I Honors, Meet Honors Criteria, and Teacher Recommendation

Co-Requisite: Algebra II

A rigorous, college level course that will immerse students in sophisticated chemical principles and concepts and fundamental laboratory technique. This is a synthesis/application course that covers these "big ideas": atoms, reactions and stoichiometry, chemical energy and thermodynamics, gases and intermolecular forces, kinetics, solubility equilibrium, acid-base equilibrium. Laboratory experiences are approximately 25% of the course. **Students are expected to take a final AP exam.**

### **Physics 1 Honors**

Course No.: 2003390                      Credit: 1.0\*

Prerequisite: Algebra I Honors with a grade of 'C' or better, Meet Honors Criteria, and Teacher recommendation

Co-requisite: Algebra II Honors

The purpose of this course is to provide students with rigorous introductory study of the theories and laws governing the interaction of matter, energy and the forces of nature. The content includes kinematics, dynamics, energy, work, thermodynamics, waves, light, electricity, magnetism and sound. Students who intend to take the AP Physics course should enroll in this course.

### **AP Physics 1**

Course No.: 2003421                      Credit: 1.0\*\*

Prerequisite: Physics Honors (suggested), Teacher Recommendation, completion of Algebra 2

Co-Requisite: Pre-Calculus

This is a rigorous, college level course. It delves into the main principles of physics and emphasizes conceptual understanding with problem-solving using algebra and some trigonometry. Topics include: Kinematics, Newtonian Mechanics, work, energy and power, Mechanical Waves and sound, introduction to electrostatics. **Students are expected to take a final AP exam.**

### **Anatomy and Physiology Honors**

Course No.: 2000360                      Credit: 1.0\*

Prerequisite: Meet Honors Criteria, Biology with a grade of C, and Teacher Recommendation

This course provides greater depth of topic on the structure and functions of the human body. The content includes anatomical terminology, histology, systems of the body, organization and development of living things, genetics and disease processes.

### **Marine Science I**

Course No.: 2002500                      Credit: 1.0

Prerequisite: Biology

The purpose of this course is to provide an overview of the marine environment. The course content includes formations of the oceans, marine systems, interrelationships between man and the ocean environment.

## **SOCIAL STUDIES**

### **World Cultural Geography**                      - Elective

Course No.: 2103300                      Credit: 1.0

Prerequisite: None

Students develop multicultural understanding and use geographical concepts and skills to acquire information and systematically apply decision-making processes to real-life situations. They will acquire an understanding of interrelationships between people and the environment.

### **AP Human Geography**                      - Elective

Course No.: 2103400                      Credit: 1.0\*\*

Prerequisite: Meet Honors Criteria and Teacher Recommendation

The purpose of this course is to enable students to develop higher levels of concepts and skills related to

human geography. **Students are expected to take a final AP exam.**

### **World History**

Course No.: 2109310                      Credit: 1.0

Prerequisite: None

The purpose of this course is to enable students to understand their connections to the development of civilizations by examining the past to prepare for their future as participating members of a global community. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings.

### **World History Honors**

Course No.: 2109320                      Credit: 1.0\*

Prerequisite: Meets Honors Criteria and Teacher Recommendation

The purpose of this more rigorous course is to enable students to understand their connections to the development of civilizations by examining the past to prepare for their future as participating members of a global community. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings.

### **AP World History: Modern**

Course No.: 2109420                      Credit: 1.0\*\*

Prerequisite: Meet Honors Criteria

Students understand the development of Europe within the context of history by examining connections to the past in order to prepare for the future as participating members of a global community. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings. **Students are expected to take a final AP exam.**

### **United States History**

Course No.: 2100310                      Credit: 1.0

Prerequisite: None

The purpose of this course is to enable students to understand the development of the United States within the context of history with a major focus on the post-Reconstruction period. Students will use knowledge pertaining to history, geography,

economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings.

### **United States History Honors**

Course No.: 2100320                      Credit: 1.0\*

Prerequisite: Meet Honors Criteria and Teacher Recommendation

The purpose of this more rigorous course is to enable students to understand the development of the United States within the context of history with a major focus on the post-Reconstruction period. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings.

### **AP United States History**

Course No.: 2100330                      Credit: 1.0\*\*

Prerequisite: Meet Honors Criteria, Teacher Recommendation

Students study the development of the United States within the context of history by examining connections to the past to prepare for the future. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings. **Students are expected to take a final AP exam.**

### **American Government**

Course No.: 2106310                      Credit: 0.5

Prerequisite: None

The purpose of this course is to enable students to gain an understanding of American government and political behavior that is essential for effective citizenship and active involvement in a democratic American society.

### **American Government Honors**

Course No.: 2106320                      Credit: 0.5

Prerequisite: Meet Honors Criteria and Teacher Recommendation

The purpose of this more rigorous course is to enable students to gain an understanding of American government and political behavior that is essential for effective citizenship and active involvement in a democratic American society.

### **AP American Government and Politics**

Course No.: 2106420      Credit: 0.5\*\*

Prerequisite: Meet Honors Criteria and Teacher Recommendation

Students acquire a critical perspective of politics and government in the United States. They learn general concepts used to interpret American politics and analyze specific case studies. Students also become familiar with the various institutions, groups, beliefs and ideas that constitute the American political perspective. **Students are expected to take a final AP exam.**

### **AP Comparative Government and Politics**

Course No.: 2106430      Credit: 0.5\*\*

Prerequisite: Meet Honors Criteria and Teacher Recommendation

Students gain knowledge of the world's diverse political structures and practices through the study of government and politics in Great Britain, France, the Commonwealth of Independent States, China and developing nations. Emphasis is placed on general concepts used to interpret key political relationships found in national politics. **Students are expected to take two final AP exams. If you choose to take AP Comparative Government and Politics, you will also take AP American Government and Politics concurrently.**

### **AP Psychology**

Course No.: 2107350      Credit: 1.0\*\*

Prerequisite: Meet Honors Criteria

Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. This course prepares students to understand their own behavior and the behavior of others. **Students are expected to take a final AP exam**

### **Economics with Financial Literacy**

Course No.: 2102335      Credit: 0.5

Prerequisite: None

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.

### **Economics with Financial Literacy Honors**

Course No.: 2102345      Credit: 0.5\*

Prerequisite: Meet Honors Criteria, Teacher Recommendation

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.

### **AP Microeconomics**

Course No.: 2102360      Credit: 0.5\*\*

Prerequisite: Meet Honors Criteria, Teacher Recommendation

The purpose of this course is to have students learn about the factors that influence the economic system. **Students are expected to take a final AP exam.**

### **AP Macroeconomics**

Course No.: 2102370      Credit: 0.5\*\*

Prerequisite: Meet Honors Criteria, Algebra II, Teacher Recommendation

Students study the choices they must make as producers, consumers, investors and taxpayers. The study of economics provides students with the knowledge and decision-making tools necessary for understanding how a society must organize its limited resources to satisfy its unlimited wants. **Students are expected to take a final AP exam.**

### **Sociology**

Course No.: 2108300      Credit: 0.5

Through the study of sociology, students acquire an understanding of group interaction and its impact on individuals in order that they may have a greater awareness of the beliefs, values and behavior patterns of others. In an increasingly interdependent



world, students need to recognize how group behavior affects both the individual and society.

### **Psychology 1**

Course No.: 2107300 Credit: 0.5

Prerequisite: 1.5 Credits in Social Science

Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. This course prepares students to understand their own behavior and the behavior of others.

***If you choose to take Sociology, Psychology 1 will be taken concurrently. Sociology will be taken 1st semester and Psychology 1 will be taken 2nd semester.***

## **Collegiate High School/Dual Enrollment**

### **United States Federal Government (3 College Credits – 3 Hours)**

Course No.: POS 1041 Credit: 0.5\*\*

Prerequisite: Meet Honors and Dual Enrollment Criteria

Basic aspects of the Federal Government are studied. Emphasis is placed on content and interpretation of the Constitution, Federalism, the Congress, the Presidency, and the Federal Court System as related to current problems in civil rights, economics, and foreign policy. The input of mechanisms and institutions such as voters, public opinion, interest groups and political parties are analyzed.

### **United States State and Local Government (3 College Credits – 3 Hours)**

Course No.: POS1112 Credit: 0.5\*\*

Prerequisite: POS1041 with a C or higher

Activities and functions of state, regional, county, city, and special district governments are studied.

Florida's constitution and structure, parties, politics, elections, interest/ethnic groups, public opinion and governmental services are examined and compared with those of other states in the US. Important environmental and growth management problems are analyzed. ***If you choose to take POS1041, POS1112 will be taken concurrently. POS1041 will be taken 1st semester and POS1112 will be taken 2nd semester***

### **College Success Skills (3 College Credits- 3 Hours)**

Course No.: SLS1101 Credit: 0.5\*\* A

course designed to teach students the behaviors consistent with success in academic settings. Opportunity is provided via lecture, individual and group activities, and tests for learning and practicing effective ways of coping with the demands of college life. Topics include note and test-taking strategies, active listening skills, reading strategies, mnemonics, proper management of time and money, goal setting, awareness of resources, and positive attitude development

### **Life and Career Development (3 College Credits- 3 Hours)**

Course No.: SLS1301 Credit: 0.5\*\* A

course designed to teach students the behaviors consistent with success in academic settings. Opportunity is provided via lecture, individual and group activities, and tests for learning and practicing effective ways of coping with the demands of college life. Topics include note and test-taking strategies, active listening skills, reading strategies, mnemonics, proper management of time and money, goal setting, awareness of resources, and positive attitude development. This course may not be used for social science credit. ***If you choose to take SLS1101, SLS1301 will be taken concurrently. SLS1101 will be taken 1st semester and SLS1301 will be taken 2nd semester***

## **World Cultural Studies**

### **African American History**

Course No.:2100335 Credit: 0.5\*

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

## Holocaust

Course No.: 2109430 Credit: 0.5\*

The primary content emphasis for this course pertains to the examination of the events of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany. Content will include, but is not limited to, the examination of twentieth century pogroms and of twentieth century and twenty-first century genocides, investigation of human behavior during this period, and an understanding of the ramifications of prejudice, racism, and stereotyping.

## Latin American Studies Honors

Course.: 2100362 Credit: 1.0\*

The primary content emphasis for this course pertains to the student of the development of the Latin American identity, along with examinations of the Latin American cultures through in-depth study of literature, sociology, anthropology, economics, and geography. The course will study the commonalities and differences among the peoples and cultures of Latin American and the complex nature of individual, group, national, and international interactions.

## AP European History

Course No.: 2109380 Credit: 1.0\*\*

Prerequisite: Meet Honors Criteria and Teacher Recommendation

Students will develop an understanding of Europe within the context of history by examining connections to the past in order to prepare for the future as participating members of a global community. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings. **Students are expected to take a final AP exam.**

## World Language

### American Sign Language I

Course No.: 0717300 Credit: 1.0

Prerequisite: Middle School Teacher Recommendation or Successful Completion of English 1.

The purpose of this course is to teach hearing students basic conversational skills an American Sign Language (ASL) and awareness of various aspects of

deafness. ASL I may be substituted for the foreign language university requirement.

### American Sign Language 2

Course No.: 0717310 Credit: 1.0

Prerequisite: ASL I and Teacher Recommendation.

The purpose of this course is to further develop students' knowledge of American Sign Language (ASL). ASL II may be substituted for the foreign language university requirement.

### American Sign Language III Honors

Course No.: 0717312 Credit: 1.0\*

Prerequisite: ASL II and Teacher Recommendation.

The purpose of this course is to prepare a hearing student, who has successfully completed ASL I and II, with information and advanced skill development in ASL. This new information and advanced skill will prepare the student to sit for the State of Florida Quality Assurance (QA) exam. The content shall include specialized vocabulary (medical, legal, education, etc.), grammatical features of ASL, receptive and expressive skill development.

### American Sign Language IV Honors

Course No.: 0717314 Credit: 1.0\*

Prerequisite: ASL III and Teacher Recommendation.

The purpose of this course is to enable student to further develop advanced skills in American Sign Language through a linguistic, communicative, and cultural approach to language acquisition. Emphasis is placed on receptive and expressive signing, applied grammar, cross-cultural understanding, and real-life applications.

### Spanish I

Course No.: 0708340 Credit: 1.0

Prerequisite: Middle School Teacher Recommendation or Successful Completion of English 1.

The purpose of this course is to enable students to begin to acquire proficiency in Spanish through a linguistic, communicative and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered, and real-life applications are emphasized throughout the course.

### Spanish II

Course No.: 0708350                      Credit: 1.0

Prerequisite: Spanish I and Teacher

Recommendation

The purpose of this course is to enable students to enhance proficiency in Spanish through a linguistic, communicative and cultural approach to language learning. There is continued emphasis on the development of listening, speaking, reading and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered, and real-life applications are emphasized throughout the course.

### **Spanish III Honors**

Course No.: 0708360                      Credit: 1.0\*

Prerequisite: Spanish II and Teacher

Recommendation

The purpose of this course is to strengthen the student's proficiency in Spanish through a linguistic, communicative and cultural approach to language learning. There is continued emphasis on the development of listening, speaking, reading and writing 59 skills. Emphasis is placed on oral proficiency. Experiences with Spanish literature are broadened. Cross-cultural understanding is fostered, and real-life applications are emphasized throughout the course.

### **Spanish IV Honors**

Course No.: 0708380                      Credit: 1.0\*

Prerequisite: Spanish III and Teacher

Recommendation

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

### **AP Spanish Language and Culture**

Course No.: 0708400                      Credit: 1.0\*\*

This course emphasizes communication (understanding and being understood by others) by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness.