

Riverside High School

Course Catalog 2021-2022

1200 South McDuff Avenue
Jacksonville, FL 32205

Table of Contents

High School Graduation Requirements	3
High School Schedule Requirements.....	5
English Courses.....	7
Reading Courses	9
Language Arts Elective Courses.....	10
Mathematics Courses	11
Science Courses	15
Social Studies Courses	18
Social Studies Elective Courses	21
Navy ROTC Courses	23
Performing & Fine Arts Courses	24
Practical Arts - Digital Media Courses	28
Practical Arts - Engineering Elective Courses.....	28
Physical Education Courses.....	30
World Language Courses	31
Special Program Courses (AVID, Leadership, Executive Intern)	32

DUVAL COUNTY PUBLIC SCHOOLS HIGH SCHOOL GRADUATION REQUIREMENTS

Students enrolled in Duval County Public Schools (DCPS) high schools are expected to complete a 24-credit or 18-credit program of study (POS). The 24-credit diploma aligns with college entrance requirements. The 18-credit diploma allows students to transition into vocational training programs, military programs, and some state college systems.

	24 Credit Standard Diploma Program of Study - A,H, B*	18 Credit ACCEL Standard Diploma
CREDITS:		
ENGLISH	4 credits <ul style="list-style-type: none"> English 1 English 2 English 3, AP Lang, or ENC1101 English 4, AP Lit, ENC1101, or ENC1102 	4 credits (same as 24 Credit Program of Study)
MATH	4 credits <ul style="list-style-type: none"> Algebra I Geometry +2 <i>Note: Most colleges require Algebra 2 for admissions.</i>	4 credits (same as 24 Credit Program of Study)
SCIENCE	3 credits <ul style="list-style-type: none"> 1 Biology 1 physical science + 1 	3 credits (same as 24 Credit Program of Study)
SOCIAL STUDIES	3 credits <ul style="list-style-type: none"> 1 World History 1 US History ½ Am Government ½ Economics 	3 credits (same as 24 Credit Program of Study)
WORLD LANGUAGE	2 credits must be in the same language	No requirement
PRAC., PERF., FINE ARTS	1 credit	1 credit
PHYSICAL EDUCATION	1 credit H.O.P.E.	No requirement
ELECTIVES	6 credits	3 credits
ASSESSMENTS (Passing Scores)	<ul style="list-style-type: none"> State Reading Assessment Algebra 1 EOC 	<ul style="list-style-type: none"> State Reading Assessment Algebra 1 EOC
GPA	2.0 cumulative, unweighted	2.0 cumulative, unweighted
On-line	1 full-length course	No requirement

Please refer to the DCPS Student Progression Plan for more detailed graduation requirements.

GRADING SCALE

The following is the current grading scale for Duval County Schools for grades 9-12:

- **A** 90 – 100
- **B** 80 – 89
- **C** 70 – 79
- **D** 60 – 69
- **F** 0 – 59

Students earn a letter grade for each nine-week grading period. The grade for the district-administered end of course (EOC) exam is factored into the final grade for the course. Students and parents can view their academic progress online (Focus) and through progress reports and report cards distributed each quarter.

GRADE POINT AVERAGE

Final grades for all completed courses are calculated into two grade point averages for DCPS students – weighted and unweighted. These cumulative GPAs are used to for

- Unweighted GPA – promotion to 11th grade, graduation from high school, dual enrollment eligibility
- Weighted GPA – Class Rank, Valedictorian and Salutatorian designation

WEIGHTED COURSES

All classes designated Honors, Advanced Placement, or Dual Enrollment will receive weighted grade points for the weighted grade point average according to the following gradingscale:

Letter Grade	Quality Points
A	5
B	4
C	3
D*	1*
F*	0*

* Weighted credit is not applied to a grade of D or F.

SAT AND ACT

Registration for the SAT and ACT is available online through the testing companies' websites. Test dates and registration deadlines can also be found on the same websites.

- SAT Registration and Information: www.collegeboard.org
- ACT Registration and Information: www.actstudent.org

The CEEB code for Riverside High School is 100-785. Students need this information for test registration.

BRIGHT FUTURES SCHOLARSHIP PROGRAM

The Florida Bright Futures Scholarship program consists of multiple scholarships funded through Florida lottery dollars awarded to eligible Florida high school graduates planning on continuing their education at any eligible Florida post-secondary institution. Your school counselor can provide you with information and requirements for each scholarship award. You can also visit the Bright Futures website at:

<http://www.floridastudentfinancialaid.org/SSFAD/PDF/BFEIeligibilityAwardChart.pdf>

HIGH SCHOOL SCHEDULE REQUIREMENTS

The faculty and staff at Lee High School work hard to support students in a future-focused environment. Our courses are designed to support student academic growth, develop critical thinking skills, and allow for students to pursue a variety of post-secondary options including college admissions, trade school enrollment, and military enlistment. Students at Lee High School have opportunities to enroll in

- College-prep coursework,
- Career Technical Education (CTE) industry certification courses,
- College-level courses (Dual Enrollment and Advanced Placement courses),
- Tiered-level courses in specialized instruction areas including Band, Chorus, Engineering, Digital Media, and Naval Science (ROTC).

Through these programs and classes, students can complete a college-prep diploma, earn college credits, complete CTE courses, and earn CTE certificates.

All Lee High School students are expected to complete one course in English, Math, Social Studies, and Science each school year. In addition to these four courses each year, students must complete:

- one credit in a Practical/Performing/Fine Art (9th grade),
- one credit in Health Opportunities through Physical Education (HOPE) (10th grade),
- two credits in World Language (one credit Junior year, one Senior year),
- a minimum of six elective credits to meet high school graduation requirements.

CHOOSING YOUR COURSES

Student schedules are created based on high school graduation requirements, course progression, student data, and student preferences. Students submit their course preferences online:

<https://forms.office.com/r/C09rcsSthw>. Students are encouraged to review courses in this catalog, paying close attention to course pre-requisites and requirements, before completing the course preference form.

COURSE CANCELLATION

Efforts are made to honor a student's course preferences, but there are times when the requests cannot be fulfilled. A student will not be enrolled in courses they do not meet eligibility criteria for (pre-requisites) or that their assessment data does not support. Courses may be cancelled due to insufficient enrollment, teacher availability, and/or district funding.

SCHEDULE CHANGES

The course selection process takes place each Spring. The process includes input from students, parents, teachers, counselors, and administrators. The school's master schedule is built and staff hired based on the course selection requests. Students are expected to honor their commitment to complete courses they indicated were their preferences during the Spring. If a student is scheduled into a course they have already completed, they can request a schedule correction during the first week of each semester. Student – initiated schedule corrections will only be considered for the following reasons:

- The student has previously earned credit for the scheduled course.
- The student has not completed a prerequisite required for a scheduled course.
- There is another course needed to remain on the appropriate course progression to meet high school graduation requirements. This does not include accelerating courses.

Note: Schedule changes are not made to accommodate preference for instructors or to accommodate elective class schedules.

ACHIEVEMENT LEVELS

Courses at Riverside High School are provided for each student's developmental level. A multi-level structure has been established to provide for these differences and to provide for individualized instruction. Teachers may make a recommendation for a particular level. In most cases the final decision concerning course selection rests with the student and parents.

Honors, Dual-Enrollment, and Advanced Placement courses are designed for the highly motivated and focused student with above average achievement. Riverside High School practices an open enrollment policy and encourages students to participate in rigorous, college preparatory courses.

HONORS COURSES

Honors courses are developed locally by high school teachers to help meet the needs of academically talented students. Honors courses meet the same curriculum requirements as standard courses but are faster paced and cover topics more in-depth.

ADVANCED PLACEMENT (AP) COURSES

Advanced Placement (AP) courses are taught at the college level of rigor. Each AP course has a corresponding comprehensive exam created by the CollegeBoard. Students who participate in AP courses are required to take the corresponding AP exam. In general, postsecondary credit for an AP course may be awarded to students who score a minimum of a 3 on a 5-point scale on the corresponding AP exam; however, qualifying scores may vary by university and by college within a university.

DUAL ENROLLMENT (DE) COURSES

Dual-enrollment courses are taught at the college level of rigor. Students enrolled in these classes earn both high school and college credit upon completion of the course(s). Dual-enrollment courses are available only to juniors and seniors. In order to take one or more dual enrollment courses, a junior or senior must meet the following requirements:

- ✓ Have an un-weighted, cumulative GPA of a 3.0 or higher.
- ✓ Be recommended by his/her counselor.
- ✓ Have college-ready scores on ACT, SAT, or PERT as determined by the college sponsoring the class
- ✓ Be academically motivated to accept the challenge of college level work.
- ✓ Meet all DE Continuation Criteria each semester of enrollment

(<http://relschoollcounseling.weebly.com/dual-enrollment-programs---early-admit-early-college--traditional.html>)

CAREER-TECHNICAL EDUCATION (CTE) COURSES, MAGNET PROGRAMS, and OTHER SPECIALIZED INSTRUCTION COURSE PROGRESSION PATHS

Lee High School offers specialized instruction in the areas listed below. CTE courses focus on career certification programs. These courses build content across tiered classes. Classes listed below are open to all students, unless noted otherwise.

Digital Media CTE program	Engineering Magnet Program	Early College* Dual Enrollment Program
Intro to Info Technology Digital Media Fundamentals Digital Media Production Digital Media Delivery Digital Design 1, 2, 3, 4	Intro to Engineering Principles of Engineering Digital Engineering Civil Engineering	<i>*Program requires application and admissions based on Office of High School Acceleration Programs requirements.</i>

ENGLISH COURSES

English – 4 credits required for high school graduation			
Typical Course Progressions			
9 th grade	10 th grade	11 th grade	12 th grade
English I	English II	English III	English IV College Prep
English I Honors	English II Honors	English III Honors, AP Lang, or ENC1101	AP Lit or ENC1101
English I ESOL	English II ESOL	ENGLISH III ESOL	English IV ESOL

English I

The purpose of English I is to build a solid foundation in reading and writing. Students will begin to analyze different texts, use evidence in writing, and develop skills of research. Students will also forge skills in speaking and listening. This class will prepare students for English II and provide a basis for college readiness.

English I Honors

Placement data guide: FSA Level 3-5 and/or Teacher Recommendation

The purpose of English I Honors is to build a solid foundation in reading and writing for students. Students will analyze different texts, use evidence in writing, and develop skills of research. Students will also forge skills in speaking and listening. This class will prepare students for English II Honors and provide a basis for college readiness. Students will be expected to read outside of class and possibly purchase books. It is suggested that students receive a score of 3 or higher on previous FSA reading sections.

English I Through ESOL

English through ESOL (English Speakers of Other Languages) Levels 1-4 are designed to develop a student's English language proficiency in the areas of listening, speaking, reading, and writing. Emphasis is placed on the development of critical thinking skills, critical and analytical reading of rigorous level texts, and writing research. Open only to students who qualify for ESOL support.

English II

Prerequisite: English 1

Students continue to build on their understanding of informational texts and fiction by applying the skills acquired in English I. The course combines rigorous instruction with engaging, interactive strategies and self-reflection to prepare students for academic success. This course includes journal writing, formal writing, vocabulary building, quizzes on literature we are studying as well as tests on those works, and participation.

English II Honors

Prerequisite: English 1

Placement data guide: FSA Level 3-5 and/or Teacher Recommendation

Students continue to build on their understanding of informational texts and fiction by applying the skills acquired in English I or English I Honors. The course combines rigorous instruction with engaging, interactive strategies and self-reflection to prepare students for academic success. This course includes journal writing, formal writing, vocabulary building, quizzes on literature we are studying as well as tests on those works, and participation. Students are expected to procure supplemental books, read outside of class, and write essays on a weekly basis.

English II Through ESOL

Prerequisite: English 1 through ESOL

English through ESOL (English Speakers of Other Languages) Levels 1-4 are designed to develop a student's English language proficiency in the areas of listening, speaking, reading, and writing. Emphasis is placed on

the development of critical thinking skills, critical and analytical reading of rigorous level texts, and writing research. Open only to students who qualify for ESOL support.

English III

Prerequisite: English 2

Students in this course will read and analyze a variety of American literature and non-fiction texts. Students will apply their understanding and analysis of these texts in argumentative, informational and research-based essays using textual evidence. Students will also strengthen the speaking and listening skills needed for college and career readiness.

English III Honors

Prerequisite: English 2

Placement data guide: FSA Level 3-5 and/or Teacher Recommendation

Students will analyze a variety of American literature and non-fiction texts and write information and argumentative essays using textual evidence. In addition to these essays, students are expected to research reputable sources to incorporate in research-based essays. Students will also strengthen the speaking and listening skills needed for college and career readiness. Students will be assigned reading outside of class and sometimes a student will be responsible to locate his/her own copy of a text.

English III Through ESOL

Prerequisite: English II through ESOL

English through ESOL (English Speakers of Other Languages) Levels 1-4 are designed to develop a student's English language proficiency in the areas of listening, speaking, reading, and writing. Emphasis is placed on the development of critical thinking skills, critical and analytical reading of rigorous level texts, and writing research. Open only to students who qualify for ESOL support.

Advanced Placement English Language and Composition (“AP Lang”)

Prerequisite: English 3

Placement data guide: FSA Level 3-5 and/or Teacher Recommendation

AP English Language and Composition is a rigorous course focusing primarily on rhetoric, persuasion, and argumentation. We will concentrate on reading various authors, analyzing rhetorical devices, and exploring how the author achieves his/her purpose. Grammar will also be an essential part of the curriculum in examining literature and writing essays. An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes.

ENC1101 English Composition I (Dual enrollment, semester course)

Prerequisite: Completion of English I & II with a “C” or higher, Post-Secondary Ready Scores in Reading and Writing, and 3.0 unweighted, cumulative, high school GPA

This class explores various modalities such as narration, persuasion, exposition, satire, etc. in order to reflect on how a text is created through analysis of style, strategies, organization, focus, etc. Research methods and MLA or APA formatting are introduced and documented papers are required. This class is writing intensive, requiring the student to write almost every class period and complete an essay every week online.

Notes:

- The final grade for this course will post on the student’s high school and college transcript.
- Completion of this course with a D or higher will calculate as one (1.0) high school English credit on the high school transcript.
- Completion of this course with a C or higher will calculate as three (3) college credit hours on the college transcript.

English IV College Prep*Prerequisite: English III*

English IV College Prep is a rigorous course focusing primarily on elements of Senior-level English/ Literature and preparation for college essay composition. We will concentrate on reading various authors, analyzing rhetorical devices, exploring how the author achieves his/her purpose, and evaluating the effectiveness of the writing. Grammar will also be an essential part of the curriculum in examining literature and writing essays. We will write a full essay about every two weeks, participate in weekly independent reading assignments, learn and apply college level vocabulary, and performance assessment. Students will additionally focus on readiness for college through ACT, SAT, and PERT prep.

English IV Through ESOL*Prerequisite: English 3 through ESOL*

English through ESOL (English Speakers of Other Languages) Levels 1-4 are designed to develop a student's English language proficiency in the areas of listening, speaking, reading, and writing. Emphasis is placed on the development of critical thinking skills, critical and analytical reading of rigorous level texts, and writing research. Open only to students who qualify for ESOL support.

Advanced Placement English Literature and Composition ("AP Lit")*Prerequisite: English 3**Placement data guide: FSA Level 3-5 and/or Teacher Recommendation*

This class is focused on preparation for college and the AP Exam at the end of the year. Students will analyze literary elements such as a work's structure, style and themes, as well as the use of figurative language, imagery, symbolism and tone. They will strengthen their writing skills specifically for expository, analytical, argumentative, and research-based essays. Students must be prepared to write about 15-20 timed essays, conduct independent as well as collaborative research, use technology for papers and presentations, and read 4-5 books outside of class (sometimes a student will be responsible to locate his/her own copy of a text).

ENC1102 English Composition II (Semester Course) Grade Level: 11 or 12*Prerequisite: Completion of ENC1101 with a "C" or higher and 3.0 unweighted, cumulative, high school GPA*

Composition II extends the skills and ideas covered in ENC1101. The course requires students to set up a long-term research project that will build on the research skills they learned in Composition I, specifically incorporating MLA or APA formatting.

Notes:

- The final grade for this course will post on the student's high school and college transcript.
- Completion of this course with a D or higher will calculate as one (1.0) high school English credit on the high school transcript.
- Completion of this course with a C or higher will calculate as three (3) college credit hours on the college transcript.

READING SUPPORT COURSES**Personal, Social, Career Development (Pers, Soc, Car Dev)****Grade Levels: 9-12***Placement data guide: FSA Level 1 and 2*

The purpose of this course is to support students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text 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. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research

opportunities. They will write in response to reading and cite evidence when answering text dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text and is removed as the reading and writing abilities of students improve over time.

Developmental Language Arts**Grade Levels: 9-12**

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. Open only to students who qualify for ESOL support.

MATHEMATICS COURSES

Math – 4 credits required for high school graduation			
Typical Course Progressions			
9th grade	10th grade	11th grade	12th grade
Algebra IA	Algebra 1	Geometry	Math for College Readiness
Algebra I Intensive Math	Geometry	Algebra II	Pre-Calculus Honors, Prob/Stats, or Analysis of Functions
Geometry Honors *Alg. 1 completed in middle school	Algebra II Honors	Pre-calculus Honors	Calculus Honors, AP Calculus, or MAT1033 & MAC1105
Algebra II Honors *Alg 1 & Geo completed in middle school	Pre-calculus Honors	Calculus Honors, AP Calculus, or MAT1033 & MAC1105	AP Stats or MAT1033 & MAC1105

Algebra 1A

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Students engage in methods for analyzing, solving, and using quadratic functions. Standards for Mathematical Practice apply throughout the course along with the content standards to allow students to experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Algebra 1

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Standards for Mathematical Practice apply throughout each course, and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Intensive Math

Intensive Mathematics is designed to provide concentrated practice for students who need to build fundamental math proficiency. Course work emphasizes the skills tested on the Algebra I EOC. Intensive Math counts as an elective credit and does not replace the required math course.

Course may be required for students scoring a Level 1/2 on FSA Math 8.

Geometry

Prerequisite: Algebra I

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes.

Geometry Honors

Prerequisite: Algebra I Honors (8th grade)

Placement data guide: Algebra I EOC Level 3-5 and/or Teacher Recommendation

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes.

Algebra II

Prerequisite: Geometry

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions.² Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Algebra II Honors

Placement data guide: Geometry EOC Level 3-5 and/or Teacher Recommendation

Prerequisite: Geometry

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions.² Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Pre-Calculus Honors

Prerequisite: Algebra 2

Students, as mathematic analysts, investigate how advanced mathematics concepts are used to solve problems encountered in operating national parks. As students venture from algebra to trigonometry, they analyze and articulate the real-world application of these concepts. The purpose of this course is to study functions and develop skills necessary for the study of calculus. This course includes algebra, analytical geometry, and trigonometry.

Calculus Honors

Prerequisite: Pre-Calculus

Calculus Honors is the continuation of Pre-Calculus Honors with in-depth study of limits, derivatives, and the study of their applications.

Advanced Placement Calculus AB

Prerequisite: Pre-Calculus Honors

Placement data guide: Teacher Recommendation

Calculus AB and Calculus BC are primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The courses emphasize a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important.

Probability & Statistics Honors*Prerequisite: Algebra 2*

Probability and Statistics explores the concepts of probability, statistics, and hypothesis testing. The content includes, but is not limited to the following: Binomial distribution, concepts of descriptive statistics, concepts of nonparametric statistics, hypothesis testing, measures of central tendency, sampling theory, combinations and permutations, concepts of inferential statistics, the normal distribution, correlation and regression, and randomness.

Advanced Placement Statistics*Prerequisite: Algebra 2**Placement data guide: FSA Level 3-5 and/or Teacher Recommendation*

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data: Describing patterns and departures from patterns, Sampling and Experimentation: Planning and conducting a study, Anticipating Patterns: Exploring random phenomena using probability and simulation, Statistical Inference: Estimating population parameters and testing hypotheses. Students who successfully complete the course and exam may receive credit, advanced placement or both for a one-semester introductory college statistics course.

Mathematics for College Readiness*Prerequisite: Algebra 2*

This course is for grade 12 students, whose test scores on the Postsecondary Educational Readiness Test (PERT) are at or below the established cut scores for mathematics, indicating that they are not yet “college ready” in mathematics or need some additional instruction in content to prepare them for success in college level mathematics. This course incorporates the Common Core Standards for Mathematical Practices as well as the following Common Core Standards for Mathematical Content: Expressions and Equations, The Number System, Functions, Algebra, Geometry, Number and Quantity, Statistics and Probability, and the Common Core Standards for High School Modeling. The standards align with the Mathematics Postsecondary Readiness Competencies deemed necessary for entry-level college courses.

Mathematical Analysis/ Functions*Prerequisite: Algebra 2*

Mathematical Analysis is designed to continue the study of mathematics after the successful completion of Algebra 2. Includes an in-depth study of Systems and Matrices, Sequences, and Series, and Probability (Including Permutations and Combinations). Analysis of Functions is designed to continue the study of mathematics after the successful completion of Algebra 2. It includes an in-depth study of the family of functions (e.g. Polynomial, Rational, Exponential, Logarithmic, Trigonometric, Step, and Absolute Value).

MAT 1033 Intermediate Algebra (dual enrollment, Semester Course)*Prerequisite: Post-Secondary Ready Scores and 3.0 GPA*

The major topics include sets, linear equations and inequalities with applications, absolute value, polynomials and factoring, rational expressions with applications, exponents, roots and radicals, quadratic equations with applications, relations and functions, graphs and systems of linear equations and inequalities. This course can count as an elective towards the A.A. degree requirements.

Notes:

- The final grade for this course will post on the student’s high school and college transcript.
- Completion of this course with a D or higher will calculate as one-half (.5) credit for Math on the high school transcript.
- Completion of this course with a C or higher will calculate as four (4) college credit hours on the college transcript.

MAC 1105 College Algebra (dual enrollment, semester course) Grade Level: 11-12 only

Prerequisite: Post-Secondary Ready Scores or completion of MAT1033 and 3.0 GPA

The major topics included in this course are linear equations and inequalities; quadratic equations and inequalities; relations and functions; graphs; systems of equations and inequalities; exponential and logarithmic functions; and applications. A review of algebraic techniques is also included in this course as well as a review of polynomials, factoring, exponents, roots and radicals.

Notes:

- The final grade for this course will post on the student's high school and college transcript.
- Completion of this course with a D or higher will calculate as one (1.0) credit for Math on the high school transcript.
- Completion of this course with a C or higher will calculate as three (3) college credit hours on the college transcript.

SCIENCE COURSES

Science – 3 credits required for high school graduation			
Typical Course Progressions			
9th grade	10th grade	11th grade	12th grade
Integrated Science	Environmental Science	Biology 1	Anat. & Physiology or Chemistry 1
Environmental Science	Biology 1	Chemistry 1	Anat. & Physiology or Physics 1
Physical Science Honors * Bio 1 completed in middle school & no Alg 1 credit completed	Chemistry 1 Honors	Physics 1 Honors	AP Chemistry & Chem 2, AP Physics & Physics 2, AP Env. Science, or AP Biology/Genetics
Biology 1 Honors	Chemistry 1 Honors	Physics 1 Honors	AP Chemistry & Chem 2, AP Physics & Physics 2, AP Env. Science, or AP Biology/Genetics
Chemistry 1 Honors * completed Bio 1 Hon & Alg 1 in middle school	Physics 1 Honors	AP Env. Science	AP Chemistry & Chem 2, AP Physics & Physics 2, or AP Biology/Genetics

Integrated Science

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. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006).

Physical Science

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. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models.

Environmental Science

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. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models. Laboratory investigations in the high school classroom should 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 should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data.

Biology I

Prerequisite: Physical Science or Environmental Science

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. Laboratory investigations in the high school classroom should 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 should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data.

Biology I Honors

Prerequisite: Physical Science or Environmental Science

Placement data guide: Science FCAT/FSA Level 3-5 and/or Teacher Recommendation

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

AP Biology/Genetics

Prerequisite: Biology and Chemistry

Placement data guide: Teacher Recommendation

An introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry based investigations that provide students with opportunities to apply the science practices.

Chemistry I

Prerequisite: Biology

This course is designed to serve as a foundation for the study of Chemistry. The utilization of scientific inquiry, web 2.0 tools, interactive experiences, higher order thinking, collaborative projects, real world application through labs and a variety of assessments all aid the student in ultimately demonstrating a vast understanding of the importance of Chemistry in the world around them; enabling them to apply these properties to their everyday lives.

Chemistry I Honors

Placement data guide: Biology EOC Level 3-5 and/or Teacher Recommendation

This course is designed to serve as a foundation for the study of Chemistry. The utilization of scientific inquiry, web 2.0 tools, interactive experiences, higher order thinking, collaborative projects, real world application through labs and a variety of assessments all aid the student in ultimately demonstrating a vast understanding of the importance of Chemistry in the world around them; enabling them to apply these properties to their everyday lives.

AP Chemistry/Chemistry 2

Prerequisite: Chemistry and Algebra 2

Placement data guide: Teacher Recommendation

Provides students with a college-level foundation to support future advanced course work in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. This course requires that 25 percent of the instructional time provides students with opportunities to engage in laboratory investigations. This includes a minimum of 16 hands-on labs, at least six of which are inquiry based.

Physics I

Prerequisite: Biology and Algebra I

Placement data guide: Algebra EOC Level 4-5 and/or Teacher Recommendation

School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should 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 should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data.

Physics I Honors

Placement data guide: Algebra EOC Level 4-5 and/or Teacher Recommendation

Prerequisite: Biology EOC Level 3 or higher and Algebra I EOC Level 3 or higher

School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should 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 should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data.

AP Physics/Physics 2

Prerequisite: Algebra II EOC Level 3 or higher

Placement data guide: Teacher Recommendation

Algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry based investigations that provide students with opportunities to apply the science practices.

AP Environmental Science

Prerequisite: Algebra II EOC Level 3 or higher

Placement data guide: Teacher Recommendation

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science.

Anatomy and Physiology

Prerequisite: Biology

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. Laboratory investigations in the high school classroom should 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 should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data.

SOCIAL STUDIES COURSES

Social Studies – 3 credits required for high school graduation			
Typical Course Progressions			
9th grade	10th grade	11th grade	12th grade
World History	African-American History and History of Vietnam	US History	US Government and Economics
World History Honors or AP World History	African-American History and History of Vietnam	US History Honors, AP US History, or AMH2010 & AMH2020	US Government and Economics or AP Econ

World History

Consists of the following content area strands: World History, Geography and Humanities. Students will be exposed to historical periods from the Middle Ages to the beginning of the 21st Century. Students will utilize written and verbal skills to explain the causes and effects of global events. Students will learn how to interpret primary and secondary sources to better understand the ideas, events and people that have helped shape our world.

World History Honors

Placement data guide: FSA Level 3-5 and/or Teacher Recommendation

Offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

AP World History

Placement data guide: FSA Level 3-5 and/or Teacher Recommendation

Focuses on developing students' abilities to think conceptually about world history from approximately 8000 BCE to the present and apply historical thinking skills. Five themes of equal importance — focusing on the environment, cultures, state-building, economic systems, and social structures — provide areas of historical inquiry for investigation across different periods and regions. AP World History encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions. Students will develop historical-based writing skills that include interpreting primary source documents, analyzing continuities and change over time and identifying comparisons and contrasts.

US History

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 are 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. Students have the opportunity to review fundamental ideas and events which occurred before the end of Reconstruction with emphasis placed on the relationship between cause and effect in historical events.

US History Honors

Placement data guide: FSA Level 3-5 and/or Teacher Recommendation

Offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

Advanced Placement (AP) US History

Placement data guide: FSA Level 3-5 and/or Teacher Recommendation

Focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and an understanding of content learning objectives organized around seven themes, such as identity, peopling, and America in the world. In line with college and university U.S. history survey courses' increased focus on early and recent American history and decreased emphasis on other areas, the AP U.S. History course expands on the history of the Americas from 1491 to 1607 and from 1980 to the present. It also allows teachers flexibility across nine different periods of U.S. history to teach topics of their choice in depth.

AMH 2010 United States History to 1865 (dual enrollment, semester Course)

Prerequisite: Post-Secondary Ready Scores and 3.0 GPA

This course emphasizes African, European, and Native American backgrounds, the Revolution, Articles of Confederation, U.S. Constitution, problems of the new republic, sectionalism, westward expansion, slavery and the Civil War. (CBE). The course includes reading and writing competencies. This course serves to meet the Gordon Rule writing requirement.

Notes:

- The final grade for this course will post on the student's high school and college transcript.
- Completion of this course with a D or higher will calculate as one (1.0) credit for Social Studies on the high school transcript.
- Completion of this course with a C or higher will calculate as three (3) college credit hours on the college transcript.

AMH 2020 United States History 1865- present (dual enrollment, semester Course)

Prerequisite: Post-Secondary Ready Scores and 3.0 GPA

This course includes the Reconstruction, growth of big business, the Agrarian Revolt, Latin American affairs, the progressive movement, World War I, and political, economic, and world affairs since World War II. The course includes reading and writing competencies. This course serves to meet the Gordon Rule writing requirement.

Notes:

- The final grade for this course will post on the student's high school and college transcript.
- Completion of this course with a D or higher will calculate as one (1.0) credit for Social Studies on the high school transcript.
- Completion of this course with a C or higher will calculate as three (3) college credit hours on the college transcript.

American Government (Semester 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.

American Government Honors (Semester Course)

Placement data guide: FSA Level 3-5 and/or Teacher Recommendation

Offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

Economics with Financial Literacy (Semester 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.

AP Microeconomics and AP Macroeconomics

Placement data guide: FSA Level 3-5 and/or Teacher Recommendation

Microeconomics – Introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

Macroeconomics – Introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

Note: Students must take both AP Microeconomics and AP Macroeconomics and pass the AP exam to receive college credit for the course.

African American History (Semester course)

Required course: 10th grade

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

History of the Vietnam War (Semester course)**Required course: 10th grade**

Consists of the following content area strands: United States History, World History, Civics and Government, Geography, and Humanities. The primary content emphasis for this course pertains to the study of the chronological development of the Vietnam War by examining the political, economic, social, religious, military and cultural events that affected the war. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the progression of the war including, but not limited to, an analysis of the United States military effort and makeup in the war, an evaluation of the role of the United States home front, interpretations of the effects of the media, film and literature during and after the war, a judgment of crucial decisions made during the Vietnam War and an analysis of the resulting impact of the conflict.

SOCIAL STUDIES ELECTIVE COURSES**AP Human Geography**

Placement data guide: FSA Level 4-5 and/or Teacher Recommendation

Equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

AP European History

Placement data guide: FSA Level 4-5 and/or Teacher Recommendation

Focuses on developing students' abilities to think conceptually about European history from approximately 1450 to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance—Interaction of Europe and the World, Poverty and Prosperity, Objective Knowledge and Subjective Visions, States and Other Institutions of Power, and Individual and Society—provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.

Sociology (Semester course)

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

Psychology (Semester course)

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.

AP Psychology

Placement data guide: FSA Level 4-5 and/or Teacher Recommendation

Prerequisite: Psychology and Sociology

Introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of

behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.

Law Studies (Semester course)

Consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. 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. Content should include, but is not limited to, the need for law, the basis for our legal system, civil and criminal law, adult and juvenile courts, family and consumer law, causes and consequences of crime, individual rights and responsibilities, and career opportunities in the legal system.

SLS 1103 Strategies for Student Success (Semester course)

Prerequisite: 3.0 GPA or 2.5 GPA and Post-Secondary Ready Scores

This survey course is designed to assist students in developing skills that will help them succeed in college, career, and life. This course will emphasize how basic academic success skills can be applied in a knowledge-based economy. Included in this course are problem solving, communication skills, work ethics, introduction to information literacy and other related topics. This course must be taken during a students' first semester of dual enrollment. It can be taken at the same time as other dual enrollment courses.

Notes:

- The final grade for this course will post on the student's high school and college transcript.
- Completion of each course with a D or higher will calculate as one-half (.5) credit for Electives on the high school transcript.
- Completion of each course with a C or higher will calculate as three (3) college credit hours on the college transcript

NAVY JUNIOR RESERVE OFFICER TRAINING COURSES (JROTC)**Naval Science I****Grade Level: 9-11**

The purpose of this course is to introduce students to the precepts of citizenship, the elements of leadership, and the value of scholarship in attaining life goals. This course will also enable students to develop appreciation for the heritage and traditions of America, to recognize the importance of the role of sea power in America's future, and to develop a sense of pride in his/her organization, associates, and self. These elements are pursued at a fundamental level. Students are required to adhere to uniform guidelines as part of this course. Students are strongly encouraged to participate in various ROTC activities outside of the traditional classroom and school day.

Naval Science II

Prerequisite: Naval Science I, ROTC Instructor Recommendation

The purpose of this course is to engender a sound appreciation of the heritage and traditions of America, with recognition that the historically significant role of sea power will be important in America's future. This course will also enable students to develop a sense of pride in his/her organization, associates, and self. This course will further enable students to develop understanding of maritime geography as it relates to our natural resources, land forms, climate, soil, bodies of water, people, governments, the military, and geopolitics. Students are required to adhere to uniform guidelines as part of this course. Students are strongly encouraged to participate in various ROTC activities outside of the traditional classroom and school day.

Naval Science III

Prerequisite: Naval Science II, ROTC Instructor Recommendation

The purpose of this course is to enable students to further develop understanding the importance of sea power and national security, naval operations and support functions, military law, international law, and the sea. This course will also enable students to develop understanding of the technical area of naval science study. Students are required to adhere to uniform guidelines as part of this course. Students are strongly encouraged to participate in various ROTC activities outside of the traditional classroom and school day.

Naval Science IV

Prerequisite: Naval Science III, ROTC Instructor Recommendation

The purpose of this course is to enable students to develop leadership skills including knowledge of individual needs and group dynamics, leadership principles and responsibilities, and effective communication strategies. Students are required to adhere to uniform guidelines as part of this course. Students are strongly encouraged to participate in various ROTC activities outside of the traditional classroom and school day.

PERFORMING and FINE ARTS COURSES**Drawing I**

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

Drawing II

Prerequisite: Drawing I

Students develop and refine technical skills and create 2-D compositions with a variety of media in drawing. Student artists will 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.

Ceramics/Pottery I

Grade Level: 10-12

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

Ceramics/Pottery II

Grade Level: 11-12

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

AP Studio Art: 2D Design Portfolio

Grade Level: 12

The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year. The AP Studio Art Program consists of three portfolios, 2-D Design, 3-D Design and Drawing, corresponding to the most

common college foundation courses. Students may choose to submit any or all of the Drawing, Two-Dimensional Design, or Three-Dimensional design portfolios. AP Studio Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions.

Band I

Grade Level: 9-12

This year-long, entry-level class, designed for students having little or no previous band experience with woodwind, brass, and/or percussion instruments, promotes the enjoyment and appreciation of music through performance of high-quality, beginning wind and percussion literature from different times and places. Rehearsals focus on the development of critical listening/aural skills; rudimentary instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.

Band II

Prerequisite: Band I

This year-long, beginning-level class, designed for students with at least one year of woodwind, brass, and/or percussion ensemble experience, promotes the enjoyment and appreciation of music through performance of high-quality wind and percussion literature. Rehearsals focus on the development of critical listening skills, instrumental and ensemble technique and skills, expanded music literacy, and aesthetic awareness culminating in periodic public performances.

Band III

Prerequisite: Band II

This year-long, formative class, designed for students ready to build on skills and knowledge previously acquired in a middle or high school instrumental ensemble, promotes the enjoyment and appreciation of music through performance of high-quality, intermediate-level wind and percussion literature. Rehearsals focus on development of critical listening/aural skills, individual musicianship, instrumental technique, refinement of ensemble skills, and aesthetic engagement culminating in periodic public performances.

Band IV

Prerequisite: Band III

This year-long, intermediate-level course, designed for students who demonstrate proficiency in woodwind, brass and/or percussion techniques, music literacy, critical listening/aural skills, and ensemble performance skills, promotes greater engagement with and appreciation for music through performance and other experiences with a broad spectrum of music, as well as creativity through composition and/or arranging. Study includes cultivation of well-developed instrumental ensemble techniques and skills, music literacy and theory, and deeper aesthetic engagement with a wide variety of high-quality repertoire.

Marching Band

Placement data guide: Student Audition Required

Students will participate in activities of their school's marching band. Activities may include, but are not limited to, the study of the chosen program of music for the season, rehearsals of the marching routine to accompany music. There are a variety of ways that students may participate and earn credit in this course. Some students may play instruments, some may work with flags, batons, or other apparatus, some may be dancers, etc.

Guitar I

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

explore the careers and music of significant performers in a variety of styles. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

Guitar II

Prerequisite: Guitar I

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

Chorus I

This year-long, entry-level class, designed for students with little or no choral experience, promotes the enjoyment and appreciation of music through performance of beginning choral repertoire from a variety of times and places. Rehearsals focus on the development of critical listening skills; foundational instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.

Chorus II

Prerequisite: Chorus I

This year-long, beginning-level class, designed for students with one year of experience or less in a choral performing group, promotes the enjoyment and appreciation of music through performance of basic, high-quality choral music. Rehearsals focus on the development of critical listening/aural skills; foundational instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.

Chorus III

Prerequisite: Chorus II

This year-long, formative class, designed for students with previous participation in a school chorus who have basic knowledge of note-reading and vocal technique, concentrates on providing students opportunities to strengthen existing skills in critical listening, vocal techniques, and ensemble performance using high-quality three- and four-part choral literature. Rehearsals focus on gaining independence in music literacy and aesthetic engagement through critical listening and thinking skills.

Chorus IV

Prerequisite: Chorus III

This year-long, intermediate-level class is designed for students with previous participation in a high school chorus and moderate skills in critical listening, vocal techniques, music literacy, and choral performance. Rehearsals focus on enhancing these skills and students' aesthetic engagement with music through a variety of high-quality three- and four-part choral literature, providing students with the means to learn how to reflect and use a combination of analytical, assessment, and problem-solving skills consistently to improve their own and others' performance.

Vocal Ensemble

Grade Level: 10-12

Suggestions: Student Audition Required

Students with extensive vocal ensemble experience refine their critical listening, music literacy, and ensemble skills through the study, rehearsal, and performance of high-quality, advanced literature. Students use reflection and problem-solving skills with increasing independence to improve their performance and musical expressivity. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Choral Register

Grade Level: 10-12

Suggestions: Student Audition Required

Students build and refine technical and expressive skills through the study, rehearsal, and performance of high-quality literature for singers in a similar vocal range. As singers explore three- and four-part literature in its historical and cultural context, they develop advanced musicianship and choral ensemble skills. In keeping with the rigor expected in an Honors course, students undertake independent study that includes synthesis of learning and experience. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Music 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.

PRACTICAL ARTS – DIGITAL MEDIA COURSES**Digital Information Technology****Grade Level: 9-10**

This course is designed to provide an introduction to information technology concepts and careers as well as the impact information technology has on the world, people, and industry and basic web design concepts. The content includes information technology career research; operating systems and software applications; electronic communications including e-mail and Internet services; basic HTML, DHTML, and XML web commands and design; emerging technologies, and Web page design.

Digital Media Fundamentals

Prerequisite: Introduction to Information Technology

This course introduces students to the essential concepts, components, terminology, and knowledge about digital media, software applications, and delivery systems. This course offers students the opportunity to become certified in Adobe Photoshop.

Digital Media Production Systems

Prerequisite: Digital Media Fundamentals

This course introduces students to the digital video and audio authoring environments, equipment, and software applications. Content includes management aspects of creating, saving, and distributing digital assets. This course offers students the opportunity to become certified in Adobe Dreamweaver.

Digital Media Delivery Systems

Prerequisite: Digital Media Production Systems

This course introduces students to the digital video and audio delivery media and associated protocols. Content includes technical aspects of evolving and emerging technologies used in the delivery of digital content.

PRACTICAL ARTS – ENGINEERING COURSES**Introduction to Engineering Design****Grade Level: 9-10**

Prerequisite: Successful completion of Algebra 1

Scheduling guidelines: This course is part of the Engineering magnet program course progression. Students in the Engineering program are required to complete this course. Non-engineering students may take the course, if there are seats available after Engineering students are scheduled into the course.

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

Principles of Engineering

Prerequisite: Introduction to Engineering

Scheduling guidelines: This course is part of the Engineering magnet program course progression. Students in the Engineering program are required to complete this course. Non-engineering students may take the course, if there are seats available after Engineering students are scheduled into the course.

This course helps students understand the field of engineering/engineering technology and prepares them for postsecondary engineering programs by developing a more in-depth mastery of the required knowledge and skills in mathematics, science, and technology. Through problem-based learning strategies, students study key engineering topics, including mechanisms, energy sources, energy applications, machine control,

fluid power, statics, material properties, material testing, statistics, and kinematics. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change. This course offers students the opportunity to become certified in the AutoCad computer program.

Digital Electronics

Prerequisite: Principals of Engineering

Scheduling guidelines: This course is part of the Engineering magnet program course progression. Students in the Engineering program are required to complete this course. Non-engineering students may take the course, if there are seats available after Engineering students are scheduled into the course.

This is a course in applied logic that encompasses the application of electronic circuits and devices. Students are exposed to the design process of combinational and sequential logic design, teamwork, communication methods, engineering standards, and technical documentation. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices.

Civil Engineering and Architecture

Prerequisite: Digital Electronics

Scheduling guidelines: This course is part of the Engineering magnet program course progression. Non-engineering students may take the course, if there are seats available after Engineering students are scheduled into the course. This course provides an overview of the fields of Civil Engineering and Architecture, while emphasizing the interrelationship and dependence of both fields on each other.

Students use state of the art software to solve real world problems and communicate solutions to hands-on projects and activities. This course covers topics such as the Roles of Civil Engineers and Architects, Project Planning, Site Planning, Building Design, and Project Documentation and Presentation.

ASC 1000 Principles of Aeronautical Science /ASC 2560 Unmanned Aircraft Systems (dual enrollment, semester courses)

Grade Level: 11 or 12

Prerequisite: 3.0 GPA

This course introduces students to Unmanned Aerial Systems (UAS) and offers a survey of current UAS platforms and applications. Students will learn UAS terminology, regulations, challenges with civilian airspace integration and operational theory. Operational issues, including crew and asset coordination, will be covered via hands-on flight operations in a controlled environment to examine missions that students could see in day-to-day UAS operations.

Notes:

- The final grade for this course will post on the student's high school and college transcript.
- Completion of each course with a D or higher will calculate as one-half (.5) credit for Electives on the high school transcript.
- Completion of each course with a C or higher will calculate as three (3) college credit hours on the college transcript.

PHYSICAL EDUCATION COURSES**Health Opportunities through Physical Education (HOPE)**

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. Students will realize the full benefit of this course when it is taught with an integrated approach. In addition to the physical education content represented in the benchmarks below, specific health education topics within this course include, but are not limited to: Mental/Social Health, Physical Activity, Components of Physical Fitness, Nutrition and Wellness Planning, Diseases and Disorders, Health Advocacy, First Aid/CPR, Alcohol, Tobacco, and Drug Prevention, Human Sexuality including Abstinence and HIV, Internet Safety

Aerobics (Semester course)

The purpose of this course is to provide more in-depth instruction of the fundamental skills, tactics, rules and etiquette in aerobics. 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 aerobics. Participate in course activities will continue to enhance healthy behaviors that influence students to participate in physical activities throughout their life.

Fitness Issues for Adolescence (Semester course)

The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement as it relates to fitness issues for adolescence. The integration of fitness concepts throughout the content is critical to the success of this course.

Personal Fitness (Semester course)

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.

Soccer (Semester course)

The purpose of this course is to provide more 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. 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 soccer strategy. Participate in course activities will continue to enhance healthy behaviors that influence students to participate in physical activities throughout their life.

Sports Officiating (Semester course)

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

Track and Field (Semester course)

The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement as it relates to track and field. The integration of fitness concepts throughout the content is critical to the success of this course.

Weight Training 1 (Semester course)

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.

WORLD LANGUAGE COURSES

Latin I

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

Latin II

Prerequisite: Latin I

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

Spanish I

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.

Spanish II

Prerequisite: Spanish I

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.

Spanish III Honors

Prerequisite: Spanish II

Placement data guide: Teacher Recommendation

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

AP Spanish

Placement data guide: Teacher Recommendation

Course takes on a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. Students should learn language structures in context and use them to convey meaning. The AP course strives to provide both fluency and accuracy in language use and not overemphasize grammatical accuracy at the expense of communication. This course is taught in target language.

SPECIAL PROGRAM COURSES**Advancement Via Individual Determination (AVID) I, II, III, IV****Grade level: 9-12th***Pre-requisite beyond AVID I: Successful completion of prior AVID course level*

Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction that utilizes a rigorous college-preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. AVID is a nationally-recognized program that includes four courses AVID I, II, III, IV. Each course is designed to engage students in activities centered around exploring college and career opportunities and their own agency.

Leadership Techniques (GEAR-UP Program elective)*Pre-requisite: Enrollment in GEAR-UP Program*

This course will provide an in-depth study of the leadership techniques of decision making, problem solving, meeting skills, communication, group conflict reduction, time and stress management, evaluation, team building, group dynamics, motivational strategy, and the role of leadership in a democratic society. The content should include, but not be limited to, the following: Development in areas such as self-esteem, goal setting, and character building. Enhanced leadership skills and the ability to function in both a group setting and the community

Executive Intern**Grade Level: 12 only***Prerequisites: Application, successful completion of Dual Enrollment coursework, minimum cumulative GPA of 2.7, references, no discipline referrals and administrative approval required*

The purpose of this course is to provide a practical introduction to the work environment through authentic work experience in the school's offices during the school day.

Learning Strategies

The purpose of this course is to enable students with disabilities to acquire and generalize strategies and skills across academic, community, and employment settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).