

# DUNEDIN HIGH SCHOOL

*HOME OF THE FALCONS*

## CURRICULUM GUIDE

*2022 – 2023*



**School Mission: 100% Student Success**

# Table of Contents

<b>Administration and Counselors Contact Information</b> .....	<b>3</b>
<b>A Message from the Administration</b> .....	<b>4</b>
<b>Graduation Requirements</b> .....	<b>5</b>
<b>Class Standing</b> .....	<b>5-9</b>
<b>College Admissions</b> .....	<b>5-9</b>
<b>Early College, PTC, PVS &amp; PSAT</b> .....	<b>11</b>
<b>Academy and Program Descriptions/Highlights</b> .....	<b>22</b>
<b>ARC Program Offerings</b> .....	<b>28</b>
<b>AVID &amp; AP Capstone Program Offerings</b> .....	<b>32</b>
<b>Business Arts Technology &amp; 3DE Program Offerings</b> .....	<b>34</b>
<b>Cosmetology Program Offerings</b> .....	<b>36</b>
<b>English Department Offerings</b> .....	<b>38</b>
<b>Family Consumer Science Offerings</b> .....	<b>42</b>
<b>Phys Ed Department Offerings</b> .....	<b>43</b>
<b>Mathematics Department Offerings</b> .....	<b>45</b>
<b>NJROTC Department Offerings</b> .....	<b>48</b>
<b>Performing Arts Department Offerings</b> .....	<b>50</b>
<b>Reading Department Offerings</b> .....	<b>60</b>
<b>Science Department Offerings</b> .....	<b>61</b>
<b>Social Studies Department Offerings</b> .....	<b>64</b>
<b>Visual Arts Department Offerings</b> .....	<b>70</b>
<b>World Language Department Offerings</b> .....	<b>74</b>

# 2022-2023 Curriculum Guide

## Dunedin High School

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## A MESSAGE FROM THE ADMINISTRATION

Dear Students and Families,

One of the most important decisions that a student and his/her family makes involves course selection for the following school year. Whether college, trade school, armed forces, or the work force is planned immediately following graduation, high school course selection will play a key role in the development of the skills needed to meet future goals. Students should consult with parents, teachers, administrators, and school counselors to make their personal selections for the most appropriate coursework.

Current Pinellas County Middle School eighth grade students (class of 2026) will utilize this document for the first time in order to make their course selections. Students at Dunedin High School will use this revised curriculum guide to properly prepare for the upcoming school year and years to come. School counselors will thoroughly review the information with all students in preparation for course selection. It is critical that all students review and select the curricular track that suits their educational and career goals. The general information, course pathways, and course descriptions have been developed to assist in this decision-making process.

Student selection of courses will drive the development of the schedule for the 2022-2023 school year. Please take special precaution in selecting courses; tentative schedules will be developed in the spring of the year and schedule changes following the release of tentative schedules must be kept to a minimum. Student schedule adjustments affect school staffing and therefore, will be very limited.

The school staff, including teachers, counselors, and administration, will be happy to answer any questions that you may have. Please do not hesitate to contact your student's school counselor at (727) 469-4100 as you work through this process.

Professionally,



Dr. Andrea Flocken

## **GRADUATION REQUIREMENTS**

In order to graduate from Dunedin High School, a student must successfully master the content contained in the school board approved secondary school curriculum. Each student must accumulate a minimum of 24 course credits to graduate. Specific graduation requirements include:

Subject	Grade 9	Grade 10	Grade 11	Grade 12	Credits to Graduate
English	1	1	1	1	4
Mathematics	1	1	1	1	4
Science	1	1	1		3
Social Studies	3				3
Fine & Performing Arts or Practical Arts	1				1
HOPE	1				1
Electives	8 elective credits				
Online Course	1* (any course can be taken via virtual instruction to qualify)				
<b>Other Requirements for Graduation Include:</b>					
<b>Minimum 2.0 GPA; Passing English EOC score; Passing algebra EOC score and Participation in both biology &amp; US History EOC assessments</b>					

**English** – 4 ELA courses are required to be successfully completed/passed. A passing score on the Grade 10 English EOC assessment (or concordant score) must also be achieved.

**Math – Algebra 1 & Geometry** courses are required to be successfully completed/passed along with two other mathematics courses. A passing score on the Algebra 1 EOC assessment (or concordant score) must also be achieved.

**Science – Biology** is required to be successfully completed/passed along with two other science courses. Participation in the Biology EOC assessment is required.

**Social Studies – World History, U.S. History, U.S. Gov & Econ** are required to be successfully completed/passed. Participation in the US History EOC assessment is required.

### **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

## Class Standing

Each year, every student must register for a minimum of 6.5 credits. Courses in English, social studies, math, and science must be passed in their sequential order, when indicated. Only credit recovery programs provided by the school may be utilized to meet promotion or graduation requirements when failures occur. In order for a student to progress satisfactorily toward graduation, he or she shall accumulate, at a minimum, the number of credits below:

From	To	Credits
Grade 9	Grade 10	6.5
Grade 10	Grade 11	13.00
Grade 11	Grade 12	19.5
Grade 12	Graduate	24.00

### Grading Scale

The following point scale will apply to all high school, 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 (0-59) (failure)

Grades 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

In year-long classes, the final semester grade is determined by multiplying each nine-week period by 37.5%, multiplying the exam grade by 25% and adding the sums together.

$$Q1 (37.5\%) + Q2 (37.5\%) + \text{Exam} (25\%) = \text{Semester Grade 1}$$

$$Q3 (37.5\%) + Q4 (37.5\%) + \text{Exam} (25\%) = \text{Semester Grade 2}$$

For Algebra 1, Biology, Geometry, and US History, the semester grade is calculated as follows:

$$Q1 (37.5\%) + Q2 (37.5\%) + \text{Exam} (25\%) = \text{Semester Grade 1}$$

$$Q3 (50\%) + Q4 (50\%) = \text{Semester Grade 2}$$

$$S1 (35\%) + S2 (35\%) + \text{EOC Exam} (30\%) = \text{Full Year Grade}$$

### Weighted Grade Point Average

Grades are assigned the following point values when determining class rank, Summa Cum Laude status, Magna Cum Laude status, and Cum Laude Status. Calculation of the class Valedictorian, Salutatorian and eligibility for the National Honor Society will also use these point values.

Type of Course	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 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

#### Exam Requirements\* School Board Policy 5420.03

1. Final examinations shall be required in the following courses: art, music, social studies, science, language arts and reading, math, world languages, physical education, health education and vocational studies.
2. All students shall take final examinations in those courses for which such examinations are required. An Advanced Placement exam may be taken in lieu of a teacher developed final exam in those designated courses. In such case, the student must still attend his or her regular subject area classes for structured activities and/or projects until the end of the grading period.
3. In the event a student is unable to take an examination at the given time because of a legitimate absence through illness or some other serious reason, the student shall be given an opportunity to make up the examination without penalty of any kind.
4. In the event a student is under suspension during such an examination period, the principal shall provide for the student's taking of the examination either at the given time or through some special arrangement, at the discretion of the teacher and principal.

**Final Exam Requirement:** With the following enumerated exceptions, students who have a course grade of "A" or "B" in the 1st quarter/3<sup>rd</sup> quarter of the semester and have a provisional course grade of "A" or "B" in the 2<sup>nd</sup>/4<sup>th</sup> quarter are not required to take the final in that course. Except for second semester seniors, this provision shall apply to no more than three courses each semester. The provisional 2<sup>nd</sup>/4<sup>th</sup> quarter grade will be based on the grades earned for the first five weeks of the grading period. The student must maintain the "A" or "B" grade through the remainder of the 2<sup>nd</sup>/4<sup>th</sup> grading period.

**Early Exams:**

1. No early exams shall be administered prior to the last twelve (12) school days of each semester.
2. Students may be asked to pay a reasonable fee per early examination as established by the Superintendent.
3. Early examinations may be administered after school hours and on week-ends.
4. In courses where the teacher chooses to give an oral/participation examination, the exam shall be administered by that teacher

**Course Registration**

Students will meet with their respective School Counselor to register for the following year's courses. Students may be placed in remedial courses based upon their previous years' academic performance. Courses are determined based upon feedback from the student, parent, teachers, and the School Counselor. In addition, grades, GPA, and test scores are used to determine appropriate placement for the following year's courses.

**Changing Courses Once You Have Registered:** We expect students, after discussion with their parents and counselors, to choose their courses with care, prior to registration. However, if you find that you need to change a course, please contact your School Counselor **BEFORE THE DEADLINE**. After schedules are printed, changes may be made **ONLY** through the **SCHEDULE ADJUSTMENT PROCESS** and **MUST** meet the criteria listed below.

**Criteria for A Schedule Change:**

- Computer errors due to miscoding, dropping of a section, etc.
- Failure to pass the course the previous semester or failure to meet the course pre-requisites
- Level changes
- Course needed to meet graduation requirements

Schedule changes are made during a small window of time at the beginning of each semester. After this time frame, no requests to change schedules will be honored.



## College Admissions

The Florida Board of Regents has established minimum state level admissions policies for new college students and for students transferring without having AA degrees from Florida community colleges. These policies include a list of required high school academic courses considered to be the best preparation for entry into college. These requirements are minimum state standards that apply to all 11 public universities in Florida. Beyond these state standards, each public university may establish higher or additional criteria for admission.

### COMPETITIVE ADMISSION PRACTICES

Admission into Florida's state universities is controlled and competitive. The degree of competition will vary from institution to institution, depending on the number and qualifications of those who apply for admission. The competition is greatest for the fall semester because of the large number of applicants for that term. Because of the competitive nature of the admissions process, high school students should try to exceed the minimum requirements in order to increase their chances of admission.

**A State University System freshman applicant typically must meet the following minimum requirements:**

- A high school diploma
- Minimum test scores on the SAT or ACT
- A "B" or better average (3.0 on a 4.0 scale) in the following required academic subjects (additional weight will be assigned to grades in Honors and/or Advanced Placement courses):
  - Four credits in English, three of which must have included substantial writing requirement.
  - Four credits in Mathematics all of which must be at Algebra I and above (Liberal Arts Math does not count).
  - Three credits in Natural Science, two of which must have included a substantial laboratory requirement.
  - Three credits in Social Studies.
  - Two credits in Foreign Language, both of which must be in the same language.
  - Four credits in additional approved electives.

Electives should be approved courses in any of the five subject areas listed above. Students intending to apply to college, however, are strongly advised to take at least four units in each of the five core subject areas.

A student who has less than the required 3.0 average must present a combination of grade point average and SAT or ACT, scores as outlined in a scale, as approved by the State Board of Regents. Please see your counselor for further details.

## **EARLY COLLEGE PROGRAM**

Pinellas County has partnered with St. Petersburg College to allow a few select students to attend St. Petersburg College full-time during their junior and senior years and still retain their “seat” at Osceola High School. Students may also continue to participate in extra-curricular activities at OHS. Information is available through the SPC campuses in Seminole, St. Petersburg and Tarpon Springs.

### **EARLY ADMISSIONS**

A high school student may enter St Petersburg College, the University of Florida, or the University of South Florida Honors Programs after the 11th grade provided that certain requirements have been satisfied. College application fees and tuition are waived by the college and textbooks are paid for by the school district. This program requires that students spend their senior year as a full-time SPC student, completing high school graduation requirements while working toward their college AA degree.

In order to be eligible for early admission to college students must:

- have completed three full years of high school;
- have a cumulative grade point average of 3.0 on a 4.0 scale;
- have met the minimum level of performance for high school graduation on the FSA;
- have earned an acceptable score on the college placement test;
- have obtained the signature of the high school principal on the application for Early Admission to college; and
- meet the college application deadline.

The curriculum assistant principal in each high school has further details regarding this program.

### **TALENTED TWENTY**

Graduates from Florida public high schools who rank in the top 20% of their class and who have completed the required 19 units of core courses shall be admitted into one of the eleven state universities, although not necessarily the university of the applicant’s choice. After three notifications of denial, other universities will provide complimentary reviews of the transcripts of the Talented Twenty applicants at the request of the high school counselor. Once any university accepts the student, the guarantee for admissions has been considered met, even if the student does not wish to attend that particular university.

# Graduation Requirements for Florida's Statewide Assessments

## Grade 10 Florida Standards Assessments English Language Arts

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

## FSA Algebra 1 End-of-Course Assessment

Table 2 below lists the required passing score for the FSA Algebra 1 EOC Assessment based on the grade 9 cohort.

**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

## FSA Geometry End-of-Course Assessment

Table 3 below lists the required passing score for the FSA Geometry EOC Assessment based on the grade 9 cohort.

**Table 3: FSA Geometry EOC Assessment Requirement and Passing Score by First Participation**

First Participation in FSA Geometry EOC	Passing Score
Spring 2016 and beyond	499

## Graduation Options

**Concordant and Comparative Scores**—A student can also meet assessment graduation requirements by earning a concordant or comparative score. Table 4 below shows the concordant and comparative scores students may use to satisfy assessment graduation requirements.

**Table 4: Concordant Scores**

Grade 10 FSA ELA or Grade 10 FCAT 2.0 Reading	
SAT Evidence-Based Reading and Writing (EBRW)*	480
ACT English and Reading subtests**	18
Algebra 1 EOC (FSA or NGSSS)	
PSAT/NMSQT Math****	430
SAT Math*****	420
ACT Math	16
FSA Geometry EOC	499

**Waivers of Results for Students with Disabilities**—Students with disabilities working toward a standard high school diploma are expected to participate in statewide, standardized assessments. State law, however, provides for a waiver of statewide, standardized assessment results for graduation purposes for students with disabilities whose abilities cannot be accurately measured by the assessments. For additional information, visit the Bureau of Exceptional Education and Student Services website.

## **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 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.

## **Florida's Bright Futures Scholarship Program – 2023 Graduates**

The Florida Legislature could change scholarship requirements during any legislative session. For further information and updates, please refer to the Bright Futures website at <http://www.floridastudentfinancialaid.org/SSFAD/bf/bfmain.htm>. Information supplied is the most current at this time.

## **General Eligibility Requirements for Bright Futures Scholarships**

- Be a Florida resident and a U.S. citizen or eligible non-citizen, as determined by the student's postsecondary institution.
- Complete the Florida Financial Aid Application (FFAA) no later than August 31 after high school graduation.
- Earn a standard Florida high school diploma or its equivalent from a Florida public high school or a registered Florida Department of Education private high school.
- Be accepted by, enroll in a degree or certificate program, and be funded at an eligible Florida public or independent post-secondary institution within 2 years from the student's year of high school graduation. (Students who enlist in the military may defer the commencement of their scholarship. The 2-year eligibility period and 5- year renewal period will commence upon separation from active duty.)
- Not have been found guilty of, or pled nolo contendere to, a felony charge, unless the student has been granted clemency by the Governor and Cabinet sitting as the Executive Office of Clemency.

- Be enrolled for at least 6 non-remedial semester credit hours (or the equivalent in quarter or clock hours) per term

### **Florida Academic, Medallion and Gold Seal Scholars Awards GPA Calculations for Scholarship Eligibility**

The grade point average calculated by the Florida Bright Futures Scholarship Program evaluation system to determine initial eligibility is based on the weighting of certain courses.

The following courses are weighted .25 per semester course or .50 per year course.

- Courses identified in the course code directory as **Advanced Placement, Honors, or Dual Enrollment** (for example, whereas an ‘A’ equals 4 quality points for an unweighted year-long course, an ‘A’ would equal 4.5 quality points for a weighted year-long course)

If necessary, students may use two additional credits from courses in the above academic areas, or from AP Fine Arts courses to raise their GPA.

### **Deadlines for Meeting Eligibility Requirements:**

Test score requirements must be met before the end of June of student’s graduation year. All other requirements must be met by the date of graduation.

## **Florida’s Academic Scholars Award – 2023 Graduates**

### **Specific Requirements for Florida Academic Scholars**

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

- ◆ Graduate high school from a Florida public high school with a Florida Standard Diploma, graduate from a registered Florida Department of Education private school, earn a GED, complete a Home Education program, or graduate from a non-Florida high school (see out-of state student’s section on the Bright Futures website for more details).
- ◆ Complete 100 hours of documented community service. Students must be a high school student (students are considered a high school student beginning in the summer before 9th grade) and complete the required paperwork, signed and approved by the high school community service designee. These hours must be completed by the date of graduation.

#### **In addition, meet one of the following:**

- ◆ Earn an unrounded, weighted minimum 3.5 GPA using the 16 high school academic courses that are aligned with the State University admission requirements (see high school course credits below for specifics) plus earn a 1330 SAT or 29 ACT test score; or
- ◆ Be a National Merit or Achievement Scholar

### **High School Course Credit Requirements for Florida Academic Scholars**

For the Florida Academic Scholars, the required coursework aligns with the State University System admission requirements:

- 4 English** (three must include substantial writing);
- 4 Mathematics** (at or above the Algebra 1 level);
- 3 Natural Science** (two must have substantial laboratory);
- 3 Social Science**

**2 World Language (sequential in the same language)** The world language requirement can be met by demonstrating proficiencies based on scores on Credit-By-Exam Equivalencies, or other university approved means. Otherwise, the high school transcript must include a world language “completer” course to show that the world language requirement has been met.

### **Award Level and Length for Florida Academic Scholars**

Scholarship award amounts are set in the General Appropriations Act each year. Recipients will receive a fixed cost per credit hour based on award level, institution type, and credit type. Student must be initially funded within two years after high school graduation. A Florida Academic Scholar may receive funding for up to five years from high school graduation for a maximum of 120 semester hours (or equivalent) toward the completion of a certificate or a first baccalaureate degree. This also applies to students in 3/2 programs who are classified as an undergraduate. Extended hours of funding are available to FAS students enrolled in a single program of study requiring more than 120 hours by submitting an Extended Hours Application (available on the Bright Futures website).

### **Specific Requirements for Florida Medallion Scholars**

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

- ◆ Graduate high school from a Florida public high school with a Florida Standard Diploma, graduate from a registered Florida Department of Education private school, earn a GED, complete a Home Education program, or graduate from a non-Florida high school (see out-of state student section on the Bright Futures website for more details).
- ◆ Complete 75 hours of documented community service. Students must be a high school student (students are considered a high school student beginning in the summer before 9th grade) and complete the required paperwork, signed and approved by the high school community service designee. These hours must be completed by the date of graduation.

#### **In addition, meet one of the following:**

- ◆ Earn an unrounded, weighted minimum 3.0 GPA using the 16 high school academic courses that are aligned with the State University admission requirements (see High School Course Credits below for specifics) plus earn a 1200 SAT or 26 ACT test score;
- ◆ Be a National Merit or Achievement Scholar or Finalist, or
- ◆ Be a National Hispanic Scholar High School Course Credits

### **High School Course Credit Requirements for Florida Medallion Scholars**

For the Florida Medallion Scholars, the required coursework aligns with the State University System admission requirements:

**4 English** (three must include substantial writing);

**4 Mathematics** (at or above the Algebra 1 level);

**3 Natural Science** (two must have substantial laboratory);

**3 Social Science**

**2 World Language** (sequential in the same language) The world language requirement can be met by demonstrating proficiencies based on scores on Credit-By-Exam Equivalencies, or other university approved means. Otherwise, the high school transcript must include a world language “completer” course to show that the world language requirement has been met.

### **Award Level and Length for Florida Medallion Scholars**

Scholarship award amounts are set in the General Appropriations Act each year. Recipients will receive a fixed cost per credit hour based on award level, institution type, and credit type. Student must be initially funded within two years after high school graduation. A Florida Medallion Scholar may receive funding for up to five years from high school graduation for a maximum of 120 semester hours (or equivalent) toward the completion of a certificate or a first baccalaureate degree. This also applies to students in 3/2 programs who are classified as an undergraduate. Extended hours of funding are available to FMS students enrolled in a single program of study requiring more than 120 hours by submitting an Extended Hours Application (available on the Bright Futures website).

### **Specific Requirements for Florida Gold Seal Vocational Scholars**

Florida high school students who wish to qualify for the Florida Gold Seal Vocational Scholars (GSV) award must meet the following initial eligibility requirements:

- ◆ Graduate high school from a Florida public high school with a Florida Standard Diploma
- ◆ Earn an unrounded, weighted minimum 3.0 GPA in the non-elective high school courses;
- ◆ Take at least 3 full credits in a single Career and Technical Education program;
- ◆ Achieve the required minimum 3.5 unweighted GPA in the career education courses;
- ◆ Complete 30 hours of documented community service. Students must be a high school student (students are considered a high school student beginning in the summer before 9th grade) and complete the required paperwork, signed and approved by the high school community service designee. These hours must be completed by the date of graduation.

#### **In addition, earn the following scores:**

- ◆ Postsecondary Education Readiness Test (PERT) – Reading 106, Writing 103, Math 114, or
- ◆ SAT – Verbal 440, Math 440, or
- ◆ ACT – Reading 19, English 17, Math 1

### **High School Course Credit Requirements for Florida Medallion Scholars**

For the Florida Medallion Scholars, the required coursework aligns with the State University System admission requirements:

**4 English** (three must include substantial writing);

**4 Mathematics** (at or above the Algebra 1 level);

**3 Natural Science** (two must have substantial laboratory);

**3 Social Science**

**2 World Language** (sequential in the same language) The world language requirement can be met by demonstrating proficiencies based on scores on Credit-By-Exam Equivalencies, or other university approved means. Otherwise, the high school transcript must include a world language “completer” course to show that the world language requirement has been met.

### **Award Level and Length for Florida Gold Seal Vocational Scholars**

Scholarship award amounts are set in the General Appropriations Act each year. Recipients will receive a fixed cost per credit hour based on award level, institution type, and credit type. Student must be initially funded within two years after high school graduation and may receive funding for up to five years from high school graduation.

GSV awards may only be used at postsecondary institutions that offer an applied technology diploma, technical degree education program (associate in applied science or associate in science), or a career certificate program. Students may be funded for 100% of a program of study, up to: 72 hours for Technical Degree Education (AS, AAS, CCC) and Career Certificate Programs (PSAV) programs or 60 hours for Applied Technology Degree (ATD) programs

### **Dual Enrollment Courses**

Several dual-enrollment courses are offered on Dunedin's campus while many others are offered at local college campuses or online. 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. Please work with your school counselor for specific details regarding the options related to dual enrollment. More information about the requirements for these courses and other Dual Enrollment options through St Pete College, University of Florida and University of South Florida can be found on their websites.

Various courses are also offered virtually through University of Florida for 11<sup>th</sup> and 12<sup>th</sup> graders with a cumulative GPA of at least 3.6 and a PSAT score of 1130, SAT score of 1100 or ACT composite score of 22. Scores need to be within 2 years of registration. Please see your School Counselor for more information.

### **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 at Dunedin High School, 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).

### **Pinellas Technical College (PTC)**

PTC offers custom training for business and industry in the highly-technical and specialized areas of medical, automotive, electronics, construction, manufacturing, and a variety of service occupations. Incoming juniors and seniors who meet eligibility and graduation requirements may take a bus from our campus to PTC Clearwater Campus in the morning, returning for lunch and afternoon classes at our Dunedin campus. Course enrollments are limited to space availability. The following programs are offered at PTC – Clearwater as dual enrollment options: .Net Application Development & Programming, Accounting Operations, Automotive Service Technician 1, Cabinetmaking, Computer Systems & Information Technology, Diesel Systems Technician 1, Machining Technologies, Medical Administrative Specialist, Network Support Services, Professional Culinary Arts and Hospitality, and Web Development.

The following are the requirements to be a dual enrollment student at PTC:

- be at least 16 years old and entering their junior or senior year in high school



- minimum cumulative unweighted GPA of 2.0, or 2.5 GPA for medical-related programs
- demonstrated responsibility through high school attendance and behavior

For more information on PTEC and to obtain an application, please contact your school counselor.

### **Pinellas Virtual School**

Students may be eligible to take online courses through Pinellas Virtual School while they are enrolled in classes at Dunedin High School. Students 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.

## Planning for Success after High School

One of the most important things about applying to college and vocational schools is planning ahead. This timeline offers some ideas that can help prepare you for your future. Remember, it's never too early to start!

### **9th Grade**

- ✓ Plan all your high school courses with your career goal in mind using Future Plans.
- ✓ Keep in mind that your grades from 9th grade forward affect your overall high school GPA.
- ✓ Participate in school or community extracurricular activities.
- ✓ Discuss a college or post-secondary savings plan with your family.
- ✓ Websites recommended to review are [floridashines.org](http://floridashines.org) and [connectedu.net](http://connectedu.net).
- ✓ Take the PSAT and sign up for Khan Academy.

### **10th Grade**

- ✓ Enroll in courses appropriate for your career goal.
- ✓ Start looking into general post-secondary opportunities, including prerequisite courses and GPA standards.
- ✓ Complete Future Plans.
- ✓ Continue involvement in volunteer activities and pursue leadership roles in them.
- ✓ Participate in summer programs or a job/internship that has relevance to your career choice.
- ✓ Continue to develop an educational savings plan and discuss college costs with your family.
- ✓ Take the PSAT and sign up for Khan Academy (if not completed in ninth grade).

### **11th Grade**

- ✓ Continue to take career prep and college prep courses.
- ✓ Work on maintaining a GPA that is 2.0 or higher for graduation purposes.
- ✓ Focus on your career goals and the training necessary to achieve them. Review your Future Plan.
- ✓ Make a list of the things important to you in a college (i.e. campus size, location, costs, on-campus housing, major, sports, etc.). Use the criteria to conduct school searches on the Web.
- ✓ Maintain and modify list of potential technical post-secondary colleges and universities.
- ✓ Attend college fairs, make appointments with visiting school reps, and discuss your options with family.
- ✓ Conduct an in-depth college or technical post-secondary school information search, including each school's application process and requirements, tuition, fees, room & board, activities, course offerings available, faculty, accreditation, and facilities.
- ✓ Narrow school choices to your top three to five schools and plan campus visits during the summer.

- ✓ Register and take the PSAT in October. Take the PERT, ACT and SAT.
- ✓ Register and take the ASVAB for valuable career information.

### **12th Grade Senior Year**

#### **Next Steps ALL SENIORS SHOULD:**

- ✓ Review your credit check to make sure you have 17 credits before you start your senior year and, if not, sign up for night school, Pinellas Virtual, Florida Virtual School (FLVS), and/or the Extended Learning Program (ELP)

#### **PLANNING TO GO TO THE MILITARY**

- ✓ Take the ASVAB test.
- ✓ Visit the Recruiters when they are on campus.
- ✓ Research the different military branches (Army, Navy, Air Force, Marines, National Guard, Army Reserve, Coast Guard).
- ✓ Talk to your counselor about your plan.
- ✓ Have a signed contract for special jobs as early as possible.

#### **PLANNING TO GO TO PTEC**

- ✓ Take ASVAB test to help identify areas of interest.
- ✓ Sign up for a PTC field trip or schedule a visit
- ✓ Take the TABE test, each program has a cut-off score.
- ✓ Complete an application for PTC.
- ✓ Talk to your counselor about your plan.
- ✓ Take the ACT and/or SAT for Bright Futures. PERT scores can be used for the Gold Seal Vocational Scholarship.

#### **PLANNING TO GO TO TWO-YEAR COMMUNITY COLLEGE**

- ✓ Visit with college representatives on designated days.
- ✓ Register for the next ACT or SAT or take the PERT at SPC if you have not already done so.
- ✓ Best practice is to complete ALL applications by Thanksgiving. Do not wait for ACT or SAT scores!
- ✓ Complete the Pinellas Education Foundation scholarship application.
- ✓ Complete hours of pre-approved community service for the Bright Futures Scholarship (Bright Futures scholarships cannot be used for remedial courses.)

## **PLANNING TO GO TO FOUR-YEAR UNIVERSITY**

- ✓ Narrow down school application choices. You can use Florida Shines, [floridashines.org](http://floridashines.org).
- ✓ Register for the SAT or ACT if you have not taken either one.
- ✓ Talk to your counselor about your plan.
- ✓ Best practice is to complete ALL applications by Thanksgiving. Do not wait for ACT or SAT scores!
- ✓ Attend a College Night - SPC scheduled in October.
- ✓ Attend a Financial Aid Workshop.
- ✓ Complete FAFSA (Free Application for Federal Student Aid) as soon after October 1st as possible.
- ✓ Complete the Pinellas Education Foundation online form and apply for all scholarships available.
- ✓ Request transcripts by completing a transcript request form. Transcripts are free; students can be charged \$2 for official copies. If you are applying to a private school, you will need to request an application directly from them and include an official transcript with your application packet.
- ✓ Complete hours of pre-approved community service for the Bright Futures Scholarship (Bright Futures scholarships cannot be used for remedial courses.)

**Four (4) documented college visitation days will be allowed for students, beginning at the start of the junior year through the end of the senior year. Armed Forces and vocational school visitations will also fall under this provision. Absences for college/post-sec/post-secondary visitation are limited to three (3) days per year for seniors and one (1) day per year for juniors.**

## Fundamental Academy Highlights

The fundamental program at Dunedin High School places a strong emphasis on honors and advanced placement success in all academic areas as well as the values of respect, responsibility, good study habits and self-discipline. The importance of home and school working together to promote successful learning is a critical element of a fundamental school. Students and their families sign an agreement to adhere to features unique to the fundamental philosophy. Guidelines include adhering to the district-developed dress code and a mandatory meeting requirement for parents. The program also requires a greater expectation for homework completion/submission, academic achievement and good citizenship.

### **Students must:**

- Sign and adhere to the Fundamental Commitment Agreement.
- Adhere to all rules and regulations of the Code of Student Conduct.
- Dress and act appropriately per school and fundamental policy.
- Follow any and all additional requirements listed in fundamental policy.
- Complete all homework/classwork per policy guidelines.

### **Parents must:**

- Sign and adhere to the Fundamental Commitment Agreement.
- Attend eight PTSA, SAC, or Booster meetings throughout the year.
- Attend all parent-teacher conferences when scheduled.

### **Administrators and Teachers must:**

- Present an image of professionalism.
- Promote and foster positive parent/guardian involvement.
- Maintain an atmosphere of learning and good citizenship.
- Promote academic challenge and excellence for all students. ➤  
Take an active role in school, team and committee meetings.
- Maintain all records accurately and communicate with parents regularly.
- Participate in ongoing professional training

## Architectural Design and CAD Academy Highlights

Preparing students for a future in Architecture, Civil Engineering or Computer Assisted Design (CAD), this STEM program is for students who want to pursue a college education in architecture or a drafting career that utilizes CAD. Students learn and earn certification in AutoCAD, the leading 2-D and 3-D computer-aided drafting software application used to prepare blueprints and engineering plans for architecture, construction and manufacturing. They also earn certification in Autodesk Revit, the leading building information modeling software. Students have the opportunity to work with community professionals, as well as have the opportunity to earn college credit through dual enrollment with St. Petersburg College. Immediate employment as a professional in the drafting field is a reality for those who complete this program.

Architectural Design and CAD Academy components include:

- Orthographic (3-view drawings)
- Pictorial (3-dimensional drawings)
- Dimensioned floor plans
- Wall sections and details
- Front, rear, side elevations
- Landscape plans
- Certified AutoCAD user and Revit user

## Applied Robotics Academy Highlights

As we move further into the future, the need for robotics engineers and technicians will continue to increase. The Dunedin HS Applied Robotics Program prepares students for either a path towards college or directly into a technical career.

Students get classroom instruction as well as laboratory time to explore designs, uses, and technological advances of robotics in a variety of career areas. Students are introduced to engineering principles and problem solving. Instructors demonstrate the integration of science, mathematics, technical tools, machines, instruments, materials, process and systems, all pertaining to the field of robotics. Students will have the opportunity to earn certifications in REC F, Fusion 360, USI Drones, SolidWorks, and Autodesk Inventor. In the lab, students will design and test robotic components and participate in VEX robotics competitions and demonstrations in the community.

Applied Robotics Academy components include:

- Foundations of Robotics
- Robotic Design Essentials
- Robotic Systems
- Robotic Applications Capstone

## Building Construction Technology Academy Highlights

The demand in the construction industry is booming. Students who complete this program of study can go immediately after graduation into their career working in this diverse, exciting and lucrative field. Students can also choose to continue their education and training, expanding into management or business ownership with opportunities to earn college credit through dual enrollment with Pinellas Technical College. Students get classroom instruction and hands-on training in the areas of carpentry, electrical wiring, masonry and plumbing along with fundamentals of safety, tools, and math. Course curriculum has been aligned to standards set by the National Center for Construction Education and Research (NCCER). Instructors are NCCER certified. Students have the ability to earn industry certification including NCCER, CAPE, CORE, and Carpentry 1.

- Carpentry
- Estimating
- Dry Wall
- Roofing
- Construction Management
- Purchasing
- Cabinetry and Trim Work
- Plumbing

## 3DE Program Highlights

The future is now! 3DE, or Three-Dimensional Education, makes high school more relevant, experiential, and authentically connected to the real world. It is a four-year school within Dunedin High School formed through a partnership between Pinellas County School District, Junior Achievement, and business partners locally and nationally. As part of this partnership, businesses and organizations provide real-life scenarios and experiences into the everyday academic experience to increase student engagement, strengthen comprehension, build critical thinking, and accelerate academic performance to prepare students for their futures. 3DE focuses on six competencies for success in life: creativity & innovation, effective collaboration, cultural agility, engaging communication, self-direction, and critical & analytical thinking.

Students will be enrolled in an elective business elective course known as a "launch class" where most challenges, case studies, coaching, and presenting take place. Each grade level provides new opportunities:

- In 9th and 10th grade, our business partners challenge our students to business-related problems and ask our students to use teamwork to generate, plan, and present a solution. Students are coached by our teachers and business professional in our communities to develop their collaboration, presentation, competency-based skills.
- In 11th grade, students work on case studies to assist them in developing their year-long start-up business plan. Throughout the year students will create pop-up businesses and share their ideas with teachers, community members, and business professionals.
- In 12th grade, students will work with local professionals in modified mentorship/internship experience. Studied will apply their skills to navigate and consult with a company on a project over the course of a semester.

3DE students also have dedicated 3DE core content teachers. These teachers collaborate weekly to implement skill-based learning and support student growth. This provides a great opportunity to build support and plan for student growth. Students apply the skills they learn in all their courses to develop solutions to these challenges, navigate high school, and prepare for life after Dunedin High School.

## Cosmetology Program Highlights

The Cosmetology program is state mandated requiring students to complete 1200 hours and a variety of services including facials, nails, haircutting, styling, braiding, various color applications, foiling, permanent waving and chemical relaxers. The students will learn Chemistry, Geometry, Anatomy, Physiology, Hair Structure, Nail Structure, and Employability Skills. The students need to purchase a kit that costs \$350.00 the first year which includes two mannequin heads and all of the equipment and materials needed for the student to complete the program. Years 2 through 4 the student will pay \$150 for supplies and receive an additional manikin head. Once all of the hours and services are completed, the student will take the HIV/AIDS course in the classroom and submit their application to the Florida State Board of Cosmetology. Once the student passes the state board license test, they will become a licensed Cosmetologist.



## Culinary Program Highlights

The culinary program at Dunedin High School will expand student knowledge of nutrients, food composition, and cooking techniques to meet an industry standard and ultimately be productive in an entry level position in food service industry. Students will apply concepts learned about safety & sanitation, kitchen etiquette & procedures, unit weights & volumes, how to read & execute a recipe, nutrients & their functions while learning about food service history and evolution to modern trends & techniques. During this course, students will engage in hands-on training preparing vegetables & starches, mother sauces & proper stocks, beginner meat fabrication, and making breads & doughs. Goals of the program include handling and fabricating fresh food products and becoming comfortable with kitchen equipment, procedures and techniques. These experiences will provide an opportunity for students to move into an entry level culinary position with knowledge of how to control ingredients fabrication, rotation, freshness and an awareness of allergens for the safety of guests that will be dining.

Students will also receive training for the *ServSafe Manager Industry Certification Exam* required by the state of Florida granting them the ability to manage a food service operation of 4 or more employees as stated in Florida Statute 509.039. Passing this exam proves to potential or current employers of dedication and commitment to an elite level of safety and sanitation standards.

## NJROTC Program Highlights

NJROTC is a youth education program sponsored by the Navy whose purpose is to bring out the best in every student. Only a select few schools are fortunate enough to have such a program, and we are proud to be one of them. We are a unit dedicated to teaching cadets "Service to others above self." Our mission is to prepare the youth of today for the challenges of tomorrow by teaching them teamwork and follower-ship, as well as the leadership and management skills needed for success. We do not recruit for the military, although the program provides tangible benefits should military service become a consideration.

The NJROTC curriculum emphasizes citizenship and leadership development, as well as our maritime heritage, the significance of sea power, and naval topics such as the fundamentals of naval operations, seamanship, navigation and military drill. Classroom instruction is augmented throughout the year by community service activities, drill competitions, fields, participation in academic competitions, Naval STEM (Science, Technology, Engineering, & Math) such as SeaPerch, Drone Racing, and CyberPatriot; visits to naval vessels and military installations, leadership training, marksmanship training and other unique military-themed training and activities such as the Military Ball. For active cadets, the greatest benefit is personal growth, leadership development, and the opportunity to realize untapped potential. Cadets who aspire to lead have the opportunity to take on positions of leadership and increased responsibility with the Company. Cadets will also have ample opportunity to log community service hours needed for Bright Futures scholarship.

## Performing Arts Program Highlights

The performing arts department at Dunedin High School is one that is quickly becoming recognized as one of the best in the county. Our ensembles include Concert Chorus, Falconaires, Musical Theatre, Marching Band, Concert Band, and Percussion Ensemble. For the past four years, all of our performing ensembles have earned the highest ratings at performance assessments and qualified for state competition. Our Vocal Ensembles have auditioned and been accepted into the Universal STARS program, the Disney Candlelight chorus, the Atlanta music festival, and many more. In addition, our choral program has had the highest number of students audition and be accepted into the Pinellas All-County choir for the last three years. Our Musical Theatre productions have earned top show awards through the Broadway Star of the Future competition and many of our students have continued on to compete for a spot in the Jimmy Awards. Our marching band recently placed second at competition and earned the highest rating at the Music Performance Assessment. A significant percentage of our students continue in their performing arts careers in college with our students offered admission to AMDA, Florida State University, University of Tampa, University of Florida, Florida Southern College, and more. The success of the programs is well-displayed and the classroom culture is like no other as students quickly develop leadership skills, independence, and accountability in a comfortable, “family-like”, accepting, learning atmosphere.

## Visual Arts Program Highlights

At Dunedin High School, we are proud to reflect what is a very culturally art rich community in that we are delivering a robust Visual Art program that is widely considered among the elite in Pinellas County, despite having one of the smallest student populations among all high schools! Being a dedicated art student at a small community school means a lot more opportunity to receive desired art courses and shine as a standout, exhibiting student artist. Within our program students can experience a variety of 2-D and 3-D courses, traditional and digital, from introductory level to Advanced Placement Art and Design where we have over a 90% pass rate over the last 5 years. Additionally, DHS has enjoyed the fruits of a great art culture, within which there is a high standard of success. The evidence of that has become perennial in the way of great representation at all the student art exhibitions, awards won, scholarships earned, and admission into collegiate art schools.

## **Academy of Architecture, Robotics and Construction (ARC)**

### **Architectural Drafting I**

**Length:** 1 year      **GL:** 9-10      **Credit:** 1

**Prerequisite:** None

**Course Code:** 87250100

The program's structure consists of five Occupational Completion Points (OCPs) taken in a planned sequence of instruction. Each OCP enables the student to assume a job title as outlined below. This allows the student to gain employment or continue training to exit as a program completer.

OCP A: Blueprint Reader –includes basic drafting skills, fundamentals of computers, multi-view, sectional, and auxiliary drawings, as well as basic dimensioning.

OCP B: Drafting Assistant –includes pictorials, surface developments, basic architectural drawings, basic civil drawings, basic electrical/electronic drawings, basic computer-aided drawings, communication skills, applied mathematics, basic science, employability skills and entrepreneurship.

OCP C: Drafting Detailer –includes preparing construction details for residential construction.

OCP D: CAD Technician –includes preparing architectural and advanced computer-aided drawings.

OCP E: Architectural Drafter –includes preparing advanced architectural drawings and basic building utility drawings.

### **Architectural Drafting 2**

**Length:** 1 year      **GL:** 10-11      **Credit:** 1

**Prerequisite:** Drafting 1

**Course Code:** 87250200

The program's structure consists of five Occupational Completion Points (OCPs) taken in a planned sequence of instruction. Each OCP enables the student to assume a job title as outlined below. This allows the student to gain employment or continue training to exit as a program completer.

OCP A: Blueprint Reader –includes basic drafting skills, fundamentals of computers, multi-view, sectional, and auxiliary drawings, as well as basic dimensioning.

OCP B: Drafting Assistant –includes pictorials, surface developments, basic architectural drawings, basic civil drawings, basic electrical/electronic drawings, basic computer-aided drawings, communication skills, applied mathematics, basic science, employability skills and entrepreneurship.

OCP C: Drafting Detailer –includes preparing construction details for residential construction.

OCP D: CAD Technician –includes preparing architectural and advanced computer-aided drawings.

OCP E: Architectural Drafter –includes preparing advanced architectural drawings and basic building utility drawings.

**Q Architectural Drafting 3****Length:** 1 year      **GL:** 11-12      **Credit:** 1**Prerequisite:** Drafting 2**Course Code:** 87250300

The program's structure consists of five Occupational Completion Points (OCPs) taken in a planned sequence of instruction. Each OCP enables the student to assume a job title as outlined below. This allows the student to gain employment or continue training to exit as a program completer.

OCP A: Blueprint Reader –includes basic drafting skills, fundamentals of computers, multi-view, sectional, and auxiliary drawings, as well as basic dimensioning.

OCP B: Drafting Assistant –includes pictorials, surface developments, basic architectural drawings, basic civil drawings, basic electrical/electronic drawings, basic computer-aided drawings, communication skills, applied mathematics, basic science, employability skills and entrepreneurship.

OCP C: Drafting Detailer –includes preparing construction details for residential construction.

OCP D: CAD Technician –includes preparing architectural and advanced computer-aided drawings.

OCP E: Architectural Drafter –includes preparing advanced architectural drawings and basic building utility drawings.

**Q Architectural Drafting 4****Length:** 1 year      **GL:** 12      **Credit:** 1**Prerequisite:** Drafting 3**Course Code:** 87250400

The program's structure consists of five Occupational Completion Points (OCPs) taken in a planned sequence of instruction. Each OCP enables the student to assume a job title as outlined below. This allows the student to gain employment or continue training to exit as a program completer.

OCP A: Blueprint Reader –includes basic drafting skills, fundamentals of computers, multi-view, sectional, and auxiliary drawings, as well as basic dimensioning.

OCP B: Drafting Assistant –includes pictorials, surface developments, basic architectural drawings, basic civil drawings, basic electrical/electronic drawings, basic computer-aided drawings, communication skills, applied mathematics, basic science, employability skills and entrepreneurship.

OCP C: Drafting Detailer –includes preparing construction details for residential construction.

OCP D: CAD Technician –includes preparing architectural and advanced computer-aided drawings.

OCP E: Architectural Drafter –includes preparing advanced architectural drawings and basic building utility drawings.

**Building Trades & Construction I****Length:** 1 year      **GL:** 9-10      **Credit:** 1**Prerequisite:** None**Course Code:** 87220100

The purpose of this program is to prepare students for employment as maintenance repairers, building maintenance workers or project crew workers. The content includes an introduction to NCCER Core including topics such as basic safety, communication skills and introduction to construction drawings. Completing this curriculum gives the trainee the basic skills needed to continue education in any craft area he or she chooses.

**Building Construction Technologies 2**      **Length:** 1 year      **GL:** 9-10      **Credit:**  
**Prerequisite:** Bldg Const Tech 1      **Course Code:** 87203200

The purpose of this program is to prepare students for employment as maintenance repairers, building maintenance workers or project crew workers. The content includes but is not limited to basic carpentry, electrical, plumbing, air conditioning, and masonry practices. The content includes completion of the NCCER Core including topics such as basic safety, communication skills and introduction to construction drawings. Completing this curriculum gives the trainee the basic skills needed to continue education in any craft area he or she chooses.

**Q Building Construction Technologies 3**      **Length:** 1 year      **GL:** 11      **Credit:** 1  
**Prerequisite:** Bldg Const Tech 2      **Course Code:** 87203300

The purpose of this program is to prepare students for employment as maintenance repairers, building maintenance workers or project crew workers. The level 3 content includes the first half of NCCER Carpentry 1.

**Q Building Construction Technologies 4**      **Length:** 1 year      **GL:** 12      **Credit:** 1  
**Prerequisite:** Bldg Const Tech 3      **Course Code:** 87203400

The purpose of this program is to prepare students for employment as maintenance repairers, building maintenance workers or project crew workers. The level 4 content includes the second half of NCCER Carpentry 1.

**Q Foundations of Robotics**      **Length:** 1 year      **GL:** 9-10      **Credit:** 1  
**Prerequisite:** None      **Course Code:** 9410110

This course focuses on the mechanical, electrical, and control aspects of robotic design. Students will build six robots throughout the year to complete in various challenges aligned with the lesson material. The curriculum is aligned with what students are learning as freshman in Algebra II and Physics. Units include: Math and Machines, Gears and Motions, Statics and Mechanics, Electricity and Electronics, Energy and Control, and Sensors and Logic.

**Q Robotic Design Essentials**      **Length:** 1 year      **GL:** 9-10      **Credit:** 1  
**Prerequisite:** Foundations of Robotics      **Course Code:** 9410120

This course focuses on logic, programming, and sensor use in robotic design. Students will build six robots throughout the year, each one using sensors, programming, and autonomous operation. Students will also learn the basics of 3D design and printing using Autodesk software. The curriculum is aligned with the sophomore computer programming class. Also in this year, students will take tests that will earn them industry certification in Pre-Engineering and Robotics. Units include: Programming 1, Programming, 2, Advanced Sensors, Motion and Control, Advanced Statics, and 3D Design.

**Q Robotic Systems****Length:** 1 year**GL:** 11-12**Credit:** 1**Prerequisite:** Robotic Design Essentials**Course Code:** 9410130

This class is designed to immerse students in various different robotic platforms and programming languages. Students design and develop their own projects using the platform that best fits their design goals. We also expand into current topics like smart sensors, Bluetooth, and vision systems. Students will design and print a unique object with CAD software and our 3D printer. Current platforms include: Vex PIC, Vex IQ, Vex Cortex, Lego EV3, Lego NXT, Arduino, Arduino 32bit, Netduino, Raspberry Pi, Flowbotics Studio, EZ-Robot, lynxmotion hexapod, Robotics humanoid, and Hovis humanoid.

**Q Robotic Application Capstone****Length:** 1 year**GL:** 11-12**Credit:** 1**Prerequisite:** Robotic Systems**Course Code:** 9410140

This is a design development class with student-driven projects; these projects tend to be larger in scale and longer in term. Students will look at the entire design cycle, including financing and trouble-shooting. Many of these projects will be grant-funded, and students will be a part of the grant writing process. A component of this class is the UAV Academy (drone school), where we learn to fly quadcopters and use them for aerial photography. In this final year, students will complete their individual Robotic Design Portfolio, a document they have been building all four years. This student portfolio is a huge asset as they go to college and seek to differentiate themselves from the other students competing for internships and careers.



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

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****Prerequisite:** AP Seminar**Length:** 1 year    **GL:** 12<sup>h</sup> grade    **Credit:** 1**Course Code:** 1700510

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.



## Business Arts and Technology (ABAT) & 3DE

### **Digital Information Technology (DIT)**



**Prerequisite:** None

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

**Course Code:** 8207310

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.

### **Digital Design 1**

**Prerequisite:** None

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

**Course Code:** 8209510

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**

**Prerequisite:** Digital Design 1

**Length:** 1 year    **GL:** 10-12    **Credit:** 1

**Course Code:** 8209520

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 Management & Human Resources**

**Prerequisite:** DIT



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

**Course Code:** 8301110

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

### **Q Business Analysis**

**Prerequisite:** DIT



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

**Course Code:** 8301110

This course is designed to provide a higher level of understanding of business systems, accounting concepts, working with financial information, data analysis skills, managing business information with appropriate software, requirements analysis of information systems, data modeling, and database management.

**Q Legal Aspects of Business 8215130**



**Length:** 1 year     **GL:** 11-12     **Credit:** 1

**Prerequisite:** Business Analysis

**Course Code:** 8215130 (SPC)

This is a Dual enrollment course through SPC taught here on DHS campus. 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**

Course	9th Grade	10th Grade	11th Grade	12th Grade
<b>3DE Keystone Course</b>	Digital InformationTechnology	Management & Human Resources	Business Analytics	Work Based Learning or Legal Aspects of Business
<b>3DE Mathematics</b>	·Alg IA	·Alg I	·Geo	·MCR
	·Alg I	·Geo	·Alg II	·Alg II
	·Geo	·Geo Hon	·Alg II Hon	·LAM
	·Geo Hon	·Alg II	Prob & Stats Hon	Prob & Stats Hon
	·Alg II Hon	·Alg II Hon	·Pre-Calc Hon	·Pre-Calc Hon
		Prob & Stats Hon	·AP Calc	·AP Calc
	·Pre-Calc Hon	·AP Prob Stats	·AP Prob Stats	
<b>3DE English Language Arts</b>	·English I	·English II	·English III	·English IV
	·English I Hon	·English III	·Comp I&II	·Comp I&II
	·English II Hon	·Comp I&II	·AP Comp Lang	·AP Comp Lang
		·AP Comp Lang	·AP Lit	·AP Lit
			·AP Research	
<b>3DE Science</b>	·Environmental Sci	·Biology	·AP Biology	·AP Chemistry
	·Biology Hon	·Biology Hon	·Chemistry Hon	·AP Physics
		·Marine Science	·Physics Honors	·Zoology
		·Marine Science Hon		
<b>3DE Social Studies</b>	·AP Human Geo	·World History	·US History	·Govt & Econ
	·World Cultural Geo	·World History Hon	·US History Hon	
		·AP Human Geo	·AP US Hon	
			·AP World History	
<b>Other 3DE Elective Option</b>	Band, Chorus, JRTOC, World Language, Reading, Other Advanced Placement courses, etc...			







**English III****Length:** 1 year    **GL:** 10-11    **Credit:** 1**Prerequisite:** English II (any level)**Course Code:** 10013700

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.

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

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 AP English: Language and Composition****Length:** 1 year    **GL:** 10-12**Credit:** 1**Prerequisite:** English II Honors**Course Code:** 10014200

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, conducting rhetorical analysis, and becoming skilled writers who compose for a variety of purposes. Both students' writing and reading tasks should make students aware of writer's purpose, audience expectations, subjects, and genre conventions. Students 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 courses are recommended for students with an average English grade of at least a B. **Students are required to take the Advanced Placement examination.**

**Q AP English: Literature and Composition****Length:** 1 year **GL:** 11-1 **Credit:** 1**Prerequisite:** AP English Language and Composition**Course Code:** 10014300

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, 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 courses are recommended for students with an average English grade of at least a B. **Students are required to take the Advanced Placement examination.**

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

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****Length:** 1 sem **GL:** 9-12 **Credit:** 0.5**Prerequisite:** Creative Writing I**Course Code:** 10093302

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, essays, and nonfiction. Also included are the technical aspects of publishing students' work in literary publications.

**Journalism I (Newspaper/ Yearbook)****Length:** 1 year **GL:** 9-11 **Credit:** 1**Prerequisite:** None**Course Code:** 10063000

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/ Yearbook)****Length:** 1 year **GL:** 9-11 **Credit:** 1**Prerequisite:** Journalism I**Course Code:** 10063100

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/ Yearbook)**      **Length:** 1 year      **GL:** 11-12      **Credit:** 1

**Prerequisite:** Journalism II

**Course Code:** 10063200

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/ Yearbook)**      **Length:** 1 year      **GL:** 10-12      **Credit:** 1

**Prerequisite:** Journalism III

**Course Code:** 10063300

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



## **Family and Consumer Sciences**

### **Nutrition and Wellness**

**Length:** 1 sem    **GL:** 9-12    **Credit:** 0.5

**Prerequisite:** None

**Course Code:** 85003550

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

### **Principles of Food Prep**

**Length:** 1 sem    **GL:** 9-12    **Credit:** 0.5

**Prerequisite:** Nutrition and Wellness

**Course Code:** 8500390

Instruction and learning activities are provided in a foods lab using hands-on experiences. Activities include identifying the essentials of the hospitality industry; demonstrate and incorporate kitchen sanitation & workplace safety procedures; exhibit the ability to read, follow and prepare recipes utilizing a variety of cooking methods and ingredients; demonstrate knife skills while understanding food selection, food presentation and storage needs.

### **Culinary Arts 1**

**Length:** 1 year    **GL:** 10-12    **Credit:** 1.0

**Prerequisite:** Nutrition and Wellness

**Course Code:** 8800510

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. The content includes but is not limited to sanitation and safety; maintenance and operation of equipment; recognition and identification of foods; proper storage of foods; methods of preparation; usage of foods; methods of cooking; nutrition; baking; communication skills; math skills; computer applications; professionalism; culinary organization; food and beverage purchasing and management. The course content also includes training in leadership, human relations, employability skills and safe, efficient work practices. Students will have the opportunity to take the Certified Food Protection Manager (Serv-Safe) Industry Certification Exam

### **Culinary Arts 2**

**Length:** 1 year    **GL:** 11-12    **Credit:** 1.0

**Prerequisite:** Culinary Arts 1

**Course Code:** 8800520

Instruction and learning activities are provided in a foods lab using hands-on experiences. Activities provide instruction in the extended application of the principles of food preparation, food selection and storage. Ethnic, regional and international foods may also be studied and prepared. The content includes but is not limited to state mandated guidelines for food service; how to attain food handler training certification; and perform front-of-the-house and back-of-the-house duties. Students will prepare quality food products and present them creatively; demonstrate safe, sanitary work procedures; understand food science principles related to cooking and baking; and utilize nutrition concepts when planning meals/menus. The course content also includes training in leadership, human relations, employability skills and safe, efficient work practices. Students will have the opportunity to take the Certified Food Protection Manager (Serv-Safe) Industry Certification Exam

## **HOPE and Physical Education**

**Health Opportunities through Phys Ed (HOPE) Length:** 1 year **GL:** 9-12 **Credit:** 1  
**Prerequisite:** None **Course Code:** 3026010

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices, health and fitness. Students will alternate between learning principles in a classroom setting and applying knowledge during physical 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 (offered 23-34 SY) Length:** 1 sem **GL:** 10-12 **Credit:** 0.5  
**Prerequisite:** None **Course Code:** 15033100

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 Length:** 1 sem **GL:** 10-12 **Credit:** 0.5  
**Prerequisite:** None **Course Code:** 15024100

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****Length:** 1 sem      **GL:** 10-12    **Credit:** 0.5**Prerequisite:** Ind & Dual Sports 1**Course Code:** 15024200

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.

**Soccer** (offered 23-34 SY)**Length:** 1 sem      **GL:** 10-12    **Credit:** 0.5**Prerequisite:** HOPE**Course Code:** 1503320

The purpose of this course is to provide students with opportunities to acquire knowledge of strategies of soccer, develop skills in soccer, 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 soccer. Skill acquisition and the maintenance and/or improvement of personal fitness should be stressed.

**Volleyball 1** (offered 23-34 SY)**Length:** 1 sem      **GL:** 10-12    **Credit:** 0.5**Prerequisite:** HOPE**Course Code:** 1503320

The purpose of this course is to provide students with opportunities to acquire knowledge of strategies of volleyball, develop skills in volleyball 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 volleyball. Skill acquisition and the maintenance and/or improvement of personal fitness should be stressed.

**Volleyball 2** (offered 23-34 SY)**Length:** 1 sem      **GL:** 10-12    **Credit:** 0.5**Prerequisite:** HOPE**Course Code:** 1503320

The purpose of this course is to provide students with opportunities to expand their knowledge of strategies of volleyball, enhance skills in volleyball and maintain and/or improve their personal fitness. The content should include, but not be limited to, knowledge and advanced application of skills, techniques, strategies, rules, and safety practices necessary to participate in volleyball. Skill enhancement and the maintenance and/or improvement of personal fitness should be stressed.

**Weight Training****Length:** 1 sem      **GL:** 10-12    **Credit:** 0.5**Prerequisite:** HOPE**Course Code:** 1501340

The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement as it relates to weight training. The integration of fitness concepts throughout the content is critical to the success of this course. Skill acquisition, and the maintenance and/or improvement of personal fitness should be stressed.

## Mathematics

### **Algebra 1A**

**Prerequisite:** None    **Length:** 1 year    **GL:** 9    **Credit:** 1

**Prerequisite:** None

**Course Code:** 1200370

The purpose of this course is to formalize and extend foundational mathematics learning from the middle grades into high school. The target audience for this course is students who require additional mathematics experiences to solidify algebraic understandings as well as exponential relationships. The Standards for Mathematical Practice are applied through the study of each content standard.

### **Algebra 1**

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

**Prerequisite:** None

**Course Code:** 12003100

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.

**Students are required to take the Algebra End of Course Examination.**

### **Geometry**

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

**Prerequisite:** Algebra 1

**Course Code:** 12063100

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**

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

**Prerequisite:** Algebra 1

**Course Code:** 12063200

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.**

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

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****Length:** 1 year    **GL:** 9-12    **Credit:** 1**Prerequisite:** Algebra 1**Course Code:** 12003400

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.

**Math for Data & Financial Literacy****Length:** 1 year    **GL:** 10-12**Credit:** 1**Prerequisite:** Algebra 1**Course Code:** 1200387

In Mathematics for Data and Financial Literacy, instructional time will emphasize five areas: (1) extending knowledge of ratios, proportions and functions to data and financial contexts; (2) developing understanding of basic economic and accounting principles; (3) determining advantages and disadvantages of credit accounts and short- and longterm loans; (4) developing understanding of planning for the future through investments, insurance and retirement plans and (5) extending knowledge of data analysis to create and evaluate reports and to make predictions. Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

**Math for College Liberal Arts****Length:** 1 year**GL:** 10-12**Credit:** 1**Prerequisite:** Algebra 1**Course Code:** 1207350

In Mathematics for College Liberal Arts, instructional time will emphasize five areas: (1) analyzing and applying linear and exponential functions within a real-world context; (2) utilizing geometric concepts to solve real-world problems; (3) extending understanding of probability theory; (4) representing and interpreting univariate and bivariate data and (5) developing understanding of logic and set theory. Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills

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

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.

**Probability & Statistics Honors****Length:** 1 year    **GL:** 10-12    **Credit:** 1**Prerequisite:** Algebra 2**Course Code:** 1210300

The purpose of this course is to emphasize the application, analysis, evaluation, and creation of complex ideas that are abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Topics shall include, but not be limited it, graphical displays, summaries and comparisons of distributions of data, methods of data collection, planning and conducting surveys and experiments, anticipating patterns using probability simulation, and confirming models through statistical inference.

**Q AP Calculus AB****Length:** 1 year    **GL:** 11-12    **Credit:** 1**Prerequisite:** Pre-Calculus Honors**Course Code:** 12023100

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 AP Statistics****Length:** 1 year    **GL:** 11-12    **Credit:** 1**Prerequisite:** Algebra 2**Course Code:** 1210320

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 it, 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.**

## NJROTC

### **Naval Science 1**

**Length:** 1 year **GL:** 9-11

**Credit:** 1

**Prerequisite:** None

**Course Code:**18023000

The purpose of this course is to introduce students to the meaning of citizenship, the elements of leadership, and the value of scholarship in attaining life goals; promote an awareness of the importance of a healthy lifestyle, including physical fitness, a proper diet, and controlling stress; drug awareness; provide the principles of health and first aid, geography and survival skills and an overview of Naval ships and aircraft. These elements are pursued at the fundamental level. Course content includes an introduction to the NJROTC program; introduction to Leadership, citizenship and the American government; introduction to wellness, fitness, and first aid to include diet, exercise and drug awareness, introduction to geography, orienteering, survival and map reading skills; financial literacy skills and introduction to the U. S. Navy.

### **Naval Science 2**

**Length:** 1 year **GL:** 10-12

**Credit:** 1

**Prerequisite:** Naval Science 1

**Course Code:**18023100

The purpose of this course is to further develop the traits of citizenship and leadership, and to introduce cadets to the technical areas of naval science and the role of the U. S. Navy in maritime history and the vital importance of the world's oceans to the continued well-being of the United States. Course content includes ongoing instruction into Leadership; introduction to Maritime History, including the American Revolution, Civil War, the rise of the U. S. to world power status, World Wars 1 and 2, the Cold War Era and the 1990s and beyond; introduction to nautical sciences to include maritime geography, oceanography, meteorology, astronomy, and physical sciences.

### **Naval Science 3**

**Length:** 1 year **GL:** 11-12

**Credit:** 1

**Prerequisite:** Naval Science 2

**Course Code:**18023200

The purpose of this course is to extend student understanding of the operative principles of military leadership, the significance of teamwork, the intrinsic value of order and discipline in the accomplishment of objectives, and the importance of sea power and national security. Students gain an in-depth knowledge of Naval ships and aircraft through an introduction to marine navigation and seamanship. Course content includes ongoing instruction and practice in leadership, citizenship, and discipline; instruction in sea power and national security, naval operations and support functions, military law, international law and the sea. This course also provides an introduction to ship construction and damage control, shipboard organization and watch standing, basic seamanship, marine navigation, and naval weapons and aircraft

**Naval Science 4****Length:** 1 year **GL:** 11-12 **Credit:** 1**Prerequisite:** Naval Science 3**Course Code:**18023300

This course is primarily focused on practical application of leadership techniques and implementation of long-term projects. Students will apply leadership skills and analyze the reasons for varying degrees of success throughout the year. Course content includes instruction in theoretical and applied aspects of leadership, training, and evaluation of performance. Students will become aware of the techniques used to create motivation, develop goals and activities for a work group, and the proper ways to set a leadership example. Students are provided access to ACT/SAT prep courses, guidance in selecting a college and pursuing available scholarships, and mentoring in establishing long range life goals.

**Leadership****Length:** 1 year **GL:** 11-12 **Credit:** 1**Prerequisite:** Naval Science 4**Course Code:**18004000

This course is a practical leadership lab with responsibility of the administration of the NJROTC unit. Only selected seniors designated by the SNSI whom are assigned staff positions are available to select this course. This course will support understanding and application of leadership skills and abilities by putting students in positions of leadership. Students will analyze their successes and the reasons behind success and failures in order to facilitate improvement. throughout the year. Classroom activities include seminars, reading and writing assignments, presentations, and practical work with younger cadets.



## Performing Arts



### **Q AP Music Theory**

**Prerequisite:** None

**Length:** 1 year    **GL:** 10-12    **Credit:** 1

**Course Code:** 1300330

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

**Prerequisite:** None

**Course Code:** 1300330

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**

**Prerequisite:** None

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

**Course Code:** 13023000

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**

**Prerequisite:** Band 1

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

**Course Code:** 13023100

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**

**Prerequisite:** Band 2 or 2 years MS exp

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

**Course Code:** 13023200

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****Length:** 1 year **GL:** 10-12 **Credit:** 1**Prerequisite:** Band 3**Course Code:** 13023300

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****Length:** 1 Year **GL:** 10-12 **Credit:** 1**Prerequisite:** Band 4**Course Code:** 1302340

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****Length:** 1 Year **GL:** 10-12 **Credit:** 1**Prerequisite:** Band 5**Course Code:** 1302350

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.

**Music Technology and Sound Engineering** **Length:** 1 year **GL:** 9-12 **Credit:** 1**Prerequisite:** None**Course Code:** 1304300

Students will explore the fundamental applications and tools of music technology and sound engineering. As they create and learn its terminology, students also learn the history and aesthetic development of technology used to capture, create, and distribute music. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

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

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

**Prerequisite:** Orchestra 1 **Course Code:** 13023700

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

**Prerequisite:** Orchestra 2 or 2 yrs Middle School exp **Course Code:** 13023800

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

**Prerequisite:** Orchestra 3 **Course Code:** 13023900

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

**Prerequisite:** Orchestra 4 **Course Code:** 1302400

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** **Length:** 1 Year **GL:** 10-12 **Credit:** 1

**Prerequisite:** Orchestra 5 **Course Code:** 1302410

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.



**Q Instrumental Techniques 4 Honors (Scottish Arts) Length: 1 year GL: 9-12 Credit: 1**

**Prerequisite:** Instrumental Tech 3 **Course Code:** 13024500

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

**Prerequisite:** Previous instrumental experience **Course Code:** 13024600

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

**Prerequisite:** Instrumental Ensemble I **Course Code:** 13024700

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

**Prerequisite:** Instrumental Ensemble 2 **Course Code:** 13024800

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

**Prerequisite:** Instrumental Ensemble **Course Code:** 3024900

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 (Color Guard & Highland Dance) Length: 1 year GL: 9-12 Credit: 1**

**Prerequisite:** None **Course Code:** 13053000

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 eurhythmic activities including warm-up and cool-down.

**Eurhythmics 2 (Color Guard & Highland Dance) Length:** 1 year **GL:** 9-12 **Credit:** 1  
**Prerequisite:** Eurhythmics 1 **Course Code:** 1305310

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 (Color Guard & Highland Dance) Length:** 1 year **GL:** 9-12 **Credit:** 1  
**Prerequisite:** Eurhythmics 2 **Course Code:** 1305320

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 (Color Guard & Highland Dance) Length:** 1 year **GL:** 9-12 **Credit:** 1  
**Prerequisite:** Eurhythmics 3 **Course Code:** 1305330

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) Length:** 1 year **GL:** 9-12 **Credit:** 1  
**Prerequisite:** None **Course Code:** 13033000

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) Length:** 1 year **GL:** 9-12 **Credit:** 1  
**Prerequisite:** Chorus 1 **Course Code:** 13033100

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) Length:** 1 year **GL:** 9-12 **Credit:** 1  
**Prerequisite:** Chorus 2 **Course Code:** 13033200

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) Length:** 1 year **GL:** 9-12 **Credit:** 1  
**Prerequisite:** Chorus 3 **Course Code:** 13033300

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****Length:** 1 Year **GL:** 9-12 **Credit:** 1**Prerequisite:** Chorus 4**Course Code:** 1303340

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****Length:** 1 Year **GL:** 10-12 **Credit:** 1**Prerequisite:** Chorus 5**Course Code:** 1303350

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 (Falconaires)****Length:** 1 year **GL:** 9-12 **Credit:** 1**Prerequisite:** None**Course Code:** 13034000

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 (Falconaires)****Length:** 1 year **GL:** 9-12 **Credit:** 1**Prerequisite:** Vocal Techniques 1**Course Code:** 13034100

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 (Falconaires)****Length:** 1 year **GL:** 9-12 **Credit:** 1**Prerequisite:** Vocal Techniques 2**Course Code:** 13034200

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 (Falconaires)****Length:** 1 year **GL:** 9-12 **Credit:** 1**Prerequisite:** Vocal Techniques 3 **Course Code:** 13034300

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.





participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

### **Musical Theatre III**

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

**Prerequisite:** Musical Theatre II

**Course Code:** 04007200

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

### **Theatre 1**

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

**Prerequisite:** None

**Course Code:** 04003100

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**

**Length:** 1 year **GL:** 10-12 **Credit:** 1

**Prerequisite:** Theatre 1

**Course Code:** 04003200

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**

**Length:** 1 year **GL:** 10-12 **Credit:** 1

**Prerequisite:** Theatre 2

**Course Code:** 04003300

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****Length:** 1 year **GL:** 10-12 **Credit:** 1**Prerequisite:** Theatre 3**Course Code:** 04003400

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 Length:** 1 year **GL:** 9-12 **Credit:** 1**Prerequisite:** None**Course Code:** 04004100

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 Length:** 1 year **GL:** 10-12 **Credit:** 1**Prerequisite:** Technical Theatre Design 1**Course Code:** 04004200

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 Length:** 1 year **GL:** 11-12 **Credit:** 1**Prerequisite:** Technical Theatre Design 2**Course Code:** 04004300

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 Length: 1 year GL: 10-12 Credit: 1**

**Prerequisite:** Technical Theatre Design 3      **Course Code:** 04004400

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.

## Reading

### **Intensive Reading 1 (Grade 9)**

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

**Prerequisite:** None

**Course Code:** 1000412F

The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing 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. **Students may be assigned to this course if test scores and academic achievement results indicate a need.**

### **Intensive Reading 2 (Grade 10)**

**Length:** 1 year      **GL:** 10      **Credit:** 1

**Prerequisite:** None

**Course Code:** 1000414F

The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing 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. **Students may be assigned to this course if test scores and academic achievement results indicate a need.**

### **Intensive Reading 3 (Grade 11)**

**Length:** 1 year      **GL:** 11-12      **Credit:** 1

**Prerequisite:** None

**Course Code:** 1000416F

This course is designed for FSA ELA re-takers who need additional practice 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 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. **Students may be assigned to this course if test scores and academic achievement results indicate a need.**

### **Intensive Reading 4 (Grade 12)**

**Length:** 1 year      **GL:** 11-12      **Credit:** 1

**Prerequisite:** None

**Course Code:** 1000418F

This course is designed for FSA ELA re-takers who need additional practice 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 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. **Students may be assigned to this course if test scores and academic achievement results indicate a need.**

## Science

**Q Anatomy & Physiology Honors**                      **Length:** 1 year   **GL:** 10-12   **Credit:** 1  
**Prerequisite:** None                                      **Course Code:** 2000360

This course focuses on anatomy concepts through the examination of topics such as basic chemistry, cells and tissues, skin, skeletal system, muscular system, nervous system, sensory system, endocrine system, circulatory system, respiratory system, digestive system, urinary system, and the reproductive system. The scientific process and laboratory skills are emphasized along with anatomy's connections to other scientific disciplines. Students learn specific writing skills and also examine current issues.

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

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**                                      **Length:** 1 year   **GL:** 9-12                      **Credit:** 1  
**Prerequisite:** 8<sup>th</sup> grade science final grade of B+ or higher                      **Course Code:** 20003200

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 AP Biology** (offered 23-24 SY)                      **Length:** 1 year   **GL:** 9-12                      **Credit:** 1  
**Prerequisite:** Biology                                      **Course Code:** 2003400

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.**



**Q AP Computer Science Principles**                      **Length:** 1 year                      **GL:** 9-10                      **Credit:** 1  
**Prerequisite:** None                                      **Course Code:** 02003350

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

**Marine Science I**  
**Prerequisite:** None

**Length:** 1 year **GL:** 9-12 **Credit:** 1  
**Course Code:** 2002500

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. in the laboratory, classroom, or the field that provides students with opportunities Students will interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models. Laboratory investigations will help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners will investigate to understand measurement error; and have the skills to aggregate, interpret, and present the resulting data.

**Q Marine Science I Honors**  
**Prerequisite:** None

**Length:** 1 year **GL:** 9-12 **Credit:** 1  
**Course Code:** 2002500

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. in the laboratory, classroom, or the field that provides students with opportunities Students will interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models. Laboratory investigations will help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners will investigate to understand measurement error; and have the skills to aggregate, interpret, and present the resulting data.



**Q AP Environmental Science**  
**Prerequisite:** Biology

**Length:** 1 year **GL:** 9-12 **Credit:** 1  
**Course Code:** 2001380

The AP Environmental Science course provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course helps students identify and analyze natural and human-induced environmental problems. It enables them to learn how to assess the risks associated with these problems and evaluate alternative solutions for resolving and preventing them. To accomplish this goal, the AP Environmental Science Course and Exam Description defines concepts, skills, and understandings required by representative colleges and universities for granting college credit and placement. **Students are required to take the Advanced Placement examination.**

**Environmental Science**  
**Prerequisite:** None

**Length:** 1 year **GL:** 9-12 **Credit:** 1  
**Course Code:** 20013400

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.

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

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****Length:** 1 year **GL:** 9-12**Credit:** 1**Prerequisite:** Algebra 1**Course Code:** 20033500

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 AP Chemistry****Length:** 1 year **GL:** 10-12**Credit:** 1 **Prerequisite:**

Chemistry Honors

**Course Code:** 20033700

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.

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

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

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 AP Physics A****Length:** 1 year**GL:** 10-12**Credit:** 1**Prerequisite:** Algebra II**Course Code:** 2003421

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**

**Length:** 1 sem **GL:** 11-12 **Credit:** 0.5

**Prerequisite:** None

**Course Code:** 21063100

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 Honors**

**Length:** 1 sem **GL:** 11-12 **Credit:** 0.5

**Prerequisite:** None

**Course Code:** 21063100

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 AP U.S. Government and Politics**

**Length:** 1 sem **GL:** 11-12 **Credit:** 0.5

**Prerequisite:** None

**Course Code:** 21064200

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**

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

**Prerequisite:** None

**Course Code:** 2103300

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****Length:** 1 year    **GL:** 10    **Credit:** 1**Prerequisite:** None**Course Code:** 21093100

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****Length:** 1 year    **GL:** 10    **Credit:** 1**Prerequisite:** None**Course Code:** 21093200

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 AP World History****Length:** 1 year    **GL:** 10    **Credit:** 1**Prerequisite:** None**Course Code:** 21094200

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****Length:** 1 year    **GL:** 11    **Credit:** 1**Prerequisite:** None**Course Code:** 21003100

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. **Students are required to take the state US History End-Of-Course Exam.**

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

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. **Students are required to take the state US History End-Of-Course Exam.**

**Q AP United States History****Length:** 1 year **GL:** 11 **Credit:** 1**Prerequisite:** None**Course Code:** 21003300

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****Length:** 1 sem **GL:** 12 **Credit:** 0.5**Prerequisite:** None**Course Code:** 2102345

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.

**Q Economics Honors****Length:** 1 sem **GL:** 12 **Credit:** 0.5**Prerequisite:** None**Course Code:** 2102345

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****Length:** 1 sem **GL:** 9-12**Credit:** 0.5**Prerequisite:** None**Course Code:** 21023372

This 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****Length:** 1 sem**GL:** 9-12**Credit:** 0.5**Prerequisite:** None**Course Code:** 21023374

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.

AP**Q AP Microeconomics****Length:** 1 sem **GL:** 12**Credit:** 0.5**Prerequisite:** None**Course Code:** 21023600

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.**

**World Cultural Geography****Length:** 1 sem **GL:** 9-12 **Credit:** 0.5**Prerequisite:** None**Course Code:** 21033000

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.

AP**Q AP Psychology****Length:** 1 year**GL:** 10-12**Credit:** 0.5**Prerequisite:** None**Course Code:** 21073500

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.**

**Psychology 1****Length:** 1 sem **GL:** 9-12 **Credit:** 0.5**Prerequisite:** None**Course Code:** 2107300

Through the study of sociology, students acquire an understanding of group interaction and its impact on individuals in order that they may have a greater awareness of the beliefs, values and behavior patterns of others. In an increasingly interdependent world, students need to recognize how group behavior affects both the individual and society.

**Sociology****Length:** 1 sem **GL:** 9-12 **Credit:** 0.5**Prerequisite:** None**Course Code:** 2108300

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

**Q AP Human Geography****Length:** 1 year **GL:** 9-12 **Credit:** 1**Prerequisite:** None**Course Code:** 21034000

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 AP European History****(offered 23-24 SY) Length:** 1 year **GL:** 10-12 **Credit:** 1**Prerequisite:** None**Course Code:** 21093800

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****Length:** 1 sem **GL:** 10-12 **Credit:** 0.5**Prerequisite:** None**Course Code:** 21053100

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 Study** (offered 23-24 SY)

**Length:** 1 sem     **GL:** 10-12     **Credit:** 0.5

**Prerequisite:** None

**Course Code:** 21094300

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**

**Length:** 1 sem     **GL:** 10-12     **Credit:** 0.5

**Prerequisite:** None

**Course Code:** 2106350

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.

**African-American History** (offered 23-24 SY)

**Length:** 1 sem     **GL:** 10-12     **Credit:** 0.5

**Prerequisite:** None

**Course Code:** 2100340

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.

## Visual Arts

### **Creating 2-D Art**

**Length:** sem      **GL:** 9-12      **Credit:** .5

**Prerequisite:** None

**Course Code:** 0101355

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.

### **2-D Studio Art 2**

**Length:** 1 year      **GL:** 10-12      **Credit:** 1

**Prerequisite:** Creating 2-D Art

**Course Code:** 01013100

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**

**Length:** 1 year      **GL:** 10-12      **Credit:** 1

**Prerequisite:** Creating 2-D Art

**Course Code:** 0108370

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.

### **Digital Art Imaging 2**

**Length:** 1 year      **GL:** 11-12      **Credit:** 1

**Prerequisite:** Digital Art Imaging 1

**Course Code:** 0108380

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

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

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.

**Creative Photography 2****Length:** 1 year **GL:** 11-12 **Credit:** 1**Prerequisite:** Creative Photography 1**Course Code:** 0108320

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

**Q AP 2-D Art & Design****Length:** 1 year **GL:** 10-12 **Credit:** 1**Prerequisite:** 2-D Studio Art 2 or Digital Art Imaging 1 or Creative Photo 1**Course Code:** 0109350

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.**

**Q AP Drawing****Length:** 1 year **GL:** 11-12 **Credit:** 1**Prerequisite:** 2-D Studio Art 2 or Digital Art Imaging 1**Course Code:** 0104300

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.**

**Creating 3-D Art****Length:** sem      **GL:** 9-12      **Credit:** .5**Prerequisite:** None**Course Code:** 0101365

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.

**3-D Studio Art 2****Length:** 1 year      **GL:** 10-12      **Credit:** 1**Prerequisite:** Creating 3-D Art**Course Code:** 01013400

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.

**Fine Craft Studio Art****Length:** 1 year      **GL:** 10-12      **Credit:** 1**Prerequisite:** Creating 3-D Art**Course Code:** 0101440

Students create well-designed work that is utilitarian, purposeful, wearable, and/or sculptural in nature. This course may include, but is not limited to, content in metals, jewelry, glass, fabrics/fibers, clay, fashion design, and/or objects for interior or architectural design/embellishment. Students develop the language of fine craft through a concentration on fundamental technical skills. Student artisans reflect on aesthetics and visual issues related to fine craft through the use of the structural elements of art and organizational principles of design. Students use analytical and problem-solving skills to improve personal work and that of their peers. Students investigate the significance of Western and non-Western cultures related to understanding the art role in global culture and informing creative choices in media and design. This course incorporates hands-on activities and consumption of art materials.



**Q Portfolio Development: 3-D Design Honors**    **Length:** 1 year    **GL:** 11-12    **Credit:** 1  
**Prerequisite:** 3-D Studio Art 2 or Fine Craft Studio Art                      **Course Code:** 0109330

Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in clay, wood, wire, glass, metal, jewelry, fabrics/fibers, fashion design, green design, industrial design, and/or objects for interior design or architecture that integrate 3-dimensional design issues in a purposeful way. Students regularly reflect on aesthetics and art issues individually and as a group, and manipulate the structural elements of art and organizational principles of design to create 3-dimensional works of art that are progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials.

**Q AP 3-D Art & Design** 

**Length:** 1 year    **GL:** 10-12    **Credit:** 1  
**Course Code:** 0109360

**Prerequisite:** 3-D Studio Art 2

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.**

## World Language

### **Spanish 1**

**Length:** 1 year    **GL:** 9-11    **Credit:** 1

**Prerequisite:** None

**Course Code:** 07083400

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**

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

**Prerequisite:** Spanish 1

**Course Code:** 07083500

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**

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

**Prerequisite:** Spanish 2

**Course Code:** 07083600

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 language-speaking people. Students are expected to demonstrate proficiency at the Intermediate-high to Advanced-low level by the end of this course.

### **Q Spanish 4**

**Length:** 1 year    **GL:** 10-12    **Credit:** 1

**Prerequisite:** Spanish 3

**Course Code:** 07083700

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 AP Spanish Language**



(offered 23-24 SY) **Length:** 1 year

**GL:** 10-12

**Credit:** 1

**Prerequisite:** Spanish 4

**Course Code:** 07084000

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 AP Spanish Literature**



**Length:** 1 year      **GL:** 10-12      **Credit:** 1

**Prerequisite:** Spanish 4

**Course Code:** 07084100

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.**