



Wellington Community High School

Curriculum Guide

2026- 2027

Wellington Community High School
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Wellington, Florida 33414
(561) 795-4900

<https://welh.palmbeachschools.org>

Mrs. Cara A. Gorham, Principal

Mission Statement: *The mission of Wellington Community High School is to provide a safe environment conducive to promoting life-long learners and productive citizens who contribute to the community as a whole.*

Vision Statement: *The School District of Palm Beach envisions an educational and working environment whereboth students and staff are unimpeded by bias or discrimination. Individuals of all backgrounds and experiences are embraced, affirmed and inspired. Each and every one will succeed and flourish. A joy of learning is fostered in each student and a positive vision for their future is nurtured.*

General Information

Information contained in this curriculum guide is subject to significant changes in course offerings, as a result of any new state legislative directives. As we are apprised of state and district directives, we will communicate all updates to our school community.

Introduction

This Curriculum Guide contains the course offerings, graduation requirements, and other information you should have to make appropriate choices for a meaningful high school experience.

Course selections should be made only after careful consideration of your personal interests, abilities, and future goals. Keep in mind that your present course selections will affect your career choices in the future; therefore, you should consider your total high school curriculum as you choose. You are encouraged to consult with the staff of our school on any aspect of curriculum choice on which you desire information or assistance.

It cannot be guaranteed that each course listed will be taught.

Students will be given the proper registration information and have access to this guide. Parents should be involved in the student's selection of classes, being sure that the requirements are met. The students will then make their selections and be EXPECTED TO ABIDE BY THEM.

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1503400	Aerobics 1 & 2	2002350	Experimental Science 2
2100336	African American History H	1501310	Fitness Lifestyle & Design
8106810	Agriscience Foundations 1	8918210	Fire Fighting I
8121520	Agriscience Foundations 2	8918220	Fire Fighting II
2102324	AICE Business Studies AS	8918230	Fire Fighting III
0900500	AICE Classical Studies AS/A	1200550	FL Advanced Course Test:College Alg
0108400	AICE Digital Media and Design Photo AS	0701320	French I
0108410	AICE Digital Media and Design Photo AL	0701330	French II
0400346	AICE Drama AS	0701340	French III/ PRE AICE H
0400347	AICE Drama A	1206310	Geometry
1001550	AICE English Lang	1206320	Geometry Honors
1005370	AICE English Literature AS	8417100	Health Science A & P
1005375	AICE English Literature A	2100405	Health Science Foundation
2001381	AICE Environmental Management	2100405	Holocaust Education H
0701393	AICE French	8703130	Hospitality & Tourism Entrepreneurship
1009400	AICE General Papers	8600550	Intro to Engineering Design
1001560	Pre-AICE Lang	1302460	Instrumental Ensemble I(PercussionMB)
1700364	AICE Global Perspectives AS	1302470	Instrumental Ensemble II (PercussionMB)
1700365	AICE Global Perspectives A	1302480	Instrumental Ensemble III(PercussionMB)
2100490	AICE International History 1 AS	1302490	Instrumental Ensemble IV(PercussionMB)
2002515	AICE Marine Science	1302420	Instrumental Technique I (Concert & MB)
2002535	AICE Marine Science II (A level)	1302430	Instrumental Technique II (Concert & MB)
1100460	AICE Media Studies AS	1302440	Instrumental Technique III (Concert&MB)
1100470	AICE Media Studies A	1302450	Instrumental Technique IV (Concert&MB)
3026025	AICE PE	1000412	Intensive Reading
2107360	AICE Psychology I AS	1000414	Intensive Reading
2108320	AICE Sociology A	1000418	Intensive Reading
0708538	AICE Spanish Language	1006331	Intro to Journalism
0708550	AICE Spanish Lang & Literature	9001310	IT Fundamentals
1700374	AICE Thinking Skills A Level	1302500	Jazz Ensemble I (Jazz Band)
2102410	AICE Travel and Tourism	1302510	Jazz Ensemble II (Jazz Band)
2100500	AICE US History AS level	1302520	Jazz Ensemble III (Jazz Band)
8601900	Advanced Technology Applications	1302530	Jazz Ensemble IV (Jazz Band)
1200310	Algebra I	1006332	Journalism VI H- yearbook
1200320	Algebra I Honors	1006333	Journalism VII H- yearbook
1200330	Algebra II	1006334	Journalism VIII H- yearbook
1200340	Algebra II Honors	2400310A	Latinos in Action (Lead Technqs)
0717300	American Sign Language I	2100362	Latin American Studies
0717310	American Sign Language II	2400310	Leadership Skills Techniques (SGA)
0717312	American Sign Language III	2400310B	Link Crew (Lead Technqs)
0717314	American Sign Language IV	1200710	Math for College Algebra
2000360	Anatomy & Physiology Honors	2002500	Marine Science I
0100300	AP Art History	2002510	Marine Science Honors
	AP Pre Calc	8827120	Marketing Applications
1202310	AP Calculus AB	8827110	Marketing Essentials
1202320	AP Calculus BC		

0200385	AP Career Kickstart Cyber	1200384	Mathematics for Data & Financial Lit
0200320	AP Computer Science A (JAVA)	1207350	Mathematics for College Liberal Arts
0200335	AP Computer Science Principles	0400700	Musical Theatre I
0200385	AP Cyber 1: Networking	0400720	Musical Theatre III
2103400	AP Human Geography	0400400	Musical Theatre IV Honors
2102370	AP Macroeconomics	1502480	Outdoor Ed
2102360B	AP Microeconomics	1302390	Orchestra 4
1300330	AP Music Theory	1302400	Orchestra 5 H
1202305	AP Pre-Calc	1302410	Orchestra 6H
2003421	AP Physics	9001340	Operational Cybersecurity
2107350	AP Psychology	1400340	Peers Partners Learn
1700500	AP Seminar	1501300	Personal Fitness
0104300	AP Studio Art/ Drawing	2102374	Personal Financial Literacy Honors
0109350	AP Studio Art 2-D Design	0108310B	Photo Tech 1
1210320	AP Statistics	2003390	Physics 1 Honors
2100330	AP US History	1505430	Pickleball 1
0101300	Art 2/D Studio 1	1505440	Pickleball 2
0101320	Art 2-D/ Studio III (Honors)	0109310	Portfolio: Paint H
0300340	Ballet I	0109320	Portfolio/ 2D H
0300350	Ballet II	0108355B	Pre-AICE Dig Media
0300360	Ballet III	1001560	Pre-AICE Lang
0300370	Ballet IV Honors	0108355	Pre-AICE Photo
1302300	Band I (Symphonic & Marching Band)	8812110	Principles of Entrepreneurship
1302300	Band 1- Beginning Band- No experience	8600550	Principles of Engineering
1302310	Band II (Symphonic & Marching Band)	1502170	Rec Activities
1302320	Band III(Symphonic BandorWind Ens &MB	1700300	Research I
1302330	Band IV(Symphonic BandorWind Ens &MB	8771110	Social Media & TV Production
1302340	Band V Wind Ensemble & Marching B	0709340	Spanish I
1302350	Band VI Wind Ensemble & Marching B	0708350	Spanish 2
1503310	Basketball 1	0708360	Spanish 3
1503315	Basketball 2	0709320	Spanish for Spanish Speakers III
2400310C	BLAST	1007300	Speech
2000340	Biology - Advanced Placement	8771110	Social Media & TV Pro
2000310	Biology I	8401030	Technical Design III
2000320	Biology I Honors	0400310	Theatre I
2000330	Biology 2 H	0400330	Theatre III Honors
3027010	Bio Technology 1	0400340	Theatre IV Honors
2003350	Chemistry I Honors	0400660	Theatre, Cinema, & Film Prod..
2003370	Chemistry – Advanced Placement	0400410	Theatrical Production & Design
1303300	Chorus 3	0400420	Technical Theater Design & ProductionII
1303330	Chorus 4	0400440	Technical Theater Design & Production H
1303340	Chorus V (Chamber)	0400510	Theatrical Direction & Stage Mng Hon
1303350	Chorus VI(Chamber)	8201530	TV Production H
1303370	Chorus Register II (Valkyries)	8201540	TV Production Technology H
1303380	Chorus Register III (Valkyries)	2106310	U.S. Government
1303390	Chorus Register IV (valkyries)	2106320	U.S. Government Honors
		2106420	U.S. Government & Politics - AP
		2100310	U.S. History

		2100320	U.S History Honors
8601010	Communication Technology I	1303450	Vocal Ensemble II (Treble, Kraken, Tenor)
8601020	Communication Technology II	1303460	Vocal Ensemble III (Sirens, Treble)
8601030	Communication Technology III	1303470	Vocal Ensemble IV (Sirens, Treble)
9001320	Computer & Network Security Fundam	1501340	Weight Training - Beginning
0108310	Creative Photo 1	1501350	Weight Training – Intermediate 2
8600560	Computer Integrated Manufacturing	2109310	World History
8600590	Civil Eng & Arch	2109320	World History H
9001330	Cybersecurity Essentials		
8800510	Culinary Arts I		
8800520	Culinary Arts II		
8800530	Culinary Arts III		
8800540	Culinary Arts IV		
0300400	Dance Repertory I		
0300410	Dance Repertory II		
0300420	Dance Repertory III (Honors)		
0300430	Dance Repertory IV (Honors)		
0300310	Dance Technique I		
0300320	Dance Technique II		
0300330	Dance Technique III (Honors)		
0300334	Dance Technique IV (Honors)		
1007360	Debate IV (Honors)		
1007370	Debate V (Honors)		
1007380	Debate VI (Honors)		
1900310	Drivers Education		
8500100	Early Childhood Direct Study		
8405110	Early Childhood Ed 1		
8405120	Early Childhood Ed 2		
8405130	Early Childhood Ed 3		
8405140	Early Childhood Ed 4		
2001310	Earth Space Science		
2102310	Economics		
2102320	Economics H		
8600650	Engineering Design and Dev		
1001310	English I		
1001370	English III		
1001380	English III Honors		
1001400	English IV		
1001410	English IV Honors		
2001340	Environmental Science		
2001380	Environmental Science- AP		
1305300	Eurythmics I (Band Auxiliary)		
1305310	Eurythmics II (Band Auxiliary)		
1305320	Eurythmics III (Band Auxiliary)		
1305330	Eurythmics IV (Band Auxiliary)		



Mrs. Cara A. Gorham, Principal

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Mrs. Marisol Ramos, Admin Assistant

Marisol.Ramos@palmbeachschools.org

Student Support Centers Administration & School Counselors

9th Grade Team	BIG BLUE (Last Names A - G) GRADES 10-12	GREENVIEW (Last Names H - M) GRADES 10-12	SOUTHSHORE (Last Names N - Z) GRADES 10-12
Kimberly Ellis Admin Assistant 561-791-9323 kimberly.ellis@palmbeachschools.org	Dalia Khalil Admin Assistant 681-796-4816 dalia.khalil@palmbeachschools.org	Yvette Thomas Admin Assistant 681-796-4820 yvette.thomas@palmbeachschools.org	Janet Leon Admin Assistant 681-796-4833 janet.leon@palmbeachschools.org
Ms. Madga Dominique Assistant Principal madga.dominique@palmbeachschools.org	Dr. Eric Moore Assistant Principal eric.moore@palmbeachschools.org	Dr. Elizabeth Calvente-Torres Assistant Principal elizabeth.calvente-torres@palmbeachschools.org	Mr. Michael Kozlowski Assistant Principal mike.kozlowski@palmbeachschools.org
Mr. Lee Tanton Dean lee.tanton@palmbeachschools.org	Mr. Mark Boretti Dean mark.boretti@palmbeachschools.org	Mrs. Tonya Grant Assistant Principal tonya.grant@palmbeachschools.org	Ms. Malissa McAuley Dean malissa.mcauley@palmbeachschools.org
Mr. Travis Gray School Counselor (A-L) travis.gray@palmbeachschools.org	Mr. Andrew Saperstein School Counselor (A-C) andrew.saperstein@palmbeachschools.org	Mrs. Danielle Fairclough (Counseling Director) School Counselor (H-J) danielle.fairclough@palmbeachschools.org	Mr. Timothy Mickens School Counselor (N-R) timothy.mickens@palmbeachschools.org
Mrs. Julia Saye School Counselor (M-Z) julia.saye@palmbeachschools.org	Dr. Rosemyrtle Louis School Counselor (D-G) rosemyrtle.louis@palmbeachschools.org	Mrs. Laquania Morgan School Counselor (K-M) laquania.morgan@palmbeachschools.org	Mrs. Terry Roberto School Counselor (S-Z) terry.roberto@palmbeachschools.org
Mr. Brockton Boretti Associate Dean 9th Grade brockton.boretti@palmbeachschools.org Mr. Mark Dubois Associate Dean 9th Grade mark.dubois@palmbeachschools.org	Ms. Allyson Joseph Student Wellness Center Coordinator, Behavioral Health Professional (BHP) allyson.joseph@palmbeachschools.org Mrs. Catalina Toledo Associate Dean Grades 10-12 catalina.toledo@palmbeachschools.org		
Additional Administration			
Mr. John Rejc Assistant Principal, Curriculum john.rejc@palmbeachschools.org		Mr. Chris Romano Assistant Principal, Adult & Community Ed chris.romano@palmbeachschools.org	

WHO TO TURN TO AT WHS (Need Information?)		
Academy Coordinator:	Mr. Vanessa Douglass	Vanessa.Douglass@palmbeachschools.org
AICE Coordinator:	Mrs. Mierka Drucker	Mierka.Drucker@palmbeachschools.org
AP Coordinator:	Mr. John Rejc	John.Rejc@palmbeachschools.org
Activities:	Ms. Gemma Ford	Gemma.Ford@palmbeachschools.org
Athletic Director:	Mr. Robert Callovi	Robert.Callovi@palmbeachschools.org
Athletic Director (Assistant)	Mr. Christian Carrera	Christian.Carrera@palmbeachschools.org
Assessment Coordinator	Mrs. Kathleen Pereira	Kathleen.Pereira@palmbeachschools.org
Clinic/Nurse:	Mr. Safina Bansee	sbansee@hcdpbc.org
ESE Coordinator:	Mrs. Michelle Eichner	Michelle.Eichner@palmbeachschools.org
ESE Coordinator	Mrs. Debra Wilson	Debra.Wilson@palmbeachschools.org
ESE Office	Ms. Nancy Safford	Nancy.Safford@palmbeachschools.org
ESOL Guidance Counselor:	Ms. Claudia Gallardo	Claudia.Gallardo@palmbeachschools.org
ESOL Coordinator	Ms. Christian Carrera	Christian.Carrera@palmbeachschools.org
Food Service Manager:	Ms. Monica Walker	Monica.Walker@palmbeachschools.org
Parking Services:	Ms. Dalia Khalil	Dalia.Khalil@palmbeachschools.org
Psychologist	Dr. Sheresa Holloman	Sheresa.Holloman@palmbeachschools.org
Records & Transcripts	Ms. Lori Gelobter	Lori.Gelobter@palmbeachschools.org
School Resource Officer	Officer Henessy Officer Vital	Charles.Hennessey@palmbeachschools.org Juan.Vital@palmbeachschools.org

WOLVERINE WELLNESS CENTER		
Mental Health Coordinator	Ms. Allyson Joseph	Allyson.Joseph@palmbeachschools.org
Mental Health Counselor	TBA	
D.A.T.A. Counselor (Drug, Alcohol, and Tobacco Awareness)	Ms. Christina Ranieri	Christina.Ranieri@palmbeachschools.org

[School Calendar 2026-27](#)

Curriculum Guide 2026 - 2027

The course descriptions in the Curriculum Guide indicate grade level, prerequisites, credits, and course content. Keep in mind the requirements for graduation and read the course descriptions noting the prerequisites. When choosing electives, consider your future education and/or career goals. Have your Parents/guardians help you with your course selections. Alternate choices are MANDATORY in case of scheduling conflicts. **NO COURSE SELECTION IS GUARANTEED.**

Schedule Changes

Schedule changes for the 2026 - 2027 school year will be made only if:

- A clerical error was made and a student is placed in an incorrect course
- The student took and passed the same class in summer school.
- The administration levels sizes of classes
- A change in academic levels for a student is indicated.

Schedule changes will NOT be made at any time for a student wanting a different teacher, period, or course.

Advanced Placement Program

The Advanced Placement Program, administered by the College Board, provides qualified high school students the opportunity to take college-level courses on the high school campus. These courses, taught by high school teachers, include stringent college-level curriculum experiences and culminate in a three-hour standardized examination. Fees are paid by Palm Beach County Schools. Students who demonstrate the required level of proficiency on the examination are eligible for college credit in the particular subject area. Eligible students are selected based on PSAT/SAT scores, grade point average, and readiness to engage in post-secondary work.

Advanced Placement courses are college-level courses taught in high school. Upon completion of such a course and achieving a qualifying score on the Advanced Placement Examination, which is given in May of each year, a student may be granted advanced credit or advanced placement when he/she enters college. Students must apply and be selected for these programs.

Course Levels

Regular: Courses designated "Regular" (or with no designation at all) are planned for students achieving in quartiles 2 or 3, particularly in reading achievement.

ESOL: English for Speakers of Other Languages - Special courses are offered in English as a new or foreign language utilizing specific ESOL materials, techniques and Language Facilitators in native Languages. Courses are offered in required subjects of English, science, math, and history as well as test taking/study skills companion courses with emphasis on speaking and grammar.

Honors/ Advanced: Courses designated "Honors" are planned for students achieving in level 3 and above and require teacher recommendation. These students are working on an above-average level.

Exceptional Student Education: Courses are offered in the school for Intellectually Disabled, Emotional/Behavioral Disabled, Specific Learning Disabled, and Speech and Language Impaired. Students enrolled in these courses must have been identified via testing. **Contact Ms. Michele Eichner or MS. Debra Wilson for more information concerning the ESE program.**



Visit the AICE website for more detailed information: <http://wchsaice.weebly.com>.

Cambridge AICE

Wellington Community High School is pleased to offer the AICE Diploma curriculum to its students. The Cambridge Advanced International Certificate of Education (AICE) Diploma is an international curriculum and examination system that emphasizes the value of broad and balanced study. Alongside in-depth understanding of a variety of subjects, students also need to master a broader range of skills critical for success in university study and employment.

The Cambridge Advanced International Certificate of Education (AICE) Diploma program is administered and assessed by University of Cambridge International Examinations, a nonprofit department of the world renowned **University of Cambridge** in the **United Kingdom**.

Cambridge AICE courses are equivalent to those offered at the U.S. university freshmen level or beyond. Routes to the Cambridge AICE Diploma are extremely flexible and offer students the opportunity to tailor their studies to their individual interests, abilities and future plans within an international curriculum framework.

Cambridge AICE Diploma

The Cambridge AICE Diploma is made up of individual Cambridge International AS and A Levels, which have widespread international standing as educational qualifications.

By demanding knowledge from three different subject groups, plus the core compulsory subject, Cambridge International AS Level Global Perspectives & Research, the Cambridge AICE Diploma provides a broad curriculum with a balance of science, languages, arts and humanities, and skills-based subjects. It maintains flexibility and choice by allowing students to choose subjects at different levels.

To achieve the Diploma, all learners will need to study and pass the revised Cambridge International AS Level Global Perspectives & Research (9239). This skills-based course challenges learners to think critically, analyze evidence and compare perspectives. The learning is assessed through a team project and presentation as well as a written examination.

Wellington Community High School currently offers 26 Cambridge International AS and A Level subjects to choose from across four subject groups:

- Group 1: Mathematics and Sciences
- Group 2: Languages
- Group 3: Arts and Humanities

- Group 4: Interdisciplinary and skills-based subjects (optional)

Learners must achieve at least one credit from each of Groups 1, 2 and 3 and one credit in AS Global Perspectives and Research. The remaining credits can come from any of the groups. A maximum of two credits can count from Group 4, which is optional.

For AICE exams, the Cambridge passing letter grades range from A to E with A being the highest. The lowest passing grade of E is equivalent to a U.S. grade of C or a three on an Advanced Placement examination. Students must complete their AICE requirements in twenty-five months (three years) in order to earn the credits required for a Cambridge AICE Diploma. Students who do not qualify for a Cambridge AICE Diploma will receive Cambridge International AS or A Level General Certificate of Education (GCE) subject certificates for the subject examinations they passed. Students who complete the Cambridge AICE curriculum will be provided with the best possible foundation for advanced post-secondary studies anywhere in the world.

Cambridge AICE Exams and College Credits

Cambridge International AS and A Levels are considered college-level courses of study. In countries such as the United States and Canada, good grades in carefully chosen Cambridge International A Level subjects can result in up to one year of university course credit.

More than 450 US universities accept Cambridge International AS and A Levels and the Cambridge AICE Diploma, including Harvard, Yale, MIT, Stanford, and all public universities in Florida.

Please note that each U.S. university sets its own policy and students are advised to directly contact the admissions office at the university of interest to learn its credit by examination policy for GCE / International AS and A Levels which are also known as “Cambridge AICE” exams. College credit is typically awarded based on each subject and examination grade earned.

AICE Curriculum and Bright Futures

Students who earn an AICE diploma, based on AICE exams taken prior to high school graduation, have completed the community service requirement, and submitted their *Florida Financial Aid Applications*, will currently earn the Florida Academic Scholars award. Students who complete the AICE Diploma program but fail to pass all the relevant exams and who meet the SAT/ACT requirements will currently earn the Florida Academic Medallion award. <http://www.floridastudentfinancialaid.org/ssfad/bf/aice.htm>

Students who complete the curriculum for an AICE Diploma and attempt all exams are exempt from the Virtual Class and Physical Education requirements.

AICE Courses at WHS

Subject Areas	Courses
Core: Mandatory Research	AS Global Perspectives & Research
Mathematics and Science	Biology, Environmental Management*, AS Marine Science*, A Level Marine Science, Psychology, Math, Physical Education
Language	English Language*, Spanish Language, French Language
Arts and Humanities	AS Digital Media & Design, AS Drama, A Drama, AS Business, AS Classical Studies, A Classical Studies, AS Literature in English*, A Literature in English, AS Spanish Literature, AS International History*, AS Media Studies, AS Psychology, A Psychology, AS Sociology, A Sociology, AS Travel and Tourism, AS U.S. History*, A Level U.S. History
Interdisciplinary and Skills-based Subjects	A Thinking Skills, AS English General Paper*, A Level Global Perspectives & Research (only after AS)
	<i>*These courses meet course requirements as noted in the curriculum guide.</i>

The suggested course of study for incoming freshmen is General Paper (which meets the English I requirement for graduation) along with one AICE elective like Classical Studies, Environmental Management, Thinking Skills, or Sociology.

Dual Enrollment

Dual enrollment is an opportunity for students presently attending an accredited Palm Beach County public or private high school, or receiving home school education, to enroll tuition free concurrently in courses offered by Palm Beach State College and/or Florida Atlantic University. Credits earned must be applied toward high school graduation.

Qualified students must attend an orientation session at PBSC, and obtain a Dual Enrollment Permission Form from the high school guidance counselor. The completed form must be submitted to the Registrar's Office, along with a regular PBSC or FAU course(s) approved by the High School Principal. Preparatory courses are not eligible.

Students are responsible for their own transportation and parking decals. Dual enrollment students are considered to be high school students, and it is the responsibility of the student and high school to ensure that requirements for graduation from high school are met. Graduating high school seniors cannot enroll in dual enrollment course(s) for the summer term. Grades earned will become part of the student's permanent high school and college transcripts.

Any Palm Beach County high school student, in order to be eligible for participation in the dual enrollment program, must have:

1. Achieved an unweighted GPA or HPA of 3.0 or higher.
2. Placement test scores, adequate for college-level English and Mathematics. Contact your school counselor for updated information.
3. Satisfied any course prerequisites.
4. A recommendation and approval from a parent and a high school counselor or principal.

Students participating in dual enrollment must maintain a 3.0 weighted or unweighted high school grade point average and must earn a grade of C or higher in their college-level courses to continue participation.

Dual enrolled students will not be permitted to participate in College clubs and organizations.

Early Admission (College)

Students who apply for early admission to college MUST notify the high school principal prior to submitting an application for acceptance to a college or university. In the event that a qualified student is accepted for admission to an accredited college or university prior to the completion of high school graduation requirements, the high school principal can approve the fulfillment of graduation requirements through the acceptance of college-level credit.

To qualify for early admission, a student MUST meet the following criteria:

1. Acceptance by an accredited college or university as a full-time student.
2. Successful completion of a minimum of four semesters of high school work.
3. 3.2- 3.8 unweighted GPA
4. College ready test scores
5. Letter from the principal

Students must carry a minimum of 12 college credit hours each semester (max 18).

Early admission courses and grades become a part of the permanent high school and college transcript.

Early admission students are not eligible for recognition as Valedictorian or Salutatorian.

PBSC's GPA requirement is 3.2 and FAU's GPA requirement is 3.8.

Recommendations for Those Going to College

Students who are college-bound should be pursuing college preparatory classes in the areas of English, Mathematics, Social Studies, Science, and World Language. Courses that offer computer literacy are also recommended.

As requirements to Florida state universities as well as other universities tend to change, students who plan to attend need to work closely with their counselors to be sure they are updated on required courses, grade point average, and test scores to gain admission to the individual institutions.

According to section (s.) 1003.4282, Florida Statutes (F.S.), students must meet certain academic requirements to earn a standard high school diploma from a public school, including passing required courses, earning a minimum number of credits, earning a minimum grade point average, and passing certain required statewide assessments. Passing scores for the statewide assessments are determined by the State Board of Education (SBE) and defined in Rule 6A-1.09422, Florida Administrative Code (F.A.C.). Assessment Graduation Requirements

On October 18, 2023, the SBE adopted new score scales and passing scores for the statewide, standardized assessments aligned to the Benchmarks for Excellent Student Thinking (B.E.S.T.), which include the Florida Assessment of Student Thinking (FAST) and B.E.S.T. end-of-course (EOC) assessments. The FAST assessments and B.E.S.T. EOC assessments were administered for the first time during the 2022–23 school year, and the passing scores adopted by the SBE are effective beginning with the second administration (PM2) of FAST during the 2023–24 school year and the Winter 2023 B.E.S.T. EOC administration.

On **July 16, 2025**, the SBE adopted concordant and comparative scores aligned to the passing requirements for the B.E.S.T. Standards assessments. The passing standard for a student is determined based on when they took or will take the required assessment, as outlined in the sections and tables below. Students who took these tests for the first time and passed prior to the rule becoming effective have met the assessment graduation requirement. Grade 10 FAST English Language Arts (ELA) Assessment The ELA assessment students must pass to graduate with a standard high school diploma is determined by the student's year of enrollment in grade 9. The FAST Grade 10 ELA Reading Assessment is the required assessment for graduation purposes for students who entered grade 9 in 2021–22 and after. The FAST assessments, aligned to the B.E.S.T. Standards, were administered for the first time during the 2022–23 school year. Students must earn a passing Grade 10 FAST ELA Reading score in the third progress monitoring window (PM3) to meet this graduation requirement (see Table 1). In accordance with s. 1008.22, F.S., all students enrolled in grade 10 are required to participate in the grade 10 ELA assessment regardless of whether they have a passing concordant score on file. For more information on the Grade 10 FAST ELA Reading Assessment, please see the FAST Assessments webpage. <https://www.fldoe.org/file/7764/GradRequireFSA.pdf>

B.E.S.T. Algebra 1 EOC Assessment The Algebra 1 EOC assessment students must pass to graduate with a standard high school diploma is determined by when students completed Algebra 1 or an equivalent course. Students who complete an applicable course in the 2022–23 school year and beyond are required to pass the B.E.S.T. Algebra 1 EOC Assessment (see Table 1). In accordance with s. 1008.22, F.S., students enrolled in Algebra 1 or an equivalent course are required to participate in the Algebra 1 EOC assessment, regardless of whether they have a passing comparative score on file. For more information on the B.E.S.T. Algebra 1 EOC Assessment, please see the End-of-Course Assessments webpage. <https://www.fldoe.org/file/7764/GradRequireFSA.pdf>

ACADEMY PROGRAMS

Goals

To provide students with educational choices for superior academic and career-oriented experiences

To provide unique opportunities to students with interests in the business, marketing, Fine arts, fire science academy, Pre-veterinarian, and drafting and communication.

* To prepare students for post-secondary education and future careers.

Fine Arts Academy (Choice)

The Fine Arts Academy at Wellington High provides dedicated and motivated student artists the opportunity to study their art form(s) by taking a minimum of eight Fine Arts courses over four years. Students will complete a rigorous study of their artistic discipline, including dance, music (vocal and instrumental), theater, and the visual arts. In addition, students will have the unique option of creating a major/minor allowing them to focus on multiple areas of interest, encouraging them to explore the critical relationships between the different disciplines. This academy requires extensive after-school and evening mandatory meetings, rehearsals, and performances. A commitment to many hours of afternoon and evening work on and off-campus is absolute. **All students applying for this program must meet the following eligibility criteria: 2.5 GPA**

Fire Science Academy (Choice)

The Wellington High School Fire Science Academy is a four-year program that will prepare cadets as outstanding applicants for entry into postgraduate fire academies. Students will learn skills including but not limited to: fire behavior; first responder model; personal protective equipment; use of ropes, tools and equipment; use of fire streams; fundamentals of extinguishment and rescue procedures. The WHS Fire Science Academy is structured as a paramilitary organization. Students must become comfortable with a structured “attention on deck” environment with fellow students earning leadership positions as company officers. **Uniforms (EMS pants, station boots and an academy shirt) are required at least 20% of the school days. All students applying for the program must have at least a 2.5 GPA.**

Equine/Pre Veterinarian Academy (Choice)

The Equine Pre-Vet Program provides students with an opportunity to pursue a rigorous, accelerated science program to prepare them for veterinary medicine and/or animal sciences at the college level. Due to the rigorous science curriculum, this program is also appropriate for students preparing for a college program in pre-medicine or any field requiring a strong foundation in upper level sciences.

Equine Pre-Vet students will be required to complete twenty hours of community service in an animal-based area during each year of high school. Academy students will also be required to intern with an animal health care facility, complete research assignments in animal health care/medicine, and prepare veterinary case studies as a senior in high school. **All students applying for this program must meet the following eligibility criteria: 3.0 GPA and Algebra I or Algebra I Honors required as a prerequisite**

Drafting and Design Academy (In-House)

Students can choose one or both of the following strands. Students in the Communications Design Strand will employ the use of Corel Draw, Photoshop and Illustrator as they study the processes, use and technical skills found in visual technologies such as screen printing, paper printing, sublimation and signage. Students will take a sequence of challenging courses preparing them for post-secondary school and careers in visual technologies. Students will work

towards Industry Certification in Adobe Photoshop Creative Cloud. Students in the Engineering Architecture and Animation Design Strand will work with AutoCAD, Inventor, Revit and Fusion360 to learn the foundations of Computer Aided Design (CAD) through projects in Architecture, Engineering and Product Design. Students will work with 3ds Max and Maya to learn the foundations of 3D animation for movie and video game asset development. Students will take a sequence of challenging courses preparing them for post-secondary school and careers in the engineering, architecture and animation fields. Students can earn Industry Certifications in the Autodesk products listed above. Students will also have the opportunity to earn certifications in Unity, a cross-platform game engine that can utilize the assets created in 3ds Max and Maya.

Marketing Academy (Choice)

Marketing Academy is designed to develop marketing skills in areas such as economics, selling, advertising, communications, entrepreneurship, and management. This program will prepare students for higher education and entry into today's competitive job market. Marketing concepts will be developed as they apply to a variety of careers in such areas as Medicine, Law, Business, Sports, Entertainment, Hospitality, Finance, Fashion, Management, as well as a host of others. Students will have the opportunity to participate in many marketing seminars with local business leaders as well as on-site visitations. Students will also have the opportunity to become a member of DECA, the student marketing organization that is an integral part of the program, and compete at the district, state and national levels. DECA's goal is for its student members to develop a "career success kit" to carry into their business and personal lives after graduation; one that includes:

Occupational competencies needed for careers in Marketing, Management and entrepreneurship, Leadership abilities, Social and business etiquette, Understanding and appreciation of civic responsibility, Ethical behavior in personal and business relationships, and Understanding the role of our free enterprise system in the global economy.

I.T. Cybersecurity Academy (In-House)

The IT: Cybersecurity Academy will offer 8th Graders who are zoned to attend Wellington with an aspirational goal to seek through the IT portal. Students will complete the Applied Cybersecurity curriculum prior to graduation. In addition, program completers will earn up to four Industry Certifications in the Microsoft Office Specialist & Microsoft Technology Associate categories before graduation. Students will also pass the AP Computer Science Exam at the conclusion of 10th Grade. Students will be prepared to enter the workforce as systems analysts or network security personnel, or be among the top candidates for entry into the IT program of their choice at colleges and universities.

All students applying for the program must have a 2.5 GPA.

CURRICULA CLUBS AND ORGANIZATIONS

Academic Competition Team - brenda.barreca@palmbeachschools.org

ASU (Asian Student Union) - jennifer.comstock@palmbeachschools.org

ASL - jacquelyn.delplato@palmbeachschools.org

Best Buddies- jennifer.m.diaz@palmbeachschools.org

Biology Club- caitlin.holloway@palmbeachschools.org

BSU (Black Student Union)- brittany.turnquest@palmbeachschools.org

Campus Life - fia.oneil@palmbeachschools.org

Career Awareness- david.ortega@palmbeachschools.org

Chronic Illness Alliance - brendan.lenahan@palmbeachschools.org

Chess Club - david.dorish@palmbeachschools.org

Cool To Be Kind- daniel.baker@palmbeachschools.org

Culinary/Cooking-gregory.shatskin@palmbeachschools.org

Dance Company - jennifer.simmers@palmbeachschools.org

Dance Team - virginia.santonidearguelles@palmbeachschools.org

Debate - paul.gaba@palmbeachschools.org

Dungeons & Dragons - joseph.desimone@palmbeachschools.org

Education Rocks - marisol.ramos@palmbeachschools.org

Environmental - lilliam.mongecabrera@palmbeachschools.org

Equations Academic Games - andrew.lewis@palmbeachschools.org

4H - joni.reilly@palmbeachschools.org

FFEA - tracey.kouf@palmbeachschools.org

Girls Who Start - ashley.adbyt@palmbeachschools.org

Health & Fitness - arianas.mack@palmbeachschools.org

HOSA - jessica.mendez@palmbeachschools.org

Interact - allyson.joseph@palmbeachschools.org

JSU (Jewish Student Union) - beth.levy@palmbeachschools.org

Key Club - william.irmiter@palmbeachschools.org

LIA After school- christian.carrera@palmbeachschools.org

Marine Biology Club - krista.forman@palmbeachschools.org

Media Production Club - karen.epstein@palmbeachschools.org

Mental Health Awareness Club- allyson.joseph@palmbeachschools.org

Model United Nations - robert.mule@palmbeachschools.org

No Place For Hate- beth.levy@palmbeachschools.org

Peers For Papers - brittany.streed@palmbeachschools.org

Poetry - michelle.carson@palmbeachschools.org

PTSA-wellingtonsptsa@gmail.com

Red Cross Club- david.ortega@palmbeachschools.org

Social Studies Academic Games - brenda.barreca@palmbeachschools.org

STEM- greg.smith@palmbeachschools.org

Step Team - brittany.turnquest@palmbeachschools.org

Teens of Pink Ribbon - sarah.lipsitz@palmbeachschools.org

Textile Arts Club - melissa.long@palmbeachschools.org

Theater Club - cassandra.truelove@palmbeachschools.org

TMMH- melissa.varvarigos@palmbeachschools.org

Turning Points USA- andrea.preston@palmbeachschools.org

Vet Club - melissa.varvarigos@palmbeachschools.org

Video Game Club - david.ortega@palmbeachschools.org

Wellington United- william.irmiter@palmbeachschools.org

YDSA - andrew.jeanjacques@palmbeachschools.org

HONOR SOCIETIES

Art Honor Society - amber.nall@palmbeachschools.org

ASL - holly.unser@palmbeachschools.org

Chemistry - audra.davis@palmbeachschools.org

Computer Science Honor Society - yanet.cabrera@palmbeachschools.org

French Honor Society - jesula.chery@palmbeachschools.org

Mu Alpha Theta (Math) - oscar.robinson@palmbeachschools.org

Music - bradford.chase@palmbeachschools.org

NHS - crystal.barletta@palmbeachschools.org

Dance - jennifer.simmers@palmbeachschools.org

Quill and Scroll (Journalism) - pami.costanzo@palmbeachschools.org

Rho Kappa (Social Studies) beth.levy@palmbeachschools.org

Science - emilee.quesada@palmbeachschools.org; mandisa.edwardsdunkley@palmbeachschools.org

Spanish - lilliam.mongecabrera@palmbeachschools.org

Leadership Classes

Athletic Leadership- Robert.Collovi@palmbeachschools.org

B.L.A.S.T. - Brittany.Turnquest@palmbeachschools.org

DECA-Elizabeth.Newsoms@palmbeachschools.org

L.I.A - Christian.Carrera@palmbeachschools.org

Link Crew - Jennifer.Comstock@palmbeachschools.org

SGA -Brockton.Boretti@palmbeachschools.org

2026- 2027: WELLINGTON COMMUNITY HIGH SCHOOL

Robert Callovi- ATHLETIC DIRECTOR

Robert.Callovi@palmbeachschools.org

<u>FALL SPORTS</u>	<u>WINTER SPORTS</u>	<u>SPRING SPORTS</u>
BOWLING	BASKETBALL (B)	BASEBALL
CHEER – SIDELINE (Not a sport)	BASKETBALL (G)	FASTPITCH SOFTBALL
CROSS COUNTRY (B)	CHEER – COMPETITIVE	FLAG FOOTBALL (G)
CROSS COUNTRY (G)	SOCCER (B)	LACROSSE (B)
FOOTBALL	SOCCER (G)	LACROSSE (G)
BOYS' GOLF	WEIGHTLIFTING (G)	TENNIS (B)
GIRLS' GOLF	WRESTLING (B & G)	TENNIS (G)
SWIMMING		TRACK (B)
VOLLEYBALL (G)		TRACK (G)
		VOLLEYBALL (B)
		VOLLEYBALL-BEACH (G)
		WATER POLO (B & G)
		WEIGHTLIFTING (B)

WINTER and SPRING starting dates are subject to change by the FHSAA

Legend for Type of Credit

*R	Required course for graduation
E	Elective credit
PA or PF	Satisfies requirements for performing fine arts - Fine Arts Only
AS	Qualifies for the Academic Scholars Program
REM	Remedial credit
PC	Satisfies requirements for vocational program completion
C	Satisfies state university system "academic-core" admission requirements
EQ	Equally Rigorous Course

**Those courses designated with an R are required for graduation. The basic or honors levels of these courses listed within each subject may be used to satisfy graduation requirements.*

ENGLISH LANGUAGE ARTS

To qualify for Honors level of Required English courses (I, 11,111, IV) the student must meet the following criteria:

- A qualifying standardized test score, AND
- Successful completion of previous year's English course, AND
- Teacher recommendation.

Intensive Reading is designed for students who score Level (below grade level) on the FAST Reading.

TITLE: ENGLISH I

LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
1001310	9	1	R,AS,C

SPECIAL NOTE: Meets graduation requirements in English

COURSE DESCRIPTION: English 1 provides instruction in the Language Arts strands of reading, writing, speaking, listening, viewing, language, and literature. It offers instruction in reading and vocabulary necessary for comprehension of printed materials; research; the writing of effective paragraphs and multi-paragraph papers, with emphasis on all stages of the writing process in prepared or timed form (prewriting, drafting, revising, editing and publishing); speech instruction including formal and informal presentations; evaluation of mass media; the analysis of genres and the study of language in conjunction with writing, concentrating on conventions of grammar, usage, and mechanics. Technology is incorporated into all aspects of the course. This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

TITLE: ENGLISH III

LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
1001370	11	1	R, AS, C

PREREQUISITE: Teacher Recommendation

COURSE DESCRIPTION: English III provides instruction in the Language Arts strands of reading, writing, speaking, listening, viewing, language, and literature. Composition instruction includes frequent practice in writing various types of multi-paragraph papers, including documented papers/projects. Referencing and summarizing skills will be stressed as well as all phases of the writing process (prewriting, drafting, revising, editing and publishing). The course will include the analysis of representative examples of American literary works in various genres, as they illustrate distinctive national qualities and the ethnic and cultural diversity of the American experience. Vocabulary, grammar, and usage are studied in conjunction with literature and writing. Listening, speaking, viewing, observing, researching, and writing assignments are related to the study of American literature when appropriate. Technology is incorporated into all aspects of the course. This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Title: English III Honors			Level: Honors
Course #:	Grade	Credit	Type
1001380	11-12	1	R, AS, C

Prerequisite: Successful completion of English II or AICE General Paper; Pass FSA Grade 10

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

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.

Title: English IV			Level: Regular
Course #:	Grade	Credit	Type
1001400	12	1	R, AS, C

Prerequisite: Successful completion of English III

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

TITLE: English IV Honors			Level: HONORS
COURSE #	GRADE	CREDIT	TYPE
1001410	12	1	R, AS, C

PREREQUISITE: Teacher Recommendation

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

TITLE: AICE GENERAL WRITING PAPER I			LEVEL: AICE
COURSE #	GRADE	CREDIT	TYPE
1009400	9-12	1	R, AS, C

PREREQUISITE: Teacher recommendation

COURSE DESCRIPTION: The aims of the Cambridge International AS Level General Paper are to: Promote the skills of rational thought, persuasion, analysis, interpretation and evaluation. Promote maturity of thought and clarity of

expression. Encourage the broad exploration and appraisal of social, cultural, economic, environmental, political, philosophical, scientific and technological issues. Promote understanding and appreciation of individual, societal and cultural diversity. Encourage independent, critical reading.

TITLE: **AICE ENGLISH LANGUAGE** LEVEL: AICE

COURSE #	GRADE	CREDIT	TYPE
1001550	10-11	1	R, AS, C

PREREQUISITE: Successful completion of General Papers

COURSE DESCRIPTION: The purpose of this course is to provide students with an understanding of the semantic, structural, and rhetorical resources of the English language as they relate to the principles of effective writing. The course also provides a variety of writing opportunities calling for the use of different styles and tones.

TITLE: **AICE ENGLISH LITERATURE (AS LEVEL)** LEVEL: AICE

COURSE #	GRADE	CREDIT	TYPE
1005370	11-12	1	R, AS, C

PREREQUISITE: Teacher recommendation by AICE English Language teacher.

COURSE DESCRIPTION: The syllabus enables learners to read, interpret and evaluate texts through the study of literature in English. Learners develop an understanding of literal meaning, relevant contexts and of the deeper themes or attitudes that may be expressed. Through their studies, they learn to recognize and appreciate the ways in which writers use English to achieve a range of effects, and will be able to present an informed, personal response to the material they have studied.

TITLE: **AICE ENGLISH LITERATURE (A LEVEL)/AP ENGLISH LITERATURE AND COMPOSITION** LEVEL: AICE/AP

COURSE #	GRADE	CREDIT	TYPE
1005375/1001430	12	1	R, AS, C

PREREQUISITE: Successful completion of English Literature AS level

COURSE DESCRIPTION: In the first semester, learners following the Cambridge International AS and A Level English syllabus will study a range of texts in the three main forms: prose, poetry and drama. Set texts are offered from a wide range of different periods and cultures. Learners will develop skills of reading and analysis of texts, and are encouraged to undertake wider reading to aid understanding of the texts studied. They will learn skills of effective and appropriate communication including the ability to discuss the critical context of texts. In the second semester, student will transition to the AP program and practice the multiple choice component. Students will sit for the November AICE examination and the May AP examination.

TITLE: **AICE GLOBAL PERSPECTIVES I AS** LEVEL: AICE

COURSE #	GRADE	CREDIT	TYPE
1700364	10-12	1	E, PA

PREREQUISITE: AICE General Paper, AICE diploma candidate ONLY.

COURSE DESCRIPTION: The focus of AICE Global Perspectives is on developing the ability to think, speak, and write critically about a range of global issues where there is always more than one point of view. Students will become aware of global themes and issues, viewed from personal, local, national and international perspectives, and of the

connections between them. This cross-curricular program challenges students to work in groups, to present seminars, to create projects, and to publish essays.

TITLE: AICE GLOBAL PERSPECTIVES I A LEVEL

LEVEL: AICE

COURSE #	GRADE	CREDIT	TYPE
1700365	11-12	1	E, PA

PREREQUISITE: Successful completion of AS Global Perspectives, Teacher Recommendation

COURSE DESCRIPTION: Cambridge International A Level Global Perspectives & Research enables learners to develop and apply practical skills in research methodology, critical thinking, reasoning and the skills to manage a sustained piece of academic work. Importantly, it seeks to deepen the academic experience. The course is based on the premise that developing skills of independent enquiry and research methodology will help learners, both in their current development and in their preparation for higher education, employment and lifelong learning

TITLE: AP Seminar

LEVEL: AP

COURSE #	GRADE	CREDIT	TYPE
1700500	11-12	1	E, PA

COURSE DESCRIPTION: AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students learn to investigate a problem or issue, analyze arguments, compare different perspectives, synthesize information from multiple sources, and work alone and in a group to communicate their ideas. There are four exam component projects completed throughout the year as well as a typical sit-down AP exam in May.

TITLE: AICE MEDIA STUDIES (AS level)

LEVEL: AICE

COURSE #	GRADE	CREDIT	TYPE
1100460	10-12	1	E, PA

PREREQUISITE: For students who have successfully completed General Papers

COURSE DESCRIPTION: This course aims to develop critical understanding of the media through engagement with media products and concepts and through the creative application of practical skills; explore production processes, technologies and contexts; encourage independence in research skills and their application; enhance learners' enjoyment and appreciation of the media and its role in their daily lives.

TITLE: AICE Media Studies A Level

LEVEL: AICE

COURSE #	GRADE	CREDIT	TYPE
1006331	11-12	1	E, PA

PREREQUISITE: For students who have successfully completed AICE Media Studies AS Level

COURSE DESCRIPTION: This course aims to enhance critical understanding of the media through engagement with media products and concepts and through the creative application of practical skills; explore production processes, technologies and contexts; encourage independence in research skills and their application; enhance learners' enjoyment and appreciation of the media and its role in their daily lives. In addition to the above, candidates must study at least two of the following topics: • Media regulation • Postmodern media • Power and the media • Media ecology.

TITLE: JOURNALISM V

LEVEL: Honors

COURSE #	GRADE	CREDIT	TYPE
1006331	9	1	E

PREREQUISITE: teacher recommendation

COURSE DESCRIPTION: The purpose of this course is to enable students to perform advanced work in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop advanced knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media. School and professional publication efforts are expected. Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

TITLE: JOURNALISM VI

LEVEL: Honors

COURSE #	GRADE	CREDIT	TYPE
1006332	10	1	E

PREREQUISITE: Journalism V and/or teacher recommendation

COURSE DESCRIPTION: The purpose of this course is to enable students to perform advanced work in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop advanced knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media. School and professional publication efforts are expected. Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

TITLE: JOURNALISM VII

LEVEL: Honors

COURSE #	GRADE	CREDIT	TYPE
1006333	11	1	E

PREREQUISITE: Journalism VI and/or teacher recommendation

COURSE DESCRIPTION: The purpose of this course is to enable students to perform advanced work in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop extended knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media. School and professional publication efforts are expected. Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

TITLE: JOURNALISM VIII

LEVEL: Honors

COURSE #	GRADE	CREDIT	TYPE
1006334	12	1	E

PREREQUISITE: Journalism VII and/or teacher recommendation

COURSE DESCRIPTION: The purpose of this course is to enable students to perform highly advanced work in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop extended knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media. School, community, and professional publication is expected. Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

TITLE: DEBATE III LEVEL: Honors

COURSE #	GRADE	CREDIT	TYPE
1007350	9	1	E, PF, AS

PREREQUISITE: None

COURSE DESCRIPTION: This course is focused on the advanced use of correct and effective language and organizational skills in preparing, delivering, and evaluating argument and debate. Students will critique debates, paying attention to content, organization, language, and delivery style, and produce and present well-structured, developed arguments, applying oral communication concepts and strategies for public debate in a variety of given settings.

TITLE: DEBATE IV LEVEL: Honors

COURSE #	GRADE	CREDIT	TYPE
1007360	10	1	E, PF, AS

PREREQUISITE: Successful completion of Debate III and teacher recommendation

COURSE DESCRIPTION: The purpose of this course is to apply advanced oral communication concepts and strategies for public debate in a variety of given settings. Some work outside of the regular school day may be required.

TITLE: DEBATE V LEVEL: Honors

COURSE #	GRADE	CREDIT	TYPE
1007370	11	1	E, PF, AS

PREREQUISITE: Successful completion of Debate III or Debate IV and teacher recommendation

COURSE DESCRIPTION: The purpose of this course is to apply and practice advanced oral communication concepts and strategies for public debate in a variety of given settings. Much work outside of the regular school day may be required.

TITLE: DEBATE VI LEVEL: Honors

COURSE #	GRADE	CREDIT	TYPE
1007380	12	1	E, PF, AS

PREREQUISITE: Successful completion of Debate III Debate V and teacher recommendation

COURSE DESCRIPTION: The purpose of this course is to apply and practice advanced oral communication concepts and strategies for public debate in a variety of given settings. Much work outside of the regular school day may be required.

TITLE: Social Media Production LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
8771110	10-12	1	E, AS

COURSE DESCRIPTION:

This course is designed to develop basic entry-level skills required for careers in the communications industry.

DRIVERS EDUCATION

TITLE: **DRIVER EDUCATION TRAFFIC/SAFETY**

LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
1900310	9-12	1/2	

SPECIAL NOTE: Behind the wheel instruction is included in this course. The Safety Council of PBC offers behind the wheel training during class time and free of charge to any licensed driver. To meet the requirements of the DUI law, the Drug Alcohol and Traffic Education (DATE) requirements are.

Taught during the first three (3) weeks of the course for students who, for the first time, are applying for a Florida Driver's License. In addition, the Florida restricted driver's license written exam is administered.

COURSE DESCRIPTION: This course introduces students to the highway transportation system and the strategies which will develop basic driving knowledge related to our mechanized society and provide an in-depth study of the scope and nature of accident problems and their solutions. Content includes, but is not limited to, instruction, within a classroom environment, in vehicle control and traffic procedures, defensive strategies for driving, natural laws and their application to driving, energy-efficient and safe, enjoyable vehicle ownership, physical and mental factors, legal and moral obligations, knowledge of motorcycle operations, trip planning to include map studies and a comprehensive study of the effects of alcohol and other drugs on driving perform.

FAMILY AND CONSUMER SCIENCES

HOME ECONOMICS

TITLE: CULINARY ARTS 1

LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
8800510	9-10	1	E, PA, V

COURSE DESCRIPTION: This course was developed as part of a three-credit core. Students will develop competence in career and job opportunities; basic food skills; personal productivity; safe, secure and sanitary work procedures; operational systems; recipes; commercial tools and equipment; principles of nutrition; front-of-the-house duties; back-of-the-house duties; food and beverage preparation. The Career Technical Student Organization, Family Career and Community Leaders of America (FCCLA) is an integral part of the instructional program, and the activities of such organization are defined as part of the curriculum in accordance with Rule 6A-6.064, FAC.

TITLE: CULINARY ARTS 2

LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
8800520	10-12	1	E, PA, V

PREREQUISITE: Teacher recommendation. Students should complete Culinary Operations 1 or concurrently enrolled in 1 and 2.

COURSE DESCRIPTION: This course was developed as part of a three-credit core. Students will develop competence in career and job opportunities; basic skills; work procedures; operational systems; recipes; principles of nutrition; front-of-the-house and back-of-the-house duties and food preparation. The Career Technical Student Organization, Family Career and Community Leaders of America (FCCLA) is an integral part of the instructional program, and the activities of such organization are defined as part of the curriculum in accordance with Rule 6A6.064, FAC.

TITLE: CULINARY ARTS 3

LEVEL: Honors

COURSE #	GRADE	CREDIT	TYPE
8800530	11-12	1	E, PA, V

PREREQUISITE: Teacher recommendation. Completed Culinary Operational and 2 or concurrently enrolled.

COURSE DESCRIPTION: This course was developed as part of a three-credit core. Students will develop competence in career and job opportunities; basic skills; personal productivity; work procedures; operational systems; recipes; front-of-the-house duties and food preparation. The Career Technical Student Organization, Family Career and Community Leaders of America (**FCCLA**) is an integral part of the instructional program, and the activities of such organization are defined as part of the curriculum in accordance with Rule 6A-6.064, FAC.

TITLE: CULINARY ARTS 4

LEVEL: Honors

COURSE #	GRADE	CREDIT	TYPE
8800540	12	1	E, PA, V

SPECIAL NOTE: Meets graduation requirements for Performing Fine Arts.

COURSE DESCRIPTION: This course was developed for students to develop competence in career advancement opportunities; food identification, selection and purchasing; advanced cooking and baking skills; communication

skills; math skills; scientific principles of cooking and baking and quality standards of food preparation and presentation.

TITLE: Early Childhood Education 1

LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
8405110	10	1	E, V

COURSE DESCRIPTION: This course covers the DCF 40-hour Introductory Child Care Training coursework, which includes the following content: child care rules and regulations, safe learning environments, stages of child development, developmentally appropriate practices, communication skills, principles of child nutrition, literacy activities and methods of guidance. Additionally, students can begin earning direct work experience hours with children five (5) years old or younger.

SPECIAL NOTES: The Vocational Student Organization, FCCLA*, is an integral part of the vocational instruction program, and the activities of such organizations are defined as part of the curriculum in accordance with 6A-6.06, FAC.

Title: Early Childhood Education 2

LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
8405120	10-12	1	E, V, PA

COURSE DESCRIPTION:

This course covers competencies on professionalism, community resources, the importance of relationship skills and communicating with children's families, use of technology in the child care profession, and observing and recording methods. Students will continue working directly with children 5 years of age or younger to complete the ECPC work experience requirement.

Title: Early Childhood Education 3

LEVEL: Honors

COURSE #	GRADE	CREDIT	TYPE
8405130	11-12	1-4	E, V, PA

COURSE DESCRIPTION:

This course includes competencies in developing lesson plans, child development theories, factors that affect the development of a child, and developmentally appropriate practices and activities for infants/toddlers, preschoolers, and school-age children. Also covered are components on working with students with special needs, classroom management techniques and creating optimum environments for all children. Students will continue working directly with school-aged children to complete the ECPC work experience requirement.

Title: Early Childhood Education 4

LEVEL: Honors

COURSE #	GRADE	CREDIT	TYPE
8405140	11-12	1-4	E, V, PA

COURSE DESCRIPTION:

In this course students will acquire competence in the areas of creating a successful developmentally appropriate curriculum, mentoring, developing the ability to motivate children, recognizing cultural differences when planning

activities, including children with special needs, recent trends and issues in early childhood education, and professionalism. Students will have completed the ECPC 480-hour work experience requirement by the end of this course.

TITLE: Hospitality & Tourism Entrepreneurship (Dual Roster for Marketing) LEVEL: Honors

Course #	Grade	CREDIT	TYPE
8703130	12	1	E, V

The purpose of this course is to provide with the academic and technical preparation to pursue high-demand and high-skill careers in hospitality related industries. In addition, this course is designed so that performance standards meet employer expectations, enhancing the employability of students.

FINE ARTS

TITLE: 2/D STUDIO ART 1

LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
0101300	9-12	1.0	E, PF

SPECIAL NOTE: This course incorporates hands-on activities and consumption of art materials. Students who enjoy the challenges and successes of this course may wish to take one or more accelerated art classes in the future.

PREREQUISITE: None-Entry level

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.

TITLE: 2-D STUDIO ART 3 HONORS

LEVEL: Honors

COURSE#	GRADE	CREDIT	TYPE
0101320	10-12	1.0	E, PF

PREREQUISITE: 2D Art I, and teacher recommendation.

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.

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

TITLE: PORTFOLIO DEVELOPMENT: DRAW/PAINT

LEVEL: Honors

COURSE#	GRADE	CREDIT	TYPE
0109310	10-12	1.0	E, PF

PREREQUISITE: 2D Art III, and teacher recommendation.

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, and/or mixed media that emphasizes line quality, rendering of form, composition, surface manipulation, and/or illusion of depth. Students regularly reflect on aesthetics and art issues individually and as a group, and focus on expressive content that is 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.

TITLE: **PORTFOLIO DEVELOPMENT: 2D (ART & Photography)** LEVEL: Honors

COURSE#	GRADE	CREDIT	TYPE
0109320	10-12	1.0	E

PREREQUISITE: 2-D ART 3, and teacher recommendation.

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 drawing, painting, printmaking, mixed media, 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 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.

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

TITLE: **AP STUDIO ART/DRAWING**

LEVEL: AP

COURSE #	GRADE	CREDIT	TYPE
0104300	11-12	1	E, PF

SPECIAL NOTE: The purpose of this course is to give advanced students the opportunity to develop quality, concentration, discipline, and breadth in drawing. The content should include, but not be limited to, the following: experiences in the development of skills in the perceptual and conceptual aspects of drawing, techniques of preparation, presentation, and evaluation of portfolio content.

PREREQUISITE: 2D Art III, and teacher recommendation.

COURSE DESCRIPTION: The AP Studio Art Program consists of two portfolio exams — 2-D Design and Drawing — corresponding to the college foundation courses. Portfolios allow flexibility of coursework while guiding students to produce college-level quality, artistic investigation, and breadth of work. The Drawing portfolio addresses issues such as line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth, and mark-making. Students' portfolios demonstrate skills and ideas developed, refined, and applied throughout the course to produce visual compositions. Portfolios are evaluated based on standardized scoring descriptors aligned with skills and understanding developed in college foundation courses.

TITLE: **AP STUDIO ART/2-D (ART) (Photography)** LEVEL: AP

COURSE #	GRADE	CREDIT	TYPE:
0109350	11-12	1	E,

PREREQUISITE: 2D Art III, and/or teacher recommendation.

COURSE DESCRIPTION: The AP Studio Art Portfolio course is designed for students who are seriously interested in the sustained investigation of art and wish to develop mastery in the concept, composition, and execution of their ideas. This course is equivalent to a first-year college art class and all students are expected to challenge themselves to develop mastery in their ideas, skills, and abilities in 2-D design. AP Studio Art is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. In building the portfolio, students experience a variety of concepts, techniques and approaches designed to help them demonstrate their abilities as well as their versatility with techniques, problem solving and ideation. Students also develop a body of work for the Sustained Investigation (Concentration) section of the portfolio that investigates an idea of personal interest to them.

SPECIAL NOTE: The purpose of this course is to give advanced students the opportunity to develop quality, concentration, discipline, and breadth in 2-D compositions. The content should include, but not be limited to, the following: experiences in the development of skills in the perceptual and conceptual aspects of 2-D compositions with a variety of media in drawing, painting, printmaking, collage, and/or design, photography and digital art techniques, and of presentation, and evaluation of portfolio content.

TITLE: PHOTOGRAPHY Technology I

LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
0108310	9-12	1	E, PF, AS

SPECIAL NOTE: Photography is a very technical course which has written examinations testing student comprehension. Students considering this course need science and mathematical skills to succeed.

PREREQUISITE: None – Entry level

COURSE DESCRIPTION: Students explore the aesthetic foundations of art making using beginning photography techniques. This course may include, but is not limited to, color and/or black and white photography via digital media and/or traditional photography. Students become familiar with the basic mechanics of a camera, including lens and shutter operation, compositional foundations, printing an image for display, and evaluating a successful print. Student photographers may use a variety of media and materials, such as 35mm black and white film, single lens reflex camera, digital camera, darkroom, computer application, filters, various papers, digital output, photogram, cyanotypes, Sabatier effect, and pinhole photography. Craftsmanship and quality are reflected in the surface of the prints and the care of the materials. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

TITLE: Pre-AICE Digital Media

LEVEL: AICE

COURSE #	GRADE	CREDIT	TYPE
0108355	10-12	1	E

It is a skill building introductory course for AICE Digital Media and Design that builds on previous photography and digital media skills, including video processes. Photoshop and Premier Pro video editing programs are used in this course. Students develop the skills needed to be successful in an AICE digital Media and Design course.

TITLE: AICE Digital Media & Design AS & A

LEVEL: AICE

COURSE #	GRADE	CREDIT	TYPE
0108400/0108410	10-12	1	E, PF

AS and A Level AICE Digital Media & Design is for students who want to explore a range of processes and techniques in digital media. The subject content allows space for teaching and learning to be creative. It is grouped into three broad areas of study:

- **Digital photography**
- **Moving image (video)**
- **Mobile and multimedia applications.**

The subject content includes a list of skills, knowledge and understanding common to all areas of study as well as skills, techniques, knowledge and understanding specific to individual areas of study.

The aims are to enable students to:

- develop awareness of the world of digital media and design and understand influencing factors and contexts
- develop creative processes and understand that design is an iterative process
- reflect requirements and feedback from specific audiences and clients in developing their work
- use digital media creatively as a way of expressing meaning
- develop the skills needed for the study of digital media and design in higher education
- prepare for working in a collaborative industry.

AS & A Level Digital Media & Design encourages learners: to be confident creatives, identifying, researching and evaluating problems in a systematic way and improving technical skills.

FIRE SCIENCE ACADEMY

TITLE: FIRE FIGHTING I

LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
8918210	10	1	E

COURSE DESCRIPTION: This course is to provide a career of Fire Science that can lead to employment, after further instruction, to a career as a firefighter or other disciplines in the Fire Service realm.

TITLE: FIRE FIGHTING II

LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
8918220	11-12	1	E

COURSE DESCRIPTION: This course is to provide a career of Fire Science that can lead to employment, after further instruction, to a career as a firefighter or other disciplines in the Fire Service realm.

TITLE: FIRE FIGHTING III

LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
8918230	12	1	E

COURSE DESCRIPTION: This course is to provide a career of Fire Science that can lead to employment, after further instruction, to a career as a firefighter or other disciplines in the Fire Service realm

MARKETING ACADEMY

TITLE: MARKETING Essentials

LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
8827110	9-12	Multiple	E, PA, V

COURSE DESCRIPTION: Marketing Essentials blends theory and practice to facilitate immediate implementation and impact. Students will learn to develop strategic marketing with sales and customer plans. A review of the marketing environment is used to help develop the segmentation, targeting and market positioning strategy for implementation along with the marketing mix (product, price, place and promotion). The goal is the identification and delivery of organizational competitive advantage and customer satisfaction – key to long-term revenue growth, profitability and success.

TITLE: MARKETING APPLICATIONS

LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
8827120	10-11	1	E,PA,V

COURSE DESCRIPTION: The purpose of this course is to provide students with the skills and knowledge required for supervisory level and mid-management level employment in a wide variety of hospitality related industries

TITLE: AICE TRAVEL AND TOURISM

LEVEL: AICE

COURSE #	GRADE	CREDIT	TYPE
2102410	11	1	E,PA,V

Special Note: Course is exclusively offered to Marketing Academy students.

COURSE DESCRIPTION: This course is designed to provide students necessary career specific instruction in travel and tourism. Students will learn sales techniques, marketing principles, and entrepreneurship skills necessary to succeed in the travel and tourism industry. Students will have met Occupational Completion Point Data Code C: Travel Destination Specialist - Industry Title.

TITLE: AICE BUSINESS STUDIES

LEVEL: AICE

COURSE #	GRADE	CREDIT	TYPE
2102324	12	1	E,PA,V

SPECIAL NOTE: Course is exclusively offered to Marketing Academy students.

COURSE DESCRIPTION: This course will inform students of the distinctive role that business plays in our society. Through the examination of case studies in economics, business ownership, and technology, students will enhance their appreciation for the impact of effective organizational models and leadership styles in the corporate world.

TITLE: Principles of Entrepreneurship

LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
8812110	12	1	E,PA,V

COURSE DESCRIPTION: This course provides instruction in the basic principles of entrepreneurship: the role of the entrepreneur, entrepreneurship as a career, ethics in business, and the principles of marketing, financing, and managing a business. This is an honors class.

MATHEMATICS

ALGEBRA 1A

COURSE #	GRADE	CREDIT	TYPE	LEVEL
1200370	9	1	REM, R	Regular

SPECIAL NOTE: This course **DOES NOT** satisfy the Algebra I graduation requirement

PREREQUISITE: Placement by high school Guidance Counselor only. Students enrolled in this class received a FSA score of 1 in the 8th grade FSA.

COURSE DESCRIPTION: In Algebra 1-A, instructional time will emphasize four areas: (1) extending understanding of functions to linear functions and using them to model and analyze real-world relationships; (2) solving linear equations and inequalities in one variable and systems of linear equations and inequalities in two variables; (3) building linear functions, identifying their key features and representing them in various ways and (4) representing and interpreting categorical and numerical data with one and two variables.

ALGEBRA I

COURSE #	GRADE	CREDIT	TYPE	LEVEL
1200310	9	1	*R, AS, C	Regular

SPECIAL NOTE: This course satisfies the Algebra I graduation requirement

PREREQUISITE: Teacher Recommendation. Students enrolled in this class received a FSA score of 2 or low level 3 in the 8th grade FSA. Students will be co-enrolled in Algebra 1A

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

ALGEBRA I HONORS

COURSE #	GRADE	CREDIT	TYPE	LEVEL
1200320	9	1	*R, AS, C	Honors

SPECIAL NOTE: This course satisfies the Algebra I graduation requirement

PREREQUISITE: Teacher Recommendation. Students enrolled in this class received a high level 3, 4 or 5 in the 8th grade FSA.

COURSE DESCRIPTION: The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear

trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Standards for Mathematical Practice apply throughout each course, and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

GEOMETRY

COURSE #	GRADE	CREDIT	TYPE	LEVEL
1206310	9-10	1	*R, AS, C	Regular

SPECIAL NOTE: Satisfies Algebra requirement for Academic Scholars Program. Earning credit in this course precludes the earning of credit in Geometry Honors.

PREREQUISITE: Satisfactory completion of Algebra I.

COURSE DESCRIPTION: The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school standards. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

GEOMETRY HONORS

(Students enrolled in this class are also suggested to enroll in AICE Thinking Skills A Level and/or AP Computer Science Principles)

COURSE #	GRADE	CREDIT	TYPE	LEVEL
1206320	9-10	1	*R, AS, C	Honors

SPECIAL NOTE: Satisfies Algebra requirement for Academic Scholars Program. Earning credit in this course precludes the earning of credit in Geometry (Course #1206310).

PREREQUISITE: Satisfactory completion of Algebra I or its equivalent with teacher recommendation.

COURSE DESCRIPTION: The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school standards. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

MATHEMATICS FOR COLLEGE LIBERAL ARTS

COURSE #	GRADE	CREDIT	TYPE	LEVEL
1207350	10	1	E, AS, C	Regular

COURSE DESCRIPTION: 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 data and (5) developing understanding of logic and set theory. Curricular content for all subjects will 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.

ALGEBRA II

(Students enrolled in this class are also suggested to enroll in AICE Thinking Skills AS Level and/or AP Computer Science Principles and/or AP Computer Science A - Java)

COURSE #	GRADE	CREDIT	TYPE	LEVEL
1200330	10-12	1	AS, C	Regular

SPECIAL NOTE: Credit in this course precludes the earning of credit in Algebra II Honors.

PREREQUISITE: Satisfactory completion of Algebra I or its equivalent with teacher recommendation.

COURSE DESCRIPTION: The purpose of this course is to continue the study of algebra and to provide the foundation for applying algebraic skills to other mathematical and scientific fields. The content should include, but not be limited to the following: structure and properties of the complex number system; arithmetic and geometric sequences and series; relations, functions and graphs extended to polynomial, exponential, and logarithmic functions; varied solution strategies for linear equations, inequalities, and systems of equations and inequalities; varied solution strategies, including the quadratic formula, for quadratic equations; conic sections and their applications; data analysis, including measures of central tendency and dispersion; and probability, permutations, and combinations. This course shall integrate Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate for the content and processes of the subject matter.

ALGEBRA II HONORS

(Students enrolled in this class are also suggested to enroll in AICE Thinking Skills AS Level and/or AP Computer Science Principles and/or AP Computer Science A - Java)

COURSE #	GRADE	CREDIT	TYPE	LEVEL
1200340	9-11	1	E, AS, C	Honors

SPECIAL NOTE: Satisfies Algebra requirement for Academic Scholars Program. Earning credit in this course precludes the earning of credit in Algebra II. A graphic calculator T184 is recommended.

PREREQUISITE: Satisfactory completion of Algebra I or its equivalent with teacher recommendation.

COURSE DESCRIPTION: The purpose of this course is to continue the study of algebra and to provide the foundation for applying algebraic skills to other mathematical and scientific fields. The content should include, but not be limited to the following: structure and properties of the complex number system; arithmetic and geometric sequences and series; relations, functions and graphs extended to polynomial, exponential, and logarithmic functions; varied solution strategies for linear equations, inequalities, and systems of equations and inequalities; varied solution strategies, including the quadratic formula, for quadratic equations; conic sections and their applications; data analysis, including measures of central tendency and dispersion; and probability, permutations, and combinations.

MATHEMATICS FOR DATA AND FINANCIAL LITERACY

COURSE #	GRADE	CREDIT	TYPE	LEVEL
1200384	12	1	AS, C	Regular

PREREQUISITE: Satisfactory completion of Geometry or its equivalent with teacher recommendation. If a student was not successful in Geometry then they will be co-enrolled in Geometry Credit Recovery.

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

FLORIDA ADVANCED COURSE AND TEST (FACT): COLLEGE ALGEBRA

(Students enrolled in this class are also recommended to enroll in AICE Thinking Skills A Level)

COURSE #	GRADE	CREDIT	TYPE	LEVEL
1200550	10-12	1	E, AS, C	Advanced

PREREQUISITE: Satisfactory completion of an Algebra 2 or higher with teacher recommendation.

COURSE DESCRIPTION: In Florida Advanced Course and Test (FACT): College Algebra, instructional time will emphasize five areas:

- applying properties of exponents and logarithms using numerical and algebraic expressions;
- extending arithmetic operations with numerical and algebraic expressions to include radical and polynomial expressions;
- solving one-variable linear, absolute value, quadratic, polynomial, exponential, logarithmic, radical and rational equations, and interpreting the viability of solutions in real-world contexts;
- modeling and applying linear, absolute value, quadratic, polynomial, exponential and logarithmic functions to solve mathematical and real-world problems; and
- extending the knowledge of functions through compositions, transformations of parent functions and interpreting key features.

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

AP PRE-CALCULUS

(Students enrolled in this class are also suggested to enroll in AICE Thinking Skills AS Level and/or AP Computer Science Principles and/or AP Computer Science A - Java)

COURSE #	GRADE	CREDIT	TYPE	LEVEL
TBA	10 - 12	1	E, AS, C	Advanced

PREREQUISITE: Satisfactory completion of Algebra 2 Honors and Geometry Honors with teacher recommendation.

COURSE DESCRIPTION: Students will apply the mathematical tools they acquire in real-world modeling situations. By examining scenarios, conditions, and data sets and determining and validating an appropriate function model, students

gain a deeper understanding of the nature and behavior of each function type. Students will examine functions through multiple representations. Students will gain a deeper understanding of functions by examining them graphically, numerically, verbally, and analytically. Students will develop rigorous symbolic manipulation skills needed for future mathematics courses. Students learn that a single mathematical object can have different analytical representations depending on the function type or coordinate system, and that the different analytical representations reveal different attributes of the mathematical object. Students will engage in function building that does not reflect a static view of things but embodies how things change. Every function representation characterizes the way in which values of one variable simultaneously change as the values in another variable change. This study of functions and their graphs as embodying dynamic covariation of quantities prepares students to understand an ever-changing world.

AP CALCULUS AB

(Students enrolled in this class are also suggested to enroll in AICE Thinking Skills AS Level and/or AP Computer Science Principles and/or AP Computer Science A - Java)

COURSE #	GRADE	CREDIT	TYPE	LEVEL
1202310	10-12	1	E, AS, C	Advanced

SPECIAL NOTE: Satisfies Calculus requirement for Academic Scholars Program. A graphic calculator T184 is recommended.

PREREQUISITE: Satisfactory completion of Pre-Calculus or AICE Math, with teacher recommendation.

COURSE DESCRIPTION: AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. AP Calculus BC is roughly equivalent to both first and second semester college calculus courses; it extends the content learned in AB to different types of equations and introduces the topic of sequences and series. Before studying calculus, all students should complete the equivalent of four years of secondary mathematics designed for college-bound students: courses which should prepare them with a strong foundation in reasoning with algebraic symbols and working with algebraic structures. Prospective calculus students should take courses in which they study algebra, geometry, trigonometry, analytic geometry, and elementary functions. These functions include linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, and piecewise-defined functions. In particular, before studying calculus, students must be familiar with the properties of functions, the composition of functions, the algebra of functions, and the graphs of functions. Students must also understand the language of functions (domain and range, odd and even, periodic, symmetry, zeros, intercepts, and descriptors such as increasing and decreasing). Students should also know how the sine and cosine functions are defined from the unit circle and know the values of the trigonometric functions at the numbers and their multiples.

AP CALCULUS BC

(Students enrolled in this class are also suggested to enroll in AICE Thinking Skills AS Level and/or AP Computer Science Principles and/or AP Computer Science A - Java)

COURSE #	GRADE	CREDIT	TYPE	LEVEL
1202320	11-12	1	E, AS, C	Advanced

SPECIAL NOTE: Satisfies Calculus requirement for Academic Scholars Program. A graphic calculator T184 is recommended. Courses can only be offered with proper size in the enrollment of this course.

PREREQUISITE: Satisfactory completion of AP Calculus AB

COURSE DESCRIPTION: AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AB to different types of equations and introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus

concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. Students who take AP Calculus BC should have basic familiarity with sequences and series, as well as some exposure to polar equations.

AP STATISTICS

(Students enrolled in this class are also suggested to enroll in AICE Thinking Skills AS Level and/or AP Computer Science Principles and/or AP Computer Science A - Java)

COURSE #	GRADE	CREDIT	TYPE	LEVEL
1210320	10-12	1	E, AS, C	Advanced

SPECIAL NOTE: Credit in this course precludes credit in Probability and Statistics with Application

PREREQUISITE: Satisfactory completion of Algebra 2 Honors

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

AICE THINKING SKILLS A LEVEL

(Students enrolled in this class are also suggested to enroll in AP Computer Science Principles and/or AP Computer Science A - Java)

COURSE #	GRADE	CREDIT	TYPE	LEVEL
1700374	9-12	1- (2 AICE Credits)	E, AS, C	AICE

Prerequisite: Concurrent enrollment in Algebra 2 Honors, Algebra 2 Honors Pre-AICE, AICE Math 1, Pre-Calculus H, AP Calculus, AP Statistics

Course Description: The AICE Thinking Skills A-level course engages & challenges college-bound students to become cognitively independent, reasoned thinkers in all aspects of their life. The course encourages candidates to become actively engaged, reflective, innovative, responsible & confident thinkers capable of forming reasoned judgements based on assessment of information & data. Candidates learn specific, transferable skills (see course description for AICE Thinking Skills AS-level) in thinking critically, reasoning & problem solving which can be applied across a wide range of subjects & complex real world issues. AS & A-level differ due to the increased complexity level of the scenarios assessed in Papers 3 & 4. Candidates sit for Papers 1-4.

AP COMPUTER SCIENCE PRINCIPLES

(Students enrolled in this class are also recommended to enroll in AICE Thinking Skills A Level)

COURSE #	GRADE	CREDIT	TYPE	LEVEL
0200335	9 -12	1	E, AS, C	Advanced

PREREQUISITE: Satisfactory completion of an Algebra 1 or higher with teacher recommendation

COURSE DESCRIPTION: The AP Computer Science Principles course is designed to be equivalent to a first- semester introductory college computing course. In this course, students will develop computational thinking skills vital for success

across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and the world. It is recommended that a student in the AP Computer Science Principles course should have successfully completed a first-year high school algebra course with a strong foundation in basic linear functions and composition of functions, and problem-solving strategies that require multiple approaches and collaborative efforts. In addition, students should be able to use a Cartesian (x, y) coordinate system to represent points in a plane. It is important that students and their advisers understand that any significant computer science course builds on a foundation of mathematical and computational reasoning that will be applied throughout the study of the course.

AP COMPUTER SCIENCE A (JAVA)

(Students enrolled in this class are also recommended to enroll in AICE Thinking Skills A Level)

COURSE #	GRADE	CREDIT	TYPE	LEVEL
0200320	10-12	1	E, AS, C	Advanced

PREREQUISITE: Satisfactory completion of an Algebra 2 or higher with teacher recommendation, it is recommended to have completed AP Computer Science Principles.

COURSE DESCRIPTION: AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

AP CAREER KICKSTART CYBER: NETWORKING

(Students enrolled in this class are also recommended to enroll in AICE Thinking Skills A Level)

COURSE #	GRADE	CREDIT	TYPE	LEVEL
0200385	10-12	1	E, AS, C	Advanced

PREREQUISITE: Satisfactory completion of an Algebra 2 or higher with teacher recommendation, it is recommended to have completed AP Computer Science Principles.

COURSE DESCRIPTION: This course provides an in-depth study of computer networking concepts and technologies. Students will learn about network architectures, protocols, hardware, and software that enable communication between devices. Topics include IP addressing, routing, switching, wireless networks, and network security. Through practical labs and projects, students will develop skills in designing, configuring, and troubleshooting networks, preparing them for advanced studies and careers in information technology and network administration.

PERFORMING ARTS

TITLE: BALLET I

LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
0300340	9-12	1	E, PF, AS

COURSE DESCRIPTION: Students learn basic classical dance techniques and terminology associated with the traditional class structure of ballet. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

TITLE: BALLET II

LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
0300350	10-12	1	E, PF, AS

Prerequisite: BALLET I

COURSE DESCRIPTION: Students develop intermediate-level classical dance techniques and terminology associated with the traditional class structure of ballet. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

TITLE: Ballet III

LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
0300360	10-12	1	E, PF, AS

Students broaden their classical dance techniques and terminology associated with the traditional class structure of ballet. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

TITLE: Ballet IV Honors

COURSE #	GRADE	CREDIT	TYPE
0300370	10-12	1	E, PF, AS

Students are challenged in their application of classical dance techniques and terminology associated with the traditional class structure of ballet. Students may have an opportunity to explore contemporary ballet concepts of movement, as well. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

TITLE: THEATRE 1

LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
0400310	9-12	1	PF, E, AS

SPECIAL NOTE: This course generally requires students to participate in extra rehearsals and performances beyond the school day.

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.

TITLE: THEATRE 3

LEVEL: Honors

COURSE #	GRADE	CREDIT	TYPE
0400330	11-12	1	R, PF

PREREQUISITE: Successful completion of Drama 1 or demonstrated proficiency, and teacher recommendation.

SPECIAL NOTE: This course generally requires students to participate in extra rehearsals and performances beyond the school day.

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.

TITLE: THEATRE 4

LEVEL: Honors

COURSE #	GRADE	CREDIT	TYPE
0400340	12	1	R, PF

PREREQUISITE: Successful completion of Drama 1 or demonstrated proficiency, and teacher recommendation.

SPECIAL NOTE: This course generally requires students to participate in extra rehearsals and performances beyond the school day.

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.

TITLE: MUSICAL THEATRE I

LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
0400700	9-12	1	PF, E, AS

COURSE DESCRIPTION: Students' course work focuses on, but is not limited to, acting, vocal performance, dance, non-dance movement, and staging, which transfer readily to performances in musicals and other venues. Students survey the evolution of music in theater from ancient Greece to modern Broadway through a humanities approach

and representative literature. Music theater students explore the unique staging and technical demands of musicals in contrast to non-musical plays. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Title: Musical Theatre II **Level - Regular**

Course #	Grade	Credit	TYPE
0400710	10 - 12	1	PF, E, AS

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

Title: Musical Theatre III **Level – Regular**

Course #	Grade	Credit	TYPE
0400720	10 - 12	1	PF, E, AS

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

Title: Acting 4(Musical Theatre 4) **Level – HONORS**

Course #	Grade	Credit	TYPE
0400400	11 - 12	1	PF, E,

Students will represent the school in advanced musical theater performances that include singing, acting and dancing. A limited number of required performances outside the school day will be required in this premiere course.

TITLE: **THEATER, CINEMA, FILM** LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
0400660	9-12	1	PF, E, AS

SPECIAL NOTE: Will meet the graduation requirement for Performing Fine Arts. Does not meet requirements for Fine Arts Academy.

COURSE DESCRIPTION: In Theatre, Cinema, and Film Production, a one-credit course, students explore the elements of film and cinematic techniques used by those who create movies. Students study the techniques in film that serve the story and articulate the theme. Students also prepare a comparative for theater, film, and literature. Public performances may serve as a resource for specific instructional goals. Students may be required to attend or

participate in technical work, rehearsals, and/or film production beyond the school day to support, extend, and assess learning in the classroom.

Title: AICE Drama AS

Level – AICE

Course#	Grade	Credit	TYPE
0400346	10 - 12	1	E,

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.

Title: AICE Drama A Level

Level – AICE

Course#	Grade	Credit	TYPE
0400347	11 - 12	1	E

SPECIAL NOTE: Like all Honors Theatre and AICE Drama classes, this course may include a limited amount of rehearsals after school.

This continuation of AICE Drama includes a focus on theater-making and performance through the process of devising and presenting a piece inspired by a selected style and focus on individual student exploration of performance texts, practitioners, styles, and genres.

TITLE: BAND I (Beginning Band)**LEVEL: Regular**

COURSE #	GRADE	CREDIT	TYPE
1302300	9-12	1	E, PF, AS

SPECIAL NOTE: Practice outside of class expected. Private lessons encouraged. Beginning Band. No experience necessary.

COURSE DESCRIPTION: This course is to enable students to develop basic technical skills on wind or percussion instruments through the refinement and performance of high school band literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, and critical listening.

TITLE: BAND I (Symphonic and Marching Band)**LEVEL: Regular**

COURSE #	GRADE	CREDIT	TYPE
1302300	9-12	1	E, PF, AS

PREREQUISITE: Demonstrated proficiency and/or teacher recommendation

SPECIAL NOTE: This is a performance oriented course and may require extra rehearsals and performances as announced by the teacher. Practice outside of class expected. Private lessons encouraged.

SPECIAL NOTE: Symphonic & Marching Band. Audition required

COURSE DESCRIPTION: This course is to enable students to develop basic technical skills on wind or percussion instruments through the refinement and performance of high school band literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, and critical listening.

TITLE: **BAND III (Symphonic Band or Wind Ensemble and Marching Band)** LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
1302320	9-11	1	E, PF, AS

PREREQUISITE: Demonstrated proficiency and/or teacher recommendation

SPECIAL NOTE: This is a performance oriented course and may require extra rehearsals and performances as announced by the teacher. Practice outside of class expected. Private lessons encouraged.

SPECIAL NOTE: Symphonic Band or Wind Ensemble & Marching Band. Audition required

COURSE DESCRIPTION: This course provides students with instruction in the development of musicianship and technical skills through study of varied band literature. The content includes, but is not limited to, interpreting medium level band music; establishing appropriate tone production and performance techniques; identifying simple musical form and varied style periods; formulating aesthetic awareness.

TITLE: **BAND IV (Symphonic Band or Wind Ensemble and Marching Band)** LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
1302330	10-12	1	E, PF, AS

PREREQUISITE: Demonstrated proficiency and/or teacher recommendation

SPECIAL NOTE: This is a performance oriented course and may require extra rehearsals and performances as announced by the teacher. Practice outside of class expected. Private lessons encouraged.

SPECIAL NOTE: Symphonic Band or Wind Ensemble & Marching Band. Audition required

COURSE DESCRIPTION: This course provides students with instruction in the application of musicianship and technical skills through the study of varied band literature. The content includes, but is not limited to, interpreting medium level band music; refining tone production and performance techniques; understanding of musical form, style and aesthetic perceptions.

TITLE: **BAND V** LEVEL: Honors

COURSE #	GRADE	CREDIT	TYPE
1302340	11	1	E, PF, AS

PREREQUISITE: Demonstrated proficiency and/or teacher recommendation

SPECIAL NOTE: This is a performance oriented course and may require extra rehearsals and performances as announced by the teacher. Practice outside of class is expected. Private lessons encouraged.

SPECIAL NOTE: Wind Ensemble & Marching Band. Audition required

COURSE DESCRIPTION: This course develops independence in musicianship, performance techniques and aesthetic awareness through the rehearsal and performance of varied band literature. Special emphasis is placed on public performance. The content includes, but is not limited to, interpreting difficult music; developing independent musicianship, tone production and performance techniques; analyzing form, style and history included in the performance preparation of varied band literature; formulating critical listening skills and aesthetic values.

TITLE: **BAND VI**

LEVEL: Honors

COURSE #	GRADE	CREDIT	TYPE
1302350	12	1	E, PF, AS

PREREQUISITE: Demonstrated proficiency and/or teacher recommendation. Audition required

SPECIAL NOTE: This is a performance oriented course and may require extra rehearsals and performances as announced by the teacher. Practice outside of class is expected. Private lessons encouraged.

SPECIAL NOTE: Wind Ensemble & Marching Band. Audition required

COURSE DESCRIPTION: This course develops independence in musicianship, performance techniques and aesthetic awareness through the rehearsal and performance of varied band literature. Special emphasis is placed on public performance. The content includes, but is not limited to, interpreting difficult music; developing independent musicianship, tone production and performance techniques; analyzing form, style and history included in the performance preparation of varied band literature; formulating of critical listening skills and aesthetic values

TITLE: **JAZZ ENSEMBLE 1 (Jazz Band)**

LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
1302500	9	1	E, PF, AS

PREREQUISITE: Demonstrated proficiency and/or teacher recommendation

SPECIAL NOTE: Auditions required. This course must be taken in conjunction with Band I-VI, or Instrumental Ensemble I-IV. This is a performance-oriented course and will require extra rehearsals and performances as announced by the teacher. Practice outside of class expected. Private lessons encouraged.

COURSE DESCRIPTION: Students with experience on an instrument suited for jazz ensemble explore the fundamentals of performance practices, improvisation, and music theory through a diverse repertoire of high-quality jazz literature. Students learn the basics of foundational jazz styles, use chord symbols, develop knowledge of musical structure, and study the history of jazz and its iconic musicians. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

TITLE: **JAZZ ENSEMBLE 2 (Jazz Band)**

LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
1302510	10	1	E, PF, AS

PREREQUISITE: Demonstrated proficiency and/or teacher recommendation.

SPECIAL NOTE: This course must be taken in conjunction with Band I-VI, or Instrumental Ensemble I-IV. This is a performance-oriented course and will require extra rehearsals and performances as announced by the teacher. Practice outside of class expected. Private lessons encouraged. Audition required

COURSE DESCRIPTION: Students with experience on an instrument suited for jazz ensemble explore the fundamentals of performance practices, improvisation, and music theory through a diverse repertoire of high-quality jazz literature. Students learn the basics of foundational jazz styles, use chord symbols, develop knowledge of musical structure, and study the history of jazz and its iconic musicians. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

TITLE: **JAZZ ENSEMBLE 3** (Jazz Band) LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
1302520	11	1	E, PF, AS

PREREQUISITE: Demonstrated proficiency and/or teacher recommendation.

SPECIAL NOTE: This course must be taken in conjunction with Band I-VI, or Instrumental Ensemble I-IV. This is a performance-oriented course and will require extra rehearsals and performances as announced by the teacher. Practice outside of class expected. Private lessons encouraged. Audition required

COURSE DESCRIPTION: Students with experience on an instrument suited for jazz ensemble explore the fundamentals of performance practices, improvisation, and music theory through a diverse repertoire of high-quality jazz literature. Students learn the basics of foundational jazz styles, use chord symbols, develop knowledge of musical structure, and study the history of jazz and its iconic musicians. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

TITLE: **JAZZ ENSEMBLE 4** (Jazz Band) LEVEL: Honors

COURSE #	GRADE	CREDIT	TYPE
1302530	12	1	E, PF, AS

PREREQUISITE: Demonstrated proficiency and/or teacher recommendation.

SPECIAL NOTE: This course must be taken in conjunction with Band I-VI, or Instrumental Ensemble I-IV. This is a performance-oriented course and will require extra rehearsals and performances as announced by the teacher. Practice outside of class expected. Private lessons encouraged. Audition required

COURSE DESCRIPTION: Students with experience on an instrument suited for jazz ensemble explore the fundamentals of performance practices, improvisation, and music theory through a diverse repertoire of high-quality jazz literature. Students learn the basics of foundational jazz styles, use chord symbols, develop knowledge of musical structure, and study the history of jazz and its iconic musicians. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

TITLE: **DANCE TECHNIQUE I** LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
0300310	9-11	1	E, PF

SPECIAL NOTE: Will meet the graduation requirement for Performing Arts or Physical Education elective. This course may require extra rehearsals and performances in the classroom, school and community. Students will participate in performances in the classroom, school and community.

PREREQUISITE: None

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

TITLE: DANCE TECHNIQUE II

LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
0300320	10-12	1	E, PF

SPECIAL NOTE: Will meet the graduation requirement for Performing Arts or Physical Education elective. This course may require extra rehearsals and performances beyond the school day.

PREREQUISITE: Successful completion of Dance Technique I, or demonstrated proficiency and teacher recommendation.

COURSE DESCRIPTION: Students in Dance Techniques II, a year-long course, build on previously acquired knowledge and fundamental technical skills in two or more dance forms, focusing on developing the aesthetic quality of movement in the ensemble and as an individual. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

TITLE: DANCE TECHNIQUE III

LEVEL: Honors

COURSE #	GRADE	CREDIT	TYPE
0300330	11-12	1	E, PF

SPECIAL NOTE: Will meet the graduation requirement for Performing Arts or Physical Education elective. This course may require extra rehearsals and performances beyond the school day.

PREREQUISITE: Successful completion of Dance Technique II, or demonstrated proficiency and teacher recommendation.

COURSE DESCRIPTION: Students in this year-long, intermediate-level course, designed for dancers who have mastered the basics in two or more dance forms, build technical and creative skills with a focus on developing the aesthetic quality of movement in the ensemble and as an individual. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

TITLE: DANCE TECHNIQUE IV

LEVEL: Honors

COURSE #	GRADE	CREDIT	TYPE
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0300340 12 1 E, PF

SPECIAL NOTE: Will meet the graduation requirement for Performing Arts or Physical Education elective. This course may require extra rehearsals and performances in the classroom, school and community.

PREREQUISITE: Successful completion of Dance Technique II, or demonstrated proficiency and teacher recommendation.

COURSE DESCRIPTION: Students in this year-long, advanced dance techniques class build on skills learned in previous dance classes to improve their performance in two or more dance styles. During the class, students perform sequences of increasing complexity to advance their technical skills. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

TITLE: DANCE REPERTORY I (Dance Company)

LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
0300400	9	1	E, PF, AS

SPECIAL NOTE: Will meet the graduation requirement for Performing Fine Arts requirement. Audition required.

PREREQUISITE: None

COURSE DESCRIPTION: Students study the historical works of professional choreographers in one or more genres, such as ballet, modern, jazz, or other traditional dance forms. Students learn to understand and apply each choreographer's movement design and artistic intent, respecting the work as each choreographer's intellectual property, and gain skills for group and self-assessment, analysis, and problem solving. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source

TITLE: DANCE REPERTORY II (Dance Company)

LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
0300410	10-12	1	E, PF, AS

SPECIAL NOTE: Will meet the graduation requirement for Performing Fine Arts requirement. Audition required.

PREREQUISITE: Successful completion of Dance Repertory I, or demonstrated proficiency and teacher recommendation.

COURSE DESCRIPTION: Students study the historical works of exemplary professional choreographers in one or more genres, learning to understand and apply each choreographer's movement design and artistic intent, and respecting the work as each choreographer's intellectual property. Students learn about Narrative, Literal, Non-Literal and Abstract dances, gaining skills for group and self-assessment, analysis, and problem solving. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

TITLE: DANCE REPERTORY III (Dance Company)

LEVEL: Honors

COURSE#	GRADE	CREDIT	TYPE
0300420	11-12	1	E, PF, AS

SPECIAL NOTE: Will meet the graduation requirement for Performing Fine Arts requirement. Audition required.

PREREQUISITE: Successful completion of Dance Repertory II, or demonstrated proficiency and teacher recommendation.

COURSE DESCRIPTION: Students study the historical works of professional choreographers in one or more genres, learning to understand, apply, and respect each choreographer's movement design, artistic intent, and intellectual property. Students expand on Narrative, Literal, Non-Literal and Abstract dance, refining skills for group and self-assessment, analysis, and problem solving. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

TITLE: DANCE REPERTORY IV (Dance Company)

LEVEL: Honors

COURSE #	GRADE	CREDIT	TYPE
0300430	12	1	E, PF, AS

SPECIAL NOTE: Will meet the graduation requirement for Performing Fine Arts requirement. Audition required.

PREREQUISITE: Successful completion of Dance Repertory III, or demonstrated proficiency and teacher recommendation.

COURSE DESCRIPTION: Students study the historical background and works of professional choreographers in one or more genres, and have the ability to apply, and respect each choreographer's movement design, artistic intent, and intellectual property. Students may demonstrate Narrative, Literal, Non-Literal and Abstract dance, advancing skills for group and self-assessment, analysis, and problem solving. Dancers assess their skills and techniques in the context of careers in theatrical, commercial and concert dance. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

TITLE: VOCAL ENSEMBLES I (Kraken-bass voice)

LEVEL: Regular

COURSE#	GRADE	CREDIT	TYPE
1303440	10	1	E, PF, AS

PREREQUISITE: Demonstrated proficiency and/or teacher recommendation.

SPECIAL NOTE: This is a performance oriented course and will require extra rehearsals and performances beyond the school day as announced by the teacher.

COURSE DESCRIPTION: Students with previous vocal ensemble experience continue building musicianship and performance skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant musical styles and time periods. Public performances serve as a culmination of specific instructional goals. Students are required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

TITLE: VOCAL ENSEMBLES II (Sirens- treble voice & Kraken-bass voice)

LEVEL: Regular

COURSE#	GRADE	CREDIT	TYPE
1303450	10	1	E, PF, AS

PREREQUISITE: Demonstrated proficiency and/or teacher recommendation. Instructor permission required to enroll.

SPECIAL NOTE: This is a performance oriented course and will require extra rehearsals and performances beyond the school day as announced by the teacher.

COURSE DESCRIPTION: Students with previous vocal ensemble experience continue building musicianship and performance skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant musical styles and time periods. Public performances serve as a culmination of specific instructional goals. Students are required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

TITLE: VOCAL ENSEMBLES III (Sirens- treble voice & Kraken-bass voice)

LEVEL Regular

COURSE#	GRADE	CREDIT	TYPE
1303460	11	1	E, PF, AS

PREREQUISITE: Demonstrated proficiency and/or teacher recommendation. Instructor permission required to enroll.
SPECIAL NOTE: This is a performance oriented course and will require extra rehearsals and performances beyond the school day as announced by the teacher.

COURSE DESCRIPTION: Students with previous vocal ensemble experience continue building musicianship and performance skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant musical styles and time periods. Public performances serve as a culmination of specific instructional goals. Students are required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Title: VOCAL ENSEMBLES IV (Sirens- treble voice & Kraken-base)

Level: Honors

COURSE #	GRADE	CREDIT	TYPE
1303470	12	1	E, PF, AS

PREREQUISITE: Demonstrated proficiency and/or teacher recommendation. Instructor permission required to enroll.
SPECIAL NOTE: This is a performance oriented course and will require extra rehearsals and performances beyond the school day as announced by the teacher.

COURSE DESCRIPTION: Students with previous vocal ensemble experience continue building musicianship and performance skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant musical styles and time periods. Public performances serve as a culmination of specific instructional goals. Students are required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

TITLE: EURHYTHMICS I (Band Auxiliary)

LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
1305300	9-12	1	E, PF, AS

SPECIAL NOTE: This is a performance-oriented course and will require extra rehearsals and performances beyond the school day. Audition required. (Band Auxiliary).

PREREQUISITE: Band teacher recommendation

COURSE DESCRIPTION: The purpose of this course is to enable students to develop basic skills in creating, performing, and evaluating choreographed performances as an independent ensemble and in cooperation with the marching band. Emphasis is placed on dance, equipment manipulation, precision, and the relationship between music and dance. The content should include, but not limited to, the following: safe and healthful performance practices, dance

and choreographic techniques, and terminology, choreographic design, and equipment, props, and costumes. Purchase of uniforms required.

TITLE: EURHYTHMICS II (Band Auxiliary)

LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
1305310	10-12	1	E, PF, AS

SPECIAL NOTE: This is a performance-oriented course and will require extra rehearsals and performances beyond the school day. Audition required.

Prerequisite: Band Teacher recommendation.

COURSE DESCRIPTION: Student dancers build on previous experience to perform and evaluate choreographed performances as an independent ensemble and in cooperation with a music ensemble. Students focus on strengthening dance skills, equipment manipulation, precision, and the relationship between music and dance. 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. Purchase of uniforms required.

TITLE: EURHYTHMICS III (Band Auxiliary)

LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
1305320	11-12	1	E, PF, AS

SPECIAL NOTE: This is a performance-oriented course and will require extra rehearsals and performances beyond the school day. Audition required.

Prerequisite: Band Teacher recommendation.

COURSE DESCRIPTION: Student dancers strengthen their performance and evaluative skills, and explore the basic processes of designing choreography for an independent ensemble or in cooperation with a music ensemble. Students develop more sophisticated dance skills and equipment manipulation. 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. Purchase of uniforms required.

TITLE: EURHYTHMICS IV (Band Auxiliary)

LEVEL: Advanced

COURSE #	GRADE	CREDIT	TYPE
1305330	9-12	1	E, PF, AS

SPECIAL NOTE: This is a performance-oriented course and will require extra rehearsals and performances beyond the school day. Audition required.

Prerequisite: Band Teacher recommendation.

COURSE DESCRIPTION: Student dancers develop advanced skills in creating, performing, and evaluating choreographed performances as an independent ensemble and in cooperation with a music ensemble. Coursework focuses on dance, equipment manipulation, precision, and analysis of the relationship between music and dance. 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. Purchase of uniforms required.

TITLE: CHORUS Register HI/LO II (Treble Voices- Valkyries)

LEVEL Regular

COURSE#	GRADE	CREDIT	TYPE
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1303370 10 1 E, PF, AS

PREREQUISITE: Demonstrated proficiency and/or teacher recommendation. Must be enrolled in Vocal Ens concurrently with Chorus H/L. Audition required.

SPECIAL NOTE: This course requires students to participate in extra rehearsals and performances beyond the school day .

COURSE DESCRIPTION: This year-long, very advanced class is designed for students who have demonstrated a capacity for developing very advanced listening/aural skills and performance techniques, as well as very advanced knowledge of vocal techniques, musical literacy, ensemble skills, and related musical knowledge. The Valkyries chorus focuses on managing, mastering, and refining these skills and techniques through a variety of high quality treble choral literature at a very high level of aesthetic engagement.

TITLE: CHORUS Register HI/LO III (Treble Voices- Valkyries)

LEVEL Regular

COURSE#	GRADE	CREDIT	TYPE
1303380	11	1	E, PF, AS

PREREQUISITE: Demonstrated proficiency and/or teacher recommendation. Must be enrolled in Vocal Ens concurrently with Chorus H/L. Audition required.

SPECIAL NOTE: This course requires students to participate in extra rehearsals and performances beyond the school day.

COURSE DESCRIPTION: This year-long, very advanced class is designed for students who have demonstrated a capacity for developing very advanced listening/aural skills and performance techniques, as well as very advanced knowledge of vocal techniques, musical literacy, ensemble skills, and related musical knowledge. The Valkyries chorus focuses on managing, mastering, and refining these skills and techniques through a variety of high quality treble choral literature at a very high level of aesthetic engagement.

TITLE: CHORUS Register HI/LO IV (Treble Voices- Valkyries)

LEVEL Honors

COURSE#	GRADE	CREDIT	TYPE
1303390	12	1	E, PF, AS

PREREQUISITE: Demonstrated proficiency and/or teacher recommendation. Must be enrolled in Vocal Ens concurrently with Chorus H/L. Audition required.

SPECIAL NOTE: This course requires students to participate in extra rehearsals and performances beyond the school day.

COURSE DESCRIPTION: This year-long, very advanced class is designed for students who have demonstrated a capacity for developing very advanced listening/aural skills and performance techniques, as well as very advanced knowledge of vocal techniques, musical literacy, ensemble skills, and related musical knowledge. The Valkyries chorus focuses on managing, mastering, and refining these skills and techniques through a variety of high quality treble choral literature at a very high level of aesthetic engagement.

CHORUS 4 (Treble and Bass Voices)	1303330	Chamber	10
CHORUS 5 HON (Treble and Bass Voices)	1303340	Chamber	11
CHORUS 6 HON (Treble and Bass Voices)	1303350	Chamber	12

TITLE: CHORUS IV

LEVEL Honors

COURSE#	GRADE	CREDIT	TYPE
1303330	10	1	E, PF, AS

TITLE: CHORUS V

LEVEL Honors

COURSE#	GRADE	CREDIT	TYPE
1303340	11	1	E, PF, AS

TITLE: CHORUS VI

LEVEL Honors

COURSE#	GRADE	CREDIT	TYPE
1303350	12	1	E, PF, AS

PREREQUISITE: Demonstrated proficiency and/or teacher recommendation. Must be enrolled in Vocal Ens concurrently with Chorus 4, 5, 6. Audition Required

SPECIAL NOTE: This course requires students to participate in extra rehearsals and performances beyond the school day.

COURSE DESCRIPTION: This year-long, very advanced class is designed for students who have demonstrated a capacity for developing very advanced listening/aural skills and performance techniques, as well as very advanced knowledge of vocal techniques, musical literacy, ensemble skills, and related musical knowledge. The Valkyries chorus focuses on managing, mastering, and refining these skills and techniques through a variety of high quality mixed choral literature at a very high level of aesthetic engagement.

Title: AP Music Theory

Level – Advanced Placement

Course #	Grade	Credit	TYPE
1300330	10-12	1	E, PF, AS

AP Music Theory corresponds to two semesters of a typical introductory college music theory course covering topics such as musicianship, theory, musical materials, and procedures. Students develop the ability to recognize, understand, and describe basic materials and processes of music that are heard or presented in a score. Development of aural skills is a primary objective. Students understand basic concepts and terminology by listening to and performing a wide variety of music.

TITLE: INSTRUMENTAL ENSEMBLES I

LEVEL Regular

COURSE#	GRADE	CREDIT	TYPE
1302460	9	1	E, PF, AS

PREREQUISITE: Demonstrated proficiency and/or teacher recommendation. Audition required for drumline.

SPECIAL NOTE: Marching Band Drumline. This is a performance –oriented course and will require extra rehearsals and performances as announced by the teacher. Practice outside of class expected. Private lessons encouraged. Percussion & Marching Band

COURSE DESCRIPTION: Students with little or no experience in an instrumental ensemble develop basic musicianship and ensemble performance skills through the study of basic, high-quality music in diverse styles. Student musicians focus on building foundational music techniques, music literacy, listening skills, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

TITLE: INSTRUMENTAL ENSEMBLES II

LEVEL Regular

COURSE#	GRADE	CREDIT	TYPE
1302470	10	1	E, PF, AS

PREREQUISITE: Demonstrated proficiency and/or teacher recommendation. Audition required for drumline.

SPECIAL NOTE: Marching Band Drumline. This is a performance –oriented course and will require extra rehearsals and performances as announced by the teacher. Practice outside of class expected. Private lessons encouraged. Percussion & Marching Band

COURSE DESCRIPTION: Students with previous instrumental ensemble experience continue building musicianship and performance skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant musical styles and time periods. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

TITLE: INSTRUMENTAL ENSEMBLES III

LEVEL Regular

COURSE#	GRADE	CREDIT	TYPE
1302480	11	1	E, PF, AS

PREREQUISITE: Demonstrated proficiency and/or teacher recommendation. Audition required for drumline.

SPECIAL NOTE: Marching Band Drumline. This is a performance –oriented course and will require extra rehearsals and performances as announced by the teacher. Practice outside of class expected. Private lessons encouraged. Percussion & Marching Band

COURSE DESCRIPTION: Students strengthen instrumental ensemble performance skills, music literacy, and analytical skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant history and cultures. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

TITLE: INSTRUMENTAL ENSEMBLES IV

LEVEL Honors

COURSE#	GRADE	CREDIT	TYPE
1302490	12	1	E, PF, AS

PREREQUISITE: Demonstrated proficiency and/or teacher recommendation. Audition required for drumline.

SPECIAL NOTE: Marching Band Drumline. This is a performance –oriented course and will require extra rehearsals and performances as announced by the teacher. Practice outside of class expected. Private lessons encouraged. Percussion & Marching Band

COURSE DESCRIPTION: Students with extensive instrumental ensemble experience refine their critical listening, music literacy, and ensemble skills through the study, rehearsal, and performance of high-quality, advanced literature. Students use reflection and problem-solving skills with increasing independence to improve their performance and musical expressivity. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

TITLE: INSTRUMENTAL TECHNIQUES I

LEVEL Regular

COURSE#	GRADE	CREDIT	TYPE
1302420	9	1	E, PF, AS

SPECIAL NOTE: Concert & Marching Band. This is a performance –oriented course and will require extra rehearsals and performances as announced by the teacher.

COURSE DESCRIPTION: Students in this entry-level class focus on the development of musical and technical skills on a specific instrument through etudes, scales, and selected music literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

TITLE: INSTRUMENTAL TECHNIQUES II

LEVEL Regular

COURSE#	GRADE	CREDIT	TYPE
1302430	10	1	E, PF, AS

SPECIAL NOTE: Concert & Marching Band. This is a performance –oriented course and will require extra rehearsals and performances as announced by the teacher.

COURSE DESCRIPTION: Students in this novice-level class continue to develop musical and technical skills on a specific instrument through developmentally appropriate solo literature, etudes, scales, and exercises. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills necessary to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

TITLE: INSTRUMENTAL TECHNIQUES III

LEVEL Regular

COURSE#	GRADE	CREDIT	TYPE
1302440	11	1	E, PF, AS

SPECIAL NOTE: Concert Band & Marching Band. This is a performance –oriented course and will require extra rehearsals and performances as announced by the teacher.

COURSE DESCRIPTION: Students in this intermediate-level class develop their musical and technical skills further on a specific instrument, and expand their technical and performance skills, enhanced by historical and cultural background knowledge of the music. Students explore more demanding solo literature, etudes, and technical exercises with increasing independence. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

TITLE: INSTRUMENTAL TECHNIQUES IV

LEVEL Honors

COURSE#	GRADE	CREDIT	TYPE
1302450	12	1	E, PF, AS

SPECIAL NOTE: Concert Band & Marching Band. This is a performance –oriented course and will require extra rehearsals and performances as announced by the teacher.

COURSE DESCRIPTION: Students in this advanced class refine their musicianship and performance skills on a specified instrument. Students prepare for post-secondary and community music experiences and develop artistry independently through a variety of advanced solos, etudes, and excerpts. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

TITLE: TECHNICAL THEATRE DESIGN & PRODUCTION 1

LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
0400410	9-12	1	E, PF

PREREQUISITE: teacher recommendation

Students focus on developing the basic tools and procedures for creating elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials are central to success in this course. Students explore and learn to analyze dramatic scripts, seeking production solutions through historical, cultural, and geographic research. Students also learn the basics of standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; and the resulting artistic improvement. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

TITLE: TECHNICAL THEATRE DESIGN & PRODUCTION 2

LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
0400420	10-12	1	E, PF

PREREQUISITE: Technical Theatre Design & Production 1 and teacher recommendation

Students focus on the design and safe application of basic tools and procedures to create elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Students develop assessment and problem-solving skills; the ability to connect selected literature to a variety of cultures, history, and other content areas. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

TITLE: THEATRICAL DIRECTION & STAGE MANAGEMENT

LEVEL: Honors

COURSE #	GRADE	CREDIT	TYPE
0400510	11-12	1	E, PF

PREREQUISITE: Technical Theatre Design & Production 1, 2, and teacher recommendation

Students execute the responsibilities of director or stage manager by applying standard theatrical conventions in specialized, practical assignments. Coursework include, but is not limited to, play selection; justification, analysis, and the formation of a directorial concept; assembling a prompt book; assembling a cast, production team, and tech crew; effective team-building ensemble skills and communication practices; and successfully planning and running rehearsals leading toward one or more

culminating projects. 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.

TITLE: TECHNICAL THEATRE DESIGN & PRODUCTION 4

LEVEL: Honors

COURSE #	GRADE	CREDIT	TYPE
0400440	12	1	E, PF

PREREQUISITE: Technical Theatre Design & Production 1, 2, Theatrical Direction & Stage Management, and teacher recommendation

Students focus on the design and safe application of basic tools and procedures to create elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Students develop assessment and problem-solving skills; the ability to connect selected literature to a variety of cultures, history, and other content areas. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

PHYSICAL EDUCATION

TITLE: Aerobics 1 & 2

Level: Regular

COURSE#	GRADE	CREDIT	TYPE
1503400/3410	9-12	.5	E

SPECIAL NOTE: This is not an interscholastic extracurricular activity.

COURSE DESCRIPTION: This course is designed to give students the opportunity to learn fitness concepts and conditioning techniques used for obtaining optimal physical fitness. This course will include walking, yoga, pilates, kickboxing, ZUMBA and weights. Students will also learn various dance routines to popular music, while having fun and getting fit. This is a class for all fitness levels.

TITLE: Personal Fitness

Level: Regular

COURSE #	GRADE	CREDIT	TYPE
1501300	9-12	.5	R, E

SPECIAL NOTE: This is not an interscholastic extracurricular activity. This course will meet graduation requirement for Physical Education.

COURSE DESCRIPTION: The purpose of this course is to (a) acquire knowledge of physical fitness concepts (b) understand the influence of lifestyle on health and fitness, and (c) begin to develop an optimal level of fitness. The contents should include but not be limited to; safety practices; technology applications; assessment of health-related fitness; health problems associated with inadequate fitness levels; psychological values of physical fitness, including stress management; evaluation of physical activities in terms of fitness value; fitness program design; biomechanical and physiological principles and their application to maintaining and improving health-related physical fitness; nutrition; consumer issues; benefits derived from participation in physical activity.

TITLE: WEIGHT TRAINING – BEGINNING

Level: Regular

COURSE #	GRADE	CREDIT	TYPE
1501340	10-12	.5	E

SPECIAL NOTE: This is not an interscholastic extracurricular activity.

COURSE DESCRIPTION: This course provides students with opportunities to acquire basic knowledge and skills in weight training that may be used in physical fitness pursuits today as well as in later life, improve muscular strength and endurance, and enhance body image. Content includes, but is not limited to, knowledge of safety practices, assessment of health-related fitness, the importance of muscular strength and endurance, assessment of muscular strength and endurance, health problems associated with inadequate levels of muscular strength and endurance, and knowledge of skeletal muscles. The application of biomechanical and physiological principles to improve and maintain strength and endurance, sound nutritional practices related to weight training, and consumer issues.

TITLE: WEIGHT TRAINING - INTERMEDIATE

LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
1501350	10-12	.5	E

SPECIAL NOTE: This is not an interscholastic extracurricular activity. PREREQUISITE: Successful completion of Beginning Weight Training (1501340), or demonstrated proficiency and teacher recommendation.

COURSE DESCRIPTION: This course provides students with opportunities to extend the acquisition of knowledge and development of skills in weight training that may be used in physical fitness pursuits today as well as in later life, further improve muscular strength and endurance, and further enhance body image. Content includes, but is not limited to, knowledge of safety practices, assessment of health-related fitness, reinforcement of basic weight training concepts, expansion of weight training programs by incorporating new exercises, increasing resistance, and modifying the number of sets and repetitions, knowledge of various weight training theories, equipment available in the field to develop muscular strength and endurance, and designing, implementing, and evaluating a personal weight training program.

TITLE: **BASKETBALL 1 & 2** LEVEL: Regular

COURSE#	GRADE	CREDIT	TYPE
1503310/3315	9-12	.5	E

COURSE DESCRIPTION: The purpose of this course is to enable students to develop knowledge and skills in basketball and to maintain or improve health-related fitness.

TITLE: **Fitness Lifestyle & Design** LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
1501310	9-12	.5	E

COURSE DESCRIPTION:

This course is designed to give students the opportunity to learn fitness concepts and conditioning techniques used for obtaining optimal physical fitness. The course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.

TITLE: **Pickleball** Level: Regular

COURSE#	GRADE	CREDIT	TYPE
1505430	9-12	.5	E

SPECIAL NOTE: This is not an interscholastic extracurricular activity.

COURSE DESCRIPTION:

This course covers the development of beginning-level playing and competitive skills in the paddle sport of pickleball/racquetball and instruction will be in the beginning skills of techniques and strategies, along with rules and etiquette. This is a class for all fitness levels.

TITLE: **Outdoor Ed** Level: Regular

COURSE#	GRADE	CREDIT	TYPE
1502480	9-12	.5	E

COURSE DESCRIPTION: Outdoor Ed is designed for all skill levels. This class will focus on outdoor games/activities, including, but not limited to softball, kickball, tennis, racquet sports, etc. Beginning skills, etiquette and rules will be the focus of this class.

TITLE: **Recreation Activities** Level: Regular

COURSE#	GRADE	CREDIT	TYPE
1502170	9-12	.5	E

The Recreation course introduces students to the value of leisure, physical activity, and recreational pursuits in promoting a healthy and balanced lifestyle. Students will explore a variety of recreational activities including individual sports, team games, outdoor recreation, fitness activities, and lifetime leisure skills such as walking and cooperative games. The course emphasizes physical fitness, teamwork, leadership, communication and personal responsibility while encouraging students to develop positive habits for lifelong wellness. Students will also learn about safety, rules, sportsmanship, and the social benefits of recreation.

SCIENCE

TITLE: Earth/Space Science- Physical Science

LEVEL: R

COURSE #	GRADE	CREDIT	TYPE
2001310	10	1	AS, C

SPECIAL NOTE: This is a laboratory-oriented course.

COURSE DESCRIPTION: Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

TITLE: PHYSICS I HONORS

LEVEL: Honors

COURSE #	GRADE	CREDIT	TYPE
2003390	10-12	1	AS, E, C

SPECIAL NOTE: This is a laboratory-oriented course. Completion of a credit in this course precludes the earning of credit in Physics I.

COURSE DESCRIPTION: This course provides students with a rigorous introductory study of the theories and laws governing the interaction of matter, energy, and the forces of nature. Content includes, but is not limited to, kinematics, dynamics, energy, work and power, heat and thermodynamics, wave characteristics, light, electricity, magnetism, nuclear Physics, and sound. Laboratory investigations of selected topics in the content, which include the use of the scientific method, measurement, laboratory apparatus, and safety procedures, are an integral part of the course.

TITLE: AP PHYSICS I

Level: Advanced Placement

COURSE #	GRADE	CREDIT	TYPE
2003421	11-12	1	AS, E, C, EQ

SPECIAL NOTE: This is a laboratory based course. Completion of a credit in this course precludes the earning of credit in Physics I.

PREREQUISITE: C or above in Algebra 2 Honors OR

COREQUISITE: enrolled in Advanced Topics

COURSE DESCRIPTION: This course provides students with a rigorous introductory study of the theories and laws governing the interaction of matter, energy and the forces of nature. Content includes, but is not limited to kinematics; dynamics: Newton's laws; circular motion and universal law of gravitation; simple harmonic motion: simple pendulum and mass-spring systems; impulse, linear momentum, and conservation of linear

momentums: collisions; work, energy, and conservation of energy; rotational motion: torque, rotational kinematics and energy, rotational dynamics, and conservation of angular momentum; electrostatics: electric charge and electric force; DC circuits: resistors only; mechanical waves and sound. Laboratory investigations of selected topics in the content, which also includes the use of the scientific method, measurement, laboratory apparatus and safety, are an integral part of the course.

TITLE: **BIOLOGY I**

LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
2000310	10-12	1	R, AS, C

SPECIAL NOTE: This is a laboratory-oriented course. This course satisfies the Biology requirement for graduation. Completion of a credit in this course precludes the earning of credit in Fundamentals of Biology and/or Biology I Honors.

PREREQUISITE: Teacher Recommendation

COURSE DESCRIPTION: This course provides students with the opportunity to understand the following concepts: the cell, matter and energy in living systems, molecular basis of heredity, biological evolution, interdependence of organisms, nervous system and behavior of organisms, science inquiry, science as technology, science in personal and social perspectives, science as a human endeavor, nature of scientific knowledge, and historical perspectives. Opportunities to use equipment, materials, supplies, and other resources for experimentation and direct investigation of phenomena will incorporate the scientific, method, processes of science, and safety.

TITLE: **BIOLOGY I HONORS**

LEVEL: Honors

COURSE #	GRADE	CREDIT	TYPE
2000320	9-12	1	R, AS, C

SPECIAL NOTE: This is a laboratory oriented course. This course satisfies the Biology requirement for graduation. Completion of a credit in this course precludes the earning of credit In Fundamentals of Biology and/or Biology I.

PREREQUISITE: Teacher Recommendation

COURSE DESCRIPTION: This course provides students with the opportunity to understand the following concepts at an advanced level: the cell, matter and energy in living systems, molecular basis of heredity, biological evolution, interdependence of organisms, nervous system and behavior of organisms, science inquiry, science as technology, science in personal and social perspectives, science as a human endeavor, nature of scientific knowledge, and historical perspectives. Opportunities to use equipment, materials, supplies, and other resources for experimentation and direct investigation of phenomena will incorporate the scientific method, processes of science, and safety.

TITLE: **BIOLOGY II HONORS**

LEVEL: Honors

COURSE #	GRADE	CREDIT	TYPE
2000330	12	1	R, AS, C

SPECIAL NOTE: This is a laboratory oriented course. This course satisfies the Biology requirement for graduation. Completion of a credit in this course precludes the earning of credit In Fundamentals of Biology and/or Biology I.

PREREQUISITE: Teacher Recommendation

COURSE DESCRIPTION: Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006,

TITLE: BIOLOGY- ADVANCED PLACEMENT

LEVEL: Advanced Placement

COURSE #	GRADE	CREDIT	TYPE
2000340	9-12	1	R, AS, C

SPECIAL NOTE: This is a laboratory oriented course. Completion of a credit in this course precludes the subsequent earning of credit in Fundamentals of Biology, Biology I, or Biology I Honors. **PREREQUISITE:** Chemistry, Biology, demonstrated ability, and/or teacher recommendation

COURSE DESCRIPTION: This course provides a study of the facts, principles, and processes of biology, and the collection, interpretation, and formulation of hypotheses from available data. The content includes, but is not limited to, that determined by the Advanced Placement program. Laboratory investigations of selected topics in the content, which include the use of the scientific method, measurement, laboratory apparatus and safety procedures, are an integral part of the course.

TITLE: ANATOMY AND PHYSIOLOGY HONORS

LEVEL: Honors

COURSE #	GRADE	CREDIT	TYPE
2000360	10-12	1	AS, E, C

SPECIAL NOTE: This is a laboratory-oriented course.

PREREQUISITE: Biology, Chemistry, and/or teacher recommendation

COURSE DESCRIPTION: This course provides students with exploratory and advanced activities in the structures and functions of the components of the human body. The content includes, but is not limited to, cellular processes and tissues, the skeletal, muscular, nervous, cardiovascular, respiratory, digestive, urinary and reproductive systems, and special senses. Laboratory investigations of selected topics in the content, which include the use of the scientific method, measurement, laboratory apparatus, and safety procedures, are an integral part of the course.

TITLE: MARINE SCIENCE I

LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
2002500	11-12	1	E, AS, C

SPECIAL NOTE: This is a laboratory-oriented course. Completion of a credit in this course precludes the earning of credit in Marine Science II.

PREREQUISITE: Biology, Physical Science, Marine Biology Honors, and/or teacher recommendation

COURSE DESCRIPTION: This course provides students with an ongoing, integrated study of all aspects of the marine environment, including physical, chemical, and biological processes. Content includes, but is not limited to, the nature of science, geology of the ocean floor, the structure, functions, and behavior of marine organisms, interrelationships in the marine environment, the chemistry of seawater, climatic changes, energy, waves, tides, and cycles, and the influence of technology on the use and misuse of the ocean by man.

Laboratory investigations **of** selected topics in the content, which include the use of the scientific method, measurement, laboratory apparatus and safety procedures, are an integral part of the course.

TITLE: **MARINE SCIENCE I**

LEVEL: Honors

COURSE #	GRADE	CREDIT	TYPE
2002510	11-12	1	E, AS, C

While the content focus of this course is consistent with the Marine Science I course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

TITLE: **AICE MARINE SCIENCE AS**

LEVEL: AICE

COURSE #	GRADE	CREDIT	TYPE
2002515	9-12	1	E, AS, C

SPECIAL NOTE: This is a laboratory-oriented course,. Completion of a credit in this course precludes the earning of credit in Marine Biology Honors.

PREREQUISITE: Biology, Physical Science, and/or teacher recommendation

COURSE DESCRIPTION: This course provides students with an overview of the marine environment. Content includes, but is not limited to, the nature of science, the origin of the oceans, the chemical, physical, and geological aspects **of** the marine environment, ecology of various sea zones, marine communities, the diversity of marine organisms, characteristics of major marine ecosystems, characteristics of major marine phyla, and the interrelationship between man and the ocean. Laboratory investigations of selected topics in the content, which include the use of the scientific method, measurement, laboratory apparatus and safety procedures, are an integral part of the course.

TITLE: **AICE MARINE SCIENCE II (A Level)**

LEVEL: AICE

COURSE #	GRADE	CREDIT	TYPE
2002535	11-12	1	E, AS, C

PREREQUISITE: Teacher recommendation/Level 3+ Biology EOC

COURSE DESCRIPTION: To provide a worthwhile educational experience for all candidates, through well designed studies of Marine Science, whether or not they go on to study a related subject beyond this level. To enable candidates to acquire sufficient understanding and knowledge to: Become confident citizens in the technological world, able to take or develop an informed interest in matters of scientific importance. To

recognize the usefulness, and limitations, of scientific method and to appreciate its applicability in other disciplines and in everyday life. Be suitably prepared for studies beyond Cambridge International AS Level subjects relating to the marine environment, in further or higher education, and for professional courses. To stimulate candidates to create and sustain their interest in Marine Science, and to enhance their understanding of its relevance to society.

TITLE: **ENVIRONMENTAL SCIENCE** LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
2001340	9-12	1	AS, E, C

SPECIAL NOTE: This is a laboratory-oriented course. Completion of a credit in this course precludes the earning of credit in Fundamentals of Environmental Science and/or Environmental Science Honors.

PREREQUISITE: Biology, and/or teacher recommendation

COURSE DESCRIPTION: This course provides students with a study of man's interaction with the environment. Content includes, but is not limited to, forms of pollution, conservation, environmental planning and policy, public land usages, population dynamics, and major forms of energy. Laboratory investigations of selected topics in the content, which include the use of the scientific method, measurement, laboratory apparatus and safety procedures, are an integral part of the course.

TITLE: **AICE ENVIRONMENTAL MANAGEMENT AS** LEVEL: AICE

COURSE #	GRADE	CREDIT	TYPE
2001381	9-12	1	AS, E, C

SPECIAL NOTE: This is a laboratory-oriented course. Completion of a credit in this course precludes the earning of credit In Fundamentals of Environmental Science and/or Environmental Science Honors.

PREREQUISITE: Biology, Chemistry, completion in Geometry, and teacher recommendation

COURSE DESCRIPTION: Cambridge IGCSE Environmental Management is concerned with education for sustainable development in a world where the security of resources and life-sustaining systems is endangered by human impact. The syllabus draws upon disciplines such as biology, earth science, geography, economics and anthropology. It starts with the interdependence of the Earth's natural systems and how people use natural resources, and moves on to examine the impact of development on the environment. Issues such as environmental pollution and resource depletion are examined, but the view of them is forward looking, to see how we may change the nature of development towards future sustainability.

TITLE: **CHEMISTRY I HONORS** LEVEL: Honors

COURSE #	GRADE	CREDIT	TYPE
2003350	10-12	1	AS, E, C

SPECIAL NOTE: This is a laboratory-oriented course. Completion of a credit in this course precludes the earning of credit In Chemistry I.

PREREQUISITE: Biology I Honors, Algebra, and/or teacher recommendation

COURSE DESCRIPTION: This course provides students with a rigorous study of the composition, properties and changes associated with matter. Content includes, but is not limited to: heat, changes of matter, atomic structure, the periodic table, bonding, formulas and equations, the mole concept, gas laws, energy and order, reaction rates and equilibrium, solutions: acids, bases and salts, nuclear chemistry, electrochemistry,

and organic chemistry. Laboratory investigations of selected topics in the content, which include the use of the scientific method, measurement, laboratory apparatus, and safety procedures, are an integral part of the course.

TITLE: **CHEMISTRY-ADVANCED PLACEMENT**

LEVEL: Advanced Placement

COURSE #	GRADE	CREDIT	TYPE
2003370	10-12	1	AS, E, C

SPECIAL NOTE: This is a laboratory-oriented course. Completion of a credit in this course precludes the subsequent earning of credit in Chemistry I and/or Chemistry I Honors.

PREREQUISITE: Algebra, Geometry, Chemistry, Biology, demonstrated ability, and/or teacher recommendation

COURSE DESCRIPTION: This course provides a study of the development and application of chemistry principles and concepts. The content includes, but is not limited to, that determined by the Advanced Placement Program. Laboratory investigations of selected topics in the content, which include the use of the scientific method, measurement, laboratory apparatus, and safety procedures, are an integral part of the course.

TITLE: **Experimental Science 2**

LEVEL: **Honors**

COURSE #	GRADE	CREDIT	TYPE
2002350	9-12	1	AS, E, C

COURSE DESCRIPTION:

In addition to the course related benchmarks, this course requires additional science content that must include benchmarks from at least one other Body of Knowledge. The additional benchmarks must include rigor appropriate for Level 3 courses and should not duplicate additional content addressed in Experimental Science 1. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

TITLE: **Research 1**

LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
1700300	9-12	1	AS, E, C

COURSE DESCRIPTION:

The purpose of this course is to enable students to develop fundamental knowledge of the steps in the research process.

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

TITLE: Agriscience Foundations 1/Gardening

LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
8106810	10-12	1	E

SPECIAL NOTE: Biology is a Prerequisite

COURSE DESCRIPTION:

The purpose of this course is to assist students in making informed decisions regarding their future academic and occupational goals. The content includes but is not limited to agricultural literacy, importance of agriculture, the role of science, math, reading, writing, geography, history, and technology in agriculture, plants, and sources of consumer goods from agriculture. Reinforcement of academic skills occurs through classroom instruction and applied hands-on procedures. Instruction and learning activities are provided in a classroom and garden setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

TITLE: AP Environmental Science

LEVEL: Advanced Placement

COURSE #	GRADE	CREDIT	TYPE
2001380	10-12	1	E

COURSE DESCRIPTION:

Students cultivate their understanding of the interrelationships of the natural world through inquiry-based lab investigations and field work as they explore concepts like the four Big Ideas; energy transfer, interactions between earth systems, interactions between different species and the environment, and sustainability.

TITLE: BioTechnology 1

LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
3027010	10-12	.5	E

It is a course offering students science credit through an applied science education, to prepare them for entry-level positions in the cutting-edge industry of Biotechnology. While meeting the state standards for science, the coursework will focus on developing science and bio-technical skills that are current and in demand for this rapidly growing occupation. Upon completion of the integrated program, students will be able to explain and perform bio-technical skills used by Industrial, Medical, Agricultural, and Research facilities that develop and produce marketable products and processes.

SOCIAL STUDIES

TITLE: **U.S. HISTORY**

LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
2100310	10- 11	1	R

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.

TITLE: **U.S. HISTORY HONORS**

LEVEL: Honors

COURSE #	GRADE	CREDIT	TYPE
2100320	10-1 1	1	R, AS

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.

TITLE: **AFRICAN-AMERICAN HISTORY**

LEVEL: Honors

COURSE#	GRADE	CREDIT	TYPE
2100336	9-12	.5	E

DESCRIPTION: The purpose of this course is to provide students with knowledge, skills, attitudes and perspectives necessary to understand the development of the African American heritage. The specific content will include, but is not limited to, an understanding of maps, time-space relationships, and the experiences of African Americans in the following periods: Exploration, Colonial, Revolutionary, Abolitionist, Westward Expansion, Civil War, Reconstruction, and Civil Rights.

TITLE: **ECONOMICS**

LEVEL Regular

COURSE#	GRADE	CREDIT	TYPE
2102310	12	.5	R,AS,C

COURSE DESCRIPTION: The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to,

currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

TITLE: ECONOMICS

LEVEL Honors

COURSE#	GRADE	CREDIT	TYPE
2102320	11-12	.5	R,AS,C

COURSE DESCRIPTION: The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

TITLE: Microeconomics ADVANCED PLACEMENT

LEVEL: Advanced Placement

COURSE#	GRADE	CREDIT	TYPE
2102360	11- 12	.5	E, AS

COURSE DESCRIPTION: AP Microeconomics is an introductory college-level 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.

TITLE: Macroeconomics ADVANCED PLACEMENT

LEVEL: Advanced Placement

COURSE#	GRADE	CREDIT	TYPE
2102370	11- 12	.5	E, AS

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

Title: U. S. Government

Level: Regular

COURSE #	GRADE	CREDIT	TYPE
2106310	11-12	.5	R

COURSE DESCRIPTION: The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the

constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.

TITLE: U.S. GOVERNMENT HONORS

LEVEL: Honors

COURSE #	GRADE	CREDIT	TYPE
2106320	11-12	.5	R

COURSE DESCRIPTION: The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.

TITLE: US GOVERNMENT - ADVANCE PLACEMENT

LEVEL: Advanced Placement

COURSE #	GRADE	CREDIT	TYPE
2106420	11-12	.5	AS

SPECIAL NOTE: Students are required to take the standardized Advanced Placement exam.

COURSE DESCRIPTION: 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.

TITLE: AICE PSYCHOLOGY I AS

LEVEL: AICE

COURSE #	GRADE	CREDIT	TYPE
2107360	10-12	1	AS, E

COURSE DESCRIPTION: This course provides students with the opportunity to acquire an understanding of human behavior, behavioral interaction, and the progressive development of individuals. Topics include, but are not limited to, the theories and methods of study employed by psychologists, human growth and development, self-concept development adjustment, motivation and desire, intelligence, conditioning and learning, memory, personality and behavior, emotion and frustration, abnormal behavior, conformity, autonomy, alienation, stress, mental health, and therapy.

TITLE: AICE US HISTORY AS Level

LEVEL: AICE

COURSE #	GRADE	CREDIT	TYPE
2100500	10-12	1	R, AS, C

COURSE DESCRIPTION: This course focuses on key developments that transformed the USA from an isolated agrarian society to the world's leading superpower in terms of economic strength, military power, and political and diplomatic influence, and cultural and social impact on other nations and peoples.

TITLE: AICE CLASSICAL STUDIES I AS/A LEVEL: AICE

COURSE#	GRADE	CREDIT	TYPE
0900500	9-11	1	E, PA

Prereq/Coreq: Honors English/AICE General Paper AS

Course Description: The AS-Level explores specific topics of Ancient Greece and Ancient Rome, and includes the study of nonfiction, epic literature, Greek pottery art, and Roman architecture. The A-level includes analyzing the events that led to the rise and fall of Athens, the behavior of the gods and heroes in epic poetry. The material in this course may contain mature content as related to the historical and cultural context of Ancient Greece and Ancient Rome. *Special note about the exam: students will take the AS-Level exams in November of the first semester and A-Level exams in November of the following year. **This class has required summer reading.**

TITLE: AICE INTERNATIONAL HISTORY 1 AS LEVEL: AICE

COURSE#	GRADE	CREDIT	TYPE
2100490	9-10	1	E,

Cambridge International AS Level History is a flexible and wide-ranging syllabus covering modern history in the nineteenth and twentieth centuries. The syllabus builds upon skills gained at Cambridge IGCSE or Cambridge O Level and develops lifelong skills including understanding issues and themes within a historical period. The emphasis is again on both historical knowledge and on the skills required for historical research. Learners develop an understanding of cause and effect, continuity and change, similarity and difference, and use historical evidence as part of their studies. Teachers choose which periods to focus on, allowing them to build a course that reflects their learners' interests and staff specialisms, or which is relevant to the local or regional context.

TITLE: WORLD HISTORY LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
2109310	10	1	R

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.

TITLE: WORLD HISTORY HONORS LEVEL: Honors

COURSE #	GRADE	CREDIT	TYPE
2109320	10	1	R

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.

TITLE: HOLOCAUST Education

LEVEL: Honors

COURSE #	GRADE	CREDIT	TYPE
2100405	10-12	.5	E

COURSE DESCRIPTION: The grade 9-12 Holocaust course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the examination of the events of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany. Content will include, but is not limited to, the examination of twentieth century pogroms and of twentieth century and twenty-first century genocides, investigation of human behavior during this period, and an understanding of the ramifications of prejudice, racism, and stereotyping.

TITLE: Latin American Studies

LEVEL: Honor

COURSE #	GRADE	CREDIT	TYPE
2100362	9	1.0	E

COURSE DESCRIPTION: This course consists of the following content area strands: American History, Geography, Economics, World History, Humanities, Civics and Government, Psychology, Sociology, and Financial Literacy. The primary content emphasis for this course pertains to the student of the development of the Latin American identity, along with examinations of the Latin American cultures through in-depth study of literature, sociology, anthropology, economics, and geography. The course will study the commonalities and differences among the peoples and cultures of Latin American and the complex nature of individual, group, national, and international interactions. Students will examine the characteristics that define culture and gain an understanding of the culture of Latin America. Content includes, but is not limited to, interdependence and challenges, culture, international systems and policies, pluralism, transnationalism, cultural diffusion, Latin American economics, human-environment interactions, patterns of language development, poverty, and the effect of change on cultural institutions.

TITLE: Personal Financial Literacy

LEVEL: **Regular**

COURSE #	GRADE	CREDIT	TYPE
2102372	9-12	.5	E

COURSE DESCRIPTION:

This grade 9-12 course consists of the following content area and literacy strands: Economics, Financial Literacy, Mathematics, Languages Arts for Literacy in History/Social Studies and Speaking and Listening. Basic economic concepts of scarcity, choice, opportunity cost, and cost/benefit analysis are interwoven throughout the standards and objectives. Emphasis will be placed on economic decision-making and real-life applications using real data.

The primary content for the course pertains to the study of learning the ideas, concepts, knowledge and skills that will enable students to implement beneficial personal decision-making choices; to become wise, successful, and knowledgeable consumers, savers, investors, users of credit and money managers; and to be participating members of a global workforce and society.

TITLE: Personal Financial Literacy

LEVEL: **Honors**

COURSE #	GRADE	CREDIT	TYPE
2102374	9-12	.5	E

COURSE DESCRIPTION: This grade 9-12 course consists of the following content area and literacy strands: Economics, Financial Literacy, Mathematics, Languages Arts for Literacy in History/Social Studies and Speaking and Listening. Basic economic concepts of scarcity, choice, opportunity cost, and cost/benefit analysis are interwoven throughout the standards and objectives. Emphasis will be placed on economic decision-making and real-life applications using real data. The primary content for the course pertains to the study of learning the ideas, concepts, knowledge and skills that will enable students to implement beneficial personal decision-making choices; to become wise, successful, and knowledgeable consumers, savers, investors, users of credit and money managers; and to be participating members of a global workforce and society.

TITLE: Peers as Partners in Learning

LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
1400340	10-12	1	E

COURSE DESCRIPTION: This course is designed to provide reciprocal academic and social benefits to students with disabilities and their peers without disabilities. Students enrolled in this course will learn and apply knowledge and skilled practices in the areas of academic engagement, communication, social barriers, leadership, problem solving, and other disability-related topics such as historical perspectives, inclusion, Universal Design for Learning, person-first language, presumed competence, social justice for minority populations, and media representation of diverse people.

TITLE: LEADERSHIP TECHNIQUES

LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
2400310	10-12	1.0	E

COURSE DESCRIPTION: This course will provide an in-depth study of the leadership techniques of decision making, problem solving, meeting skills, communication, group conflict reduction, time and stress management, evaluation, team building, group dynamics, motivational strategy, and the role of leadership in a democratic society. The content should include, but not be limited to, the following: study in self-understanding, development in self-esteem, goal setting, and character building, enhance leadership skills and learn to follow for functioning in a group setting and the community

TITLE: Link Crew

LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
2400310B	10-12	1	E

Prerequisites - students must be a 10th, 11th, or 12th grader. Leaders are required to be a Link Leader.

COURSE DESCRIPTION: Link Crew is designed to empower upperclassmen as role models for freshmen, enabling them to pass on positive traditions and school culture to younger students. In addition, Link Crew aims to develop students' leadership skills, especially in the areas of communication, organization, leadership, team-work and problem solving. This class is a study of leadership in the following areas: Communication, Decision-making, Diversity, Conflict-Resolution, Self-Awareness and Organization. Leaders will participate in team-building activities and low element trust building activities. Leaders will write weekly reflections on leadership quotes, personal growth and experiences from the class. Leaders will help plan and organize

Wellington High [Link Crew](#) activities. Leaders will study leadership through a variety of units. Leaders will participate in the Peer Mediation program.

TITLE: AP Human Geography

LEVEL: Advanced Placement

COURSE #	GRADE	CREDIT	TYPE
2103400	10-12	1.0	E

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

TITLE: AP US History

LEVEL: Advanced Placement

COURSE #	GRADE	CREDIT	TYPE
2100330	10-11	1.0	E

Course Description: AP U.S. History is an introductory college-level U.S. history course. Students cultivate their understanding of U.S. history from c. 1491 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

TITLE: AP Psychology

LEVEL: Advanced Placement

COURSE #	GRADE	CREDIT	TYPE
2107350	11-12	1.0	E

Course Description: AP Psychology introduces students to the systematic and scientific study of human behavior and mental processes. While considering the studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with major units of study, including biological bases of behavior, cognition, development, learning, social psychology, personality, and mental and physical health. Throughout the course, students apply psychological concepts and employ psychological research methods and data interpretation to evaluate claims, consider evidence, and effectively communicate ideas.

TECHNOLOGY EDUCATION

TITLE: Intro to Engineering Design

LEVEL: Honors

COURSE #	GRADE	CREDIT	TYPE
8600550	9-10	1	E,

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

TITLE: Computer Integrated Manufacturing

LEVEL: Honors

COURSE #	GRADE	CREDIT	TYPE
8600560	10-12	1	E,

Course Description: This course applies principles of robotics and automation. The course builds on computer solid modeling skills developed in Introduction to Engineering Design. Students use CNC equipment to produce actual models of their three-dimensional designs. Fundamental concepts of robotics used in automated manufacturing, and design analysis are included.

TITLE: Civil Engineering & Architecture

LEVEL: Honors

COURSE #	GRADE	CREDIT	TYPE
8600590	10-12	1	E,

COURSE DESCRIPTION: This course provides an overview of the fields of Civil Engineering and Architecture, while emphasizing the interrelationship and dependence of both fields on each other. Students use state of the art software to solve real world problems and communicate solutions to hands-on projects and activities. This course covers topics such as the Roles of Civil Engineers and Architects, Project Planning, Site Planning, Building Design, and Project Documentation and Presentation.

TITLE: Engineering Design and Development

LEVEL: Honors

COURSE #	GRADE	CREDIT	TYPE
8600650	10-12	1	E,

COURSE DESCRIPTION: This course serves as a capstone course to provide students with the opportunity to develop a solution to a design problem from start to finish. Students work in teams to design, engineer, create a prototype, perform product testing, and then produce a finished product. This would involve using ALL of the knowledge previously learned, not only in technology education, but across the curriculum. Students will be expected to create and deliver a formal report on the project.

TITLE: COMMUNICATIONS TECHNOLOGY I

LEVEL: Honors

COURSE #	GRADE	CREDIT	TYPE
8601010	9	1	E, PA

SPECIAL NOTE: This course satisfies the high school Fine Arts requirement.

COURSE DESCRIPTION: This course provides students with instruction in the characteristics and evolution of technology, underlying principles of design, and fundamental knowledge and skills in the use of software used in communications design. Included in the content is the use of essential application software the ultimate output of this course is a design portfolio created by the student. Each item or product included in the portfolio should include a narrative description and an explanation of the technical approach or techniques used to create the item. Consideration should be given to having students present the portfolio using presentation software

TITLE: **COMMUNICATIONS TECHNOLOGY II** LEVEL: Honors

COURSE #	GRADE	CREDIT	TYPE
8601020	10-12	1	E, PA

SPECIAL NOTE: This course satisfies the high school Fine Arts requirement.

COURSE DESCRIPTION: In this course, students learn more about the nature of design and development techniques for communication purposes. Students are also provided with instruction in a variety of technologies commonly used to communicate concepts and designs. Students are expected to continue collating their portfolio using exemplars of their work. As with previous portfolio pieces, each exemplar should include a narrative description of the item with an explanation of any special techniques used to create the item.

TITLE: **COMMUNICATIONS TECHNOLOGY III** LEVEL: Honors

COURSE #	GRADE	CREDIT	TYPE
8601030	11-12	1	E, PA

SPECIAL NOTE: This course satisfies the high school Fine Arts requirement.

COURSE DESCRIPTION: In addition to exploring the implications of applying technologies, this course provides students with instruction in advanced techniques relative to both static and animated communication designs. In addition to learning more advanced techniques and emerging technologies, students will have an opportunity to research a project, design an appropriate solution, and present their results. The ultimate output of this course is the student's presentation of a completed portfolio illustrating their best exemplars. The portfolio should include a narrative description of the scenario, the approach to data collection, resulting renderings, and an interpretation of each chart/graph. Research references should be cited appropriately. Given the advanced nature of this course, students should be encouraged to produce the portfolio using presentation software suitable for dissemination via the Internet.

Title: **IT Fundamentals** Level: Regular

COURSE #	GRADE	CREDIT	TYPE
9001310	10-12	1	E, PA, V

COURSE DESCRIPTION: This course introduces students to the essential concepts, components, terminology and knowledge about computers, computer systems, peripherals, and networks.

Title: **Media Production** LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
8771110	9	1	C, E, AS

COURSE DESCRIPTION: This course is designed to develop basic entry-level skills required for careers in the communications industry.

Title: Computer and Network Security Fundamentals LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
9001320	10-11	1	E, PA, V

COURSE DESCRIPTION: This course introduces students to cybersecurity and provides them with essential computer and networking knowledge and skills, particularly those related to cybersecurity.

Course Title: Cybersecurity Essentials LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
9001330	10-11	1	E, PA, V

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.

Course Title: Operational Cybersecurity LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
9001340	10-11	1	E, PA, V

COURSE DESCRIPTION: This course provides students with insight into the many ways in which computer systems can be secured, countermeasures implemented, and risk assessment performed.

Course Title: AP Cyber 1: Networking LEVEL: Advanced Placement

COURSE #	GRADE	CREDIT	TYPE
0200320	10-11	1	E, PA, V

COURSE DESCRIPTION: This is a full-year high school course that covers the fundamentals of networking. It is equivalent to a college-level Introduction to Networking course. The course interweaves essential networking concepts with relevant, hands-on problem-solving activities to maximize students' understanding of network hardware and configuration, the use of protocols to enable reliable and accurate transmission of data between different hosts around the world, and relevant security practices that secure the transmission of data both within and between computer networks.

Course Title: AP Cyber1 Networking (AP Career Kickstart Cyber) LEVEL: Advanced Placement

COURSE #	GRADE	CREDIT	TYPE
0200385	10-11	1	E, PA, V

Course Description: AP Career Kickstart courses build professional skills and are designed to accelerate high school students on their paths to in-demand careers.

WORLD LANGUAGE

TITLE: AMERICAN SIGN LANGUAGE

LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
0717300	9-11	1	E, AS

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.

TITLE: AMERICAN SIGN LANGUAGE 2

LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
0717310	10-12	1	E, AS

COURSE DESCRIPTION: American Sign Language 2 reinforces the fundamental skills acquired by the students in American Sign Language 1. The course develops increased receptive and expressive skills as well as cultural awareness. Specific content to be covered is a continuation of skills acquired in American Sign Language 1 while communication remains the primary objective. The cultural survey of the target language is continued.

TITLE: AMERICAN SIGN LANGUAGE 3

LEVEL: Honors

COURSE #	GRADE	CREDIT	TYPE
0717312	10-12	1	E, AS

COURSE DESCRIPTION: American Sign Language 3 provides mastery and expansion of skills acquired by the students in American Sign Language 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected media. Contemporary vocabulary stresses activities which are important to the everyday life of people using the target language.

TITLE: AMERICAN SIGN LANGUAGE 4

LEVEL: Honors

COURSE #	GRADE	CREDIT	TYPE
0717314	10-12	1	E, AS

COURSE DESCRIPTION: American Sign Language 4 provides mastery and expansion of skills acquired by the students in American Sign Language 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes. Media selections are varied and taken from authentic target language literary works.

TITLE: FRENCH I

LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
0701320	9-12	1	E, AS

SPECIAL NOTE: This course is not intended for the native speaker. Research and experience dictate the recommendation of a minimum "C" average in academics as an indicator for success in this course.

PREREQUISITE: None

COURSE DESCRIPTION: French 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.

TITLE: **FRENCH II**

LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
0701330	9-12	1	E, AS

SPECIAL NOTE: This course is not intended for the native speaker. Research and experience dictate the recommendation of a minimum "C" average in academics as an indicator for success in this course.

PREREQUISITE: Successful completion of French I or demonstrated proficiency, and teacher recommendation.

COURSE DESCRIPTION: French 2 reinforces the fundamental skills acquired by the students in French 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 French 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.

TITLE: **FRENCH III/ PRE AICE**

LEVEL: Honors

COURSE #	GRADE	CREDIT	TYPE
0701340	9-12	1	E, AS

PREREQUISITE: Successful completion of French II or demonstrated proficiency, and teacher recommendation.

SPECIAL NOTE: This course is not intended for the native speaker. Research and experience dictate the recommendation of a minimum "C" average in academics as an indicator for success in this course.

COURSE DESCRIPTION: French 3 provides mastery and expansion of skills acquired by the students in French 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.

AICE FRENCH AS Level

COURSE #	GRADE	CREDIT	TYPE
0701393	10-12	1	E, AS

COURSE DESCRIPTION: The Cambridge International AS Level French syllabus enables learners to achieve greater fluency, accuracy and confidence in the language as it is spoken and written, and improve their communication skills. They will learn how to improve their use of French in a variety of situations, understanding how to read texts and other source materials, extract information, initiate conversations and respond to questions both orally and in writing.

TITLE: **SPANISH I**

LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
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0708340 9-12 1 E, AS

SPECIAL NOTE: This course is not intended for the native speaker. Research and experience dictate the recommendation of a minimum "C" average in academics as an indicator for success in this course.

COURSE DESCRIPTION: This course introduces students to the target language and its culture and develops communicative skills and cross-cultural understanding. The content includes, but is not limited to, beginning skills in listening and speaking with special attention to pronunciation and real-life applications. An introduction to reading and writing is included as well as the fundamentals of applied grammar and culture within a communicative approach.

TITLE: SPANISH II

LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
0708350	9-12	1	E, AS

SPECIAL NOTE: This course is not intended for the native speaker.

PREREQUISITE: Successful completion of Spanish I or demonstrated proficiency, and teacher recommendation

COURSE DESCRIPTION: This course reinforces the fundamental skills previously acquired by the students. This course develops increased listening, speaking, reading, and writing skills as well as cross-cultural understanding. The content includes, but is not limited to, an expansion of the listening and oral skills previously acquired. Reading and writing will receive emphasis, including connection with other disciplines. This course continues the cultural survey of Spanish-speaking people.

TITLE: SPANISH III

LEVEL: Honors

COURSE #	GRADE	CREDIT	TYPE
0708360	9-11	1	E, AS

COURSE DESCRIPTION: Successful completion of Spanish II or demonstrated proficiency, and teacher recommendation selected readings. Students' acquisitions of grammatical concepts are strengthened by analyzing reading selections. Contemporary vocabulary stresses real-life applications which are important to foster understanding of everyday life of Spanish-speaking people.

TITLE: SPANISH III FOR SPANISH SPEAKERS

LEVEL: Regular

COURSE #	GRADE	CREDIT	TYPE
0709320	9-11	1	E, AS

SPECIAL NOTE: This course is intended for the native speaker.

COURSE DESCRIPTION: Successful completion of Spanish II or demonstrated proficiency, and teacher recommendation selected readings. Students' acquisitions of grammatical concepts are strengthened by analyzing reading selections. Contemporary vocabulary stresses real-life applications which are important to foster understanding of everyday life of Spanish-speaking people.

TITLE: AICE SPANISH LANGUAGE AS

LEVEL: Advanced

COURSE #	GRADE	CREDIT	TYPE
0708538	11-12	1	E, AS, C

COURSE DESCRIPTION: The Cambridge International AS Level Spanish syllabus enables learners to achieve greater fluency, accuracy and confidence in the language as it is spoken and written, and improve their communication skills. They will learn how to improve their use of Spanish in a variety of situations, understanding how to read texts and other source materials, extract information, initiate conversations and respond to questions both orally and in writing.

TITLE: AICE SPANISH Lang & Literature

LEVEL: Advanced

COURSE #	GRADE	CREDIT	TYPE
0708550	11-12	1	E, AS, C

COURSE DESCRIPTION:

Learners following the Cambridge International A Level Spanish Language & Literatures syllabus will continue to develop a set of transferable skills for understanding and communicating in Spanish. It provides candidates with opportunities to use Spanish with ever increasing levels of sophistication in both everyday situations and contexts requiring the ability to understand topics that are more abstract. Learners build on the essential linguistic skills and cultural insights acquired in previous study in order to prepare for progression to further studies or employment.

TITLE: Latinos in Action

LEVEL: R

COURSE #	GRADE	CREDIT	TYPE
2400310A	10-12	1	E

COURSE DESCRIPTION:

Latinos In Action (LIA) offers an asset-based approach to bridging the graduation and opportunity gap for Latino students, working from within the educational system to create positive change. Our program operates as a year-long elective course taught by a highly-qualified teacher at high school level. The end goal of everything we do is to empower Latino youth to lead and strengthen their communities through college and career readiness.



Academic Advisement

Students Entering Grade 9 in 2023-2024 and Thereafter

What Students and Parents Need to Know

What options lead to a standard diploma?

Successful completion of one of the following options:

- 24 credits
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) curriculum
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway (See section [s.] [1003.4282](#), Florida Statutes [F.S.]

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts (ELA) or a concordant score
- Algebra 1 end-of-course (EOC) or a comparative score

A waiver of assessment results is granted by the Individual Educational Plan (IEP) team for students with disabilities. Additionally, students who have been enrolled in an English for Speakers of Other Languages (ESOL) program for less than two years may meet the requirement for grade 10 ELA by satisfactorily demonstrating grade level expectations of formative assessments.

Refer to [Graduation Requirements for Florida's Statewide Assessments](#) for concordant and comparative scores.

Students enrolled in the following courses must participate in the corresponding EOC assessment, which constitutes 30 percent of their final course grade*:

- Algebra 1
- Geometry
- Biology
- U.S. History

*Special note: Thirty percent not applicable if student is not enrolled in the course but passed the EOC (Credit Acceleration Program [CAP]). (See s. [1008.22](#), F.S.)

Students enrolled in the U.S. Government course, including dual enrollment and AP classes, are required to take the assessment of civic literacy. This score does not impact the student's course grade nor graduation status. However, students earning a passing score on the assessment are exempt from the postsecondary civic literacy assessment required by s. [1007.25](#), F.S.

What is the difference between the 18-credit ACCEL option and the 24-credit option?

- 2.5 elective credits instead of 7.5
- Physical Education is not required

What is the difference between the CTE Pathway option and the 24-credit option?

- At least 18 credits are required
- 3.5 elective credits instead of 7.5
 - 2 credits in CTE courses, must result in a program completion and industry certification
 - 1.5 credits in electives or work-based learning programs; Physical Education is not required
- Fine and Performing Arts, Speech and Debate, CTE or Practical Arts is not required

24-Credit Standard Diploma Requirements

Available To All Students, Including Students With Disabilities

4 Credits ELA
<ul style="list-style-type: none"> • ELA 1, 2, 3, 4 • ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment may satisfy this requirement
4 Credits Mathematics*
<ul style="list-style-type: none"> • One of which must be Algebra 1 and one of which must be Geometry • Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) ** • An identified computer science*** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)
3 Credits Science*
<ul style="list-style-type: none"> • One of which must be Biology, two of which must be equally rigorous science courses • Two of the three required course credits must have a laboratory component • Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology)** • An identified computer science*** credit may substitute for up to one science credit (except for Biology)
3 Credits Social Studies
<ul style="list-style-type: none"> • 1 credit in World History • 1 credit in U.S. History • 0.5 credit in U.S. Government • 0.5 credit in Economics
0.5 Credit in Personal Financial Literacy****
1 Credit Fine and Performing Arts, Speech and Debate, Career and Technical Education, or Practical Arts*
1 Credit Physical Education*
<ul style="list-style-type: none"> • To include the integration of health
7.5 Elective Credits
Students must earn a 2.0 unweighted grade-point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments.

*Eligible courses are specified in the [Florida Course Code Directory](#).

**[Industry certifications](#) for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute for mathematics and science credit.

***A computer science credit may not be used to substitute for both a mathematics and science credit.

****This requirement was added for students entering grade nine 2023-2024 and thereafter.

NOTE: The required credits may be earned through equivalent, applied, or integrated courses or career education courses as defined in s. [1003.01\(2\)](#), F.S., including work-related internships approved by the State Board of Education and identified in the course code directory.

Academic Advisement

Students Entering Grade 9 in 2023-2024 and Thereafter

What Students and Parents Need to Know



Scholar Diploma Designation

In addition to the requirements of s. 1003.4282, F.S., a student must satisfy the following requirements:

- Earn 1 credit in Algebra 2 or an equally rigorous course
- Pass the Geometry EOC
- Earn 1 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC++
- Earn 1 credit in Chemistry or Physics
- Earn 1 credit in a course equally rigorous to Chemistry or Physics
- Pass the U.S. History EOC++
- Earn 2 credits in the same World Language
- Earn at least 1 credit in an AP, IB, AICE or a dual enrollment course

**Special note: A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB or AICE Biology 1 or U.S. History course; takes the respective AP, IB or AICE assessment and earns the minimum college credit.

Industry Scholar Diploma Designation

- Meet standard high school diploma requirements
- Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)

What is CAP?

The CAP allows a student to earn high school credit if the student passes an AP examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include:

- Algebra 1
- Geometry
- Biology
- U.S. History

What are the additional graduation options for students with disabilities?

Students, in collaboration with parents and the IEP team, may choose two additional standard diploma options available only to students with disabilities. Both allow students to substitute a CTE course with related content for one credit in ELA 4, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History). The two options are as follows:

- Students with a most significant cognitive disability may earn credits via access courses and be assessed via an alternate assessment.
- Students enrolled in the academic and employment option must earn at least 0.5 credit via paid employment in addition to meeting the standard diploma graduation requirements.

State University System

Admission into Florida's [State University System](#) (SUS) institutions is competitive. Prospective students should complete a rigorous course of study in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements (credit earned by industry certification does not count for SUS admission):

- High school graduation with a standard diploma, a minimum of a 2.5 GPA and admission test scores meeting minimum college-ready test scores per Board of Governors (BOG) Regulation 6.008
- 16 credits of approved college preparatory academic courses per BOG Regulation 6.002
- 4 English (3 with substantial writing)
- 4 Mathematics (Algebra 1 level and higher)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language or other equivalents)
- 2 approved electives

Florida College System

The 28 colleges of the [Florida College System](#) offer affordable and stackable workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor's degree program. All colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who earned a standard high school diploma, an equivalent diploma or earned college credit.

Career and Technical Colleges and Centers

Florida also offers students 49 accredited career and technical colleges or centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.

[Career, Adult and Technical Education District Postsecondary Institutions](#)

Where is information on financial aid located?

The Florida Department of Education's Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships.

[Office of Student Financial Assistance](#)

For more detailed information on Graduation Requirements visit the Florida Department of Education's webpage at <https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/>.

All requirements in this document are subject to legislative changes.

Certain courses require extra time after school hours and others request that the students provide their own materials to successfully complete the course objectives. In most cases, materials are less expensive when purchased in quantity by the school and supplied to the students for a moderate donation. A student may purchase and supply his/her own materials rather than purchase materials from the school if desired when applicable. All costs are approximate. If a student is unable to pay, the student will not be denied access to full participation in the course. In order to continue to provide the quality of our programs, donations are necessary and accepted.

COURSE	DONATION
Fine Arts	\$30/yr
2D Art 1, 3	\$30/yr
AP Art & Design 2D	\$30/yr
AP Art & Design Draw	\$30/yr
Portfolio development 1 & 2 (ART)	\$30/yr
Creative Photography 1	\$30/yr
Portfolio development 1 & 2 (Photo)	\$30/yr
Pre AICE/Photo2	\$30/yr
AICE A & AS Digital Media and Design	\$30/yr

*Photography 1 students should have a working Camera phone with access to Google Drive and 16GB of space on the device or a digital camera with an SD card and cords. Photoshoots outside of class time should be expected. Students enrolled in **Creative Photography One** will take Photoshop certification.

Students in **Pre AICE Photography/Photography 2** will learn video editing and take the Premier Pro certification.

**For Pre Aice, Portfolio and AICE photography classes, students should have their own Digital camera with full manual controls and SD cards. Students may need a few lens but are not needed to do the work in class. The lens they may want to get are 50mm, 18-55mm, or 24-120mm. If the student does any darkroom work they can supply their own photo paper and film.

Any student that is thinking about AICE or AP Digital Media and Design, is expected to pass the Photoshop certification..

*** Advanced students will need their own Digital camera with full manual controls, SD cards. All photography students are expected to do additional work at home or after school.

###Students have the option to purchase their own supplies in lieu of the contribution. A list will be provided if requested.

Language Arts

Supplementary Materials

Outside reading is required. Vocabulary workbooks are available for purchase from the teacher.

DEBATE, III, IV, V, VI

If you choose to compete, costs will be incurred.

Science

Anatomy & Physiology H \$ 25 year

Biology I/ I Honors	\$16 per year
Chemistry	\$15 per year
Environmental	\$15 per year
Experimental Science H	\$16 per year

In order to provide the students with the most comprehensive laboratory experience, a lab donation is assessed to cover the cost of consumable materials. For students enrolling in more than one science course, one lab donation will be accepted.

Family and Consumer Science

Culinary Operations	\$20 per year
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Other courses require students to provide consumable materials for individual student projects. Students may be given the choice of purchasing materials individually or reimbursing the teacher for obtaining the materials for their use.

Early Childhood Levels 3 and 4 are working on obtaining both the state and national teaching license for early childhood professionals. There are required courses that are mandated for these licenses. Infant, Child, Adult First Aid/CPR,AED certification and Emergent Literacy for VPK Instructors are offered at a reduced rate through the course, but you may pay full price if paying for it on your own. Licenses can not be obtained without these courses.

Physical Education

PE Shirt	\$15
Physical Education Lockers	\$5 per year

Band

Each member of a performing band (Bands I-VI), Jazz Ensembles I-IV, Instrumental Techniques, Instrumental Ensembles and Eurythmics I-IV are asked to participate in fundraising projects for the band's numerous expenses. The average amount each student is asked to raise is \$450. Students and parents are given a minimum of 5 projects to raise money in the fall.

Chorus

A uniform donation is expected for all performing groups. If a student experiences difficulty in meeting the donation to purchase the performance attire, a subsidy program is available.

Technology Education

Communication Courses	\$10 per year
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Bright Futures Eligibility Chart

Refer to the Bright Futures Handbook for complete Bright Futures eligibility criteria at <http://www.FloridaStudentFinancialAid.org/SSFAD/bf/bfmain.htm>. Locate your high school graduation year in Column A to determine the requirements and conditions for your Bright Futures award.



Silver Seal

Student must earn a standard high school diploma and meet one of following requirements...

four (4) foreign language course credits in the same foreign language with a cumulative 3.0 grade point average or higher on a 4.0 scale in those foreign language courses

or

a passing score on any of the nationally recognized examinations found in the chart [here](#)

3 or above on AP Language
4 or above on IB Lang
A-E on AICE

Requirements for Seal of Biliteracy



Gold Seal

Student must earn a standard high school diploma and meet the following two requirements...

- 1) four (4) foreign language course credits in the same foreign language with a cumulative 3.0 grade point average or higher on a 4.0 scale in those foreign language courses

or

a passing score on any of the examinations found in the chart [here](#)

4 or above on AP Language
5 or above on IB Lang
A-D on AICE

- 2) a score at Level 4 or higher on the Grade 10 English Language Arts (ELA) Florida Standards Assessment (FSA)

Criteria for the Award of Credit

A high school student who did not enroll in, or complete, foreign language courses, shall be awarded four (4) foreign language high school course credits, upon attaining at least the minimum score or performance level on the examinations required for the Silver Seal. Foreign Language credits earned through the Seal of Biliteracy are noted on the student's transcript with a grade of "SB". These credits are accepted towards the world language requirement for Florida's State University System, the Bright Futures Scholarship Program and the State's Scholar Diploma Designation; however, the new "SB" grades do not factor into their respective GPA calculations. As the NCAA does not allow for students to "test out" of any portion of a course, these credits are not able to apply towards eligibility requirements. For more information, visit https://www.flrules.org/Gateway/View_notice.asp?id=18701520.

On February 14, 2024, the Florida Legislature unanimously passed House Bill 523, Florida Seal of Fine Arts Program, to encourage fine arts students to develop expertise in the performing or visual arts. The bill was signed into law on April 2, 2024, and will go into effect on July 1, 2024. The Florida Seal of Fine Arts Program was established within the Department of Education to recognize high school graduates who have met

exemplary benchmarks in fine arts coursework. The purpose of the Florida Seal of Fine Arts Program is to encourage students to develop an exemplary level of proficiency in the performing or visual arts.

Pursuant to Section 1003.4321, **Florida Statutes, beginning with the 2024-2025** school year, the Florida Seal of Fine Arts shall be awarded to a high school student who has earned a standard high school diploma; successfully completed at least three year-long courses in dance, music, theatre, or the visual arts with a grade of “A” or higher in each course or earned three sequential course credits in such courses with a grade of “A” or higher in each course; and meets a minimum of two of the following requirements:

1. Successfully completes a fine arts International Baccalaureate, advanced placement, dual enrollment or honors course in the subjects listed in the paragraph above with a grade of “B” or higher.
2. Participates in a district or statewide organization’s juried event as a selected student participant for 2 or more years.
3. Records at least 25 volunteer hours of arts-related community service in his or her community and presents a comprehensive presentation on his or her experiences.
4. Meets the requirements of a portfolio-based program identifying the student as an exemplary practitioner of the fine arts.
5. Receives district, state or national recognition for the creation and submission of an original work of art. The term “work of art” means a musical or theatrical composition, visual artwork, or choreographed routine or performance.

The State Board of Education may establish additional criteria for the award of the Florida Seal of Fine Arts. The Department will begin the rule development process. The Commissioner of Education shall prepare for and provide to each school district an appropriate seal to be affixed to a student’s diploma indicating that the student has been awarded the Florida Seal of Fine Arts and provide appropriate benchmarks in rubric form that are necessary for a school district to successfully implement the program. Each school district shall maintain appropriate records to identify a student who has met the requirements to receive a Florida Seal of Fine Arts, provide the Commissioner of Education with the number of students who have met the requirements to receive the Florida Seal of Fine Arts, affix the appropriate insignia to the student’s diploma, and indicate on the student’s transcript that he or she has earned a Florida Seal of Fine Arts. A school district or the Department may not charge a fee for the Florida Seal of Fine Arts.

What Is the AP Capstone Diploma Program?

AP Capstone™ is a diploma program based on two AP courses: **AP Seminar** and **AP Research**. These yearlong courses focus on developing the critical thinking, research, collaboration, time management, and presentation skills you need for college-level work.

AP Seminar

In this course, you'll learn to consider an issue from multiple perspectives, identify credible sources, evaluate strengths and weaknesses of arguments, and make logical, evidence-based recommendations. You'll investigate a variety of topics through various viewpoints of your choice.

During the course, you'll complete a team project and an individual paper and presentation, as well as take a written end-of-course exam. These components contribute to the overall AP Seminar score.

AP Seminar is a prerequisite for AP Research.

AP Research

In AP Research, you'll explore various research methods and complete an independent research project. Your project can build on a topic, problem, or issue you covered in AP Seminar or on a brand new topic of your own choosing.

At the end of the project, you'll submit your academic paper and present and defend your research findings. These components contribute to the overall AP Research score. There is no end-of-course exam.

Here are some topics that students have chosen to investigate in **AP Seminar**:

- Effect of texting on grammar skills
- Food waste solutions
- Future of the automotive industry
- Importance of voting age and civic participation of teens
- Mathematics behind extreme sports
- Genetically modified organisms
- Role of art in education
- Wealth inequality

Visit the AP Seminar student home page at apstudent.org/seminar

Here are some topics that students have chosen to investigate in **AP Research**:

- 3-D printed prosthetics for amputees
- Algorithm of K-POP music
- Effects of sleep deprivation on academic achievement in teens
- Learning chemistry through musical chords
- Environmental injustice in subsidized housing
- Effect of popular opinion on the implementation of Supreme Court decisions

Visit the AP Research student home page at apstudent.org/research

AP Courses (*Advanced Placement*)

- 0100300** – AP Art History
- 1202310** – AP Calculus AB
- 1202320** – AP Calculus BC
- 0200385** – AP Career Kickstart Cyber
- 0200320** – AP Computer Science A (JAVA)
- 0200335** – AP Computer Science Principles
- 0200385** – AP Cyber 1: Networking
- 2103400** – AP Human Geography
- 2102370** – AP Macroeconomics
- 2102360B** – AP Microeconomics
- 1300330** – AP Music Theory
- 2003421** – AP Physics
- 2107350** – AP Psychology
- 1202305** – AP Pre-Calc
- 1700500** – AP Seminar
- 0104300** – AP Studio Art/ Drawing
- 0109350** – AP Studio Art 2-D Design
- 1210320** – AP Statistics
- 2000340** – Biology – Advanced Placement
- 2003370** – Chemistry – Advanced Placement
- 2001380** – Environmental Science – AP
- 2100330** – AP US History
- 2106420** – U.S. Government & Politics – AP

AICE Courses

(Cambridge Advanced International Certificate of Education)

- 2102324** – AICE Business Studies AS
- 0900500** – AICE Classical Studies AS/A
- 0108400** – AICE Digital Media and Design Photo AS
- 0108410** – AICE Digital Media and Design Photo AL
- 0400346** – AICE Drama AS
- 0400347** – AICE Drama A
- 1001550** – AICE English Lang
- 1005370** – AICE English Literature AS
- 1005375** – AICE English Literature A
- 2001381** – AICE Environmental Management
- 0701393** – AICE French
- 1009400** – AICE General Papers
- 1700364** – AICE Global Perspectives AS
- 1700365** – AICE Global Perspectives A
- 2100490** – AICE International History 1 AS
- 2002515** – AICE Marine Science
- 2002535** – AICE Marine Science II (A level)
- 1100460** – AICE Media Studies AS
- 1100470** – AICE Media Studies A
- 3026025** – AICE PE
- 2107360** – AICE Psychology I AS
- 2108320** – AICE Sociology A
- 0708538** – AICE Spanish Language
- 0708550** – AICE Spanish Lang & Literature
- 1700374** – AICE Thinking Skills A Level
- 2102410** – AICE Travel and Tourism
- 2100500** – AICE US History AS level