

# PROGRAM STUDIES



Cypress Lake High School

6750 Panther Lane

Fort Myers, FL 33919

[cyh.leeschools.net](http://cyh.leeschools.net)



How to use this

# PROGRAM *of* STUDIES

Cypress Lake High School Program of Studies has policies and procedures that are common to all Lee County High School Students. Below, we have listed all of the courses that we hope to offer for the coming school year. We reserve the right to add or discontinue elective and academic classes due to changes in staffing and student demand.

**To navigate** to a specific elective class try using the keyboard shortcut **Ctrl+F** which will bring up a search box where you can enter the name of the course you are choosing to learn more about. Or you can hyperlink to the categories below:

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## **ACADEMICS**

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For a list of high school academic plans in Lee County, click [HERE](#).



# Graduation Requirements

## Students Entering Grade Nine in the 2014-2015 School Year and Forward Academic Advisement Flyer—What Students and Parents Need to Know

### What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit option
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

### What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts or a concordant score
- Algebra I end-of-course (EOC); the results constitute 30 percent of the final course grade\* or a comparative score.

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

Students must participate in the EOC assessments; the results constitute 30 percent of the final course grade\*. These assessments are in the following subjects:

- Biology I
- U.S. History
- Geometry

\*Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC.

### What is the credit acceleration program (CAP)?

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

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

### What are the graduation requirements for students with disabilities?

Two options are available only to students with disabilities. Both require the 24 credits listed in the table, and both allow students to substitute a career and technical education (CTE) course with related content for one credit in ELA IV, mathematics, science and social studies (excluding Algebra I, Geometry, Biology I and U.S. History).

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least 0.5 credit via paid employment.

### What are the requirements for the 24-credit standard diploma option?

<b>4 Credits English Language Arts (ELA)</b>
<ul style="list-style-type: none"> <li>• ELA I, II, III, IV</li> <li>• ELA honors, AP, AICE, IB and dual enrollment courses may satisfy this requirement.</li> </ul>
<b>4 Credits Mathematics</b>
<ul style="list-style-type: none"> <li>• One of which must be Algebra I and one of which must be Geometry.</li> <li>• Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry).</li> </ul>
<b>3 Credits Science</b>
<ul style="list-style-type: none"> <li>• One of which must be Biology I, two of which must be equally rigorous science courses.</li> <li>• Two of the three required credits must have a laboratory component.</li> <li>• An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I).</li> <li>• An identified rigorous computer science course with a related industry certification substitutes for up to one science credit (except for Biology I).</li> </ul>
<b>3 Credits Social Studies</b>
<ul style="list-style-type: none"> <li>• 1 credit in World History</li> <li>• 1 credit in U.S. History</li> <li>• 0.5 credit in U.S. Government</li> <li>• 0.5 credit in Economics with Financial Literacy</li> </ul>
<b>1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts<sup>†</sup></b>
<b>1 Credit Physical Education<sup>†</sup></b>
<ul style="list-style-type: none"> <li>• To include the integration of health</li> </ul>
<p><sup>†</sup> Special note: Eligible courses and eligible course substitutions are specified in the <a href="#">Florida Course Code Directory</a>.</p>
<b>8 Elective Credits</b>
<b>1 Online Course Within the 24 Credits</b>
<ul style="list-style-type: none"> <li>• Students must meet the state assessment requirements (see left column).</li> <li>• Students must earn a 2.0 grade point average on a 4.0 scale.</li> </ul>



# Graduation Requirements

## What are the requirements for standard diploma designations?

Diploma Designations
<p style="text-align: center;"><b>Scholar Diploma Designation</b></p> <p>In addition to meeting the 24-credit standard high school diploma requirements, a student must meet the following requirements:</p> <ul style="list-style-type: none"><li>▪ Earn 1 credit in Algebra II;</li><li>▪ Pass the Geometry EOC;</li><li>▪ Earn 1 credit in statistics or an equally rigorous mathematics course;</li><li>▪ Pass the Biology I EOC;</li><li>▪ Earn 1 credit in chemistry or physics;</li><li>▪ Earn 1 credit in a course equally rigorous to chemistry or physics;</li><li>▪ Pass the U.S. History EOC;</li><li>▪ Earn 2 credits in the same world language; and</li><li>▪ Earn at least 1 credit in AP, IB, AICE or a dual enrollment course.</li></ul> <p>A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student</p> <ul style="list-style-type: none"><li>▪ Takes the respective AP, IB or AICE assessment; and</li><li>▪ Earns the minimum score to earn college credit.</li></ul>
<p style="text-align: center;"><b>Merit Diploma Designation</b></p> <ul style="list-style-type: none"><li>▪ Meet the standard high school diploma requirements</li><li>▪ Attain one or more industry certifications from the list established (per section 1003.492, Florida Statutes [F.S.]).</li></ul>

## Can a student who selects the 24-credit program graduate early?

Yes, a student who completes all of the 24-credit program requirements for a standard diploma may graduate in fewer than eight semesters.

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

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

All other graduation requirements for a 24-credit standard diploma must be met (per s. 1003.4282(3)(a)-(e), F.S.).

## Where is information on Bright Futures Scholarships located?

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, visit [Florida Bright Futures Scholarship Program](#).

## What are the public postsecondary options?

State University System (SUS)
<p>Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum 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):</p> <ul style="list-style-type: none"><li>▪ High school graduation with a standard diploma</li><li>▪ Admission test scores</li><li>▪ 16 Credits of approved college preparatory academic courses<ul style="list-style-type: none"><li>○ 4 English (3 with substantial writing)</li><li>○ 4 Mathematics (Algebra I level and above)</li><li>○ 3 Natural Science (2 with substantial lab)</li><li>○ 3 Social Science</li><li>○ 2 World Language (sequential, in the same language)</li></ul></li><li>▪ 2 Approved electives</li></ul> <p style="text-align: right;"><a href="#">State University System of Florida</a></p>
The Florida College System
<p>The 28-member Florida College System offers career-related certificates and Associate in Science degrees that prepare students to go directly into the workforce, as well as Associate of Arts degrees that prepare students to transfer to a bachelor's degree program. Many also offer baccalaureate degrees in high-demand fields. The Florida College System has an open-door policy enabling students who have earned a standard high school diploma, high school equivalency diploma or have demonstrated success in postsecondary coursework to be admitted to an associate degree program.</p> <p style="text-align: right;"><a href="#">Division of Florida Colleges</a></p>
Career and Technical Centers
<p>Florida also offers students 48 accredited career and technical 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.</p> <p style="text-align: right;"><a href="#">Secondary Career and Technical Education Directors</a></p>

## Where is information on financial aid located?

The Florida Department of Education Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships. To learn more, visit [Office of Student Financial Assistance](#).

# ART

## ADVANCED PLACEMENT (AP) STUDIO ART/2-D DESIGN PORTFOLIO

### 1 Credit

This Advanced Placement course is intended to address a very broad interpretation of two-dimensional (2-D) design issues. This type of design involves purposeful decision-making about how to use the elements and principles of art in an integrative way. It is for the advanced student who wishes to seek AP credit through submitting a Portfolio of work for consideration by the College Board.

## AP STUDIO ART TWO-DIMENSIONAL DESIGN PORTFOLIO INNOVATION

### 1 Credit

This course is a CAPE Innovation course under Sections 1003.4203 and 1008.44, Florida Statutes. In addition to the Advanced Placement content and examinations, this course includes career performance expectations, specifically, the attainment of the Adobe Certified Associate (ACA) Visual Communication using Adobe Photoshop (new Creative Cloud version only) certification

## TWO-DIMENSIONAL STUDIO ART 1

### 1 Credit

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.

## TWO-DIMENSIONAL STUDIO ART 2

### 1 Credit

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 artist's 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.

## TWO-DIMENSIONAL STUDIO ART 3 HONORS

### 1 Credit

Students produce works that show evidence of developing craftsmanship and quality in the composition. Through the critique process, students evaluate and respond to their own work and that of their peers. Through a focused investigation of traditional techniques, historical and cultural models, and individual expressive goals, students begin to develop a personal art style.

## CERAMICS/POTTERY 1

### 1 Credit

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

## CERAMICS/POTTERY 2

### 1 Credit

Students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Ceramic and/or pottery artists experiment with and manipulate space-producing devices, including



overlapping, transparency, interpenetration, vertical and horizontal axis, inclined planes, disproportionate scale, fractional or abstracted representation, and spatial properties of the structural art elements. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works.

## DRAWING 1

### 1 Credit

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

## PAINTING 1

### 1 Credit

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in painting. Students practice, 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.

## PORTFOLIO DEVELOPMENT: DRAWING HONORS

### 1 Credit

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. The specific curricula, with goals and assignments, for these courses, are written by the student with input by the instructor. This course is designed to be highly individualized programs of studio experiences. The work done in this course is evaluated in a variety of ways including extensive self-critiques. It is recommended that department head and teacher approval be given before the student is admitted into this course.

## PORTFOLIO DEVELOPMENT: DRAWING HONORS

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## PORTFOLIO DEVELOPMENT: TWO-DIMENSIONAL DESIGN HONORS

### 1 Credit

This is an advanced level course in portfolio preparation. Students will concentrate in producing quality works for selection/ preparation/presentation in a portfolio format. Artists may work in, but are not limited to, content in drawing, painting, printmaking, mixed media, traditional photography, digital photography, and/or new media and emerging technologies that demonstrate understanding of design principles as applied to a 2-dimensional surface. The student will be required to participate in various critiques, evaluations and exhibitions. The ultimate goal of this course is to complete a finished portfolio.

## PORTFOLIO DEVELOPMENT: THREE-DIMENSIONAL DESIGN HONORS

### 1 Credit

Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in clay, wood, wire, glass, metal, jewelry, fabrics/fibers, fashion design, green design, industrial design, and/or objects for interior design or architecture that integrate 3-dimensional design issues in a purposeful way.

## **SCULPTURE 1**

### **1 Credit**

Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Students in the sculpture studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group

# **BUSINESS, MANAGEMENT & ADMINISTRATION**

## **OJT – BUSINESS COOPERATIVE EDUCATION**

### **Multiple Credits**

This method of instruction provides job training for clerical, secretarial, accounting and business administration occupational areas. The program must be taken in conjunction with an advanced business education course and is supervised by the Business Cooperative teacher. Students must provide their own transportation to and from work.

## **BUSINESS MANAGEMENT & LAW**

### **1 Credit**

This course is designed to provide an introduction to business management techniques. Topics include human relations, decision making, communication techniques, business law concepts, and characteristics of the American enterprise system.

## **BUSINESS OWNERSHIP**

### **1 Credit**

The purpose of this course is to prepare students as entrepreneurs, present entrepreneurship as a career path that is worth consideration, provide students with the skills needed to realistically evaluate their potential as a business owner, and develop the fundamental knowledge and skills necessary to start and operate a business.

## **DIVERSIFIED CAREER TECHNOLOGY PRINCIPLES**

### **1 Credit**

This course is designed to enable each student to demonstrate employability skills; environmental, health, and safety skills; professional, legal, and ethical responsibilities; financial skills; leadership skills; communication skills; human resources and labor skills; America's economic principles; entrepreneurship principles; relate planning methods to life and career goals; and use of industry/technology principles in the workplace. A first occupational completion point will be met upon completion of DCT Principles and one credit of DCT OJT - Data Codes: A through P (see Major Concepts/Content section for list).

# **COMPUTER EDUCATION**

## **ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES**

### **1 Credit**

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 is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society, and the world.

# DANCE

## DANCE TECHNIQUES 1

### 1 Credit

Students 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.

## DANCE TECHNIQUES 2

### 1 Credit

Students in Dance Techniques II 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.

## DANCE TECHNIQUES 3 HONORS

### 1 Credit

This course is 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.

## DANCE TECHNIQUES 4 HONORS

### 1 Credit

The purpose of this course is to enable students to further develop advanced knowledge and skills in varied dance styles through acquisition and improvement of technique, choreographic process, aesthetic elements, performance quality, and expressive range. Emphasis shall be placed on staging techniques through independent work in solo and group choreography, culminating in a final performance project.

## BALLET 1

### 1 Credit

The purpose of this course is to acquire knowledge and skills in basic ballet techniques. Acquisition of technique should be stressed. 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.

## BALLET 2

### 1 Credit

Students develop intermediate-level classical dance techniques and terminology associated with the traditional class structure of ballet. 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.

## BALLET 3

### 1 Credit

Students broaden their classical dance techniques and terminology associated with the traditional class structure of ballet. 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.

## BALLET 4 HONORS

### 1 Credit

Students are challenged in their application of classical dance techniques and terminology associated with the traditional class structure of ballet. 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.

## DANCE CHOREOGRAPHY/PERFORMANCE 1

### 1 Credit

Students explore key concepts of dance making with a focus on improvisation, composition, and choreographic processes and principles. Students study the works and creative techniques of highly respected choreographers in varied performance genres. They also examine the social, political, and cultural forces that influenced significant or exemplary works, and consider the innovations that came out of them.



## **DANCE CHOREOGRAPHY/PERFORMANCE 2 HONORS**

### **1 Credit**

Students explore key concepts of designing dance works with a focus on improvisation, composition, and choreographic processes and principles. Students study the works and creative techniques of highly respected choreographers in varied performance genres as guidance and a source of inspiration. They also examine the social, political, and cultural forces that influenced their works, and consider the innovations that came out of them.

## **DANCE REPERTORY 1**

### **1 Credit**

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.

## **DANCE REPERTORY 2**

### **1 Credit**

**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.**

## **DANCE REPERTORY 3 HONORS**

### **1 Credit**

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.

## **DANCE REPERTORY 4 HONORS**

### **1 Credit**

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. 181

## **DANCE HISTORY/AESTHETICS 1**

### **1 Credit**

Students study the global origins and influences of dance forms and styles of the 20th and 21st centuries. Students analyze, assess, discuss, and write about dance performances.

# **DRIVER EDUCATION**

## **DRIVER EDUCATION/TRAFFIC SAFETY CLASSROOM**

### **.5 Credit**

The purpose of this classroom course is to introduce students to the highway transportation system and to teach strategies that will develop driving knowledge related to today's and tomorrow's motorized society. It will also provide an in-depth study of the scope and nature of accident problems and their solutions. Successful completion of this course fulfills all requirements needed to obtain a Driver's Permit.

# ENGLISH/LANGUAGE ARTS

## ENGLISH 1

### 1 Credit

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

## ENGLISH HONORS 1

### 1 Credit

The purpose of this course is to provide grade 9 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.

## ENGLISH 2

### 1 Credit

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

## ENGLISH HONORS 2

### 1 Credit

The purpose of this course is to provide grade 10 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.

## ENGLISH 3

### 1 Credit

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

## ENGLISH 3 HONORS

### 1 Credit

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.

## ENGLISH 4

### 1 Credit

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.

## ENGLISH HONORS 4

### 1 Credit

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.

## ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION

### 1 Credit

The course provides 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. The content includes that specified by the Advanced Placement Program.

## ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION

### 1 Credit

This course includes instruction in the careful reading of literary works. Through such study, students develop their feeling for language and their understanding of the craft of writing. Students will examine individual works of literature in terms of language, characters, action, themes, structures, meanings and values. Writing assignments, while focusing upon the critical analysis of literature, will also include exercises in exposition, argument, personal narrative, and/or stories, poems or plays. The content includes that specified by the advanced placement program.



## CREATIVE WRITING 1

### **.5 Credit**

The purpose of this course is to enable students to develop and use grade 9-10 writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing.

## CREATIVE WRITING 2

### **.5 Credit**

The purpose of this course is to enable students to develop and use grade 11-12 writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing.

## HUMANITIES SURVEY

### **.5 Credit**

The purpose of this course is to enable students to survey major creative expressions of the cultural heritage of selected civilizations through study of the arts and their connections to areas such as literature, history, philosophy, and religion. Emphasis will be on the impact of cultural heritage on contemporary society and culture.

## READING

### **1 Credit**

The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text and is removed as the reading and writing abilities of students improve over time.

## SOCIAL MEDIA

### **.5 Credit**

The purpose of this course is to enable students to develop fundamental skills in the use of social media across print, multimedia, web, and broadcast platforms, including ethical and legal uses.

## SPEECH 1

### **.5 Credit**

These courses provide students with an introduction to the skills and forms of both formal and informal oral communication. Major instructional areas will include forms of oral communication, techniques of group discussion, techniques of effective listening, analysis of audience and techniques of public speaking.

## SPEECH 2

### **.5 Credit**

These courses provide students with an introduction to the skills and forms of both formal and informal oral communication. Major instructional areas will include forms of oral communication, techniques of group discus

# EXCEPTIONAL STUDENT EDUCATION

## LEARNING STRATEGIES

### **1 Credit**

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

## ACCESS ENGLISH 1 and 2

### 1 Credit

The content in this course is intended to develop or expand the student's understanding of: The reading process, literary analysis, the writing process, writing applications, communication, information and media literacy

## ACCESS ENGLISH 3 and 4

### 1 Credit

The purpose of this course is to develop or expand further the student's understanding of the concepts and content in Access English 1-2

## ACCESS GEOMETRY

### 1 Credit

The purpose of this course is to develop the geometric concepts and processes that can be used to analyze and solve a variety of routine and non-routine real-world and mathematical problems. The content should include, but not be limited to the following:

- Content-related vocabulary
- Attributes of lines, planes and solids
- Properties of size, shape, position and space
- Variables and their impact on outcomes
- Varied solution strategies to solve real-world problems

## ACCESS LIBERAL ARTS MATH

### 1 Credit

The purpose of this course is to develop the algebraic and geometric concepts and processes that can be used to analyze and solve a variety of routine and non-routine real-world and mathematical problems. The content should include, but not be limited to, the following:

- Operations using real numbers in real-world problems
- Patterns, relations, and functions, including tables, sequences, and graphs
- Graphs to summarize data and predict outcomes
- Variables and their impact on outcomes
- Properties of size, shape, position, and space
- Varied solution strategies to solve real world problems

## ACCESS ALGEBRA

### 1 Credit

The purpose of this course is to develop the algebraic concepts and processes that can be used to analyze and solve a variety of routine and non-routine real-world and mathematical problems. The content should include, but not be limited to, the following:

- Content-related vocabulary
- Operations using real numbers in real-world problems
- Patterns, relations, and functions, including tables, sequences, and graphs
- Graphs to summarize data and predict outcomes
- Variables and their impact on outcomes
- Varied solutions strategies to solve real-world problems

## ACCESS ALGEBRA 1B

### 1 Credit

The purpose of this course is to develop the algebraic concepts and processes that can be used to analyze and solve a variety of routine and non-routine real-world and mathematical problems. The content should include, but not be limited to, the following:

- Content-related vocabulary
- Operations using real numbers in real-world problems
- Patterns, relations, and functions, including tables, sequences, and graphs
- Graphs to summarize data and predict outcomes
- Ratios
- Variables and their impact on outcomes
- Varied solution strategies to solve real-world problems



## ACCESS ALGEBRA 2

### 1 Credit

The purpose of this course is to develop the algebraic concepts and processes that can be used to analyze and solve a variety of routine and non-routine real-world and mathematical problems. The content should include, but not be limited to, the following:

- Content-related vocabulary
- Operations using real numbers in real-world problems
- Patterns, relations, and functions, including tables, sequences, and graphs
- Graphs to summarize data and predict outcomes
- Ratios
- Variables and their impact on outcomes
- Varied solution strategies to solve real-world problems

## SPECIALLY DESIGNED PHYSICAL EDUCATION

### .5 Credit

The purpose of this course is to provide opportunities for students with disabilities to develop motor skills and to participate in various physical activities that may be modified to meet individual needs.

## ACCESS HOPE

### 1 Credit

The content of this course is to develop or expand the student's understanding of: Physical Activity, Components of Physical Fitness, Nutrition and Wellness Planning, Diseases and Disorders, Health Advocacy, First Aid/CPR, Alcohol, Tobacco, and Drug Prevention, Human Sexuality, including Abstinence and HIV, Cognitive Abilities, Lifetime Fitness, Movement, and Responsible Behaviors and Values.

## ACCESS CHEMISTRY

### 1 Credit

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of Chemistry. Understanding the characteristics of and dynamic relationship between the building blocks of matter, life, and the environment improves the ability to predict how we impact our surroundings and prepares us to respond to and interact with the forces and objects of nature. The content should include, but not be limited to:

- Scientific investigation
- Physical and chemical properties of matter
- Physical and chemical changes of matter
- Atomic theory
- Chemical patterns and periodicity
- Conservation of energy
- Interaction of matter and energy
- Properties of fundamental forces

## ACCESS BIOLOGY I

### 1 Credit

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of Biology. Understanding the diverse characteristics of and dynamic relationship between life forms, processes, and the environment improves the ability to predict how we develop, maintain health, and impact our surroundings. The content of this course should include, but not be limited to:

- Biological processes
- Cell structure and function
- Health-related issues and concerns
- Physiological processes
- Characteristics and classifications of plants and animals.
- Plant and animal development, adaptation, and inter-relationships
- Plant, animal, and environment inter-relationships
- Renewable and non-renewable resources
- Scientific investigation

## ACCESS EARTH/SPACE SCIENCE

### 1 Credit

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of Earth/Space Science. Understanding the dynamic relationship between the environment, the earth and the universe improves the ability to predict how we impact our surroundings and prepares us to respond to and interact with the forces and objects of nature. The content should include but not be limited to:

- Earth systems, structures, and processes
- Natural forces and their effect on Earth and the universe
- The transfer of energy and matter
- The dynamic nature of the geosphere
- The water cycle, weather, and climate
- Investigative methodology
- Renewable and non-renewable energy resources

## ACCESS INTEGRATED SCIENCE 1

### 1 Credit

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of Integrated Science. Understanding the characteristics of and dynamic relationship between energy, matter, life and the environment improves the ability to predict how we impact our surroundings and prepares us to respond to and interact with the forces and objects of nature. The content should include, but not be limited to:

- Biological, physical, and chemical characteristics of matter
- Characteristics of energy transmission
- Practical application of electric and magnetic phenomena
- Interaction of matter and energy
- Characteristics of life
- Equilibrium of Earth's biotic community

## ACCESS PHYSICAL SCIENCE

### 1 Credit

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of physical science. Understanding the characteristics of and dynamic relationship between the building blocks of energy, motion, and matter, and how we react to and impact our surrounding with the forces and objects of nature. The content should include, but not be limited to:

- Scientific investigation
- Energy conservation and transformation
- Atomic energy and nuclear energy
- How motion is measured
- Gravity
- Gases
- What matter is comprised of

## ACCESS HEALTH AND SAFETY: 9-12

### 1 Credit

The purpose of this course is to provide knowledge of the concepts of health and safety to enable students with disabilities to function at their highest levels and prepare to participate effectively in post-school adult living and the world of work.

## ACCESS US GOVERNMENT

### 1 Credit

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of US Government. The purpose of this course content is intended to develop or expand the student's understanding of: origins and purposes of government, law, and the American political system; roles, rights, and responsibilities of US citizens; principals, functions and organization of government; foreign policy, and migration of human populations.

## ACCESS U.S. HISTORY

### 1 Credit

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of US history. The purpose of this course content is intended to develop or expand an understanding of US History, US War History, economics, politics, geography, cultural history, trade, transportation, and technology.



## **ACCESS WORLD HISTORY**

### **1 Credit**

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of World History. It is intended to give students access to the standards associated with World History, and to expand student's knowledge and understanding of major events that have impacted the world. 200

## **ACCESS ECONOMICS WITH FINANCIAL LITERACY**

### **.5 Credit**

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of economics and financial literacy. It is intended to develop or expand the student's understanding of the fundamental concepts of local, national and international economics; maps and geographic representations; physical and cultural characteristics of places; relationships between the earth's ecosystems and the population on earth.

## **GENERAL ELECTIVES**

### **INTRODUCTION TO DANCE**

#### **.5 Credit**

Students in this semester-long, entry-level courses, designed for those having no prior dance instruction, learn introductory information regarding: (1) the role of dance(s) in history and culture; (2) a variety of dance styles, which may include modern, ballet, jazz, folk, tap, hip-hop and various world dance styles; and, (3) the body, major bone and muscle groups, how they function in dance movements, and the importance of proper health and nutrition. Students will apply requisite knowledge via exploration and performance of various styles. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside of 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.

### **PERSONAL CAREER SCHOOL DEVELOPMENT SKILLS 1**

#### **1 Credit**

The purpose of this course is to provide students who have been designated as at-risk of dropping out of high school with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community. Through enrollment in this class, students (and their families) are connected with public and private health, employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of higher education also join the partnership by providing interns, tutors, mentors and scholarships.

### **PERSONAL CAREER SCHOOL DEVELOPMENT SKILLS 2**

#### **1 Credit**

The purpose of this course is to provide students who have been designated as at-risk of dropping out of high school with varied experiences in continuing to achieve success in school, personal growth through individual and group processes, and improved attitudes and behaviors towards learning, self, school, and community. Through enrollment in this class, students (and their families) are connected with public and private health employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of higher education also join the partnership by providing interns tutors, mentors and scholarships.

## **JROTC – MILITARY SCIENCE**

### **ARMY: LEADERSHIP EDUCATION & TRAINING 1**

#### **1 Credit**

The purpose of this course is to enable students to develop knowledge of the history, customs, traditions, and purpose of the Army JROTC. The course includes development of basic leadership skills including leadership principles, values, and

attributes. Students should master appreciation for diversity. Active learning strategies are integrated throughout the course with an emphasis on writing skills and oral communication techniques. Financial planning as well as physical fitness, diet, nutrition, healthy lifestyles, awareness of substance abuse and prevention, and basic first aid measures are included. An overview of the globe and geography and basic map reading skills are incorporated. A study of the United States Constitution, Bill of Rights, responsibilities of United States citizens, and the federal justice system is also provided.

## **ARMY: LEADERSHIP EDUCATION & TRAINING 2**

### **1 Credit**

The purpose of this course is to enable students to expand on skills taught in Leadership Education and Training I. This course introduces the concepts of equal opportunity, fair treatment of minorities, and prevention of sexual harassment. It provides instruction on leadership skills, leadership theories, as well as the basic principles of management. It provides self-assessments that help students determine their skill sets and opportunities to teach using accepted principles and methods of instruction. It emphasizes community projects to assist in drug prevention efforts. It also includes dietary guidelines, fitness, and map-reading and orienteering skills. It discusses the significant events that helped shape and develop the Constitution and government and teaches the role of political parties in the election process.

## **ARMY: LEADERSHIP EDUCATION & TRAINING 3**

### **1 Credit**

The purpose of this course is to enable students to expand on the skills taught in Leadership Education and Training II. This course allows cadets to investigate the interrelationships of the services while they continue to build their leadership development and decision-making skills. It includes negotiation skills and management principles. It emphasizes staff procedures and opportunities to handle various leadership situations as well as prevent violence and manage anger. The research, identification, planning, and execution of service learning activities are included. This course gives cadets the opportunity to create a career portfolio and plan for college or work. Financial management principles are studied. Skills for orienteering and/or land navigation are developed. The course also includes studies in the federal judicial system and how historical events have shaped social systems.

## **ARMY: LEADERSHIP EDUCATION & TRAINING 4**

### **1 Credit**

The purpose of this course is to enable students to expand on the skills taught in Leadership Education and Training III. This course focuses on creating a positive leadership situation, negotiating, decision making, problem solving, team development, project management, and mentoring. Students will demonstrate leadership potential in an assigned command or staff position within the cadet battalion organizational structure. The course teaches cadets how to use emotional intelligence in leadership situations as well as how to maintain a positive attitude. It provides instruction on etiquette, daily planning, financial planning, and careers. It includes requirements for the practical application of leadership duties. It emphasizes physical fitness through healthy individual and group competition. The interactions between groups of people and how they affect the area's cultural, economic, and political characteristics are discussed. Concepts of democracy and freedom and their influence on local governments are also included.

# **MATHEMATICS**

## **ADVANCED TOPICS IN MATHEMATICS**

### **1 Credit**

The purpose of this course is to enable students to extend their knowledge of functions, strengthen their mathematical proficiency, and develop skills necessary for subsequent college preparatory mathematics courses. Areas of focus in Advanced Topics in Mathematics include, but are not limited to, an in depth look at functions, the complex number system, matrices, vectors, arithmetic and geometric sequences, probability and statistics, data analysis, trigonometric functions and the unit circle, and surface area and volume of solid geometric figures.

## **ALGEBRA 1**

### **1 Credit**

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas 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 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 2

### 1 Credit

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms.

## ADVANCED PLACEMENT CALCULUS AB

### 1 Credit

AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. 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.

## ADVANCED PLACEMENT CALCULUS BC

### 1 Credit

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 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. This course may be taken as a paired IB course in preparation for the Higher Level Math exam.

## GEOMETRY

### 1 Credit

The fundamental purpose of 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. The Standards for Mathematical Practice apply throughout and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The course includes topics on congruence, constructions, proof, similarity, trigonometry, measurement, circles, and coordinate geometry.

## GEOMETRY HONORS

### 1 Credit

The fundamental purpose of 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. The Standards for Mathematical Practice apply throughout and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The course includes topics on congruence, constructions, proof, similarity, trigonometry, measurement, circles, conics, and coordinate geometry.

## INTENSIVE MATHEMATICS

### Multiple Credits

The purpose of this course is to enable students to develop mathematics skills and concepts through remedial instruction and practice outside their regular mathematics instruction. The course is tailored to meet the needs of individual students, and is aligned to appropriate benchmarks for students to work toward mastery of grade level or course standards.

## LIBERAL ARTS MATH 1

### 1 Credit

The purpose of this course is to enable students to strengthen algebraic and geometric concepts and skills necessary for further study of mathematics. Students will move toward mastery of algebraic benchmarks including linear and quadratic functions, graphing, and statistical modeling. In addition, students will work on geometric concepts that include congruence, similarity, measurement, trigonometry, and circles.



## MATH FOR COLLEGE READINESS

### 1 Credit

This course is targeted for grade 11 and 12 students, who need some additional instruction in content to prepare them for success in college level mathematics. This course incorporates the Florida Standards for Mathematical Practices as well as the following Florida Standards for Mathematical Content: Expressions and Equations, The Number System, Functions, Algebra, Geometry, Number and Quantity, Statistics and Probability, and the Florida Standards for High School Modeling. The standards align with the Mathematics Postsecondary Readiness Competencies deemed necessary for entry-level college courses.

## PRE-CALCULUS HONORS

### 1 Credit

Pre-calculus combines the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus and strengthens students' conceptual understanding of problem solving mathematical reasoning. Course topics include an expanded understanding of logarithms, exponential functions, and polynomial functions, applications of trigonometric identities and trigonometric functions, polar coordinates, complex numbers, conic sections, vectors, and limits.

## PROBABILITY AND STATISTICS WITH APPLICATIONS HONORS

### 1 Credit

This course designed to introduce the methods used in the field of applied statistics. Students will study techniques for collecting, displaying, and interpreting data, understand statistics as it relates to a population, and use probability to make predictions.

## PRE-CALCULUS HONORS

### 1 Credit

Pre-calculus combines the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus and strengthens students' conceptual understanding of problem solving mathematical reasoning. Course topics include an expanded understanding of logarithms, exponential functions, and polynomial functions, applications of trigonometric identities and trigonometric functions, polar coordinates, complex numbers, conic sections, vectors, and limits.

## ADVANCED PLACEMENT STATISTICS

### 1 Credit

The content of this course should include, but not be limited to the: exploratory data: observing patterns, and departures from patterns; planning of a study: deciding what and how to measure; anticipating patterns in advance: producing models using probability and simulation; statistical inference: confirming models. Students in this course will sit for the AP Statistics exam.

# MEDIA

## ADVANCED DIGITAL MEDIA SYSTEMS - PANTHER 4 NEWS

### 1 Credit

*Level 4 course:* This course covers advanced technologies and environments typical in robust digital media applications, including live and pre-recorded scenarios. Students will learn competencies in special effects lighting, use of equipment, digital audio and video recording and editing operations, television production and programming, and online research.

## ADVANCED PLACEMENT (AP) PHOTOGRAPHY- STUDIO ART/2-D PORTFOLIO

### 1 Credit

*Level 2 course:* This Advanced Placement course is intended to address a very broad interpretation of photographic and digital design issues. This type of design involves purposeful decision-making about how to use the elements and principles of art in an integrative way. It is for the advanced student who wishes to seek AP credit through submitting a Portfolio of work for consideration by the College Board.

## CREATIVE PHOTOGRAPHY I

### 1 Credit

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 and may use a variety of media and materials. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works.

## CREATIVE PHOTOGRAPHY 2

### 1 Credit

*Level 2 course:* Students experiment with a variety of photographic media and techniques, and make connections with historical and contemporary photographers to develop a focused body of work. This course may include, but is not limited to, researching the history of photography, making connections to contemporary and community photographers, critiquing with varied techniques, and experimenting with a variety of photographic media. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works.

## DIGITAL DESIGN I

### 1 Credit

This course is designed to develop basic entry-level skills required for careers in the digital publishing industry. The content includes computer skills; digital publishing concepts and operations, layout, design, and measurement activities; decision-making activities, and digital imaging, as well as communication, collaboration and decision-making activities; critical thinking; and problem solving.

## DIGITAL DESIGN 2

### 1 Credit

*Level 2 course:* This course continues the development of basic entry-level skills required for careers in the digital publishing industry. The content includes computer skills; digital publishing operations; layout, design, and measurement activities; and digital imaging as well as communication, collaboration and decision-making activities; critical thinking; and problem solving.

## DIGITAL DESIGN 3

### 1 Credit

*Level 3 course:* This course continues the development of industry-standard skills required for careers in the digital publishing industry. The content includes the use of a variety of software and equipment to perform digital publishing and digital imaging activities, as well as communication, collaboration and decision-making activities; critical thinking; and problem solving.

## DIGITAL DESIGN 4

### 1 Credit

*Level 4 course:* This course continues the development of industry-standard skills required for careers in the digital publishing industry. The content will include the use of a variety of software and equipment including digital video cameras and video/audio editing software.

## DIGITAL INFORMATION TECHNOLOGY

### 1 Credit

This course is designed to provide an introduction to information technology concepts and careers as well as the impact information technology has on the world, people, and industry and basic web design concepts. The content includes information technology career research: operating systems and software applications; electronic communications including 3-mail and Internet services: basic HTML, DHTML, and XML web commands and design; and emerging technologies, and Web page design.

## DIGITAL MEDIA FUNDAMENTALS

### 1 Credit

*Level 1 course:* This course introduces students to the essential concepts, components, terminology, and knowledge about digital media, software applications, and delivery systems. Students explore the terminology, techniques, and applications of digital imaging to create original work. Students produce videos through the use of computers, digital cameras, scanners, photo editing software, drawing and painting software, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

## DIGITAL MEDIA PRODUCTION SYSTEMS

### 1 Credit

*Level 2 course:* This course introduces students to the digital video and audio authoring environments, equipment, and software applications. Content includes management aspects of creating, saving, and distributing digital assets. This course covers competencies in safety, lighting, basic television production equipment, broadcast script interpretation, teamwork, research and audio and video editing.

## DIGITAL MEDIA DELIVERY SYSTEMS - PANTHER 4 NEWS

### 1 Credit

*Level 3 course:* This course introduces students to the digital video and audio delivery media and associated protocols. Content includes technical aspects of evolving and emerging technologies used in the delivery of digital content. This course covers competencies in staging, lighting, equipment use, and scripts. Students will work to produce the Panther 4 News program.

## FOUNDATIONS OF WEB DESIGN

### 1 Credit

This course is designed to provide students with opportunities to acquire and apply foundational skills related to web design. It will include website planning and the design process including learning to create basic web pages.

## 3D ANIMATION TECHNOLOGY

### 1 Credit

The purpose of this program is to prepare students for employment in 3-D animation. The content includes practical experiences in 3-D Animation design and production. Specialized skills including video editing, audio features, and animation and authoring software are used to produce a variety of multimedia productions.

## GAME & SIMULATION DESIGN

### 1 Credit

*Level 2 course:* This course covers fundamental principles of designing a game or a simulation application, rules and strategies of play, conditional branching, design and development constraints, use of sound and animation, design tools, and implementation issues. The content includes market research, product design documentation, storyboarding, proposal development, and presentation of a project report. Emphasis is placed on the techniques needed to develop well-documented, structured game or simulation programs. Extensive use is made of evaluating and analyzing existing games or simulations.

## GAME & SIMULATION FOUNDATIONS

### 1 Credit

*Level 1 course:* This course is designed to provide an introduction to game and simulation concepts and careers, the impact game and simulation has on society and industry, and basic game/simulation design concepts such as rule design, play mechanics, and media integration. This course compares and contrasts games and simulations, key development methodologies and tools, careers, and industry-related information. This course also covers strategies, processes, and methods for conceptualizing a game or simulation application; storyboarding techniques; and development tools.

## USER INTERFACE WEB DESIGN 1

### 1 Credit

This course provides advanced concepts used in interface design. The content includes principles of Human Computer Interface (HCI), advanced page design using Cascading Style Sheets (CSS), advanced HTML commands, multimedia applications, Internet/Intranet tools, and website promotion.

## WEB SCRIPTING FUNDAMENTALS

### 1 Credit

This course provides an introduction to scripting related to web development. The content primarily focuses on client side scripting using JavaScript.



# MUSIC

## BAND 1

### 1 Credit

The purpose of 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.

## BAND 2

### 1 Credit

This course promotes the enjoyment and appreciation of music through performance of high-quality wind and percussion literature. Rehearsals focus on the development of critical listening skills, instrumental and ensemble technique and skills, expanded music literacy, and aesthetic awareness culminating in periodic public performances.

## BAND 3

### 1 Credit

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

## BAND 4

### 1 Credit

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

## BAND 5 HONORS

### 1 Credit

This advanced course is designed for wind and percussion students with extensive experience in solo performance and larger performing ensembles, promotes significant depth of engagement and lifelong appreciation of music through performance and other experiences with sophisticated instrumental music, as well as creativity through composition and/or arranging. Musical independence and leadership are particularly encouraged in this setting.

## BAND 6 HONORS

### 1 Credit

This advanced course is designed for students with substantial experience in solo performance and larger performing ensembles, promotes significant engagement with and appreciation for music through performance of sophisticated wind and percussion literature. Study focuses on mastery of highly advanced music skills, techniques, and processes, as well as creativity through composition and/or arranging and use of current technology to enhance creativity and performance effectiveness.

## CHORUS 1

### 1 Credit

The purpose of this course is to enable students to develop basic individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation, and development of critical and aesthetic response to music.

## CHORUS 2

### 1 Credit

This course promotes the enjoyment and appreciation of music through performance of basic, high-quality choral music. Rehearsals focus on the development of critical listening/aural skills; foundational instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.

## CHORUS 3

### 1 Credit

This formative class concentrates on providing students opportunities to strengthen existing skills in critical listening, vocal techniques, and ensemble performance using high-quality three- and four-part choral literature. Rehearsals focus on gaining independence in music literacy and aesthetic engagement through critical listening and thinking skills.

## CHORUS 4

### 1 Credit

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

## CHORUS 5 HONORS

### 1 Credit

This advanced course is designed for students with previous participation in a high school chorus who have demonstrated a capacity for developing advanced listening/aural skills and advanced knowledge of vocal techniques, musical literacy, and choral performance. Chorus V focuses on development and application of these skills and provides opportunities for aesthetic engagement and making individual musical choices, where appropriate, while preparing a variety of high-quality choral literature.

## CHORUS 6 HONORS

### 1 Credit

This very advanced course 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 focus is on managing, mastering, and refining these skills and techniques through a variety of high-quality choral literature at a high level of aesthetic engagement. Musical independence and student leadership are promoted through significant opportunities for peer mentoring, solo work, and participation as a performer, conductor, or coach in a small or large ensemble.

## GUITAR 1

### 1 Credit

The purpose of this course is to enable students to develop basic skills in guitar performance, including interpretation of notation and performance in varied styles. Beginning guitarists explore the careers and music of significant performers in a variety of styles.

## GUITAR 2

### 1 Credit

Students build on their skills and knowledge, adding chords, new strumming and finger-picking patterns, movable major and minor scales, basic music theory, more complex bass lines and lead sheets, and ensemble skills for a variety of music.

## INSTRUMENTAL TECHNIQUES 1

### 1 Credit

The purpose of this course is to enable students to develop basic performance skills on a selected instrument in a solo or small ensemble setting using varied high school literature. Performance techniques, music knowledge, critical analysis, and aesthetic response are emphasized.

## INSTRUMENTAL TECHNIQUES 2

### 1 Credit

The purpose of this course is to enable students to develop intermediate-level performance skills on a selected instrument in a solo or small ensemble setting using varied high school literature. Performance techniques, music knowledge, critical analysis, and aesthetic response are emphasized.

## INSTRUMENTAL TECHNIQUES 3

### 1 Credit

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.

## **INSTRUMENTAL TECHNIQUES 4 HONORS**

### **1 Credit**

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.

## **JAZZ ENSEMBLE 1**

### **1 Credit**

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.

## **JAZZ ENSEMBLE 2**

### **1 Credit**

Students with jazz experience become conversant with basic chord progressions and the scale/chord relationship, strengthen aural skills, and learn to improvise and compose melodies over progressions as they rehearse, perform, and study high-quality jazz ensemble literature. Musicians study jazz history and become familiar with the cultural context of various compositions and artists.

## **JAZZ ENSEMBLE 3**

### **1 Credit**

Students with considerable jazz experience become conversant with more complex forms and harmonic progressions, and strengthen their aural and improvisational skills as they rehearse, perform, and study high-quality jazz ensemble literature. Musicians apply their theory skills to arranging, transposition, and composing; and study various periods, cultural contexts, compositions, and artists in jazz history.

## **JAZZ ENSEMBLE 4 HONORS**

### **1 Credit**

Students with significant jazz experience become highly conversant with complex harmonic structures; compose or arrange for small groups; improvise over various forms, keys, and styles; and are knowledgeable about the professional jazz scene and its icons. Musicians study the impact of technology on jazz and the music industry, and learn the basics of sound reinforcement for solo and ensemble performance. In keeping with the rigor expected in an Honors course, students undertake independent study that includes synthesis of learning and experience.

## **MARCHING BAND**

### **Semester - Multiple Credit**

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

## **MUSIC THEORY 1**

### **1 Credit**

Students learn how music is constructed and developed, and acquire a basic understanding of the structural, technical, and historical elements of music. Student theorists develop basic ear-training, keyboard, and functional singing skills, and engage in the creative process through individual and collaborative projects.

## **MUSIC THEORY 2 HONORS**

### **1 Credit**

Students with prior music theory training study composition, form, and analysis, and develop individual aural skills. The aural, analytical, and cognitive skills expanded in this class inform the serious musician's performance abilities over a variety of styles and genres.



## **ADVANCED PLACEMENT MUSIC THEORY**

### **1 Credit**

The purpose of this course is to develop the student's ability to recognize and understand the basic materials and processes in any music that is heard or read in score.

## **ORCHESTRA 1**

### **1 Credit**

The purpose of this course is to enable students to develop basic technical skills on string or other orchestral instruments through the refinement and performance of high school orchestra literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, and critical listening.

## **ORCHESTRA 2**

### **1 Credit**

Students who have at least one year of orchestral experience study, rehearse, and perform high-quality orchestra literature. Rehearsals focus on the development of critical listening skills, basic string techniques, music literacy, ensemble skills, and aesthetic awareness in the context of relevant history and cultures.

## **ORCHESTRA 3**

### **1 Credit**

Students build on previous orchestral experience through the study and performance of high-quality orchestra literature. Rehearsals focus on the strengthening of critical listening skills, musicianship, string techniques, ensemble skills, and aesthetic awareness in the context of relevant history and cultures.

## **ORCHESTRA 4**

### **1 Credit**

Students with intermediate-level proficiency in string techniques, music literacy, critical listening skills, and musicianship study, rehearse, and perform high-quality orchestra literature. Student musicians strengthen their reflective, analytical, and problem-solving skills to self-diagnose solutions to performance challenges based on their structural, historical, and cultural understanding of the music.

## **ORCHESTRA 5 HONORS**

### **1 Credit**

Students with considerable orchestral experience advance their string and ensemble performance techniques, music literacy, music theory, and aesthetic engagement through high-quality orchestra literature. Student musicians use reflection and problem-solving skills to improve performance significantly based on structural, cultural, and historical understanding of the music.

## **ORCHESTRA 6 HONORS**

### **1 Credit**

Students with substantial orchestral experience focus on mastery of advanced music skills, techniques, and processes through study, rehearsal, and performance of high-quality orchestra literature. Advanced string players self-diagnose and consider multiple solutions to artistic challenges based on background knowledge of the repertoire, and explore creativity through composition, arranging, and/or use of technology.

## **VOCAL TECHNIQUES 1**

### **1 Credit**

Students in this course focus on the development of musical and technical skills on a specific voice 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.

## **VOCAL TECHNIQUES 2**

### **1 Credit**

Students in this course continue to develop musical and technical skills on a specific voice 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.

### **VOCAL TECHNIQUES 3**

**1 Credit**

Students in this course develop their musical and technical skills further on a specific voice, 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.

### **VOCAL TECHNIQUES 4 HONORS**

**1 Credit**

Students in this advanced course refine their musicianship and performance skills on a specified voice. Students prepare for post-secondary and community music experiences and develop artistry independently through a variety of advanced solos, etudes, and excerpts.

## **PHYSICAL EDUCATION**

### **BASKETBALL**

**.5 Credit**

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

### **BASKETBALL 2**

**.5 Credit**

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

### **CARE AND PREVENTION OF ATHLETIC INJURIES**

**.5 Credit**

The purpose of this course is to enable students to develop knowledge of the anatomy and physiology related to athletic injuries and skills related to the nature, prevention, care, and rehabilitation of athletic injuries.

### **FITNESS LIFESTYLE DESIGN**

**.5 Credit**

The purpose of this course is to enable students to extend their knowledge of fitness concepts: design, implement, and evaluate their personal fitness program; and develop an individualized level of health-related fitness.

### **HOPE – PHYSICAL EDUCATION (CORE) – HEALTH OPPORTUNITIES THROUGH PHYSICAL EDUCATION**

**1 Credit**

This course provides the student with opportunities to develop and enhance critical life management skills: communication skills, interpersonal and coping skills, nutrition and weight management, CPR, substance use and misuse, consumerism. After acquiring the above knowledge, the student will be able to make sound decisions and take positive actions for a healthy and effective life.

### **INDIVIDUAL AND DUAL SPORTS 1**

**.5 Credit**

The purpose of this course is to enable students to develop knowledge and skills in specified individual and dual sports and to maintain or improve health-related fitness.

## **INDIVIDUAL AND DUAL SPORTS 2**

**.5 Credit**

The purpose of this course is to enable students to develop knowledge and skills in specified individual and dual sports and to maintain or improve health-related fitness.

## **INDIVIDUAL AND DUAL SPORTS 3**

**.5 Credit**

The purpose of this course is to enable students to develop knowledge and skills in specified individual and dual sports and to maintain or improve health-related fitness.

## **POWER WEIGHT TRAINING 1**

**.5 Credit**

The purpose of this course is to enable students to acquire basic knowledge and skills in power weight training and to maintain or improve health-related fitness.

## **RECREATIONAL ACTIVITIES**

**.5 Credit**

The purpose of this course is to enable students to develop knowledge and skills in recreational activities and maintain or improve health-related fitness.

## **SOCCER**

**.5 Credit**

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

## **SPORTS OFFICIATING**

**.5 Credit**

The purpose of this course is to enable students to develop knowledge of sports rules and regulations, to develop skills in officiating selected sports, and to maintain or improve health-related fitness.

## **TEAM SPORTS 1**

**.5 Credit**

The purpose of this course is to enable students to acquire basic knowledge of team sports play, develop skills in specified team sports, and maintain or improve health-related fitness.

## **TEAM SPORTS 2**

**.5 Credit**

The purpose of this course is to enable students to develop knowledge of team sports play, develop skills in specified team sports, and maintain or improve health-related fitness.

## **VOLLEYBALL 1**

**.5 Credit**

The purpose of this course is to enable students to acquire basic knowledge and skills in volleyball and to maintain or improve health-related fitness.

## **VOLLEYBALL 2**

**.5 Credit**

The purpose of this course is to enable students to develop intermediate-level knowledge and skills in volleyball and to maintain or improve health-related fitness.

## **VOLLEYBALL 3**

**.5 Credit**

The purpose of this course is to enable students to continue their knowledge and skills in volleyball and to improve to an advanced level health-related fitness.



## WEIGHT TRAINING 1

### .5 Credit

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

## WEIGHT TRAINING 2

### .5 Credit

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

## WEIGHT TRAINING 3

### .5 Credit

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

## WRESTLING 1

### .5 Credit

Course description unavailable in CPALMS.

## WRESTLING 2

### .5 Credit

Course description unavailable in CPALMS.

# RESEARCH & CRITICAL THINKING

## ADVANCEMENT VIA INDIVIDUAL DETERMINATION 1

### 1 Credit

AVID is a rigorous academic elective course that prepares students for success in four-year colleges. Each week students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic survival skills. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking, note-taking, and research. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, and reading to support their academic growth.

## ADVANCEMENT VIA INDIVIDUAL DETERMINATION 2

### 1 Credit

Students in the tenth grade AVID Elective course will refine the AVID strategies to meet their independent needs and learning styles. Students will continue to refine and adjust their academic learning plans and goals, increasing awareness of their actions and behaviors. As students increase the rigorous course load and school/community involvement, they will refine their time management and study skills accordingly. Students will expand their writing portfolio and analyze various documents, in order to participate in collaborative discussions and develop leadership skills in those settings. Students will expand their vocabulary use, continuing to prepare for college entrance exams and preparation. Text analysis will focus on specific strategies to understand complex texts. Lastly, students will narrow down their college and careers of interest, based on personal interests and goals.

## ADVANCEMENT VIA INDIVIDUAL DETERMINATION 3

### 1 Credit

The eleventh grade AVID Elective course is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. This course is organized around the theme of "Leadership

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

## RESEARCH 1

### 1 Credit

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

## RESEARCH 2

### 1 Credit

The purpose of this course is to enable students to develop basic knowledge and skills in the research process with emphasis on determining and refining research questions.

## RESEARCH 3

### 1 Credit

The purpose of this course is to enable students to develop intermediate-level knowledge and skills in the research process with emphasis on locating and using sources of information related to research questions.

## ADVANCED PLACEMENT CAPSTONE SEMINAR

### 1 Credit

AP Seminar engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and themes by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, foundational, literacy, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

## ADVANCED PLACEMENT CAPSTONE RESEARCH

### 1 Credit

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue or idea of individual interest. Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of approximately 4000–5000 words (accompanied by a performance or exhibition of product where applicable)

# SCIENCE

## ADVANCED PLACEMENT BIOLOGY

### 1 Credit

Designed for the student who will major in science, become a premedical student, or who needs a background in biology, this course is equivalent to a one-year college survey course treating three main content categories: cellular and molecular organism, ecological and evolutionary. A knowledge of algebra and chemistry is required. Course Level: 3 (Equally Rigorous)

## ADVANCED PLACEMENT CHEMISTRY

### 1 Credit

The AP Chemistry course provides students with a college-level foundation to support future advanced course work in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore

topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. Created by the AP Chemistry Development Committee, the course curriculum is compatible with many Chemistry courses in colleges and universities.

## ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

### 1 Credit

Designed for the student who will major in science or who needs an in-depth background in environmental science, this course is equivalent to a one-year college survey course. Course Level: 3 (EQ-Equally Rigorous)

## ADVANCED PLACEMENT PHYSICS 1

### 1 Credit

AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. Course Level: 3 (Equally Rigorous)

## ADVANCED PLACEMENT PHYSICS 2

### 1 Credit

The AP Physics 2 course is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics.

## ANATOMY AND PHYSIOLOGY

### 1 Credit

A comprehensive study of the human body, designed primarily for college-bound students and/or those who are interested in medical or allied fields. Course Level: 2 (EQ-Equally Rigorous)

## ANATOMY AND PHYSIOLOGY HONORS

### 1 Credit

This course provides in-depth activities relating to the structures and functions of the components of the human body. The content will cover anatomical terms of all systems of the body. Extensive laboratory investigations are an important part of the course. Course Level: 3 (EQ-Equally Rigorous)

## BIOLOGY I

### 1 Credit

A survey course designed to develop an understanding and appreciation of living organisms. Inquiry, observation, field study and experimentation provide a scientific view of our world. Contents include: cell structure and function, biochemistry, genetics, taxonomy, human systems, plants and animals. Course Level: 2 (BI-Biology)

## BIOLOGY I HONORS

### 1 Credit

For the talented student, advanced biology is an accelerated college preparatory course designed to develop an appreciative scientific attitude toward the interrelationship of living organisms. Inquiry, observation, field study, and experimentation provide students a scientific view of their world. Contents include the study of the scientific process, cellular and molecular biology, genetics and development, comparative anatomy, and human systems. Course Level: 3 (BI-Biology)

## CHEMISTRY 1

### 1 Credit

This is a lecture and laboratory course. The student will learn the importance of chemicals in our everyday life and how to make them work usefully in our world. This course would be helpful to a student planning to enter health services, cosmetology or laboratory services. Course Level: 2 (EQ-Equally Rigorous)

## CHEMISTRY 1 HONORS

### 1 Credit



Emphasis is on developing the ability to think and to use available facts in the analysis of laboratory investigations. This course prepares students for college work in both biological and physical sciences. Course Level: 3 (EQ-Equally Rigorous)

## **ENVIRONMENTAL SCIENCE**

### **1 Credit**

This activity-oriented course explores topics in pollution, land use, and the role of the individual in both causing and solving problems related to the environment. Course Level: 2 (EQ-Equally Rigorous)

## **MARINE SCIENCE 1**

### **1 Credit**

This course provides the student with a survey of marine science. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus and safety are integral parts of this course. Course Level: 2 (EQ-Equally Rigorous)

## **MARINE SCIENCE 1 HONORS**

### **1 Credit**

The purpose of this course is to provide an overview of the marine environment. The content should include, but not be limited to, the following: the nature of science, the origins 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/divisions, and the interrelationship between man and the ocean. Course Level: 3 (EQ-Equally Rigorous)

## **PHYSICS 1**

### **1 Credit**

The purpose of this course is to provide students with an introductory study of the theories and law governing the interaction of matter, energy, and the forces of nature. Course Level: 2 (EQ-Equally Rigorous)

## **PHYSICS 1 HONORS**

### **1 Credit**

This is a lab-centered course that emphasizes conceptual understanding and critical thinking as encountered in investigations into the physical properties and characteristics of matter, energy, and resultant forces. Course Level: 3 (EQ-Equally Rigorous)

# **SOCIAL STUDIES**

## **ADVANCED PLACEMENT COMPARATIVE GOVERNMENT**

### **1 Credit**

This course introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures, policies, and political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues.

## **ADVANCED PLACEMENT HUMAN GEOGRAPHY**

### **1 Credit**

The purpose of this course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

## **ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS**

### **.5 Credit**

The purpose of Advanced Placement American Government and Politics is to give students a critical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret American politics and the analysis of specific case studies.

## ADVANCED PLACEMENT UNITED STATES HISTORY

### 1 Credit

This course reflects the content of an introductory college course in U.S. history. It provides students with the opportunity to develop analytical skills and factual knowledge necessary to deal critically with problems and materials in U.S. history by assessing historical resources and weighing the evidence and interpretations presented in historical scholarship.

## ADVANCED PLACEMENT MICROECONOMICS

### .5 Credit

The purpose of Advanced Placement Microeconomics is to provide students with an opportunity to earn college credit while fulfilling state curriculum requirements for graduation. Students will analyze the behavior of individual households, firms, and markets, and how prices and outputs are determined in those markets.

## ADVANCED PLACEMENT MACROECONOMICS

### .5 Credit

The purpose of Advanced Placement Macroeconomics is to provide students with an opportunity to earn college credit while fulfilling state curriculum requirements for graduation. Students will analyze the functioning of the economy as a whole including total output and income, level of employment, the level of prices, and the determinants of aggregate supply and demand. Specific content to be covered will include an understanding of fundamental economic concepts including scarcity, opportunity costs and trade-offs, productivity, economic systems and institutions, and exchange money and interdependence.

## ADVANCED PLACEMENT PSYCHOLOGY

### 1 Credit

Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavioral interaction, and the progressive development of individuals. This will better prepare them to understand their own behavior and the behavior of others.

## ADVANCED PLACEMENT EUROPEAN HISTORY

### 1 Credit

The purpose of Advanced Placement European History is to provide students the opportunity to develop the analytic skills and factual knowledge necessary to deal critically with the problems, content and materials of European historic development.

## ADVANCED PLACEMENT WORLD HISTORY

### 1 Credit

Students understand the development of Europe within the context of history by examining connections to the past in order to prepare for the future as participating members of a global community. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings.

## ECONOMICS WITH FINANCIAL LITERACY

### .5 Credit

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.

## ECONOMICS WITH FINANCIAL LITERACY HONORS

## **.5 Credit**

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. Scaffolded learning opportunities for students include developing the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting.

## **PSYCHOLOGY 1**

### **.5 Credit**

The purpose of these courses is to provide students with the opportunity to acquire an understanding of human behavior, behavioral interaction, and the progressive development of individuals. Topics will include an overview of the theories and methods of study employed by psychologists, memory and cognition, human growth and development, personality, abnormal behavior, psychological therapies, stress/coping strategies, and mental health.

## **PSYCHOLOGY 2**

### **.5 Credit**

Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction, and the progressive development of individuals. The content examined in this second introductory course includes statistical research, psychobiology, motivation and emotion, sensation and perception, states of consciousness, psychological testing, and social psychology.

## **UNITED STATES GOVERNMENT**

### **.5 Credit**

The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content includes 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.

## **UNITED STATES GOVERNMENT HONORS**

### **.5 Credit**

The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content includes 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. This course offers scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting.

## **UNITED STATES HISTORY**

### **1 Credit**

The purpose of this course is to develop an understanding 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.

## **UNITED STATES HISTORY HONORS**

### **1 Credit**

The purpose of American History Honors is to provide students with the opportunity to acquire an in-depth and comprehensive understanding 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. Students develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting.

## **WORLD HISTORY**

### **1 Credit**

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.

## **WORLD HISTORY HONORS**

### **1 Credit**

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. This course offers scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. The primary content emphasis for this course pertains to the study of the development of the contemporary world within the context of history in order to analyze current events. Content includes world events and trends in the 20th and 21st centuries with emphasis on the past two decades, historical antecedents of contemporary political, social, economic and religious issues, impact of religious thought on contemporary world issues, interaction among science, technology and society, influence of significant historical and contemporary, figures and events on the present, and projection of current trends and movements.

## **THEATRE**

### **ACTING 1**

#### **1 Credit**

Through improvisation, simple scripted scenes, performance projects, and/or practical application, students learn to identify what makes performances believable and explore the tools used to create, articulate, and execute them. Upon completion of this course, students have a strong foundation for future scene work, script analysis, and play production.

### **ACTING 2**

#### **1 Credit**

Students examine the various dimensions of characters through analysis, discussion, and classroom performance, working with scripts from a variety of time periods and cultures. They learn to break down a scene from a character's point of view, and also learn to sustain a character and build the relationship between actor and audience.

### **ACTING 3**

#### **1 Credit**

Students focus on development of significant acting skills and knowledge of the actor's literature, compiling a working actor's portfolio for exhibition and/or the interview process. They research potential job opportunities in the film, television, game animation, and theatre industries, as well as scholarships and opportunities available at the university level.

### **ACTING 4 HONORS**

#### **1 Credit**

Students create characters for theatrical and film/video productions through scene, character, and technical analysis. Through improvisation, script writing, and aesthetic creation and collaboration, actors refine their working knowledge and independent thought, articulating and justifying their creative choices. Students' "critical eye" becomes more developed and significant mastery of artistic choices becomes evident.

### **MUSICAL THEATRE 1**

#### **1 Credit**

Students' course work focuses on acting, vocal performance, dance, non-dance movement, and staging, which transfer readily to performances in musicals and other venues. Students survey the evolution of music in theatre from ancient Greece to modern Broadway through a humanities approach and representative literature.

### **PLAY WRITING**

#### **1 Credit**

The purpose of this course is to enable students to develop and use writing and language skills for play writing in a variety of public performance formats

## **TECHNICAL THEATRE: DESIGN AND PRODUCTION FOR SCENERY & PROPS**

### **1 Credit**

Students focus on learning the basic tools and procedures for designing and creating scenery and properties (props) with particular attention to technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials. Students also learn the standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; through various self-assessment tools.

## **TECHNICAL THEATRE: DESIGN AND PRODUCTION FOR LIGHTING & SOUND**

### **1 Credit**

This course focuses on learning the basic tools and procedures for designing and creating the lighting and sound needs for productions with particular attention to technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials. Lighting and sound designers and technicians analyze dramatic scripts to find production solutions through historical, cultural, and geographic research. Students also learn the 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

## **TECHNICAL THEATRE: DESIGN & PRODUCTION I**

### **1 Credit**

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.

## **THEATRE 1**

### **1 Credit**

This course promotes enjoyment and appreciation for all aspects of theatre. Classwork focuses on the exploration of theatre literature, performance, historical and cultural connections, and technical requirements. Improvisation, creative dramatics, and beginning scene work are used to introduce students to acting and character development.

## **THEATRE HISTORY AND LITERATURE 1**

### **1 Credit**

Students' coursework focuses on the origins of western theatre from ancient civilizations through the Renaissance period. Students research and investigate the dramatic forms and practices of the times through the reading and analysis of plays and related literature.

## **THEATRE HISTORY AND LITERATURE 2 HONORS**

### **1 Credit**

Students' coursework focuses on the origins of western theatre from the Renaissance period to modern theatre. Students research and investigate the dramatic forms and practices of the times through the reading of plays and related literature.

## **THEATRICAL DIRECTION AND STAGE MANAGEMENT 1**

### **1 Credit**

Students learn how to select, organize, and mount formal and informal staged productions by means of exploring the leadership roles of director and stage manager. Students focus on the nature and responsibilities of the director and stage manager in relation to the entire production team; the effect of the director's concept on the overall production; vocabulary and principles of the various elements of play production; techniques used to create an effective theatre work; and basic knowledge and application of staging. 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.

# WORLD LANGUAGES

## ADVANCED PLACEMENT SPANISH LANGUAGE & CULTURE

### 1 Credit

The purpose of this course is to develop oral and written fluency in Spanish. The curriculum content is specified by the Advanced Placement Program.

## ADVANCED PLACEMENT SPANISH LITERATURE & CULTURE

### 1 Credit

The purpose of this course is to develop oral and written fluency in the language. The curriculum content is specified by the Advanced Placement Program

## FRENCH 1

### 1 Credit

The purpose of this course is to enable students to begin to acquire proficiency in French through a linguistic, communicative, and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

## FRENCH 2

### 1 Credit

Based upon the same goals as French 1, this course aims to provide continuing practice in developing the same skills learned at the first-year level, while reviewing and expanding upon the structures and vocabulary. Co-curricular field trips are offered as part of class study.

## FRENCH 3 HONORS

### 1 Credit

Based upon the same goals as French 1 and 2, this course aims to provide continuing practice in developing skills acquired and learned in levels one and two, while again reviewing and expanding upon the structures and vocabulary presented in French 1 and 2. Grammar points are completed at this level. Co-curricular field trips are offered as part of class study.

## GERMAN 1

### 1 Credit

German 1 provides the student with a sound basis for learning contemporary German and increases student's awareness and understanding of the German-speaking world, its people and culture

## GERMAN 2

### 1 Credit

Based upon the same goals as German 1, this course aims to provide continuing practice in developing the same skills at the first-year level, while reviewing and expanding upon the structures and vocabulary presented in the first-year level.

## SPANISH 1

### 1 Credit

The purpose of this course is to enable students to begin to acquire proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

## SPANISH 2

### 1 Credit

The purpose of this course is to enable students to enhance proficiency in Spanish through a linguistic, communicative,



and cultural approach to language learning. There is continued emphasis on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

## SPANISH 3 HONORS

### 1 Credit

The purpose of this course is to enable students to enhance proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. There is continued emphasis on the development of listening, speaking, reading, and writing skills. Experiences with Spanish literature are broadened. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

## SPANISH 4 HONORS

### 1 Credit

The purpose of this course is to enable students to enhance proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. There is continued emphasis on the development of listening, speaking, reading, and writing skills. Experiences with Spanish literature are broadened. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

# ADVANCED PLACEMENT COURSES OFFERED

## AP STUDIO ART/2-D DESIGN PORTFOLIO

### 1 Credit

This Advanced Placement course is intended to address a very broad interpretation of two-dimensional (2-D) design issues. This type of design involves purposeful decision-making about how to use the elements and principles of art in an integrative way. It is for the advanced student who wishes to seek AP credit through submitting a Portfolio of work for consideration by the College Board.

## AP PHOTOGRAPHY- STUDIO ART/2-D PORTFOLIO

### 1 Credit

This Advanced Placement course is intended to address a very broad interpretation of photographic and digital design issues. This type of design involves purposeful decision-making about how to use the elements and principles of art in an integrative way. It is for the advanced student who wishes to seek AP credit through submitting a Portfolio of work for consideration by the College Board.

## AP STUDIO ART TWO-DIMENSIONAL DESIGN PORTFOLIO INNOVATION

### 1 Credit

This course is a CAPE Innovation course under Sections 1003.4203 and 1008.44, Florida Statutes. In addition to the Advanced Placement content and examinations, this course includes career performance expectations, specifically, the attainment of the Adobe Certified Associate (ACA) Visual Communication using Adobe Photoshop (new Creative Cloud version only) certification.

## AP BIOLOGY

### 1 Credit

Designed for the student who will major in science, become a premedical student, or who needs a background in biology, this course is equivalent to a one-year college survey course treating three main content categories: cellular and molecular organism, ecological and evolutionary. A knowledge of algebra and chemistry is required. Course Level: 3 (EQ- Equally Rigorous)

## AP CALCULUS AB

### 1 Credit

AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. 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.

## AP CALCULUS BC

### 1 Credit

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 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. This course may be taken as a paired IB course in preparation for the Higher Level Math exam.

## AP CAPSTONE SEMINAR

### 1 Credit

AP Seminar engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and themes by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, foundational, literacy, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

## AP CAPSTONE RESEARCH

### 1 Credit

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue or idea of individual interest. Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question. In the AP Research course, students further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of approximately 4000–5000 words (accompanied by a performance or exhibition of product where applicable)

## AP CHEMISTRY

### 1 Credit

The AP Chemistry course provides students with a college-level foundation to support future advanced course work in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. Created by the AP Chemistry Development Committee, the course curriculum is compatible with many Chemistry courses in colleges and universities.

## AP COMPARATIVE GOVERNMENT

### 1 Credit

This course introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures, policies, and political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues.

## AP COMPUTER SCIENCE PRINCIPLES

### 1 Credit

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 is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society, and the world.

## AP ENGLISH LANGUAGE AND COMPOSITION

### 1 Credit

The course provides 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. The content includes that specified by the Advanced Placement Program.

## AP ENGLISH LITERATURE AND COMPOSITION

### 1 Credit

This course includes instruction in the careful reading of literary works. Through such study, students develop their feeling for language and their understanding of the craft of writing. Students will examine individual works of literature in terms of language, characters, action, themes, structures, meanings and values. Writing assignments, while focusing upon the critical analysis of literature, will also include exercises in exposition, argument, personal narrative, and/or stories, poems or plays. The content includes that specified by the advanced placement program.

## AP ENVIRONMENTAL SCIENCE

### 1 Credit

Designed for the student who will major in science or who needs an in-depth background in environmental science, this course is equivalent to a one-year college survey course. Course Level: 3 (EQ-Equally Rigorous)

## AP EUROPEAN HISTORY

### 1 Credit

The purpose of Advanced Placement European History is to provide students the opportunity to develop the analytic skills and factual knowledge necessary to deal critically with the problems, content and materials of European historic development.

## AP HUMAN GEOGRAPHY

### 1 Credit

The purpose of this course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

## AP MACROECONOMICS

### .5 Credit

The purpose of Advanced Placement Macroeconomics is to provide students with an opportunity to earn college credit while fulfilling state curriculum requirements for graduation. Students will analyze the functioning of the economy as a whole including total output and income, level of employment, the level of prices, and the determinants of aggregate supply and demand. Specific content to be covered will include an understanding of fundamental economic concepts including scarcity, opportunity costs and trade-offs, productivity, economic systems and institutions, and exchange money and interdependence.

## **AP MICROECONOMICS**

### **.5 Credit**

The purpose of Advanced Placement Microeconomics is to provide students with an opportunity to earn college credit while fulfilling state curriculum requirements for graduation. Students will analyze the behavior of individual households, firms, and markets, and how prices and outputs are determined in those markets.

## **AP MUSIC THEORY**

### **1 Credit**

The purpose of this course is to develop the student's ability to recognize and understand the basic materials and processes in any music that is heard or read in score.

## **AP PHYSICS 1**

### **1 Credit**

AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills. Course Level: 3 (Equally Rigorous)

## **AP PHYSICS 2**

### **1 Credit**

The AP Physics 2 course is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics; electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics.

## **AP PSYCHOLOGY**

### **1 Credit**

Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavioral interaction, and the progressive development of individuals. This will better prepare them to understand their own behavior and the behavior of others.

## **AP SPANISH LANGUAGE & CULTURE**

### **1 Credit**

The purpose of this course is to develop oral and written fluency in Spanish. The curriculum content is specified by the Advanced Placement Program.

## **AP SPANISH LITERATURE & CULTURE**

### **1 Credit**

The purpose of this course is to develop oral and written fluency in the language. The curriculum content is specified by the Advanced Placement Program

## **AP STATISTICS**

### **1 Credit**

The content of this course should include, but not be limited to the: exploratory data: observing patterns, and departures from patterns; planning of a study: deciding what and how to measure; anticipating patterns in advance: producing models using probability and simulation; statistical inference: confirming models. Students in this course will sit for the AP Statistics exam.

## **AP UNITED STATES GOVERNMENT AND POLITICS**

### **.5 Credit**

The purpose of Advanced Placement American Government and Politics is to give students a critical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret American politics and the analysis of specific case studies.



## **AP UNITED STATES HISTORY**

### **1 Credit**

This course reflects the content of an introductory college course in U.S. history. It provides students with the opportunity to develop analytical skills and factual knowledge necessary to deal critically with problems and materials in U.S. history by assessing historical resources and weighing the evidence and interpretations presented in historical scholarship.

## **AP WORLD HISTORY**

### **1 Credit**

Students understand the development of Europe within the context of history by examining connections to the past in order to prepare for the future as participating members of a global community. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings.

