

# ATLANTIC HIGH SCHOOL PROGRAM OF STUDIES



2024-2025



# VOLUSIA COUNTY SCHOOLS

## *The School Board of Volusia County*

Mrs. Anita Burnette

Mrs. Jessie Thompson

Mr. Carl Persis

Mr. Ruben Colon

Ms. Jamie Haynes

## **Superintendent of Schools**

Dr. Carmen Balgobin

## **Vision Statement**

*Ensuring all students receive a superior 21<sup>st</sup> century education.*

## **Mission Statement**

*Volusia County Schools will ignite a passion for learning by providing a challenging, creative curriculum in a safe, supportive environment where students reach their highest potential.*

**The information contained in this booklet is subject to change at any time due to changes in legislation and School Board policy.**





# High School Graduation Overview



## Grade Classification

To be promoted to the following grade, students must earn the number of credits and meet the requirements listed below:

Freshman	Promotion from 8th Grade
Sophomore	5 Credits
Junior	11 Credits
Senior	17 Credits

## Grading Scale

Courses taken are graded on the following scale:

90 - 100%	Outstanding Progress	A
80 - 89%	Above Average Progress	B
70 - 79%	Average Progress	C
60 - 69%	Unacceptable Progress	D
0 - 59%	Failure	F

## Graduation Honors

- |                   |                         |
|-------------------|-------------------------|
| • Summa Cum Laude | 3.9 Grade Point Average |
| • Magna Cum Laude | 3.7 Grade Point Average |
| • Cum Laude       | 3.5 Grade Point Average |

## Honor Roll

Students may earn Honor Roll recognition by meeting the following criteria:

- an average of 3.0 or above quality points;
- no more than one C;
- no letter grade below C;
- all conduct grades of 1.

# Diploma Tracks

## Standard 24 Credit Program

This program requires students to take 24 credits in the subject areas of English, Mathematics, Science, Social Studies, Fine or Performing Arts, and a Physical Education course.

- 4 Credits in English
  - Standard English 1- English 4
  - English honors, AP, AICE, and dual enrollment courses may satisfy this requirement.
  - Students must pass the Grade 10 statewide, standardized ELA assessment or earn a concordant score on the ACT or SAT
- 4 Credits in Mathematics
  - Requirements include a course in Algebra 1 with a passing score on the EOC and a course in Geometry and the required EOC that will be with 30% of the final average
- 3 Credits in Science
  - Requirements include:
    - Biology with an EOC of 30% of the final average
    - One must be a physical science course (Earth/Space, Chemistry, or Physics)
- 3 Credits in Social Studies
  - Requirements include
    - 1 credit of World History
    - 1 credit of US History with an EOC of 30% of the final average
    - .5 credit of Economics with Financial Literacy
    - .5 credit of US Government
- World Languages
  - Not required for high school graduation, but required for admission into state universities
- 1 Credit in Fine and Performing Arts
- 1 Credit in Physical Education
  - .5 in Personal Fitness
  - .5 in any other PE course
- 7.5 Elective Credits
- Students must earn a 2.0 grade point average on a 4.0 scale.

## Graduation Requirement beginning with 2023-2024 9<sup>th</sup> grade cohort and thereafter.

- .5 credit - Personal Finance and Money Management

## 18 Credit Option Diploma

Students opting to work toward an 18-credit diploma will have similar requirements as the traditional program, except the following:

- no credit in Physical Education
- no online course requirement
- three electives instead of eight
- All other graduation requirements for a standard diploma must be met per cohort group

### **Scholar Designation**

The Scholar Designation is awarded based on the following criteria:

- 1 credit in Algebra 2
- 1 credit in Statistics or an equally rigorous math course
- Pass the Biology 1 EOC
- Pass the Geometry EOC
- 1 credit in Chemistry or Physics
- 1 credit in a science course equally rigorous to Chemistry or Physics
- Pass the US History EOC
- 2 credits in the same world language.
- Earn at least one credit in AP, Cambridge, or dual enrollment

**The Merit Designation** is awarded based on the following criteria:

- Meeting the 24-credit standard high school diploma AND
- Attain at least one or more industry certifications

### **Florida Seal of Biliteracy**

The Florida Seal of Biliteracy identifies students who have attained a certain level of proficiency in at least 2 languages by high school graduation. Its purpose is to recognize students who have learned language(s) in school, as well as those who have acquired language(s) outside of school.

The intention is to encourage our 21st century students to be prepared with the skills that will benefit them in the global marketplace, to recognize the value of world languages and cultures and to honor the diverse languages and cultures within our own community.

Students who have attained the Gold or Silver Seal of Biliteracy will receive the appropriate seal(s) for their diplomas. The following designations will also be printed on their high school transcripts:

- “G” for Gold Seal of Biliteracy
- “S” for Silver Seal of Biliteracy
- “B” for students who have earned 2 or more Seals of Biliteracy (demonstrated proficiency in 2 or more languages, in addition to English).

#### **Requirements:**

- Gold Seal of Biliteracy: 4 or 5 on FSA plus 4 credits (3.0+) in a world language or the appropriate score on any of the approved assessments or portfolio.
- Silver Seal of Biliteracy: 3 on FSA plus 4 credits (3.0+) in a world language or the appropriate score on any of the approved assessments or portfolio.

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## ART

### TWO-DIMENSIONAL ART COURSES:

<b>0101300</b>	<b>TWO-DIMENSIONAL STUDIO ART 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Performing Fine Arts

The purpose of this course is to sharpen powers of observation and develop art skills by experimenting with wet and dry media, techniques, and drawing approaches to record ideas and to transfer concepts to painting, printmaking, collage, and/or design. Students sketch, plan, practice, and manipulate the structural elements of art; use research information; visualize imaginative ideas; and improve mark-making skills that are fundamental to all visual art imagery. Ethical use of art content is stressed. Through the critique process, students evaluate and respond to their own work and the work of others. This course incorporates hands-on activities, sketchbook journaling, and consumption of art materials.

<b>0104340</b>	<b>DRAWING 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Performing Fine Arts

The purpose of this course is to emphasize the creation and communication of symbols, ideas, and concepts, sharpen powers of observation, and incorporate cultural and historical connections in a variety of two-dimensional (2-D) works. Students practice sketching, experiment with wet and dry drawing media and techniques for approaches to drawing problems, develop critical thinking skills, and improve mark-making which is fundamental to all visual arts imagery. Figure drawing is introduced, and career and real-world applications will be investigated. Ethical use of art content is stressed. Through the critique process, students evaluate and respond to their own work and the work of others. This course incorporates hands-on activities and consumption of art materials.

<b>0104350</b>	<b>DRAWING 2</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Drawing 1
	Type of Credit:	Performing Fine Arts

The purpose of this course is to develop and refine mark-making, technical, and media skills and create 2-D compositions in which objects are imitated or altered in appearance with changes in lighting and/or artist viewpoint. Students sketch, manipulate, and practice creating subjective and objective drawings based on the structural elements of art, the organizational principles of design, observation, spatial relationships, visualization, reinvention, and research. Compositions incorporate conceptual or informational ideas from still life, landscape, figures, and/or architecture. Through the critique process, students evaluate and respond to their own work and the work of others. This course incorporates hands-on activities and consumption of art materials.

<b>0108370</b>	<b>DIGITAL ART IMAGING 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Performing Fine Arts

The purpose of this course is to explore the fundamental concepts, terminology, techniques, and applications of digital imaging as they relate to the development, creation, and display of graphic and fine art works. Students produce digital still images through the single or combined use of computers, digital cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Additional content includes the interrelationship between digital arts and other art forms and subjects; legal and ethical responsibilities; cooperative skills; and connections to history, culture, and real-world applications. Journals/sketchbooks contain developing ideas based on the structural elements, research, and notes to support the creative process. Through critiques, students evaluate and respond to their own work and the work of others to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

<b>0108380</b>	<b>DIGITAL ART IMAGING 2</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Performing Fine Arts

The purpose of this course is to develop and expand concepts, terminology, techniques, and applications for the creative process to design, print, and display original two-dimensional graphic and fine works of art. As students become more adept at using the tools and techniques available to them, they design digital still and/or animated images through the single or combined use of computers, digital cameras, scanners, software (i.e., photo editing, drawing, painting, animation, presentation, etc.), graphic tablets, printers, new media, and emerging technologies. Journals/sketchbooks contain compositional ideas based on the structural elements, research, documentation, and notes to support the creative process. Additional content includes the interrelationship between digital arts and other art forms and subjects; legal and ethical responsibilities; cooperative skills; and connections to history, culture, and real-world applications. Through the critique process, students evaluate and respond to their own designs and images and the work of others to measure artistic growth with increasing sophistication. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

<b>0109320</b>	<b>PORTFOLIO DEVELOPMENT: TWO-DIMENSIONAL DESIGN HONORS</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Art Teacher Recommendation and must have a level 1 course.
	Type of Credit:	Performing Fine Arts

The purpose of this course is to work in a self-directed environment toward the development of a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in drawing, painting, printmaking, mixed media, traditional photography, digital photography, and/or new media and emerging technologies that demonstrate understanding of design principles as applied to a 2-dimensional surface. Students regularly reflect on aesthetics and art issues individually and in a group and manipulate the structural elements of art and organizational principles of design to create 2-dimensional works of art that are progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision, artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving abilities based on structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. Participation in the Annual AP/Honors Art Exhibit, with artist statement, is an expectation of the course. This course incorporates hands-on activities and consumption of art materials.

### **THREE-DIMENSIONAL ART COURSES:**

<b>0101330</b>	<b>THREE-DIMENSIONAL STUDIO ART 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Performing Fine Arts

The purpose of this course is to 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) using 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 and use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. Cultural and historical connections will be covered, as well as career and real-world applications. This course incorporates hands-on activities, journaling, and consumption of art materials.

<b>0101340</b>	<b>THREE-DIMENSIONAL STUDIO ART 2</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Three-Dimensional Studio
	Type of Credit:	Art 1 Performing Fine Arts

The purpose of this course is to explore spatial relationships using nonobjective, abstract, or representational forms, products, or structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, and/or building arts. 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 form. Students in the 3-D art studio focus on the use of safety procedures for process, media, and techniques and use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. Cultural and historical connections will be covered, as well as career and real-world applications. This course incorporates hands-on activities, journaling, and consumption of art materials.

<b>0102300</b>	<b>CERAMICS/POTTERY 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Performing Fine Arts

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) using 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, journaling, and consumption of art materials.

<b>0102310</b>	<b>CERAMICS/POTTERY 2</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Ceramics/Pottery 1
	Type of Credit:	Performing Fine Arts

Students explore spatial relationships using 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, journaling, and consumption of art materials.

<b>0102320</b>	<b>CERAMICS/POTTERY 3 HONORS</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Ceramics/Pottery 2/Teacher
	Type of Credit:	Recommendation Performing Fine Arts

Students communicate a sense of 4-D, motion, and/or time, based on creative use of spatial relationships and innovative treatment of space and its components. Instruction may include content in ceramics, pottery, or other related media. Students address 4-D, the inter-relatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium (i.e., natural, artificial, or reflective), or flexible, entered, or activated space. Other concepts for exploration include tension, compression or expansion, intrusions or extrusions, grouping, proximity, containment, closure, contradiction, and continuity. Ceramic and/or pottery artists experiment with processes, techniques, and media, which may include, but are not limited to, casting and kiln-firing techniques, and mold making. 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. Participation in the Annual AP/Honors Art Exhibit, with artist statement, is an expectation of the course. This course incorporates hands-on activities, journaling, and consumption of art materials.

### **ADVANCED ART COURSES:**

<b>0109330</b>	<b>PORTFOLIO DEVELOPMENT: THREE-DIMENSIONAL DESIGN HONORS</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Art Teacher Recommendation
	Type of Credit:	Performing Fine Arts

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

☆0104300	<b>ADVANCED PLACEMENT STUDIO ART: DRAWING PORTFOLIO</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Art Teacher Recommendation
	Type of Credit:	Performing Fine Arts

The purpose of this Advanced Placement course is to give an art student the opportunity to develop quality, concentration and breadth in drawing concepts, skills, and techniques. The content should include, but not be limited to, the experiences in the development of perceptual, conceptual, and technical aspects of drawing, painting and/or printmaking. Preparation of the appropriate number of works, digital documentation and upload to The College Board site for portfolio evaluation, and presentation techniques are required in each of three portfolio sections to be evaluated by The College Board. Research analysis, sketchbook/journal, and aesthetic and historical criticism are required for this in-depth study in non-linear thinking. Participation in the Annual AP/Honors Art Exhibit, with artist statement, is an expectation of the course.

☆0109350	<b>ADVANCED PLACEMENT STUDIO ART: 2-D DESIGN PORTFOLIO</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Art Teacher
	Type of Credit:	Recommendation Performing Fine Arts

The purpose of this Advanced Placement course is to give advanced students the opportunity to develop quality, concentration and breadth in a very broad interpretation of two-dimensional (2-D) design issues. This type of visual communication involves purposeful decision-making about how to use the elements and principles of art in skillful and integrative ways. Preparation of the appropriate number of works, digital documentation, and upload to The College Board site for portfolio evaluation, and presentation techniques are required in each of three portfolio sections to be evaluated by The College Board. Participation in the Annual AP/Honors Art Exhibit, with artist statement, is an expectation of the course.

## **DANCE**

0300310	<b>DANCE TECHNIQUES 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Performing Fine Arts

This is a beginning dance course. Students will learn and perform basic dance steps and techniques in two or more dance styles, to be chosen from ballet, lyrical, jazz, theater, modern, or tap. Students will also learn dance terminology, choreography, and simple dance sequences.

0300320	<b>DANCE TECHNIQUES 2</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Dance Tech 1/Teacher
	Type of Credit:	Recommendation Performing Fine Arts

This is the continuation of Dance Technique 1. Students will learn and perform additional steps and techniques in two or more dance styles as listed above. Students will also learn additional terminology, basic choreography, and dance criticism. Participation in one aspect of a public performance will be required.

☆0300330	<b>DANCE TECHNIQUES 3 HONORS</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Dance Tech 2/Teacher Recommendation
	Type of Credit:	Performing Fine Arts

This is an intermediate level dance course. Students will learn additional dance terminology, techniques, and dances in three or more dance styles as listed in Dance Tech 1. Students will also learn how to critique dances. Participation in at least one aspect of a public performance will be part of the requirements of this course.

☆0300334	<b>DANCE TECHNIQUES 4 HONORS</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher recommendation/Contract
	Type of Credit:	Required Performing Fine Arts

This course provides large group instruction and performance experiences in standard dance techniques. Major emphasis of study will focus on continuing skill development, conceptual understanding and aesthetic appreciation needed to perform selected choreography. Activities will include recital, civic performances, etc. As an honors course, the focus will be on cooperative learning as well as individualized instruction, student leadership, a written comprehensive examination and dance skills evaluation through ensemble performance, individual solo performance, choreography experiences, and written critiques.

## **DRAMA/THEATRE**

<b>0400310</b>	<b>THEATRE 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Performing Fine Arts

This course provides experiences in the study and practice of theatre arts and literature. Students will be introduced to the fundamentals of theatre production which includes scenery construction, costuming, lighting, make-up, and the fundamentals of acting.

<b>0400320</b>	<b>THEATRE 2</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Theatre 1/Teacher Recommendation
	Type of Credit:	Performing Fine Arts

This course provides intermediate development of skills useful to the study and practice of theatre arts. The content includes instruction in reading and interpretation of dramatic literature, with an emphasis on the techniques and mechanics of acting, set, costume and lighting design (stagecraft), character analysis and portrayal; interpretive and analytical study of plays; and production of plays and dramatic presentations.

☆0400330	<b>THEATRE 3 HONORS</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Theatre 2/Teacher Recommendation
	Type of Credit:	Performing Fine Arts

This course provides opportunities for drama students to continue study in acting and production techniques. The content includes instruction in specific acting techniques and various dramatic presentations emphasizing acting theories, the practice and theory of set design, make-up, lighting, properties, and directing.

☆0400340	<b>THEATRE 4 HONORS</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation/Contract
	Type of Credit:	Required Performing Fine Arts

This course provides group instruction and performance experiences in acting and stage production. Major emphasis of study focuses on continuing development of acting skills, conceptual understanding, and aesthetic appreciation. Activities include play production, evaluation festivals, critical analysis and original work. As an honors course, the focus is on cooperative learning as well as individualized instruction, student leadership, a written comprehensive examination and evaluation of dramatic skills through ensemble performance, individual solo performance, directing experiences, and written critiques.

0400410	<b>TECHNICAL THEATRE DESIGN AND PRODUCTION 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Performing Fine Arts

This course introduces students to the fundamentals and technical aspects of theatre production, inclusive of set design and construction; developing properties, lighting design and execution and sound design.

0400420	<b>TECHNICAL THEATRE DESIGN AND PRODUCTION 2</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Technical Theatre Design and Production
	Type of Credit:	1 Performing Fine Arts

The purpose of this course is to enable students to develop fundamental skills in technical theatre design and production and apply them through practical experiences. the content should include, but not be 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 make-up; lighting and sound; artistic discipline; careers; connections between stagecraft and other subject areas. \*

0400430	<b>TECHNICAL THEATRE DESIGN AND PRODUCTION 3</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Technical Theatre Design and Production 2
	Type of Credit:	Performing Fine Arts

The purpose of this course is to enable students to develop fundamental skills in technical theatre design and production and apply them through practical experiences. The content should include, but not be 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 make-up; lighting and sound; artistic discipline; careers; connections between stagecraft and other subject areas. \*

<b>0400700</b>	<b>MUSICAL THEATRE 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation
	Type of Credit:	Performing Fine Arts

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.

## ENGLISH

<b>1001310</b>	<b>ENGLISH 1</b>	
	Offered:	Grade 9
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	English/Language Arts

Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

### **1001560                                      PRE-AICE ENGLISH LANGUAGE IGCSE**

Offered:	Grade 9, 10
Credit:	1.0
Length:	Year
Prerequisite:	None
Type of Credit:	English/Language Arts

This course is designed for learners to develop the ability to communicate clearly, accurately and effectively in both speech and writing. They learn how to employ a wide-ranging vocabulary, use correct grammar, spelling and punctuation, and develop a personal style and an awareness of the audience being addressed. Learners will also read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. This course also develops more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively.

<b>1001340</b>	<b>ENGLISH 2</b>	
	Offered:	Grade 10
	Credit:	1.0
	Length:	Year
	Prerequisite:	English 1
	Type of Credit:	English/Language Arts

Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

☆ <b>1001350</b>	<b>ENGLISH 2 HONORS</b>	
	Offered:	Grade 10
	Credit:	1.0
	Length:	Year
	Prerequisite:	English 1/English Honors 1/Teacher Recommendation
	Type of Credit:	English/Language Arts

Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines.

**Special Note:** As students' progress from one grade-level course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in their application and use. Scaffolded learning opportunities are to be provided for students to develop and apply the critical skills of discourse analysis, synthesis, and evaluation

**Honors/Advanced:** The district shall develop a description of additional requirements and more rigorous expectations, along with a description of higher text complexity to be used for honors-level achievement and learning

<b>1001370</b>	<b>ENGLISH 3</b>	
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 11 1.0 Year English 2 English/Language Arts

Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

★ <b>1001380</b>	<b>ENGLISH 3 HONORS</b>	
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 11 1.0 Year English 2/English 2 Honors English/Language Arts

Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines.

**Special Note:** As students' progress from one grade-level course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in their application and use. Scaffolded learning opportunities are to be provided for students to develop and apply the critical skills of discourse analysis, synthesis, and evaluation

**Honors/Advanced:** The district shall develop a description of additional requirements and more rigorous expectations, along with a description of higher text complexity to be used for honors-level achievement and learning.

<b>1001400</b>	<b>ENGLISH 4</b>	
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 12 1.0 Year English 3 English/Language Arts

Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

★ <b>1001410</b>	<b>ENGLISH 4 HONORS</b>	
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 12 1.0 Year English 3 or English Honors 3 or Teacher Recommendation English/Language Arts

Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines.

**Special Note:** As students' progress from one grade-level course to the next, increases should occur in the complexity of materials and tasks and in the students' independence in their application and use. Scaffolded learning opportunities are to be provided for students to develop and apply the critical skills of discourse analysis, synthesis, and evaluation.

**Honors/Advanced:** The district shall develop a description of additional requirements and more rigorous expectations, along with a description of higher text complexity to be used for honors-level achievement and learning.

☆1009400	<b>CAMBRIDGE AICE ENGLISH GENERAL PAPER – AS Level</b>	
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 10, 11, 12 1.0 Year PreAice English Language or equivalent English/Language Arts

AS Level English General Paper encourages learners to engage with a variety of topics, including knowledge and understanding gained from study of other subjects. They learn to become confident in analyzing knowledge and opinion from a variety of sources, to build arguments and to communicate through written English. The Cambridge International AS Level English General Paper enables learners to develop these skills which are of great use for further study and employment. ***Students will take the AS Level examination.***

### READING

<b>1000414A (Tier 2)</b>	<b>INTENSIVE READING 2</b>	
	Offered: Credit: Length: Prerequisite:  Type of Credit:	Grade 10 1.0 Year Level 1 or 2 on FSA ELA; See Decision Tree of the VCS K-12 Reading Plan Elective

This course is designed for 10th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard. Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data. Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

<b>1000414 (Tier 3)</b>	<b>INTENSIVE READING 2</b>	
	Offered: Credit: Length: Prerequisite:  Type of Credit:	Grade 10 1.0 Year Level 1 on FSA ELA; See Decision Tree of the VCS K-12 Reading Plan Elective

This course is designed for 10th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard. Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data. Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

<b>1000416A (Tier 2)</b>	<b>INTENSIVE READING 3</b>	
	Offered: Credit: Length: Prerequisite:  Type of Credit:	Grade 11 1.0 Year Level 1 or 2 on FSA ELA; See Decision Tree of the VCS K-12 Reading Plan Elective

This course is designed for 11th grade students reading below grade level. The course includes foundational skill standards to be used until a

student has mastered the standard. Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data. Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

<b>1000416 (Tier 3)</b>	<b>INTENSIVE READING 3</b>	
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 11 1.0 Year Level 1 on FSA ELA; See Decision Tree of the VCS K-12 Reading Plan Elective

This course is designed for 11th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard. Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data. Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

<b>1000416A (Tier 2)</b>	<b>INTENSIVE READING 4</b>	
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 12 1.0 Year Level 1 or 2 on FSA ELA; See Decision Tree of the VCS K-12 Reading Plan Elective

This course is designed for 12th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard. Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data. Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

<b>1000416 (Tier 3)</b>	<b>INTENSIVE READING 4</b>	
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 12 1.0 Year Level 1 on FSA ELA; See Decision Tree of the VCS K-12 Reading Plan Elective

This course is designed for 12th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard. Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data. Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.



## FINANCIAL LITERACY

(Graduation Requirement beginning with 2023-2024 9<sup>th</sup> grade cohort and thereafter)

### 2023-2024 9<sup>th</sup> grade cohort and thereafter)

#### 2102371

Offered:

Credit:

Length:

Prerequisite:

Type of Credit:

#### PERSONAL FINANCE AND MONEY MANAGEMENT

Grade 9, 10, 11, 12

0.5

Semester

None

Financial Literacy

#### Graduation Requirement beginning with 2023-2024 9<sup>th</sup> grade cohort and thereafter.

Personal Finance and Money Management will emphasize seven areas:

- (1) exploring how personal financial decisions are made,
- (2) understanding how wages and salaries are earned, including the types of taxes owed, and evaluating various post-secondary paths and career options;
- (3) developing personal or family budgets and exploring how to purchase goods and services by weighing the costs and benefits of those goods and services;
- (4) analyzing how interest can be earned by saving now, which allows for the purchase of more goods and services later and understanding how to compare various savings accounts and services offered through financial institutions;
- (5) determining advantages and disadvantages of credit accounts that allow for the borrowing of money to purchase goods and services while paying for them in the future, usually with interest, and short- and long-term loans;
- (6) developing understanding of planning for the future through investment accounts and retirement plans and comparing investment choices by analyzing rates of return and risk, while analyzing how diversification is one way to reduce investment risk;
- (7) recognizing that there are risks that can result in lost income, health, or identity and that those risks can be accepted, reduced, or transferred to others through the purchase of insurance.

#### 2102373

Offered:

Credit:

Length:

Prerequisite:

Type of Credit:

#### PERSONAL FINANCE AND MONEY MANAGEMENT HONORS

Grade 9, 10, 11, 12

0.5

Semester

None

Financial Literacy

## **WORLD LANGUAGES**

<b>0708340</b>	<b>SPANISH 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	World Language

The purpose of this course is to introduce students to the target language and its culture and to develop communicative skills and cross-cultural understanding. The content will include beginning skills in listening and speaking with special attention to pronunciation. An introduction to reading and writing will be included, as well as the fundamentals of grammar and culture.

<b>0708350</b>	<b>SPANISH 2</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Spanish 1
	Type of Credit:	World Language

The purpose of this course is to reinforce the fundamental skills acquired previously by the students. This course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. The content will include an expansion of listening and oral skills. Reading and writing will receive more emphasis, while oral communication remains the primary objective. This course will continue the cultural survey of Spanish-speaking people.

☆ <b>0708360</b>	<b>SPANISH 3 HONORS</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Spanish 2
	Type of Credit:	World Language

The purpose of this course is to master and expand the skills acquired previously by the students. The content will include expansion of vocabulary and conversational skills through discussions based on selected readings. Student's acquisition of grammatical concepts should be strengthened by analyzing reading selections. Contemporary vocabulary will be stressed through activities imitating the everyday life of Spanish-speaking people.

☆ <b>0708370</b>	<b>SPANISH 4 HONORS</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Spanish 3
	Type of Credit:	World Language

The purpose of this course is to extend the skills previously acquired by the students. The content will include more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There will be additional growth in vocabulary for practical purposes including writing. Reading selections will be varied.

## MATHEMATICS

To provide the best possible placement in mathematics for each student, all mathematics courses after the algebra and geometry requirements are met should be determined based on alignment to their mathematics pathway and sequence.

<b>1200370</b>	<b>ALGEBRA 1A</b>	
	Offered:	Grade 9-12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Pre-Algebra
	Type of Credit:	Math

This is the first year of a two-year Algebra 1 sequence. The purpose of this course is to develop the algebraic concepts and processes that can be used to solve a variety of real-world and mathematical problems using concrete models to explain algebraic concepts. In Algebra 1-A, instructional time will emphasize four areas: (1) extending understanding of functions to linear functions and using them to model and analyze real-world relationships; (2) solving linear equations and inequalities in one variable and systems of linear equations and inequalities in two variables; (3) building linear functions, identifying their key features and representing them in various ways and (4) representing and interpreting categorical and numerical data with one and two variables.

**Algebra 1A meets 1.0 credit for math graduation requirements, but only 0.5 credits for entrance into the state university system or Bright Futures Scholarship Program.**

<b>1200380</b>	<b>ALGEBRA 1B</b>	
	Offered:	Grade 9-12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Algebra 1A
	Type of Credit:	Math

This is the second year of a two-year Algebra 1 sequence. The purpose of this course is to develop the algebraic concepts and processes that can be used to solve a variety of real world and mathematical problems using concrete models to explain algebraic concepts. In Algebra 1-B, instructional time will emphasize four areas: (1) performing operations with polynomials and radicals and extending the Laws of Exponents to include rational exponents; (2) extending understanding of functions to quadratic and exponential functions and using them to model and analyze real-world relationships; (3) solving quadratic equations in one variable and (4) building functions, identifying their key features and representing them in various ways.

Algebra 1B meets 1.0 credit for math graduation requirements, but only 0.5 credits for entrance into the state university system or Bright Futures Scholarship Program.

**Students will be required to take the Algebra I End of Course Exam (EOC), which will constitute 30% of their overall final course grade. Students will be required to pass the state Algebra EOC for graduation purposes.**

<b>1200310</b>	<b>ALGEBRA 1</b>	
	Offered:	Grade 9-12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Pre-Algebra
	Type of Credit:	Math

The purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. In Algebra

1, instructional time will emphasize five areas: (1) performing operations with polynomials and radicals, and extending the Laws of Exponents to include rational exponents; (2) extending understanding of functions to linear, quadratic and exponential functions and using them to model and analyze real-world relationships; (3) solving quadratic equations in one variable and systems of linear equations and inequalities in two variables; (4) building functions, identifying their key features and representing them in various ways and (5) representing and interpreting categorical and numerical data with one and two variables.

**Students will be required to take the Algebra I End of Course Exam (EOC), which will constitute 30% of their overall final course grade. Students will be required to pass the state Algebra EOC for graduation purposes.**

<b>1207350</b>	<b>MATHEMATICS FOR COLLEGE LIBERAL ARTS</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Algebra 1 or equivalent and Geometry or equivalent
	Type of Credit:	Math

In Mathematics for College Liberal Arts, instructional time will emphasize five areas: (1) analyzing and applying linear and exponential functions within a real-world context; (2) utilizing geometric concepts to solve real-world problems; (3) extending understanding of probability theory; (4) representing and interpreting univariate and bivariate data and (5) developing understanding of logic and set theory. **This course does not meet NCAA requirements.**

<b>1200330</b>	<b>ALGEBRA 2</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Algebra 1 or equivalent
	Type of Credit:	Math

This course is designed for students to build on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. 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 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.

☆ <b>1200340</b>	<b>ALGEBRA 2 HONORS</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Algebra 1 or equivalent
	Type of Credit:	Math

This course is a rigorous in-depth study of the topics of Algebra 2. Students will build on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. 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 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.

<b>1206310</b>	<b>GEOMETRY</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Algebra 1 or equivalent
	Type of Credit:	Math

This course is designed to give an in-depth study of geometry with emphasis on methods of proof and the formal

language of mathematics. The content will include the following: structure of geometry; separation properties; angle concepts; triangles, quadrilaterals; proofs, perpendicularity and parallelism in a plane and in space; similar polygons; circles and spheres; constructions; area and volume; and coordinate geometry. The Standards for Mathematical Practice apply throughout 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.

**Students will be required to sit for the end of course exam provided by the state which will constitute 30% of their overall final course grade. The Geometry EOC score can also be used to meet the math graduation testing requirement.**

☆1206320	<b>GEOMETRY HONORS</b>	
	Offered:	Grade 9, 10
	Credit:	1.0
	Length:	Year
	Prerequisite:	Algebra 1 or equivalent
	Type of Credit:	Math

This course is designed to give a rigorous in-depth study of geometry with emphasis on methods of proof and the formal language of mathematics. The content will include the following: structure of geometry; separation properties; angle concepts; triangles, quadrilaterals; proofs, perpendicularity and parallelism in a plane and in space; similar polygons; circles and spheres; constructions; area and volume; and coordinate geometry. The Standards for Mathematical Practice apply throughout 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.

**Students will be required to sit for the end of course exam provided by the state which will constitute 30% of their overall final course grade.**

1200700	<b>MATH FOR COLLEGE ALGEBRA</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Algebra 2/Algebra 2 Honors and Geometry/Geometry Honors
	Type of Credit:	Math

In Mathematics for College Algebra, instructional time will emphasize five areas: (1) developing fluency with the Laws of Exponents with numerical and algebraic expressions; (2) extending arithmetic operations with algebraic expressions to include rational and polynomial expressions; (3) solving one-variable exponential, logarithmic, radical and rational equations and interpreting the viability of solutions in real-world contexts; (4) modeling with and applying linear, quadratic, absolute value, exponential, logarithmic and piecewise functions and systems of linear equations and inequalities; (5) extending knowledge of functions to include inverse and composition.

☆1202340	<b>PRE-CALCULUS HONORS</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Algebra 2(Algebra 2 Honors)/Geometry (Geometry Honors)
	Type of Credit:	Math

This course is designed to strengthen and extend the student’s knowledge of algebraic and trigonometric concepts and to prepare the student for calculus. The content will include mathematical induction, symbolic logic, Boolean and matrix algebra, probability and statistics, elementary functions and limits. Calculators and computers will serve as instructional tools in concept development.

☆1210320	<b>ADVANCED PLACEMENT STATISTICS</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Math

The purpose of this course is to offer students college-level mathematics under the guideline of the advanced placement program. The focus is on preparation for the statistics test given by the College Examination Board. Topics of study will include exploring data, using measurement in planning a study, producing models using probability and simulation to anticipate patterns, and statistical interference. Calculators and computers will serve as instructional tools in concept development.

☆1202310	<b>ADVANCED PLACEMENT CALCULUS AB</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Pre-calculus
	Type of Credit:	Math

This course is designed to offer students college-level mathematics under the guidelines of the Advanced Placement Program. The focus is on preparation for the Calculus Level AB Test given by the College Examination Board in May. Study will begin by reviewing function definitions, absolute value, and elementary functions from prerequisites. Calculators and computers will serve as instructional tools in concept development.

☆1202320	<b>ADVANCED PLACEMENT CALCULUS BC</b>	
	Offered:	Grade 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Advanced Placement Calculus AB or Pre-calculus
	Type of Credit:	Math

This course is designed to offer students college-level mathematics under the guidelines of the Advanced Placement Program. The focus is on preparation for the Calculus Level BC Test given by the College Examination Board in May. Study will begin by reviewing function definitions, concepts of limits to functions, and derivate of algebraic, trigonometric, exponential and logarithmic functions. Calculators and computers will serve as instructional tools in concept development.

☆0200335	<b>ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Algebra 1
	Type of Credit:	Elective

In this course students will develop computational thinking and using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. This course encourages application of the creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. Students 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.

<b>1200400</b>	<b>FOUNDATIONAL SKILLS IN MATHEMATICS 9-12</b>	
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 9, 10, 11, 12 0.5 OR 1.0 Year None Elective

This course supports students who need additional instruction in foundational mathematics skills as it relates to core instruction. Instruction will use explicit, systematic, and sequential approaches to mathematics instruction addressing all strands including number sense & operations, algebraic reasoning, functions, geometric reasoning and data analysis & probability. A student may take repeated offerings of this course, as needed. **THIS COURSE IS DESIGNED TO BE TAKEN IN ADDITION TO THE REGULARLY SCHEDULED MATHEMATICS CLASS.**

<b>1200388H</b>	<b>MATHEMATICS FOR DATA AND FINANCIAL LITERACY HONORS</b>	
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 10, 11, 12 1.0 Year Algebra 2/Algebra 2 Honors Math

**NOTE: This course does *NOT* satisfy the Financial Literacy graduation requirement.**

This course is a rigorous in-depth study of the topics in Mathematics for Data and Financial Literacy. In Mathematics for Data and Financial Literacy Honors, instructional time will emphasize five areas: (1) extending knowledge of ratios, proportions and functions to data and financial contexts; (2) developing understanding of basic economic and accounting principles; (3) determining advantages and disadvantages of credit accounts and short- and long-term loans; (4) developing understanding of planning for the future through investments, insurance and retirement plans and (5) extending knowledge of data analysis to create and evaluate reports and to make predictions.

## MUSIC

<b>1301320</b>	<b>GUITAR 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Performing Fine Arts

This course is an introduction to performing experiences on the guitar and interpretation of simple notation. Students learn how to play simple chords and melodies using expressive characteristics such as dynamics and tempo. A beginning knowledge of music reading, listening skills and vocabulary appropriate to the guitar is included as a part of the course content.

<b>1301330</b>	<b>GUITAR 2</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Guitar 1
	Type of Credit:	Performing Fine Arts

The purpose of this course is to provide students with instruction in guitar using varied performance techniques. The content should include the development of music fundamentals, guitar performance techniques and interpretation of musical notation including chord symbols.

<b>1301340</b>	<b>GUITAR 3</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Guitar 2
	Type of Credit:	Performing Fine Arts

The purpose of this course is to provide student instruction in guitar using varied performance techniques. The content of the course should include the development of music fundamentals, a wide variety of guitar performance techniques and the interpretation of musical notation as well as tablature.

<b>1301350</b>	<b>GUITAR 4 HONORS</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Guitar 3
	Type of Credit:	Performing Fine Arts

The purpose of this course is to provide student instruction in guitar using varied performance techniques. The content of the course should include the development of music fundamentals, a wide variety of guitar performance techniques and the interpretation of musical notation as well as tablature. Students will also learn various improvisation techniques in a variety of musical styles.

<b>1301360</b>	<b>KEYBOARD 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Performing Fine Arts

The purpose of this course is to provide students with instruction in keyboard using varied performance techniques. The content shall include the development of music fundamentals, keyboard performance techniques and interpretation of musical notation including chord symbols.

<b>1301370</b>	<b>KEYBOARD 2</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Keyboard 1
	Type of Credit:	Performing Fine Arts

The purpose of this course is to provide students with instruction in varied performance techniques on the keyboard. The content shall include the development of music fundamentals, performance techniques and interpretation of musical notation.

<b>1301380</b>	<b>KEYBOARD 3</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Keyboard 2
	Type of Credit:	Performing Fine Arts

The purpose of this course is to provide students with instruction in the development of musicianship and technical skill through the study of varied keyboard literature. The content shall include instruction of students in the independent interpretation of medium-difficult level keyboard music, development of various stylistic performance techniques, and forms. Style and history are taught holistically.

☆ <b>1301390</b>	<b>KEYBOARD 4 HONORS</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Keyboard 3
	Type of Credit:	Performing Fine Arts

The purpose of this course is to provide students with advanced instruction in individual keyboard performance. The content should include instruction in performing difficult solos and accompaniments of varied styles and historical eras. Emphasis is placed on individual style and performance.

<b>1302300</b>	<b>BAND 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Performing Fine Arts

This course shall provide students with opportunities to develop musicianship skills in band, marching band, and instrumental ensembles through performance. Students shall develop skills in characteristic tone production (standard woodwind, brasswind or percussion instruments), band performance techniques, musical literacy and music appreciation. After school rehearsals and performances are a part of this course.

<b>1302310</b>	<b>BAND 2</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Band 1
	Type of Credit:	Performing Fine Arts

This course shall provide students with opportunities to develop musicianship skills in band, marching band, and instrumental ensembles through performance. Students shall develop skills in characteristic tone production (standard woodwind, brasswind or percussion instruments), band performance techniques, musical literacy and music appreciation. After school rehearsals and performances are a part of this course.

<b>1302320</b>	<b>BAND 3</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Band 2
	Type of Credit:	Performing Fine Arts

This course shall provide students with opportunities to develop musicianship skills in band, marching band, and instrumental ensembles through performance. Students shall develop skills in characteristic tone production (standard woodwind, brasswind or percussion instruments), band performance techniques, musical literacy and music appreciation. After school rehearsals and performances are a part of this course.

<b>1302330</b>	<b>BAND 4</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Audition
	Type of Credit:	Performing Fine Arts

This course shall provide students with opportunities to develop musicianship skills in band, marching band, and instrumental ensembles through performance. Students shall develop skills in characteristic tone production (standard woodwind, brasswind or percussion instruments), band performance techniques, musical literacy and music appreciation. After school rehearsals and performances are a part of this course.

☆ <b>1302340</b>	<b>BAND 5 HONORS</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation/Contract Required
	Type of Credit:	Performing Fine Arts

This course provides large group instruction and performance experiences in wind and percussion instruments. Major emphasis of study will focus on continuing skill development, conceptual understanding and aesthetic appreciation needed to perform selected literature. Activities will include marching (unless not offered at the school), concerts, festivals, etc. As an honors course, the focus will be on cooperative learning as well as individualized instruction, student leadership, a written comprehensive examination and musical skills evaluation through ensemble performance, individual solo performance, conducting experiences, and written critiques.

<b>1302460</b>	<b>INSTRUMENTAL ENSEMBLE 1 (Drumline)</b>	
	Offered:	Grade 9, 10, 11,
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Performing Fine Arts

This course will provide students with extended opportunities for refinement of performance on brasswind, woodwind, percussion or orchestral string instruments in specific standard instrumentation for demonstration of musical independence necessary for ensemble performance; and to develop an awareness of music as an aesthetic whole.

<b>1302470</b>	<b>INSTRUMENTAL ENSEMBLE 2 (Drumline)</b>	
	Offered:	Grade 9, 10, 11,
	Credit:	1.0
	Length:	Year
	Prerequisite:	Instrumental Ensemble 1
	Type of Credit:	Performing Fine Arts

This course will provide students with opportunities for performance on brasswinds, woodwinds, percussion or orchestral strings in specific standard instrumentation. The students shall develop musical independence for performance.

<b>1302480</b>	<b>INSTRUMENTAL ENSEMBLE 3 (Drumline)</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Instrumental Ensemble 2
	Type of Credit:	Performing Fine Arts

This course will provide students with extended opportunities for refinement of performance on brasswind, woodwind, percussion or orchestral string instruments in specific standard instrumentation, for demonstration of musical independence necessary for ensemble performance and to develop an awareness of music as an aesthetic whole. Students will develop refined musical sensitivity, independent interpretations of varied literature, a refined knowledge of styles and idioms, and independent musical values.

☆ <b>1302490</b>	<b>INSTRUMENTAL ENSEMBLE 4 HONORS (Drumline)</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Instrumental Ensemble 3
	Type of Credit:	Performing Fine Arts

This course will provide students with extended opportunities for refinement of performance on brasswind, woodwind, percussion or orchestral string instruments in specific standard instrumentation, for demonstration of musical independence necessary for ensemble performance and to develop an awareness of music as an aesthetic whole. Students will develop musical leadership to conduct, to independently interpret highly varied literature, and the ability to formulate musical values and the ability to perform appropriately in varied ensembles.

<b>1302500</b>	<b>JAZZ ENSEMBLE 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation
	Type of Credit:	Performing Fine Arts

The purpose of this course is to introduce students to jazz and popular music styles and interpretations. Emphasis is placed on characteristic tone production and idiomatic performance techniques. After school performances and rehearsal are a part of this course.

<b>1302510</b>	<b>JAZZ ENSEMBLE 2</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Jazz Ensemble 1
	Type of Credit:	Performing Fine Arts

The purpose of this course is to develop and extend students' understanding of jazz and popular music. Improvisation, tone production, and performance techniques are emphasized. After school rehearsal and performances are a part of this course.

<b>1302520</b>	<b>JAZZ ENSEMBLE 3</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation
	Type of Credit:	Performing Fine Arts

The purpose of this course is to develop the ability to apply the knowledge of styles and techniques of varied contemporary popular and jazz literature. The content shall include the study and performance of varied medium level popular and jazz idiomatic literature. Improvisation, characteristic tone, individual and ensemble performance techniques, and an appreciation of the history of jazz in the United States are emphasized and applied. After school rehearsal and performances are a part of this course.

☆1302530	<b>JAZZ ENSEMBLE 4 HONORS</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation/Contract
	Type of Credit:	Required Performing Fine Arts

The purpose of this course is to develop independence in knowledge of styles and performance techniques of varied contemporary music and jazz literature. Content shall include the study and performance of varied difficult diverse popular and idiomatic literature. Independence in improvisation, interpretation and performance is emphasized. After school rehearsals and performances are a part of this course.

1303300	<b>CHORUS 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Performing Fine Arts

The purpose of this course is to provide students with experiences in basic vocal production and part singing. Students shall develop basic skills in tone production, performance techniques, musical literacy, and music appreciation. After school rehearsals and performances are a part of this course.

1303310	<b>CHORUS 2</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Chorus 1
	Type of Credit:	Performing Fine Arts

The purpose of this course is to extend experiences in basic vocal production techniques and part singing, choral performance techniques, vocal tone production, musical literacy and music listening shall be emphasized. After school rehearsals and performances are a part of this course.

1303320	<b>CHORUS 3</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Chorus 2
	Type of Credit:	Performing Fine Arts

The purpose of this course is to develop basic musicianship and technical skills. Interpretation of notation, holistic presentation of simple musical forms, style periods and aesthetic values shall be emphasized. After school rehearsal and performances are a part of this course.

1303330	<b>CHORUS 4</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Chorus 3
	Type of Credit:	Performing Fine Arts

This course shall include the application of vocal musicianship and technical skills through the study of varied choral literature and performances. Independent interpretation of easy-medium choral literature, refinement of tone and technique, analysis of form, style, periods, and aesthetic perceptions shall be emphasized. After school rehearsals and performances are a part of this course.

<b>1303440</b>	<b>VOCAL ENSEMBLE 1 (Aquatones)</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation
	Type of Credit:	Performing Fine Arts

The purpose of this course is to develop performance in ensembles through the study of varied literature. Instrumental accompaniment and choreography may be included. After-school rehearsals and performances are a part of this course.

<b>1303450</b>	<b>VOCAL ENSEMBLE 2 (Aquatones)</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation
	Type of Credit:	Performing Fine Arts

The purpose of this course is to apply performance techniques through the study of varied literature. Instrumental accompaniment and choreography may be included. After-school rehearsals and performances are a part of this course.

<b>1303460</b>	<b>VOCAL ENSEMBLE 3 (Aquatones)</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation
	Type of Credit:	Performing Fine Arts

The purpose of this course is to develop creativity and refine performance techniques through the study of varied appropriate literature. Instrumental accompaniment and choreography may be included. After-school rehearsals and performances are a part of this course.

☆ <b>1303470</b>	<b>VOCAL ENSEMBLE 4 HONORS (Aquatones)</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation
	Type of Credit:	Performing Fine Arts

The purpose of this course is to foster creative performances in ensembles through the study of highly varied appropriate literature as well as providing students with opportunities for leadership. The content shall include independent application of vocal balance, blend and stylistic interpretation. It provides for development of musical independence necessary for small ensemble performance and may include instrumental accompaniment and choreography. After-school rehearsals and performances are a part of this course.

<b>1303300M</b>	<b>CHORUS 1 (SOTA)</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation
	Type of Credit:	Performing Fine Arts

The purpose of this course is to develop performance in ensembles through the study of varied literature. Instrumental accompaniment and choreography may be included. After-school rehearsals and performances are a part of this course.

<b>1303310M</b>	<b>CHORUS 2 (SOTA)</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation
	Type of Credit:	Performing Fine Arts

The purpose of this course is to apply performance techniques through the study of varied literature. Instrumental accompaniment and choreography may be included. After-school rehearsals and performances are a part of this course.

<b>1303320M</b>	<b>CHORUS 3 (SOTA)</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation
	Type of Credit:	Performing Fine Arts

The purpose of this course is to develop creativity and refine performance techniques through the study of varied appropriate literature. Instrumental accompaniment and choreography may be included. After-school rehearsals and performances are a part of this course.

<b>1303330M</b>	<b>CHORUS 4 HONORS (SOTA)</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation
	Type of Credit:	Performing Fine Arts

The purpose of this course is to foster creative performances in ensembles through the study of highly varied appropriate literature as well as providing students with opportunities for leadership. The content shall include independent application of vocal balance, blend and stylistic interpretation. It provides for development of musical independence necessary for small ensemble performance and may include instrumental accompaniment and choreography. After-school rehearsals and performances are a part of this course.

## **HEALTH & PHYSICAL EDUCATION**

### **FITNESS:**

<b>1501300</b>	<b>PERSONAL FITNESS</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	None
	Type of Credit:	Personal Fitness/Physical Education

The purpose of this required course is to teach students the importance of maintaining an optimal level of health fitness and how to assess and develop that fitness. The content will also include knowledge of health problems associated with inadequate fitness levels, knowledge and application of physiological principles of fitness, proper nutrition, stress management, and consumer issues related to physical fitness. Students will develop individual wellness plans.

<b>1501310</b>	<b>FITNESS LIFESTYLE DESIGN</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	None
	Type of Credit:	Physical Education

This course will cover assessment of the health-related components of fitness and application of fitness concepts. Students will design, implement and self-evaluate an ongoing individualized personal wellness program. A minimum of three physical activity days each week is recommended so that students may monitor and measure individual fitness levels.

<b>1501340</b>	<b>WEIGHT TRAINING 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	None
	Type of Credit:	Physical Education

Students will acquire basic knowledge and skills in weight training in order to assess, develop, and maintain their own muscular strength and endurance. They will study the importance of muscular strength and endurance, the skeletal structure and muscles, biomechanical and physiological principles, nutrition, and safety practices related to weight training. Cardiovascular fitness shall be emphasized in all weight training courses.

<b>1501350</b>	<b>WEIGHT TRAINING 2</b>	
	Offered:	Grade 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	Weight Training 1
	Type of Credit:	Physical Education

Students will increase their knowledge of, and skills in, muscular strength and endurance begun in Beginning Weight Training. Cardiovascular fitness shall also be emphasized.

☆1501360	<b>WEIGHT TRAINING 3</b>	
	Offered:	Grade 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	Weight Training 2
	Type of Credit:	Physical Education

Students will increase their knowledge of, and skills in, muscular strength and endurance. They will also learn how to design and implement a personal program to meet specific needs and goals, and how to run a weight lifting competition.

1501390	<b>COMPREHENSIVE FITNESS</b>	
	Offered:	Grade 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	Personal Fitness
	Type of Credit:	Physical Education

Students will expand their knowledge of fitness concepts and increase their level of total fitness. The application of biomechanical and physiological principles of training will be examined. The course will place an emphasis upon developing and maintaining healthy lifestyle habits. A minimum of three physical activity days each week is recommended so that students may monitor and measure individual fitness levels. Students will monitor and modify individual wellness plans.

1501410	<b>POWER WEIGHT TRAINING 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	None
	Type of Credit:	Physical Education

The purpose of this course is to acquire knowledge and skills in power weight training and improve or maintain health related physical fitness. Students will learn safety practices, techniques and assessment of basic Olympic and power weight training skills, assessment of health-related fitness, consumer issues related to weight training and fitness activities.

1503400	<b>AEROBICS 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	None
	Type of Credit:	Physical Education

Students will develop an improved level of health-related fitness, acquire knowledge of fitness concepts and recognize the significance of health-related components of fitness to one's health. They will learn safety practices, various fitness activities, health problems associated with poor cardiovascular fitness, consumer issues and biomechanical and physiological principles of health-related fitness.

### **INDIVIDUAL AND DUAL:**

1502410	<b>INDIVIDUAL AND DUAL SPORTS 1</b>	
	Offered:	Grade 9, 10
	Credit:	.50
	Length:	Semester
	Prerequisite:	None
	Type of Credit:	Physical Education

Students will learn the history, skills, rules, terminology, safety, and playing strategies, of four individual and dual sports (specific activities will vary with each high school). Sportsmanship and the maintenance and/or improvement of personal fitness shall be stressed. Where facilities permit, all students will have weight training

<b>1502420</b>	<b>INDIVIDUAL AND DUAL SPORTS 2</b>	
	Offered:	Grade 9, 10
	Credit:	.50
	Length:	Semester
	Prerequisite:	None
	Type of Credit:	Physical Education

Students will learn the history, skills, rules, terminology, safety, and playing strategies, of four individual and dual sports which were not taught in Individual and Dual Sports 1 (specific activities will vary with each high school). Sportsmanship, maintenance, and improvement of personal fitness shall be stressed.

<b>1503350</b>	<b>TEAM SPORTS 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	None
	Type of Credit:	Physical Education

Students will learn safety practices, skills, techniques, rules and strategies in selected team sports. Health-related components of fitness will be emphasized. The selected team sports may include, but not be limited to team handball, flicker-ball, gator-ball, speedball, field hockey and track and field. Special Note: Activities selected in Team Sports 1 may not be repeated in Team Sports 2.

<b>1503360</b>	<b>TEAM SPORTS 2</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	None
	Type of Credit:	Physical Education

Students will acquire knowledge of team sports play, develop skills in selected team sports and maintain or improve their health-related fitness levels. Students must understand and be able to apply the physiological principles related to exercise and training. The selected team sports may include, but not be limited to angle ball, soccer, volleyball, basketball, softball, flag football, and Frisbee games. Special Notes: Activities selected in Team Sports 2 must be different from those taught in Team Sports 1.

# AVID Program:

## Advancement via Individual Determination

<b>1700390</b>	<b>AVID 1</b>	
	Offered:	Grade 9
	Credit:	1.0
	Length:	Year
	Prerequisite:	Recommendation and Interview
	Type of Credit:	Elective

Advancement Via Individual Determination (AVID) is a rigorous elective class that provides support for students in the AVID college preparatory curriculum through curricular and tutor-facilitated study groups. This course is designed to enable students to develop **fundamental skills** and strategies in Cornell note-taking, oral and written communication, time management, study skills for advanced courses, organization, problem solving and inquiry. This course also guides students to pursue a college education and assists in the exploration and application process. Career exploration is introduced as part of college planning. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking, note-taking, and research. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, and reading to support their academic growth.

<b>1700400</b>	<b>AVID 2</b>	
	Offered:	Grade 10
	Credit:	1.0
	Length:	Year
	Prerequisite:	Recommendation and Interview
	Type of Credit:	Elective

Advancement Via Individual Determination (AVID) is a rigorous 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 **basic skills** and strategies in Cornell note-taking, oral and written communication, time management, study skills for advanced courses, organization, problem solving, and inquiry. This course also guides students to pursue a college education and assists in the exploration and application process. Course increases career exploration. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking, note-taking, and research. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, and reading to support their academic growth.

<b>1700410</b>	<b>AVID 3</b>	
	Offered:	Grade 11
	Credit:	1.0
	Length:	Year
	Prerequisite:	Recommendation and Interview
	Type of Credit:	Elective

Advancement Via Individual Determination (AVID) is a rigorous 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 intermediate skills and strategies in Cornell note-taking, oral and written communication, time management, study skills for advanced courses, organization, problem solving, and inquiry. This course also guides students to pursue a college education and assists in the exploration and application process. Students prepare for college entrance exams and continue career exploration for college. The course emphasizes rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test taking strategies, note taking and research.

AVID 3 is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. This course is organized around the theme of "Leadership as a Catalyst for Change in Society." Students study, in depth, exceptional leaders in contemporary society, and examine the effect these individuals have had on culture, politics, education, history, science, and the arts. The course requires that students read essays, speeches, articles and letters by these leaders, as well as at least one full-length work by the leader or about the leader. In addition, each student is required to conduct a research project that is presented in the senior year. In addition to the academic focus of the AVID Seminar, there are college bound activities, methodologies and tasks that should be undertaken during the junior year to support students as they apply to four-year universities and confirm their post-secondary plans.

<b>1700420</b>	<b>AVID 4</b>	
	Offered:	Grade 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Recommendation and Interview
	Type of Credit:	Elective

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 advanced skills and strategies in Cornell note-taking, oral and written communication, time management, study skills for advanced courses, organization, problem solving, and inquiry. This course also guides students to pursue a college education and actively assists in the final application process. The course emphasizes rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test taking strategies, note taking and research. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program as well as complete the requirements for the Seminar course.

AVID 4 is the second part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. This course continues around the theme of “Leadership as a Catalyst for Change in Society.” Students will complete a final research essay project from research conducted in their junior year in AVID. In addition to the academic focus of the AVID Senior Seminar, there are college bound activities, methodologies and tasks that should be achieved during the senior year that support students as they apply to four-year universities and confirm their post-secondary plans.

## ROTC AND MILITARY TRAINING

PROGRAM NUMBER	AIR FORCE - ROTC	
	Course Number	Course Name
	1800300	♣ Aerospace Science 1
	1800310	♣ Aerospace Science 2
	1800320	Aerospace Science 3
	1800330	Aerospace Science 4: Leadership Development

This course is a joint cooperative effort between the United States Air Force and the secondary school system. All Air Force JROTC programs consists of extensive practical application demonstrated “hands-on” performance in community support activities, and knowledge of subject material evaluated through a variety of assessment techniques. The laboratory element is the most vital component of the program. Course content includes but is not limited to the following: leadership theory; drill and ceremonies; hygiene and first aid; physical fitness; oral communication techniques; effective study skills and safety.

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and process of the subject matter.

♣ The JROTC courses coupled below meet the high school graduation fine arts requirement:

Air Force Leadership 1 and Air Force Leadership 2 OR

Air Force Aerospace Science 1 and Air Force Aerospace Science 2 OR

Army Leadership Education and Training 1 and Army Leadership Education and Training 2

<b>1800300</b>	<b>♣ <u>AIR FORCE</u> - AEROSPACE SCIENCE 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Teacher Recommendation
	Type of Credit:	Elective

This course deals with Frontiers of Aviation History and Building a Better Citizen. The purpose of this course is to enable students to develop knowledge of the historical development of flight and the role of the military in history. Students also develop knowledge of the AFJROTC, individual self-control, citizenship, wellness, health, and fitness. Students practice basic drill techniques and conduct military ceremonies.

♣ The JROTC courses coupled below meet the high school graduation fine arts requirement:

Air Force Leadership 1 and Air Force Leadership 2

OR

Air Force Aerospace Science 1 and Air Force Aerospace Science 2

OR

Army Leadership Education and Training 1 and Army Leadership Education and Training 2

<b>1800310</b>	<b>♣ <u>AIR FORCE</u> - AEROSPACE SCIENCE 2</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Aerospace Science 1/Teacher Recommendation
	Type of Credit:	Elective

This course is a general study of the Science of Flight and Interpersonal Communications. The purpose of this course is to enable students to develop knowledge of the aerospace environment, human requirements of flight, principles of aircraft flight, and principles of navigation. Students also develop effective communication skills, understanding of human and group behavior, and basic leadership concepts. Students practice drill movements and observe military customs and ceremonies.

<b>1800320</b>	<b>♣<u>AIR FORCE</u> - AEROSPACE SCIENCE 3</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Aerospace Science 2/Teacher Recommendation
	Type of Credit:	Elective, Science requirement (when 2 & 3 completed)

This course stresses the Exploration of Space and Life Skills. The purpose of this course is to enable students to develop knowledge of the space environment, space programs and technology, and manned space flight. Students develop knowledge and skills related to planning for postsecondary education or employment, financial planning, and career opportunities. Students polish skills in marching and conducting military ceremonies.

<b>1800330</b>	<b>♣<u>AIR FORCE</u> - AEROSPACE SCIENCE 4: LEADERSHIP DEVELOPMENT</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Aerospace Science 3/Teacher Recommendation
	Type of Credit:	Elective

This course stresses Geography and Principles of Management. The purpose of this course is to enable students to develop knowledge of physical and human geography in major regions of the world. Students develop fundamental management concepts and skills and apply them in corps activities. There are four building blocks of leadership considered in this course from the military and civilian perspective. Attention to these four areas will form a strong foundation for a capability to lead. The four areas are Management Techniques, Management Decisions, Management Functions, and Managing Self and Others. Drill and ceremony functions are carried out with ease and professionalism.

## SCIENCE

Students are required to earn 3 science credits to graduate. In order to earn a standard diploma, students are required to take one credit in Biology, one credit in Physical Science, such as Chemistry or Physics and one additional science course. In addition, students are required to take the Biology EOC Exam which will count for 30% of their grade in order to graduate high school. Students who are preparing for the Scholar Designation are required to take 3 credits in science which include: one credit in Biology, one credit in a physical science (Physics or Chemistry) and one credit in an equally rigorous (EQ) science course. In addition, the Scholar Designation requires students to pass the Biology EOC Exam. All students are strongly recommended to take a fourth science.

<b>2000310</b>	<b>BIOLOGY 1</b>	
	Offered:	Grade 10
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Science (BI)

This course provides students with exploratory activities, laboratory experiences and real-life applications in the biological sciences. The content includes the following concepts: nature of science, matter, energy, chemical processes of life, reproduction and communication of cells, basic study of genetics, organization, classification and taxonomy, structure, reproduction and function of plants, animals, and microorganisms, interdependence of living things, adaptations, and the impact of technology on society. Preserved animal studies may be a part of this course. **All students are required to pass Biology 1. The Biology End Of Course Exam will account for 30% of the final grade. Students working towards the Scholar Designation must pass the Biology EOC.**

<b>2000322</b>	<b>PRE-AICE BIOLOGY IGCSE Level</b>	
	Offered:	Grade 9, 10
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Biology

This course helps learners to understand the technological world in which they live and take an informed interest in science and scientific developments. Learners gain an understanding of the basic principles of biology through a mix of theoretical and practical studies. They also develop an understanding of the scientific skills essential for further study at Cambridge International A Level, which are useful in everyday life. As they progress, learners understand how science is studied and practiced, and become aware that the results of scientific research can have both good and bad effects on individuals, communities, and the environment. Students who are taking this course as their High School Biology credit will also sit for the Biology EOC. The Biology EOC has three Reporting Categories which include: Molecular and Cellular Biology (35%), Organisms, Populations and Ecosystems (40%), Classification, Heredity and Evolution of Living Organisms (40%). **The Biology End Of Course Exam will account for 30% of the final grade. Students working towards the Scholar Designation must pass the Biology EOC.**

☆ <b>2000360</b>	<b>ANATOMY AND PHYSIOLOGY HONORS</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Biology 1 or Biology 1 Honors
	Type of Credit:	EQ Science

This advanced course provides exploratory activities in the structure and function of the components of the human body. The content includes anatomical terminology, cellular biology, histology, homeostasis, immune response, organization and interrelatedness of major body systems, sensory function, and human disorders. Laboratory investigations focus on the use of the scientific process, measurement, laboratory apparatus, and safety. Preserved animal studies may be a part of the laboratory experience.

<b>2001340</b>	<b>ENVIRONMENTAL SCIENCE</b>	
	Offered:	Grade 9,10
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	EQ Science

This course provides a study of man's interaction with the environment. The content includes forms of pollution, conservation, environmental planning and policy, public land usages, population dynamics, and major forms of energy. Laboratory investigations include the use of the scientific process, measurement, laboratory apparatus, and safety.

<b>2001381</b>	<b>CAMBRIDGE AICE ENVIRONMENTAL MANAGEMENT – AS LEVEL</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Pre AICE Biology or Pre AICE Environmental or equivalent course EQ Science
	Type of Credit:	EQ Science

Students will learn environmental issues and their management, especially the human aspect. Through their studies, learners gain an understanding of environmental resources and their human exploitation, and the goal of sustainable environmental management. Learners also consider a range of case study material which can feature local, regional or global examples. ***Students will take the AS Level examination.***

<b>2002500</b>	<b>MARINE SCIENCE 1</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Biology 1
	Type of Credit:	EQ Science

The purpose of this course is to provide an overview of the marine environment. The content includes the nature of science, the origins of the oceans, the chemical and physical structure of the marine environment, ecology of the various sea zones, marine communities, and the interrelationship between man and the ocean. Laboratory investigations will include the use of the scientific process, measurement, laboratory apparatus and safety procedures. Preserved specimens may be a part of this course.

☆ <b>2002510</b>	<b>MARINE SCIENCE 1 HONORS</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Biology 1 or Biology 1 Honors
	Type of Credit:	EQ Science

This advanced course provides an in-depth study of the physical, chemical, and biological aspects of the marine environment. The content includes the origins of the oceans, marine geological studies, ecology of the sea zones, diversity of marine organisms, characteristics of the major marine ecosystems including the phyla and divisions, and the interrelationship between man and the ocean. Laboratory investigations will include the use of the scientific process, measurement, laboratory apparatus and safety procedures. Preserved specimens may be a part of this course.

<b>2001310</b>	<b>EARTH-SPACE SCIENCE</b>	
	Offered:	Grade 9, 10 ,11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	EQ Science

This course provides a study of the interaction and organization of matter and energy in the solar system and the universe, and how this affects life on Earth. The content includes theories for the formation of the universe and solar system, formation of rocks, landforms, plate tectonics, fresh water and marine systems, meteorology, geologic time and renewable/non-renewable energy sources. Selected laboratory investigations include the use of scientific process, measurement, laboratory apparatus, and safety and are an integral part of this course.

☆2003340	<b>CHEMISTRY 1</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Algebra 1
	Type of Credit:	EQ Science

This course involves the study of the composition, properties, and changes associated with matter. The content includes the classification and structure of matter, atomic theory, periodic table, bonding, chemical formulas, chemical reactions and balanced equations, behavior of gases, and physical changes. Selected laboratory investigations include the use of the scientific process, measurement, laboratory apparatus, and safety.

☆2003350	<b>CHEMISTRY 1 HONORS</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Algebra 1/Teacher Recommendation
	Type of Credit:	EQ Science

This advanced course involves the study of the composition, properties and changes of matter, atomic structure, the periodic table, bonding, gas laws, energy and order, reaction rates and equilibrium, solutions, nuclear, electric, and organic chemistry. Selected laboratory activities include the use of the scientific process, measurement, laboratory apparatus, and safety.

2003390	<b>PHYSICS 1 Honors</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Algebra 1
	Type of Credit:	EQ Science

This advanced course provides a rigorous study of the concepts, theories and laws governing the interaction of matter, energy, and the forces of nature. The content includes kinematics, dynamics, energy, work and power, heat and thermodynamics, waves, light, electricity, magnetism, nuclear physics, and sound. Laboratory investigations of selected topics include the use of the scientific process, measurement, laboratory apparatus, and safety.

☆2003421	<b>AP PHYSICS 1</b>	
	Offered:	Grade 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Physics Honors/Algebra 2/Teacher Recommendation
	Type of Credit:	EQ Science

This college-level course in physics seeks to prepare the student for credit and/or appropriate placement in a college physics course. AP Physics 1 is algebra-based and is the equivalent to equivalent to a first- semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It will also introduce electric circuits. Twenty-five percent of this course will focus on inquiry investigations. These investigations foster student engagement in the practice of science through experimenting, analyzing, making conjectures and arguments, and solving problems in a collaborative setting, where they direct and monitor their progress toward an academic goal.

## **SOCIAL STUDIES**

<b>2102310</b>	<b>ECONOMICS</b>	
	Offered:	Grade 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	None
	Type of	Required for Graduation
	Credit:	

This course will provide students with knowledge of the fundamentals of both macro and micro economics in order to promote economic. 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 roll and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

☆ <b>2102320</b>	<b>ECONOMICS HONORS</b>	
	Offered:	Grade 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	None
	Type of	Required for Graduation
	Credit:	

This course will provide students with knowledge of the fundamentals of both macro and micro economics in order to promote economic. 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 roll and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

Honors courses 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 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., Social Studies fair, participatory citizenship project, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

<b>2106370</b>	<b>COMPREHENSIVE LAW STUDIES (ALAG)</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Elective

This course will provide an in-depth approach to examine the working of our criminal and civil justice systems. The content will include, but not be limited to opportunities for students to conduct legal research and to participate in mock trials and law-related projects. This course should emphasize real-life problems and case studies. Career opportunities in consumer and criminal law enforcement will be described and evaluated.

<b>2106350</b>	<b>LAW STUDIES (ALAG)</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	None
	Type of Credit:	Elective

This course provides an understanding of the American legal process. Content will include historical antecedents for law, constitutional guarantees, different kinds of laws, adult and juvenile justice systems, the value of law in society, the role of law enforcement officials, the importance of the adversarial relationship, social values and their impact on interpretations of the law, and the supremacy of the Constitution.

☆ <b>2107360</b>	<b>CAMBRIDGE AICE PSYCHOLOGY 1 – AS LEVEL</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Elective

In this course, students will develop their appreciation of the subject by exploring the ways in which psychology is conducted. As part of their studies, learners also review important research; this provides an insight into the ways in which psychology has been applied, thereby leading to a better understanding of key approaches, research methods and issues and debates. The course reflects four core areas of psychology, namely biological, cognitive, learning and social; it also relates psychology to abnormality, consumer behavior, health and organizations. ***Students take the AS Level examination.***

<b>2106310</b>	<b>UNITED STATES GOVERNMENT</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	None
	Type of Credit:	Required for Graduation

This course provides students the opportunity to examine their own political behaviors, analyze the dynamics of political issues and practice decision-making skills. Content will include the nature of political behavior, power acquisition, maintenance and extension; political theorists; comparative political systems; sources, structure and function of American Government; roles of political parties, interest groups and citizens; role of women and diverse cultural groups in the development of our political system.

☆ <b>2106320</b>	<b>UNITED STATES GOVERNMENT HONORS</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	None
	Type of Credit:	Required for Graduation

This course provides a comprehensive understanding of American government and political behavior. Content will include an evaluation of those documents which shape our political traditions (the Declaration of Independence, the Constitution, and the bill of Rights); the roles and changing nature of political parties and interest groups; the changing nature of citizen rights and responsibilities in a democratic state; and the importance of civic participation in the democratic political process. Honors courses 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 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. Social Studies fair, participatory citizenship project, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

☆2106420	<b>ADVANCED PLACEMENT U.S. GOVERNMENT AND POLITICS</b>	
	Offered:	Grade 11, 12
	Credit:	.50
	Length:	Semester
	Prerequisite:	Honors or AP Social Studies Courses or Teacher Recommendation
	Type of Credit:	Meets Graduation Requirement for U.S. Government

Advanced Placement courses require students to successfully perform college-level academic work, including many extensive reading and writing assignments. The purpose of this course is to give students a critical perspective on politics and government in the United States. This course 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 the American political reality. Specific content to be covered will include an understanding of federalism and the separation of powers, the development of the constitution, the process of politics, the nature of public opinion, the role of political parties and interest groups, the major formal and informal institutional arrangement of powers, and the development of civil liberties and civil rights. **Students will take the corresponding AP exam.** Financial Literacy Components require by Section 1003.4282, Florida Statutes, are integrated into this course.

2100310	<b>UNITED STATES HISTORY</b>	
	Offered:	Grade 10, 11
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Required for Graduation

The grade 9-12 United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from the Civil War and Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction.

**Students will be required to take the exam in order to be awarded credit. The exam will be worth 30% of the overall final course grade.**

☆2100320	<b>UNITED STATES HISTORY HONORS</b>	
	Offered:	Grade 10, 11
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Required for Graduation

The grade 9-12 United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from the Civil War and Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction. Honors courses 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. Social Studies fair, projects for competitive evaluation, or other teacher-directed projects).

**For students entering 9<sup>th</sup> grade in 2012-2013, thirty percent of their final grade will be based on the state U.S. History End of Course Exam. Students will be required to take the exam in order to be awarded credit.**

☆2100330	<b>ADVANCED PLACEMENT U.S. HISTORY</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Honors/or AP Social Studies Courses/Teacher Recommendation
	Type of Credit:	Meets Graduation Requirement for U.S. History

Advanced Placement courses require students to successfully perform college-level academic work, including many extensive reading and writing assignments. This course provides the analytical skills and factual knowledge necessary to deal critically with the problems, content, and materials of American historic development. Higher order thinking skills such as evaluating, analyzing, and problem solving will be emphasized. Content will include the development of American culture and institutions as well as ideals and characteristics; enlightened thinking and the socioeconomic and political forces and compromises that formed the Constitution, the Bill of Rights, and the Declaration of Independence; changing interpretations of the Constitution, and individual rights; sectionalism as a change force; the relationship between technological change and societal reaction; the variety of changing American lifestyles; changes in American foreign policy; the capitalistic free enterprise economic system; and the future of our nation based on current trends. **Students will take the corresponding AP exam.**

☆2103400	<b>ADVANCED PLACEMENT HUMAN GEOGRAPHY</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Adv. U.S. History/(M/J)/or Honors World History/ Teacher Recommendation
	Type of Credit:	Elective

This course will introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students will employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. **Students will take the corresponding AP exam.**

<b>2109310</b>	<b>WORLD HISTORY</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Required for Graduation

This course provides an understanding of the development of civilization by examining the cultural, dynastic, economic, military, political, religious, scientific, and social events that have affected humanity. Content to be covered will include the rise of civilization and cultural universals, the development of religious thought, the evolution of political systems, nationalism, the origin of economic systems and philosophies, the influence of major historical figures and events, and contemporary world affairs.

☆ <b>2109320</b>	<b>WORLD HISTORY HONORS</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Required for Graduation

This course provides a comprehensive understanding of the past in terms of the development of humanity. This is done by analyzing the cultural, dynastic, economic, military, political, religious, scientific, and social events that have shaped and molded humanity. Content will include geo-historic development; comparative views of history; the origin and development of contrasting civilizations, political theories and philosophies; an analysis of cultural universals; the diversity of economic thought and practices; the influence of major figures and events; and interpretations concerning the historical development of our contemporary world affairs. Honors courses 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. Social Studies fair, projects for competitive evaluation, or other teacher-directed projects)

☆ <b>2109420</b>	<b>ADVANCED PLACEMENT WORLD HISTORY: MODERN</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Adv. U.S. History (M/J) or Honors World History/Teacher Recommendation (AP Human Geography recommended)
	Type of Credit:	Meets Graduation Requirement for World History

This course will provide students with an understanding of the major developments of civilizations in Africa, the Americas, Asia, and Europe. Six overarching themes will be followed: the patterns and impacts of interaction among societies, the relationship of change and continuity across the historical periods, the impact of technology and demography on people and the environment, systems of social structure among societies, cultural and intellectual developments, and changes in functions and structures of states and in attitudes toward states and political identities, including emergence of the nation-state. **Students will take the corresponding AP exam.**

# **CAREER AND TECHNICAL** **EDUCATION**

## **Academies & Programs**



Public Service	Law & Government ACADEMY (ALAG)	9 <sup>th</sup> : Criminal Justice 1/ Law Studies & Career Research 10 <sup>th</sup> : Criminal Justice 2/ Comprehensive Law 11 <sup>th</sup> : Criminal Justice 3 12 <sup>th</sup> : 911 Telecommunications/Law, Public Safety & Security Directed Study		
	Teaching, Education, and Learning ACADEMY (TEAL)	9 <sup>th</sup> : Intro to Teaching Profession 10 <sup>th</sup> : Human Growth & Development 11 <sup>th</sup> : Foundations of Curriculum & Instruction Honors 12 <sup>th</sup> : Principles of Teaching Internship (H)		*SLS 1122 Managing Your Success campus Dual Enrollment Course, requires PERT scores of 84 in reading, 90 in writing and a 2.5 GPA)
	Marketing & Promotions	9 <sup>th</sup> : Business Ownership 10 <sup>th</sup> : Marketing Essentials	11 <sup>th</sup> : Applications of Marketing 12 <sup>th</sup> : Marketing Management	
	Culinary Arts Program of Atlantic (CAPA)	9 <sup>th</sup> : Culinary 1 10 <sup>th</sup> : Culinary 2	11 <sup>th</sup> : Culinary 3 Honors 12 <sup>th</sup> : Culinary 4 Honors	
Entertainment	Digital Design	9 <sup>th</sup> : Digital Design 1 Honors 10 <sup>th</sup> : Digital Design 2 Honors	11 <sup>th</sup> : Digital Design 3 Honors 12 <sup>th</sup> : Digital Design 4 Honors	
	On Stage: Performing Arts	<b>Theatre Pathway</b> Students may choose from: Theatre 1-4 Tech Theatre 1-3 Musical Theatre	<b>Band Pathway</b> Students must complete either the Performance Band courses (1-4) OR Jazz Ensemble (1-4)	<i>*Requires participation in performing outside of school rehearsals &amp; performances</i>  <i>Some groups may require auditions.</i>
		<b>Dance Pathway</b> 9 <sup>th</sup> : Dance Technique 1 10 <sup>th</sup> : Dance Technique 2 11 <sup>th</sup> : Dance Technique 3 H 12 <sup>th</sup> : Dance Technique 4 H	<b>Choral Pathway</b> 9 <sup>th</sup> : Perf. Choir 1 10 <sup>th</sup> : Perf. Choir 2 11 <sup>th</sup> : Perf. Choir 3 12 <sup>th</sup> : Perf. Choir 4	
Science & Technology	Gaming & Simulation ACADEMY	9 <sup>th</sup> : Game & Sim Foundations 10 <sup>th</sup> : Game and Sim Design 11 <sup>th</sup> : Game and Sim 2D Graphic Dev 12 <sup>th</sup> : 3D Graphic Animation		
	Technology, Engineering, Science and Aeronautics ACADEMY (TESA)	9 <sup>th</sup> : Aerospace Tech 1 Honors 10 <sup>th</sup> : Aerospace Tech 2 Honors 11 <sup>th</sup> : Private Pilot Ground School (ERAU Dual Enrollment) 12 <sup>th</sup> : Unmanned Aircraft Systems (ERAU Dual Enrollment)		11 <sup>th</sup> /12 <sup>th</sup> grade Physics or AP Physics  <i>*ERAU Courses are taught on site</i>
	Aquaculture, Environmental, & Marine Science ACADEMY (AEMS)	9 <sup>th</sup> : Agriscience Foundations I Honors 10 <sup>th</sup> : Aquaculture 2 Honors 11 <sup>th</sup> : Aquaculture 3 Honors 12 <sup>th</sup> : Senior Directed Study		/11 <sup>th</sup> grade Marine Science H ( <i>suggested</i> ) 12 <sup>th</sup> : Environmental Science Honors OR AP Environmental Science
	Automotive	9 <sup>th</sup> : Automotive Maintenance & Light Repair 1 10 <sup>th</sup> : Automotive Maintenance & Light Repair 2 11 <sup>th</sup> : Automotive Maintenance & Light Repair 3 12 <sup>th</sup> : Automotive Service Assistor & Lab (DSC Dual Enrollment)		<i>*DSC course taught on site</i>
	Air Force JROTC	9 <sup>th</sup> : Aerospace Science 1 10 <sup>th</sup> : Aerospace Science 2	11 <sup>th</sup> : Aerospace Science 3 12 <sup>th</sup> : AS 4 (Leadership Development)	
	AVID	College prep program that closes the opportunity gap. Additional application required via coordinator		Teacher Recommendation and Interview
	Cambridge (AICE)	Students interested in earning the AICE Diploma must achieve a total of seven points from at least three subject groupings and pass the core course Cambridge International AS Level Global Perspectives.		*Teacher Recommendation

## **ALAG: ACADEMY OF LAW AND GOVERNMENT**

8918010	CRIMINAL JUSTICE OPERATIONS 1		Career Prep
	Offered:	Grade 9, 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	None	
	Type of Credit:	VO	
This course is designed to introduce students to the fields of law enforcement, the court system, and the correctional system. The content includes career opportunities in these fields, court system, correctional system, interpersonal and communication skills, and employability skills.			

8918020	CRIMINAL JUSTICE OPERATIONS 2		Career Prep
	Offered:	Grade 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Criminal Justice Operations 1	
	Type of Credit:	VO	
This course is designed to develop competencies in patrol, traffic control, defensive tactics and physical proficiency skills, and first aid and cardiopulmonary resuscitation skills.			

8918030	CRIMINAL JUSTICE OPERATIONS 3		Career Prep
	Offered:	Grade 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Criminal Justice Operations 2	
	Type of Credit:	VO	
This course is designed to develop competencies in crime and accident investigation procedures, forensic science tasks, crime prevention, and property control procedures.			

9101100	DISPATCHER: POLICE, FIRE, AMBULANCE		Career Prep
	Offered:	Grade 12	
	Credit:	1.5 (2 periods)	
	Length:	Year	
	Prerequisite:	None	
	Type of Credit:	VO	
<p>This course prepares students for employment as a dispatcher: police, fire, ambulance. The content includes, but is not limited to, ethics and the role of the telecommunicator; standard telecommunication operating procedures; relationship to field personnel; understanding of command levels; typical layouts of message centers; use of performance aids; overview of emergency agencies; functions and terminology; use of correct words and grammar; communications equipment, functions and terminology; types of telecommunication equipment; malfunctions and maintenance agreements; proper and correct telephone and dispatching procedures and techniques; cooperation and reciprocal agreements with other agencies; federal, state, and local communication rules; emergency situations and operating procedures; emergency medical dispatch procedures; employability skills; leadership and human relations skills; and health. Studnets will have the opportunity to earn their 911 operator certification.</p>			

<b>2106370</b>	<b>COMPREHENSIVE LAW STUDIES</b>	
	Offered:	Grade 10
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Elective
This course will provide an in-depth approach to examine the working of our criminal and civil justice systems. The content will include, but not be limited to opportunities for students to conduct legal research and to participate in mock trials and law-related projects. This course should emphasize real-life problems and case studies. Career opportunities in consumer and criminal law enforcement will be described and evaluated.		

<b>2106350</b>	<b>LAW STUDIES</b>	
	Offered:	Grade 9
	Credit:	.50
	Length:	Semester
	Prerequisite:	None
	Type of Credit:	Elective
This course provides an understanding of the American legal process. Content will include historical antecedents for law, constitutional guarantees, different kinds of laws, adult and juvenile justice systems, the value of law in society, the role of law enforcement officials, the importance of the adversarial relationship, social values and their impact on interpretations of the law, and the supremacy of the Constitution.		

<b>1700380</b>	<b>CAREER RESEARCH &amp; DECISION MAKING</b>	
	Offered:	Grade 9
	Credit:	.50
	Length:	Semester
	Prerequisite:	None
	Type of Credit:	Elective
The purpose of this course is to further develop the career planning competencies mandated by section 1003.4156, Florida Statutes. This course will enable students to make informed career choices and develop the skills needed to successfully plan and apply for college or a job. The content should include, but not be limited to, the following: goal-setting and decisionmaking processes; self-assessment; sources of career information; occupational fields and educational requirements—postsecondary education and training opportunities—writing, listening, viewing, and speaking skills for applications and interviews; financial planning and sources of educational financial assistance; and career planning.		

## **ATLANTIC AUTO TECH:**

### **Automotive Maintenance and Light Repair**

PROGRAM NUMBER	Automotive Maint. & Light Repair		TYPE OF CREDIT*	INDUSTRY CERTIFICATION
	Course Number	Course Name		
	9504110	Automotive Maintenance and Light Repair 1	CTE	<b>ASE Certifications:</b> Automatic Transmission Automobile Service Technology Brakes Electrical/Electronic Systems Engine Performance Engine Repair Heating and Air Conditioning Maintenance and Light Repair Manual Drive Train and Axles Suspension and Steering
	9504120	Automotive Maintenance and Light Repair 2	CTE	
	9504130	Automotive Maintenance and Light Repair 3	CTE	
	AER0014C	Automotive Service Assistor & Lab	Dual Enrollment with DSC	
The Automotive Program of Atlantic is a four-year CTE pathway where students engage in Automotive Maintenance and Light Repair course work that culminates in a dual enrollment automotive course with Daytona State College senior year. In our state-of-the-art classroom and automotive garage, students will have the opportunity to earn up to 9 ASE industry certifications that can be used in the automotive industry for employment.				

# **AEMS ACADEMY:**

## **AQUACULTURE, ENVIRONMENTAL, AND MARINE SCIENCES**

8106810H	AGRISCIENCE FOUNDATIONS 1 HONORS		Career Prep
	Offered:	Grade 9, 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	None	
	Type of Credit:	EQ	
This honors course offers extensive experience in Agriscience. In addition to fulfilling all requirement of Agriscience Foundations 1, students will participate in a Career and Technical Education Leadership project or a Career and Technical Education Honors capstone project. Students will have the opportunity to earn their Ag. Associate Industry Certification.			

8112010H	AQUACULTURE 2 HONORS		Career Prep
	Offered:	Grade 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Agriscience Foundations 1	
	Type of Credit:	EQ	
This honors course offers extensive experience in Aquaculture. In addition to fulfilling all requirement of Aquaculture 2, students will participate in a Career and Technical Education Leadership project or a Career and Technical Education Honors capstone project. Students will have the opportunity to earn their Aquaculture Technician Industry Certification.			

8112020H	AQUACULTURE 3 HONORS		Career Prep
	Offered:	Grade 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Agriscience Foundations 1	
	Type of Credit:	EQ	
This honors course offers extensive experience in Aquaculture. In addition to fulfilling all requirement of Aquaculture 3, students will participate in a Career and Technical Education Leadership project or a Career and Technical Education Honors capstone project.			

8100100	AGRICULTURE, FOOD AND NATURAL RESOURCES DIRECTED STUDY	
	Offered:	Grade 12
	Credit:	Multiple
	Length:	Year
	Prerequisite:	Completion of Agriculture, Food & Natural Resources Career Prep Program
	Type of Credit:	VO
This course provides students with learning opportunities in a prescribed program of study within the Agriculture, Food and Natural Resources cluster that will enhance opportunities for employment in the career field chosen by the student. The content is prescribed by the instructor based upon the individual student's assessed needs for directed study. This course may be taken only by a student who has completed a job preparatory program in the Agriculture, Food and Natural Resources career cluster.		

# **CAPA: CULINARY ARTS PROGRAM OF ATLANTIC**

8800510	CULINARY ARTS 1		Career Prep
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 9, 10, 11, 12 1.0 Year None VO	
This course is designed to provide students with competencies basic to a cluster of occupations in the food service industry and to develop skills, knowledge, and attitude for success and advancement in a specialized occupational proficiency program. Course content includes employability skills, qualifications and career opportunities; introduction to operational procedures; basics of nutrition; characteristics and functions of types of food service establishments; safety, sanitation, security, and storage procedures; identifications, use, care and storage of commercial tools and equipment; cooking terms and vocabulary; standard and metric measurements; food preparation; and rules and regulations governing the food industry.			

8800520	CULINARY ARTS 2		Career Prep
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 10, 11, 12 1.0 Year Culinary Arts 1 PA	
This course has increased laboratory instruction and activities so students may develop their skills in using commercial equipment and tools safely and quickly in the preparation of food. Instructional units include planning, scheduling, and simplifying work patterns; cost and portion control; customer relations; management of time, energy, space; and using standard recipes.			

8800530H	CULINARY ARTS 3 HONORS		Career Prep
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 11, 12 1.0 Year Culinary Arts 2 PA	
This honors course offers extensive experience in culinary arts. In addition to fulfilling all requirements of Culinary Arts 3, students participate in a Career and Technical Education Leadership project or a Career and Technical Education Honors capstone project.			

8800540H	CULINARY ARTS 4 HONORS		Career Prep
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 11, 12 1.0 Year Culinary Arts 3 VO	
This honors course offers extensive experience in culinary arts. Students participate in a Career and Technical Education Leadership project or a Career and Technical Education Honors capstone project.			

## **DVD Program: Digital Design**

8209510H	DIGITAL DESIGN 1 HONORS		Career Prep
	Offered:	Grade 9, 10, 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Digital Information Technology	
	Type of Credit:	PA	
This course is designed to develop the entry-level skills required for careers in digital design. The content includes computer skills; digital publishing concepts and operations; layout, design, and measurement activities; digital imaging; communication, collaboration and decision-making activities; critical thinking and problem-solving.			

# **GAMING & SIMULATION PROGRAM**

PROGRAM NUMBER	GAME/SIMULATION/ANIMATION VISUAL DESIGN		TYPE OF CREDIT	INDUSTRY CERTIFICATION
	Course Number	Course Name		
<b>8208100</b> ✱	8208110	Game & Simulation Foundations	PA	CIW: Internet Business Associate
	8208120	Game & Simulation Design	PA	Toon Boom: Storyboard Pro
	8208130	Game & Simulation Graphic Artist	PA	Adobe: Illustrator
	8208140	Game & Simulation 3D Animator	PA	
*EQ = Equally Rigorous Science Course; PA = Meets Arts Requirement; VO = CTE Elective				

<b>8208110</b>	<b>GAME AND SIMULATION FOUNDATIONS</b>		<b>Career Prep</b>
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 9, 10, 11, 12 1.0 Year None PA	
<p>This course is designed to introduce 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 will result in the creation of a playable game.</p>			

<b>8208120</b>	<b>GAME AND SIMULATION DESIGN</b>		<b>Career Prep</b>
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 10, 11, 12 1.0 Year Game & Simulation Foundations PA	
<p>This course covers fundamental principles of designing a game or a simulation application, in particular Human Computer Interface (HCI) principles, rules and strategies of play, conditional branching, design and development constraints, use of sound and animation, design tools, and implementation issues. The content includes market research, product design documentation, storyboarding, proposal development, and presentation of a project report. Emphasis is placed on the techniques needed to develop well-documented, structured game or simulation programs. Extensive use is made of evaluating and analyzing existing games or simulations. Hands-on activities using an entry-level game development tool will result with the creation and presentation of a playable game with design documentation.</p>			

8208130	GAME AND SIMULATION GRAPHIC ARTIST		Career Prep
	Offered:	Grade 11, 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Game & Simulation Design	
	Type of Credit:	PA	
This course is focused on students acquiring skills to create, refine, and integrate realistic 2D graphics into a game or simulation product. Students will essentially learn how to use a graphic software package, file maintenance strategies, and migration techniques and issues.			

8208140	GAME AND SIMULATION 3D ANIMATOR		Career Prep
	Offered:	Grade 12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Game & Simulation Graphic Artist	
	Type of Credit:	PA	
This course is focused on students acquiring skills to create, refine, and integrate realistic 2D graphics into a game or simulation product. Students will essentially learn how to use a graphic software package, file maintenance strategies, and migration techniques and issues.			

# **MARKETING PROGRAM**

<b>8812000H</b>	<b>BUSINESS OWNERSHIP HONORS</b>		<b>Career Prep</b>
	Offered:	Grade 9, 10, 11,12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	None	
	Type of Credit:	PA	
This honors course offers extensive experience in Marketing, Sales and Services. In addition to fulfilling all requirements of Business Ownership, students will participate in a Career and Technical Education Leadership project or a Career and Technical Education Honors capstone project.			

<b>8827110</b>	<b>MARKETING ESSENTIALS</b>		<b>Career Prep</b>
	Offered:	Grade 9,10,11,12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Business Ownership	
	Type of Credit:	PA	
This course blends theory and practice to facilitate immediate implementation and impact. Students will learn to develop strategic marketing with sales and customer plans. A review of the marketing environment is used to help develop the segmentation, targeting and market positioning strategy for implementation along with the marketing mix (product, price, place and promotion). The goal is the identification and delivery of organizational competitive advantage and customer satisfaction – key to long-term revenue growth, profitability and success.			

<b>8827120</b>	<b>MARKETING APPLICATIONS</b>		<b>Career Prep</b>
	Offered:	Grade 10,11,12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Marketing Essentials	
	Type of Credit:	PA	
This course is designed to provide students with an in-depth study of marketing in a free enterprise society and includes advertising, promotion, product development and branding, selling and marketing research. This course also includes the uses of technology and the Internet in marketing, purchasing, retail positioning strategies, and e-Commerce marketing.			

<b>8827130</b>	<b>MARKETING MANAGEMENT</b>		<b>Career Prep</b>
	Offered:	Grade 11,12	
	Credit:	1.0	
	Length:	Year	
	Prerequisite:	Marketing Applications	
	Type of Credit:	PA	
This course provides instruction for career-sustaining level of employment in the industry. The content includes applied skills related to marketing functions, employment skills required for success in marketing, and career planning as related to a marketing industry.			

# **TEAL PROGRAM: TEACHING, EDUCATION AND LEARNING**

<b>8909010</b>	<b>INTRODUCTION TO THE TEACHING PROFESSION</b>		<b>Career Prep</b>
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 9, 10, 11, 12 1.0 Year None VO	
This course is designed to develop competencies related to the role, regulations, and career path of teacher aides; the role of education; leadership and CTSO activities; interpersonal and communication skills; and educational-support tasks.			

<b>8909020</b>	<b>HUMAN GROWTH AND DEVELOPMENT</b>		<b>Career Prep</b>
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 10, 11, 12 1.0 Year Introduction to the Teaching Profession VO	
This course is designed to develop competencies in the operation of audiovisual equipment; job-related math skills; test administration and grading; job-related computer applications; visual aids preparation; the supervision of student health and safety; and the reporting of child abuse and drug abuse. It also requires a teaching practicum experience that involves direct student contact.			

<b>8909030H</b>	<b>FOUNDATIONS OF CURRICULUM AND INSTRUCTION HONORS</b>		<b>Career Prep</b>
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 11, 12 1.0 Year Human Growth and Development VO	
This honors course offers extensive experience in teacher education. In addition to fulfilling all requirements of Foundations of Curriculum and Instruction, students will participate in a Career and Technical Education Leadership project or a Career and Technical Education Honors capstone project.			

<b>8909040</b>	<b>PRINCIPLES OF TEACHING INTERNSHIP</b>		<b>Career Prep</b>
	Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 11, 12 1.0 Year Foundations of Curriculum and Instruction VO	
This course is designed to develop competencies related to employability skills; developing relationships between school and the home; intrapersonal skills and professionalism. During this course students must participate in and document a 50-hour practicum (this is in addition to the 25-hour practicum in Teacher Assisting 3). A formal observation of the student must be conducted by the instructor during the latter part of the practicum experience. The student must submit a completed portfolio to the instructor by the end of this course.			

<b>SLS 1122</b>	<b>DYNAMICS OF STUDENT SUCCESS</b>		
	Offered: Credit: Length: Prerequisite:	Grade 10,11,12 Dual Enrollment Semester	
A 5.0 weighted college level course that is designed to increase student success through the development of academic and life skills			

# **TESA ACADEMY:**

## **TECHNOLOGY, ENGINEERING, SCIENCE & AERONAUTICS**

<b>8600580H</b>	<b>AEROSPACE TECHNOLOGIES 1 HONORS</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	None
	Type of Credit:	EQ
This honors course offers extensive experience in Engineering & Technology Education. In addition to fulfilling all requirements of Aerospace Technology 1, students will participate in a Career and Technical Education Leadership project or a Career and Technical Education Honors capstone project.		

<b>8600680H</b>	<b>AEROSPACE TECHNOLOGIES 2 HONORS</b>	
	Offered:	Grade 10, 11, 12
	Credit:	1.0
	Length:	Year
	Prerequisite:	Aerospace Technology 1
	Type of Credit:	EQ
This honors course offers extensive experience in Engineering & Technology Education. In addition to fulfilling all requirements of Aerospace Technology 2, students will participate in a Career and Technical Education Leadership project or a Career and Technical Education Honors capstone project.		

<b>ASC0560</b>	<b>ERAU Private Pilot Ground – Dual Enrollment</b>	
	Offered:	Grade 11
	Credit:	1.0
	Length:	Year
	Prerequisite:	Aerospace Technology 2
	Type of Credit:	Dual Enrollment Elective
Students will have the opportunity to earn their FAA Private Pilot Industry certification		

<b>ASC0562</b>	<b>ERAU Unmanned Aircraft Systems/Unmanned Aerial – Dual Enrollment</b>	
	Offered:	Grade 11
	Credit:	1.0
	Length:	Year
	Prerequisite:	Aerospace Technology 2
	Type of Credit:	Dual Enrollment Elective
Students will have the opportunity to earn their Small UAS Safety; Visual Line of Sight Systems Industry certification		

# **On Campus Dual Enrollment – Daytona State**

**SLS 1122 Dynamics of Student Success**, a 5.0 weighted college level course that helps students make wise choices in college. This class is designed to increase student success through the development of academic and life skills. Topics include: *study techniques, test anxiety, memory techniques and personal development*. This course will help satisfy the graduation requirements for the Associate of Arts degree.

**Criteria:** 2.5 unweighted GPA **and** PERT scores of at least an 84 in Reading **and** a 90 in Writing.

**\*PERT Testing is held 4 times per year at Atlantic – register through guidance or on our school website**

# Misc. Work Based Learning

8300420	<b>COOPERATIVE DIVERSIFIED EDUCATION</b> <span style="float: right;"><b>Career Prep</b></span>	
	<b>OJT</b> Offered: Credit: Length: Prerequisite: Type of Credit:	Grade 10, 11, 12 Multiple Year Enrollment in a Diversified Education Career Prep Program VO
The purpose of this course is to provide an on-the-job training component when the cooperative method of instruction is appropriate. Whenever the cooperative method is offered, the following is required for each student: A training agreement; a training plan signed by the student, teacher and employer, including instructional objectives; a list of on-the-job and in-school learning experiences; a workstation which reflects equipment, skills and tasks which are relevant to the occupation which the student has chosen as a career goal; and a site supervisor with a working knowledge of the selected occupation. The workstation may be in an industry setting or in a virtual learning environment. The student must be compensated for work performed.		

# **EXCEPTIONAL STUDENT** **EDUCATION**

## ABCD SCHEDULE: STANDARD DIPLOMA VIA ACCESS COURSES

Schedule A 2023-2024	Schedule B 2023-2024	Schedule C 2023-2024	Schedule D 2023-2024
Access Geometry 7912065	Access Algebra 1 7912075	Access Geometry 7912065	Access Algebra 1 7912075
Access Physical Science 7920022	Access Biology 7920015	Unique Skills or elective course, as needed	Access Earth/Space Science 7920020
Access World History 7921027	Access US History 7921025	(½) Access Economics with Financial Literacy 7921022	Access HOPE (Health Opp. Through Phys. Ed.) 7915015
		(½) Access US Government 7921015	
Self Determination 7963140	Self Determination 7963140	Self Determination 7963140	Self Determination 7963140
Access English 1 – 7910120 (9) Access English 2 – 7910125 (10)		Access English 3 – 7910130 (11) Access English 4 – 7910135 (12)	
<p><i>One of the following:</i></p> <p>Career Preparation - 7980110</p> <p>Career Experience – 7980120</p> <p>Supported Competitive Employment – 7980150</p>			
<p><i>One or more of the following:</i></p> <p>Unique Skills: Independent Functioning 9-12 – 7963160</p> <p>Unique Skills: Social &amp; Emotional 9-12 – 7963070</p> <p>Unique Skills: Communication 9-12 – 7963150</p> <p>Fine/Performing Arts course (Access or general education course)</p> <p>General Ed Elective(s)</p>			

<b>FAPE Schedule</b> (for students who have met diploma requirements and are deferring receipt of the diploma)
Preparation for Adult Living (3-4 periods) - 7963010
Career Experience - 7980120 or Supported Competitive Employment - 7980150 (3-4 periods)

## **MULTI-VE AND VE MODIFIED (ACCESS PROGRAMS)**

### **ACADEMIC**

Access courses are intended only for students with a significant cognitive disability. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities and are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction

<b>7910120</b>	<b>ACCESS ENGLISH 1</b>	
	Offered:	Grade 9
	Credit:	1
	Length:	up to 2 years
	Prerequisite:	None
	Type of Credit:	English/Language Arts

The purpose of these courses is to provide access to the general education English 1 curriculum, through Florida Standards Access Points and Essential Understandings, in using texts of high complexity, and integrated language arts study in reading, writing, speaking, listening, and language.

<b>7910125</b>	<b>ACCESS ENGLISH 2</b>	
	Offered:	Grade 10
	Credit:	1
	Length:	up to 2 years
	Prerequisite:	None
	Type of Credit:	English/Language Arts

The purpose of these courses is to provide access to the general education English 2 curriculum, through Florida Standards Access Points and Essential Understandings, in using texts of high complexity, and integrated language arts study in reading, writing, speaking, listening, and language.

<b>7910130</b>	<b>ACCESS ENGLISH 3</b>	
	Offered:	Grade 11
	Credit:	1
	Length:	up to 2 years
	Prerequisite:	None
	Type of Credit:	English/Language Arts

The purpose of these courses is to provide access to the general education English 3 curriculum, through Florida Standards Access Points and Essential Understandings, in using texts of high complexity, and integrated language arts study in reading, writing, speaking, listening, and language.

<b>7910135</b>	<b>ACCESS ENGLISH 4</b>	
	Offered:	Grade 12
	Credit:	1
	Length:	up to 2 years
	Prerequisite:	None
	Type of Credit:	English/Language Arts

The purpose of these courses is to provide access to the general education English 4 curriculum, through Florida Standards Access Points and Essential Understandings, in using texts of high complexity, and integrated language arts study in reading, writing, speaking, listening, and language.

<b>7912075</b>	<b>ACCESS ALGEBRA 1</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1
	Length:	up to 2 years, one credit each year
	Prerequisite:	None
	Type of Credit:	Math

The purpose of Access Algebra 1 course is to provide access to the general education algebra curriculum, through Florida Standards Access Points and Essential Understandings, in the areas of algebraic concepts and processes that can be used to analyze and solve a variety of routine and non-routine real-world and mathematical problems. The content should include, but not be limited to, the following: content-related vocabulary, operations using real numbers in real-world problems, patterns, relations, and functions, including tables, sequences, and graphs, graphs to summarize data and predict outcomes, variables and their impact on outcomes, varied solution strategies to solve real-world problems.

<b>7912065</b>	<b>ACCESS GEOMETRY</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1
	Length:	up to 2 years, one credit each year
	Prerequisite:	None
	Type of Credit:	Math

The purpose of the Access Geometry and Access Informal Geometry courses is to provide access to the general education geometry curriculum, through Florida Standards Access Points and Essential Understandings, in the areas of geometric situations and geometric relationships, moving towards formal mathematical arguments. 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.

<b>7920015</b>	<b>ACCESS BIOLOGY</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1
	Length:	up to 2 years
	Prerequisite:	None
	Type of Credit:	Science

The purpose of this course is to provide tiered access to the general education Biology 1 curriculum through three levels of Florida Standards Access Points (participatory, supported, and independent). The content of this course should include, but not be limited to: biological processes, cell structure and function, health-related issues and concerns, physiological processes, characteristics and classifications of plants and animals, plant and animal development, adaptation, and inter-relationships, plant, animal, and environment inter-relationships, renewable and non-renewable resources, scientific investigation.

<b>7920020</b>	<b>ACCESS EARTH/SPACE SCIENCE</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1
	Length:	up to 2 years
	Prerequisite:	None
	Type of Credit:	Science

The purpose of this course is to provide tiered access to the general education Earth/Space Science curriculum through three levels of Florida Standards Access Points (participatory, supported, and independent). The content should include, but not be limited to: earth and space in time, earth structures earth systems and patterns, diversity and evolution of living organisms, practice of science, characteristics of scientific knowledge, science and society, energy, motion, and the role of theories, laws, hypotheses, and models.

<b>7920022</b>	<b>ACCESS PHYSICAL SCIENCE</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1
	Length:	up to 2 years
	Prerequisite:	None
	Type of Credit:	Science

The purpose of this course is to provide tiered access to the general education physical science curriculum through three levels of Florida Standards Access Points (participatory, supported, and independent). The content should include, but not be limited to: earth systems and patterns, matter and energy transformations, the practice of science, the characteristics of scientific knowledge, the role of theories, laws, hypotheses, and models, science and society, matter, energy, and motion.

<b>7921022</b>	<b>ACCESS ECONOMICS WITH FINANCIAL LITERACY</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	.5
	Length:	1 Semester
	Prerequisite:	None
	Type of Credit:	Social Studies

The purpose of this course is to provide tiered access to the general education economics and financial literacy curriculum through three levels of Florida Standards Access Points (participatory, supported, and independent), in the areas of economics and financial literacy. Areas of study include currency, banking, monetary policy, financial planning, money management, credit and investment, production of goods and services, supply and demand, and taxation.

<b>7921015</b>	<b>ACCESS UNITED STATES GOVERNMENT</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	.5
	Length:	Semester
	Prerequisite:	None
	Type of Credit:	Social Studies

The purpose of this course is to provide tiered access to the general education US Government curriculum through three levels of Florida Standards Access Points (participatory, supported, and independent). The content is intended to develop or expand the student's understanding of: origins and purposes of government, law, and the American political system; roles, rights, and responsibilities of United States citizens; principles, functions, and organization of government; United States foreign policy; characteristics, distribution, and migration of human populations; human actions that can impact the environment.

<b>7921025</b>	<b>ACCESS US HISTORY</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	1
	Length:	Year
	Prerequisite:	None
	Type of Credit:	Social Studies

The purpose of this course is to provide tiered access to the general education United States History course, through three levels of Florida Standards Access Points (participatory, supported, and independent), which consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history.

## **SPECIAL SKILLS COURSES**

<b>7963010</b>	<b>PREPARATION FOR ADULT LIVING</b>	
	Offered:	Grade 12+
	Credit:	Multiple
	Length:	Varies
	Prerequisite:	None
	Type of Credit:	Elective

The purpose of this course is to enable students with disabilities to acquire the knowledge and skills needed to prepare for post-school adult living. The content should include, but not be limited to, the following: personal planning, personal care, living arrangements, household maintenance, interpersonal relationships, community involvement and participation, use of leisure time and communication. This entire course may not be mastered in one year.

<b>7963070</b>	<b>UNIQUE SKILLS: SOCIAL AND EMOTIONAL 9-12</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	Multiple
	Length:	Varies
	Prerequisite:	None
	Type of Credit:	Elective

The purpose of this course is to provide instruction related to environmental, interpersonal, and task- related behavior of students with disabilities. The content should include, but not be limited to, the following: appropriate classroom behavior, social and personal development, communication skills, behavioral control, conflict resolution, responsibility, interpersonal and intrapersonal problem solving, and appropriate use of leisure time. This entire course may not be mastered in one year.

<b>7963160</b>	<b>UNIQUE SKILLS: INDEPENDENT FUNCTIONING 9-12</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	Multiple
	Length:	Varies
	Prerequisite:	None
	Type of Credit:	Elective

The purpose of this course is to enable students with disabilities to achieve independence in daily living activities in educational, home, community, and employment settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

## **SEPARATE CLASS - MILD/MODERATE VE and SC-E/BD ACADEMIC**

Students with disabilities who entered 9<sup>th</sup> grade during the 2014-15 school year or later, who are not eligible for alternate assessment, must enroll in general education courses used to satisfy standard diploma requirements per Florida State Board of Education Rule 6A- 1.09963.

### **SPECIAL SKILLS COURSES**

<b>7963080</b>	<b>LEARNING STRATEGIES: 9-12</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	Multiple Varies
	Length:	None
	Prerequisite:	Elective
	Type of Credit:	

The purpose of this course is to provide instruction that enables students with disabilities to acquire and use strategies and skills to enhance their independence as learners in educational and community settings. The content should include, but not be limited to, the following: strategies for acquiring and storing knowledge; strategies for oral and written expression; strategies for problem solving; strategies for linking new information with prior knowledge; strategies for active participation in reading, viewing, and listening; self-regulated use of comprehension strategies; test taking strategies; time management and organizational skills; social skills; and self- advocacy and planning skills. This entire course may not be mastered in one year.

<b>7963140</b>	<b>SELF-DETERMINATION: 9-12</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	Multiple
	Length:	Varies
	Prerequisite:	None
	Type of Credit:	Elective

The purpose of this course is to enable students with disabilities to develop and apply self-determination skills in school, home, community, and work settings. These skills will assist students with achieving their desired school and post-school outcomes, participating actively and effectively in planning meetings and self-advocating in multiple settings. This entire course may not be mastered in one year.

<b>7963170</b>	<b>UNIQUE SKILLS: CURRICULUM AND LEARNING 9-12</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit: Length:	Multiple
	Prerequisite:	Varies
	Type of Credit:	None
		Elective

The purpose of this course is to enable students with disabilities to acquire and apply skills and strategies to access the general curriculum and achieve annual goals based on assessed needs and the student's individual educational plan (IEP). This course is designed for students with disabilities who need intensive individualized intervention in curriculum and learning skills and strategies. A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

## **VOCATIONAL EDUCATION FOR STUDENTS WITH DISABILITIES**

<b>7980110</b>	<b>CAREER PREPARATION: 9-12</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	Multiple
	Length:	Varies
	Prerequisite:	None
	Type of Credit:	Elective

The purpose of this course is to enable students with disabilities to acquire the career knowledge and skills necessary to identify career options, access community resources, and develop work-related behaviors. The course will provide a foundation for further progress toward achieving the student's desired post-school outcomes related to a career. The content should include, but not be limited to, the following: self-appraisal, decision-making, self-determination and self-advocacy, career options, community resources related to career decisions, workplace competencies, and rights and responsibilities of employees. This entire course may not be mastered in one year.

<b>7980120</b>	<b>CAREER EXPERIENCES: 9-12</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	Multiple
	Length:	Varies
	Prerequisite:	None
	Type of Credit:	Elective

The purpose of this course is to enable students with disabilities to further develop the career knowledge and skills necessary to identify career options, access community resources, and practice work-related behaviors. The course will provide guided practice and experiences in school and community work situations aimed at further progress toward achieving the student's desired post-school outcomes related to a career. The content should include, but not be limited to, the following: self-appraisal, decision-making, self-determination and self-advocacy, career options, community resources related to career decisions, workplace competencies, and rights and responsibilities of employees. This entire course may not be mastered in one year.

<b>7980130</b>	<b>CAREER PLACEMENT: 9-12</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	Multiple
	Length:	Varies
	Prerequisite:	Career Preparation/Career Education/Career Experiences/or Job Preparatory Education
	Type of Credit:	Elective

The purpose of this course is to enable students with disabilities to use the career knowledge and skills necessary to identify career options, access community resources, and apply work-related behaviors. The course will provide placement in a job in the community aimed at further progress toward achieving the student's desired post-school outcomes related to a career. The content should include, but not be limited to, the following: self-appraisal, decision-making, self-determination and self-advocacy, career selection, community resources related to career decisions, workplace competencies, and advocating rights and responsibilities of employees. This entire course may not be mastered in one year.

<b>7980150</b>	<b>SUPPORTED COMPETITIVE EMPLOYMENT</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	Multiple
	Length:	Varies
	Prerequisite:	None
	Type of Credit:	Elective

The purpose of this course is to enable students with moderate and severe disabilities who are functioning at supported levels to acquire skills necessary for successful individual supported competitive employment. Supported employment refers to competitive work in an integrated work setting with ongoing support services for individuals with moderate and severe handicaps for whom competitive employment has not traditionally occurred. Features of supported employment include intensive onsite training, fade-off, ongoing monitoring, and onsite advocacy. Students will receive one-to-one intensive training by a job coach or employment specialist. The students will be paid at or above minimum wage. A weekly work hour goal is to be established for each individual that would maximize employment potential at the time of transition. The weekly work hour goal will be identified in the student's Transition Individual Educational Plan. Students will receive ongoing support with at least one hour of follow-along services per week at the job site after stabilization has been attained. Stabilization refers to the point at which onsite training and support services in an individual employment situation has been 20% or less of normal work hours for at least 60 calendar days. The content of the course is expected to be provided as part of employment activities, not as pre-employment. The content should include, but not be limited to, the following: positive work attitudes and habits, appropriate hygiene and grooming skills, related safety procedures, appropriate decision-making skills, specific job-related skills, and self-reliance and initiative. This entire course may not be mastered in one year.

### **SPECIAL SKILLS COURSES**

<b>7963040</b>	<b>EXPANDED SKILLS: 9-12</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	Multiple
	Length:	Varies
	Prerequisite:	None
	Type of Credit:	Elective

The purpose of this course is to enhance the acquisition, comprehension, and use of language for students who are deaf or hard of hearing. The content should include, but not be limited to, the following: communication, hearing aids and assistive devices, community resources and services, hearing loss, deaf culture and heritage, and interpreters and note takers. This entire course may not be mastered in one year. **The particular course requirements that the student must master each year must be specified on an individual basis through the Individual Educational Plan Process.**

<b>7963050</b>	<b>EXPANDED CORE COMPETENCIES: 9-12</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	Multiple
	Length:	Varies None
	Prerequisite:	Elective
	Type of Credit:	

The purpose of this course is to provide instruction for students who have visual impairments which affect their ability to function in the home, community, or educational setting. The content should include, but not be limited to, the following: maximum use of sensory input; access to print information through use of strategies and modifications for completion of general education requirements; personal communication systems; personal management; social and interpersonal relationships; and productivity and career options. This entire course may not be mastered in one year. **The particular course requirements that the student must master each year must be specified on an individual basis through the Individual Educational Plan Process.**

<b>7963060</b>	<b>ORIENTATION AND MOBILITY SKILLS: 9-12</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	Multiple
	Length:	Varies
	Prerequisite:	None
	Type of Credit:	Elective

The purpose of this course is to provide instruction in skills involving orientation and mobility. Orientation is the collection and organization of information concerning the environment and one's relationship to it. Mobility is the ability to move efficiently within the environment. The content should include, but not be limited to, the following: developing safe, efficient and independent travel skills in one's neighborhood, community, and school environment; using major forms of public transportation; traveling to specified destinations in an unfamiliar environment; and locating and reading survival symbols in order to access public places. This entire course may not be mastered in one year. **The particular course requirements that the student must master each year must be specified on an individual basis through the Individual Educational Plan Process.**

## **THERAPY COURSES**

<b>7966010</b>	<b>PHYSICAL THERAPY: 9-12</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	Multiple
	Length:	Varies
	Prerequisite:	None
	Type of Credit:	Elective

The purpose of this course is to provide instruction to students with disabilities who have physically disabling conditions, including sensorimotor or neuromuscular deficits that substantially limit one or more major life activities and require adaptation of the school environment or curriculum in order to benefit from an educational program. The content should include, but not be limited to, the following: maintain, restore, or enhance motor and sensory skills; use adaptive equipment and assistive devices; and promote independence in mobility and management of health-related functions. This entire course may not be mastered in one year.

<b>7966020</b>	<b>OCCUPATIONAL THERAPY: 9-12</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	Multiple
	Length:	Varies None
	Prerequisite:	Elective
	Type of Credit:	

The purpose of this course is to provide instruction to students with disabilities whose physical, motor, or neurological deficits result in significant dysfunction in daily living or academic learning skills to the extent that they require adaptation of the school environment or curriculum in order to benefit from an educational program. The content should include, but not be limited to, the following: maintain, restore, or enhance motor and sensory skills; use adaptive equipment and assistive devices; and promote independence in activities of daily living. This entire course may not be mastered in one year.

<b>7966030</b>	<b>SPEECH THERAPY: 9-12</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	Multiple
	Length:	Varies
	Prerequisite:	None
	Type of Credit:	Elective

The purpose of this course is to provide students exhibiting communication disorders that negatively impact their ability to benefit from the educational process appropriate instruction in the communication skills necessary for academic learning, social interaction, and vocational success. The content should include, but not be limited to, the following: articulation therapy, fluency therapy, and voice therapy. This entire course may not be mastered in one year.

<b>7966040</b>	<b>LANGUAGE THERAPY: 9-12</b>	
	Offered:	Grade 9, 10, 11, 12
	Credit:	Multiple
	Length:	Varies None
	Prerequisite:	Elective
	Type of Credit:	

The purpose of this course is to provide students exhibiting language disorders that negatively impact their ability to benefit from the educational process appropriate instruction in language skills, both oral and written, necessary for academic learning, social interaction, and vocational success. The content should include, but not be limited to, the following: form, including phonology, syntax, and morphology; content, including semantics; and function, including pragmatics. This entire course may not be mastered in one year.

