

***DUNEDIN  
HIGH SCHOOL  
HOME OF THE FALCONS  
CURRICULUM GUIDE***

***2020 – 2021***



**School Mission:  
100% Student Success**

**Dunedin High School  
1651 Pinehurst  
Dunedin, FL 34698  
[/www.pcsb.org/dunedin-hs](http://www.pcsb.org/dunedin-hs)**

## Grading Scale

The following point scale will apply to all high schools, as well as to middle school students enrolled in high school courses in grade 7 or 8 for credit toward graduation:

A	= 4 grade points (90-100) (outstanding progress)
B	= 3 grade points (80-89) (above average progress)
C	= 2 grade points (70-79) (average progress)
D	= 1 grade point (60-69) (lowest acceptable progress)
F	= 0 grade points (O-59) (failure)

Percent's between eighty-nine percent (89%) and ninety percent (90%), seventy-nine percent (79%) and eighty percent (80%), sixty-nine percent (69%) and seventy percent (70%), and fifty-nine (59%) and sixty percent (60%) shall be rounded up to the higher grade if at the midpoint (.5) or above; those below the midpoint (.5) shall be rounded down to the lower grade.

## Calculating Final Grades

The final semester grade is determined by averaging each nine-week period by 37.5% and the exam grade of 25%.

$$T1 (37.5\%) + T2 (37.5\%) + \text{Exam} (25\%) = \text{Semester Grade}$$

## Weighted Grade Point Average

Grades are assigned the following point values only when determining class ranking and for averages for summa cum laude, magna cum laude, cum laude status, valedictorian, salutatorian, and the National Honor Society:

Letter Grade	A	B	C	D	F
Dual Enrollment/Advanced Placement	5	4	3	1	0
Honors	4.5	3.5	2.5	1	0
Regular	4	3	2	1	0

**Class Rank:** Class rank will be computed based on all courses taken for high school credit through the first semester of the 12th grade year.

## Honors Status

Students must earn the following cumulative weighted grade point averages (not rounded) to qualify for honors status. High school seniors who become eligible for an honors status during the second semester of their senior year shall have their seals mailed to them.

Summa cum laude- GPA greater than 4.0 Magna cum laude -GPA greater than 3.8 but less than or equal to 4.0

Cum laude - GPA greater than or equal to 3.5 but less than or equal to 3.8

With Distinction -GPA greater than or equal to 3.25 but less than 3.5

## EARLY COLLEGE and EARLY ADMISSIONS PROGRAMS

The Early College and Early Admissions Program is a partnership between St. Petersburg College (SPC) and Pinellas County School (PCS) that offers new and innovative options for high school students. Students entering grades 11 and 12 in PCS, as well as private and home-schooled students, who meet dual enrollment eligibility standards and reside in Pinellas County, will have the opportunity to attend the Early College Program. Private and home-schooled students will be required to enroll in a public high school to participate. Students will remain dual-enrolled in their home high schools (allowing them to participate in all extracurricular activities) and in classes at SPC. For additional information, see the website [www.spcollege.edu/central/earlycollege](http://www.spcollege.edu/central/earlycollege).

## FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM

This program offers The Florida Academic, the Florida Medallion, and the Gold Seal scholarships. Refer to the web site below for related criteria [www.floridastudentfinancialaid.org](http://www.floridastudentfinancialaid.org)

# Standard Diploma Requirements

## Academic Advisement – What Students and Parents Need to Know

### What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

### What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts (ELA) or a concordant score
- Algebra 1 end of course (EOC) or a comparative score.

Refer to [Graduation Requirements for Florida's Statewide Assessments](#) for concordant and comparative scores.

Students enrolled in the following courses must participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade<sup>+</sup>:

- Algebra 1
- Geometry
- Biology 1
- U.S. History

<sup>+</sup>Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (credit acceleration program [CAP]).

### What is the difference between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

### What is the difference between the CTE Pathway option and the 24-credit option?

- At least 18 credits are required
- 4 elective credits instead of 8
  - 2 credits in CTE courses, must result in program completion and industry certification
  - 2 credits in work-based learning programs or up to 2 elective credits, including financial literacy
- Physical Education is not required
- Fine and Performing Arts, Speech and Debate or Practical Arts is not required
- Online course is not required

### 24-Credit Standard Diploma

4 Credits ELA
<ul style="list-style-type: none"> <li>• ELA 1, 2, 3, 4</li> <li>• ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment courses may satisfy this requirement</li> </ul>
4 Credits Mathematics*
<ul style="list-style-type: none"> <li>• One of which must be Algebra 1 and one of which must be Geometry</li> <li>• Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry)</li> <li>• An identified computer science** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)</li> </ul>
3 Credits Science
<ul style="list-style-type: none"> <li>• One of which must be Biology 1, two of which must be equally rigorous science courses</li> <li>• Two of the three required course credits must have a laboratory component</li> <li>• Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology 1)</li> <li>• An identified computer science** course may substitute for up to one science credit (except for Biology 1)</li> </ul>
3 Credits Social Studies
<ul style="list-style-type: none"> <li>• 1 credit in World History</li> <li>• 1 credit in U.S. History</li> <li>• 0.5 credit in U.S. Government</li> <li>• 0.5 credit in Economics</li> </ul>
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*
1 Credit Physical Education*
<ul style="list-style-type: none"> <li>• To include the integration of health</li> </ul>
8 Elective Credits
1 Online Course
<ul style="list-style-type: none"> <li>• Students must meet the state assessment requirements</li> <li>• Students must earn a 2.0 grade-point average (GPA) on a 4.0 scale for all cohort years</li> </ul>

\* Eligible courses are specified in the [Florida Course Code Directory](#).

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\* Eligible courses are specified in the [Florida Course Code Directory](#).

\*\*A computer science credit may not be used to substitute for both a mathematics and science credit.

### Eighteen Credit Option for Early Graduation

Students will meet Florida's high school standard diploma course requirements without the required physical education (HOPE) and only three credits in electives, and have a cumulative GPA of 2.0 on a 4.0 scale.

# Graduation Requirements for Florida's Statewide Assessments

## Graduation Requirements

### Grade 10 Florida Standards Assessments English Language Arts

The reading/English Language Arts (ELA) assessment students must pass to graduate with a standard high school diploma is determined by each student's year of enrollment in grade 9. The Florida Standards Assessments (FSA), aligned to the Florida Standards, were introduced in 2014–15, and the Grade 10 FSA ELA Assessment was administered for the first time in spring 2015. Table 1 below lists the required passing score for the Grade 10 FSA ELA (Reading and Writing) based on grade 9 cohort.

**Table 1: FSA ELA Assessment Requirement and Passing Score by School Year**

School Year When Students Entered Grade 9	Passing Score
2014–15 to current	350
2013–14	349* (alternate passing score)

\*In addition to the 2013–14 cohort, any student who took the assessment prior to the adoption of the passing score on the new scale adopted by the State Board (January 7, 2016) is eligible to use the alternate passing score for graduation, which is linked to the passing score for the previous assessment requirement.

### FSA Algebra 1 End-of-Course Assessment

The Algebra 1 End-of-Course (EOC) assessment students must pass to graduate with a standard high school diploma is determined by when students completed Algebra 1 or an equivalent course. Students who completed a course in the 2014–15 school year and beyond are required to pass the FSA Algebra 1 EOC Assessment, and the required passing score is determined by when students first participated in an FSA Algebra 1 EOC Assessment administration. The FSA Algebra 1 EOC Assessment was first administered in spring 2015. Table 2 below lists the required passing score for the FSA Algebra 1 EOC Assessment based on when the student first participated.

**Table 2: FSA Algebra 1 EOC Assessment Requirement and Passing Score by First Participation**

First Participation in FSA Algebra 1 EOC	Passing Score
Spring 2016 and beyond	497
Spring, Summer, Fall or Winter 2015	489 (alternate passing score)

For more information on the FSA Algebra 1 EOC Assessment, please see the [2019–20 FSA End-of-Course Assessments Fact Sheet](#).

**Scholar Diploma Designation**—To qualify for a Scholar diploma designation on a standard high school diploma, a student must earn a passing score on each of the statewide assessments shown in Table 4. Table 4: Passing Scores Required for a Scholar Diploma Designation.

## Graduation Options

- **Concordant and Comparative Scores**—A student can also meet assessment graduation requirements by earning a concordant or comparative score as specified in Rule 6A-1.09422, Florida Administrative Code (F.A.C.). Table 3 below shows the concordant and comparative scores students may use to satisfy assessment graduation requirements.

**Table 3: Concordant and Comparative Scores**

Grade 10 FSA ELA or Grade 10 FCAT 2.0 Reading	
<b>Available for <i>all</i> students who entered grade 9 in 2010–11 and beyond:</b>	
SAT Evidence-Based Reading and Writing (EBRW)*	480
ACT English and Reading subtests**	18
<b>Available <i>only</i> for students who entered grade 9 prior to 2018–19:</b>	
SAT EBRW*	430
SAT Reading Subtest***	24
ACT Reading	19
Algebra 1 EOC (FSA or NGSSS)	
<b>Available for <i>all</i> students who entered grade 9 in 2010–11 and beyond:</b>	
PSAT/NMSQT Math****	430
SAT Math*****	420
ACT Math	16
<b>Available <i>only</i> for students who entered grade 9 prior to 2018–19:</b>	
PERT Mathematics	97

Student Entered Ninth Grade	EOC Assessment		
	Geometry	Biology 1*	U.S. History*
2010–11 through 2013–14		X	X
2014–15 and beyond	X	X	X
* A student meets this requirement without passing the Biology 1 or U.S. History EOC assessment if the student is enrolled in an Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE) Biology 1 or U.S. History course and the student: <ul style="list-style-type: none"> <li>○ Takes the respective AP, IB, or AICE assessment, and Earns the minimum score to earn college credit.</li> </ul>			

- Waivers for Students with Disabilities**—Students with disabilities who entered grade 9 in 2014–15 and beyond are required to work toward a standard high school diploma and are expected to participate in statewide, standardized assessments. (Students with disabilities who entered grade 9 in 2013–14 or earlier and are working toward a standard high school diploma are also expected to participate in statewide, standardized assessments.) State law, however, provides for a waiver of statewide, standardized assessment graduation requirements for students with disabilities whose abilities cannot be accurately measured by the assessments. Pursuant to s. 1008.22(3)(c)2., F.S., “A student with a disability, as defined in s. 1007.02(2), for whom the individual education plan (IEP) team determines that the statewide, standardized assessments under this section cannot accurately measure the student’s abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard high school diploma. Such waiver shall be designated on the student’s transcript.” For additional information, visit the [Bureau of Exceptional Education and Student Services webpage](#).

The PSAT-NMSQT is administered for all ninth and tenth grade students to provide teachers with data about individual student strengths and areas in need of further development in mathematics, reading and writing. The PSAT also provides students with feedback about where they are on the continuum of preparation for higher education, online resources to target areas in need of improvement and online college and career planning tools. Eleventh grade students are encouraged to take the PSAT-NMSQT in preparation for the SAT and also in order to qualify as a National Merit Scholar, an Achievement Scholar, or a Hispanic Scholar – all of which include **college scholarship opportunities of up to \$2500**. Pinellas County Schools strongly recommends that every student who plans to attend a four-year university participates in the PSAT-NMSQT in their junior year of high school. The exact cost of the test is announced each fall and is approximately \$15. Students in need of financial assistance should ask their school counselor if they qualify for a fee waiver. Students in the eleventh grade must see their school counselor to register and pay for the test during the first two weeks of September.

The Preliminary SAT (PSAT) is a valuable tool for students. Pinellas County Schools pays for all 9<sup>th</sup> and 10<sup>th</sup> grade students to take the PSAT in order to evaluate the skills that each student has develop in critical reading, mathematics and writing based on nationally normed data. The PSAT is an effective way for students to start getting ready for the SAT and provides personalized feedback about their academic strengths and weaknesses, which leads to stronger preparation for life beyond high school and greater success in college and careers.

In addition to providing this test free of charge to all 9<sup>th</sup> and 10<sup>th</sup> grade students, we strongly encourage 11<sup>th</sup> grade students to pay the small fee to take the PSAT. This is the final opportunity to take the PSAT and it is the only year that the PSAT results are considered to qualify a student to be recognized as a National Merit Scholar, Hispanic Scholar, or Achievement Scholar. These three recognitions all award significant scholarships for eligible students who meet the criteria and complete the requirements. For more information, contact the PCS Advanced Studies office at (727) 588-6466.

### **Pinellas Virtual School**

Students who wish to take online courses through Pinellas Virtual School must be enrolled in the online course prior to the start of the semester in order to have the course replace one of the classes in their school day.

### **Advanced Placement (AP) College Courses**

Advanced Placement classes provide students an opportunity to take classes for both high school and college credit. In order to receive college credit at state universities, a score of 3 or higher (on a scale of 1-5) on a test is required. Dunedin High School requires students to take first semester exams in all AP classes. The resulting grade will be factored into the first three grading periods for the final semester grade. **Students are required to take the Advanced Placement Exam in May.**

### **AP Capstone Diploma Program**

AP Capstone is an innovative new diploma program that gives students an opportunity to apply critical thinking, collaborative problem-solving, and research skills in a cross-curricular context. AP Capstone is built on the foundation of a new, two-year high school course sequence — AP Seminar and AP Research — and is designed to complement and enhance the in-depth, discipline-specific study provided through AP courses. It cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions. [www.collegeboard.org/apcapstone](http://www.collegeboard.org/apcapstone)

**AP Capstone Research:** Continues the independent research of AP Seminar as students write and defend a comprehensive research project. This course is a requirement for the AP Capstone Diploma.

**AP Capstone Seminar:** Students explore real-world issues and consider multiple points of view. This course prepares students for AP Research and is a requirement for the AP Capstone Diploma. **Dual Enrollment Courses** Most of these courses are offered on Dunedin's campus. These courses are one semester in length and earning a final grade of C or better will result in earning both high school and college credit. See guidance counselors for further details regarding this program. **Students must complete an application and submit it to their counselor before May 2020 to participate in off campus enrollment.**

**EXECUTIVE INTERNSHIP I-IV (3 credits) – this is an off campus course offering and requires a separate application through SPC**

This course is to provide a practical introduction to the work environment through direct contact with professionals in the community. Program coordinators will arrange for students to spend between one to four semesters working with professionals in their chosen career field.

**AVID and AP Capstone**

**AVID I 17003900      *Prerequisite: None*      *Length: 1 year*      *GL: 9*      *Credit: 1***

Advancement Via Individual Determination (AVID) is an elective class that provides academic support for students in the AVID program through curricular and mentoring activities. This course is designed to enable students to develop fundamental skills aligned with current curriculum.

**AVID II 17004000      *Prerequisite: None*      *Length: 1 year*      *GL: 10*      *Credit: 1***

Advancement Via Individual Determination (AVID) is an elective class that provides academic support for students in the AVID program through curricular and mentoring activities. This course is designed to enable students to develop basic skills aligned with current curriculum.

**AVID III 17004200      *Prerequisite: None*      *Length: 1 year*      *GL: 11*      *Credit: 1***

Advancement Via Individual Determination (AVID) is an elective class that provides academic support for students in the AVID program through curricular and mentoring activities. This course is designed to enable students to develop intermediate skills aligned with current curriculum.

**AVID IV 17004300      *Prerequisite: None*      *Length: 1 year*      *GL: 12*      *Credit: 1***

Advancement Via Individual Determination (AVID) is an elective class that provides academic support for students in the AVID program through curricular and mentoring activities. This course is designed to enable students to develop advanced skills aligned with current curriculum.

**Q AP Capstone Seminar 1700500 *Prerequisite: None*      *Length: 1 year*      *GL: 11<sup>th</sup> grade*      *Credit: 1***

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

**Q AP Capstone Research I 1700510      *Prerequisite: AP Seminar*      *Length: 1 year*      *GL: 12<sup>th</sup> grade*      *Credit: 1***

AP Capstone Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a yearlong mentored, research-based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methods; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. The course culminates in an academic thesis paper of approximately 5,000 words and a presentation, performance, or exhibition with an oral defense.

**Academy of Business Arts Technology (ABAT) & 3DE**

**Digital Information Technology (DIT) 8207310**

**Prerequisite:** None

**Length:** 1 year

**GL:** 9-12

**Credit:** 1

This course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information based society. Digital Information Technology includes the exploration and use of: databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards.

**Career Research and Decision Making 1700380**

**Prerequisite:** None

**Length:** 1 year

**GL:** 9-12

**Credit:** 0.5

The purpose of this course is to develop career planning competencies, enabling students to make informed career choices and develop the skills needed to successfully plan and apply for college or a job. The content should include, but not be limited to, the following; goal-setting and decision-making processes, self-assessment, sources of career information, occupational fields and educational requirements -postsecondary education and training opportunities -writing, listening, viewing, and speaking skills for applications and interviews, financial planning and sources of educational financial assistance and career planning.

### **Digital Design 1 8209510**

**Prerequisite:** DIT

**Length:** 1 year

**GL:** 9-12

**Credit:** 1

This course is designed to develop the entry-level skills required for careers in digital design. The content includes computer skills; digital publishing concepts and operations; layout, design, and measurement activities; digital imaging; communication, collaboration and decision-making activities; critical thinking and problem-solving.

### **Q Digital Design 2 8209520**

**Prerequisite:** Digital Design 1

**Length:** 1 year

**GL:** 10-12

**Credit:** 1

This course continues the development of entry-level skills required for careers in digital design. The content includes computer skills; digital publishing operations; layout, design, and measurement activities; digital imaging; communication, collaboration and decision-making activities; critical thinking and problem solving.

### **Q Business and Entrepreneurial Principles 8215120**

**Prerequisite:** DIT

**Length:** 1 year

**GL:** 9-12

**Credit:** 1

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

### **Q Legal Aspects of Business 8215130**

**Prerequisite:** Business and Entrepreneurial Principles

**Length:** 1 year

**GL:** 10-12

**Credit:** 1

This course is designed to provide an introduction to the legal aspects of business. Topics include business law concepts, forms of business ownership, insurance awareness, governmental regulations.

## **3DE 4-year course plan**

Courses:	9th Grade	10th Grade	11th Grade	12th Grade
3DE: English/Language Arts	English I, English I Hon., or English II Hon.	English II, English II, or English III Hon.	English III, English III Hon., D.E. Comp. I & II, or A.P. Comp. Lang.	English IV, English IV Hon. D.E. Comp. I & II, or A.P. Comp. Lit.
3DE: Mathematics	Algebra 1 A&B, Algebra 1, Geometry Hon., or Algebra II Hon.	Liberal Arts I, Geometry, Geometry Hon., Algebra II, or Algebra II Hon.	Geometry, Geometry Hon., MCR, Algebra II, Algebra II Hon., or Pre-Calculus	MCR, Algebra II, Algebra II Hon., Pre-Calculus, or A.P. Calculus, A.P. Prob. & Stats.
3DE: Science	Environmental, Environmental Hon., or Biology Hon.	Biology, Biology Hon., Marine, Marine Hon., Chemistry, or Chemistry Hon.	Marine, Marine Hon., Chemistry, Chemistry Hon., Physics, Physics Hon., or A.P. Biology	Marine, Marine Hon., Chemistry, Chemistry Hon., Physics, Physics Hon., A.P. Biology, or A.P. Physics
3DE: Social Studies	A.P Human Geography, or World Cultural Geography	World History, World History Hon., A.P. Human Geography, or A.P. World History	U.S. History, U.S. History Hon., or A.P. U.S. History	Govt., Govt. Hon., or A.P. Govt. and Econ., Econ. Hon., A.P. Econ.
3DE Elective	Digital Information Technology 8207310	Business and Entrepreneurial Principles 8215120	Business Analysis 8301120	Work-Based Learning and/or Capstone Project* (Consultancy)
3DE Elective or Choice Elective	CTAE, Band, Chorus, JROTC, World Language, Reading, Additional AP, etc.			
Choice Elective	CTAE, Band, Chorus, JROTC, World Language, Reading, Additional AP, etc.			

## **Cosmetology (Industrial Education)**

<b>Groom &amp; Salon Services Core 1</b>	8757210	<b>Length:</b> 1 semester	<b>Credit:</b> 0.5
<b>Cosmetology Nails 2</b>	8905120	<b>Length:</b> 1 semester	<b>Credit:</b> 0.5
<b>Cosmetology Facials 3</b>	8905130	<b>Length:</b> 1 semester	<b>Credit:</b> 0.5
<b>Cosmetology 4</b>	8905140	<b>Length:</b> 1 year	<b>Credit:</b> 1
<b>Cosmetology 5</b>	8905150	<b>Length:</b> 1 year	<b>Credit:</b> 1
<b>Cosmetology 6</b>	8905160	<b>Length:</b> 1 year	<b>Credit:</b> 1
<b>Cosmetology 7</b>	8905170	<b>Length:</b> 1 year	<b>Credit:</b> 1
<b>Cosmetology 8</b>	8905180	<b>Length:</b> 1 year	<b>Credit:</b> 1
<b>Cosmetology 9</b>	8905190	<b>Length:</b> 1 year	<b>Credit:</b> 1.5

**Prerequisite:** Grooming and Salon Services Core must be taken first and then these courses must be taken in order.

A student completing the Cosmetology program is prepared for employment as a licensed Hairdressers, Hairstylists, and Cosmetologists (SOC 39-5012). Instruction is designed to qualify students for employment upon successfully obtaining a Cosmetology license. The content includes, but is not limited to: communication, leadership, human relations and employability skills; safe and efficient work practices; Florida cosmetology law and rules; acquisition of knowledge of the cosmetology/nails specialist/facial specialist and the related chemistry; bacteriology, anatomy and physiology; art of make-up; and development of skill in performing the manipulative and electrical techniques required in the practice of cosmetology/nails specialist and facials specialist occupations. This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the cosmetology industry; planning, management, finance, technical and production skills, underlying technological principles, labor, community, health, safety, and environmental issues.

**First year Cosmetology Lab fee is \$350.00 to cover the cost of the kit.**

**Lab fees for subsequent courses are \$150.00 per year.**

## **Family and Consumer Sciences Education**

**Nutrition and Wellness 85003550** *Prerequisite: None* **Length:** 1 semester **GL:** 9-12 **Credit:** 0.5

This course will prepare students to understand principles of nutrition in relationship to wellness, food choices, food preparation, and food storage. The concepts of meal planning and management are also addressed. Classroom food laboratory activities are an integral part of this course.

**Principles of Food Preparation 8500390** *Prerequisite: Nutrition and Wellness* **Length:** 1 semester **GL:** 9-12 **Credit:** 0.5

Instruction and learning activities are provided in a foods lab using hands-on experiences. Activities provide instruction in the application of the principles of food preparation, food selection and storage. Ethnic, regional and international foods may also be studied and prepared.

**Nutrition and Food Science 8801101** *Prerequisite: Nutrition and Wellness and Principals of Food* **Length:** 1 year **GL:** 10-12 **Credit:** 1.0

This course provides students with the opportunity to explore foods and technology through a science based curriculum. Instruction and learning activities are conducted in a classroom laboratory setting. Relationships between diet and a healthy body are explored as well as related careers.

*Students have the opportunity to take the Certified Food Protection Manager (ServSafe) Industry Certification Exam.*

## **Foreign Language**

**Every learner will use a world language, in addition to English, to engage in meaningful, intercultural communication, understand and interpret the spoken and written language, and present information, concepts and ideas in local and global communities. Through learning the language, students will gain an understanding of the perspectives of other cultures and compare the language and cultures learned with their own.**

Students who earn high school credit for middle school study are expected to take at least one to two additional years of the same language in high school or begin a two-year sequence (minimum) of a different language. Completion of the longest sequence possible in the same language is recommended.

**Spanish 1 07083400    Prerequisite: None    Length: 1 year    GL: 9-12    Credit: 1**

Spanish 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities. Students are expected to demonstrate proficiency at the Novice-low to Novice-high level by the end of this course.

**Spanish 2 07083500    Prerequisite: Spanish 1    Length: 1 year    GL: 9-12    Credit: 1**

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

**Q Spanish 3 07083600    Prerequisite: Spanish 2    Length: 1 year    GL: 9-12    Credit: 1**

Spanish 3 provides mastery and expansion of skills acquired by the students in Spanish 2. Specific content includes, but is not limited to, expansion of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities that are important to the everyday life of the target languagespeaking people. Students are expected to demonstrate proficiency at the Intermediate-high to Advanced-low level by the end of this course.

**Q Spanish 4 07083700    Prerequisite: Spanish 3    Length: 1 year    GL: 9-12    Credit: 1**

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. Students are expected to demonstrate proficiency at the Advanced-low to Advanced-mid level by the end of this course.

**Q Spanish 5 07083800    Prerequisite: Spanish 4    Length: 1 year    GL: 10-12    Credit: 1**

Spanish 5 expands the skills acquired by the students in Spanish 4. Specific content includes, but is not limited to, developing presentational speaking skills through oral reports on literary and cultural topics, current events, and personal experiences. Reading selections include newspaper and magazine articles, adaptations of short stories and plays, ad surveys of target language literature. Interpretive writing is enhanced through compositions using correct language structures. Students are expected to demonstrate proficiency at the Advanced-high level by the end of this course.

**Q Advanced Placement Spanish Language 07084000    Prerequisite: Spanish 4 and/or 5    Length: 1 year    GL: 10-12    Credit: 1**

*It is recommended that students complete the highest level of Spanish offered at the school before enrolling in an AP course.* The purpose of this course is to develop oral and written fluency in the language. Content includes, but is not limited to, that determined by the Advanced Placement Program Guidelines. **Students are required to take the Advanced Placement examination.**

**Q Advanced Placement Spanish Literature 07084100    Prerequisite: Spanish 4 and/or 5    Length: 1 year    GL: 10-12    Credit: 1**

*It is recommended that students complete the highest level of Spanish offered at the school and AP Spanish Language before enrolling in an AP course. The purpose of this course is to develop oral and written fluency in the language. The content includes, but is not limited to, that determined by the Advanced Placement Program.*

**Students are required to take the Advanced Placement examination.**

**Spanish For Spanish Speakers 1** 0709300 *Prerequisite: None Length: 1 year GL: 9-12 Credit:*

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

**Spanish For Spanish Speakers 2** 0709310 *Prerequisite: Spanish for Spanish Speakers 1 Length: 1 year GL: 9-12 Credit: 1*

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

## **HOPE and Physical Education**

**\*Health Opportunities through Physical Education (HOPE)** 3026010 *Prerequisite: None Length: 1 year GL: 9-12*

*Credit: 1*

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. Students will alternate between learning principals and background information in a classroom setting and applying that knowledge during physically activity. Content to include: Understand the impact of personal health behaviors on body systems. Develop and implement an individual nutrition and wellness plan. Demonstrate knowledge of depression, suicide prevention, and stress management skills. Apply knowledge and skills for safety, injury and disease prevention. Utilize technology to facilitate health and personal fitness. Apply effective communication skills to enhance interpersonal relationships, refusal skills and decision making to promote teamwork, sportsmanship, and cultural diversity. Demonstrate the ability to make positive decisions regarding wellness. Advocate for personal, family and/or community health and fitness promotion. Analyze the influence of culture, media, technology, and other factors on health.

**Basketball** 15033100 *Prerequisite: None Length: 1 semester GL: 9-12 Credit: 0.5*

The purpose of this course is to provide students with opportunities to acquire knowledge and skills in basketball that may be used in recreational pursuits today as well as in later life, and to maintain and/or improve their personal fitness. This course expands and refines concepts and activities introduced in elementary and middle school. The content should include, but not be limited to, in depth knowledge and application of skills, techniques, strategies, rules and safety practices necessary to participate in basketball, and knowledge of the organization and administration of basketball games. Strategies of team play, skill acquisition, and the maintenance and/or improvement of personal fitness should be stressed.

**Individual & Dual Sports 1** 15024100 *Prerequisite: None Length: 1 semester GL: 9-12 Credit: 0.5* The purpose of this course is to provide students with opportunities to acquire knowledge of strategies of individual and dual sports play, develop skills in selected individual and dual sports, and maintain and/or improve their personal fitness. The content should include, but not be limited to, knowledge and application of skills, techniques, strategies, rules, and safety practices necessary to participate in selected individual and dual sports. Individual and dual sports selected may include, but not be limited to, archery, badminton, bowling, golf, gymnastics, handball, paddleball, racquetball, skating, swimming, table tennis and tennis. Activities selected in Individual and Dual Sports I shall not be repeated in Individual and Dual Sports II or III. Strategies of individual and sports play, skill acquisition, and the maintenance and/or improvement of personal fitness should be stressed.

**Individual & Dual Sports 2** 15024200 *Prerequisite: Ind & Dual Sports 1 Length: 1 semester GL: 10-12 Credit: 0.5* The purpose of this course is to provide students with opportunities to acquire knowledge of strategies of

individual and dual sports play, develop skills in selected individual and dual sports, and maintain and/or improve their personal fitness. The content should include, but not be limited to, knowledge and application of skills, techniques, strategies, rules, and safety practices necessary to participate in selected individual and dual sports. Individual and dual sports selected may include, but not be limited to, archery, badminton, bowling, golf, Ind. & Dual gymnastics, handball, paddleball, racquetball, skating, swimming, table tennis, and tennis. Activities selected in Individual and Dual Sports II shall not be repeated in Individual and Dual Sports I or III. Strategies of individual and dual sports play, skill acquisition, and the maintenance and/or improvement of personal fitness should be stressed.

## **Language Arts and Reading**

**English I 10013100**

***Prerequisite:** M/J Language Arts 3 (any level)*

***Length:** 1 year*

***GL:** 9    **Credit:** 1* English I focuses on the study of literature, language, and composition. Emphasis is placed on developing an understanding of literary genres, terms, and elements, and on using the writing process to produce various types of papers. Speaking and listening skills, vocabulary skills, study skills, and reference skills are also included.

**Q English Honors I 10013200**

***Prerequisite:** M/J Language Arts 3A or M/J Language Arts 3*

***Length:** 1 year*

***GL:** 9*

***Credit:** 1*

This course focuses on the advanced study of literature, language, and composition. Emphasis is placed on developing an understanding of literary genres, terms, and elements, and on using the writing process to produce various types of papers.

Advanced speaking and listening skills, vocabulary skills, study skills, and reference skills are also included.

Honors courses cover essentially the same topics and skills as regular classes, but at higher levels of complexity, greater depth, and a faster pace. The reading level is higher and more reading will be required. Students will be required to use a higher level of vocabulary, do more writing, do more homework, and meet the standards of more challenging tests. Honors courses are recommended for students with an average English grade of at least a C.

**English II 10013400**

***Prerequisite:** English I (any level)*

***Length:** 1 year*

***GL:** 9-10*

***Credit:** 1*

English II focuses on the study of literature, language, and composition. Emphasis is placed on developing an understanding of literary elements, devices, and themes of world literature, and on using the writing process to produce specified types of papers. Speaking and listening skills, vocabulary skills, study skills, reference skills, and a study of mass media are also included.

**Q English Honors II 10013500**

***Prerequisite:** English I Honors or English I*

***Length:** 1 year*

***GL:** 9-10*

***Credit:** 1* This course focuses on the advanced study of literature, language, and composition. Emphasis is placed on developing an understanding of literary elements, devices, and theme of world literature, and on using the writing process to produce specified types of papers. Advanced speaking and listening skills, vocabulary skills, study skills, reference skills, a study of mass media and practical writing are also included. Honors courses cover essentially the same topics and skills as regular classes, but at higher levels of complexity, greater depth, and a faster pace. The reading level is higher and more reading will be required. Students will be required to use a higher level of vocabulary, do more writing, do more homework, and meet the standards of more challenging tests. Honors courses are recommended for students with an average English grade of at least a C.

**English III 10013700**

***Prerequisite:** English II (any level)*

***Length:** 1 year*

***GL:** 10-11*

***Credit:** 1*

This course focuses on the study of literature and composition. Emphasis is placed on developing an understanding of major authors, periods, features, and themes of American Literature, and on using the writing process to produce specified types of papers, including literary analysis, the persuasive essay, and a brief research paper. Speaking and listening skills, vocabulary development, study skills, and reference skills are also included.

**Q English Honors III 10013800**

***Prerequisite:** English Honors II or English II*

***Length:** 1 year*

***GL:** 10-11*

***Credit:** 1*

This course focuses on the advanced study of literature and composition. Emphasis is placed on developing an understanding of major authors, periods, features, and themes of American Literature, and on using the writing process to produce specified types of papers, including literary analysis, the persuasive essay, and a brief research paper. Advanced speaking and listening skills, vocabulary development, study skills, and reference skills are also included. Honors courses cover essentially the same topics and skills as regular classes, but at higher levels of complexity, greater depth, and a faster pace. The reading level is higher and more reading will be required. Students

will be required to use a higher level of vocabulary, do more writing, do more homework, and meet the standards of more challenging tests. Honors courses are recommended for students with an average English grade of at least a C.

**English IV 10014000**    *Prerequisite: English III (any level)*                      *Length: 1 year*    *GL: 11-12*                      *Credit: 1*

This course focuses on the study of literature, language, and composition. Emphasis is placed on developing an understanding of the major authors and periods of British and Literature and on using the writing process to produce specified types of papers, including literary analysis, the persuasive essay, and the research paper. Speaking and listening skills, vocabulary development, reference and study skills, and the history of the English language are also included.

**Q English Honors IV 10014100**    *Prerequisite: English Honors III or English III*                      *Length: 1 year*    *GL: 11-12*                      *Credit: 1*

This course focuses on the advanced study of literature, language, and composition. Emphasis is placed on developing an understanding of the major authors and periods of British Literature and on using the writing process to produce specified types of papers, including literary analysis, the persuasive essay, and the research paper. Advanced speaking and listening skills, vocabulary development, reference and study skills, and the history of the English language are also included.

Honors courses cover essentially the same topics and skills as regular classes, but at higher levels of complexity, greater depth, and a faster pace. The reading level is higher and more reading will be required. Students will be required to use a higher level of vocabulary, do more writing, do more homework, and meet the standards of more challenging tests. Honors courses are recommended for students with an average English grade of at least a C.

**Q Advanced Placement English: Language and Composition 10014200**    *Prerequisite: English Honors II*  
*Length: 1 year*    *GL: 10-12*                      *Credit: 1*

The purpose of the AP English Language and Composition course is to enable students to read and understand complex texts, and to write prose of sufficient richness and complexity to communicate effectively with mature readers. AP English Language and Composition engages students in becoming skilled readers of prose written and rhetorical, and in becoming skilled writers who compose for a variety of purposes. Both writing and their reading should make students aware of writer's purpose, audience expectations, subjects and genre conventions. They will engage in varied writing tasks, becoming acquainted with a wide variety of prose styles from many disciplines and historical periods. AP Language and Composition may take the place of the English III requirement. AP Courses involve higher levels of complexity, greater depth, and more reading and writing than traditional courses. AP Coursed are recommended for students with an average English grade of at least a C. **Students are required to take the Advanced Placement examination.**

**Q Advanced Placement English: Literature and Composition 10014300**    *Prerequisite: English Honors III or AP English*

*Language and Composition*                      *Length: 1 year*    *GL: 11-12*                      *Credit: 1*

AP English Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and please to their readers. As they read, students consider a work's structure, style, and themes, figurative language, imagery, symbolism, and tone. Reading in an AP course is both wide and deep. This reading builds upon and complements the reading done in previous English courses, so that by the time students complete the course, they will have read works from several genres and periods – from the 16<sup>th</sup> to the 21<sup>st</sup> century. Writing is an integral part of the AP English Literature and Composition course and exam.

Writing assignments focus on analytical and argumentative essays. AP Literature and Composition may take the place of the English IV requirement. AP Courses involve higher levels of complexity, greater depth, and more reading and writing than traditional courses. AP Coursed are recommended for students with an average English grade of at least a C. **Students are required to take the Advanced Placement examination.**

**Creative Writing I 10093201**                      *Prerequisite: None*                      *Length: 1 semester*                      *GL: 9-12*    *Credit: 0.5*

The purpose of this course is to develop skills in writing through the study of literary forms. Emphasis is placed on using all aspects of the writing process to produce publishable pieces of writing in various literary forms. Students will evaluate representative examples of literature as models for writing.

**Creative Writing II 10093302**                      *Prerequisite: Creative Writing I*                      *Length: 1 semester*                      *GL: 9-12*

*Credit: 0.5* The purpose of this course is to extend the development of the writing and language skills

needed for individual expression of literary forms, as introduced in Creative Writing I. Emphasis is placed on writing a variety of literary works, including original poetry, short stories, plays, novels, and/or essays, and nonfiction. Also included are the technical aspects of publishing students' work in literary publications.

**Speech I 10073001** *Prerequisite: None* *Length: 1 semester* *GL: 9-12* *Credit: 0.5*

The purpose of this course is to develop oral communication skills in formal and informal speaking situations. Emphasis is placed on using public speaking skills, listening skills, and group discussion techniques. Students will analyze audiences for speaking purposes and will evaluate speeches and speaking techniques.

**Speech II 10073002** *Prerequisite: Speech I* *Length: 1 semester* *GL: 9-12* *Credit: 0.5*

The purpose of this course is to develop oral communication skills in formal and informal speaking situations. Emphasis is placed on using public speaking skills, listening skills, and group discussion techniques. Students will analyze audiences for speaking purposes and will evaluate speeches and speaking techniques.

**Journalism I (Newspaper or Yearbook) 10063000** *Prerequisite: None* *Length: 1 year* *GL: 9-12*

*Credit: 1* The purpose of this course is to provide instruction in basic aspects of journalism and workshop experiences in journalistic production. Emphasis is placed on identifying and describing elements of the history and tradition of journalism as well as organizing and utilizing appropriate production models.

**Journalism II (Newspaper or Yearbook) 10063100** *Prerequisite: Journalism I* *Length: 1 year* *GL: 9-12*

*Credit: 1*

The purpose of this course is to develop writing skills through practice in journalistic writing. Emphasis is placed on gathering information, writing articles, and exploring career opportunities in journalism. Students prepare materials for production.

**Journalism III (Newspaper or Yearbook) 10063200** *Prerequisite: Journalism II* *Length: 1 year* *GL: 10-12* *Credit: 1*

The purpose of this course is to improve writing and production skills related to journalistic media. Emphasis is placed on writing in a variety of styles. Students apply organizational and managerial skills in the production of various publications.

**Journalism IV (Newspaper or Yearbook) 10063300** *Prerequisite: Journalism III* *Length: 1 year* *GL: 10-12* *Credit: 1*

The purpose of this course is to refine writing and production skills related to journalistic media. Emphasis is placed on writing, graphic design, and/or photographic techniques. Students practice managerial skills in journalistic contexts.

**Reading for College Success 9 1008350N** *Prerequisite: None* *Length: 1 year* *GL: 9* *Credit: 1*

The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing skills to strengthen those skills so they are able to successfully read and write grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structure, genres, and levels of complexity.

**Reading for College Success 10 1008350T** *Prerequisite: None* *Length: 1 year* *GL: 10* *Credit: 1*

The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing skills to strengthen those skills so they are able to successfully read and write grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structure, genres, and levels of complexity.

**Reading for College Success 11-12 1008350A/B** *Prerequisite: None* *Length: 1 year* *GL: 11-12* *Credit: 1*

This course is designed for FSA ELA retakers who need additional work before retaking the FSA ELA test to meet the graduation requirement. The purpose of this course is to provide instruction that enables students to accelerate

the development of reading and writing skills to strengthen those skills so they are able to successfully read and write grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structure, genres, and levels of complexity.

## **Mathematics**

**Algebra 1a/1b Block** 1200370/1200380     *Prerequisite: None*     *Length: 1 year*     *GL: 9*     *Credit: 2*

This course will be given during a two-period block that will allow students to complete both Algebra 1a and Algebra 1b during one school year. The two courses combined are equivalent to Algebra 1. At the completion all students will take the state mandated FSA Algebra 1 exam.

**Algebra 1** 12003100     *Prerequisite: None*     *Length: 1 year*     *GL: 9-12*     *Credit: 1*

The purpose of this course is to provide the foundation for more advanced mathematics courses and to develop the algebra skills needed to solve real-world and mathematical problems. Topics shall include, but not be limited to, sets, ratios, proportions, radical expressions, variables, the real number system, equations and inequalities, integral exponents, polynomials, factoring, irrational numbers, quadratic equations, Venn diagrams, coordinate geometry, problem solving strategies, and literacy strategies. Grades are assigned through completion of course work.

**Obtaining an achievement level of 3, 4, or 5 on the Algebra End-Of-Course (EOC) assessment is required for graduation.**

**Algebra 1 for Credit Recovery** 1200315     *Prerequisite: Algebra 1*     *Length: 1 semester*     *GL: 9-12*     *Credit: 0.5*

Credit Recovery courses are credit bearing courses with specific content requirements defined by the Next Generation Sunshine State Standards and/or Common Core State Standards. Student enrolled in a Credit Recovery course must have previously attempted the Algebra 1 course (and/or End-Of-Course Assessment for Algebra). Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for the Algebra End-Of-Course assessment retake.

**Geometry** 12063100     *Prerequisite: Algebra 1*     *Length: 1 year*     *GL: 9-12*     *Credit: 1*

The purpose of this course is to develop the geometric relationships and deductive strategies that can be used to solve a variety of real world and mathematical problems. Topics shall include, but not be limited to logic, equivalent propositions, Euclidean Geometry, direct and indirect proofs, constructions, lines, polygons, transformations, quadrilaterals, triangles, circles, polyhedral, spheres, trigonometric ratios, problem solving strategies and literacy strategies. **Students are required to take the Geometry End of Course Examination.**

**Geometry Honors** 12063200     *Prerequisite: Algebra 1 with a EOC score of 4 or 5, or Algebra 1 Honors*     *Length: 1 year*     *GL: 9-12*     *Credit: 1*

The purpose of this course is to develop the geometric relationships and deductive strategies that can be used to solve a variety of real world and mathematical problems. Topics shall include but not be limited to truth tables, logic, equivalent propositions, Euclidean Geometry, direct and indirect proofs, vectors, Fibonacci sequence, golden ratio, constructions, lines, polygons, transformations, quadrilaterals, triangles, circles, polyhedral, cross sections spheres, coordinate geometry trigonometric ratios, problem solving strategies and literacy strategies. **Students are required to take the Geometry End of Course Examination.**

**Liberal Arts Mathematics 1** 12073000     *Prerequisite: Algebra 1*     *Length: 1 year*     *GL: 10-12*     *Credit: 1*

The purpose of this course is to strengthen Algebra 1 skills and to explore informal geometry. State assessment skills will be reinforced. Topics shall include but not be limited to laws of exponents, real number properties, and operations, graphs, functions, equations and inequalities, quadratic equations, coordinate geometry, polygons, quadrilaterals, triangles, solids, data sets, measures of central tendency, real-world applications, problem solving strategies and literacy strategies.

*Note: This course is not recognized by the State University System as meeting one of the core courses required for freshman admissions.*

**Algebra 2** 12003300     *Prerequisite: Algebra 1 and Geometry*     *Length: 1 year*     *GL: 9-12*     *Credit: 1*

The purpose of this course is to continue the study of the structure of algebra and to apply these skills to fields such as science, social science, statistics, and health-related fields. Topics shall include but not be limited to complex numbers, functions, equations and inequalities, rational expressions and equations, absolute value, direct, inverse

and joint variation, arithmetic and geometric sequences and series, systems of equations and inequalities, parabolas, quadratic equations, powers, roots, exponents and logarithms, polynomials, problem solving strategies and literacy strategies.

**Algebra 2 Honors** 12003400      *Prerequisite: Algebra 1*    *Length: 1 year*      *GL: 9-12*    *Credit: 1*

The purpose of this course is to study algebraic topics in-depth with emphasis on theory, proof, and development of formulas and their applications. Topics shall include but not be limited to complex numbers, functions, equations and inequalities, absolute value, direct, inverse and joint variation, systems of equations and inequalities, parabolas, quadratic equations, powers, roots, exponents and logarithms, polynomial equations and inequalities, Binomial Theorem, radical expressions, non-linear systems of equations, conic sections, sigma notation, arithmetic and geometric sequences, equations of circles, real-world applications, problem solving strategies and literacy strategies.

**Mathematics for College Readiness** 12007000    *Prerequisite: Geometry or equivalent*    *Length: 1 year*    *GL: 11-12*    *Credit: 1*

This course is targeted for grade 12 students, whose test scores on the Postsecondary Educational Readiness Test are below the established cut scores for mathematics, indicating that they are not yet college ready in mathematics. This course incorporates the Common Core State Standards for Mathematical Practices as well as the following Common Core Standards for Mathematical Content: an introduction to functions, linear equations and inequalities, solving systems of equations, rational equations and algebraic fractions, radicals and rational exponents, factoring and quadratic equations, complex numbers, and the Common Core Standards for High School Modeling. The standards align with the Mathematics Postsecondary Readiness Competencies deemed necessary for entry-level college courses.

*Note: This course is required for seniors who do not demonstrate proficiency on the mathematics portion of the Postsecondary Education Readiness Test (PERT) administered during their junior year.*

**Pre-Calculus Honors** 12023400      *Prerequisite: Algebra 2*    *Length: 1 year*    *GL: 10-12*      *Credit: 1*

The purpose of this course is to emphasize the study of functions and other skills necessary for the study of calculus. Topics shall include but not be limited to polynomial, rational, trigonometric/circular functions, arithmetic and geometric series, concepts of limits, vectors, conic sections, polar coordinate systems, mathematical induction, parametric equations, complex numbers, real-world applications, problem solving strategies and literacy strategies.

**Q Advanced Placement Calculus AB** 12023100    *Prerequisite: Trigonometry and Analysis of Function or PreCalculus*    *Length: 1 year*    *GL: 11-12*    *Credit: 1*

The purpose of this course is to provide study of elementary functions and the general theory and techniques of calculus. The content is specified by the Advanced Placement Program. **Students are required to take the Advanced Placement examination.**

**Q Advanced Placement Statistics** 1210320    *Prerequisite: Algebra 2*    *Length: 1 year*    *GL: 11-12*    *Credit: 1*

The purpose of this course is to provide study in exploratory data, planning a study, anticipating patterns in advance, and statistical inference. Topics shall include, but not be limited to, graphical displays, summaries and comparisons of distributions of univariate data, bivariate data and categorical data, overview methods of data collection, planning and conducting surveys and experiments, anticipating patterns using probability simulation, and confirming models through statistical inference. Credit in this course precludes credit in Probability and Statistics with Applications.

**Students are required to take the Advanced Placement examination.**

## **Performing and Fine Arts**

**Q Advanced Placement Music Theory** 1300330    *Prerequisite: None*    *Length: 1 year*    *GL: 10-12*    *Credit: 1*    The purpose of this course is to develop the student's abilities to recognize and understand the tonal rhythmic nature of any music that is heard or read in the score. The content will include the development of music theory skills, i.e., aural and notational skills, composition, harmonization and counterpoint. Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses. **Students are required to take the Advanced Placement examination.**

**Guitar 1** 13013200      *Prerequisite: None*      *Length: 1 year*    *GL: 9-12*      *Credit: 1*

This course is designed to offer introductory experiences on the guitar in performance skills and interpretation of simple notation. The students will develop the ability to perform simple chords and melodies using correct hand

positions, play chords and melodies in selected keys and demonstrate a beginning knowledge of music reading and vocabulary.

**Keyboard 1 1301360      *Prerequisite: None      Length: 1 year      GL: 9-12      Credit: 1***

The purpose of this course is for students to build fundamental piano techniques while learning to read music, acquire and apply knowledge of basic music theory, and explore the role of keyboard music in history and culture. Beginning pianists develop skills in analytical listening and explore musical creativity in the form of basic improvisation and basic composition.

**Band 1 13023000      *Prerequisite: None      Length: 1 year      GL: 9-12      Credit: 1***

The purpose of this course is to provide students with the opportunity to develop technical skills on band instruments in an ensemble setting. The content will include developing performance techniques and reading musical notation.

**Band 2 13023100      *Prerequisite: Band 1      Length: 1 year      GL: 9-12      Credit: 1***

This course is designed to extend musicianship skills and the development of technical skills through performance in instrumental ensembles. The content will include the production of characteristic tone, and the development of basic band performance techniques, musical literacy, and music appreciation.

**Band 3 13023200      *Prerequisite: Band 2      Length: 1 year      GL: 9-12      Credit: 1***

This course provides students with instruction in development of musicianship and technical skills through the study of varied band literature. The content will include interpreting medium level band music, establishing appropriate tone production and performance techniques, identifying simple musical form and various styles, and formulating aesthetic awareness.

**Band 4 13023300      *Prerequisite: Band 3      Length: 1 year      GL: 9-12      Credit: 1***

The purpose of this course is to provide students with in-depth instruction in musicianship and technical skills through the study of varied band literature. The content will include interpreting medium/difficult level band literature, refining tone production and performance techniques, demonstrating an understanding of musical form, and evaluating musical performance as a participant and as a listener.

**Q Band 5 1302340      *Prerequisite: None      Length: 1 Year      GL: 9-12      Credit: 1***

This year-long, advanced course, designed for wind and percussion students with extensive experience in solo performance and larger performing ensembles, promotes significant depth of engagement and lifelong appreciation of music through performance and other experiences with sophisticated instrumental music, as well as creativity through composition and/or arranging. The course includes the development of advanced instrumental ensemble techniques and skills, extended music literacy and theory, and deep aesthetic engagement with a broad spectrum of high-quality repertoire, ranging from early music to the contemporary. Musical independence and leadership are particularly encouraged in this setting.

**Q Band 6 1302350      *Prerequisite: Band 5      Length: 1 Year      GL: 10-12      Credit: 1***

This year-long, highly advanced course, designed for students with substantial experience in solo performance and larger performing ensembles, promotes significant engagement with and appreciation for music through performance of sophisticated wind and percussion literature. Study focuses on mastery of highly advanced music skills, techniques, and processes, as well as creativity through composition and/or arranging and use of current technology to enhance creativity and performance effectiveness. This course also provides significant opportunities for student leadership through peer mentoring, solo work, and participation as a performer or coach in a small or large ensemble.

**Orchestra 1 13023600      *Prerequisite: None      Length: 1 year      GL: 9-12      Credit: 1***

This course will enable students to develop fundamental music skills, appropriate tone production and performance techniques on orchestral instruments. The content will include the knowledge of basic rhythmic values and meters and identification of simple musical terms.

**Orchestra 2 13023700**    *Prerequisite: Orchestra 1*    *Length: 1 year*    *GL: 9-12*    *Credit: 1*

The purpose of this course is to provide ensemble experiences on orchestral instruments and to develop skills in characteristic tone production, performance techniques, musical literacy and music appreciation.

**Orchestra 3 13023800**    *Prerequisite: Orchestra 2*    *Length: 1 year*    *GL: 9-12*    *Credit: 1*

The purpose of this course is to provide students with instruction in the development of technical skills through the study of varied orchestral literature. The content will include interpreting medium level orchestral music, establishing appropriate tone production and performance techniques, and identifying musical form and style periods.

**Orchestra 4 13023900**    *Prerequisite: Orchestra 3*    *Length: 1 year*    *GL: 9-12*    *Credit: 1*

The purpose of this course is to develop the student's independent ability to produce characteristic tone and to interpret and perform medium level musical notation at sight. The student will demonstrate the knowledge of musical form and varied style periods, and evaluate musical performances as a participant and a listener.

**Q Orchestra 5 1302400**    *Prerequisite: None*    *Length: 1 Year*    *GL: 9-12*    *Credit: 1*

Students with considerable orchestral experience advance their string and ensemble performance techniques, music literacy, music theory, and aesthetic engagement through high-quality orchestra literature. Student musicians use reflection and problem-solving skills to improve performance significantly based on structural, cultural, and historical understanding of the music. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

**Q Orchestra 6 1302410**    *Prerequisite: Orchestra 5*    *Length: 1 Year*    *GL: 10-12*    *Credit: 1*

Students with substantial orchestral experience focus on mastery of advanced music skills, techniques, and processes through study, rehearsal, and performance of high-quality orchestra literature. Advanced string players self-diagnose and consider multiple solutions to artistic challenges based on background knowledge of the repertoire, and explore creativity through composition, arranging, and/or use of technology. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

**Jazz Ensemble 1 13025000**    *Prerequisite: Previous instrumental experience*    *Length: 1 year*    *GL: 9-12*    *Credit: 1*

The purpose of this course is to provide students with an introduction to styles and performance techniques of varied contemporary music and jazz literature.

**Jazz Ensemble 2 13025100**    *Prerequisite: Jazz Ensemble 1*    *Length: 1 year*    *GL: 9-12*    *Credit: 1*

The purpose of this course is to develop and extend an understanding of styles and performance techniques of contemporary music and jazz literature. An emphasis will be placed on basic improvisation skills, tone production, and individual and ensemble performance.

**Jazz Ensemble 3 13025200**    *Prerequisite: Jazz Ensemble 2*    *Length: 1 year*    *GL: 9-12*    *Credit: 1*

This course will develop the ability to apply the knowledge of styles and techniques of varied contemporary music and jazz literature through ensemble performance. Content includes an emphasis on producing a characteristic tone, developing individual and ensemble techniques, improvising and refining an appreciation for the history of jazz.

**Q Jazz Ensemble 4 Honors 13025300**    *Prerequisite: Jazz Ensemble 3*    *Length: 1 year*    *GL: 9-12*    *Credit: 1*

The purpose of this course is to develop independence in the knowledge and demonstration of styles and performance techniques of varied contemporary music and jazz literature. The content will include improvisation, interpretation, and performance of appropriately difficult jazz literature. Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses.

**Instrumental Techniques 1 (Scottish Arts) 3024200**    *Prerequisite: None*    *Length: 1 year*    *GL: 9-12*    *Credit: 1*    The purpose of this course is to develop fundamental performance techniques and the interpretation of musical notation.

The student will display knowledge of the care of the instrument, demonstrate a characteristic tone on the instrument of choice and develop beginning level evaluative listening skills.

**Instrumental Techniques 2 (Scottish Arts) 13024300** *Prerequisite: Instrumental Tech 1* **Length: 1 year** **GL: 9-12**  
**Credit: 1**

This course will provide instruction in performance techniques with emphasis placed on technical and musical fundamentals and listening skills.

**Instrumental Techniques 3 (Scottish Arts) 13024400** *Prerequisite: Instrumental Tech 2* **Length: 1 year** **GL: 9-12**  
**Credit: 1**

The purpose of this course is to provide students the opportunity to develop solo performance skills. Instruction will include performance techniques such as breath control, tone production, intonation, phrasing, and expression. Students will demonstrate independence in the interpretation of grade III-IV solo literature and the evaluation of critical listening skills.

**Q Instrumental Techniques 4 Honors (Scottish Arts) 13024500** *Prerequisite: Instrumental Tech 3 or Band 4*  
**Length: 1 year** **GL: 9-12** **Credit: 1**

This course will give the student an opportunity to demonstrate advanced solo performance skills and independence in the interpretation of grades IV and V solo literature. The student will integrate performance techniques independently, formulate critical evaluations and make decisions about music performance as a listener and a performer. Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses.

**Instrumental Ensemble 1 (Percussion) 13024600** *Prerequisite: Previous instrumental experience* **Length: 1 year**  
**GL: 9-12** **Credit: 1**

The purpose of this course is to provide students with opportunities for performance in specific instrumentations through the study of appropriate literature. This course will include instruction in the development of ensemble concepts in balance, blend and stylistic interpretation of varied music literature.

**Instrumental Ensemble 2 (Percussion) 13024700** *Prerequisite: Instrumental Ensemble 1* **Length: 1 year**  
**GL: 9-12** **Credit: 1**

This course will provide students with extended opportunities for demonstration and refinement of musical independence necessary for ensemble performance. The student will demonstrate musical sensitivity of performance techniques such as balance, intonation and blend appropriate to the ensemble.

**Instrumental Ensemble 3 (Percussion) 13024800** *Prerequisite: Instrumental Ensemble 2* **Length: 1 year**  
**GL: 9-12** **Credit: 1**

The purpose of this course is to provide students with opportunities to refine interpretation and performance skills in specific instrumentations through the study of varied ensemble literature. The content will include the development of individual techniques and ensemble performance skills, knowledge of music terminology, musical interpretation, listening skills and a sense of responsible participation.

**Q Instrumental Ensemble 4 Honors (Percussion) 3024900** *Prerequisite: Instrumental Ensemble 3 or Band 4*  
**Length: 1 year** **GL: 9-12** **Credit: 1**

This course will provide students with opportunities to demonstrate leadership and creativity in the interpretation and performance of ensemble literature. The student will formulate critical evaluations and decisions about music performance as a listener and a performer. Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses.

**Eurhythmics 1 13053000** *Prerequisite: None* **Length: 1 year** **GL: 9-12** **Credit: 1**

The purpose of this course is to provide students with instruction in the development of beginning level skills in the art of performing movements in rhythm using musical accompaniment. Content will include basic terminology related to music and movement and the understanding of safety practices related to eurythmic activities including warm-up and cool-down.

**Eurhythmics 2 1305310      *Prerequisite: Eurhythmics I*      *Length: 1 year*      *GL: 9-12*      *Credit: 1***

This course will enable students to apply the basic performance techniques in movement sequences set to music. Students will display knowledge of basic rhythms, meter, tempo and form.

**Eurhythmics 3 1305320      *Prerequisite: Eurhythmics II*      *Length: 1 year*      *GL: 9-12*      *Credit: 1***

This course will provide students with the opportunity to choreograph and perform solo movement sequences set to music in a given style. Students will display knowledge of terminology related to music and movement.

**Eurhythmics 4 1305330      *Prerequisite: Eurhythmics III*      *Length: 1 year*      *GL: 9-12*      *Credit: 1***

The purpose of this course is to extend the study of musical interpretation through movement. Emphasis will be on individual creativity and develop the ability to evaluate the appropriateness and general effects of individual and ensemble performances. Courses may require students insurance for after-school rehearsals and off-school site concerts. May require mandatory after-school rehearsals and performances as part of the criteria for grades.

**Chorus 1 (Concert) 13033000      *Prerequisite: None*      *Length: 1 year*      *GL: 9-12*      *Credit: 1***

The purpose of this course is to develop basic vocal techniques and musicianship skills through the study of varied choral literature. The content will include fundamental skills in vocal tone production, choral performance techniques, musical literacy and music appreciation.

**Chorus 2 (Concert) 13033100      *Prerequisite: Chorus 1*      *Length: 1 year*      *GL: 9-12*      *Credit: 1***

The purpose of this course is to extend the development of basic musicianship skills including choral performance techniques, vocal tone production, musical literacy and music listening. This course will include the study of a variety of choral literature.

**Chorus 3 (Chamber) 13033200      *Prerequisite: Chorus 2*      *Length: 1 year*      *GL: 9-12*      *Credit: 1***

This course provides students with instruction in the development of vocal musicianship and technical skills. An emphasis will be placed on producing an appropriate vocal tone, interpreting musical notation, and formulating aesthetic values.

**Chorus 4 (Chamber) 13033300      *Prerequisite: Chorus 3*      *Length: 1 year*      *GL: 9-12*      *Credit: 1***

This course provides students with instruction in the application of vocal musicianship and technical skills. An emphasis will be placed on the refinement of tone production and performance techniques, analysis of musical form, and aesthetic perceptions.

**Q Chorus 5 1303340      *Prerequisite: None*      *Length: 1 Year*      *GL: 9-12*      *Credit: 1***

This year-long, advanced class is designed for students with previous participation in a high school chorus who have demonstrated a capacity for developing advanced listening/aural skills and advanced knowledge of vocal techniques, musical literacy, and choral performance. Chorus V focuses on development and application of these skills and provides opportunities for aesthetic engagement and making individual musical choices, where appropriate, while preparing a variety of high-quality choral literature.

**Q Chorus 6 1303350      *Prerequisite: Chorus 5*      *Length: 1 Year*      *GL: 10-12*      *Credit: 1***

This year-long, very advanced class is designed for students who have demonstrated a capacity for developing very advanced listening/aural skills and performance techniques, as well as very advanced knowledge of vocal techniques, musical literacy, ensemble skills, and related musical knowledge. Chorus VI focuses on managing, mastering, and refining these skills and techniques through a variety of high-quality choral literature at a high level of aesthetic engagement. Musical independence and student leadership are promoted through significant opportunities for peer mentoring, solo work, and participation as a performer, conductor, or coach in a small or large ensemble.

**Vocal Techniques 1 (Falconaire) 13034000      *Prerequisite: None*      *Length: 1 year*      *GL: 9-12*      *Credit: 1***

The purpose of this course is to provide beginning students with fundamental vocal instruction in a class situation. This course will enable students to develop performance techniques such as breath control, vocal tone production, intonation, phrasing and expression.

**Vocal Techniques 2(Falconaire) 13034100** *Prerequisite: Vocal Techniques 1* **Length: 1 year GL: 9-12 Credit: 1**  
The course will enable students to develop vocal performance techniques with emphasis placed on vocal tone production, music fundamentals and listening skills.

**Vocal Techniques 3 (Falconaire) 13034200***Prerequisite: Vocal Techniques 2* **Length: 1 year GL: 9-12 Credit: 1**  
This course will enable students to develop intermediate level vocal performance techniques with emphasis placed on demonstrating technical and musical fundamentals in solo performance.

**Q Vocal Techniques 4 (Falconaire) 13034300** *Prerequisite: Vocal Techniques 3* **Length: 1 year GL: 9-12 Credit: 1**

The purpose of this course is to provide advanced instruction in voice for solo performance in a class situation. The students will formulate critical evaluations and decisions about musical performances as a listener and a performer. Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses.

**Vocal Ensemble 1 (Madrigals) 13034300** *Prerequisite: None* **Length: 1 year GL: 9-12 Credit: 1** This course will develop vocal performance techniques in an ensemble setting with an emphasis on appropriate vocal balance, blend, stylistic interpretation and choreography. The content will include the study of a wide variety of choral ensemble literature.

**Vocal Ensemble 2 (Madrigals) 13034300** *Prerequisite: Vocal Ensemble 1* **Length: 1 year GL: 9-12 Credit: 1**  
The purpose of this course is to apply performance techniques in Vocal Ensemble II vocal ensembles through the study of varied choral literature. The student will demonstrate musical independence necessary to perform various styles.

**Vocal Ensemble 3 (Madrigals) 13034300** *Prerequisite: Vocal Ensemble 2* **Length: 1 year GL: 9-12 Credit: 1**  
This course will refine musical independence and creativity necessary for vocal ensemble performance. The content will include the opportunity to perform ensemble techniques such as balance, blend, tone production and stylistic interpretation through the study of appropriate choral ensemble literature.

**Q Vocal Ensemble 4 (Madrigals) 13034300** *Prerequisite: Vocal Ensemble 3* **Length: 1 year GL: 9-12 Credit: 1**  
The purpose of this course is to provide opportunities for leadership and performance creativity in small vocal ensembles. The content will foster independent application of vocal balance, blend and stylistic interpretation through the study of varied appropriate choral literature. Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses.

**Music Technology and Sound Engineering (Electronic Music)13043000** *Prerequisite: None* **Length: 1 year GL: 9-12 Credit: 1**

The purpose of this course is to provide students with instruction at the beginning level in the use of computers and MIDI instruments. Students will display fundamental knowledge of sequencing and notation software terms and functions of creating and arranging music with the available technology.

**Theatre 1 04003100** *Prerequisite: None* **Length: 1 year GL: 9-12 Credit: 1**

This year-long, foundational class, designed for students with little or no theatre experience, 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 04003200** *Prerequisite: Theatre 1* **Length: 1 year GL: 10-12 Credit: 1**

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 04003300** *Prerequisite: Theatre 2* **Length: 1 year GL: 10-12 Credit: 1**

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.

**Q Theatre 4 04003400** *Prerequisite: Theatre 3* **Length: 1 year** **GL: 10-12** **Credit: 1**

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 and Production 1 04004100** *Prerequisite: None* **Length: 1 year** **GL: 9-12** **Credit: 1**

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

**Technical Theatre Design and Production 2 04004200** *Prerequisite: Technical Theatre 1* **Length: 1 year**  
**GL: 10-12** **Credit: 1**

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

**Technical Theatre Design and Production 3 04004300** *Prerequisite: Technical Theatre 2* **Length: 1 year**  
**GL: 11-12** **Credit: 1**

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

**Q Technical Theatre Design and Production 4 04004400** *Prerequisite: Technical Theatre 3* **Length: 1 year** **GL: 10-12** **Credit: 1**

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

**Creating Two-Dimensional Art 0101355** *Prerequisite: None* **Length: semester** **GL: 9-12** **Credit: .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, painting, printmaking, collage, and/or design. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of

design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

**Two-Dimensional Studio Art 2** 01013100 *Prerequisite: Creating 2-D Art Length: 1 year GL: 10-12 Credit: 1*  
Students develop and refine technical skills and create 2-D compositions with a variety of media in drawing, painting, printmaking, collage, and/or design. Student artist's sketch, manipulate, and refine the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

**Digital Art Imaging 1** 0108370 *Prerequisite: Creating 2-D Art Length: 1 year GL: 10-12 Credit: 1*  
Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still images through the single 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.

**Q Advanced Placement Studio Art: 2-D Design** 0109350 *Prerequisite: 2 year of art Length: 1 year GL: 10-12 Credit: 1*

This Advanced Placement course is intended to address a very broad interpretation of two-dimensional (2-D) design issues. This type of design involves purposeful decision-making about how to use the elements and principles of art in an integrative way. It is for the advanced student who wishes to seek AP Credit through submitting a Portfolio of work for consideration by the College Board. Course includes district developed requirements that demonstrate students' mastery of rigorous standards required of quality point art courses. Students are required to take the Advanced Placement examination.

**Creating Three-Dimensional Art** 0101365 *Prerequisite: None Length: semester GL: 9-12 Credit: .5*  
Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Media may include, but are not limited to, clay, wood, plaster, and paper maché with consideration of the workability, durability, cost, and toxicity of the media used. Student artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail, size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftsmanship and quality in the surface and structural qualities of the completed art forms. Students in the 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 2** 01013400 *Prerequisite: Creating 3-D Art Length: 1 year GL: 10-12 Credit: 1*  
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.

**Q Advanced Placement Studio Art: 3- D Design** 0109360 *Prerequisite: 2 year of art Length: 1 year GL: 10-12 Credit: 1*

This Advanced Placement course is intended to address a very broad interpretation of sculptural issues in three-dimensional (3-D) design. Such elements and concepts may be articulated through additive, subtractive, and/or fabrication processes. It is for the advanced student who wishes to seek AP Credit through submitting a Portfolio of work for consideration by the College Board. Course includes district developed requirements that demonstrate students' mastery of rigorous standards required of quality point art courses. **Students are required to take the Advanced Placement examination.**

**Q Advanced Placement Studio Art Drawing:** 0104300 *Prerequisite:* 2 year of art *Length:* 1 year  
*GL:* 11-12 *Credit:* 1

The purpose of this course is to give advanced students the opportunity to develop quality, concentration, discipline and breadth in drawing. Course includes district developed requirements that demonstrate students' mastery of rigorous standards required of quality point art courses. **Students are required to take the Advanced Placement examination.**

**Q Advanced Placement Art History:** 0100300 *Prerequisite:* 1 year of art *Length:* 1 year *GL:* 10-12 *Credit:* 1

The purpose of this course is to introduce students to the appreciation of works of art, the intelligent examination of works of art, and to the major forms of artistic expression in Western art from 1400 to the present. Course includes district developed requirements that demonstrate students' mastery of rigorous standards required of quality point art courses. **Students are required to take the Advanced Placement examination.**

**Creative Photography 1** 0108310 *Prerequisite:* Creating 2-D Art, Creating 3-D Art *Length:* 1 year  
*GL:* 10-12 *Credit:* 1

Students explore the aesthetic foundations of art making using beginning photography techniques. This course may include, but is not limited to, color and/or black and white photography via digital media and/or traditional photography. Students become familiar with the basic mechanics of a camera, including lens and shutter operation, compositional foundations, printing an image for display, and evaluating a successful print.

## **Science**

**Biology I** 20003100 *Prerequisite:* None *Length:* 1 year *GL:* 9-12 *Credit:* 1

This course focuses on the study of life through the examination of fundamental concepts such as cellular biology, genetics, ecology, evolution and physiology. The scientific process and laboratory skills are emphasized along with biology's connections to other scientific disciplines. Students learn specific writing skills and also examine current biological issues. **Students are required to take the state Biology End-Of-Course Exam.**

**Q Biology I Honors** 20003200 *Prerequisite:* Advanced 8<sup>th</sup> grade science with recommended grade of C or higher  
*Length:* 1 year *GL:* 9-12 *Credit:* 1

This advanced course will cover essentially the same topics as regular biology, but at higher levels of complexity, greater depth, and faster pace. The reading level will be higher and more reading will be required. Students will be required to use a higher level of vocabulary, do more writing, do more homework, and meet the standards of more challenging tests. **Students are required to take the state Biology End-Of-Course Exam.**

**Q Advanced Placement Biology** 2003400 *Prerequisite:* Recommended Biology and Chemistry *Length:* 1 year *GL:* 9-12

The purpose of this course is to provide a college level course in biology, and to prepare the student to seek credit and/or appropriate placement in college biology courses. To parallel college science courses that have a required laboratory section, it is recommended that this course be accompanied by or paired with Biology II honors to insure sufficient time for the required laboratory experiences. **Students are required to take the Advanced Placement examination.**

**Zoology** 2000410 *Prerequisite:* Biology I or 1H *Length:* 1 year *GL:* 12 *Credit:* 1

This course will provide an in-depth study of the animal kingdom including terminology, cell structure and physiology, genetics, change and adaptation, taxonomy, invertebrate and vertebrate anatomy/physiology, animal behavior, reproduction and development, and ecological relationships.

**Q Anatomy and Physiology** 20003600 *Prerequisite:* Biology I or 1H *Length:* 1 year *GL:* 9-12 *Credit:* 1

This advanced course will provide students with an introduction to the structure and function of the components of the human body. Topics such as cells and tissues, skeletal system, muscular system, nervous system, sensory

organs, immune response and inheritance are included. Dissections, including but not limited to the cat, are an integral part of this course. Students are expected to participate in the dissections.

**Marine Science I** 2002500 *Prerequisite: None* *Length: 1 year* *GL: 9-12* *Credit: 1*

This course is designed to present an integrated overview of the principles and concepts of the geology, chemistry, physics, and biology as they relate to the world's oceans.

**Q Marine Science I Honors** 2002510 *Prerequisite: None* *Length: 1 year* *GL: 9-12* *Credit: 1*

This advanced course will cover essentially the same topics as regular Marine Science 1, but at higher levels of complexity, greater depth, and faster pace.

**Environmental Science** 20013400 *Prerequisite: None* *Length: 1 year* *GL: 9-12* *Credit: 1*

The purpose of this course is to study man's interaction with the environment. The content should include, but not be limited to the following: forms of pollution, conservation, environmental planning and policy, public land usages, population dynamics and major forms of energy.

**Q Environmental Science Honors** 20013410 *Prerequisite: None* *Length: 1 year* *GL: 9-12* *Credit: 1*

The advanced course will cover essentially the same topics as Environmental Science but at a higher level. The purpose of this course is to study man's interaction with the environment. The content should include, but not be limited to the following: forms of pollution, conservation, environmental planning and policy, public land usages, population dynamics and major forms of energy.

**Q Advanced Placement Environmental Science** 2001380 *Prerequisite: Recommended Biology and Chemistry*

*Length: 1 year* *GL: 9-12* *Credit: 1*

The purpose of this course is to provide a college level course in environmental science, and to prepare the students to seek credit and/or appropriate placement in college environmental science courses. To parallel college science courses that have a required laboratory sections. **Students are required to take the Advanced Placement examination.**

**Chemistry I** 20033400 *Prerequisite: Algebra I* *Length: 1 year* *GL: 9-12* *Credit: 1*

This course will provide students with the study of the composition, properties, and changes associated with matter. Topics such as atomic theory, periodic table, bonding, chemical formulas, behavior of gases, and chemical reactions are included.

**Q Chemistry I Honors** 20033500 *Prerequisite: Algebra I* *Length: 1 year* *GL: 9-12* *Credit: 1*

This course will provide students with a rigorous study of the composition properties and changes associated with matter. Topics include heat, atomic structure, mole concept, reaction rates and equilibrium, solutions, and electrochemistry.

**Q Advanced Placement Chemistry** 20033700 *Prerequisite: Recommended Chemistry or 1H* *Length: 1 year*  
*GL: 10-12* *Credit: 1*

The purpose of this course is to provide a college level course in chemistry, and to prepare the student to seek credit and/or appropriate placement in college chemistry courses. To parallel college science courses that have a required laboratory section, it is recommended that this course be accompanied by or paired with Chemistry II honors to insure sufficient time for the required laboratory experiences. **Students are required to take the Advanced Placement examination.**

**Physics I** 20033380 *Prerequisite: Algebra I* *Length: 1 year* *GL: 9-12* *Credit: 1* This

course will provide students with a rigorous introductory study of the theories and laws governing the interaction of matter, energy, and the forces of nature. Topics such as kinematics, dynamics, work and power, thermodynamics, wave characteristics and magnetism are included.

**Q Physics I Honors** 20033900 *Prerequisite: Algebra I* *Length: 1 year* *GL: 9-12* *Credit: 1* This

course will provide students with a rigorous introductory study of the theories and laws governing the interaction of matter, energy, and the forces of nature. Topics include energy, heat, light, electricity, and nuclear physics.

**Q Advanced Placement Physics A** 2003421 *Prerequisite: Algebra II* *Length: 1 year* *GL: 9-12* *Credit: 1*

Students explore principles of Newtonian mechanics work, energy, and power; mechanical waves and sound; and introductory, simple circuits. The course is based on Six Big Ideas which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world. **Students are required to take the Advanced Placement examination.**

## **Social Studies**

**United States Government 21063100** *Prerequisite: None Length: 1 semester GL: 11-12 Credit: 0.5* The United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision making process.

**Q United States Government 21063200** *Prerequisite: None Length: 1 semester GL: 11-12 Credit: 0.5* The United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision making process.

**Q Advanced Placement United States Government and Politics 21064200** *Prerequisite: None Length: 1 semester GL: 11-12 Credit: 0.5*

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 required to take the Advanced Placement examination.**

**World Cultural Geography 2103300** *Prerequisite: None Length: 1 year GL: 9 Credit: 1*

The grade World Cultural Geography course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of world cultural regions in terms of location, physical characteristics, demographics, historical changes, land use, and economic activity. Content should include, but is not limited to, the use of geographic tools and skills to gather and interpret data and to draw conclusions about physical and human patterns, the relationships between physical geography and the economic, political, social, cultural and historical aspects of human activity, patterns of population growth and settlement in different cultures and environments, the interaction between culture and technology in the use, alteration and conservation of the physical environment, and the interrelationships and interdependence of world cultures.

**World History 21093100** *Prerequisite: None Length: 1 year GL: 10 Credit: 1*

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

**Q World History Honors 21093200** *Prerequisite: None Length: 1 year GL: 10 Credit: 1*

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

**Q Advanced Placement World History 21094200** *Prerequisite: None* *Length: 1 year* *GL: 10* *Credit: 1*

Students understand the development of civilizations of the world 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 required to take the Advanced Placement examination.**

**United States History 21003100** *Prerequisite: None* *Length: 1 year* *GL: 11* *Credit: 1*

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

**Q United States History Honors 2100320** *Prerequisite: None* *Length: 1 year* *GL: 11* *Credit: 1*

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

**Q Advanced Placement United States History 21003300** *Prerequisite: None* *Length: 1 year* *GL: 11* *Credit: 1*

Students analyze the development of the United States within the context of history by examining connections to the past to prepare for the future as participating members of a democratic society. 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 required to take the Advanced Placement examination.**

**Economics with Financial Literacy 2102335** *Prerequisite: None* *Length: 1 semester* *GL: 12*

*Credit: 0.5* The Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

**Q Economics with Financial Literacy 2102345** *Prerequisite: None* *Length: 1 semester* *GL: 12*

*Credit: 0.5* The Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle. The honors level course offers scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting.

**Personal Financial Literacy 21023372** *Prerequisite: None* *Length: 1 semester* *GL: 11-12* *Credit:*

*0.5* This grade 9-12 course consists of the following content area and literacy strands: Economics, Financial Literacy, Mathematics, Languages Arts for Literacy in History/Social Studies and Speaking and Listening. Basic economic concepts of scarcity, choice, opportunity cost, and cost/benefit analysis are interwoven throughout the standards and objectives. Emphasis will be placed on economic decision-making and real-life applications using real data.

**Q Personal Financial Literacy Honors 21023374** *Prerequisite: None* *Length: 1 semester* *GL: 11-12*

*Credit: 0.5* This grade 9-12 course consists of the following content area and literacy strands: Economics, Financial Literacy, Mathematics, Languages Arts for Literacy in History/Social Studies and Speaking and Listening. Basic economic

concepts of scarcity, choice, opportunity cost, and cost/benefit analysis are interwoven throughout the standards and objectives. Emphasis will be placed on economic decision-making and real-life applications using real data.

**Q Advanced Placement Microeconomics 21023600**     *Prerequisite: None*     *Length: 1 semester*     *GL: 12*

*Credit: 0.5* Students acquire the decision-making tools necessary for understanding that society must organize its limited resources to satisfy its unlimited wants, and understand the factors that influence the economic system. **Students are required to take the Advanced Placement examination.**

**Cultural Geography 21033000**

*Prerequisite: None*     *Length: 1 semester*     *GL: 9-12*     *Credit: 0.5*

The course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the differences and similarities, both biological and cultural, in human populations. Students recognize the characteristics that define their culture and gain an appreciation for the culture of others. Content should include, but is not limited to, human biological and cultural origins, adaptation to the physical environment, and the diversity of human behavior, the evolution of social and cultural institutions, patterns of language development, family and kinship relationships, and the effect of change on cultural institutions.

**Q Advanced Placement Psychology 21073500**

*Prerequisite: None*

*Length: 1 year*     *GL: 10-12*

*Credit: 0.5*

Through study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. This will better prepare them to understand their own behavior and the behavior of others. **Students are required to take the Advanced Placement examination.**

**Q Advanced Placement Human Geography 21034000**

*Prerequisite: None*

*Length: 1 year*     *GL: 9-12*

*Credit: 1* The purpose of this course is to prepare students to understand the discipline of geography, including its tools, themes, and concepts; think critically about geographic problems on a global, national, and local scale; appreciate global cultures and their economic characteristics; and understand how cultural landscapes are created and how they change over time. **Students are required to take the Advanced Placement examination.**

**Q Advanced Placement European History 21093800**

*Prerequisite: None*

*Length: 1 year*     *GL: 10-12*

*Credit: 1*

Students analyze 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 required to take the Advanced Placement examination.**

**World Religions 21053100**

*Prerequisite: None*

*Length: 1 semester*

*GL: 10-12*

*Credit: 0.5*

The World Religions course consists of the following content area strands: World History, Geography and Humanities.

The primary content emphasis for this course pertains to the study of major world religious traditions of Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism and Taoism. Students will identify criteria upon which religious beliefs are based, analyze relationships between religious and social and political institutions, trace the major developments of the world's living religions, distinguish the similarities and differences among the world's major religious traditions, synthesize information and ideas from conflicting religious beliefs, and interpret the development of a society as reflected by its religious beliefs.

**Holocaust 21094300**

*Prerequisite: None*

*Length: 1 semester*

*GL: 10-12*

*Credit: 0.5*

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

**Law Studies 2106350**                      ***Prerequisite:** None*                      ***Length:** 1 semester*                      ***GL:** 10-12*                      ***Credit:** 0.5*

The primary content for the course pertains to the study of the American legal system as the foundation of American society by examining those laws which have an impact on citizens' lives and an introduction to fundamental civil and criminal justice procedures.

**Sociology 2108300**                      ***Prerequisite:** None*                      ***Length:** 1 semester*                      ***GL:** 10-12*                      ***Credit:** 0.5*

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

**African-American History 2100340** ***Prerequisite:** None*                      ***Length:** 1 semester*                      ***GL:** 10-12*                      ***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.