

2025-2026
 Matanzas High School
Course Offerings & Descriptions Catalog

Career and Technical Education (CTE) Course Offerings

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Career and Technical Education (CTE) Course Descriptions

Course Name:	Allied Health Science Foundations Honors
Course Number:	8417110
Course Description:	This is the second course in the Health Sciences Program of Study. Emphasis is placed on communication and interpersonal skills, use of technology, ethics, and the development of critical thinking and problem solving skills. Students will also learn First Aid skills and demonstrate the measurement of vital signs.

Additional Information:	Co-requisite: Anatomy & Physiology honors or Health Science anatomy & physiology.
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Course Name:	Allied Health Assisting 3
Course Number:	8417131
Course Description:	This is the third/fourth course in the Health Sciences Program of Study. In this course students will perform skills representative of one to three areas of allied health care in the laboratory and clinical settings. This course requires clinical field experience and students must have their own transportation.
Additional Information:	Prerequisite: Health Science Foundations honors.

Course Name:	Digital Media/Multimedia Foundations 1 (Grade 10 Only)
Course Number:	8201210
Course Description:	<p>This course provides competencies in presentation production issues, basic computer knowledge, digital still photography, and photo editing software. After successfully completing this program, the student will be able to perform the following:</p> <ul style="list-style-type: none"> ● Demonstrate knowledge of presentation production issues ● Demonstrate basic computer knowledge ● Demonstrate knowledge of still images and time-based media production ● Demonstrate knowledge of photo and time-based editing software
Additional Information:	In this class, you can expect to learn how to use Adobe Photoshop through a variety of design projects. The world's best imaging and graphic design software is at the core of just about every creative project, from photo editing and compositing to digital painting, animation, and graphic design. Creators across industries rely on Adobe Photoshop to go far beyond what is captured by a camera. We will start with the basics of the workspace and learn about the different tool sets available. As your knowledge and skill set expands, you will be able to explore your creativity through self-directed projects. You will build a beautiful portfolio by the end of the course.

Course Name:	Digital Media/Multimedia Foundations 2
Course Number:	8201220
Course Description:	<p>This course covers competencies in advanced design, illustration software, color modes, and fonts. After successfully completing this program, the student will be able to perform the following:</p> <ul style="list-style-type: none"> ● Demonstrate proficiency in advanced design ● Demonstrate understanding of color modes ● Demonstrate proficiency in using fonts for advanced design ● Demonstrate proficiency in using illustration software ● Demonstrate knowledge of design layout software
Additional Information:	<p>In this class, you can expect to learn how to use Adobe Illustrator through a variety of design projects. Adobe Illustrator is the industry-standard vector graphics software used by millions to create logos, illustrations, packaging, and more. We will start with the basics of the workspace and learn about the different tool sets available. As your knowledge and skill set expands, you will be able to explore your creativity through self-directed projects. You will build a beautiful portfolio by the end of the course.</p>

Course Name:	Digital Media/Multimedia Foundations 3
Course Number:	8201230
Course Description:	<p>This course provides competencies in presentation production issues, basic computer knowledge, digital still photography, and photo editing software. After successfully completing this program, the student will be able to perform the following:</p> <ul style="list-style-type: none"> ● Demonstrate knowledge of presentation production issues ● Demonstrate basic computer knowledge ● Demonstrate knowledge of still images and time-based media production ● Demonstrate knowledge of photo and time-based editing software
Additional Information:	<p>In this class, you can expect to learn how to use Adobe InDesign through a variety of design projects. Adobe InDesign is the industry-leading layout and page design software for print and digital media. Millions of artists, designers, and businesses use InDesign to create beautiful posters, PDFs, magazines, and more. We will start with the basics of the workspace and learn about the different tool sets available. As your knowledge and skill set expands, you will be able to explore your creativity through self-directed projects. You will build a beautiful portfolio by the end of the course.</p>

Course Name:	Digital Media/Multimedia Web Production
Course Number:	8201610
Course Description:	This course covers competencies in web page design, HTML and CSS, authoring software, animated web page design, and interactive design software.
Additional Information:	<p><u>Students will complete the following:</u></p> <p>Demonstrate proficiency in preliminary web page design.</p> <p>Demonstrate understanding of HTML and CSS.</p> <p>Demonstrate proficiency in authoring software for web page design.</p> <p>Demonstrate knowledge of interactive animation techniques</p> <p>Demonstrate proficiency using all media to create an advertising campaign.</p> <p>Participate in work-based learning experiences or simulation.</p>

Course Name:	DCT Principles
Course Number:	8303010
Course Description:	This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in Diversified Education; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Diversified Education career cluster. This program offers a broad foundation of knowledge and skills to prepare students for employment in the selected occupational area.
Additional Information:	<p>11th and 12th grade students only</p> <p>This course is a pre/co-requisite for OJT (On the Job Training).</p>

Course Name:	OJT (On the Job Training)
Course Number:	8300410

Course Description:	The purpose of this course is to provide the 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.
Additional Information:	11th and 12th grade students only Students must have a part-time job with a minimum of 10 hours. Pre/co-requisite course is DCT Principles. Students must have their own means of transportation.

Course Name:	Business Ownership (VYSTAR)
Course Number:	8812000
Course Description:	This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales and Service career cluster; provides technical skill proficiency and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales and Service career cluster. This program is to prepare students for careers as entrepreneurs, present entrepreneurship as a career path worthy of consideration, provide students with the skills needed to realistically evaluate their potential as business owners and to develop the fundamental knowledge and skills necessary to start and operate a business.
Additional Information:	Application Required. (11th & 12th Grade). The content includes, but is not limited to, the essential competencies required to operate a small business. The planning and operation of a simulated business are an important part of the instruction of this course.

Course Name:	Marketing Essentials
Course Number:	8827100
Course Description:	The purpose of this program is to prepare students for employment or advanced training in the Electronic Commerce (e-Commerce) Marketing industry. The content includes, but is not limited to, employability skills, selling techniques, public relations and publicity, event planning and execution, and licensing, sponsorship, and endorsements.
Additional Information:	This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales and Service career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales and Service career cluster.

Course Name:	Marketing Applications
Course Number:	8827120
Course Description:	The purpose of this program is to prepare students for employment or advanced training in the Electronic Commerce (e-Commerce) Marketing industry. The content includes, but is not limited to, employability skills, selling techniques, public relations and publicity, event planning and execution, and licensing, sponsorship, and endorsements. This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales and Service career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales and Service career cluster.
Additional Information:	Prerequisite course: Marketing Essentials

Course Name:	Marketing Management
Course Number:	8827130
Course Description:	This course provides instruction for a 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. This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales and Service career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales and Service career cluster.
Additional Information:	Prerequisite course: Marketing Applications

Course Name:	Culinary Arts 1
Course Number:	8800510
Course Description:	This course covers the history of the food service industry and careers in that industry. Also covered are safety in the workplace; employability skills; leadership/teamwork skills; care and use of commercial culinary equipment; basic food science; basic nutrition; and following recipes in food preparation labs.
Additional Information:	N/A

Course Name:	Culinary Arts 2 (Grade 10 Only)
Course Number:	8800520
Course Description:	In this course students will learn state mandated guidelines for food service; how to attain food handler training certification; and perform front-of-the-house and back-of-the-house duties. Students will prepare quality food products and present them creatively; demonstrate safe,

	sanitary work procedures; understand food science principles related to cooking and baking; and utilize nutrition concepts when planning meals/menus.
Additional Information:	Prerequisite: Culinary Arts 1 and application

Course Name:	Culinary Arts 3
Course Number:	8800530
Course Description:	In this course the student will research career opportunities in professional cooking/baking; follow guidelines on food selection, purchasing, and storage; and use communication skills. Students will prepare and present a variety of advanced food products; create centerpieces; and research laws specific to the hospitality industry. Also covered are management skills; how to develop a business plan; and utilization of technology in the workplace. Students will be knowledgeable about food safety manager training/certification training programs that are acceptable in Florida.
Additional Information:	Prerequisite: Culinary Arts 2 and application

Course Name:	Culinary Arts 4
Course Number:	8800540
Course Description:	This course provides opportunities for students to apply their acquired knowledge and skills in culinary related scenarios. Track 1 comprises Standards 20 - 27 and is a one credit course focused on Culinary and Hospitality Management. This is a culminating course to develop advanced culinary techniques and skills. Students will learn using modern technology and culinary trends
Additional Information:	Prerequisite: Culinary Arts 3 and application

Course Name:	Building Construction Technologies 1
Course Number:	8720310

Course Description:	This is the first course in the Construction Program of Study. The purpose of this course is to develop the competencies essential to the building construction industry. These competencies include skills and knowledge related to safety practices, the proper use of hand and power tools, plan reading, basic rough carpentry and framing.
Additional Information:	Students will work to complete NCCER and CORE industry certifications.

Course Name:	Building Construction Technologies 2
Course Number:	8720320
Course Description:	This is the second course in the Construction Program of Study. The purpose of this course is for the student to develop competencies essential to the carpentry industry including safety, use of manual and power tools, applied math, construction plan drawing, building materials, fasteners and hardware, rigging and scaffolding, sustainability and employability skills.
Additional Information:	Students will work to complete NCCER and CORE industry certifications. Students begin taking NCCER005-Carpentry Level 1 certification exam.

Course Name:	Carpentry Framing
Course Number:	8104330
Course Description:	This is the final course in the Construction Program of Study. This Course focuses on framing walls and roofs and provides an understanding of hurricane codes.
Additional Information:	Successful completion of Carpentry Layout. Students will work to complete NCCER and CORE industry certifications.

Course Name:	Carpentry Exterior
Course Number:	8104340

Course Description:	This course provides students with knowledge and skills pertaining to cold-formed steel framing, exterior stair construction, roofing applications, thermal and moisture protection and window and door installation.
Additional Information:	Successful completion of Carpentry Framing. Students will work to complete NCCER and CORE industry certifications.

Course Name:	Career & Technical Ed. Internship (VYSTAR)
Course Number:	8300430
Course Description:	<p>The purpose of this course is to provide students with the opportunity to gain practical, first-hand knowledge in broad occupational clusters or industry sectors through a structured internship experience. This internship is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations not generally available through paid employment.</p> <p>This is the VyStar Credit Union Internship. This internship is broken into four parts:</p> <ul style="list-style-type: none"> ● Vault: This position is responsible for the Credit Unions Vault. They have to process all transactions daily, audit the books and maintain safety and security protocols. ● Tellers: take care of members' needs, deposit and withdrawals. ● Relationship Specialist: Open new accounts for members and other concerns facing members. ● Marketing: Organizes the monthly promotions for the School Branch. Each student will spend one quarter in each position. <p>During the summer months the students will be involved in a paid internship with the Palm Coast VyStar Branch.</p>
Additional Information:	Prerequisite: Business Ownership. Application required. The students must go through an application process for the internship. The application process starts in February. During the summer months the students will be involved in a paid internship with the Palm Coast VyStar Branch.

Course Name:	Criminal Justice Operations 1 (10th Grade Only), 2 & 3
Course Number:	8918010, 8918020, 8918030

<p>Course Description:</p>	<p>These courses will give students a glimpse into the proceedings of various sectors of the American criminal justice system.</p> <p>Criminal Justice 1 topics could include: measuring and explaining crime; criminal law; police and the rule of law; challenges to effective policing; the criminal trial process; punishment and sentencing; probation and community corrections; prisons and jails; victims' rights; and media sensationalism of crime. This course will provide you with an opportunity to better understand America's law enforcement procedures, our court system, and our penal system, in addition to possibly opening doors to occupational opportunities (or answering questions you might have if you have already considered a criminal justice-oriented occupation).</p> <p>Criminal Justice 2 will provide a concise glimpse of Florida Law Enforcement Academy. Topics may include: officer training program, legal concepts, elements of crime, interactions in a diverse community, interviewing and report writing, fundamentals of patrol and traffic stops. This course will provide you with an opportunity to better understand police academy and a look into the basic recruit training program, our court system, and patrol fundamentals, in addition to possibly opening doors to occupational opportunities (or answering questions you might have if you have already considered a criminal justice-oriented occupation).</p> <p><u>Prerequisite successful completion of Criminal Justice 1</u></p> <p>Criminal Justice 3 topics that may be focused on throughout the semester could include: crime scene elements and investigations; criminalistics, obtaining information, crimes against persons; and death investigations. This course will provide you with an opportunity to better understand training and skills necessary to be a successful investigator. <u>Prerequisite successful completion of Criminal Justice 1 and Criminal Justice 2</u></p>
<p>Additional Information:</p>	<p>Please be advised these courses will contain sensitive and graphic material.</p>

<p>Course Name:</p>	<p>Law Studies/Critical Thinking Skills</p>
<p>Course Number:</p>	<p>2106350/1700370</p>
<p>Course Description:</p>	<p>The grade 9-12 Law Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the study of the American legal system as the foundation of American society by examining those laws which have an impact on citizens' lives and an introduction to fundamental civil and criminal justice procedures. Content should include, but is not limited to,</p>

	the need for law, the basis for our legal system, civil and criminal law, adult and juvenile courts, family and consumer law, causes and consequences of crime, individual rights and responsibilities, and career opportunities in the legal system.
Additional Information:	Prerequisite Criminal Justice Operations 1.

Course Name:	Comprehensive Law Honors
Course Number:	2106375
Course Description:	The grade 9-12 Comprehensive Law course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content for the course pertains to the study of the components and processes associated with the American legal system and the comprehensive examination of the civil and criminal justice systems. Content should include, but is not limited to, the historical antecedents and purpose for laws, the impact of social values on the establishment and interpretation of laws, causes and consequences of crime, evaluation of the adult and juvenile justice systems, significance of the Bill of Rights to the American legal system and elements of constitutionalism, civil and criminal law, family and consumer law, rights and responsibilities under the law, and the adversarial versus inquisitorial systems of justice. This course will incorporate the development of a written appellate brief addressing a contemporary legal question and the presentation of oral arguments to defend their position legally.
Additional Information:	Prerequisite Law Studies/Critical Thinking Skills.

Course Name:	IT Fundamentals
Course Number:	9001310
Course Description:	This course introduces students to the essential concepts, components, terminology, and knowledge about computers, computer systems, peripherals, and networks.

Additional Information:	The content includes but is not limited to foundational knowledge and skills in computer and network security, security vulnerabilities, attack mechanisms and techniques, intrusion detection and prevention, cryptographic systems, system hardening, risk identification, incidence response, penetration testing, key management, access control, and recovery. Specialized courses focus on database security, planning and analysis, software, and web security.
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Course Name:	Computer & Network Security Fundamentals
Course Number:	9001320
Course Description:	This course introduces students to cybersecurity and provides them with essential computer and networking knowledge and skills, particularly those related to cybersecurity.
Additional Information:	Prerequisite: IT Fundamentals The content includes but is not limited to foundational knowledge and skills in computer and network security, security vulnerabilities, attack mechanisms and techniques, intrusion detection and prevention, cryptographic systems, system hardening, risk identification, incidence response, penetration testing, key management, access control, and recovery. Specialized courses focus on database security, planning and analysis, software, and web security.

Course Name:	Cyber Security Essentials
Course Number:	9001330
Course Description:	This course provides students with insight into the many variations of vulnerabilities, attack mechanisms, intrusion detection systems, and some methods to mitigate cybersecurity risks, including certificate services and cryptographic systems.
Additional Information:	Prerequisite: IT Fundamentals Prerequisite: Computer & Network Security Fundamentals

Course Name:	AICE Information Technology (AS)
Course Number:	0200490

<p>Course Description:</p>	<p>For more information about this Cambridge course, visit https://www.cambridgeinternational.org/Images/554602-2022-2024-syllabus.pdf</p> <p>Cambridge International AS & A Level Information Technology encourages learners to meet the needs of Higher Education courses in Information Technology as well as employers. Information Technology (IT) is the application of technology to process information. In a world where IT is constantly changing, individuals increasingly need technological and information literacy skills that include the ability to gather, process and manipulate data. The impact of IT on society is enormous and as the percentage of businesses and households connected to communication networks such as the internet grows, so does the need for individuals who understand these new technologies.</p> <p>Impact of IT The application of technology to process information impacts all aspects of our lives. The enormity of the impact can be seen in industry and commerce, transport, leisure, medicine, in the workplace and the home. Communications using technologies have made the world seem smaller.</p> <ul style="list-style-type: none"> ● Hardware and software Hardware and software interact with each other in an IT system. It is important to understand how these work, and how they work together with each other and with us in our environment. ● Network Computer systems can be connected together to form networks allowing them to share data and resources. The central role networks play in the internet, mobile and wireless applications and cloud computing has rapidly increased the demand for network capacity and performance. ● The internet is a global communications network that uses standardised communications protocols to allow computers worldwide to connect and share information in many different forms. The impact of the internet on our lives is profound. While the services the internet supports can provide huge benefits to society they have also introduced issues, for example security of data. ● System life cycle Information systems are developed within a planned cycle of stages that cover the initial development of the system and continue through to its scheduled updating or redevelopment. ● New technologies as the information industry changes so rapidly, it is important to keep track of new and emerging technologies and consider how they might affect everyday life.
<p>Additional Information:</p>	<p>Prerequisite: IT Fundamentals Prerequisite: Computer & Network Security Fundamentals</p>

	Students must sit for the AICE exam, which may occur after the end of the school year.
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Course Name:	Research 1 & 2 (Teacher Assistant)
Course Number:	1700300/10
Course Description:	<p>The purpose of this course is to enable students to develop fundamental knowledge of the steps in the research process.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> ● nature and purpose of research ● research questions and hypotheses ● research methods and procedures ● review of literature and other resources ● primary and secondary sources ● directed investigations ● organization of information ● report formats, styles, and content ● critical analysis of research ● submission of a major independent research project
Additional Information:	*3.0 GPA & Application Required*

Course Name:	Executive Internship
Course Number:	0500300
Course Description:	<p>The purpose of this course is to provide a practical introduction to the work environment through direct contact with professionals in the community.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> ● discussion of professional job requirements ● awareness and knowledge of career opportunities ● building vocabulary appropriate to the area of professional interest ● development of decision-making skills ● development of personal and educational job-related skills
Additional Information:	N/A

Course Name:	Introduction to Hospitality & Tourism - Level 1
Course Number:	8850110
Course Description:	The purpose of this course is to introduce students to the skills necessary for success in the hospitality and tourism industry. Students will also have the opportunity to learn hospitality and tourism terminology and the mathematical, economic, marketing, and sales fundamentals of the industry. This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality & Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality & Tourism career cluster.
Additional Information:	The content includes but is not limited to coursework that prepares students for employment in the hospitality & tourism industry as reservation and transportation agents, travel destination specialists, tour operators, transportation attendants, cruise ship consultants, or to provide supplemental training for those persons previously or currently employed in these occupations. This program includes components on planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues, and health, safety, and environmental issues.

Course Name:	Hospitality & Tourism Level 2: Marketing Management
Course Number:	8703120
Course Description:	This is the second course in the Hospitality & Tourism Program of Study. Students must pass this course to advance to the next level of the Program. Students will take the INTUIT002-Entrepreneurship and Small Business (ESB) certification test.
Additional Information:	Prerequisite: Students must have completed Introduction to Hospitality and Tourism to take this course.

	<p>The content includes but is not limited to coursework that prepares students for employment in the hospitality & tourism industry as reservation and transportation agents, travel destination specialists, tour operators, transportation attendants, cruise ship consultants, or to provide supplemental training for those persons previously or currently employed in these occupations. This program includes components on planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues, and health, safety, and environmental issues.</p>
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Course Name:	Hospitality & Tourism Level 3: Entrepreneurship
Course Number:	8703130
Course Description:	This is the third course in the Hospitality & Tourism Program of Study. Students must pass this course to advance to the next level of the Program. Students will take the PROSO031-Social Media Strategist certification test.
Additional Information:	<p>Prerequisite: Students must have completed Introduction to Hospitality and Tourism and Hospitality & Tourism Marketing Management to take this course.</p> <p>The content includes but is not limited to coursework that prepares students for employment in the hospitality & tourism industry as reservation and transportation agents, travel destination specialists, tour operators, transportation attendants, cruise ship consultants, or to provide supplemental training for those persons previously or currently employed in these occupations.</p>

Course Name:	Introduction to the Teaching Profession
Course Number:	8909010

<p>Course Description:</p>	<p>This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Education & Training career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Education & Training career cluster.</p> <ul style="list-style-type: none"> • The content includes but is not limited to competencies and skills needed to become a professional in the field of education. This includes an understanding of education in the United States, the ability to work effectively with all students, educational technology, classroom management, student assessment, communication skills, and other skills needed to support the learning activities of students.
<p>Additional Information:</p>	<p>To be enrolled a student's status in school and schedule must allow sufficient time for the student to be able to complete the program. The Teacher Assisting / Principles of Teaching program is designed to support teaching activities for students in classroom settings. This is <u>not</u> a program to provide clerical support to faculty or office/administrative personnel.</p>

<p>Course Name:</p>	<p>Teaching Profession Level 2: Human Growth & Development</p>
<p>Course Number:</p>	<p>8909020</p>

Course Description:	<p>This is the second course in the Teaching Program of Study. This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Education & Training career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Education & Training career cluster.</p> <ul style="list-style-type: none"> • The content includes but is not limited to competencies and skills needed to become a professional in the field of education. This includes an understanding of education in the United States, the ability to work effectively with all students, educational technology, classroom management, student assessment, communication skills, and other skills needed to support the learning activities of students. <p>This is <u>not</u> a program to provide clerical support to faculty or office/administrative personnel.</p>
Additional Information:	Prerequisite: Into the Teaching Profession. Human Growth and Development is the second course in the Principles of Teaching program of study.

Course Name:	Teaching Profession Level 3: Foundations of Curriculum & Instruction
Course Number:	8909030

<p>Course Description:</p>	<p>This is the third course in the Teaching Program of Study. This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Education & Training career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Education & Training career cluster.</p> <ul style="list-style-type: none"> • The content includes but is not limited to competencies and skills needed to become a professional in the field of education. This includes an understanding of education in the United States, the ability to work effectively with all students, educational technology, classroom management, student assessment, communication skills, and other skills needed to support the learning activities of students. <p>This is <u>not</u> a program to provide clerical support to faculty or office/administrative personnel.</p>
<p>Additional Information:</p>	<p>Prerequisite: Human Growth & Development. Foundations of Curriculum and Instruction is the third course in the Teaching Program of Study.</p>

ELA Course Offerings

English 1	1001310
English 1 Honors	1001320
English 2	1001340
English 2 Honors	1001350
English 3	1001370
AICE General Paper AS (English 3 Honors)	1009400
English 4	1001400
English 4 Honors	1001410
Journalism 1-4 (Yearbook 1-4)	1006300/10/20/30
Intensive Reading 1-2	1000412/14

Intensive Reading 3-4	1000416 /18
Learning Strategies	7963080
ESOL English 1-4	1002300/10/20/30
ESOL Intensive Reading 1-4	1000412
AICE English Language 1 AS	1001550
AICE English Language 2 AL	1001551
AICE English Literature 1 AS	1005370
AICE English Literature 2 AL	1005375

ELA Course Descriptions

Course Name:	English 1
Course Number:	1001310
Course Description:	<p>The purpose of this course is to provide English 1 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> ● active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn ● analysis of literature and informational texts from varied literary periods to examine: <ul style="list-style-type: none"> ○ text craft and structure ○ elements of literature ○ arguments and claims supported by textual evidence ○ power and impact of language ○ influence of history, culture, and setting on language ○ personal critical and aesthetic response ● writing for varied purposes <ul style="list-style-type: none"> ○ developing and supporting argumentative claims ○ crafting coherent, supported informative/expository texts ○ responding to literature for personal and analytical purposes ○ writing narratives to develop real or imagined events ○ writing to sources using text- based evidence and reasoning ● effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions ● collaboration amongst peers

Course Name:	English 1 Honors
Course Number:	1001320
Course Description:	<p>The purpose of this course is to provide English 1 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> ● active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn ● analysis of literature and informational texts from varied literary periods to examine: <ul style="list-style-type: none"> ○ text craft and structure ○ elements of literature ○ arguments and claims supported by textual evidence ○ power and impact of language ○ influence of history, culture, and setting on language ○ personal critical and aesthetic response ● writing for varied purposes <ul style="list-style-type: none"> ○ developing and supporting argumentative claims ○ crafting coherent, supported informative/expository texts ○ responding to literature for personal and analytical purposes ○ writing narratives to develop real or imagined events ○ writing to sources using text- based evidence and reasoning ● effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions ● collaboration amongst peers
Additional Information:	<p>Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. 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. Academic rigor is more than simply assigning to students a greater quantity of work.</p>

Course Name:	English 2
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Course Number:	1001340
Course Description:	<p>The purpose of this course is to provide grade 10 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> ● active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn ● analysis of literature and informational texts from varied literary periods to examine: <ul style="list-style-type: none"> ○ text craft and structure ○ elements of literature ○ arguments and claims supported by textual evidence ○ power and impact of language ○ influence of history, culture, and setting on language ○ personal critical and aesthetic response ● writing for varied purposes <ul style="list-style-type: none"> ○ developing and supporting argumentative claims ○ crafting coherent, supported informative/expository texts ○ responding to literature for personal and analytical purposes ○ writing narratives to develop real or imagined events ○ writing to sources using text- based evidence and reasoning ○ writing to sources using text- based evidence and reasoning ● effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions ● collaboration amongst peers
Additional Information:	N/A

Course Name:	English 2 Honors
Course Number:	1001350
Course Description:	<p>The purpose of this course is to provide grade 10 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> ● active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn ● analysis of literature and informational texts from varied literary periods to examine: <ul style="list-style-type: none"> ○ text craft and structure

	<ul style="list-style-type: none"> ○ elements of literature ○ arguments and claims supported by textual evidence ○ power and impact of language ○ influence of history, culture, and setting on language ○ personal critical and aesthetic response ● writing for varied purposes <ul style="list-style-type: none"> ○ developing and supporting argumentative claims ○ crafting coherent, supported informative/expository texts ○ responding to literature for personal and analytical purposes ○ writing narratives to develop real or imagined events ○ writing to sources using text- based evidence and reasoning ○ writing to sources using text- based evidence and reasoning ● effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions ● collaboration amongst peers
Additional Information:	<p>Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. 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. Academic rigor is more than simply assigning to students a greater quantity of work.</p>

Course Name:	English 3
Course Number:	1001370

<p>Course Description:</p>	<p>The purpose of this course is to provide grade 11 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> ● active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn ● analysis of literature and informational texts from varied literary periods to examine: <ul style="list-style-type: none"> ○ text craft and structure ○ elements of literature ○ arguments and claims supported by textual evidence ○ power and impact of language ○ influence of history, culture, and setting on language ○ personal critical and aesthetic response ● writing for varied purposes <ul style="list-style-type: none"> ○ developing and supporting argumentative claims ○ crafting coherent, supported informative/expository texts ○ responding to literature for personal and analytical purposes ○ writing narratives to develop real or imagined events ○ writing to sources using text- based evidence and reasoning ○ writing to sources using text- based evidence and reasoning ● effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions ● collaboration amongst peers
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<p>Course Name:</p>	<p>AICE General Paper AS (English 3 Honors Equivalent)</p>
<p>Course Number:</p>	<p>1009400</p>
<p>Course Description:</p>	<p>For more information about this Cambridge course, visit http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.</p> <p>The aims are to enable students to do the following:</p> <ul style="list-style-type: none"> • develop understanding and use of English language in the context of contemporary topics • encourage and appraise a broad range of topics • develop a wider awareness and knowledge of contemporary issues through reading • develop independent reasoning skills • develop the skills of interpretation, analysis, evaluation and persuasion • develop skills in writing structured and developed arguments, and present reasoned explanations

• develop the ability to present a point of view clearly, and consider and reflect upon those of others.

Learners will have the opportunity to gain knowledge and understanding of issues in these three broad topic areas:

1 Economic, historical, moral, political and social

2 Science, including its history, philosophy, ethics, general principles and applications; environmental issues; technology and mathematics 3

Literature, language, the arts, crafts, and the media.

Learners consider topics within local and international contexts. Learners should be able to draw upon knowledge and understanding gained from studying other subjects.

Through the study of these broad topic areas, learners develop effective reading and writing skills in English. They work with information, ideas and opinions. They analyze and evaluate opinions and ideas. They also learn how to build an argument. These skills are all highly transferable and will help learners in other subjects they are studying, and equip them for higher education or employment. Candidates following this course should be encouraged to develop a range of skills.

- Application of information: Candidates should develop the ability to identify, select and apply appropriate information to respond to a task. They are encouraged to understand different points of view on a topic. Candidates should use information as evidence to support an argument with examples and to develop ideas.

- Reading: Candidates are encouraged to read widely for general understanding and develop skills to identify relevant information from a variety of sources. Candidates should develop a wide range of vocabulary in English and the ability to understand the use of English words and phrases in context. They should understand how information is presented and how the English language is used to convey implicit as well as explicit meaning.

- Analysis and evaluation: Candidates should develop the ability to analyze data, interpret information and offer key points. Candidates should learn skills of evaluation. They should go beyond observing or summarizing the evidence. They should learn to draw out inferences, understand the implications of a course of action, develop and draw out the significance of an argument and examine other points of view. Candidates should learn to make supported judgements.

- Writing: Candidates should develop the skills to write in accurate English in a clear, coherent and structured way, including essays. They should also learn to write shorter responses for a variety of purposes. These might include explanation, description, summary, analysis, evaluation and persuasion. Candidates should learn to use a range of vocabulary, appropriate spelling, grammar and punctuation, and use of register, to communicate information, ideas and opinions appropriate to the task.

Additional Information:	Students must sit for the AICE Exam, which may occur after the end of the school year.
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Course Name:	English 4
Course Number:	1001400
Course Description:	<p>This course defines what students should understand and be able to do by the end of 12th grade. 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.</p> <p>The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.</p>
Additional Information:	<p>English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.</p> <p>Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.</p> <p>The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.</p> <p>Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.</p>

Course Name:	English 4 Honors
Course Number:	1001410
Course Description:	The purpose of this course is to provide grade 11 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and

	<p>readiness. The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> ● active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn ● analysis of literature and informational texts from varied literary periods to examine: <ul style="list-style-type: none"> ○ text craft and structure ○ elements of literature ○ arguments and claims supported by textual evidence ○ power and impact of language ○ influence of history, culture, and setting on language ○ personal critical and aesthetic response ● writing for varied purposes <ul style="list-style-type: none"> ○ developing and supporting argumentative claims ○ crafting coherent, supported informative/expository texts ○ responding to literature for personal and analytical purposes ○ writing narratives to develop real or imagined events ○ writing to sources using text- based evidence and reasoning ○ writing to sources using text- based evidence and reasoning ● effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions ● collaboration amongst peers
<p>Additional Information:</p>	<p>Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. 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. Academic rigor is more than simply assigning to students a greater quantity of work.</p>

<p>Course Name:</p>	<p>Journalism 1-4 (Yearbook 1-4)</p>
<p>Course Number:</p>	<p>1006300/10/20/30</p>
<p>Course Description:</p>	<p>The purpose of this course is to enable students to develop fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop knowledge of journalism history, ethics use, and management techniques related to the</p>

	<p>production of journalistic media. English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society. Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> ● demonstrating entry-level skills in telling stories and packaging them across the platforms/mediums of print, multimedia, online, and broadcast/radio ● demonstrating fundamental skills in layout design ● organization/management skills, and use of technology for the successful production of journalistic media ● using writing strategies to craft various forms of journalistic writing, including news writing, feature writing, sports writing, and editorial writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context ● using fundamental research skills and networking formats ● demonstrating awareness of the history of journalism and changes in the responsible and ethical use of information, including the use of print and non-print photojournalism ● demonstrating awareness of the varied careers within the multiple formats of 21st century journalism
Additional Information:	*Application Required*

Course Name:	Intensive Reading 1-2
Course Number:	1000412/14
Course Description:	<p>This course is designed for 9th/10th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard.</p> <p>Teachers will use the standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.</p> <p>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</p>

	gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.
Additional Information:	This course is for students who previously scored a Level 1 on the FSA ELA state assessment.

Course Name:	Intensive Reading 3-4
Course Number:	1000416 /18
Course Description:	This course is designed for 11th/ 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 standards that correspond to student needs based on diagnostic assessments and adjust according to ongoing progress monitoring data. Effective implementation requires the support to be matched to student needs 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.
Additional Information:	This course is for students who have not successfully completed their FSA ELA graduation requirement.

Course Name:	Learning Strategies (ESE - IEP based course)
Course Number:	7963080
Course Description:	The purpose of this course is to enable students with disabilities to acquire and generalize strategies and skills across academic, community, and employment settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP). This course is designed for students with disabilities who need intensive individualized intervention in learning strategies. The course may address academic skill deficits enabling students to learn strategies to access the general curriculum and close educational gaps. Instructional activities involving practical applications of course requirements may occur in home, school, community, and employment settings for the

	purpose of practice, generalization, and maintenance of skills and strategies. These applications may require that the student be trained in the use of related technology, tools, and equipment.
Additional Information:	A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis and relate to achievement of annual goals on the student's IEP. Instruction in subsequent courses should be designed to build upon students' previously mastered skills, not repeat previous course content. This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

Course Name:	ESOL English 1- 4
Course Number:	1002300/10/20/30
Course Description:	The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness.
Additional Information:	Placement in these courses will be based on English proficiency.

Course Name:	ESOL Intensive Reading 1- 4
Course Number:	1000412
Course Description:	The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. The course includes foundational skill standards to be used until a student has mastered the standard. Teachers will use the standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data.
Additional Information:	Placement in these courses will be based on English proficiency.

Course Name:	AICE English Language 1 AS
Course Number:	1001550
Course Description:	<p>For more information about this Cambridge course, visit http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.</p> <p>The key concepts for Cambridge International AS & A Level English Language are:</p> <ul style="list-style-type: none"> • Text and context: A text can be defined as a single, coherent unit of language, from the briefest spoken utterance to a book published across several volumes. However, no text exists without context; students of the English language must always consider how a text's meaning is informed by the circumstances not only of its production, but also of its communication and reception. • Meaning and style: The study of English language involves developing a range of strategies for exploring the complex ways in which different linguistic elements come together to create meaning. Whether producing their own texts or analyzing texts produced by others, students of the English language must consider how choices regarding form, structure and language also interact to create a distinctive style. • Audience: Students of English language must learn to identify and analyze the strategies writers and speakers use to communicate with their intended audience(s). Likewise, they must be able to predict, recognise and analyze the various responses these strategies might elicit. • Creativity: Whether writing artfully for a specified purpose and audience, reading deeply between the lines of a challenging text, or developing strategies for acquiring the language in the first place, users of the English language must demonstrate creativity in a range of forms and contexts. • Diversity: Constantly subject to a range of influences – whether personal, social, geographical or otherwise – the English language exists in a range of competing and overlapping forms at any given moment. This extraordinary diversity offers a rich opportunity for analysis, comparison and exploration. • Change: The phonological, morphological, semantic, syntactic and other aspects of the English language are liable to change over time. Students of the English language must analyze these changes and explore in detail the factors that drive them.
Additional Information:	Students must sit for the AICE Exam, which may occur after the end of the school year.

Course Name:	AICE English Language 2 AL
Course Number:	1001551

Course Description:	<p>For more information about this Cambridge course, visit http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.</p> <p>The key concepts for Cambridge International AS & A Level English Language are:</p> <ul style="list-style-type: none"> • Text and context: A text can be defined as a single, coherent unit of language, from the briefest spoken utterance to a book published across several volumes. However, no text exists without context; students of the English language must always consider how a text's meaning is informed by the circumstances not only of its production, but also of its communication and reception. • Meaning and style: The study of English language involves developing a range of strategies for exploring the complex ways in which different linguistic elements come together to create meaning. Whether producing their own texts or analyzing texts produced by others, students of the English language must consider how choices regarding form, structure and language also interact to create a distinctive style. • Audience: Students of English language must learn to identify and analyze the strategies writers and speakers use to communicate with their intended audience(s). Likewise, they must be able to predict, recognise and analyze the various responses these strategies might elicit. • Creativity: Whether writing artfully for a specified purpose and audience, reading deeply between the lines of a challenging text, or developing strategies for acquiring the language in the first place, users of the English language must demonstrate creativity in a range of forms and contexts. • Diversity: Constantly subject to a range of influences – whether personal, social, geographical or otherwise – the English language exists in a range of competing and overlapping forms at any given moment. This extraordinary diversity offers a rich opportunity for analysis, comparison and exploration. • Change: The phonological, morphological, semantic, syntactic and other aspects of the English language are liable to change over time. Students of the English language must analyze these changes and explore in detail the factors that drive them.
Additional Information:	*Prerequisite: AICE English Literature 1* Students must sit for the AICE Exam, which may occur after the end of the school year.

Course Name:	AICE English Literature 1 AS
Course Number:	1005370

Course Description:	<p>For more information about this Cambridge course, visit http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.</p> <ul style="list-style-type: none"> • Genre: Exploring the characteristics of different text types: for example, tragedy, comedy and satire. • Context: Exploring the relationship between a text and its historical, social and cultural backgrounds and the ways in which this can illuminate the reading of a text. In response to unseen texts, consider the ways in which a text's meaning is shaped by conventions of form alongside those of language and style. • Style: Analyzing the ways in which choices regarding form, structure and language interact to create a distinctive style, for different forms and genres. • Interpretation At A Level: Evaluating and explaining different ideas within a text and using different critical readings to explore an understanding of texts and to help support literary arguments.
Additional Information:	Students must sit for the AICE Exam, which may occur after the end of the school year.

Course Name:	AICE English Literature 2 AL
Course Number:	1005375
Course Description:	<p>For more information about this Cambridge course, visit http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.</p> <ul style="list-style-type: none"> • Genre: Exploring the characteristics of different text types: for example, tragedy, comedy and satire. • Context: Exploring the relationship between a text and its historical, social and cultural backgrounds and the ways in which this can illuminate the reading of a text. In response to unseen texts, consider the ways in which a text's meaning is shaped by conventions of form alongside those of language and style. • Style: Analyzing the ways in which choices regarding form, structure and language interact to create a distinctive style, for different forms and genres. • Interpretation At A Level: Evaluating and explaining different ideas within a text and using different critical readings to explore an understanding of texts and to help support literary arguments.
Additional Information:	Pre- Requisite AICE English Literature 1 AS - Students must sit for the AICE Exam, which may occur after the end of the school year.

Mathematics Course Offerings

Algebra 1	1200310
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Geometry	1206310
Geometry Honors	1206320
Algebra 2	1200330
Algebra 2 Honors	1200340
Math for College Algebra	1200710
Math for College Liberal Arts	1207350
AP Precalculus Honors	1202340 (*NEW* pending updated course #)
Probability and Statistics	1210300
AP Calculus AB/BC	1202310 / 1202320
AP Statistics	1210320

Mathematics Course Descriptions

Course Name:	Algebra 1
Course Number:	1200310
Course Description:	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.
Additional Information:	Passing the Algebra 1 EOC at the end of this course is currently a graduation requirement. Additionally, the EOC counts as 30% of the total course grade.

Course Name:	Geometry
Course Number:	1206310

Course Description:	In Geometry, instructional time will emphasize five areas: (1) proving and applying relationships and theorems involving two-dimensional figures using Euclidean geometry and coordinate geometry; (2) establishing congruence and similarity using criteria from Euclidean geometry and using rigid transformations; (3) extending knowledge of geometric measurement to two-dimensional figures and three-dimensional figures; (4) creating and applying equations of circles in the coordinate plane and (5) developing an understanding of right triangle trigonometry.
Additional Information:	EOC exam counts for 30% of overall course grade

Course Name:	Geometry Honors
Course Number:	1206320
Course Description:	In Geometry, instructional time will emphasize five areas: (1) proving and applying relationships and theorems involving two-dimensional figures using Euclidean geometry and coordinate geometry; (2) establishing congruence and similarity using criteria from Euclidean geometry and using rigid transformations; (3) extending knowledge of geometric measurement to two-dimensional figures and three-dimensional figures; (4) creating and applying equations of circles in the coordinate plane and (5) developing an understanding of right triangle trigonometry.
Additional Information:	Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. 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. Academic rigor is more than simply assigning to students a greater quantity of work. EOC exam counts for 30% of overall course grade.

Course Name:	Algebra 2
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Course Number:	1200330
Course Description:	In Algebra 2, instructional time will emphasize five areas: (1) extending arithmetic operations with algebraic expressions to include radical and rational expressions and polynomial division; (2) graphing and analyzing functions including polynomials, absolute value, radical, rational, exponential and logarithmic; (3) building functions using compositions, inverses and transformations; (4) extending systems of equations and inequalities to include non-linear expressions and (5) developing understanding of the complex number system, including complex numbers as roots of polynomial equations.
Additional Information:	N/A

Course Name:	Algebra 2 Honors
Course Number:	1200340
Course Description:	In Algebra 2, instructional time will emphasize five areas: (1) extending arithmetic operations with algebraic expressions to include radical and rational expressions and polynomial division; (2) graphing and analyzing functions including polynomials, absolute value, radical, rational, exponential and logarithmic; (3) building functions using compositions, inverses and transformations; (4) extending systems of equations and inequalities to include non-linear expressions and (5) developing understanding of the complex number system, including complex numbers as roots of polynomial equations.
Additional Information:	Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. 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. Academic rigor is more than simply assigning to students a greater quantity of work.

Course Name:	Math for College Algebra
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Course Number:	1200710
Course Description:	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.
Additional Information:	N/A

Course Name:	Math for College Liberal Arts
Course Number:	1207350
Course Description:	<p>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.</p> <p>All clarifications stated, whether general or specific to Mathematics for College Liberal Arts, are expectations for instruction of that benchmark.</p> <p>Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.</p>
Additional Information:	N/A

Course Name:	Precalculus Honors (*NEW* AP Pre-Calculus 23-24 SY)
Course Number:	1202340 - *Pending Updated Course Code*

Course Description:	In Precalculus Honors, instructional time will emphasize six areas: (1) extending right triangle trigonometry to unit circle trigonometry and trigonometric functions; (2) extending understanding of functions to trigonometric; (3) developing understanding of conic sections; (4) representing and performing operations with complex numbers and vectors in the coordinate plane; (5) extending understanding of relations in the plane using parametric representations, including polar coordinates and (6) analyzing arithmetic and geometric sequences and series.
Additional Information:	Honors and Accelerated Level Course Note: Accelerated courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. 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. Academic rigor is more than simply assigning to students a greater quantity of work. Prerequisite- completion of Algebra 2.

Course Name:	Probability and Statistics
Course Number:	1210300
Course Description:	Probability and statistics are the mathematics used to understand chance and to collect, organize, describe, and analyze numerical data. It introduces students to the basic concepts and logic of statistical reasoning and gives the students introductory-level practical ability to choose, generate, and properly interpret descriptive and inferential methods.
Additional Information:	Prerequisite- completion of Algebra 2.

Course Name:	AP Calculus AB/BC (2-Period Year Long Class)
Course Number:	1202310 / 1202320

Course Description:	This course meets for two periods all year long with an opportunity to earn up to 8 college credits through the AP Exam in May. We discuss the concepts of limits and how they apply to major calculus concepts such as derivatives, integrals, and infinite series. We will apply these concepts to various situations, such as the movement of an object and finding volume of 3-d figures. We will explore how parametric equations can better explain the movement of an object through vectors as well as the derivative and area in the polar coordinate system.
Additional Information:	It is strongly recommended that students have a graphing calculator to use at home. Students must sit for the AP exam in May.

Course Name:	AP Statistics
Course Number:	1210320
Course Description:	AP Statistics teaches the methods for analyzing categorical and quantitative data through descriptive and inferential methods. Students learn how to present data graphically and describe what it might be trying to tell us. In the second semester, students apply the inferential methods used to determine data being statistically significant and what that may mean. This course ends with the AP Exam in early May and students may be able to earn up to 3 college credits.
Additional Information:	It is strongly recommended that students have a graphing calculator to use at home. Students must sit for the AP exam in May.

Performance Arts Course Offerings

Concert Band 1-4 Percussion (Instrumental Ensemble) 1-4	1302300/10/20/30 1302300/10/20/30P
Steelband (Instrumental Techniques) 1, 2, 3 & 4	1302420/30/40/50
Keyboarding (Piano) 1 & 2	1301360/70
Keyboarding (Piano) 3 & 4 Keyboarding (Piano) Honors	1301380/90
Digital Audio Recording (Journalism)	1006300
Symphonic Band 1, 2, 5**,6** Honors	1302300/10/40/50
Jazz Ensemble 1, 2, 3 & 4	1302500/10/20/30

Eurythmics 1, 2, 3 & 4	1305300/10/20/30
Chorus 1, 2, 3 & 4	1303300/10/20/30
Guitar 1	1301320
Vocal Ensemble 1, 2, 3 & 4	1303440/50/60/70
Theater 1 (10th & 11th Grade Only)	0400310
Theater 2	0400320
Theater 3 Honors & 4 Honors	0400330/40
Acting 1 (10th & 11th Grade Only)	0400370
Acting 2	0400380
Pre-AICE Drama IGCSE (Acting III)	0400345
Acting 4 Honors	0400400
AICE Drama (11th/12th Only)	0400346
AICE Music AS	1300395
Dance Techniques 1,2 & 3	0300310/20/30

Performance Arts Course Descriptions

Course Name:	Concert Band Levels 1, 2, 3 & 4 Percussion (Instrumental Ensemble) Levels 1, 2, 3 & 4
Course Number:	1302300/10/20/30 1302300/10/20/30P
Course Description:	The Percussion Class focuses on a variety of musical styles and instruments. Students explore concert percussion ensembles and solos, marching and front ensemble percussion, world percussion, novelty percussion, and supporting the band's percussion needs. Students are required to participate in rehearsals and performances outside the school day to support and extend learning in the classroom.
Additional Information:	Students are required to participate in rehearsals and performances outside the school day to support and extend learning in the classroom.

Course Name:	Steelband (Instrumental Techniques) 1, 2, 3 & 4
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Course Number:	1302420/30/40/50
Course Description:	Matanzas Blue Steel classes study the literature and art form of the Trinbagonian steelpan. Students work to develop musicianship as well as the ensemble skills necessary for the successful performance of steelband music.
Additional Information:	Students are required to participate in rehearsals and performances outside the school day to support and extend learning in the classroom.

Course Name:	Keyboarding (Piano) 1 & 2
Course Number:	1301360/70
Course Description:	This class offers lessons in learning how to play the piano. This is designed for the beginner looking for a truly complete piano course that includes lesson, theory, technic and familiar repertoire.
Additional Information:	N/A

Course Name:	Keyboarding (Piano) 3 & Keyboarding (Piano) 4 Honors
Course Number:	1301380/90
Course Description:	Students further develop advanced knowledge of piano techniques, musical literacy, solo and ensemble performance skills, and related musical knowledge, using a variety of advanced piano literature. Students explore the historical influence keyboards have had on music performance and composition, and apply criteria to assess their own and others' piano performances. Students extend their knowledge of music technology (i.e., MIDI keyboards) and its connection to the computer and other sound-generating devices. 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.
Additional Information:	"Prerequisite Keyboard (Piano) 1,2,3. Keyboarding (Piano) 4: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate

	critically on the content they are learning. 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. Academic rigor is more than simply assigning to students a greater quantity of work.
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Course Name:	Digital Audio Recording
Course Number:	1006300
Course Description:	Students explore the fundamental applications and tools of music technology and sound engineering. As they create and learn its terminology, students also learn the history and aesthetic development of technology used to capture, create, and distribute music. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.
Additional Information:	N/A

Course Name:	Symphonic Band 1, 2, 5**, 6** Honors
Course Number:	1302300/10/40/50
Course Description:	This year-long promotes the enjoyment and appreciation of music through performance of high-quality wind and percussion literature. Rehearsals focus on the development of critical listening skills, instrumental and ensemble technique and skills, expanded music literacy, and aesthetic awareness culminating in periodic public performances.
Additional Information:	Students are required to participate in rehearsals and performances outside the school day to support and extend learning in the classroom.

Course Name:	Jazz Ensemble 1-4
Course Number:	1302500/10/20/30

Course Description:	Students with jazz experience become conversant with basic chord progressions and the scale/chord relationship, strengthen aural skills, and learn to improvise and compose melodies over progressions as they rehearse, perform, and study high-quality jazz ensemble literature. Musicians study jazz history and become familiar with the cultural context of various compositions and artists.
Additional Information:	Students are required to participate in rehearsals and performances outside the school day to support and extend learning in the classroom.

Course Name:	Eurythmics 1-4
Course Number:	1305300/10/20/30
Course Description:	Student dancers develop basic skills in performing and evaluating choreographed performances as an independent ensemble and in cooperation with a music ensemble. Emphasis is placed on dance, equipment manipulation, precision, and the relationship between music and dance. Public performances may serve as a culmination of specific instructional goals.
Additional Information:	Students are required to participate in rehearsals and performances outside the school day to support and extend learning in the classroom.

Course Name:	Chorus 1- 4
Course Number:	1303300/10/20/30
Course Description:	The focus will be on building individual vocal skills, improving ensemble cohesion, and understanding the role of the voice in a larger group setting. This year-long class promotes the enjoyment and appreciation of music through performance of beginning choral repertoire from a variety of times and places. Rehearsals focus on the development of critical listening skills; foundational instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.
Additional Information:	Students are required to participate in rehearsals and performances outside the school day to support and extend learning in the classroom.

Course Name:	Guitar 1
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Course Number:	1301320
Course Description:	Introduces students to the fundamentals of playing the guitar, including note reading, rhythm, and music theory, while encouraging musical expression and creativity. Students with little or no experience develop basic guitar skills and knowledge, including simple and full-strum chords, bass lines and lead sheets, barre and power chords, foundational music literacy and theory, major scales, simple finger-picking patterns, and ensemble skills for a variety of music. Beginning guitarists explore the careers and music of significant performers in a variety of styles.
Additional Information:	Students are required to participate in rehearsals and performances outside the school day to support and extend learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

Course Name:	Acting 1
Course Number:	0400370
Course Description:	Through improvisation, simple scripted scenes, performance projects, and/or practical application, students learn to identify what makes performances believable and explore the tools used to create, articulate, and execute them. Upon completion of this course, students have a strong foundation for future scene work, script analysis, and play production. Public performances may serve as a culmination of specific instructional goals.
Additional Information:	Students are required to participate in rehearsals and performances outside the school day to support and extend learning in the classroom.

Course Name:	Acting 2
Course Number:	0400380
Course Description:	Students examine the various dimensions of characters through analysis, discussion, and classroom performance, working with scripts from a variety of time periods and cultures. They learn to break down a scene from a character's point of view, and also learn to sustain a character and build the relationship between actor and audience. Public performances may serve as a culmination of specific instructional goals.

Additional Information:	Students are required to participate in rehearsals and performances outside the school day to support and extend learning in the classroom.
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Course Name:	Pre-AICE Drama IGCSE (Acting III)
Course Number:	0400345
Course Description:	<p>For more information about this Cambridge course, visit http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-1/cambridge-secondary-1/curriculum/.</p> <p>The key concepts for Cambridge International AS & A Level Drama are:</p> <ul style="list-style-type: none"> • Communication: Drama is about communicating meaning to an audience through verbal and physical performance. Such a performance requires a company of actors, designers and director to stage a production in a chosen performance space at a given time. • Performance processes: A performance may consist of a realization of an existing play, an original piece of devised work, or a combination of the two. It requires all members of the company to work collaboratively to interpret or create dramatic material, to negotiate the journey through rehearsing and refining this material, and to present the final performance with confidence and authority to an audience. • Practical skills: The staging of a successful dramatic performance requires a wide range of well-developed practical skills. The overall theatrical vision for the performance is realized through performers playing a role bringing their characters to life, and the integral work of designers. • Genre, style and structure: Drama practitioners work in a style that expresses the concerns of their own times and cultures, or they adopt conventions from other contexts. They choose the genre, style and structure that best suit their dramatic intention, which may variously promote, challenge, or influence aspects of the cultures in which they live and practice. • Research and critical reflection: Drama practitioners use research and critical reflection to prepare, refine and evaluate their work. Research and critical reflection is the ongoing process that helps performers, directors and designers to discover what works and what does not. They need to research the work of established practitioners, estimating its significance and evaluating their own success in achieving a vision for performance.
Additional Information:	Students are required to participate in rehearsals and performances outside the school day to support and extend learning in the classroom.

Course Name:	Acting 4 Honors
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Course Number:	0400400
Course Description:	Students create characters for theatrical and film/video productions through scene, character, and technical analysis. Through improvisation, script writing, and aesthetic creation and collaboration, actors refine their working knowledge and independent thought, articulating and justifying their creative choices. Students' "critical eye" becomes more developed and significant mastery of artistic choices becomes evident. An inquiry-based capstone project may be required. Public performances may serve as a culmination of specific instructional goals.
Additional Information:	Students are required to participate in rehearsals and performances outside the school day to support and extend learning in the classroom.

Course Name:	Theater 1
Course Number:	0400310
Course Description:	This course is designed for students with little or no theater experience, and promotes enjoyment and appreciation for all aspects of theater. Classwork focuses on the exploration of theater literature, performance, historical and cultural connections, and technical requirements. Improvisation, creative dramatics, and beginning scene work are used to introduce students to acting and character development. Incorporation of other art forms in theater also helps students gain appreciation for other art forms, such as music, dance, and visual art.
Additional Information:	This course may require students to participate in extra rehearsals and performances beyond the school day.

Course Name:	Theater 2
Course Number:	0400320
Course Description:	This course is designed for students with a year of experience or more, and promotes enjoyment and appreciation for all aspects of theater through opportunities to build significantly on existing skills. Classwork focuses on characterization, playwriting, and playwrights' contributions to theater; while improvisation, creative dramatics, and scene work are used to help students challenge and strengthen their acting skills and explore the technical aspect of scene work.

Additional Information:	This course may require students to participate in extra rehearsals and performances beyond the school day.
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Course Name:	Theater 3 Honors
Course Number:	0400330
Course Description:	This course is designed for students with significant experience in theater, and promotes depth of engagement and lifelong appreciation for theater through a broad spectrum of teacher-assigned and self-directed study and performance. Students regularly reflect on aesthetics and issues related to and addressed through theater, and create within various aspects of theater in ways that are progressively more innovative. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theater skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge.
Additional Information:	Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. 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. Academic rigor is more than simply assigning to students a greater quantity of work. This course may require students to participate in extra rehearsals and performances beyond the school day.

Course Name:	Theater 4 Honors
Course Number:	0400340

Course Description:	This course is designed for students with extensive experience in theater, and promotes significant depth of engagement and lifelong appreciation for theater through a broad spectrum of primarily self-directed study and performance. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theater skills and techniques in one or more areas; and evidence of sophisticated oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge.
Additional Information:	Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. 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. Academic rigor is more than simply assigning to students a greater quantity of work. This course may require students to participate in extra rehearsals and performances beyond the school day.

Course Name:	AICE Music AS
Course Number:	1300395
Course Description:	<p>The key concepts for Cambridge International AS & A Level Music are:</p> <ul style="list-style-type: none"> • <i>Rhythm</i>: Rhythm is the organization of time in music. This may be free, flexible or more measured or metrical. • <i>Melody/Line</i>: Melody/line is the horizontal shape in music. It is important to understand the way melody/line works in contour, phrase structure and motivic analysis. An awareness of melody/line also helps in appreciating large scale thematic relationships. <ul style="list-style-type: none"> • <i>Harmony</i>: Harmony is the vertical relationship in music. Harmony is an essential tool. It shapes and directs the music. Harmonic relationships may include consonance and dissonance, key relationships, and the idea of tonality in music. • <i>Form</i>: Form is the formal architecture of music, both small- and

	<p>large-scale. An appreciation of form leads to understanding the shape of musical structures and the musician’s use of materials over a larger span of time. It is a navigational tool – form provides signposts for musical events.</p> <ul style="list-style-type: none"> • <i>Texture and timbre</i>: Texture – how different lines or parts relate to one another, and timbre – how instruments/voices combine at times in special or characteristic ways, provide significant and meaningful ways to understand music. Texture and timbre relate to elements of instrumentation, ensemble, thickness or clarity, orchestration and sound color. • <i>Tension and resolution</i>: Tension and resolution provide direction (the ‘pull’ of the music), whether through melodic intensity, harmonic function, intensity of dynamics or formal shape. Musical enjoyment or value arises in relation to musical tension and resolution. • <i>Continuity and change</i>: Continuity and change is central to music. Nearly every aspect of music has been subject to change over time, sometimes gradual and sometimes abrupt. Sensitivity to this feature provides an essential means to understand and interpret a work.
Additional Information:	Students must participate in the AICE Exam which may occur after the end of the school year.

Course Name:	AICE Drama AS (11th/12th Only)
Course Number:	0400346
Course Description:	Cambridge International AS & A Level Drama encourages learners to develop their skills in performing, devising and researching a wide range of theatrical styles and genres. They learn to communicate with an audience through practical and creative work on performance texts and their own devised material, both as individuals and in groups. Underpinned by theoretical and practical study, they learn to research, analyze, create and interpret, and to become skilled, well-informed and reflective theatrical practitioners who enjoy drama.
Additional Information:	Cambridge International AS & A Level Drama provides a foundation for the further study of drama or related courses in higher education.

Course Name:	Dance Techniques 1, 2 & 3
Course Number:	0300310/20/30
Course Description:	Students in this year-long, entry-level course, designed for those having no prior dance instruction, learn foundational skills in two or more dance styles. Their development of fundamental dance technique is enriched and enlivened through study of works by a variety of diverse artists, developing genre-specific movement vocabulary and dance terminology, and building knowledge and skills related to somatic practices, dance composition, analysis of effort and outcomes, dance history and culture, collaborative work, and rehearsal and performance protocols.
Additional Information:	Two or more forms, genres, styles, or techniques of dance (e.g., modern, ballet, jazz, folk, tap, hip-hop, ballroom) must be addressed in this course; aerobics instruction is not suitable for this course. This course may require students to participate in extra rehearsals and performances beyond the school day.

Physical Education Course Offerings

AICE Sports & Physical Education	3026020
H.O.P.E.	1506320
Team Sports 1	1503350
Team Sports 2	1503360
Weight Training 1/Individual Dual Sports 1	1501340/1502410
Weight Training 2/Individual Dual Sports 2	1501350/1502420
Power Weight Training I/Comprehensive Fitness	1501410/1501390

Physical Education Course Descriptions

Course Name:	AICE Sports & Physical Education
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Course Number:	3026020
Course Description:	<p>For more information about this Cambridge course, visit https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-level-sport-and-physical-education-8386/</p> <p>Cambridge International AS Level Sport & Physical Education provides some of the essential skills required for employment or to continue studying physical education or sports science at university. Learners are also able to use their learning in other related courses such as biology, psychology and sociology. The examined component provides knowledge and understanding of the scientific and sociocultural aspects of sport and physical education and the coursework component allows learners to explore two physical activities in depth.</p> <p>The key concepts for Cambridge International AS Level Sport & Physical Education are:</p> <ul style="list-style-type: none"> ● Applied anatomy, exercise physiology and biomechanics An understanding of the structure, functions and interrelationships between the skeletal, muscular, circulatory and respiratory systems is essential to analyse how the human body moves in sporting situations and to explain how it adapts to exercise. An introduction to biomechanics enables learners to understand the effects of forces and motion during practical performance. ● Skill acquisition An understanding of skill acquisition allows learners to explain how movement skills are developed. Models, theories and concepts have been proposed to explain motor skill development and elite sporting performance. Learners will be able to critically evaluate and apply these models, theories and concepts of skill acquisition to specific sporting situations. ● Sociocultural influences An understanding of the sociocultural concepts of sport and physical education is essential to have an appreciation of the role of physical activity in society. Sociocultural influences, which include regular participation and excellence in sport, have an impact on the changing nature of sport. The use of performance-enhancing drugs and violence in sport are issues that negatively affect sport. Commercialisation of sport increases the pressure on performers as sport becomes big business. An understanding of the use of technology in sport and an ability to evaluate new technology is necessary to achieve success in sport. ● Performance in physical activity Showing effective performance in physical activities requires the use of a range of skills, techniques, tactics and strategies. Learners apply their theoretical learning to physical activities in order to improve and refine how they perform.
Additional Information:	

Course Name:	H.O.P.E.
Course Number:	1506320
Course Description:	Provides students with the knowledge, skills, and values they need to become healthy and physically active for a lifetime.
Additional Information:	Students will need to purchase a PE uniform.

Course Name:	Team Sports 1 & 2
Course Number:	1503350/1503360
Course Description:	The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course.
Additional Information:	Each course is a 0.5 credit and are paired together to make a full year course. Students will need to purchase a PE uniform.

Course Name:	Weight Training 1/Individual Dual Sports 1
Course Number:	1501340/1502410
Course Description:	The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement as it relates to weight training. The integration of fitness concepts throughout the content are critical to the success of this course.
Additional Information:	Each course is a 0.5 credit and are paired together to make a full year course. Students will need to purchase a PE uniform.

Course Name:	Weight Training 2/Individual Dual Sports 2
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Course Number:	1501350/1502420
Course Description:	The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement as it relates to weight training. The integration of fitness concepts throughout the content is critical to the success of this course.
Additional Information:	Each course is a 0.5 credit and are paired together to make a full year course. Students will need to purchase a PE uniform.

Course Name:	Weight Training 2/Individual Dual Sports 2
Course Number:	1501360/1502430
Course Description:	The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement as it relates to weight training. The integration of fitness concepts throughout the content is critical to the success of this course.
Additional Information:	Each course is a 0.5 credit and are paired together to make a full year course. Students will need to purchase a PE uniform.

Course Name:	Power Weight Training I/Comprehensive Fitness
Course Number:	1501410/1501390
Course Description:	The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement as it relates to weight training. The integration of fitness concepts throughout the content is critical to the success of this course.
Additional Information:	Each course is a 0.5 credit and are paired together to make a full year course. Students will need to purchase a PE uniform.

Visual Arts Course Offerings

2-D Studio Art 1 (Draw 1/Paint 1)	0101300
Sculpture 1	0111310
Sculpture 2	0111320

Sculpture 3 Honors	0111330
2-D Studio Art 2	0101310
3-D Studio Art 3 Honors	0101320
AICE Art and Design AS	0101370
AP 2D Art & Design	0109350
AP 3D Art & Design	0109360
Portfolio Development 2D Honors	0109320
Portfolio Development 3D Honors	0109330

Visual Arts Course Descriptions

Course Name:	2- D Studio Art 1 (Draw 1/Paint 1)
Course Number:	0101300
Course Description:	Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing, painting, printmaking, collage, and/or design. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.
Additional Information:	N/A

Course Name:	AICE Art and Design AS
Course Number:	0101370
Course Description:	For more information about this Cambridge course, visit http://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-secondary-1/cambridge-secondary-1/curriculum/ The key concepts for Cambridge International AS & A Level Art & Design are:

	<ul style="list-style-type: none"> • Communication: An essential purpose of any piece of art and design is to communicate, from the simplest sketch to the most complex work. Artists and designers need to understand that the relationship their work builds with the audience is influenced by many things, including their chosen media and methods. Effective communication is also essential for operating in today's art and design world, which demands collaboration and engagement with wider cultures and movements. • Creativity: Creativity is at the heart of an artist or designer's processes. It pushes them to question, investigate, experiment and take risks to create work that is original and meaningful. Creative practitioners use curiosity, imagination and innovation to solve art and design problems in new ways. • Intention: An intention is the starting point of any project, from which an artist or designer starts to develop ideas. An intention or purpose can come from a brief, proposal or research, while at other times it might begin as an idea or feeling. Though an intention is the reason to start a project, it is important to understand that the intention can evolve as work develops. • Materials and processes: Experimentation with materials and processes builds confidence, and helps develop awareness of spatial, textural and color relationships, which are fundamental to art and design. A skilful artist or designer selects the materials and processes that communicate their message in the most effective way. • Critical reflection: Critical reflection is the ongoing process that helps artists and designers to learn what works and what doesn't. Artists and designers need to evaluate how the materials, techniques and processes they choose affect how their work communicates meaning. This process can help work become more relevant and coherent. • Research and context: First-hand research helps artists and designers to develop their ideas and refine their practice. Actively researching and responding to other practitioners, cultures and creative movements gives the artist or designer a broad view of the world. An artist or designer can use this to improve their practice and understand how their work connects with its intended audience.
Additional Information:	Students must sit for the AICE exam in the spring, which may occur after the end of the school year.

Course Name:	Sculpture 1
Course Number:	0111310
Course Description:	Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. 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

	<p>used. Student artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail, size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftsmanship and quality in the surface and structural qualities of the completed art forms. Students in the sculpture studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.</p>
Additional Information:	N/A

Course Name:	Sculpture 2
Course Number:	0111320
Course Description:	<p>Students explore spatial relationships through the use of non-objective, abstract, or representational forms, products, or structures. 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. Sculpture 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 sculpture studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.</p>
Additional Information:	Prerequisite: Level Art 1

Course Name:	Sculpture 3 Honors
Course Number:	0111330

Course Description:	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. 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. Sculpture artists experiment with processes, techniques, and media. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the sculpture studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.
Additional Information:	Prerequisite: Level Art 2

Course Name:	2-D Studio Art 2
Course Number:	0101310
Course Description:	Students develop and refine technical skills and create 2-D compositions with a variety of media in drawing, painting, printmaking, collage, and/or design. Student artists sketch, manipulate, and refine the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.
Additional Information:	

Course Name:	3-D Studio Art 3 Honors
Course Number:	0101320
Course Description:	Prerequisite: 2-D Studio Art 2. Students demonstrate proficiency in the conceptual development of content in drawing, painting, printmaking, collage, and/or design to create self-directed or collaborative 2-D artwork suitable for inclusion in a portfolio. Students produce works that show

	evidence of developing craftsmanship and quality in the composition. Through the critique process, students evaluate and respond to their own work and that of their peers. Through a focused investigation of traditional techniques, historical and cultural models, and individual expressive goals, students begin to develop a personal art style. This course incorporates hands-on activities and consumption of art materials.
Additional Information:	Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. 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. Academic rigor is more than simply assigning to students a greater quantity of work.

Course Name:	AP 2D Art and Design
Course Number:	0109350
Course Description:	AP 2-D Art and Design is an introductory college-level two-dimensional design course. Students refine and apply 2-D skills to ideas they develop throughout the course. The AP Art and Design course framework is composed of course skills, big ideas, essential questions and enduring understandings, learning objectives, and essential knowledge. AP Art and Design skill categories delineate overarching understandings central to the study and practice of art and design. Each of the three skill categories consists of skills that encompass foundational to advanced learning over the span of the course. Students need to develop, practice, and apply these skills in a variety of contexts.
Additional Information:	<p>The AP Art and Design framework included in the course and exam description outlines distinct skills that students should practice throughout the year—skills that will help them develop inquiry around the thinking and making of art. Skills 2 and 3 are specifically assessed in both portfolio sections.</p> <p>The framework for the AP Art and Design courses is made up of three big ideas. As always, you have the flexibility to organize the course content as you like.</p> <ul style="list-style-type: none"> ● Big Idea 1: Investigate materials, processes, and ideas. ● Big Idea 2: Make art and design. ● Big Idea 3: Present art and design.

Course Name:	AP 3D Art and Design
Course Number:	0109360
Course Description:	<p>AP 3-D Art and Design is an introductory college-level three-dimensional design course. Students refine and apply 3-D skills to ideas they develop throughout the course. The AP Art and Design course framework is composed of course skills, big ideas, essential questions and enduring understandings, learning objectives, and essential knowledge. AP Art and Design skill categories delineate overarching understandings central to the study and practice of art and design. Each of the three skill categories consists of skills that encompass foundational to advanced learning over the span of the course. Students need to develop, practice, and apply these skills in a variety of contexts.</p>
Additional Information:	<p>The AP Art and Design framework included in the course and exam description outlines distinct skills that students should practice throughout the year—skills that will help them develop inquiry around the thinking and making of art. Skills 2 and 3 are specifically assessed in both portfolio sections.</p> <p>The framework for the AP Art and Design courses is made up of three big ideas. As always, you have the flexibility to organize the course content as you like.</p> <ul style="list-style-type: none"> ● Big Idea 1: Investigate materials, processes, and ideas. ● Big Idea 2: Make art and design. ● Big Idea 3: Present art and design.

Course Name:	Portfolio Development: 2D Honors
Course Number:	0109320
Course Description:	<p>Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in 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 as 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</p>

	and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials.
Additional Information:	*Co-Requisite Art 3/AICE/AP* Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. 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. Academic rigor is more than simply assigning to students a greater quantity of work.

Course Name:	Portfolio Development: 3D Honors
Course Number:	0109330
Course Description:	Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in clay, wood, wire, glass, metal, jewelry, fabrics/fibers, fashion design, green design, industrial design, and/or objects for interior design or architecture that integrate 3-dimensional design issues in a purposeful way. Students regularly reflect on aesthetics and art issues individually and as a group, and manipulate the structural elements of art and organizational principles of design to create 3-dimensional works of art that are progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials.

Additional Information:	*Co-Requisite Art 3/AICE/AP* Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. 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. Academic rigor is more than simply assigning to students a greater quantity of work.
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Science Course Offerings

Anatomy & Physiology - Honors	2000360
Health Science Anatomy & Physiology	8417100
Biology	2000310
Pre-AICE Biology (Biology Honors)	2000322
AICE Biology AS	2000321
Pre-AICE Chemistry (Chemistry Honors)	2003372
AICE Chemistry AS	2003371
AICE Environmental Science AS	2001381
Environmental Science	2001340
Forensic Science 1	2002480
Forensic Science 2	2002490
Marine Science	2002500
Marine Science Honors	2002510
AICE Marine Science AS	2002515

Science Course Descriptions

Course Name:	Anatomy & Physiology - Honors
Course Number:	2000360

Course Description:	Study of the human body and how it works utilizing interactive labs and activities.
Additional Information:	*Prerequisite: Biology/Pre-AICE Biology* Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. 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. Academic rigor is more than simply assigning to students a greater quantity of work.

Course Name:	Health Science Anatomy & Physiology
Course Number:	8417100
Course Description:	The course Health Science Anatomy & Physiology (8417100) is designated as an equally rigorous (EQ) science credit. This course is part of the secondary Health Core consisting of an overview of the human body, both structurally and functionally with emphasis on the pathophysiology and transmission of disease. Medical terminology is an integral part of the course. Medical terminology is an integral part of the course.
Additional Information:	Anatomy and Physiology Honors (2000360) may be substituted for the course Health Science Anatomy & Physiology (8417100). *Students must pass Anatomy and Physiology Honors or this course to advance to the next level of the Allied Health Program.

Course Name:	Biology
Course Number:	2000310

Course Description:	Biology is a course which helps learners to better understand the biological world in which they live and take an informed interest in science. This course aims to review several of the major concepts that are essential to the study of life, including cells as the basic unit of life, DNA as the molecule of heredity, and review of ecological principles and relationships.
Additional Information:	EOC exam counts for 30% of overall course grade.

Course Name:	Pre-AICE Biology (Biology Honors - Meets Biology Grad Requirement)
Course Number:	2000322
Course Description:	Pre-AICE/IGCSE Biology helps learners to understand the biological world in which they live and take an informed interest in science. This course aims to review several of the major concepts that are essential to the study of life, including cells as the basic unit of life, DNA as the molecule of heredity, and review of ecological principles and relationships. Learners also develop an understanding of the scientific skills essential for progression to Cambridge International AS Level Biology.
Additional Information:	EOC exam counts for 30% of overall course grade.

Course Name:	Pre-AICE Physics IGCSE (Honors)
Course Number:	2003432
Course Description:	<p>Cambridge PRE-AICE Physics IGCSE helps learners to understand the technological world in which they live, and take an informed interest in science and scientific developments. The syllabus includes the basic principles and concepts that are fundamental to the subject, some current applications of physics, and a strong emphasis on practical skills. Models of physical systems: Physics is the science that seeks to understand the behavior of the Universe. The development of models of physical systems is central to physics.</p> <p>Models simplify, explain and predict how physical systems behave.</p> <ul style="list-style-type: none"> • Testing predictions against evidence: Physical models are usually based on prior observations, and their predictions are tested to check that they

	<p>are consistent with the behavior of the real world. This testing requires evidence, often obtained from experiments.</p> <ul style="list-style-type: none"> • Mathematics as a language, and problem-solving tool: Mathematics is integral to physics, as it is the language that is used to express physical principles and models. It is also a tool to analyze theoretical models, solve quantitative problems and produce predictions. • Matter, energy and waves: Everything in the Universe comprises matter and/or energy. Waves are a key mechanism for the transfer of energy and are essential to many modern applications of physics. • Forces and fields: The way that matter and energy interact is through forces and fields. The behavior of the Universe is governed by fundamental forces with different magnitudes that interact over different distances. Physics involves study of these interactions across distances ranging from the very small (quantum and particle physics) to the very large (astronomy and cosmology).
Additional Information:	<p>*This is a prerequisite for AICE Physics. Learners also develop an understanding of the scientific skills essential for progression to Cambridge International AS & A Level, further education or a career related to science The EOC exam counts for 30% of overall course grade.</p>

Course Name:	AICE Biology AS
Course Number:	2000321
Course Description:	<p>AICE Biology is an advanced Biology course designed to help students dive deeper into complex biological topics, develop effective skills for scientific communication, and apply this knowledge in a laboratory/practical setting. This course reviews key concepts including cells as the units of life, DNA as the molecule of heredity, and a review of basic mammalian anatomy and physiology.</p>
Additional Information:	<p>* Prerequisite Pre-AICE Biology* This course has a prerequisite of 9th grade regular or Pre-AICE level Biology. Students must sit for the AICE Exam, which may occur after the end of the school year.</p>

Course Name:	Pre-AICE Chemistry (Chemistry Honors)
Course Number:	2003372
Course Description:	<p>Pre-AICE Chemistry is a laboratory-based science course with mathematical applications designed to prepare students for the AICE</p>

	Cambridge equivalent. Students will be introduced to the study of the composition, properties, and changes associated with matter. Laboratory activities, research, technology, and effective communication as scientific investigations will be integral components of this class. Successful completion Pre-AICE Chemistry will give students a solid foundation in chemical principles and concepts and develop strong critical thinking skills.
Additional Information:	Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. 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. Academic rigor is more than simply assigning to students a greater quantity of work.

Course Name:	AICE Chemistry AS
Course Number:	2003371
Course Description:	<p>For more information about this Cambridge course, visit http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.</p> <p>The key concepts for Cambridge International AS & A Level Chemistry are:</p> <ul style="list-style-type: none"> • Atoms and forces: Matter is built from atoms interacting and bonding through electrostatic forces. The structure of matter affects its physical and chemical properties, and influences how substances react chemically. • Experiments and evidence: Chemists use evidence gained from observations and experiments to build models and theories of the structure and reactivity of materials. Theories are tested by further experiments and an appreciation of accuracy and reliability is gained. • Patterns in chemical behavior and reactions: Patterns in chemical behavior can be identified and used to predict the properties of substances. By applying these patterns, useful new substances can be designed and synthetic routes created. • Chemical bonds: The understanding of how chemical bonds are made and broken by the movement of electrons allows us to

	<p>predict patterns of reactivity. Appreciation of the strength of chemical bonds leads to the understanding of a material's properties and its uses.</p> <ul style="list-style-type: none"> • Energy changes: The energy changes that take place during chemical reactions can be used to predict the extent, feasibility and rate of such reactions. An understanding is gained of why and how chemical reactions happen.
Additional Information:	*Prerequisite Pre-AICE Chemistry* Students must sit for the AICE exam, which may occur after the end of the school year.

Course Name:	AICE Environmental Management AS
Course Number:	2001381
Course Description:	<p>For more information about this Cambridge course, visit http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/camb-ridge-international-as-and-a-levels/curriculum/.</p> <p>In this non-lab science course, you can expect to learn the following: 1) sustainability, 2) the water cycle, 3) the atmosphere, 4) basics of ecology and ecosystems, 5) the application of the scientific method to the collection of reliable data (This section is the only lab section of the course), 6) how environmental data is collected free of bias, 7) ways to mathematically analyze data including Lincoln index, Simpson's diversity index, and ACFOR scale, 8) how big data is collected, 9) Human population analysis by country including calculating population density and dependency ratios, 10) explaining how the age structure of a population impacts that population, 11) evaluate ways to manage human population growth, 12) Biomes and the importance of conservation of biodiversity, 13) describe and evaluate practices as well as legislation about how biodiversity is managed, 14) human impacts on ecosystems including describe and explaining / evaluating human impacts in Antarctica and tropical rainforests, 15) describing food security including describe and evaluate practices used to manage food security, 16) describing energy security including describe and evaluate practices used to manage energy security, 17) describing waste management practices, including describe and evaluate practices used to manage waste production and sustainability, 18) describing global water supplies including describe and evaluate practices used to manage global water supplies, 19) describing acid deposition including describe and evaluate practices used to manage acid deposition, 20) describing photochemical smog and other air pollutants, including describe and evaluate practices used to manage air quality, 21)</p>

	describing ozone formation and depletion including describe and evaluate practices used to manage the ozone layer, 22) outlining climate change, difficulties caused by climate change, and describing and evaluating practices used to manage climate change.
Additional Information:	Students must sit for the AICE Exam, which may occur after the end of the school year.

Course Name:	Environmental Science
Course Number:	2001340
Course Description:	This course is all about the environment and how we interact with and impact the Earth. It is the branch of science that deals with the world around us.
Additional Information:	N/A

Course Name:	Forensic Science 1 & 2
Course Number:	2002480/2002490
Course Description:	Examines and analyzes crime scenes to be used in a court of law.
Additional Information:	Prerequisite: Biology

Course Name:	Marine Science
Course Number:	2002500
Course Description:	During this interdisciplinary science course, students can expect to learn about 1) water and how the oceans got water as well as how this water became salty, 2) How water, carbon, and nitrogen cycles in the oceans, 3) How water can regulate climate, 4) How waves, tides, and currents influence marine life, 5) How plate boundaries shaped the ocean into what it looks like today, 6) About life in the ocean, including trophic relationships and energy flow, symbiosis, biodiversity, invasive species, 7)

	Resources we depend on from our oceans, and lastly 8) How humans have impacted the oceans.
Additional Information:	N/A

Course Name:	Marine Science Honors
Course Number:	2002510
Course Description:	During this interdisciplinary science course, students can expect to learn about 1) water and how the oceans got water as well as how this water became salty, 2) How water, carbon, and nitrogen cycles in the oceans, 3) How water can regulate climate, 4) How waves, tides, and currents influence marine life, 5) How plate boundaries shaped the ocean into what it looks like today, 6) About life in the ocean, including trophic relationships and energy flow, symbiosis, biodiversity, invasive species, 7) Resources we depend on from our oceans, and lastly 8) How humans have impacted the oceans.
Additional Information:	Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. 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. Academic rigor is more than simply assigning to students a greater quantity of work.

Course Name:	AICE Marine Science AS
Course Number:	2002515
Course Description:	For more information about this Cambridge course, visit http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/ . In AICE marine science, you can expect to learn about: 1) How to graph / The scientific method, 2) Density, layers, and mixing of ocean water,

	<p>3) Basic chemistry and biology (macromolecules), 4) The development of the theory of plate tectonics, 5) How sedimentation, weathering, and erosion create ecosystems, 6) How plate boundaries create features on the ocean floor, 7) Types of littoral zones made by weathering sedimentation and erosion, 8) Tides, 9) Ocean currents, 10) El Nino, 11) Symbiotic relationships in our oceans, 12) Differences between photosynthesis chemosynthesis and respiration, 13) How nutrients cycle within the oceans with an emphasis on the carbon cycle, 14) Classification of marine life, including features about macroalgae, marine plants, chordates, echinoderms, crustaceans, bony fish, cartilaginous fish, as well as how to make an use a dichotomous key to identify these creatures, 15) How biodiversity creates stable or unstable ecosystems, 16) How to use the Lincoln Index, Simpson's diversity index, Spearman's rank index, and ACFOR scale to measure and quantitatively compare diversity of ecosystems, 17) Learn about specific ecosystems such as the open ocean, sandy shore, mangrove forest, tropical coral reefs, and rocky shores.</p>
Additional Information:	Students must sit for the AICE Exam, which may occur after the end of the school year.

Social Studies Course Offerings

African American History	2100340
American Government	2106310
American Government Honors	2106310
Economics	2102335
Economics Honors	2102345
AP Microeconomics & AP U.S. Government	2102360 & 2106420
JROTC Army Leadership 1-4	1801300/10/20/30
Student Government Association (SGA) 1	2400300
SGA 2 (Leadership Tech. Hon)	2400310
SGA 3 (Leadership Tech. Hon)	2400320
SGA 4 (Leadership Tech. Hon)	2400330
Psychology 1/Psychology 2	2107300/2107310
Personal Financial Literacy & Management	2102371

Sociology	2108300
US History	2100310
US History Honors	2100320
Women's Studies	2104340
World Cultural Geography	2103300
World History	2109310
World History Honors	2109320
AICE Geography AS	2103410
AICE Global Perspectives AS *Cohort Only*	1700364
AICE Psychology AS	2107360
AICE Thinking Skills AS	1700372
AICE Travel and Tourism AS	2102410
AICE US History AS	2100500
AICE European History (AS)	2109371

Social Studies Course Descriptions

Course Name:	Economics w/ Fin Lit & US Government
Course Number:	2102335 & 2106310
Course Description:	The class is designed to provide students with an overview of business, finance, banking, investment, government's role in the economic system, labor-management relations, foreign trade, income inequality, and related fields.
Additional Information:	Typically taken in the 12th grade year and paired as Government/Economics. This course is 0.5 credits.

Course Name:	Economics w/ Fin Lit & US Government Honors
Course Number:	2102345 & 2106320

Course Description:	The curriculum places an emphasis on an understanding and evaluation of business, finance, banking, investment, government's role in the economic system, labor-management relations, foreign trade, income inequality, and related fields.
Additional Information:	Typically taken in the 12th grade year and paired as Government/Economics. This course is 0.5 credits.

Course Name:	American Government
Course Number:	2106310
Course Description:	The Government course is a thought-provoking exploration of American Government and Politics. We will cover such topics as the Constitution, civil rights, interest groups, politics, voting, Congress, the Presidency, the Judiciary, laws, public policies, state & local government, and current events.
Additional Information:	Typically taken in the 12th grade year and paired as Government/Economics. This course is 0.5 credits.

Course Name:	American Government Honors
Course Number:	2106320
Course Description:	The curriculum places an emphasis on an understanding and evaluation of the nature of governments and the actions of people concerning government and public policy. Such study is intended to inform students so that they can understand politics and political systems and thus function as responsible and effective citizens in their community, state, and nation.
Additional Information:	Typically taken in the 12th grade year and paired as Government/Economics. This course is 0.5 credits.

Course Name:	AP Microeconomics & AP U.S. Government
Course Number:	2102360 & 2106420

<p>Course Description:</p>	<p>AP Microeconomics is an introductory college-level microeconomics course. Students cultivate their understanding of the principles that apply to the functions of individual economic decision-makers by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like scarcity and markets; costs, benefits, and marginal analysis; production choices and behavior; and market inefficiency and public policy. The AP Microeconomics framework included in the course and exam description outlines distinct skills that students should practice throughout the year—skills that will help them learn to think and act like economists.</p> <p>AP U.S. Government and Politics is an introductory college-level course in U.S. government and politics. Students cultivate their understanding of U.S. government and politics through analysis of data and text-based sources as they explore topics like constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis. The AP U.S. Government and Politics framework included in the CED outlines distinct skills, called disciplinary practices, that students should practice throughout the year—practices that will help them learn to think and act like political scientists.</p>
<p>Additional Information:</p>	<p>*Meets Economics/Government Graduation Requirement*</p>

<p>Course Name:</p>	<p>JROTC Army Leadership 1-4</p>
<p>Course Number:</p>	<p>1801300/10/20/30</p>
<p>Course Description:</p>	<p>The purpose of this course is to enable students to develop knowledge of the history, customs, traditions, and purpose of the Army Junior Reserve Officer Training Corps (JROTC). The course includes the development of basic leadership skills including leadership principles, values, and attributes. Students should master appreciation for diversity. Active learning strategies are integrated throughout the course with an emphasis on writing skills and oral communication techniques. Financial planning as well as physical fitness, diet, nutrition, healthy lifestyles, awareness of substance abuse and prevention, and basic first aid measures are included. An overview of the globe and geography and basic map reading skills are incorporated. A study of the United States Constitution, Bill of Rights, responsibilities of United States citizens, and the federal justice system is also provided. Teaching from a well-written, grade-level textbook enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading</p>

	<p>passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ul style="list-style-type: none"> • Reading assignments from longer text passages as well as shorter ones when text is extremely complex. • Making close reading and rereading of texts central to lessons. • Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. • Requiring students to support answers with evidence from the text. • Providing extensive text-based research and writing opportunities (claims and evidence).
Additional Information:	<p>Principles of Public Service Program:</p> <p>04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives</p> <p>04.01 Employ leadership skills to accomplish organizational goals and objectives.</p> <p>04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.</p> <p>04.03 Conduct and participate in meetings to accomplish work tasks.</p> <p>04.04 Employ mentoring skills to inspire and teach others.</p> <p>04.05 Employ critical thinking skills independently and in teams to solve problems and make decisions.</p> <p>04.06 Employ critical thinking and interpersonal skills to resolve conflicts.</p> <p>04.07 Identify and document workplace performance goals and monitor progress toward those goals.</p> <p>04.08 Conduct technical research to gather information necessary for decision-making.</p>

Course Name:	Student Government Association (SGA) 1
Course Number:	2400300
Course Description:	<p>The purpose of this course is to teach leadership skills, parliamentary procedure, problem solving, decision making, communication skills, group dynamics, time and stress management, public speaking, human relations, public relations, team building, and other group processes. The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> • study in self-understanding • development in such areas as goal setting, self-actualization, and assertiveness • study of organizational theories and management
Additional Information:	N/A

Course Name:	SGA 2 (Leadership Tech. Hon)
Course Number:	2400310
Course Description:	<p>This course will provide an in-depth study of the leadership techniques of decision making, problem solving, meeting skills, communication, group conflict reduction, time and stress management, evaluation, team building, group dynamics, motivational strategy, data collection for project needs, evaluation of community organizations, purpose of local government, and the role of leadership in a democratic society.</p> <p>The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> ● Development in areas such as self-esteem, goal setting, and character building ● Enhanced leadership skills and the ability to function in both a group setting and the community <p>Special Note</p> <p>When this course is used to satisfy the high school character education requirement of s. 1003.42(2)(s), Florida Statute, the following topics must be included:</p> <ul style="list-style-type: none"> ● Leadership skills ● Interpersonal skills ● Research skills ● Organization skills ● Creating a résumé ● Employment interview skills ● Conflict resolution ● Workplace ethics ● Workplace law ● Stress management ● Resilience and self-motivation ● Local government purposes ● Structures of community organizations
Additional Information:	<p>Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. 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. Academic rigor is more than simply assigning to students a greater quantity of work.</p>

Course Name:	SGA 3 (Leadership Tech. Hon)
Course Number:	2400320
Course Description:	<p>The purpose of this course is to provide formative opportunities to build on skills acquired in the Leadership Techniques course, including meetings skills, communication skills, motivational strategies, character development, group dynamics, community relations, data collection for project needs, evaluation of community organizations, purpose of local government, community service and personal and civic responsibility. The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> ● effective project planning, execution and management ● techniques for the successful advocacy of proposed public policy changes ● mastery of organizational theories and management techniques and strategies ● analysis of community organizations' impact on the community as a whole ● construction of surveys to gather data for community needs ● analysis of survey data
Additional Information:	<p>Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. 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. Academic rigor is more than simply assigning to students a greater quantity of work.</p>

Course Name:	SGA 4 (Leadership Tech. Hon)
Course Number:	2400330
Course Description:	<p>organizational management, goal-setting, communication with varied audiences, peer mediation, citizenship, data collections and analysis, conflict resolution, healthy decision-making, assertiveness, and meeting skills, stress management and strategies for self-reflection. The content should include, but not be limited to, the following:</p> <ul style="list-style-type: none"> ● study in self-reflection ● continued development in such areas as goal setting, self-actualization, and assertiveness

	<ul style="list-style-type: none"> ● practice of organizational theories and management ● evaluating the needs of local community ● supporting the connection along local governmental agencies <p>This course has been designed for the teacher to select and teach only the appropriate standards corresponding to a student's grade level and/or instructional needs.</p>
Additional Information:	<p>Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. 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. Academic rigor is more than simply assigning to students a greater quantity of work.</p>

Course Name:	World Cultural Geography
Course Number:	2103300
Course Description:	<p>The World Cultural Geography course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of world cultural regions in terms of location, physical characteristics, demographics, historical changes, land use, and economic activity. Content should include, but is not limited to, the use of geographic tools and skills to gather and interpret data and to draw conclusions about physical and human patterns, the relationships between physical geography and the economic, political, social, cultural and historical aspects of human activity, patterns of population growth and settlement in different cultures and environments, the interaction between culture and technology in the use, alteration and conservation of the physical environment, and the interrelationships and interdependence of world cultures.</p>
Additional Information:	<p>Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning:</p> <ol style="list-style-type: none"> 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex.

	<ol style="list-style-type: none"> 2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. 4. Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence).
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Course Name:	US History
Course Number:	2100310
Course Description:	The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction.
Additional Information:	Typically taken in 11th grade. The EOC exam counts for 30% of overall course grade.

Course Name:	US History Honors
Course Number:	2100320
Course Description:	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 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.
Additional Information:	Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation,

	<p>and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. 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. Academic rigor is more than simply assigning to students a greater quantity of work.</p> <p>Typically taken in 11th grade. EOC exam counts for 30% of overall course grade.</p>
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Course Name:	AICE US History AS (Meets US History Graduation Requirement)
Course Number:	2100500
Course Description:	<p>For more information about this Cambridge course, visit http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.</p> <p>The key concepts for Cambridge International and American AS & A Level History are:</p> <ul style="list-style-type: none"> • Cause and consequence: The events, circumstances, actions and beliefs that have a direct causal connection to consequential events and developments, circumstances, actions or beliefs. Causes can be both human and non-human. • Change and continuity: The patterns, processes and interplay of change and continuity within a given time frame. • Similarity and difference: The patterns of similarity and difference that exist between people, lived experiences, events and situations in the past. • Significance: The importance attached to an event, individual or entity in the past, whether at the time or subsequent to it. Historical significance is a constructed label that is dependent upon the perspective (context, values, interests and concerns) of the person ascribing significance and is therefore changeable. • Interpretations: How the past has been subsequently reconstructed and presented by historians. <p>American option: The history of the USA, 1820–1941</p> <ul style="list-style-type: none"> • The origins of the Civil War, 1820–61 • Civil War and Reconstruction, 1861–77 • The Gilded Age and Progressive Era, 1870s to 1920 • The Great Crash, The Great Depression and the New Deal policies, 1920–41
Additional Information:	Typically taken in the 11th grade year. Students must sit for the Cambridge AICE Exam, which may be after the end of the school year.

Course Name:	World History
Course Number:	2109310
Course Description:	The grade 9-12 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.
Additional Information:	Typically taken in the 10th grade year.

Course Name:	World History Honors
Course Number:	2109320
Course Description:	The grade 9-12 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations. Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. 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. Academic rigor is more than simply assigning to students a greater quantity of work.
Additional Information:	Typically taken in the 10th grade year.

Course Name:	African American History
Course Number:	2100340
Course Description:	The primary content emphasis for this course pertains to the study of the chronological development of African Americans by examining the political, economic, social, religious, military and cultural events that affected the cultural group. Content will include, but is not limited to, West African heritage, the Middle Passage and Triangular Trade, the African Diaspora, significant turning points and trends in the development of African American culture and institutions, enslavement and emancipation, the Abolition, Black Nationalist, and Civil Rights movements, major historical figures and events in African-American history, and contemporary African-American affairs.
Additional Information:	This course is an elective credit.

Course Name:	African American History Honors
Course Number:	2100366
Course Description:	The primary content emphasis for this course pertains to the study of the chronological development of African Americans by examining the political, economic, social, religious, military and cultural events that affected the cultural group. Content will include, but is not limited to, West African heritage, the Middle Passage and Triangular Trade, the African Diaspora, significant turning points and trends in the development of African American culture and institutions, enslavement and emancipation, the Abolition, Black Nationalist, and Civil Rights movements, major historical figures and events in African-American history, and contemporary African-American affairs.
Additional Information:	Honors and Advanced Level Course Note: Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. 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. Academic rigor is more than simply assigning to students a greater quantity of work. This course is an elective credit.

Course Name:	Sociology
Course Number:	2108300
Course Description:	This course is an introduction to using sociological theory to better understand our world. As an academic field, sociology studies patterns in group behavior to explain social, economic, and political phenomena. Students will explore the social structures and social forces associated with various important sociological concepts, including culture, socialization, deviance and social control, collective behavior and social movements, poverty, and inequality.
Additional Information:	This course is 0.5 credits and typically paired with Women's Studies. This course counts as an elective credit.

Course Name:	Women's Studies
Course Number:	2104340
Course Description:	This course examines the experiences and contributions of women throughout history. The emphasis of this course is to learn the stories of women, both ordinary and spectacular, to better understand larger historical themes of change and continuity. Students examine the legal, economic, social, and political status of women from prehistory through the contemporary era. Students also utilize an interdisciplinary approach to exploring and analyzing the unique issues women face in today's world.
Additional Information:	This course is 0.5 credits and typically paired with Sociology. This course counts as an elective credit.

Course Name:	Psychology 1/Psychology 2
Course Number:	2107300/2107310
Course Description:	Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. The content examined in this first introductory course includes major theories and orientations of psychology, psychological methodology, memory and cognition, human growth and development, personality, abnormal behavior, psychological therapies, stress/coping strategies, and mental health.

Additional Information:	This is a Social Studies elective. Each course is 0.5 credits and are paired together.
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Course Name:	Personal Financial Literacy & Management
Course Number:	2102371
Course Description:	In this course, you will practice money management skills using real-life scenarios. This course teaches the skills and knowledge you need to become a wise consumer, saver, investor, user of credit, and planner. Topics include financial attitudes and behaviors, income and taxes, budgeting, buying goods and services, financial accounts, credit and loans, financial investing, and insuring and planning. Build your financial literacy skills to excel in today's global workforce and society. And if you are still asking yourself, when will I ever use this information? The answer is every day for the rest of your adult life.
Additional Information:	Prerequisite: Algebra I is recommended This course satisfies Florida's personal financial literacy graduation requirement.

Course Name:	AICE Psychology AS
Course Number:	2107360
Course Description:	that were the basis of the discipline are now no longer acceptable. Ethics must be considered when designing a psychological investigation to ensure that data is gathered without compromising the wellbeing of the participant(s). <ul style="list-style-type: none"> • Choice of psychological research methods: Psychologists have to carefully choose the research method they use in terms of the information they wish to gather. Every research method, whether quantitative or qualitative, has strengths and weaknesses, and the psychologist must evaluate how the method they have chosen supports the validity and reliability of their specific investigation and contributes to the wider body of psychological research. • No one view in psychology is definitive: Psychological theories are developed by posing hypotheses which are then tested through research. The research will be influenced by the psychological approach of the researcher and the time and context they are working in. A single topic is likely to be studied in more than one psychological approach, and each approach has its own assumptions, strengths and weaknesses. These different explanations can work together or be in opposition, so psychologists have to balance the evidence for each explanation.

	<ul style="list-style-type: none"> • Relevance of psychology in contemporary society: Psychology is now used to underpin many aspects of our lives – it is used in organizing businesses, in planning our shops and homes, in treating medical conditions and to improve how we learn. Every study is undertaken with a specific purpose in mind which can then be applied in everyday life – whether it is improving our lives in general, understanding how groups of people behave or treating a disorder. By understanding psychology we can improve how we live our lives and society in general.
Additional Information:	<p>This is a Social Studies elective. Students must sit for the Cambridge AICE Exam, which may be after the end of the school year.</p>

Course Name:	AICE Geography AS
Course Number:	2103410
Course Description:	<p>For more information about this Cambridge course, visit http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.</p> <p>The key concepts for Cambridge International AS & A Level Geography are:</p> <ul style="list-style-type: none"> • Space: the implications of spatial distributions and patterns of a range of physical and human geographical phenomena. • Scale: the significance of spatial scale in interpreting environments, features and places from local to global, and time scale in interpreting change from the geological past to future scenarios. • Place: the importance of physical and human characteristics which create distinctive places with different opportunities and challenges. • Environment: how the interactions between people and their environment create the need for environmental management and sustainability. • Interdependence: how the complex nature of interacting physical systems, human systems and processes create links and interdependencies. • Diversity: the significance of the similarities and differences between places, environments and people. • Change: the importance of change and the dynamic nature of places, environments and systems.
Additional Information:	<p>This is a Social Studies elective. Students must sit for the Cambridge AICE Exam, which may be after the end of the school year.</p>

Course Name:	AICE Travel and Tourism AS
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Course Number:	2102410
Course Description:	<p>For more information about this Cambridge course, visit http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.</p> <p>Key concepts</p> <ul style="list-style-type: none"> ● Global and growing: The travel and tourism industry is a global industry. Changes in political and socioeconomic circumstances and technological developments contribute to the continuing growth of the travel and tourism industry and its importance to many national economies. ● Change and development: A key feature of the industry is its dynamic nature. The only constant is change. Exciting new enterprises, products or services are often developed in response to economic, political, social or technological change. ● Customer focus: Travel and tourism organizations provide products, services and facilities to meet customers' needs. In order for travel and tourism providers to be successful, they must adopt a strong customer focus. This means they must really understand who their customers are and how they can best meet their needs. ● Sustainability and responsibility: The travel and tourism industry has close links to destinations and so has a vested interest in ensuring environmental and sociocultural impacts are managed. Responsible management means that any developments must maximize the positive, and minimize the negative impacts of tourism.
Additional Information:	This is an elective. This course requires students to independently plan and carry out a field trip and outside work is required. Students must sit for the Cambridge AICE Exam, which may be after the end of the school year.

Course Name:	AICE Global Perspectives AS *AICE Cohort Only*
Course Number:	1700364
Course Description:	<p>Cambridge International AS Level Global Perspectives & Research encourages transformative learning, whereby learners become more aware of their own beliefs and assumptions and more able to be self-critical. This leads to an increased willingness to modify their standpoints and be open to different views and ways of thinking. In short, this course will develop learners who are capable of understanding, assessing and taking action on global issues with competence and confidence. By studying this course learners will develop research skills that will enable them to obtain information, evaluate its reliability and usefulness and use the evidence gathered to construct their own</p>

	arguments and lines of reasoning. Through well-defined stages, called the Critical Path, learners will be encouraged to apply a logical approach to thinking and reasoning. By following this path, they will be able to analyze the structure and context of arguments, assess the impact and limitations of evidence and make well-reasoned judgments. Learners will build skills in organizing and communicating their findings in appropriate multimedia formats. By developing thinking and reasoning skills, as well as research and communication skills, Cambridge International AS Level Global Perspectives & Research will enable learners to meet the demands of the twenty-first century and to make a successful transition to higher education, employment and lifelong learning.
Additional Information:	This is an elective credit. Students must sit for the Cambridge AICE Exam, which may be after the end of the school year.

Course Name:	AICE Thinking Skills AS
Course Number:	1700372
Course Description:	<p>For more information about this Cambridge course, visit http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/ca-bridge-international-as-and-a-levels/curriculum/.</p> <p>The Thinking Skills subject content is divided into two parts, Problem Solving and Critical Thinking.</p> <p>The Problem Solving content is presented in four areas:</p> <ul style="list-style-type: none"> • Organize information • Process information • Analyze data • Consider wider problems. <p>Problem Solving is about making use of the information available to deduce further information, draw conclusions and make choices and decisions. Very often problems will involve numerical information, but problem solving is not a test of mathematics. Only basic numeracy is expected, although these numeracy skills are a vital part of the toolkit for solving many problems. Confidence in working with numerical information and performing mental arithmetic is therefore important for developing efficient problem-solving skills, but the focus of the syllabus is to develop the problem-solving skills themselves. Students are expected to have basic numeracy skills, including understanding of percentages, ratio and proportion. They should also understand the simple statistical measures of mean, median and mode, and be able to represent the chances of something happening in precise numerical terms (i.e. as a fraction, decimal or percentage). Simple algebraic skills can be a very powerful tool for problem solving, particularly for more complex problems. These skills include the ability to represent and manipulate</p>

	<p>information, and relationships between pieces of information, concisely and efficiently. However, these algebraic skills will never be assessed directly; the focus of the syllabus is on developing the student's ability to make valid problem-solving insights and deductions, whether they make use of these tools or not.</p> <p>The Critical Thinking content is presented in four areas:</p> <ul style="list-style-type: none"> • Evaluate and use evidence • Analyze reasoning • Evaluate reasoning • Construct reasoning. <p>Critical Thinking is about judging the value or usefulness of evidence, and understanding how sound arguments are constructed. Students will encounter a broad variety of topics, often reflecting real-world situations or subjects of debate. Although a student's own thinking about a topic sometimes makes a valuable contribution to their critical thinking – for example, when constructing an argument – knowledge of the topics themselves will never be assessed directly. As in the real world, some topics may be controversial, and students may have pre-existing feelings about them. However, the focus of the syllabus is on the student's ability to demonstrate critical thinking skills, and not on whether one point of view is morally superior to another. Students should develop the skills to accurately judge evidence and argument by the relevant criteria, draw logical conclusions and suggest plausible explanations, and construct persuasive arguments with clear structure that make valid use of the evidence available.</p>
Additional Information:	<p>This is an elective credit.</p> <p>Students must sit for the Cambridge AICE Exam, which may be after the end of the school year.</p>

Course Name:	AICE European History (AS)
Course Number:	2109371
Course Description:	<p>For more information about this Cambridge course, visit https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-history-9981/</p> <p>Cambridge International AS and A Level European History explores the past from a diversity of perspectives, including social, economic, political and cultural. Learners develop transferable skills. These include the ability to evaluate historical evidence, present clear and logical arguments and assess different historical interpretations of an argument. Learners develop an understanding of historical concepts such as cause and consequence, and significance.</p>

	<p>The key concepts for Cambridge International AS and A Level European History are:</p> <ul style="list-style-type: none"> • Similarity and difference The patterns of similarity and difference that exist between people, lived experiences, events and situations in the past. • Cause and consequence The relationship in history between events, circumstances, actions and beliefs (cause) and the result, event or action that follows (consequence). • Change and continuity How some aspects have changed over time (change) and how some have stayed the same (continuity) within a given time frame. • Significance The importance given to events, individuals or ideas from the past. One person's view of historical significance may not be the same as another's, and views may change over time. • Interpretations How the past is interpreted and presented by historians.
Additional Information:	<p>This is an elective credit. Students must sit for the Cambridge AICE Exam, which may be after the end of the school year.</p>

World Language Course Offerings

American Sign Language (ASL) 1	0717300
French 1	0701320
French 2	0701330
Italian 2	0705320
Spanish 1	0708340
Spanish 2	0708350
Spanish 3	0708360
AICE Spanish AS	0708538

World Language Course Descriptions

Course Name:	American Sign Language (ASL) 1
Course Number:	0717300
Course Description:	American Sign Language 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3

	modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language with introductions to culture, connections, comparisons, and communities.
Additional Information:	N/A

Course Name:	French 1
Course Number:	0701320
Course Description:	<p>French 1 is an introduction to the French language and francophone world. Fundamentals are presented through a solid development of four language acquisition skills: listening, speaking, reading, and writing. French 1 also provides an excellent framework for developing critical thinking skills, improving English lexile, and learning other romance languages.</p> <p>Grammatical concepts are introduced and practiced within the context of basic, everyday vocabulary and authentic cultural themes. Students will learn to communicate in everyday situations through dialogues, audio recordings, films, videos, newspapers/magazines, oral presentations, projects, and collaborative activities. Students will explore authentic cultural themes through songs and documentaries. The course will be conducted in English and French.</p>
Additional Information:	Students do not need a foreign language to graduate high school; 2 years of a foreign language is needed for the Florida State University System.

Course Name:	French 2
Course Number:	0701330
Course Description:	<p>French 2 reinforces the fundamental communication and critical thinking skills acquired in French 1. The course will improve listening, speaking, reading, and writing proficiencies as well as cultural awareness. While oral communication remains the primary objective, reading and writing continue to be emphasized as an integral part of language acquisition. Cultural and historical surveys of francophone countries are also discussed.</p> <p>Grammatical concepts are strengthened with new cultural themes. Students will continue to communicate through dialogues, audio recordings, films, documentaries, current events, debates projects, and</p>

	collaborative activities. The course will be conducted in English and French.
Additional Information:	Students do not need a foreign language to graduate high school; 2 years of a foreign language is needed for the Florida State University System.

Course Name:	Italian 2
Course Number:	0705330
Course Description:	Continue on building vocabulary, grammar, and culture, but students will be challenged to hopefully develop a more fluent command of the target language by practicing speaking Italian.
Additional Information:	Students do not need a foreign language to graduate high school; 2 years of a foreign language is needed for the Florida State University System.

Course Name:	Spanish 1
Course Number:	0708340
Course Description:	Spanish 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.
Additional Information:	Students do not need a foreign language to graduate high school; 2 years of a foreign language is needed for the Florida State University System.

Course Name:	Spanish 2
Course Number:	0708350
Course Description:	Spanish 2 reinforces the fundamental skills acquired by the students in Spanish 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Spanish 1. Reading and writing receive more emphasis, while oral communication

	remains the primary objective. The cultural survey of the target language-speaking people is continued.
Additional Information:	Students do not need a foreign language to graduate high school; 2 years of a foreign language is needed for the Florida State University System.

Course Name:	Spanish 3 Honors
Course Number:	0708360
Course Description:	Spanish 3 provides mastery and expansion of skills acquired by the students in Spanish 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.
Additional Information:	Students do not need a foreign language to graduate high school; 2 years of a foreign language is needed for the Florida State University System.

Course Name:	AICE Spanish AS
Course Number:	0708538
Course Description:	<p>For more information about this Cambridge course, visit http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/curriculum/.</p> <p>Cambridge International AS & A Level syllabuses in Spanish aim to:</p> <ul style="list-style-type: none"> • develop the ability to understand Spanish in a variety of registers • enable students to communicate confidently and clearly in Spanish • form a sound base of skills, language and attitudes required for further study, work and leisure • encourage positive attitudes to language learning and a sympathetic approach to other cultures and civilisations • support intellectual and personal development by promoting learning and social skills.
Additional Information:	Successful completion of at least Spanish 2. Students must sit for the Cambridge AICE Exam, which may be after the end of the school year.

