

# Curriculum Guide

2021 - 2022



## **ADMINISTRATION**

Mr. James Long, Principal  
Mr. Demetrik Harris, Assistant Principal  
Ms. Yvette Ponzoa, Assistant Principal

## **ACADEMIC COACHES**

Mrs. Karima Ezzair, Literacy Coach  
Mr. Jeremiah Swartz, Math Coach

## **COMPLIANCE/GRADUATION/MTSS**

Ms. Myrmarie Graw Gonzalez, MTSS Coach  
Mrs. Shaleeza Razack, LRS  
Mrs. Nahida Mehta, Data & Assessment Coordinator  
Ms. Heather Piper, IB Coordinator  
Ms. Norine Stazko, ESL Compliance Specialist  
Mrs. Maritza Suarez, Resource Compliance Specialist

## **DEANS**

Mrs. Shelley Briggs, Dean  
Mrs. Sherry Leonard, Dean  
Ms. Gemma Whitbread, Dean

## **GUIDANCE**

Dr. Dana Jacobson, College & Career Counselor  
Ms. Egnis Ortiz, Counselor  
Mrs. Christine Melendez, Counselor  
Mr. Omar Phillip, Counselor  
Dr. Donna Williams, Counselor

## **ATHLETICS**

Mr. Travis James, Athletic Director  
Mrs. Nicole Martinez, Certified Athletic Trainer

Welcome to your 2021-2022 curriculum guide! Please understand that it is very important that you choose classes for the upcoming year that will not only interest you, but that will challenge you as well. Make sure that you read through the curriculum guide, and if you follow these steps, it will help ensure that you are in the correct classes and that you have an outstanding 2021-2022 school year.

1. Review your graduation requirements.
2. Consider your plans post graduation.
3. Choose your electives (check all prerequisites).
4. Review your choices with your parents/guardians and teachers.

### **Honors and Advanced Level Course Note**

Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

### **Schedule Change Policy**

Once the school year begins, changes to class selections are made only for the following valid reasons: computer error, failing a required class, passing a class in summer school, lacking a graduation requirement, or lacking an appropriate prerequisite. All schedule changes must be approved by an Administrator and Guidance Counselor.

Please understand that classes or lunch placement are NOT changed for teacher or social preference. Any request for these reasons will be denied. Also, failure to complete your summer reading does not constitute a valid reason for a class change.

### **Graduation Requirements**

On the following pages, you will find information specific to your graduation year. Think about the year that you will graduate from Gateway High School. This year is classified as your cohort year.

## GRADUATION REQUIREMENTS

**Students Entering Grade 9 in 2018 – 2019 Graduation Year 2022**

**Students Entering Grade 9 in 2019 – 2020 Graduation Year 2023**

**Students Entering Grade 9 in 2020 – 2021 Graduation Year 2024**

**Students Entering Grade 9 in 2021 – 2022 Graduation Year 2025**

<b>English</b>	4 Credits
<b>Mathematics</b>	1 Credit Algebra (EOC=30% of final grade) 1 Credit Geometry (EOC=30% of final grade) 2 Credits Additional Math
<b>Science</b>	1 Credit Biology (EOC=30% of final grade) 2 Credits Additional Science identified as Equally Rigorous
<b>Social Studies</b>	1 Credit World History 1 Credit United States History (EOC =30% of final grade) .5 Credit United States Gov't .5 Credit Economics w/Financial Literacy
<b>World Languages</b>	Not required for graduation. Minimum 2 years of the same language required for admission into most universities and some Bright Futures Scholarships.
<b>Fine and Performing Arts, Speech/Debate, or Practical Arts</b>	1 Credit in Fine or Performing Arts, Speech and Debate, or eligible Practical Arts

## GRADUATION REQUIREMENTS

Continued

<b>Physical Education*</b> * 2 credits of JROTC satisfy this requirement	Option 1: .5 Credit Personal Fitness and .5 Credit PE Option 2: 1 Credit in Physical Education to include the integration of Health (HOPE) available through OVSS
<b>Electives</b>	8 Credits
<b>TOTAL</b>	24 Credits
<b>State Assessments*</b>	Students must earn a passing score on the Grade 10 ELA FSA statewide standardized assessment or concordant score  Students must earn a passing score on the Algebra 1 EOC or concordant score
<b>On-Line Course</b>	Requires a full course to be completed
<b>Grade Point Average</b>	Cumulative GPA of 2.0 on a 4.0 scale (unweighted)



# Advanced Placement Courses

Advanced Placement (AP) courses are recommended for outstanding students. These courses are very challenging and are taught at a college level. There are extensive outside assignments and reading involved in these courses. At the end of the course a standardized exam is taken on a national test day for each course. Students who earn a 3 or better on the test can earn college credit for the course. Each college has a unique acceptance policy for AP credits, so it is strongly recommended that you review the policy for the college you wish to attend. Below is a recommended course of study prepared by the district curriculum department.

## AP Recommended Course of Study

	English	Math	Science	Social Studies	Fine/Perf. Art & Physical Ed.	Elective	Elective
<b>Grade 9</b>	English 1 Honors	*Geometry Honors	*Biology Honors	AP Human Geography	Personal Fitness/PE	Foreign Language I	Elective
<b>Grade 10</b>	English 2 Honors	Algebra II Honors	Chemistry Honors or Physics Honors	AP World History	Performing or Practical Art **AP European	Foreign Language II	AP Music Theory AP Comp. Sci Prin
<b>Grade 11</b>	AP English Language	Pre-calculus Honors	Chemistry Honors, Physics Honors or AP Science: Chemistry, Physics, Biology or Environmental Science	AP U.S. History	**AP Psychology, AP European History or AP Statistics	**Physics Honors or Foreign Language III	AP Music Theory AP Comp. Sci Prin AP 2-D Art
<b>Grade 12</b>	AP English Literature	AP Calculus	AP Science: Chemistry, Physics, Biology or Environmental Science	AP U.S. Government/ AP Macro or Micro Economics	**AP Psychology or AP Statistics	AP Foreign Language	AP Music Theory AP 2- Art AP Drawing AP Comp. Sci Prin

\*Assumes student successfully completed Algebra 1 Honors and Physical Science Honors in middle school.

\*\*Final course selection in the junior and senior years will be determined by student interest and future goals; course offering may vary at individual high schools



# **Course Descriptions**

**2021-2022**

# **ART/VISUAL ARTS**

**0101300**

## **2-D Studio Art 1**

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.

*Prereq: None*

*Grade(s): 9-12      Credit: 1.0*

**0101310**

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

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 artists sketch, manipulate, and refine the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

*Prereq: 2-D Art 1*

*Grade(s): 10-12      Credits 1.0*

**01013300**

## **3-D Studio Art 1**

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.

*Prereq: None*

*Grade(s): 9-12      Credits 1.0*

**01013400**

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

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.

*Prereq: 3-D Art 1*

*Grade(s): 10-12      Credit: 1.0*

**0109350**

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

The 2-D Design portfolio addresses two-dimensional design issues and involves decision making about how to use the elements and principles of art in an integrative way. Students' portfolios demonstrate skills and ideas developed, refined, and applied throughout the course to produce visual compositions

*Prereq: 2-D Art 2 and Teacher Recommendation*

*Grade(s): 11-12      Credit: 1.0*





Advancement Via Individual Determination (AVID) is a program designed to prepare students in the academic middle for four-year college. The AVID curriculum, based on rigorous standards, was developed by middle and senior high school teachers in collaboration with college professors. It is driven by the WICR method, which stands for writing, inquiry, collaboration, and reading. AVID targets students in the academic middle — B, C, and even D students — who have the desire to go to college and the willingness to work hard. These are students who are capable of completing rigorous curriculum but are falling short of their potential. Typically, they will be the first in their families to attend college, and many are from low-income or minority families. AVID pulls these students out of their unchallenging courses and puts them on the college track: acceleration instead of remediation.

#### **17003900**

##### **AVID 1**

Advancement Via Individual Determination (AVID) is an elective class that provides support for students in the AVID program through curricular and mentoring activities.

Prereq: Must be in AVID Program

Grade(s): 9      Credit: 1.0

#### **17004000**

##### **AVID 2**

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

Prereq: Must be in AVID Program

Grade(s): 10      Credit: 1.0

#### **17004100**

##### **AVID 3**

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

Prereq: Must be in AVID Program

Grade(s): 11      Credit: 1.0

#### **17004200**

##### **AVID 4**

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

Prereq: Must be in AVID Program

Grade(s): 12      Credit: 1.0

# **CHORUS**

**13033200**

## **Chorus 3 - Beginning Women**

This course is designed for women who are new to the high school choral experience. Students will be introduced to basic vocal technique, sight reading, and music theory. Emphasis will be placed on the development of these skills to increase musicianship.

*Prereq: None*

*Grade(s): 9-10 Women only      Credit: 1.0*

## **1303330W Chorus 4 - Women's Choir**

## **1303340W Chorus 5 - Women's Choir**

## **1303350W Chorus 6 - Women's Choir**

This course is designed for the developing intermediate level singer in a choir atmosphere. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation, and musicianship. Students will be introduced to advanced concepts in sight reading and music theory as well as a variety of choral literature.

*Prereq: Completion of previous level*

*Grade(s): 10-12 Women Only      Credit: 1.0*

## **1303330C Chorus 4 Advanced Women's Choir**

## **1303340C Chorus 5 Advanced Women's Choir**

## **1303350C Chorus 6 Advanced Women's Choir**

This course is designed for singers with advanced vocal ability and sight reading skills. Students will develop advanced ensemble skills through the performance of a variety of choral literature. Emphasis will be placed on performance of varying types of choral genre.

*Prereq: By Audition Only*

*Grade(s): 10-12 Women Only      Credit: 1.0*

## **1303330M Chorus 4 - Men's Choir**

## **1303340M Chorus 5 - Men's Choir**

## **1303350M Chorus 6 - Men's Choir**

This course is designed for the developing intermediate level singer in a choir atmosphere. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation, and musicianship. Students will be introduced to advanced concepts in sight reading and music theory as well as a variety of choral literature.

*Prereq: None*

*Grade(s): 10-12 Men Only      Credit: 1.0*

**1300340**

## **Music of the World**

Students explore the musical traditions of 20th- and 21st-century American and global communities around the world through study of current trends, focusing on the function of music within various cultures (e.g., jazz, world drumming, mariachi, soul, gamelan, Bollywood, digital). Students examine and report on human activities involving music, technology- and culture-related influences on music, and the sounds and structures of music composition. 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.

*Prereq: None*

*Grade(s): 9-10 Credit: 1.0*

# Career Pathways



## **CAREER PATHWAYS**

In the Osceola School District, Career Pathways is designed to provide students a seamless pathway from middle school, through high school, and into post-secondary education. Post-secondary education might include university, technical school, community college, or apprenticeship. A Career Pathway prepares students for success in each of these options; the correct option after high school is best determined by the student's career plans. Students begin their middle school years with introductory and exploratory classes in careers. Once in high school, students can continue in classes and programs that provide specific training toward a desired career. These programs prepare students to enter the appropriate college, technical institute, or entry level job in their chosen career, often with a recognized industry certification and/or a Florida Gold Seal Vocational Scholars Award.

In addition, students who complete a Career Pathway program develop the employability and technical skills required by employers in today's globally competitive marketplace.



**Gateway High School provides a wide variety of Career Pathways (Career and Technical Education or CTE) programs for students. Many programs offer special benefits to students.**

## **POST- SECONDARY ARTICULATION**

Many Career Pathway courses and programs provide students the opportunity to gain free college credit from Valencia Community College or free course acceleration from Osceola Technical College (OTEC). Some courses can also gain the student free college credit from other state colleges.

To participate in this articulation process, students should talk with their CTE teacher to find out the specific requirements for their program.



# CTE COURSE DESCRIPTIONS

## **AP COMPUTER SCIENCE PRINCIPLES** (This course counts as a Math credit)

**Course Number** 0200335

**For Grade** 10-12

**Credit**.0

**Prerequisites** Algebra1

**Industry Certification:** Java Script

**MAJOR CONCEPTS/CONTENT:**The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society, and the world.

## **AP COMPUTER SCIENCE A**

**Course Number:** 0200320

**For Grade:** 10-12

**Credit** :1.0

**Prerequisites:** AP Computer Science Principles

**Industry Certification:** Java

**MAJOR CONCEPTS/CONTENT:** The AP Computer Science A course is designed to get students familiar with the concepts and tools of computer science as you learn a subset of the Java programming language. You'll do hands-on work to design, write, and test computer programs that solve problems or accomplish tasks.

## **DIGITAL INFORMATION TECHNOLOGY**

**Course Number** 8207310

**For Grades** 9-12

**Credit** 1.0

**Prerequisite** None

**Industry Certification:** Microsoft Office Suite and/or Adobe Creative Suite titles

**MAJOR CONCEPTS/CONTENT:**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 MEDIA/MULTI MEDIA FOUNDATIONS 1**

**Course Number** 8201210

**For Grade** 9-12

**Credit** 1.0

**Prerequisites** : None

**Industry Certification:**Photoshop

**MAJOR CONCEPTS/CONTENT:** This course provides competencies in presentation production issues, basic computer knowledge, illustration software, digital still photography, and photo editing software.

# CTE COURSE DESCRIPTIONS

## **DIGITAL MEDIA/MULTI MEDIA FOUNDATIONS 2**

**Course Number** 8201220

**For Grade** 9-12

**Credit** 1.0

**Prerequisites** : Digital Media/Multi Media 1

**Industry Certification** : Illustrator

**MAJOR CONCEPTS/CONTENT:** This course provides competencies in presentation production issues, intermediate computer knowledge, illustration software, digital still photography, and photo editing software.

## **DIGITAL MEDIA/MULTI MEDIA FOUNDATIONS 3**

**Course Number** 8201230

**For Grade** 9-12

**Credit** 1.0

**Prerequisites:** Digital Media/Multi Media 2

**Industry Certification** : In-Design

**MAJOR CONCEPTS/CONTENT:** This course provides competencies in presentation production issues, advanced computer knowledge, illustration software, digital still photography, and photo editing software.

## **FOUNDATIONS OF PROGRAMMING**

**CourseNumber:**9007210

**For Grade** 9-12

**Credit** 1.0

**Prerequisites:**Digital Information Technology

**Industry Certification:** MTA Programming

**MAJOR CONCEPTS/CONTENT:** This course introduces concepts, techniques, and processes associated with computer programming and software development.

## **GAME & SIMULATION FOUNDATIONS**

**Course Number:** 8208110

**For Grade** 9-12

**Credit** 1.0

**Prerequisites:** None

**MAJOR CONCEPTS/CONTENT:** This course is designed to provide an introduction to game and simulation concepts and careers, the impact game and simulation has on society and industry, and basic game/simulation design concepts such as rule design, play mechanics, and media integration. This course compares and contrasts games and simulations, key development methodologies and tools, careers, and industry-related information. This course also covers strategies, processes, and methods for conceptualizing a game or simulation application; storyboarding techniques; and development tools.

Hands-on activities using an entry-level game development tool should be integrated into the curriculum

# **CTE COURSE DESCRIPTIONS**

## **INTRO TO THE TEACHING PROFESSION**

**Course Number** 8909010

**For Grade** 9-12

**Credit** 1.0

**Prerequisites:** None

**MAJOR CONCEPTS/CONTENT:** This course is designed to focus on the profession of teaching and related careers – history, purposes, issues, ethics, laws and regulations, roles, and qualifications. Emphasis is placed on identifying the current, historical, philosophical and social perspectives of American education, including trends and issues. During the course students will participate in a minimum of 20 hours of guided observations and field experiences in multiple settings to help them assess their personal interest in pursuing careers in this field and to identify effective learning environments. Students will begin the development of a working portfolio to be assembled upon completion of the program. The course is also designed for students to learn about leadership and skill opportunities afforded through participation in CTSO activities.

## **HUMAN GROWTH AND DEVELOPMENT**

**Course Number** 89090200

**For Grade** 10-12

**Credit** 1.0

**Prerequisites** Intro th the Teaching Profession

**MAJOR CONCEPTS/CONTENT:** This course prepares students to understand the nature of human development from conception through adolescence and the connection of the students' development and plans for working with students. Emphasis is placed on theories of physical, cognitive, and psychosocial development, the effect of heredity and the environment, the role of caregivers and the family, health and safety concerns, and contemporary issues. Students will participate in a minimum of 30 hours of planned, guided observations of children from birth through adolescence in a variety of settings to help students further understand theories of human development. Students will continue to develop the components of his or her working portfolio to be assembled upon completion of the program.

## **FOUNDATIONS OF CURRICULUM AND INSTRUCTION**

**Course Number** 89090300

**For Grade** 11-12

**Credit** 1.0

**Prerequisites:** Human Growth and Development

**MAJOR CONCEPTS/CONTENT:** This course is designed for students to develop the knowledge and skills of curriculum delivery models in response to the developmental needs of all children. Students will develop various instructional materials and activities to promote learning, classroom management strategies, and a supportive classroom environment. Students will research and understand the basic theories of motivation that increase student engagement which is tied to student learning. Students will participate in a minimum of 50 hours of guided observations and field experiences to critique and develop classroom lessons. Students will continue to develop the components of a working portfolio to be assembled upon completion of the program.

# **DRAMA/THEATRE ARTS**

*These courses, with the exception of Theatre 1, will require students to participate in extra rehearsals and performances beyond the school day.*

## **0400310**

### **Theatre 1**

The purpose of this course is to promote 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.

*Prereq: None*

*Grade(s): 9-12      Credit: 1.0*

## **0400320**

### **Theatre 2**

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.

*Prereq: Theatre 1*

*Grade(s): 9-12      Credit: 1.0*

## **0400330**

### **Theatre 3 Honors**

The purpose of this course is to promote depth of engagement and lifelong appreciation for theatre through a broad spectrum of teacher-assigned and self-directed study and performance. Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre in ways that are progressively more innovative.

*Prereq: Theatre 3*

*Grade(s): 11-12      Credit: 1.0*

## **0400340**

### **Theatre 4 Honors**

The purpose of this course is to promote significant depth of engagement and lifelong appreciation for theatre through a broad spectrum of primarily self-directed study and performance. 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.

*Prereq: Theatre 3*

*Grade: 12      Credit: 1.0*



## **DRAMA/THEATRE ARTS**

*These courses, with the exception of Theatre 1, will require students to participate in extra rehearsals and performances beyond the school day.*

**0400700**

### **Music Theatre 1**

Students' course work focuses on, but is not limited to, acting, vocal performance, dance, non-dance movement, and staging, which transfer readily to performances in musicals and other venues. Students survey the evolution of music in theatre from ancient Greece to modern Broadway through a humanities approach and representative literature. Music theatre students explore the unique staging and technical demands of musicals in contrast to non-musical plays. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

*Prereq: Theatre 1*

*Grade(s): 10-12      Credits 1.0*

**0400710**

### **Music Theatre 2**

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

*Prereq: Musical Theatre 1*

*Grade(s): 10-12      Credits 1.0*

**0400410**

### **Technical Theatre: Design & Production 1**

The purpose of this course is to enable students to develop fundamental skills in stagecraft and apply them through practical experiences. The content includes, but is not limited to: safety issues and regulations; theatre terminology; elements of technical theatre; trends in technical design; relationship between script and directorial concepts; properties; costumes and makeup; lighting and sound; artistic discipline; careers; and connections between stagecraft and other subject areas.

*Prereq: None*

*Grade(s): 9-12      Credit 1.0*

## **ESOL**

**1002380**

### **English Language Development**

The purpose of this course is to provide students who are native speakers of languages other than English instruction enabling students to accelerate the development of reading, writing, listening, speaking and language skills and to strengthen these skills so they are able to successfully read and comprehend grade level text independently. Instruction emphasizes reading comprehension and vocabulary through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text.

*Prereq: None*

*Grade(s): 9-12      Credit 1.0*





# **ENGLISH LANGUAGE ARTS**

## **1001310**

### **English I**

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

The content should include, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods
- writing for varied purposes
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

*Grade: 9      Credit: 1.0*

## **1001320**

### **English I Honors**

This course requires teacher recommendation (based on strong reading and writing skills). This is a fast-paced, intense course in which students develop the foundation for reading and writing the English language. The first semester of this course will focus on student writing. Students will be introduced to research methods and will be expected to demonstrate mastery of these methods through written papers. Students who take this course should be self-motivated, ready for daily homework, and excited about enjoying intellectual pursuits in reading and writing.

*Grade: 9      Credit: 1.0*

## **1001340**

### **English 2**

The purpose of this course is to provide grade 10 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

The content should include, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods
- writing for varied purposes
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

*Grade: 10      Credit: 1.0*

## **1001350**

### **English 2 Honors**

This course requires teacher recommendation based on strong reading and writing skills. This is a fast-paced, challenging course in which students study world literature and non-fiction in its context throughout time. In-depth analysis of texts through discussion and writing is the focal point, but the course also includes building and polishing skills in listening and viewing. Students will analyze authors' use of rhetoric, writing strategies, and literary devices in order to incorporate them into their own writing. Students who take this course should be motivated, prepared for daily homework, and enjoy intellectual pursuits. It is recommended that students take World History at the same time.

*Grade: 10      Credit: 1.0*

# **ENGLISH LANGUAGE ARTS**

**1001370**

## **English 3**

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

The content should include, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods
- writing for varied purposes
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

*Grade: 11 Credit: 1.0*

**1001380**

## **English 3 Honors**

This course requires teacher recommendation (based on strong reading and writing skills). This is a fast-paced, intense course in which students study American prose and literature. This course uses literature, American history, the arts and media to explore the development of literary thought in America. Students will study the literary and artistic heritage that has shaped the American society from Native American through contemporary authors. It is recommended that students take American History at the same time. Students will expand their proficiency as writers as this is a cornerstone of the class. Students who take this course should be self-motivated, ready for daily homework, and enjoy intellectual pursuits in reading and writing.

*Grade: 11 Credit: 1.0*

**1001400**

## **English 4**

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

The content should include, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods
- writing for varied purposes
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

*Grade: 12 Credit: 1.0*

**1001410**

## **English 4 Honors**

This course requires teacher recommendation (based on strong reading and writing skills). This is a fast-paced, intense course in which students study British nonfiction and fiction. English IV honors focuses on British Literature; however, it is also a preparation for Freshmen Composition in college. Students will analyze literature in order to see the relationship between universal themes and the development of the English language. The course will emphasize reading, written literary analysis, vocabulary development, in-class discussions and oral presentations, in-class writing and time management and organization.

*Grade: 12 Credit: 1.0*

# **ENGLISH LANGUAGE ARTS**

**1001420**

## **AP English Language and Composition**

Advanced Placement English Language and Composition is offered in place of English III Honors to students who have excelled in English II Honors. The focus of this course is on the analysis of writing strategies, language, and rhetoric in a variety of nonfiction texts throughout time. It will also include the analysis of strategies, language, and rhetoric used in visual and auditory media, such as advertisements, documentaries, and speeches. Students will learn to incorporate these strategies in a variety of self-produced texts, and specifically timed essays. This course is comparable to Freshmen Composition at the college level and, therefore, includes challenging summer assignments, critical reading, analytical writing, and ample daily homework. Success on the AP exam may result in college credit (determined by the college or university).

*Grade: 11      Credit: 1.0*

**1001430**

## **AP English Literature and Composition**

The AP English Literature and Composition Course Description states that the material in the course “engages students in the careful reading and critical analysis of imaginative literature.” Students learn to attend carefully to the works read and this close reading is described in the AP Literature and Composition Course Description as reading for “the experience of literature, the interpretation of literature and the evaluation of literature.” The works read are selected from drama, poetry, fiction and nonfiction written during the sixteenth to the twenty-first century. The focus is on British literature with some attention to world literature. Writing is an important component of this course and students will learn to write analytically. This course is taken instead of English 4 honors. Success on the AP exam may result in college credit (determined by the college or university).

*Grade: 12      Credit: 1.0*

## **ELECTIVE**

**1900310**

### **Drivers Education Class/Lab**

The purpose of this course is to introduce students to the highway transportation system and to strategies that will develop driving knowledge and skills related to today's and tomorrow's motorized society. It will also provide an in-depth study of the scope and nature of accident problems and their solutions. The content should include, but not be limited to, the following:

*Grade: 11-12      Credit: .5*

- vehicle control and traffic procedure
- defensive driving strategies
- pertinent laws and their application to driving
- energy efficient and safe enjoyable vehicle ownership
- physical and mental factors
- legal and moral obligations
- knowledge of motorcycle operations and interactions in the system
- planning for safe travel to include map studies
- the effects of alcohol and other drugs on driving performance



# **FOREIGN LANGUAGE**

**0708340**

## **Spanish I**

The purpose of this course is to introduce students to the Spanish language and its culture, and to develop communicative skills and cross-cultural understanding. This course is designed primarily for those students who have no background in the Spanish language.

*Grade(s): 9-12      Credit: 1.0*

**0708350**

## **Spanish 2**

The purpose of this course is to reinforce the fundamental skills acquired by the students in Spanish I. This course develops increased listening, speaking, reading, and writing skills, as well as cultural awareness.

*Prereq: Spanish 1*

*Grade(s): 9-12      Credit: 1.0*

**0708360**

## **Spanish 3**

The Purpose of this course is to enhance reading comprehension and to increase conversational skills. Focus is on the continuum of development in writing, reading, speaking and listening. Pieces of Spanish literature will be read and analyzed.

*Prereq: Spanish 2*

*Grade(s): 10-12      Credit: 1.0*

**0708400**

## **AP Spanish Language**

This course concentrates on reading, listening, speaking, and writing applications of the Spanish language. The content of this course is specified by the Advanced Placement Program. Success on the AP exam may result in college credit (determined by the college or university).

*Prereq: Spanish 3*

*Grade(s): 11-12      Credit: 1.0*

**0701320**

## **French I**

The purpose of this course is to introduce students to the language and its culture and to develop communication, listening, and speaking skills, with special attention to pronunciation.

*Grade(s): 9-12      Credit: 1.0*

**0701330**

## **French 2**

The purpose of this course is to reinforce the fundamental skills acquired by the students in French I. Course content includes increased listening, speaking, reading, and writing skills, as well as cultural awareness.

*Prereq: French 1*

*Grade(s): 9-12      Credit: 1.0*



## **MCJROTC**

**1803300**

### **Marine Corps: Leadership Education 1**

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

*Prereq: None*

*Grades(s): 9-12    Credit: 1.0*

**1803310**

### **Marine Corps: Leadership Education 2**

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

*Prereq: MCJROTC 1*

*Grades(s): 9-12    Credit: 1.0*

**1803320**

### **Marine Corps: Leadership Education 3**

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

*Prereq: MCJROTC 2*

*Grades(s): 9-12    Credit: 1.0*

**1803330**

### **Marine Corps: Leadership Education 4**

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

*Prereq: MCJROTC 3*

*Grade: 9-12    Credit: 1.0*



# **MATHEMATICS**

*The department of mathematics recommends that all students have access to a graphing calculator for use in class and at home.*

## **1200310**

### **Algebra I**

The purpose of this course is to develop algebraic concepts and processes that can be used to solve a variety of real world and mathematical problems. The content will include: structure and properties of the real number system, first-degree equations and inequalities, relations and functions, systems of linear equations and inequalities, polynomials, factoring, and quadratic equations. The course also includes instruction on proper use of graphing calculators. This course will provide a solid foundation for the study of more advanced mathematics.

*Grade: 9      Credit: 1.0*

## **1200320**

### **Algebra I Honors**

More in-depth work in this honors course will prepare students for more advanced mathematics courses. The course features integrated use of the graphing calculator to develop an understanding of the concepts behind mathematics and to prepare students for the highly graphical nature of higher-level mathematical analyses. The content will include: exponents, order of operations, data analysis, first-degree equations and inequalities, polynomials, factoring, quadratic equations, and operations with radicals. This course will provide a solid foundation for the study of more advanced mathematics.

*Grade: 9      Credit: 1.0*

## **1206310**

### **Geometry**

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. The content will include: point, line and plane characteristics; angles and lines; reflections; polygons; transformations and congruence; measurements; three-dimensional figures; surface area and volume; similarity; and circles. This course will provide knowledge and skills for the study of more advanced mathematics.

*Grade(s): 9-11      Credit: 1.0*

## **1206320**

### **Geometry Honors**

More in-depth work in this honors course will focus on the study of visual patterns, enabling students to apply those patterns to real world situations. This class uses both exploratory and cooperative learning techniques. The content will include: point, line and plane characteristics; angles and lines; reflections; polygons; transformations and congruence; measurements; three-dimensional figures; surface area and volume; similarity; and circles. This course will provide knowledge and skills for the study of more advanced mathematics.

*Grade(s): 9-10      Credit: 1.0*

## **1207300**

### **Liberal Arts Mathematics**

The purpose of this course is to strengthen mathematical skills required for college entrance or further study in mathematics. It is designed to strengthen students' skills in algebra and geometry before proceeding to Algebra II. Course topics include operations with real numbers, polynomials, factoring, algebraic expressions, equations and inequalities, systems of linear equations and inequalities, and quadratic equations and applications. **NOTE:** Successful completion will earn mathematics credit, but may not be accepted by most colleges as meeting the high school mathematics requirements.

*Grade(s): 10-12      Credit: 1.0*

# **MATHEMATICS**

## **1200330**

### **Algebra 2**

The purpose of this course is to continue the study of algebra and to provide the foundation for applying algebraic skills to other mathematical and scientific fields. The course includes the complex number system; solution strategies for linear equations, inequalities, and systems of equations and inequalities; polynomial and exponential functions; and probability and statistics. The course features integrated use of the graphing calculator and prepares students for the study of more advanced mathematics.

*Grade(s): 10-12      Credit: 1.0*

## **1200340**

### **Algebra 2 Honors**

The purpose of this course is to continue the study of algebra and to provide the foundation for applying algebraic skills to other mathematical and scientific fields. The course includes the complex number system; solution strategies for linear equations, inequalities, and systems of equations and inequalities; polynomial and exponential functions; and probability and statistics. Throughout this course, students focus on understanding through application rather than on rote memorization. The course features integrated use of the graphing calculator and prepares students for the study of more advanced Mathematics including Pre-Calculus, Calculus, and Statistics.

*Grade(s): 9-12      Credit: 1.0*

## **1200700**

### **Mathematics for College Readiness**

The purpose of this course is to strengthen the skill level of high school seniors who have completed Algebra I, II, and Geometry and who wish to pursue credit generating mathematics courses at the college level. Performance on the PERT will determine placement in this class.

*Grade: 12      Credit: 1.0*

## **1210300**

### **Probability and Statistics with Applications**

This course enables students to develop and apply knowledge of statistics and probability to design experiments, collect and analyze data, and reach appropriate inferences and conclusions. The course will concentrate on application of these concepts to real life situations. The course will include measures of central tendency and variability, experimental design, randomness, sampling, hypothesis testing, and data transformation as well as other mathematical concepts.

*Prereq: Algebra 1 and Geometry*  
*Grade(s): 11-12      Credit: 1.0*

## **1298310**

### **Advanced Topics in Math**

This course is designed for students who have completed three years of high school mathematics including Algebra 2. The course will concentrate on advanced mathematical topics and improving math proficiency. The course includes discrete math topics, probability and statistics, and a survey of algebra 2 topics.

*Grade(s): 11-12      Credit: 1.0*

## **1202340**

### **Pre-Calculus**

The purpose of this course is to provide the foundational knowledge necessary for the study of calculus. Calculator-based, the course uses real-life problems to enhance the students' understanding of mathematical concepts which include: functions theory; graphing polynomials and rational functions; trigonometry, polar coordinates, conics, series and sequences, exponential and logarithmic functions. Students who successfully complete this course will receive honors credit for weighted GPA.

*Grade(s): 10-12      Credit: 1.0*

# MATHEMATICS

## 1210320 AP Statistics

This course is a secondary school equivalent to an introductory, non-calculus-based college course in statistics. The course covers all topics directed by the College Board. The course will enable the students to develop an understanding of how to use statistical models and tests to explore, analyze, and infer information from data. The course makes frequent use of the graphing calculator that is needed to pass the AP Statistics exam. Successful completion of the AP examination can result in college credit(s) (as determined by the college or university the student attends).

Grade(s): 11-12      Credit: 1.0

## 1202310 AP Calculus AB

The purpose of this course is to prepare the student for the AP Calculus AB examination. This college-level course utilizes the graphing calculator frequently to achieve in-depth understanding of the elementary functions of calculus. The course helps the student gain intimate knowledge of the graphing calculator, which is needed to pass the AP Calculus exam. Topics follow the curriculum directed by the College Board and include: finding regression curves; properties of functions and graphs; limits and continuity; the derivative and its applications; and the integral and its applications. Emphasis is placed on the application of calculus principles to solving real-world problems. Successful completion of the AP examination can result in college credit (determined by the college or university the student attends).

Grade(s): 11-12      Credit: 1.0

## 1202320 AP Calculus BC

The purpose of this course is to prepare the students for the AP Calculus BC examination. This college-level course includes the concepts mastered in AP Calculus AB and is appropriate for students planning on a college major in the sciences, engineering or mathematics. Topics follow the curriculum directed by the College Board and include: parametric, polar and vector functions; Euler's method of solving differential equations; L'Hospital's rule; sequence of partial sums (geometric, harmonic, alternating, and Maclaurin series); and Taylor polynomials. Successful completion of the AP examination can result in additional college credit for a second course in calculus (determined by the college or university the student attends).

Grade(s): 12      Credit: 1.0

A collage of mathematical symbols and formulas. At the top, the inequality  $2 > -3$  is shown. Below it, the repeating decimal  $0.999... = 1$  is displayed. The Greek letter  $\pi$  is followed by the approximation  $\approx 3.14$ . A large infinity symbol  $\infty$  is prominently featured in the center. To the right of the infinity symbol are the mathematical symbols for addition (+), subtraction (-), multiplication (x), and division ( $\div$ ). Below these, the square root of 2 is shown as  $\sqrt{2}$ . Further down, the expression  $1 + 2 \cdot 3$  is written. To the right of this is the expression  $5^2$ . Below the  $1 + 2 \cdot 3$  expression is the expression  $(1 - 2) + 3$ . At the bottom, the binary-to-decimal conversion  $101_2 = 5_{10}$  is shown, with the base 2 subscripted under the 101 and the base 10 subscripted under the 5.



## **MUSIC**

**Musical performing groups require practices and performances beyond the regular school day. Students will be required to perform in public.**

**1302320 Band 3  
1302330 Band 4  
1302340 Band 5  
1302350 Band 6**

**All students enrolled in Band 3, 4, 5, and 6 MUST participate in marching band, which is a co-curricular component. Participation in marching band requires after school rehearsals and performances that begin the end of July and conclude at the beginning of November.**

The purpose of these courses is to enable students to develop technical skills on wind and percussion instruments through the refinement and performance of high school band literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, and critical listening.

*Prereq: Band 3-6: By audition or permission from instructor  
Grade(s): 9-12      Credit: 1.0*

**1302500 Jazz Ensemble 1  
1302510 Jazz Ensemble 2  
1302520 Jazz Ensemble 3  
1302530 Jazz Ensemble 4**

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

*Prereq: By audition only  
Grade(s): 9-12      Credit: 1.0*

**1302360 Orchestra 1  
1302370 Orchestra 2  
1302380 Orchestra 3  
1302390 Orchestra 4  
1302400 Orch 5 Hon  
1302400 Orch 6 Hon**

The purpose of these courses is to enable students to study and perform high-quality orchestra literature of diverse times and styles develop skills in performance through knowledge of styles and performance techniques of varied jazz and contemporary literature.

*Prereq: By audition only  
Grade(s): 9-12      Credit: 1.0*

# **PHYSICAL EDUCATION**

## **1501300**

### **Personal Fitness**

The purpose of this course is to provide students with the knowledge, skills, and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill-related components of physical fitness which are critical for students' success.

*Prereq: None*

*Grade(s): 9-12      Credit: 0.5*

## **1502470**

### **Recreational Activities**

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

*Prereq: None*

*Grade(s): 9-12      Credit: 0.5*

## **1502490**

### **Care and Prevention of Athletic Injuries**

The purpose of this course is to acquire knowledge and skills relating to the nature, prevention, care, and rehabilitation of athletic injuries.

*Grade(s): 10-12      Credit: 0.5*

## **0800320**

### **First Aid and Safety**

The purpose of this course is to enable students to acquire skills in first aid, emergency care, and personal safety. The content includes, but is not limited to: safety; first aid procedures; adult, child, and infant CPR; community resources and services; career and public service opportunities.

*Grade(s): 10-12      Credit: 0.5*

## **1501340 Weight Training 1**

## **1501350 Weight Training 2**

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

*Prereq: None*

*Grade(s): 9-12      Credit: 0.5*

## **1501360 Weight Training 3**

## **1501410 Power WT Train 1**

The purpose of this course is to enable students to develop intermediate-level knowledge and skills in weight training, further improve muscular strength and endurance, and further enhance self-image.

*Prereq: Weight Training 1*

*Grade(s): 9-12      Credit: 0.5*

# **PHYSICAL EDUCATION**

## **15033100**

### **Basketball**

The purpose of this course is to provide in-depth instruction of the fundamental skills, tactics, rules and etiquette in basketball. Introduction to systems of play will be included to enhance the student's understanding.

Prereq: None

Grade(s): 10-12 Credit: .5

## **15033150**

### **Basketball 2**

The purpose of this course is to provide more in-depth instruction of the fundamental skills, tactics, rules and etiquette in basketball. Introduction to systems of play will be included to enhance the student's understanding. Advanced skills and drills which directly affect student's physical and cognitive abilities will be covered. Students will participate in advanced individual and team techniques in relationship to basketball strategy. Participate in course activities will continue to enhance healthy behaviors that influence students to participate in physical activities throughout their life.

Prereq: Basketball

Grade(s): 10-12 Credit: .5

## **15033200**

### **Soccer**

The purpose of this course is to provide in-depth instruction of the fundamental skills, tactics, rules and etiquette in soccer. Introduction to systems of play will be included to enhance the student's understanding.

Prereq: None

Grade(s): 9-12 Credit: .5

## **15033000**

### **Track and Field**

The purpose of this course is to provide in-depth instruction of the fundamental skills, tactics, rules and etiquette in track and field. Introduction to systems of play will be included to enhance the student's understanding.

Prereq: None

Grade(s): 9-12 Credit: .5

## **READING REMEDIATION**

**Note: These courses may be repeated by a student as needed. If repeated, the required level of student proficiency should increase.**

**1000410**

### **Intensive Reading**

The purpose of this course is to provide instruction that enables students to develop and strengthen reading skills and also develop independent reading endurance.

*Grade(s): 9-12      Credit(s): 1.0*

## **SCIENCE**

**20013400**

### **Environmental Science**

The purpose of this course is to enable students to develop knowledge of the ways that humans interact with the natural environment. The content should include, but not be limited to: implementation of scientific habits of mind – application of scientific knowledge, methodology, and historical context to solve problems, use of laboratory technologies, terminology, earth dynamics, influence of technology on environmental quality, environmental quality issues, use and conservation practices, biodiversity, environmental planning and waste management, environmental monitoring and policy, sustainable use of public land, characteristics of populations, biotic and abiotic environmental factors, energy production technologies and thermodynamics.

*Grades(s): 9-10      Credit: 1.0*

**2000310**

### **Biology I**

This course provides students with general exploratory experiences & activities in the fundamental concepts of life. Content includes scientific method, scientific measurement, laboratory safety & use of apparatus, cell biology, cell reproduction, basic principles of genetics, & classification and surveying of plants and animals.

*Grade(s): 9-11      Credit: 1.0*

**2000320**

### **Biology I Honors**

More in-depth work is required in this honors course that includes the study of scientific method and measurement, laboratory safety and use of apparatus, biochemistry, cell biology, cell reproduction, genetics, classification, taxonomy, and ecological relationships.

*Grade(s): 9-11      Credit: 1.0*

**20209100**

### **Astronomy Solar/Galactic Honors**

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

*Grade(s): 11-12      Credit: 1.0*

# **SCIENCE**

## **2003340 Chemistry I**

This course provides students with the study of the composition, properties, and changes associated with matter. Content includes: classification and structure of matter, atomic theory, the periodic table, bonding, chemical formulas, chemical reactions and balanced equations, the behavior of gases, physical changes, acids, bases and salts, and energy associated with physical and chemical changes.

*Grade(s): 10-12 Credit: 1.0*

## **2003350 Chemistry I Honors**

This course provides students with a rigorous study of the composition, properties, and changes associated with matter. Content includes atomic structure, bonding, the periodic table, formulas, stoichiometry, phase changes, specific heat, equilibrium, solutions, acids, bases and salts, nuclear chemistry, gas laws, and organic chemistry.

*Grade(s): 10-12 Credit: 1.0*

## **2003390 Physics 1 Honors**

This course includes an in-depth coverage of systems of measurement, force, graphical analysis, dynamics, circular and rotary motion, projectile motion, waves, work and power, energy, heat, sound, light, nuclear energy, electricity, and magnetism.

*Grade(s): 10-12 Credit: 1.0*

## **2000360 Anatomy and Physiology Honors**

This course provides students with exploratory and advanced activities in the structure and function of the components of the human body. Content includes cellular processes and tissues, the skeletal, muscular, nervous, cardiovascular, respiratory, digestive, urinary, and reproductive systems, and special senses. Students will be involved in dissection.

*Grade(s): 10-12 Credit: 1.0*

## **2000340 AP Biology/Genetics**

The purpose of this course is to provide a study of the facts, principles, and processes of biology, and the collection, interpretation, and formulation of hypotheses from available data. The content will include what is specified by the Advanced Placement Program. This is a college level course, of which laboratory investigations are an integral part. Success on the AP exam may result in college credit (Determined by the college or university).

*Grade(s): 10-12 Credit: 1.0  
Double Block*

## **2003370 AP Chemistry/Chemistry 2**

The purpose of this course is to study the development and application of chemistry principles and concepts. The content will include what is specified by the Advanced Placement Program. This is a college-level course and laboratory investigations are an integral part. Success on the AP exam may result in college credit (determined by the college or university).

*Grade(s): 10-12 Credit: 1.0  
Double Block*

# **SCIENCE**

**2001380**

## **AP Environmental Science**

The purpose of this course is to provide a college level course in environmental science to prepare the student to seek credit and/or appropriate placement in college biological sciences programs. Topics include a study of the biosphere, its biotic and abiotic components, ecosystems of the world, bio geologic cycles, and current environmental issues. Success on the AP exam may result in college credit (determined by the college or university).

*Grades(s): 10-12 Credit: 1.0*

**2003420**

## **AP Physics/Physics II**

The purpose of this course is to provide a systemic introduction to the main principles of classical and modern physics and emphasize the development of problem solving ability. Success on the AP exam may result in college credit (determined by the college or university.)

*Grade(s): 11-12 Credit: 1.0*

*Double Block*



# **SOCIAL STUDIES**

## **2109310**

### **World History**

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

*Grade(s): 10      Credit: 1.0*

## **2109320**

### **World History Honors**

The purpose of this course is to enable students to understand their connections to the development of civilizations by examining the past to prepare for their future as participating members of a global community.

*Grade(s): 10      Credit: 1.0*

## **2100310**

### **United States History**

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

*Grade(s): 11      Credit: 1.0*

## **2100320**

### **United States History Honors**

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

*Grade(s): 11      Credit: 1.0*

## **2106310**

### **United States Government**

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

*Grade(s): 12      Credit: 0.5*

## **2106320**

### **United States Government Honors**

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

*Grade(s): 12      Credit: 0.5*

# **SOCIAL STUDIES**

**2102310**

## **Economics w/Financial Literacy**

The purpose of this course is to provide students with the knowledge and decision-making tools necessary for understanding how society organized its limited resources to satisfy its wants. Students will gain understanding of choices they must make as producers, consumers, investors, and taxpayers.

*Grade(s): 12      Credit: 0.5*

**2102320**

## **Economics Honors**

The purpose of this course is to provide students with an in-depth knowledge and decision-making tools necessary for understanding how society organized its limited resources to satisfy its wants. Students will gain understanding of choices they must make as producers, consumers, investors, and taxpayers.

*Grade(s): 12      Credit: 0.5*

**21034000**

## **AP Human Geography**

The purpose of this course is to enable students to develop higher level concepts and skills related to Human Geography. The content will include the following: regions, population studies, cultural concepts and spatial representations, political geography, land use, urbanization, issues related to space, place, and scale, and economic geography. College credit can be earned by successful performance (3 or above) on the Advanced Placement exam administered in May.

*Grade(s): 9-12      Credit: 1.0*

**2109420**

## **AP World History**

The content of this course is for students to understand the development of Europe within the context of history. Students will be examining connections to the past in order to prepare for the future as participating members of a global community.

*Grade(s): 9-10      Credit: 1.0*

**2100330**

## **AP United States History**

Advanced Placement American History is a course for qualified students who wish to complete studies in secondary school equivalent to a one-semester college introductory course in American History. The course is designed to give students a critical perspective of history in the United States. A variety of non-traditional authors and original source documents will be used to supplement a college level US History text. The class involves both the study of historical events and the analysis of specific case studies. Success on the AP exam may result in college credit (determined by the college or university).

*Grade(s): 11      Credit: 1.0*

**2106420**

## **AP United States Government & Politics**

This course is designed to give students a critical perspective on politics and government in the United States. The class involves both the study of general concepts used to interpret American politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs and ideas that make up American political reality. This is not a course in political science, although the political ramifications of governing will be analyzed. Success on the AP exam may result in college credit (determined by the college or university).

*Grade(s): 12      Credit: 1.0*



# **SOCIAL STUDIES**

**2102370**

## **AP Macroeconomics**

The purpose of the AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics.

*Grade(s): 12      Credit: 0.5*

**2107350**

## **AP Psychology**

Advanced Placement Psychology is a course for qualified students who wish to complete studies in a secondary school equivalent to a one semester college introductory course in Psychology. Students will acquire an understanding of and an appreciation for human behavior, behavioral interaction, and the progressive development of individuals. Course content will include, but will not be limited to the following: research methods, sensation and perception, cognition, learning, personality, abnormal psychology, treatment of psychological disorders, and social psychology. Success on the AP exam may result in college credit (determined by the college or university.)

*Grade(s): 10-12      Credit: 1.0*



## The International Baccalaureate Programme

The Diploma Programme provides a rigorous, challenging, internationally focused, broad and balanced educational experience for students. Students are required to study six subjects and a curriculum core concurrently over two years. The programme is designed to equip students with the basic academic skills needed for: university study, further education and their chosen profession as well as developing the values and life skills needed to live a fulfilled and purposeful life.

**NOTE: This program requires completion of a separate application.**

## IB Diploma Requirements

Students enrolled in the IB Programme are exempt from completing the traditional state of Florida graduation requirements but instead must complete all requirements of the IB Diploma. If a student exits the IB Programme, he or she falls back under the standard graduation requirements and will need to make up some required courses.

### Core Courses

Diploma Candidates study 6 subjects for from the following groups:

- Group 1: Language A (English)
- Group 2: Language B (French or Spanish)
- Group 3: Individuals & Societies
- Group 4: Experimental Sciences
- Group 5: Mathematics
- Group 6: The Arts\*

### The Extended Essay

The extended essay has a prescribed limit of 4,000 words. It offers the opportunity to investigate a topic of individual interest, and acquaints students with the independent research and writing skills expected at the university level.

### Theory of Knowledge (TOK)

The interdisciplinary Theory of Knowledge (TOK) course is designed to provide coherence by exploring the nature of knowledge across disciplines, encouraging an appreciation of other cultural perspectives.

### Creativity, Activity, & Service (CAS)

Participation in the school's CAS programme encourages candidates to be involved in artistic pursuits, physical activity, and community service work. The programme fosters students' awareness and appreciation of life outside the academic arena.

\*Instead of selecting a course from Group 6, students may elect to study another subject from one of the other groups.

