

# Jupiter Community High School

500 N. Military Trail, Jupiter, FL 334585 61.744.7900

Dr. Colleen Iannitti, Principal



**2025—2026**

## **CURRICULUM GUIDE**

## INTRODUCTION

This publication is designed to help students plan their academic futures by introducing them to the wide variety of courses offered in the ninth through twelfth grades at Jupiter Community High School. Prior to selecting courses for the next school year, students and parents should review the graduation requirements and policies outlined in this guide.

The first step in the registration process is to attend a grade-level assembly during which counselors will review course offerings for the upcoming school year. Your teachers will then recommend academic courses in SIS for you based on your current classroom performance and test scores. Students should then review the elective courses of interest and determine whether there are any pre-requisites necessary for enrolling. Next, students should select elective courses to complete their schedule; current grade 10, 11, and 12<sup>th</sup> grade students can do this directly in SIS for the following year. Students should number their elective options from 1-5 based on their order of preference. Remember that all students in grades 9-11 must register for seven classes.

Students in grade 12 who are on target for graduation qualify for privilege periods; however, students who elect this option must leave campus immediately at the end of their last period. Additionally, students will be required to have their own transportation. Once off campus, they may not return to catch the bus.

After submitting completed Course Selection Sheets, students who wish to change their options of elective courses should complete the Google Form: Course Change Requests located on the Guidance page on SIS. Students will receive their schedules on the first day of school in their first period classes.

### COURSES SUBJECT TO CHANGE

The availability of courses may be subject to change based upon class enrollment, teacher availability, and budgetary constraints. Schedule changes will be very limited once school begins.

### PHYSICAL EXAMINATIONS AND IMMUNIZATIONS

State Law 232.032 requires that all students must provide the school with evidence that they have been immunized against diphtheria, tetanus, poliomyelitis, rubella (measles), mumps, rubella (measles), hepatitis B and tetanus booster, before entering school. Students without proof of these required immunizations will not be allowed to enroll. If an up-to-date immunization record is on file at the school, it is not necessary to provide another.

Students new to Florida must provide proof of physical examination dated within one year prior to student's date of enrollment. Students new to Palm Beach County, from elsewhere in Florida, must provide proof of 7th grade physical examination. The proof of physical examination should be recorded on a "Student Medical Examination Form" (PBCHD-304b) and signed by the examining physician. Immunizations should be recorded on a "Certificate of Immunization" (HRS form-860) and must show the dates when the child was immunized. Religious exemptions may be granted for those requests based on religious beliefs held by groups which have been granted tax exemptions by the Internal Revenue Service.



# GRADUATION REQUIREMENTS



## Academic Advisement Students Entering Grade 9 in 2023-2024 and Thereafter

### What Students and Parents Need to Know

#### What options lead to a standard diploma?

Successful completion of one of the following options:

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

#### What are the state assessment requirements?

Students must pass the following statewide assessments:

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

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

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

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

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

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

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

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

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

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

### 24-Credit Standard Diploma Requirements

Available To All Students, Including Students With Disabilities

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

\*Eligible courses are specified in the [Florida Course Code Directory](#).  
 \*\*[Industry certifications](#) for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute for mathematics and science credit.  
 \*\*\*A computer science credit may not be used to substitute for both a mathematics and science credit.  
 \*\*\*\*This requirement was added for students entering grade nine 2023-2024 and thereafter.

# GRADUATION REQUIREMENTS & DIPLOMA DESIGNATIONS

## Academic Advisement Students Entering Grade 9 in 2023-2024 and Thereafter What Students and Parents Need to Know



### Scholar Diploma Designation

In addition to the requirements of s. [1003.4282](#), F.S., a student must satisfy the following requirements:

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

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

### Industry Scholar Diploma Designation

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

### What is CAP?

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

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

### What are the additional graduation options for students with disabilities?

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

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

### State University System

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

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

### Florida College System

The 28 colleges of the [Florida College System](#) serve more than 650,000 students. Colleges offer affordable and stackable workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor's degree program. All colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who earned a standard high school diploma or an equivalent diploma, or earned college credit.

### Career and Technical Colleges and Centers

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

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

### Where is information on financial aid located?

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

[Office of Student Financial Assistance](#)

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

## GRADE CALCULATIONS, HONORS, & AICE COURSES

LETTER GRADE	STANDARD CURRICULUM CLASSES	HONORS CLASSES	AICE & AP CLASSES
A	4.00	4.500	6.00
B	3.00	3.375	4.50
C	2.00	2.250	3.0
D	1.00	1.125	1.5
F	0.00	0.00	0.00

### IMPORTANT POLICIES

1. No credit will be given for a course that is repeated when it has already been passed with a C or better.
2. If a course is failed, then repeated and passed with a C or better, only the passing grade will be counted in the grade point average. (All grades remain on the transcript.)
3. If a course is passed with a grade of D and the student elects to take the course over to improve the grade, the best grade and credit will be counted in the grade point average.

### HONORS

Honors courses are designed for students with proficient reading and math scores who are willing to dedicate extended personal time to independent study, reading, and the completion of assignments.

### AICE (Advanced International Certificate of Education) and ADVANCED PLACEMENT (AP)

Both the AICE and AP curriculums are rigorous and accelerated coursework designed to award college credit upon successful completion of a National or International Standard Exam. Students must have proficient reading and math scores and be willing to dedicate extensive personal time to completion of reading and coursework.

### FLORIDA VIRTUAL SCHOOL

Florida Virtual School provides an excellent opportunity for students to complete required courses and/or make up courses for which they have previously failed. A full menu of courses that may be taken at home is available at [www.flvs.net](http://www.flvs.net). For

### DUAL ENROLLMENT

The Dual Enrollment Program provides an opportunity for students to earn high school and college credit simultaneously, at no cost to the student. Credits earned in the college courses may be used for credit toward the high school diploma and for college credit. A grade of "C" or better must be earned in order for the credit to transfer. The following requirements must be met for participation in the program:

- Student must have a 3.0 overall GPA
- Student must satisfy any prerequisites
- Student must take the SAT, ACT or CPT and receive a score which qualifies for college level work.



## AICE CURRICULUM & DIPLOMA PROGRAM

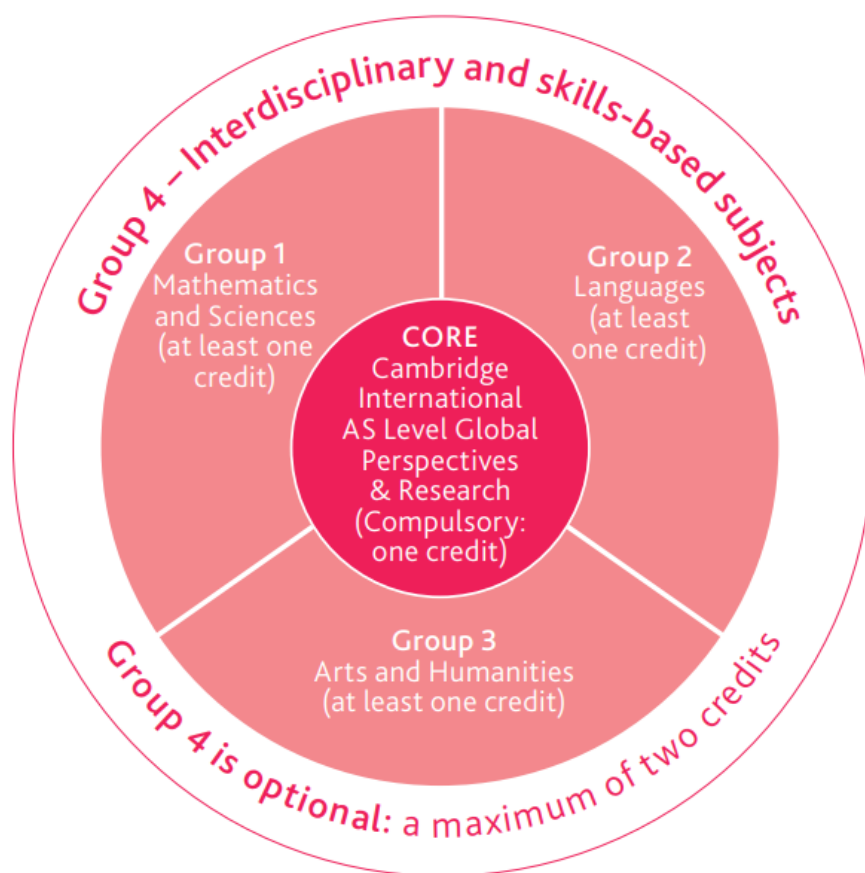
### AICE CURRICULUM

Students successfully completing that AICE curriculum requirements are exempt from the online course requirement and HOPE requirement for graduation. AICE curriculum requirements include successful completion of **seven AICE courses**, one from each of the required curriculum groups as well as the mandatory completion of AICE Global Perspectives.

### AICE DIPLOMA

In order to earn an AICE International Diploma, students must pass **seven credits worth of AICE examinations** within a twenty-six month period. To obtain an AICE diploma, a student must accumulate seven (7) points by passing seven (7) AS or A level exams. A passing score on an "AS" exam is worth one (1) point towards an AICE diploma. Students must pass at least one exam from groups 1- 3, with Group 4 (Global Perspectives) a mandatory requirement. Group 5 is an optional group. See the [www.jhsaice.weebly.com](http://www.jhsaice.weebly.com) site for more information. By earning the AICE Diploma and completing 100 hours of community service during high school, a student will qualify for Florida Bright Futures Scholarship Program which includes the highest level of tuition assistance at Florida public institutions. Note: A-Level courses must be taken consecutively in the year following completion of an AS-Level course to count toward the AICE Diploma requirements.

## What is required to earn a Cambridge AICE Diploma?



Total of seven credits required for Diploma

Cambridge International AS Level = 1 credit

Cambridge International A Level = 2 credits

At least one credit from each of Groups 1, 2 and 3 is required.

## BRIGHT FUTURES SCHOLARSHIP PROGRAM

For the most current requirements for Bright Futures Scholarships, please visit the following website at: <http://www.floridastudentfinancialaid.org/ssfad/bf/>

### Florida Academic Scholars (FAS) and Florida Medallion Scholars (FMS)

Florida high school students who wish to qualify for the Florida Academic Scholars (FAS) award or the Florida Medallion Scholars (FMS) award must meet the following initial eligibility requirements:

- Graduate high school from a Florida public high school with a Florida Standard Diploma (high school graduation requirements), graduate from a registered Florida Department of Education private high school, earn a GED, complete a Home Education program, or graduate from a non-Florida high school (OOS);
- Complete the required high school coursework;
- Achieve the required minimum high school grade point average (GPA);
- Achieve the required minimum score on either the ACT® or SAT® college entrance exam; and complete the required number of service hours.

### Florida Bright Futures Scholarship Program Florida Academic Scholars (FAS) / Florida Medallion Scholars (FMS) 2024-25

#### Initial Eligibility Requirements: (As determined by the Florida Department of Education)

1. Submit the [Florida Financial Aid Application \(FFAA\)](#) no later than August 31 after high school graduation.
2. Graduate from a Florida high school with a standard high school diploma or its equivalent.
3. Complete the 16 college-preparatory courses required for admission to a state university.
4. Achieve the required weighted GPA in the 16 college-preparatory courses per the chart below.
5. Achieve the required composite ACT® score, Overall Score on the Classic Learning Test (CLT), or combined SAT® score. Tests are accepted through August 31 of the student's graduation year (or through January 31 for mid-year graduates), per the chart below.
6. Complete the required number of volunteer service hours, paid work hours, or 100 total combined hours per the chart below.

Type	16 High School College-Preparatory Course Credits <sup>1</sup>	High School Weighted Bright Futures GPA	College Entrance Exams by High School Graduation Year (ACT®/CLT®/SAT®)	Volunteer Service Hours <sup>2</sup>	Paid Work Hours <sup>2</sup>
<b>FAS</b>	4 - English (three must include substantial writing)	3.50	2024-25 Graduates: 29/96/1340	100 hours	100 hours
	4 - Mathematics (at or above the Algebra I level)		2025-26 Graduates: 29/95/1330		
<b>FMS</b>	3 - Natural Science (two must have substantial laboratory)	3.00	2024-25 Graduates: 25/84/1210	75 hours	100 hours
	3 - Social Science 2 - World Language (sequential, in same language)		2025-26 Graduates: 24/82/1190		

<sup>1</sup> The required coursework aligns with the State University System admission requirements found in Florida Board of Governor's Regulation 6.002.

Additional information regarding high school coursework can be found within the [Florida Counseling for Future Education Handbook](#).

<sup>2</sup> Students must earn the required volunteer service hours, 100 paid work hours, or a combination that totals a minimum of 100 hours.

#### Requirements to Receive an Award: (As determined by the postsecondary institution)

1. Be evaluated by the Office of Student Financial Assistance (OSFA) as meeting initial eligibility requirements.
2. Be a Florida resident and U.S. citizen or eligible noncitizen.
3. Enroll as a degree- or certificate-seeking student at a Florida institution in at least 6 non-remedial semester credit hours.



**JUPITER HIGH SCHOOL  
COURSE OFFERINGS FOR THE  
2025 - 2026 SCHOOL YEAR**

English Language Arts .....	9
Communication Arts .....	11
Computer Science/Information Technology.....	13
Construction Technology/Engineering .....	15
Criminal Justice .....	16
Culinary .....	16
Fine & Digital Arts .....	17
Horticulture/Agriscience .....	20
Leadership Education/Army ROTC .....	21
Marine Technology.....	22
Marketing/Business Education .....	23
Mathematics .....	25
Medical/Health Occupations .....	28
Music/Instrumental & Vocal .....	29
Performing Arts & Dance .....	31
Physical Education .....	33
Science .....	35
Social Studies .....	38
Work Experience .....	44
World Languages .....	45



# ENGLISH LANGUAGE ARTS ACADEMIC COURSES

1000410	INTENSIVE READING
1001310	ENGLISH 1
1001340	ENGLISH 2
1001370	ENGLISH 3
1001405	ENGLISH 4—COLLEGE PREP
1001560	PRE-AICE ENGLISH LANGUAGE
1009360	AICE ENGLISH GENERAL PAPER (AS LEVEL)
1001550	AICE ENGLISH LANGUAGE (AS LEVEL)
1005370	AICE ENGLISH LITERATURE (AS LEVEL)
1005375	AICE ENGLISH LITERATURE (A-LEVEL)
1001555	AICE ENGLISH LANGUAGE/LITERATURE (AS LEVEL)
1001420	ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION
1001430	ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION
7963130E	UNIQUE SKILLS
7963080E	LEARNING STRATEGIES

---

## INTENSIVE READING 1, 2, 3, 4

**LEVEL: Remedial/Elective**

Any student scoring in quartile 1 or 2 on FCAT and any 11th or 12th grader who has not passed the FSA will be required to take Intensive Reading. The purpose of this course is to provide remedial instruction and practice in communication skills. The content should include, but not be limited to, the following: content identified by diagnosis of each student's needs for remedial instruction identified in the academic improvement plan; test-taking skills; and strategies for reading and writing. Students should be given opportunities to develop and apply skills through guided, shared, and independent reading, writing, and test-taking practice.

---

## ENGLISH 1

**LEVEL: Regular**

English I provides instruction in the Language Arts strands of reading, writing, speaking, listening, viewing, language, and literature. It offers instruction in reading and vocabulary necessary for comprehension of printed materials; research; the writing of effective paragraphs and multi-paragraph papers, with emphasis on all stages of the writing process in prepared or timed form (prewriting, drafting, revising, editing and publishing); speech instruction including formal and informal presentations; evaluation of mass media; the analysis of genres and the study of language in conjunction with writing, concentrating on conventions of grammar, usage, and mechanics. Technology is incorporated into all aspects of the course.

---

## ENGLISH 2

**LEVEL: Regular**

English II provides instruction in the Language Arts strands of reading, writing, speaking, listening, viewing, language, and literature. Content includes instruction in reading literature and vocabulary necessary to comprehend printed materials; the writing of essays for various purposes and audiences, using literary and non-literary subjects; prepared and timed writings, utilizing all elements of the writing process where appropriate. Technology is incorporated into all aspects of the course.

---

## ENGLISH 3

**LEVEL: Regular**

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

---

## ENGLISH 4—COLLEGE PREP

**LEVEL: Regular**

This course incorporates reading and writing study through writing a variety of informative texts using grade-level writing craft and through the in-depth reading and analysis of informational selections in order to develop critical reading and writing skills necessary for success in college courses. This course prepares students for successful completion of Florida college English courses. The benchmarks reflect the Florida Postsecondary Readiness Competencies necessary for entry-level college courses and are also related to the College and Career Readiness (CCR) anchor standards, the exit standards of Florida's K-12 Common Core Standards.

---

## PRE-AICE ENGLISH LANGUAGE

**LEVEL: Honors**

The course enables learners to develop the ability to communicate clearly, accurately and effectively when speaking and writing use a wide range of vocabulary, and the correct grammar, spelling and punctuation develop a personal style and an awareness of the audience being addressed. Learners are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. Cambridge Pre-AICE English Language also develops more general analysis and communication skills such as inference and the ability to order facts and present opinions effectively.

---

**AICE ENGLISH GENERAL PAPERS****LEVEL: AICE (AS LEVEL)**

---

The purpose of this course is to encourage students to make cross-curricular links; to develop a maturity of thought appropriate to students at this level; and to achieve an understanding and usage of the English language which enables them to express arguments, ideas and opinions in a reflective and academic manner. An awareness of the wider implications of particular issues will enhance the quality of the student's response to the questions; the General Paper is not a test of general knowledge. The key objective is for the student to convey information or opinion in a way that is thoughtful, perceptive and immediately intelligible to the reader.

---

**AICE ENGLISH LANGUAGE AS****LEVEL: AICE (AS LEVEL)**

---

The purpose of this course is to provide students with an understanding of the semantic, structural, and rhetorical resources of the English language as they relate to the principles of effective writing. The course also provides a variety of writing opportunities calling for the use of different styles and tones. The content should include, but not be limited to, the following: using the writing process for various purposes with attention to style and format; using effective listening, speaking, and viewing strategies in informal and formal situations; understanding the power of language as it impacts readers, writers, listeners, viewers, speakers, and society as a whole; and responding critically and aesthetically to fiction and nonfiction.

---

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

---

The syllabus enables learners to read, interpret and evaluate texts through the study of literature in English. Learners develop an understanding of literal meaning, relevant contexts and of the deeper themes or attitudes that may be expressed. Through their studies, they learn to recognize and appreciate the ways in which writers use English to achieve a range of effects, and will be able to present an informed, personal response to the material they have studied. The syllabus also encourages the exploration of wider and universal issues, promoting learners' better understanding of themselves and of the world around them.

---

**AICE ENGLISH LITERATURE A-Level****LEVEL: AICE (A LEVEL)**

---

The Literature A-Level in English syllabus aims to encourage an appreciation of literature in English - prose, poetry and drama - of different types and from different cultures; and to develop the key skills required to read, analyze and communicate effectively in English. By studying a range of texts, learners understand more about writers' choices of language, form and structure, and develop their ability to form independent opinions about what they read. Learners also improve their understanding of the English language and how it is used, extending their skills across a range of writing styles, including imaginative, discursive and argumentative.

---

**ADVANCED PLACEMENT ENGLISH LANGUAGE & COMPOSITION****LEVEL: AP**

---

This 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. This course is also designed to provide students with a variety of writing opportunities calling for the use of different styles and tones. Written assignments totaling at least 12,000 words shall be a component for successful completion of this course. The content includes, but is not limited to, that determined by the Advanced Placement Program.

---

**ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION****LEVEL: AP**

---

This course involves students in the study and practice of writing and in the study of literature. Students will learn to use the modes of discourse and to recognize the assumptions underlying various rhetorical strategies. Students will also acquire an understanding of the resources of the language and an understanding of the writer's craft. They will develop critical standards for the appreciation of any literary work and increase their sensitivity to literature as shared experience. The content includes, but is not limited to that determined by the Advanced Placement Program.

---

**UNIQUE SKILLS****LEVEL: Regular**

---

The purpose of this course is to enable students with disabilities to acquire and generalize skills they need to achieve annual goals based on assessed needs and the student's individual educational plan (IEP). It is structured around the domains addressed on the IEP: Social and Emotional, Independent Functioning, Curriculum and Learning, and Communication. A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

---

**LEARNING STRATEGIES****LEVEL: Regular**

---

The purpose of this course is to enable students with disabilities to acquire and generalize strategies and skills across academic, community, and employment settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP). This course is designed for students with disabilities who need intensive individualized intervention in learning strategies. The course may address academic skill deficits enabling students to learn strategies to access the general curriculum and close educational gaps. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

## COMMUNICATION ARTS ELECTIVES

1009320/30	CREATIVE WRITING 1 & 2
1009331	CREATIVE WRITING 3 H
1009332	CREATIVE WRITING 4 H
8201510	TV PRODUCTION TECHNOLOGY 1 H
8201520	TV PRODUCTION TECHNOLOGY 2 H
8201530	TV PRODUCTION TECHNOLOGY 3 H
1100460/70	AICE MEDIA STUDIES (AS/A LEVEL)
1006333	JOURNALISM HONORS (YEARBOOK OR NEWSPAPER)
1700364	AICE GLOBAL PERSPECTIVES AS/A
1700500	AP CAPSTONE SEMINAR
1700372	AICE THINKING SKILLS

---

### CREATIVE WRITING 1/2

**LEVEL: Regular**

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. The content should include examination of a variety of short literary collections, including poetry, writing for varied purposes and in varied genres, including effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions, and collaboration amongst peers, especially regarding peer reviews of multiple drafts.

---

### CREATIVE WRITING 3

**LEVEL: Honors**

The course explores a variety of short literary collections which includes professional, peer, and/or teacher examples in order to examine text craft and structure, including effects of figurative, denotative, and connotative language choice, power and impact of appropriate voice and/or tone, story structure, sentence structure, and grammatical choices, reciprocal nature of content and form in development of a personal style. Students write for varied purposes and in varied genres, including personal and dramatic narratives, poetic forms, and creative non-fiction selections, digital writing platforms.

---

### CREATIVE WRITING 4

**LEVEL: Honors**

The purpose of this course is to enable students to develop and use complex writing and language skills for advanced creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style. Studying and modeling a variety of genres will be emphasized at this level of creative writing. The content should include, but not be limited to, the following: a thorough and in-depth examination of a variety of short literary collections, including poetry, which includes a variety of professional, peer, and/or teacher examples in order to examine effects of figurative, denotative, and connotative language choice power and impact of appropriate voice and/or tone story structure, sentence structure, and grammatical choices reciprocal nature of content and form in development of a personal style writing for varied purposes and in varied genres, including personal and dramatic narratives various poetic forms screenplays and multimedia productions multi-genre and creative non-fiction selections digital writing platforms.

---

### TV PRODUCTION TECHNOLOGY 1, 2, 3

**LEVEL: HONORS**

This course develops skills in television production and synthesizes these skills in planning, directing, and producing television programs. The content includes but is not limited to the following: synthesis of skills in writing, producing, directing, and editing television programs, development of advanced set design. Apply knowledge of the digital video technology program procedures, demonstrate an understanding of basic industry terminology, collaborate with others as an effective member of a digital video team, demonstrate professionalism and personal responsibility, understand and demonstrate the steps in the digital video pre-production process, interpret scripts for digital video technology, understand and demonstrate the digital video production process, use basic camera equipment, identify lighting needs for a planned production, understand basic audio operations, demonstrate the ability to perform on camera, demonstrate understanding of the digital video post-production process, operate an editing system, understand the value of graphics in a production.

---

### AICE MEDIA STUDIES AS

**LEVEL: AP/AICE**

Cambridge International AS and A Level Media Studies offers learners the chance to develop an understanding and appreciation of the place of media in our everyday lives. The syllabus enables learners to take a hands-on approach to the subject. Through the coursework components - the Foundation Portfolio for AS Level and the Advanced Portfolio for A Level - they create their own media products from planning through to execution. Learners also consider and analyze examples from existing media, examining production processes and technologies and the effects they achieve. Students make select a print/magazine or film/tv production track.

---

### AICE GLOBAL PERSPECTIVES AS/A

**LEVEL: AP/AICE**

This course prepares learners for positive engagement with our rapidly changing world. Learners broaden their outlook through the critical analysis of –and reflection on – issues of global significance. The Cambridge International AS Level Global Perspectives syllabus is based on skills rather than on specific content. Learners develop research, thinking, reasoning and communication skills by following an approach to analyzing and evaluating arguments and perspectives called the Critical Path. The Skills gained enable students to meet the demands of twenty first century learning and make a successful transition to study in higher education.

---

### AP SEMINAR

**LEVEL: AP/AICE**

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research

studies, and foundational, literary, 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 research-based 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.

---

**JOURNALISM 4/YEARBOOK OR NEWSPAPER**

**LEVEL: Honors**

---

This course provides advanced instruction in journalistic writing and production techniques. The content includes, but is not limited to instruction in writing, designing, and managing journalistic enterprises. Emphasis in the course is placed on implementing students' creative skills and talents in writing, graphic design and/or photography, and in providing regular practice in management skills and production techniques in printed journalistic media. The course provides opportunities to develop proficiency in various forms of journalistic writing, through the production of one or more student journalistic projects. Students may select newspaper or yearbook track.

---

**AICE THINKING SKILLS**

**LEVEL: AP/AICE**

---

Thinking Skills develops a set of transferable skills, including critical thinking, reasoning and problem solving, that students can apply across a wide range of subjects and complex real world issues. The syllabus enables students to develop their ability to analyze unfamiliar problems, devise problem solving strategies, and evaluate the diverse ways a problem may be solved. During a Thinking Skills course, students learn to put their personal views aside in favor of examining and evaluating the evidence. Students learn how to make informed and reasoned decisions and construct evidence-based arguments. These independent thinking skills build confidence and equip students with a toolkit for tackling complex and unfamiliar subjects, essential for successful progression to higher education or into professional employment.

# COMPUTER SCIENCE/INFORMATION TECHNOLOGY

8207310	DIGITAL INFORMATION TECHNOLOGY
8209510	DIGITAL DESIGN 1
8209520	DIGITAL DESIGN 2 H
8209530	DIGITAL DESIGN 3 H
9007210	FOUNDATIONS OF PROGRAMMING
0200490	AICE INFORMATION TECHNOLOGY
0200335	AP COMPUTER SCIENCE PRINCIPLES
0200420	AICE COMPUTER SCIENCE
0200320	AP COMPUTER SCIENCE
9001110	FOUNDATIONS OF WEB DESIGN
9003420	WEB TECHNOLOGIES
9001320	COMPUTER & NETWORK SECURITY FUNDAMENTALS
9001330	CYBERSECURITY ESSENTIALS
8827210	E-COMMERCE
8208110	GAMING & SIMULATION FOUNDATIONS
8208330	GAMING & SIMULATION PROGRAMMING
8201210	eSPORTS/DIGITAL MEDIA/MULTI-MEDIA FOUNDATIONS 1
8201220	eSPORTS/DIGITAL MEDIA/MULTI-MEDIA FOUNDATIONS 2
8201230	eSPORTS/DIGITAL MEDIA/MULTI-MEDIA FOUNDATIONS 3

---

## DIGITAL INFORMATION TECHNOLOGY

**LEVEL: Regular**

This core course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Digital Information Technology includes the exploration and use of: databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards.

---

## DIGITAL DESIGN 1

**LEVEL: Honors**

This course is designed to develop basic entry-level skills required for careers in the digital design industry. The content includes computer skills; digital design concepts and operations; layout, design, and measurement activities; decision-making activities; and digital imaging. Microsoft Publisher, Adobe products such as Photoshop including Image Ready, PageMaker, Illustrator, Acrobat, and Premiere; and/or Macromedia Director, are the most appropriate software packages for this course. Competencies for Microsoft Office User Specialist certification in PowerPoint will be taught.

---

## DIGITAL DESIGN 2

**LEVEL: Honors**

This course is designed to develop basic entry-level skills required for careers in the digital design industry. The content includes computer skills; digital design concepts and operations; layout, design, and measurement activities; decision-making activities; and digital imaging. Microsoft Publisher, Adobe products such as Photoshop including Image Ready, PageMaker, Illustrator, Acrobat, and Premiere; and/or Macromedia Director, are the most appropriate software packages for this course. Competencies for Microsoft Office User Specialist certification in PowerPoint will be taught.

---

## DIGITAL DESIGN 3

**LEVEL: Honors**

This course continues the development of industry-standard skills required for careers in the digital design industry. The content includes the use of a variety of software and equipment to perform digital design and digital imaging activities. Microsoft Publisher, Adobe products such as Photoshop including Image Ready, PageMaker, Illustrator, Acrobat, and Premiere; and/or Macromedia Director, are the most appropriate software packages for this course.

---

## FOUNDATIONS OF PROGRAMMING

**LEVEL: Honors**

**PREREQUISITE:** Algebra I. This course introduces beginning programming in a high-level language and includes design of algorithms and writing of computer programs in the selected language. The language of C++ is the standard programming language currently selected for this course.

---

## AICE INFORMATION TECHNOLOGY

**LEVEL: AP/AICE**

This syllabus encourages learners to become effective and discerning users of IT. It helps them to develop a broad range of IT skills, knowledge and understanding. Learners study the structure and use of IT systems within a wide range of organizations, including the use of a variety of computer networks. As a result, learners gain an understanding of IT system life cycles, and how these affect the workplace. They also learn about the wider impact of IT on society in general.



---

**AP COMPUTER SCIENCE PRINCIPLES****LEVEL: AP/AICE**

---

**PREREQUISITE:** Foundations of Programming AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. These aspects of the course make up a rigorous curriculum that aims to broaden participation in computer science.

**AICE COMPUTER SCIENCE****LEVEL: AP/AICE**

---

**PREREQUISITE:** Foundations of Programming

The aim of the Cambridge International AS and A Level Computer Science syllabus is to encourage learners to develop an understanding of the fundamental principles of computer science and how computer programs work in a range of contexts. Learners will study topics including information representation, communication and Internet technologies, hardware, software development, and relational database modelling. As they progress, learners will develop their computational thinking and use problem solving to develop computer-based solutions using algorithms and programming languages. Studying Cambridge International AS and A Level Computer Science will help learners develop a range of skills such as thinking creatively, analytically, logically and critically.

---

**AP COMPUTER SCIENCE A****LEVEL: AP/AICE**

---

The Advanced Placement Program offers a course and exam in introductory computer science. The course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development, and is meant to be the equivalent of a first-semester college-level course in computer science. It also includes the study of data structures, design, and abstraction. The nature of the AP course is suggested by the words “computer science” in the title. Their presence indicates a disciplined approach to a more broadly conceived subject than would a descriptor such as “computer programming.” It is designed to serve as a college course in computer science for students with ample prior computing experience.

---

**CYBERSECURITY ESSENTIALS****LEVEL: Honors**

---

**PREREQUISITE:** Algebra I/DIT/Computer & Network Security Fundamentals Security

This course provides students with insight into the many variations of vulnerabilities, attack mechanisms, intrusion detection systems, and some methods to mitigate cybersecurity risks, including certificate services and cryptographic systems. Students will demonstrate an understanding of the technical underpinnings of cybersecurity and its taxonomy, terminology, challenges, and computer system security vulnerabilities.

---

**GAMING & SIMULATION DESIGN****LEVEL: Regular**

---

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.

---

**GAMING & SIMULATION PROGRAMMING****LEVEL: Honors**

---

**PREREQUISIT:** Gaming & Simulation Design Foundations. 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.

---

**eSPORTS—DIGITAL/MULTI-MEDIA FOUNDATIONS 1 & 2****LEVEL: Regular**

---

The eSports program focuses on Digital Media, Gaming Development, and Entrepreneurship. An emphasis is placed on immersive and innovative career-oriented education aligning with industry standards integrated through the Network of Academic Scholastic eSports Federation (NASEF). The program goal is to nurture students' passion for careers in eSports and enable them to access scholarships for higher education. Esports components are aligned with the district's comprehensive Esports ecosystem.

---

**eSPORTS—DIGITAL/MULTI-MEDIA FOUNDATIONS 3****LEVEL: Honors**

---

The eSports program focuses on Digital Media, Gaming Development, and Entrepreneurship. An emphasis is placed on immersive and innovative career-oriented education aligning with industry standards integrated through the Network of Academic Scholastic eSports Federation (NASEF). The program goal is to nurture students' passion for careers in eSports and enable them to access scholarships for higher education. Esports components are aligned with the district's comprehensive Esports ecosystem.

---

**eSPORTS—DIGITAL/MULTI-MEDIA FOUNDATIONS 3****LEVEL: Honors**

---

The eSports program focuses on deepening knowledge of Digital Media, Gaming Development, and Entrepreneurship. Additional emphasis is placed on immersive and innovative career-oriented education aligning with advanced industry standards integrated through the Network of Academic Scholastic eSports Federation (NASEF). The program goal is to nurture students' passion for careers in eSports and enable them to access scholarships for higher education. Esports components are aligned with the district's comprehensive Esports ecosystem.

# CONSTRUCTION TECHNOLOGY/ENGINEERING EDUCATION

8722010	BLDG TRADES & CONSTRUCTION DESIGN TECHNOLOGY 1
8722020	BLDG TRADES & CONSTRUCTION DESIGN TECHNOLOGY 2
8722030	BLDG TRADES & CONSTRUCTION DESIGN TECHNOLOGY 3
8600550	INTRO TO ENGINEERING DESIGN
8600530	DIGITAL ELECTRONICS
8600590	CIVIL ENGINEERING & ARCH
9410330	ROBOTICS SYSTEMS
8600650	ENGINEERING DESIGN AND DEVELOPMENT/CAPSTONE PROJECT

---

## **BLDG TRADES & CONSTRUCTION DESIGN TECHNOLOGY 1**      **LEVEL: Regular**

---

The purpose of this program is to provide students with a foundation of knowledge and technically orientated experiences in the study of construction technology. The content includes, but is not limited to, a study of the tools, materials, processes, and technical skills of construction technology. The content and activities will also include the study of entrepreneurship, safety, and leadership skills.

---

## **BLDG TRADES & CONSTRUCTION DESIGN TECHNOLOGY 2**      **LEVEL: Regular**

---

PREREQUISITE: CONSTRUCTION TECHNOLOGY I

This course provides students with an expanded study and application of the knowledge, human relations, and technical skills of construction technology.

---

## **BLDG TRADES & CONSTRUCTION DESIGN TECHNOLOGY 3**      **LEVEL: Honors**

---

PREREQUISITE: CONSTRUCTION TECHNOLOGY III

This course provides students with an advanced study and application of the knowledge, human relations, and technical skills of construction technology.

---

## **INTRO TO ENGINEERING DESIGN**      **LEVEL: Honors**

---

This course teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed and communicated using solid modeling computer design software.

---

## **DIGITAL ELECTRONICS**      **LEVEL: Honors**

---

Academy only and teacher recommendation.

This is a course in applied logic that encompasses the application of electronic circuits and devices. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices.

---

## **CIVIL ENGINEERING & ARCH**      **LEVEL: Honors**

---

Academy only and teacher recommendation. This course introduces students to the interdependent fields of civil engineering and architecture; students learn project planning, site planning, and building design.

---

## **ROBOTICS SYSTEMS**      **LEVEL: HONORS**

---

This course provides students with extended content and skills essential to the design and operation of robotic systems, including artificial intelligence, specialized sensors, electronic applications, engineering technologies, environmental physics, manufacturing, topographical considerations, programming, communications, simulation and modeling, and critical thinking skills.

---

## **ENGINEERING DESIGN AND DEVELOPMENT/CAPSTONE**      **LEVEL: HONORS**

---

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

## CRIMINAL JUSTICE

- 8918010 CRIMINAL JUSTICE OPERATIONS 1
- 8918020 CRIMINAL JUSTICE OPERATIONS 2
- 8918030 CRIMINAL JUSTICE OPERATIONS 3
- 8918040 CRIMINAL JUSTICE OPERATIONS 4

---

### CRIMINAL JUSTICE OPERATIONS 1

**LEVEL: Regular**

This course is designed to introduce students to the fields of law enforcement, the court system and the correctional system. The content includes career opportunities in these fields, court system, correctional system, interpersonal and communication skills and employability skills.

---

### CRIMINAL JUSTICE OPERATIONS 2

**LEVEL: Regular**

This course is designed to develop competencies in patrol, traffic control, defensive tactics and physical proficiency skills, and first aid and cardiopulmonary resuscitation skills.

---

### CRIMINAL JUSTICE OPERATIONS 3

**LEVEL: Honors**

This course introduces the student to crime scene and accident investigation procedures, forensic science techniques, procedures for implementing crime prevention programs, and property control procedures. Upon successful of the three required courses, the student must complete in order to earn Occupational Completion Point A – Community Service Officer.

---

### CRIMINAL JUSTICE OPERATIONS 4

**LEVEL: Honors**

Classroom, shop, and laboratory activities are an integral part of this program. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes found in the industry. Field and laboratory activities include basic procedures in traffic control, patrol, search and arrest, stop and frisk, mock trial, jail operations, crime prevention, fingerprinting, forensic photography, and crime laboratory examination procedures. To accomplish field and laboratory activities, the coordination of field trips to criminal justice agencies is essential.

## CULINARY

- 8800510 CULINARY OPERATIONS 1
- 8800520 CULINARY OPERATIONS 2
- 8800530 CULINARY OPERATIONS 3
- 8800540 CULINARY OPERATIONS 4

---

### CULINARY OPERATIONS 1

**LEVEL: Regular**

This course was developed as part of a three credit core. Students will develop competence in career and job opportunities; basic food skills; personal productivity; safe, secure and sanitary work procedures; operational systems; recipes; commercial tools and equipment; principles of nutrition; front-of-the-house duties; back-of-the-house duties; food and beverage preparation.

---

### CULINARY OPERATIONS 2

**LEVEL: Regular**

This course was developed as part of a three credit core. Students will develop competence in career and job opportunities; basic skills; work procedures; operational systems; recipes; principles of nutrition; front-of-the-house and back-of-the-house duties and food preparation.

---

### CULINARY OPERATIONS 3

**LEVEL: Honors**

This course was developed as part of a three-credit core. Students will develop competence in career and job opportunities; basic skills; personal productivity; work procedures; operational systems; recipes; front-of-the-house duties and food preparation.

---

### CULINARY OPERATIONS

**LEVEL: Honors**

This course was developed for students to develop competence in career advancement opportunities; food identification, selection and purchasing; advanced cooking and baking skills; communication skills; math skills; scientific principles of cooking and baking and quality standards of food preparation and presentation.

## FINE & DIGITAL ARTS

0104370	PAINTING 1
0104380	PAINTING 2
0104390	PAINTING 3 H
0104340	DRAWING 1
0104350	DRAWING 2
0108390	DIGITAL ART IMAGING HONORS
0102300	CERAMICS/POTTERY 1
0102310	CERAMICS/POTTERY 2
0102320	CERAMICS/POTTERY 3
0108400	AICE DIGITAL MEDIA: PHOTO
0109350	ADVANCED PLACEMENT STUDIO 2-D
0109360	ADVANCED PLACEMENT STUDIO 3-D
0108360	AICE ART AND DESIGN – (AS/A Level)
0100300	AP ART HISTORY

---

### PAINTING 1

**LEVEL: Regular**

---

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.

---

### PAINTING 2

**LEVEL: Regular**

---

Students demonstrate proficiency in the conceptual development of content in painting to create self-directed or collaborative 2-D artwork suitable for inclusion in a portfolio. Students produce works that show evidence of developing craftsmanship and quality in the composition. Through the critique process, students evaluate and respond to their own work and that of their peers. Through a focused investigation of traditional techniques, historical and cultural models, and individual expressive goals, students begin to develop a personal art style. This course incorporates hands-on activities and consumption of art materials.

---

### PAINTING 3

**LEVEL: Honors**

---

Students demonstrate advanced proficiency in the conceptual development of content in painting to create self-directed or collaborative 2-D artwork suitable for inclusion in a portfolio. Students produce a portfolio of work that shows 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 continue to refine their personal art style. This course incorporates hands-on activities and consumption of art materials.

---

### DRAWING 1

**LEVEL: Regular**

---

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

---

### DRAWING 2

**LEVEL: Regular**

---

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

---

### DIGITAL ART IMAGING

**LEVEL: Honors**

---

Students explore advanced topics through project-based work, becoming more self-directed in their acquisition and use of concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional graphic and fine works of art in print and web formats. As they become more adept at using the tools and techniques available to them, students design and produce digital still images and animations through the single or combined use of computers, digital cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication and independence to promote risk-taking in the completion of conceptually based, self-directed work. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

---

**3-D STUDIO ART 2****LEVEL: Regular**

---

Students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Processes and techniques for substitution include wheel-thrown clay, glaze formulation and application, or extruded, cast, draped, molded, laminated, or soft forms. Media may include, but are not limited to, clay, wood, metal, plaster, paper maché, and plastic with consideration of the workability, durability, cost, and toxicity of the media used. 3-D artists experiment with and manipulate space-producing devices, including overlapping, transparency, interpenetration, vertical and horizontal axis, inclined planes, disproportionate scale, fractional or abstracted representation, and spatial properties of the structural art elements. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D 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.

---

**CREATIVE PHOTO****LEVEL: Regular**

---

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. Student photographers may use a variety of media and materials, such as 35mm black and white film, single lens reflex camera, digital camera, darkroom, computer application, filters, various papers, digital output, photogram, cyanotypes, Sabatier effect, and pinhole photography. Craftsmanship and quality are reflected in the surface of the prints and the care of the materials. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works.

---

**FILM****LEVEL: Regular**

---

Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. The instructional focus will be on film. Students produce digital animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, 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.

---

**CERAMICS/POTTERY 1****LEVEL: Regular**

---

The content includes a basic understanding of ceramic processes. The content includes, but is not limited to, the composition and treatment of clay products; qualities of art in different forms and styles of clay products; the recognitions of properties, limitations and possibilities of clay construction through hand-building techniques; use of clay bodies, glazes, tools and techniques in producing clay products; investigation of decorating techniques; development of skills with ceramic tools; examination of qualities of finished products made by professionals, study of vocabulary relating to ceramics and pottery; and defense of aesthetic judgments about works of art produced in clay.

---

**CERAMICS/POTTERY 2****LEVEL: Regular**

---

The content includes, but is not limited to, the investigation of the ceramic process; the relationship among the art elements and compositional principles; knowledge of the function of ceramics/pottery in our society; knowledge about the history of ceramics/pottery and its relationship to other processes and periods; the criteria for making judgments about the aesthetic merits of ceramic art; and the practice of successful forming techniques.

---

**CERAMICS/POTTERY 3****LEVEL: Honors**

---

The content includes, but is not limited to, the production of functional and decorative design; perception and response to the qualities of ceramic/pottery art; the value of ceramics; pottery as an important realm of human experience; the history of ceramics/pottery and its relationship to other processes and periods; the criteria for making judgments about the aesthetic merits of ceramic art; formation of larger, more complex pottery; efficient skill development in methods and techniques; preparation of clay bodies and formulation of glaze, study of kilns and comprehension of firing techniques; and ceramics as a career possibility.

---

**AICE DIGITAL MEDIA: PHOTO****LEVEL: Regular**

---

This syllabus is for learners who want to explore a range of processes and techniques in digital media. The subject content is grouped into three broad areas of study; digital photography, moving image through film and animation, and mobile and multimedia applications including games design. Students will structure their work around the study of photography. They will develop an awareness of the world of digital media and design and the factors and contexts that influence it. Learners will develop creative processes and the ability to critically evaluate their work to continually review and refine ideas, learn how to combine innovative approaches and techniques to solve problems creatively, and expand their knowledge of digital media by exploring different designers, processes and concepts.

---

**ADVANCED PLACEMENT STUDIO 2-D****LEVEL: ADV PL**

---

**SPECIAL NOTES: Students are required to take the Standardized Advanced Placement examination upon completion of the course.**

The content includes advanced level understandings of quality, concentration and breadth of art in drawing. The content to be covered follows the prescribed course of study outlined in the Advanced Placement Course Art.

---

**ADVANCED PLACEMENT STUDIO 3-D****LEVEL: ADV PL**

---

**PREREQUISITE:** Demonstrated proficiency and art teacher recommendation

Portfolio driven. This advanced placement course is designed a very broad interpretation sculptural issues in 3D design. Students' portfolio will be submitted to the College Board in order to obtain AP credit.



---

**AICE ART & DESIGN I (AS)****LEVEL: AICE/ADV PL**

---

This studio-based course will enable students to develop their abilities of observation and analysis of the visual world, sensitivity, skill, personal expression and imagination. Students should also learn to relate these skills to an enhanced knowledge of their own and other cultures, past and present, and an appreciation of practical design problems. The content of the course should actively seek to develop, but not be limited to, the following abilities and qualities: the ability to perceive, understand and express concepts and feelings; the ability to record from direct observation and personal experience; the ability to communicate by using appropriate materials and techniques in a disciplined way; experimentation, innovation and the use of intuition and imagination; critical and analytical faculties; the ability to identify, research and evaluate problems in a systematic way; confidence, initiative and a sense of adventure and achievement; the acquisition of a relevant working vocabulary; an awareness and appreciation of the interdependence of Art and Design and the individual within cultural contexts.

---

**AICE ART & DESIGN I (A)****LEVEL: AICE/ADV PL**

---

Cambridge International AS and A Level Art and Design is recognized by universities and employers as proof of knowledge and understanding of art and design principles and practice. Successful candidates gain lifelong skills, including: communication skills, especially the ability to communicate concepts and feelings; how to record from direct observation and personal experience; the ability and confidence to experiment, be innovative, intuitive and imaginative; the language and technical terms used in art and design; research and evaluation skills; an appreciation of practical design problems and how to solve these. The course stimulates interest, enjoyment and personal enrichment as well as introducing artistic exploration and design thinking.

---

**AP ART HISTORY****LEVEL: ADV PL**

---

The AP Art History course should engage students at the same level as an introductory college art history survey. Such a course involves critical thinking and should develop an understanding and knowledge of diverse historical and cultural contexts of architecture, sculpture, painting and other media. It also provides an opportunity for schools to strengthen an area neglected in most curricula. In this course, students examine and critically analyze major forms of artistic expression from the past and the present from a variety of cultures. While visual analysis is a fundamental tool of the art historian, art history emphasizes understanding how and why works of art function in context, considering such issues as patronage, gender, and the functions and effects of works of art. Many colleges and universities offer advanced placement and/or credit to students who perform successfully on the AP Art History Exam.

# HORTICULTURE/AGRISCIENCE

8106810	AGRISCIENCE FOUNDATIONS
8121510	INTRO HORT 2
8121520	HORTICULTURE 3
8121610	HORT SCIENCE & SVC 4
8121620	HORT SCIENCE & SVC 5
8121630	HORT SCIENCE & SVC 6
8100410	AG COOP ED

---

## AGRISCIENCE FOUNDATIONS

**LEVEL: Regular**

This course was developed as a core and is designed to develop competencies in the area of agricultural history; global importance of agriculture; career opportunities; applied scientific and technological concepts; ecosystems; agricultural safety; principles of pest management; principals of plant growth; management principles; agricultural marketing; and human relations skills.

---

## INTRO TO HORTICULTURE 2

**LEVEL: Regular**

This course was developed to expand student competencies in the area of agricultural history; global importance of agriculture; career opportunities; applied scientific and technological concepts; ecosystems; agricultural safety; principles of pest management; principals of plant growth; management principles; agricultural marketing; and human relations skills.

---

## HORTICULTURE 3

**LEVEL: Honors**

PREREQUISITE: Intro to Hort 2

This course is designed to develop competencies in the areas of industry regulations; plant classification; plant transportation; soil sampling and analysis; fertilizer calculations; recording keeping; irrigation components, water quality; drainage; integrated pest management; pesticide safety and regulations; equipment calibration; chemical growth regulators; xeriscaping; integrated landscape management; safe use of power equipment; record keeping; and employability skills.

---

## HORTICULTURE SCIENCE & SVC 4

**LEVEL: Honors**

PREREQUISITE: Hort 3

This course is designed to further develop competencies in the areas of plant identification and classification; growing media; irrigation system set up; and maintaining and analyzing records including production costs.

---

## HORTICULTURE SCIENCE & SVC 5

**LEVEL: Honors**

This course is designed to further develop competencies in the areas of identifying and evaluating IPM practices; maintaining and repairing irrigation systems; analyzing and evaluating fertilizer usage.

---

## HORTICULTURE SCIENCE & SVC

**LEVEL: Honors**

This course is designed to further develop competencies in the areas of irrigation; growing media; planting beds and sites; propagation; marketing; repair and maintenance of nursery equipment and facilities.



## MARINE TECHNOLOGY

9504210	OUTBOARD MARINE SERVICE TECHNOLOGY 1
9504220	OUTBOARD MARINE SERVICE TECHNOLOGY 2
9504230	OUTBOARD MARINE SERVICE TECHNOLOGY 3
9504240	OUTBOARD MARINE SERVICE TECHNOLOGY 4

---

### OUTBOARD MARINE SERVICE TECHNOLOGY 1

**LEVEL: Honors**

Students will learn entry-level skills for the outboard marine service industry. Hands-on training combined with laboratory and classroom experiences gives the student a full understanding of workplace safety and organization, trailer service, various boat materials, 2-stroke cycle outboard engines, fuel systems on boats.

---

### OUTBOARD MARINE SERVICE TECHNOLOGY 2

**LEVEL: Honors**

Students will learn entry-level skills for the outboard marine service industry. Hands-on training combined with laboratory and classroom experiences gives the student a full understanding of marine electrical systems, procedures for preparing boats to customers, capacitor discharge ignition systems, outboard engine fuel systems, and proper use of computer systems related to parts specialization.

---

### OUTBOARD MARINE SERVICE TECHNOLOGY 3

**LEVEL: Honors**

Students will learn entry-level skills for the outboard marine service industry. Hands-on training combined with laboratory and classroom experiences gives the student a full understanding of outboard 4-stroke cycle engines, charging systems, battery ignition systems, cranking systems, employability, and entrepreneurship.

---

### OUTBOARD MARINE SERVICE TECHNOLOGY 4

**LEVEL: Honors**

Students will learn entry-level skills for the outboard marine service industry. Hands-on training combined with laboratory and classroom experiences gives the student a full understanding of outboard engine lubrication systems, cooling systems, lower gear cases, lower units and housing assemblies, employability, and entrepreneurship.

## MARKETING/BUSINESS EDUCATION

8827110	MARKETING ESSENTIALS
8827120	MARKETING APPLICATIONS
8827210	E-COMMERCE MARKETING
8812000	BUSINESS OWNERSHIP/ENTREPRENEURSHIP
2102372	PERSONAL FINANCE & MONEY MANAGEMENT
2102374	PERSONAL FINANCE & MONEY MGT. HONORS
2102324	AICE BUSINESS STUDIES (AS/A LEVEL)

---

### MARKETING ESSENTIALS

**LEVEL: Regular**

Marketing Essentials blends theory and practice to facilitate immediate implementation and impact. Students will learn to develop strategic marketing with sales and customer plans. A review of the marketing environment is used to help develop the segmentation, targeting and market positioning strategy for implementation along with the marketing mix (product, price, place and promotion). The goal is the identification and delivery of organizational competitive advantage and customer satisfaction – key to long-term revenue growth, profitability and success provides students with initial exposure to the knowledge, skills and attitudes for employment in a wide variety of marketing occupations.

---

### MARKETING APPLICATIONS

**LEVEL: Regular**

PREREQUISITE: Teacher recommendation

This course is designed to provide students with an in-depth study of marketing in a free enterprise society and includes advertising, promotion, product development and branding, selling and marketing research. This course also includes the uses of technology and the Internet in marketing, purchasing, retail positioning strategies, and e-Commerce marketing.

---

### E-COMMERCE MARKETING

**LEVEL: Honors**

PREREQUISITE: Teacher recommendation

This course is designed to provide students with an in-depth study of marketing in a free enterprise society and includes advertising, promotion, product development and branding, selling and marketing research. This course also includes the uses of technology and the Internet in marketing, purchasing, retail positioning strategies, and e-Commerce marketing.

---

### BUSINESS OWNERSHIP/ENTREPRENEURSHIP

**LEVEL: Honors**

PREREQUISITE: Teacher recommendation

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

---

### PERSONAL FINANCE & MONEY MANAGEMENT

**LEVEL: Regular**

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

---

### PERSONAL FINANCIAL & MONEY MANAGEMENT HON. LEVEL: Honors

This grade 9-12 semester course consists of the following content area and literacy strands: Economics, Financial Literacy, Mathematics, Language Arts for Literacy in History/Social Studies and Speaking and Listening. Basic economic concepts of scarcity, choice, opportunity cost, and cost/benefit analysis are interwoven throughout the standards and objectives. Emphasis will be placed on economic decision-making and real-life applications using real data. The primary content for the course pertains to the study of learning the ideas, concepts, knowledge and skills that will enable students to implement beneficial personal decision-making choices; to become wise, successful, and knowledgeable consumers, savers, investors, users of credit and money managers; and to be participating members of a global workforce and society. This course offers scaffolded learning opportunities for students to develop critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participating in capstone and/or extended research-based paper/project (e.g., history fair, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).



---

**AICE BUSINESS STUDIES (AS)****LEVEL: AICE/AP**

---

The syllabus is intended to encourage candidates to: understand and appreciate the nature and scope of business, and the role of business in society, develop critical understanding of organizations, the markets they serve and the process of adding value, this should involve consideration of the internal workings and management of organizations and, in particular, the process of decision-making in a dynamic external environment, be aware that business behavior can be studied from the perspective of a range of stakeholders, including customer, manager, creditor, owner/shareholder and employee, be aware of the economic, environmental, ethical, governmental, legal, social and technological issues associated with business activity. Develop skills in: decision-making and problem solving in the light of evaluation; the quantification and management of information, where appropriate; effective communication. The emphasis should be on the *application* of concepts and issues to the local context (i.e. the candidate's own country), where appropriate.

---

**AICE BUSINESS STUDIES (A)****LEVEL: AICE/AP**

---

PREREQUISITE: Successful completion and mastery of AS level Business course.

Cambridge International AS and A Level Business Studies are accepted by universities and employers as proof of essential knowledge and ability. The Business Studies syllabus enables candidates to understand and appreciate the nature and scope of business, and the role business plays in society. The syllabus covers economic, environmental, ethical, governmental, legal, social and technological issues, and encourages a critical understanding of organizations, the markets they serve and the process of adding value. Candidates examine the management of organizations and, in particular, the process of decision-making in the context of a dynamic external environment.

# MATHEMATICS

1200400	FOUNDATIONS OF MATHEMATICS
1200310	ALGEBRA 1
1200320	ALGEBRA 1 HONORS
1206310	GEOMETRY
1206320	GEOMETRY HONORS
1200330	ALGEBRA 2
1200340	ALGEBRA 2 HONORS
1207350	MATH FOR COLLEGE LIBERAL ARTS
1200384	MATH FOR DATA & FINANCIAL LITERACY
1200710	MATH FOR COLLEGE ALGEBRA
1210300	PROBABILITY & STATISTICS HONORS
1202340	ADVANCED PLACEMENT PRE-CALCULUS
1210320	ADVANCED PLACEMENT STATISTICS
1202352	AICE MATHEMATICS (AS LEVEL)
1202366	AICE MATHEMATICS (A-LEVEL)
1202310	ADVANCED PLACEMENT CALCULUS AB
1202320	ADVANCED PLACEMENT CALCULUS BC
1209315	MATH FOR SAT/ACT

---

## FOUNDATIONS OF MATHEMATICS

**LEVEL: Regular**

**SPECIAL NOTE: This course does NOT COUNT AS A REQUIRED MATH CREDIT**

Recommended for intensive math support for grade 9 OR 10 students with a Level 1 from Grade 8 FSA Mathematics or ALG 1 EOC.

---

## ALGEBRA 1

**LEVEL: Regular**

The purpose of this course is to develop the algebraic concepts and processes which can be used to solve a variety of real world and mathematical problems. The content should include, but not be limited to the following: structure and properties of the real number system, including rational and irrational numbers; exponents, square roots, radicals, absolute value, and scientific notation; varied means for analyzing and expressing patterns, relations, and functions, including words, tables, sequences, graphs, and algebraic equations; variables, algebraic expressions, polynomials, and operations with polynomials; coordinate geometry and graphing of equations and inequalities; data analysis concepts and techniques including introductory statistics and probability; varied solution strategies, algebraic and graphic, for inequalities, linear and quadratic equations, and for systems of equations.

---

## ALGEBRA 1 HONORS

**LEVEL: Honors**

The purpose of this course is to formalize and expand student's knowledge of the algebraic concepts and deepen and extend understanding of relationships and processes which can be used to solve a variety of real world and mathematical problems. The content will include, but not be limited to the following: structure and properties of the real number system, including rational and irrational numbers; exponents, square roots, radicals, absolute value, and scientific notation; varied means for analyzing and expressing patterns, relations, and functions, including words, tables, sequences, graphs, and algebraic equations; variables, algebraic expressions, polynomials, and operations with polynomials; coordinate geometry and graphing of equations and inequalities; data analysis concepts and techniques including introductory statistics and probability; varied solution strategies, algebraic and graphic, for inequalities, linear and quadratic equations, and for systems of equations. In addition, content will include radical & rational expressions and equations.

---

## GEOMETRY

**LEVEL: Regular**

**PREREQUISITE:** Successful completion of Algebra 1 and the Algebra 1 EOC with teacher recommendation.

The purpose of this course is to develop the geometric relationships and deductive strategies that can be used to solve a variety of real world and mathematical problems. The content will include, but not be limited to, the following: geometric constructions; terminology and fundamental properties of geometry; deductive and inductive reasoning and their application to formal proofs; formulas pertaining to the measurement of plane and solid figures; coordinate geometry, dilations and transformations on the coordinate plane; exploration and application of geometric relationships such as parallelism, perpendicularity, congruence, similarity and inequality; properties of circles; and right triangle trigonometry.

---

## GEOMETRY HONORS

**LEVEL: Honors**

**PREREQUISITE:** Successful completion of Algebra 1 Honors with a Level 4-5 on the Algebra 1 EOC with teacher recommendation.

The purpose of this course is to develop the geometric relationships and deductive strategies that can be used to solve a variety of real-world and mathematical problems. The content will include, but not be limited to, the following: geometric constructions; terminology and fundamental properties of geometry; deductive and inductive reasoning and their application to formal and informal proof; formulas pertaining to the measurement of plane and solid figures; coordinate geometry and transformations on the coordinate plane; exploration and application of geometric relationships such as parallelism, perpendicularity, congruence, and similarity; properties of circles; trigonometric functions; vectors; dilations, error analysis; Fibonacci sequences; and solving real-world problems using technology.

---

**ALGEBRA 2****LEVEL: Regular****PREREQUISITE:** Successful completion of Algebra 1 & Geometry and the corresponding EOC's with teacher recommendation.

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

---

**ALGEBRA 2 HONORS****LEVEL: Honors****PREREQUISITE:** Successful completion of Algebra 1 Honors & Geometry Honors AND Levels 4-5 on corresponding EOC's w/teacher recommendation. The purpose of this course is to continue the rigorous and in-depth study of algebra and to provide the foundation for applying algebraic skills to other mathematical and scientific fields. The content should include, but not be limited to the following: structure and properties of the complex number system; arithmetic and geometric sequences and series; relations, functions and graphs extended to polynomial, exponential, and logarithmic functions; varied solution strategies for linear equations, inequalities, and systems of equations and inequalities; varied solution strategies, including the quadratic formula, for quadratic equations; conic sections and their applications; data analysis, and probability.

---

**MATH FOR DATA & FINANCIAL LITERACY****LEVEL: Regular**

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

---

**MATH FOR COLLEGE LIBERAL ARTS****LEVEL: Regular**

In Mathematics for College Liberal Arts, instructional time will emphasize five areas: (1) analyzing and applying linear and exponential functions within a real-world context; (2) utilizing geometric concepts to solve real-world problems; (3) extending understanding of probability theory; (4) representing and interpreting univariate and bivariate data and (5) developing understanding of logic and set theory.

---

**MATH FOR COLLEGE ALGEBRA****LEVEL: Regular**

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

---

**ADVANCED PLACEMENT PRE-CALCULUS****LEVEL: ADV PL**

In AP Precalculus, students explore everyday situations using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world. AP Precalculus prepares students for other higher-level mathematics and science courses. The framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science.

**Note: This course is not a prerequisite for and does not have to be followed by AP Calculus AB or BC.**

---

**AICE MATHEMATICS****LEVEL: AICE (AS LEVEL)**

**SPECIAL NOTES: Students are required to take the Standardized AICE examinations upon completion of the course.**

**PREREQUISITE:** Successful completion of Algebra 1, Geometry, Algebra 2 and Pre-Calculus with teacher recommendation.

The intent of this course is that students will obtain a thorough understanding of algebraic, trigonometric, and calculus concepts. The content should include, but not be limited to, the following: polynomials: operations, remainder theorem and factor theorem; identities, equations, and inequalities: solving quadratic equations and inequalities, solving cubic and quadratic-like equations, solving simultaneous equations in two unknowns; indices and proportionality, sequences, graphs and coordinate geometry, understand relationship between a graph and its equation, vectors, functions, logarithmic and exponential functions, circular measure, trigonometric functions, differentiation, integration, applications of calculus, and probability.

---

**ADVANCED PLACEMENT CALCULUS AB****LEVEL: ADV PL****PREREQUISITE:** Successful completion of Algebra 1 Honors, Geometry Honors, Algebra 2 Honors, and Trigonometry & Analytic Geometry or Pre-Calculus with teacher recommendation.

The purpose of this course is to study algebraic and transcendental functions and the general theory and techniques of calculus. The content should include, but not be limited to the following: the content specified by the Advanced Placement Program.

---

**ADVANCED PLACEMENT CALCULUS BC****LEVEL: ADV PL****TECHNOLOGY REQUIREMENT:** TI-84 Plus Graphing Calculator

**SPECIAL NOTES: Students are required to take the Standardized Advanced Placement examination upon completion of the course.**

**PREREQUISITE:** Successful completion of Algebra 1 Honors, Geometry Honors, Algebra 2 Honors, Trigonometry & Analytic Geometry or Pre-Calculus, and AP Calculus AB with teacher recommendation.

The purpose of this course is to provide an extensive study of the general theory and techniques of Calculus. The content should include, but not be limited to the following: the content specified by the Advanced Placement Program.

---

---

**PROBABILITY & STATISTICS****LEVEL: Honors**

---

**PREREQUISITE:** Successful completion of Algebra 1, Geometry and Algebra 2 with teacher recommendation.

The purpose of this course is to explore the concepts of probability, elementary statistics and hypothesis testing. The content should include, but not be limited to the following: binomial distribution; combinations and permutations; concepts of descriptive statistics; concepts of inferential statistics; concepts of nonparametric statistics; correlation and regression; hypothesis testing; measures of central tendency; normal distribution; and sampling.

---

**ADVANCED PLACEMENT STATISTICS****LEVEL: ADV PL**

---

**PREREQUISITE:** Successful completion of Algebra 1, Geometry, Algebra 2, and Pre-Calculus with teacher recommendation.

The purpose of this course is to explore the concepts of statistics and data distribution. The content should include, but not be limited to the following: exploring data, including observing patterns and departures from patterns; planning a study, including deciding what and how to measure; anticipating patterns in advance, including producing models using probability and simulation; and statistical inference, including confirming models.

---

**MATHEMATICS FOR ACT & SAT****LEVEL: REGULAR \*ELECTIVE\* CREDIT**

---

In Mathematics for ACT and SAT, instructional time will emphasize six areas:

- (1) extending understanding of functions to linear, quadratic and exponential functions and using them to model and analyze real-world relationships;
- (2) developing understanding of the complex number system, including complex numbers as roots of polynomial equations;
- (3) extending knowledge of ratios, proportions and functions to data and financial contexts;
- (4) solve problems involving univariate and bivariate data and make inferences from collected data;
- (5) relationships and theorems involving two-dimensional figures using Euclidean geometry and coordinate geometry;
- (6) graph and apply trigonometric relations and functions.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

## **MEDICAL/HEALTH OCCUPATIONS**

8427130	ELECTROCARDIOGRAPH (EKG) TECH
8417131	ALLIED HEALTH ASSISTING 3
2000360	ANATOMY & PHYSIOLOGY
8417100	HEALTH SCIENCE FOUNDATIONS
8400100	HSE DIRECTED STUDY
8418270	PHARMACY TECHNICIAN

---

### **ELECTROCARDIOGRAPH (EKG) TECH**

---

The student will be able to describe the cardiovascular system; identify legal and ethical responsibilities of an EKG Aide; demonstrate knowledge of, apply and use medical instrumentation modalities; perform patient care techniques in the health care facility.

---

### **ANATOMY & PHYSIOLOGY HONORS      LEVEL: Honors**

---

PREREQUISITE: Biology

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

---

### **ALLIED HEALTH ASSISTING 3      LEVEL: Honors**

---

Academy only and teacher recommendation.

Must be taken with Research I/II as a blocked class.

PREREQUISITE: Health Science 1 and Health Science 2

This course teaches the student principles, skills procedures, instruments, terminology, ethical, and legal implications pertinent to the specific occupation.

---

### **HEALTH SCIENCE 1      LEVEL: Honors**

---

Academy only and teacher recommendation.

This course familiarizes the student with the structure and function of the human body. **It is a required course for the Health Careers Program.** It consists of, but is not limited to, body organization, chemical processes, terminology, the transmission of disease and the various body systems in relation to health and disease. It gives students interest in a career in the health occupations area a basic anatomical foundation to build on as they progress toward their career goal.

---

### **HSE DIRECTED STUDY      LEVEL: Honors**

---

PREREQUISITE: Allied Health or EKG Tech, Teacher recommendation, Medical Academy only. The purpose of this course is to provide students with learning opportunities in a prescribed program of study within the Health Science cluster that will enhance opportunities for employment in the career field chosen by the student. This course may be taken only by a student who has completed or is currently completing a specific secondary job preparatory program or occupational completion point for additional study in this career cluster. A student may earn multiple credits in this course.

---

### **PHARMACY TECH      LEVEL: Honors**

---

This course can either be taken as a concentration in Allied Health 3 or as a concentration in Health Occupations Directed Study

Academy only and teacher recommendation.

Grade 12 only

PREREQUISITE: Health Science 1 and Health Science 2

This course incorporates on-line, classroom, and clinical instruction. Students must complete a prescribed number of clinical hours on site at a licensed pharmacy.

---



## MUSIC/INSTRUMENTAL & VOCAL

1302360	ORCHESTRA 1
1302400	ADVANCED ORCHESTRA H
1300395	AICE MUSIC
1300330	AP MUSIC THEORY
1305430	COLOR GUARD/EURYTHMICS H
1302330	CONCERT BAND
1302340	SYMPHONIC BAND H
1302450	PERCUSSION TECHNIQUES H
1302530	JAZZ ENSEMBLE H
1302350	WIND SYMPHONY H
1303300	BEGINNING CHORUS H
1303340	CONCERT CHORUS H
1303350	SPECTRUM CHORUS H
1301320	GUITAR FOR BEGINNINERS
1301350	GUITAR--HONORS

---

### **ORCHESTRA**                      **LEVEL: Regular**

---

Students with 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. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

---

### **ADVANCED ORCHESTRA**                      **LEVEL: Honors**

---

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. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

---

### **AP MUSIC THEORY**                      **LEVEL: AP/AICE**

---

A major component of any college music curriculum is a course introducing the first-year student to musicianship, theory, musical materials, and procedures. It may emphasize one aspect of music, such as harmony; more often, however, it integrates aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition and, to some extent, history and style. Musicianship skills such as dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the theory course, although they may be taught as separate classes. The student's ability to read and write musical notation is fundamental to such a course. It is also strongly recommended that the student will have acquired basic performance skills in voice or on an instrument.

---

### **COLORGUARD/EURYTHMICS**                      **LEVEL: Honors**

---

**PREREQUISITE:** Demonstrated proficiency and/or teacher recommendation

This course provides highly motivated students with opportunities for leadership and creativity in the interpretation and performance of instrumental selections through the study of highly varied and choreographed dance. The content includes independent interpretation of highly varied music. It provides for development of musical and choreography skills necessary to conduct ensemble performances and formulation of musical values.

---

### **CONCERT BAND**                      **LEVEL: Regular**

---

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

---

### **SYMPHONIC BAND**                      **LEVEL: Honors**

---

**PREREQUISITE:** Demonstrated proficiency and/or teacher recommendation

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

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

---

**WIND SYMPHONY****LEVEL: Honors**

---

PREREQUISITE: Demonstrated proficiency and/or teacher recommendation

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

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

---

**PERCUSSION TECHNIQUES****LEVEL: HONORS**

---

PREREQUISITE: Demonstrated proficiency and/or teacher recommendation

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

---

**JAZZ ENSEMBLE****LEVEL: Honors**

---

PREREQUISITE: Demonstrated proficiency and/or teacher recommendation

This course develops independence in knowledge of styles and performance techniques of varied contemporary music and jazz literature. The content includes, but is not limited to, the study and performance of varied difficult diverse popular and idiomatic literature. Independence in improvisation, interpretation and performance is emphasized.

---

**BEGINNING CHORUS****LEVEL: Honors**

---

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

This course provides students with instruction in the development of basic vocal musicianship and technical skills through the study of varied choral literature. The content includes, but is not limited to, interpretation of notation; establishment of appropriate tone production and performance techniques; holistic presentation of simple musical form, varied style periods, and aesthetic values.

---

**CONCERT CHORUS****LEVEL: Honors**

---

PREREQUISITE: Demonstrated proficiency and/or teacher recommendation

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

This course provides students with instruction in the application of vocal musicianship and technical skills through the study of varied choral literature. The content includes, but is not limited to, independent interpretation of easy-medium easy (E-ME) level choral music; refinement of tone production and performance techniques; analysis of musical form, varied style periods, aesthetic perceptions.

---

**SPECTRUM CHORUS****LEVEL: Honors**

---

PREREQUISITE: Demonstrated proficiency and/or teacher recommendation

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

This course develops independence in musicianship, performance techniques and aesthetic awareness through the rehearsal and performance of varied choral literature. Special emphasis is placed on performance. The content includes, but is not limited to, interpretation of difficult choral music (MD-D); development of independent musicianship, tone production and performance techniques; the analysis of form, style and history included in the performance of varied choral literature; formulation of critical listening skills and aesthetic values.

---

**GUITAR****LEVEL: Regular**

---

Students with little or no experience develop basic guitar skills and knowledge, including simple and full-strum chords, bass lines and lead sheets, barre and power chords, foundational music literacy and theory, major scales, simple finger-picking patterns, and ensemble skills for a variety of music. Beginning guitarists explore the careers and music of significant performers in a variety of styles. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

---

**GUITAR HONORS****LEVEL: Honors**

---

Students with considerable experience broaden their guitar skills and knowledge, adding left- and right-hand techniques and stylistic nuances; work with classical etudes and ensemble performance literature; and become familiar with modes and jazz chords. Guitarists extend their reading and theory skills and add to their knowledge of significant musicians through history. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

## PERFORMING ARTS/DANCE COURSES

0300380	DANCE & CHOREOGRAPHY 1
0300390	DANCE & CHOREOGRAPHY 2 H
0300330	DANCE TECHNIQUES 3 H
0400410	STAGECRAFT 1
0400420	STAGECRAFT 2
0400409	TECHNICAL THEATRE/DESIGN & PRODUCTION OF COSTUME, MAKE-UP & HAIR
0400310	THEATRE 1
0400320	THEATRE 2
0400330	THEATRE 3 H
0400400	ACTING 4 H
0400346	AICE DRAMA
0400700	MUSICAL THEATRE
0400660	THEATRE, CINEMA & FILM PRODUCTION

---

### **DANCE & CHOREOGRAPHY 1      LEVEL: Regular**

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

---

### **DANCE & CHOREOGRAPHY 2      LEVEL: Honors**

PREREQUISITE:      Demonstrated proficiency and/or teacher recommendation

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

---

### **DANCE TECHNIQUES 3      LEVEL: Honors**

PREREQUISITE:      Demonstrated proficiency and/or teacher recommendation

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

---

### **STAGECRAFT 1      LEVEL: Regular**

Students focus on developing the basic tools and procedures for creating elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials are central to success in this course. Students explore and learn to analyze dramatic scripts, seeking production solutions through historical, cultural, and geographic research. Students also learn the basics of standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; and the resulting artistic improvement.

---

### **STAGECRAFT 2      LEVEL: Regular**

Students focus on developing advanced 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 continue to explore and analyze dramatic scripts, seeking production solutions through historical, cultural, and geographic research. Students also refine their design presentation skills and creative collaboration skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

---

### **TECHNICAL THEATRE/DESIGN & PRODUCTION OF COSTUME, MAKE-UP & HAIR      LEVEL: Regular**

Students focus on learning the basic tools and procedures for designing and creating costumes, hair, and makeup 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; and the resulting artistic improvement. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

---

**THEATER 1**      **LEVEL: Regular**

---

This course provides in-depth experiences in the study and practice of theatre arts and literature. The content includes, but is not limited to, an overview of the history of the theatre and literature of the theatre. Students are introduced to the fundamentals of theatre production, which include scenery construction, costuming, lighting, and make-up. Student will be introduced to the fundamentals of acting.

---

**THEATER 2**      **LEVEL: Regular**

---

This course provides development of intermediate skills useful to the study and practice of theatre arts. The content includes, but is not limited to instruction in reading and interpretation of dramatic literature. Other instructional emphases include techniques and mechanics of acting, set, costume and lighting design, as well as other features of stagecraft; character analysis and portrayal; interpretive and analytical study of plays; and production of plays and other dramatic presentations.

---

**THEATER 3**      **LEVEL: Honors**

---

This course provides opportunities for drama students to continue study in acting and production techniques. The content includes, but is not limited to instruction in specific acting techniques used in various kinds of dramatic presentations. Emphasis is given to the study of acting theories, as well as practice and theory in set design, make-up and lighting.

---

**THEATER 4**      **LEVEL: Honors**

---

This course provides study of various aspects of dramatic and theatrical art. The content includes, but is not limited to study and practical application in costume, scenery, lighting, and sound design; make-up techniques; advanced acting techniques; and theatrical management. Students may specialize by researching information about and participating in selected areas of theatre, including playwriting, direction, stage design and management, choreography, and advanced acting. Acting emphasis is placed upon the development of unique performing styles and solo and ensemble presentations.

---

**ACTING 4**      **LEVEL: Honors**

---

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. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

---

**AICE DRAMA**      **LEVEL: AICE/AP (A LEVEL)**

---

Through practical and theoretical study, learners develop an understanding and enjoyment of drama, developing group and individual skills and studying ways to communicate ideas and feelings to an audience. They learn how to discover the performance possibilities of a text and other stimuli, and devised dramatic material of their own. Learners also develop their performance skills, the demonstration of which will form part of the final assessment.

---

**MUSICAL THEATRE**      **LEVEL: Regular**

---

Students' course work focuses on, but is not limited to, acting, vocal performance, dance, non-dance movement, and staging, which transfer readily to performances in musicals and other venues. Students survey the evolution of music in theatre from ancient Greece to modern Broadway through a humanities approach and representative literature. Music theatre students explore the unique staging and technical demands of musicals in contrast to non-musical plays. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

---

**THEATRE, CINEMA & FILM**      **LEVEL: Regular**

---

In Theatre, Cinema, and Film Production, a one-credit course, students explore the elements of film and cinematic techniques used by those who create movies. Students study the techniques in film that serve the story and articulate the theme. Students also prepare a comparative for theatre, film, and literature. Public performances may serve as a resource for specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or film production beyond the school day to support, extend, and assess learning in the classroom.

# PHYSICAL EDUCATION

0800360	HEALTH EXPLORATIONS H
3026010	HOPE
1501300	PERSONAL FITNESS
1503350	TEAM SPORTS I
1503360	TEAM SPORTS II
1501410	BEGINNING POWER WEIGHT TRAINING
1501340	BEGINNING WEIGHT TRAINING
1501350	INTERMEDIATE WEIGHT TRAINING
1501360	ADVANCED WEIGHT TRAINING
1503310	BASKETBALL
1502470	RECREATIONAL ACTIVITIES
1900300	DRIVER EDUCATION
3026020	AICE PHYSICAL EDUCATION

---

## HEALTH EXPLORATIONS HONORS LEVEL: Regular

---

### SEMESTER COURSE

The purpose of this course is for students to apply health-related research practices. Experiences include discourses in major health problems in society, modern health practices, current scientific findings related to human diseases and disorders, collection, analysis and evaluation of health information, health advocacy trends, and health career investigations.

---

## HOPE LEVEL: Regular

---

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

---

## PERSONAL FITNESS LEVEL: Regular

---

### SEMESTER COURSE

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

---

## TEAM SPORTS I LEVEL: Regular

---

### SEMESTER COURSE

This course provides students with opportunities to acquire knowledge of strategies of team-sport play, develop skills in selected team sports, and maintain and/or improve their health-related fitness. Content includes, but is not limited to, knowledge of safety practices, assessment of health-related fitness, application of skills, techniques, strategies, and rules necessary to participate in selected team sports. Team sports selected may include, but not be limited to, flag football, field hockey, flickerball, soccer, speedball, track and field, and volleyball. Strategies of team sports play, skill acquisition, assessment of basic skills, consumer issues, and the maintenance and/or improvement of health-related fitness should be stressed.

---

## TEAM SPORTS II LEVEL: Regular

---

### SEMESTER COURSE

This course provides students with opportunities to acquire knowledge of strategies of team sports play, develop skills in selected team sports, and maintain and/or improve their health-related fitness. Content includes, but is not limited to, knowledge of safety practices, assessment of health-related fitness, application of skills, techniques, strategies, and rules necessary to participate in selected team sports. Team sports selected may include, but not be limited to, basketball, floor hockey, gatorball, softball, team handball, and ultimate Frisbee. Strategies of team sports play, skill acquisition, assessment of basic skills, consumer issues, and the maintenance and/or improvement of health-related fitness should be stressed.

---

## BEGINNING WEIGHT TRAINING LEVEL: Regular

---

### SEMESTER COURSE

This course provides students with opportunities to acquire basic knowledge and skills in weight training that may be used in physical fitness pursuits today as well as in later life, improve muscular strength and endurance, and enhance body image. Content includes, knowledge of safety practices.

---

## INTERMEDIATE WEIGHT TRAINING LEVEL: Regular

---

### SEMESTER COURSE

PREREQUISITE: Successful completion of Beginning Weight Training

This course provides students with opportunities to extend the acquisition of knowledge and development of skills in weight training that may be used in physical fitness pursuits today as well as in later life, further improve muscular strength and endurance, and further enhance body image. Content includes, but is not limited to, knowledge of safety practices.

---

**POWER WEIGHT TRAINING**                      **LEVEL: Regular**

**SEMESTER COURSE**

This course provides students with opportunities to acquire basic knowledge and skills in power weight training (Olympic and power lifting) that may be used in physical fitness pursuits today as well as in later life, and improve or maintain health-related fitness. Content includes, but is not limited to, knowledge of safety practices, assessment of health-related fitness, skills, techniques, strategies and rules of weight training. The assessment of basic Olympic and power weight training skills, consumer issues related to weight training and fitness activities.

---

**ADVANCED WEIGHT TRAINING**                      **LEVEL: Regular**

**SEMESTER COURSE**

**PREREQUISITE:** Successful completion of Intermediate Weight Training

This course provides students with opportunities to further extend the knowledge and development of skills in weight training that may be used in physical fitness pursuits today, as well as in later life, further improve muscular strength and endurance, and further enhance body image. Content includes, but is not limited to, knowledge of safety practices.

---

**BASKETBALL**    **LEVEL: Regular**

**SEMESTER COURSE**

The purpose of this course is to enable students to develop knowledge and skills in basketball and to maintain or improve health-related fitness. The content should include, but not be limited to, the following: safety practices, rules and terminology, history, biomechanical and physiological principles, techniques and strategies, sportsmanship, fitness activities, fitness assessment, officiating, organization and administration of recreational activities, consumer issues, and benefits of participation.

---

**RECREATIONAL ACTIVITIES**                      **LEVEL: Regular**

**SEMESTER COURSE**

The purpose of this course is to enable students to develop knowledge and skills in recreational activities and maintain or improve health-related fitness. The content should include, but not be limited to, the following: safety practices, rules and terminology, history, biomechanical and physiological principles, techniques and strategies, sportsmanship, fitness activities, fitness assessment, officiating, organization and administration of recreational activities, consumer issues, and benefits of participation.

---

**DRIVER EDUCATION**                                      **LEVEL: Regular**

**SEMESTERS**

The purpose of this classroom course is to introduce students to Florida driving laws/rules of the road and safe driving behavior. It will also provide an in-depth study of the contributing factors to vehicle crashes and their solutions. The content should include, but not be limited to the meaning and responsibilities of a Driver License, laws that govern the operation of a motor vehicle, knowledge of Florida's Graduated Driver Licensing (GDL) laws, vehicle control and traffic procedures, knowledge of sharing the road with other types of vehicles, defensive driving strategies, physical and mental factors that affect driving ability, effects of alcohol and other drugs on driving performanceF

---

**AICE PHYSICAL EDUCATION**                      **LEVEL: Regular**

The Physical Education syllabus is both practical and theoretical, covering anatomy and physiology, movement skills and contemporary studies in sport. Learners are encouraged to try out a range of physical activities, including team and individual sports, games, and outdoor activities, and then use the theoretical knowledge they have gained to analyze the different factors influencing performance. The course also encourages learners to understand and explain global trends in Physical Education and Sports.



## SCIENCE

2000310	BIOLOGY I
2000320	BIOLOGY I HONORS
2001310	EARTH/SPACE SCIENCE
2001340	ENVIRONMENTAL SCIENCE
2002480	FORENSIC SCIENCE
2000340	ADVANCED PLACEMENT BIOLOGY
2000360	ANATOMY AND PHYSIOLOGY
2002515	AICE MARINE SCI AS L
2002535	AICE MARINE SCI A-LEVEL
2001380	AP ENVIRONMENTAL SCIENCE
2001381	AICE ENVIRONMENTAL MANAGEMENT
2020910	ASTRONOMY
2003340	CHEMISTRY
2003350	CHEMISTRY I HONORS
2003370	ADVANCED PLACEMENT CHEMISTRY
2002500	MARINE SCIENCE I
2003380	PHYSICS I
2003390	PHYSICS I HONORS
2003421	AP PHYSICS 1
2003422	AP PHYSICS 2
2003430	AP PHYSICS C: MECHANICS

---

### **BIOLOGY I HONORS**

**LEVEL: Honors**

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

---

### **BIOLOGY I HONORS**

**LEVEL: Honors**

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

---

### **EARTH/SPACE SCIENCE**

**LEVEL: Regular**

This course provides opportunities for students to develop concepts basic to the earth, its material, processes, history and environment in space. Content includes, but is not limited to, formation of the universe and solar system, life cycle of stars, U.S. manned space program and exploration, the earth-moon system, formation of igneous, sedimentary and metamorphic rocks and the identification of rocks and minerals, divisions of the earth, formation of landforms and basic mountain levels, fundamental plate tectonics, formation of rivers and water system, erosion, mass movements, wind, glaciers, the hydrologic cycle, meteorology and cloud levels, weather mapping, soil and fossils, oceanography and ocean currents, and renewable and non-renewable energy resources. Laboratory investigations of selected topics in the content which include the use of the scientific method, measurement, laboratory apparatus and safety procedures, are an integral part of the course.

---

### **ENVIRONMENTAL SCIENCE**

**LEVEL: Regular**

This course provides students with the opportunity to understand the following concepts: scientific analysis; interdependence of earth's systems; fundamental principles and concepts; human population dynamics; renewable and nonrenewable resources; distribution, ownership, use degradation; environmental quality; global changes and their consequences; environment and society: trade-offs and decision making; choices for the future. Laboratory investigations and research of selected topics in the content, which include the use of the scientific method, measurement, laboratory apparatus, and safety procedures, are an integral part of the course.

---

**FORENSIC SCIENCE** **LEVEL: Regular**

---

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

---

**ADVANCED PLACEMENT BIOLOGY** **LEVEL: AICE/AP**

---

**PREREQUISITE:** Biology, demonstrated ability, and/or teacher recommendation

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

---

**ANATOMY & PHYSIOLOGY HONORS** **LEVEL: Honors**

---

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

---

**AICE MARINE SCIENCE** **LEVEL: AICE (AS LEVEL)**

---

The purpose of this course is the scientific study of the sea and its ecosystems. The content of the course should actively seek to develop, but not be limited to, the following abilities and qualities: recognize the usefulness, and limitations, of scientific method and to appreciate its applicability in other disciplines and in everyday life; enhance understanding of the relevance of marine science to society; develop abilities and skills that are relevant to the study and practice of marine science, are useful in everyday life, and encourage effective communication; develop objectivity, integrity, initiative, and the skills of scientific inquiry; stimulate interest in and care for the local and global environment and understand the need for conservation; promote awareness that the scientific theories and methods have developed, and continue to do so, as a result of co-operative activities of groups and individual.

---

**AP ENVIRONMENTAL SCIENCE** **LEVEL: AP/AICE**

---

This course provides students with the opportunity to understand the following concepts: scientific analysis; interdependence of earth's systems; fundamental principles and concepts; human population dynamics; renewable and nonrenewable resources: distribution, ownership, use degradation; environmental quality; global changes and their consequences; environment and society: trade-offs and decision making; and choices for the future. Laboratory investigations and research of selected topics in the content, which include the use of the scientific method, measurement, laboratory apparatus, and safety procedures, are an integral part of the course.

---

**AICE ENVIRONMENTAL MANAGEMENT** **LEVEL: AP/AICE (AS LEVEL)**

---

Cambridge International AS Level Environmental Management is accepted by universities and employers as proof of knowledge and understanding of the key issues affecting the environment on a variety of scales. Through their study, candidates gain lifelong skills and awareness including: a knowledge of environmental processes and the impacts of societies on the environment, the scientific principles that underpin issues of sustainability and environmental management, the causes of key issues affecting the environment as well as possible ways of managing these, the pressures which impact on the environment and potential solutions to these. The syllabus is designed to encourage learning through suitable case studies, both local and global. The syllabus provides a good foundation for further study of Environmental Science and Management or related subjects in higher education. It is suitable for candidates of various ages, backgrounds and nationalities and contributes towards general education and lifelong learning. Candidates do not need to have studied environmental science/management before taking this course. The course is designed to attract candidates with a good scientific background along with an awareness of broad environmental matters. A good foundation for the course would be a combination of some, but not necessarily all of the following: biology, geography, physics, chemistry, environmental science and management.

---

**ASTRONOMY Grades 11-12** **LEVEL: Honors**

---

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

---

**CHEMISTRY Grades 10-12 only** **LEVEL: Regular**

---

**PREREQUISITE:** Biology, Algebra

This course provides students with the study of composition, properties and changes associated with matter. The content includes, but is not limited to, classification and structure of matter, atomic theory, the periodic table, bonding, chemical formulas, chemical reactions and balanced equations, behavior gases, physical changes, acids, bases, and salts and energy associated with physical and chemical changes. Laboratory investigations of selected topics in the content, which include the use of the scientific method, measurement, laboratory apparatus, and safety procedures, are an integral part of the course.

---

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

---

**PREREQUISITE:** Biology, Algebra, and teacher recommendation

This course provides students with a rigorous study of the composition, properties and changes associated with matter. Content includes, but is not limited to: heat, changes of matter, atomic structure, the periodic table, bonding, formulas and equations, the mole concept, gas laws, energy and order, reaction rates and equilibrium, solutions: acids, bases and salts, nuclear chemistry, electrochemistry, and organic chemistry. Laboratory investigations of selected topics in the content, which include the use of the scientific method, measurement, laboratory apparatus, and safety procedures, are an integral part of the course.

---

**AP CHEMISTRY**                                      **LEVEL: ADV PL**

---

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

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

---

**MARINE SCIENCE I**                                      **LEVEL: Regular**

---

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

---

**PHYSICS I**    **LEVEL: Regular**

---

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

---

**PHYSICS I HONORS**                                      **LEVEL: Honors**

---

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

---

**AP PHYSICS I**    **LEVEL: AP/AICE**

---

**PREREQUISITE:** Algebra II Honors

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. Laboratory requirement: this course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry-based investigations that provide students with opportunities to apply the science practices. Students should have completed geometry and be concurrently taking Algebra II or an equivalent course. Although the Physics 1 course includes basic use of trigonometric functions, this understanding can be gained either in the concurrent math course or in the AP Physics 1 course itself.

---

**AP PHYSICS 2**    **LEVEL: AP/AICE**

---

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 PHYSICS C: MECHANICS**                                      **LEVEL: ADV PL**

---

**PREREQUISITE:** Algebra, Geometry, and/or teacher recommendation

This course provides a systematic introduction to the main principles of classical and modern Physics and emphasizes the development of problem-solving ability. Content includes, but is not limited to, that determined by the Advanced Placement Program. Laboratory investigations of selected topics in the content, which include the use of the scientific method, measurement, laboratory apparatus, and safety procedures, are an integral part of the course.

## **SOCIAL STUDIES ACADEMIC COURSES**

2103300	WORLD CULTURAL GEOGRAPHY
2109310	WORLD HISTORY
2109321	PRE-AICE WORLD HISTORY
2109420	AP WORLD HISTORY
2100490	AICE INTERNATIONAL HISTORY
2100310	US HISTORY
2100320	HONORS AMERICAN HISTORY
2100330	AP US HISTORY
2100500	AICE US HISTORY
2106310	US GOVERNMENT
2106320	HONORS AMERICAN GOVERNMENT
2106420	AP US GOVERNMENT
2106430	AP COMPARATIVE GOVERNMENT
2102310	ECONOMICS
2102320	HONORS ECONOMICS
2102360	ADVANCED PLACEMENT MICROECONOMICS
2102370	ADVANCED PLACEMENT MACROECONOMICS

---

### **WORLD CULTURAL GEOGRAPHY                      LEVEL: REGULAR**

---

The grade World Cultural Geography course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of world cultural regions in terms of location, physical characteristics, demographics, historical changes, land use, and economic activity. Content should include, but is not limited to, the use of geographic tools and skills to gather and interpret data and to draw conclusions about physical and human patterns, the relationships between physical geography and the economic, political, social, cultural and historical aspects of human activity, patterns of population growth and settlement in different cultures and environments, the interaction between culture and technology in the use, alteration and conservation of the physical environment, and the interrelationships and interdependence of world cultures.

---

### **WORLD HISTORY    LEVEL Regular**

---

This course provides students the opportunity to acquire an understanding of the chronological development of civilization by examining the political, economic, social, religious, military, dynastic, scientific, and cultural, events that have affected humanity. Topics include, but are not limited to, an understanding of geographic-historic and time-space relationships, the use of arbitrary periodization in history, a review of pre-history, the rise of civilization and cultural universals, the development of religion and the impact of religious thought, the evolution of political systems and philosophies, the interaction of science and society, the development of nationalism as a global phenomenon, the origin and course of economic systems and philosophies, the influence of major historical figures and events, and contemporary world affairs.

---

### **PRE-AICE INTERNATIONAL HISTORY                      LEVEL: Honors**

---

Satisfies World History requirement

The Cambridge Pre-AICE History syllabus looks at some of the major international issues of the nineteenth and twentieth centuries, as well as covering the history of particular regions in more depth. The emphasis is on both historical knowledge and on the skills required for historical research. Learners develop an understanding of the nature of cause and effect, continuity and change, similarity and difference and find out how to use and understand historical evidence as part of their studies. Cambridge IGCSE History will stimulate any learner already interested in the past, providing a basis for further study, and also encouraging a lifelong interest in the subject. Both coursework and non-coursework options are available.

---

### **AP WORLD HISTORY    LEVEL: ADV PL**

---

Satisfies World History requirement.

This course enables students to 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. The content should include, but not be limited to, the following: the content specified by the Advanced Placement Program; an exposure to the foundations of World History prior to 1000 A.D.; an emphasis on the time period between 1000 and present; Asia, Europe, Saharan, and sub-Sharan Africa; China, Mesoamerica, Islam, Mongol dominance, new political units in Africa and Europe.

---

### **AICE INTERNATIONAL HISTORY                      LEVEL: AICE (AS LEVEL)**

---

Satisfies World History requirement.

The purpose of this course is to enable students to understand the major international issues and their connection to the past which have shaped the world since the Second World War. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to develop a historical perspective on many of the most important issues of the contemporary world. The course encourages teacher and students to view the study of history from 1945 to 1991 as a series of questions to be explored and analyzed, while explicitly encouraging the development of two fundamental historical skills, the construction of explanations and the use of source materials.

---

**US HISTORY****LEVEL: Regular**

---

This course provides students with the opportunity to acquire an understanding of the chronological development of the American people by examining the political, economic, social, religious, military, scientific, and cultural events that have affected the rise and growth of our nation from Revolutionary times to the present. Topics include, but are not limited to, a review of the westward expansion of American settlements, the origin of American ideals, the American Revolution and Declaration of Independence, the formation of the Constitution and the federal system, sectional schisms in American life, the Civil War and Reconstruction. Specific in-depth content to be covered will include, but not be limited to, an understanding of time-space relationships, the synthesizing of American culture from the mid-nineteenth century to the present, the interpretive evolution of the Constitution from 1800 to the present, the technological and urban transformation of the country in the last part of the 19th century, the evolution of American lifestyles and ideals from 1800 to the present, the development of the American economy from the mid-nineteenth century to the present, and contemporary domestic and foreign issues.

---

**HONORS US HISTORY****LEVEL: Honors**

---

This course provides students with the opportunity to acquire an in-depth and comprehensive understanding of the chronological development of American history from Revolutionary times to the present by examining the political, economic, social, religious, military, scientific, and cultural events that have affected the nation. Implicit in this is an understanding of the historical method, the inquiry process, and historical reasoning and interpretation. Topics include, but are not limited to, a review of the significance of westward expansion on the American character, the origin and development of American ideals and characteristics, interpretations on the effects of the American colonial experience, an analysis of enlightened thinking and the Declaration of Independence, an understanding of the relationship between idealism and reality in the development of the US Constitution and the Bill of Rights, an analysis of sectionalism as a force in American life, and the aftermath of the American Civil War. Specific in-depth content to be covered will include, but not be limited to, an understanding of geo-historic development in time-space, an analysis of the significant trends in the development of American culture and institutions from 1800 to the present, comparisons of the technological and urban transformation of our nation in the mid- nineteenth and 20th centuries, interpretations of the changes in American lifestyles through the mid-nineteenth and 20th centuries, an analysis of the changes in American foreign policy from regional to global perspective, an evaluation of the cycles characteristic of American economic development through the mid-nineteenth and 20th centuries, and an analysis of contemporary American domestic and foreign issues with projected scenarios through the 21st century.

---

**AP US HISTORY****LEVEL: ADV PL**

---

This course provides students with the opportunity to develop the analytic skills and factual knowledge necessary to deal critically with the problems, content, and materials of American historic development. This is done by focusing on persistent themes and change in history and by applying historical reasoning to seek solutions to contemporary problems. Appropriate concepts and skills, such as learning to assess historical materials, are developed in connection with the content. The content includes, but is not limited to, that determined by the Advanced Placement Program.

---

**AICE US HISTORY****LEVEL: AICE (AS Level)**

---

The purpose of this course is to enable students to understand the development of the United States within the context of history with a major focus on the transformation of the USA from an isolated agrarian society of the 1840's to the world's leading superpower. Students will demonstrate an understanding of the complexity of issues and themes within a United States historical period, and distinguish and assess different approaches to, interpretations of, and opinions about the United States past. The course explicitly encourages the development of two fundamental historical skills, the construction of clear, concise, logical and relevant arguments and the evaluation and interpretation of source materials as historical evidence within the context of United States history.

---

**US GOVERNMENT****LEVEL: Regular**

---

This course provides students with an opportunity to examine their own political behavior, analyze the dynamics of political issues and practice decision-making skills. Students investigate classical and modern political thought and theorists; comparative political systems; the evolution of democratic political systems; sources and function of American government; constitutional framework, federalism and the separation of powers; the evolving role of political parties and interest groups in determining policy; how people create and change structures of power, authority and governance.

---

**HONORS US GOVERNMENT****LEVEL: Honors**

---

This course provides students with the opportunity to acquire a comprehensive understanding of American government and political behavior. Topics include, but are not limited to, an evaluation of those documents which shape our political traditions (the Declaration of Independence, the Constitution, and the Bill of Rights); an analysis of the roles of the three branches of government at the local, state, and national levels; a comparative view of the changing nature of political parties and interest groups over time in determining government policy; an evaluation of the changing nature of citizen rights and responsibilities in a democratic state; and the importance of civic participation in the democratic political process.

---

**AP US GOVERNMENT****LEVEL: ADV PL**

---

This course provides students with the opportunity to acquire a critical perspective of government and politics in the United States. This is done by analyzing both the general and specific aspects of American government. The content includes, but is not limited to, a study of federalism, the role of political parties and interest groups, formal and informal governmental structures and institutions, the nature of public opinion, and the evolution of civil liberties and civil rights.

---

**ECONOMICS****LEVEL: Regular**

---

This course provides students with knowledge of economics, emphasizing practical applications and the decision-making skills necessary to be informed citizens and financially successful individuals. Topics include, but are not limited to, money, banking and monetary policy; the role and influence of government and fiscal policies; the American mixed market system; scarcity, opportunity cost, choice and utility; supply, demand and price in the market; the global economy and exchange rates; personal finance and financial goals; financial, investment and credit markets; employment, wages, rent and capital; and the connections between economics and the other social sciences.

---

**HONORS ECONOMICS****LEVEL: Honors**

---

This course provides students the opportunity to acquire a comprehensive understanding of the way in which society organizes to utilize its limited resources to satisfy unlimited wants and the distinguishing characteristics of other LEVELS of economic systems with particular attention to the American mixed market system. The major emphasis is to provide the student with tools to examine and analyze the implications of market solutions and public policy decisions related to economic problems. Topics include, but are not limited to, economic understanding in reaching decisions in the market place; the role and impact of economic wants, scarcity and choices; opportunity costs and trade-offs; economic incentives; specialization; comparative advantage; interdependence; the role of pricing; LEVELS of market failures; savings and investment; the role and function of government and governmental policy; the function of money and financial institutions; supply and demand; and the distinction between micro and macroeconomic problems.

---

**AP MICROECONOMICS****LEVEL: ADV PL**

---

The purpose of advanced placement microeconomics is to provide students with the opportunity to analyze the behavior of individual households, firms, and markets, and to recognize how prices and outputs are determined in those markets, and how the price mechanism allocates resources and distributes income. Specific content to be covered will include, but not be limited to, an understanding of fundamental economic concepts including scarcity; opportunity costs and trade-offs; productivity; economic systems and institutions; and exchange, money, and interdependence. The analysis of microeconomic concepts includes markets and prices, supply and demand, competition and the market structure, income distribution, market failure, and the role of government.

---

**AP MACROECONOMICS****LEVEL: ADV PL**

---

AP Macroeconomics is an introductory college-level macroeconomics course. Students cultivate their understanding of the principles that apply to an economic system as a whole by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like economic measurements, markets, macroeconomic models, and macroeconomic policies.

---

**AP COMPARATIVE GOVERNMENT****LEVEL: ADV PL**

---

This AP Comparative Government and Politics is an introductory college-level course in comparative government and politics. The course uses a comparative approach to examine the political structures; policies; and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students cultivate their understanding of comparative government and politics through analysis of data and text-based sources as they explore topics like power and authority, legitimacy and stability, democratization, internal and external forces, and methods of political analysis.



## SOCIAL STUDIES ELECTIVES

2100336	AFRICAN/AMERICAN HISTORY H
2102324	AICE BUSINESS STUDIES (AS)
0900500	AICE CLASSICAL STUDIES (AS)
2107360	AICE PSYCHOLOGY
2108310	AICE SOCIOLOGY (AS)
2102410	AICE TRAVEL & TOURISM (AS & A LEVEL)
2103400	AP HUMAN GEOGRAPHY
2107350	AP PSYCHOLOGY
2109380	AP EUROPEAN HISTORY
2109350	CONTEMPORARY HISTORY
2106375	COMPREHENSIVE LAW STUDIES
2106468	CONSTITUTIONAL LAW H
2106390	COURT PROCEDURES
2100405	HOLOCAUST HISTORY H
21066355	INTERNATIONAL LAW
2100362	LATIN AMERICAN HISTORY H
2106350	LAW STUDIES
2106310	LEGAL SYSTEMS & CONCEPTS
2007300	PSYCHOLOGY I
2107310	PSYCHOLOGY II

---

### **AFRICAN/AMERICAN HISTORY HON**      **LEVEL: Honors**

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

---

### **AICE BUSINESS STUDIES (AS)**      **LEVEL: AICE/AP**

The syllabus is intended to encourage candidates to: understand and appreciate the nature and scope of business, and the role of business in society, develop critical understanding of organizations, the markets they serve and the process of adding value, this should involve consideration of the internal workings and management of organizations and, in particular, the process of decision-making in a dynamic external environment, be aware that business behavior can be studied from the perspective of a range of stakeholders, including customer, manager, creditor, owner/shareholder and employee, be aware of the economic, environmental, ethical, governmental, legal, social and technological issues associated with business activity. Develop skills in: decision-making and problem solving in the light of evaluation; the quantification and management of information, where appropriate; effective communication. The emphasis should be on the *application* of concepts and issues to the local context (i.e. the candidate's own country), where appropriate.

---

### **AICE CLASSICAL STUDIES (AS)**      **LEVEL: AICE/AP**

Classical Studies provides learners with an understanding of the civilizations of ancient Greece and Rome, and a appreciation of the diversity of the Classical world. The syllabus exposes learners to a range of original sources (textual, material archeological) and develops their abilities to interpret, analyze and evaluate a range of evidence. The syllabus is flexible and wide-ranging, allowing teachers to build a course that reflects their learners' interests and staff specialisms.

---

### **AICE PSYCHOLOGY (AS)**      **LEVEL: AICE/AP**

Cambridge International AS Psychology learners develop appreciation of the subject by exploring the ways in which psychology is conducted. As part of their studies, learners review important research; this provides insight into the ways in which psychology has been applied, thereby leading to a better understanding of key approaches, research methods, issues and debates. The syllabus reflects four core areas of psychology: biological, cognitive, learning, social; it also relates psychology to abnormality, consumer behavior, and organizations.

---

### **AICE TRAVEL & TOURISM (AS)**      **LEVEL: AICE/AP**

The purpose of this course is to encourage students to appreciate the scale and importance of the travel and tourism industry in the world and recognize the positive and negative impacts the industry may have on people, the environment, and the economy. Students learn that the travel and tourism industry is dynamic in nature and how the industry responds to change, such as changing consumer needs and *expectations*. Students will learn practical and technical skills relevant to the industry, enabling them to deal with a range of complex situations and problems. The course includes a project which involves planning and managing a travel and tourism event. Students work in a team, but present their project individually.

---

**AICE TRAVEL & TOURISM (A LEVEL)****LEVEL: AICE/AP**

---

Cambridge International AS and A Level Travel and Tourism is suitable for both Cambridge International A Level candidates and for those seeking a more specialized study of this subject. This syllabus encourages candidates to appreciate the scale and importance of the travel and tourism industry in the world and recognize the positive and negative impacts the industry may have on people, environments and economies. Candidates learn that the travel and tourism industry is dynamic in nature and how the industry responds to change, e.g., external factors such as changing consumer needs and expectations and developments in ICT.

---

**AP HUMAN GEOGRAPHY****LEVEL: ADV PL**

---

The purpose of this course is to enable students to develop higher levels of concepts and skills related to Human Geography. The content should include the following: regions, population studies, political geography, land use, urbanization, issues related to space, place and scale, economic geography.

---

**AP PSYCHOLOGY****LEVEL: ADV PL**

---

Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavioral interaction and the progressive development of individuals. Content should include, but not be limited to, research methodology, the differences between learned and unlearned behavior, forces that influence the strength and direction of behavior, theories, methods and issues related to the assessment of human differences, and the impact of social factors on behavior.

---

**AP EUROPEAN HISTORY LEVEL: ADV PL**

---

In AP European History, students investigate significant events, individuals, developments, and processes from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world, economic and commercial development, cultural and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations.

---

**COMPREHENSIVE LAW STUDIES****LEVEL: Honors**

---

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

---

**CONSTITUTIONAL LAW II****LEVEL: Honors**

---

Students will have the opportunity to research and learn the major legal precedents and evolving judicial interpretations associated with the United States Constitution. Students will analyze the impact that previous judicial decisions have made to contemporary life in the United States and will be expected to defend constitutional positions associated with major issues. This course is designed to provide an in-depth study of this topic to students who are interested in pursuing post-secondary careers in law enforcement, governmental service or a legal field. Content should include, but not be limited to, the following: an examination of the evolution of constitutional government from ancient times to the present, a historical review of the British legal system and the unwritten constitutional safeguards of Great Britain which served as a framework for the U.S. Constitution, the arguments in support of our republican form of government, as they are embodied in the most important of the Federalist Papers, an examination of the constitution of the state of Florida, its current amendment process, and recent amendments approved by Florida voters, a comparison between the constitutional frameworks of the other nations with that of the United States, major Supreme Court decisions and the impact of both majority and minority opinions, current Constitutional issues.

---

**CONTEMPORARY HISTORY****LEVEL: Regular**

---

The grade 9-12 Contemporary History course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the development of the contemporary world within the context of history in order to analyze current events. 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. Content should include, but is not limited to, 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

---

**COURT PROCEDURES****LEVEL: Regular**

---

The grade 9-12 Court Procedures course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content for the course pertains to the study of the structure, processes and procedures of the judicial systems of the United States and Florida. Content should include, but not be limited to, the structure, processes and procedures of county, circuit and federal courts, civil and criminal procedures, juvenile law, the rights of the accused, evolution of court procedures, comparative legal systems, and career choices in the judicial system.

---

**HOLOCAUST HISTORY HON****LEVEL: Honors**

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

---

**INTERNATIONAL LAW****LEVEL: Regular**

The grade 9-12 International Law course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the analysis and comparison of the different legal and political concepts, systems, and operations across countries and ideologies; how these structures affect international relations, and how legal disputes between countries are settled. Content should include, but is not limited to, the comparison of major political ideologies (communism, fascism, socialism, and democracy) from historical and ideological perspectives, an evaluation of the fundamental characteristics of legal and governmental systems throughout the world emphasizing specific elements of constitutionalism including: rule of law, the rights of the people, the separation and sharing of powers, an independent judiciary with the power of judicial or constitutional review, the role and function of government and the citizen in each system, the nation-state system, the need for laws, adversarial versus inquisitorial systems of justice, and the role and function of the international court system.

---

**LATIN AMERICAN HISTORY HON****LEVEL: Honors**

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

---

**LAW STUDIES****LEVEL: Regular**

The grade 9-12 Law Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the study of the American legal system as the foundation of American society by examining those laws which have an impact on citizens' lives and an introduction to fundamental civil and criminal justice procedures. Content should include, but is not limited to, the need for law, the basis for our legal system, civil and criminal law, adult and juvenile courts, family and consumer law, causes and consequences of crime, individual rights and responsibilities, and career opportunities in the legal system.

---

**LEGAL SYSTEMS & CONCEPTS****LEVEL: Regular**

The grade 9-12 Legal Systems and Concepts course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, Civics and Government. The primary content for the course pertains to the examination of the American legal system and the nature of specific rights granted under the United States Constitution. Content should include, but is not limited to, the historical antecedents of laws and the basis for the creation of laws, the background, principles and applications of the United States Constitution, the rights protected by the Constitution and precedent-setting cases related to these rights, the process for enacting criminal laws at the state and local levels, the stages of the criminal justice system, the government and private agencies which provide services to individuals accused of crimes, the citizen's role in the legal system, the role of women and diverse cultural groups within the justice system, and careers in the justice system.

---

**PSYCHOLOGY I****LEVEL: Regular**

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

---

**PSYCHOLOGY II****LEVEL: REGULAR**

This course provides students with the opportunity to acquire an understanding and appreciation for human behavior, behavioral interaction, and the progressive development of individuals. Topics include, but are not limited to, statistical research, psychobiology, motivation and emotions, sensation and perception, states of consciousness, psychological testing, social psychology.

---

## WORK EXPERIENCE

8301610 WORK EXPERIENCE 1  
8301620 WORK EXPERIENCE 2  
8301630 WORK EXPERIENCE 3  
8301650 WORK EXPERIENCE OJT

---

**WORK EXPERIENCE 1**                      **LEVEL: Regular**

---

PREREQUISITE: Teacher recommendation  
This program is for the potential school leaver and provides: (a) occupational experiences, and (b) related instruction including Employability Skills.

---

**WORK EXPERIENCE 2**                      **LEVEL: Regular**

---

PREREQUISITE: Teacher recommendation  
This program is for the potential school leaver and provides: (a) occupational experiences, and (b) related instruction including Employability Skills.

---

**WORK EXPERIENCE 3**                      **LEVEL: Regular**

---

This program is for the potential school leaver and provides: (a) occupational experiences, and (b) related instruction including Employability Skills.

---

**WORK EXPERIENCE OJT**                      **LEVEL: Regular**

---

PREREQUISITE: Teacher recommendation  
This program is for the potential school leaver and provides: (a) occupational experiences, and (b) related instruction including Employability Skills.

## WORLD LANGUAGES

0701320	FRENCH I
0701330	FRENCH II
0701340	FRENCH III
0701393	AICE FRENCH
0701380	ADVANCED PLACEMENT FRENCH LANGUAGE
0708340	SPANISH I
0708350	SPANISH II
0708360	SPANISH III
0708370	SPANISH IV
0708538	AICE SPANISH LANGUAGE
0708400	ADVANCED PLACEMENT SPANISH LANGUAGE
0709300	SPANISH FOR SPANISH SPEAKERS I
0709310	SPANISH FOR SPANISH SPEAKERS II
0709360	AICE SPANISH LANGUAGE FOR SPANISH SPEAKERS
0711300	CHINESE I
0711310	CHINESE II

---

<b>FRENCH I</b>	<b>LEVEL: Regular</b>
-----------------	-----------------------

---

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

---

<b>FRENCH II</b>	<b>LEVEL: Regular</b>
------------------	-----------------------

---

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

---

<b>FRENCH III</b>	<b>LEVEL: Honors</b>
-------------------	----------------------

---

This course expands upon the skills previously acquired by the students. The content includes, but is not limited to, more advanced language structures and idiomatic expressions, through a linguistic, communicative, and cross-cultural approach. There will be additional growth in vocabulary for practical purposes including writing. Reading selections are varied, and experiences with literature will be broadened.

---

<b>AICE FRENCH LANGUAGE</b>	<b>LEVEL: ADV PL</b>
-----------------------------	----------------------

---

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

---

<b>ADVANCED PLACEMENT FRENCH LANGUAGE</b>	<b>LEVEL: ADV PL</b>
---	----------------------

---

**SPECIAL NOTE: Students are required to take the Standardized Advanced Placement examination upon completion of the course.**

This college level course develops oral and written fluency in the language. The content includes, but is not limited to, that determined by the advanced placement program guidelines of the College Board.

---

<b>FRENCH V</b>	<b>LEVEL: Honors</b>
-----------------	----------------------

---

This course expands upon the skills previously acquired by the students. The content includes, but is not limited to, developing communication skills through the presentation of oral reports on literary and cross-cultural topics, current events, and personal experiences. Reading selections include newspaper and magazine articles, adaptations of short stories and plays, and a survey of French literature. Writing will be enhanced through compositions using correct language structures.

---

<b>SPANISH I</b>	<b>LEVEL: Regular</b>
------------------	-----------------------

---

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

---

**SPANISH II** **LEVEL: Regular**

---

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

---

**SPANISH III** **LEVEL: Honors**

---

This course expands upon the skills previously acquired by the students. The content includes, but is not limited to, an expansion of vocabulary and conversational skills through discussions based on selected readings. Students' acquisitions of grammatical concepts are strengthened by analyzing reading selections. Contemporary vocabulary stresses real-life applications which are important to foster understanding of everyday life of Spanish-speaking people.

---

**SPANISH IV** **LEVEL: Honors**

---

This course expands upon the skills previously acquired by the students. The content includes, but is not limited to, more advanced language structures and idiomatic expressions, through a linguistic, communicative, and cross-cultural approach. There will be additional growth in vocabulary for practical purposes including writing. Reading selections are varied, and experiences with literature will be broadened.

---

**SPANISH FOR SPANISH SPEAKERS I** **LEVEL: Regular**

---

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. Language Arts Standards are also included in this course to enable students to become literate in the Spanish language and gain a better understanding of the nature of their own language as well as other languages to be acquired.

---

**SPANISH FOR SPANISH SPEAKERS II** **LEVEL: Regular**

---

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and expanding skills in listening, speaking, reading, and writing, as well as Spanish grammar skills acquired in Spanish for Spanish Speakers 1. Students are exposed to a variety of Spanish literary genres and authors. Language Arts Standards are also included in this course to enable students to become literate in Spanish and gain a better understanding of the nature of their own language as well as other languages to be acquired. The course content will continue reflecting the cultural values of Spanish language and societies.

---

**AICE SPANISH LANGUAGE** **LEVEL: AICE/AP**

---

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

---

**ADVANCED PLACEMENT SPANISH LANGUAGE** **LEVEL: ADV PL**

---

PREREQUISITE: Must have completed Spanish I, II, III, IV to be eligible. Demonstrated proficiency and teacher recommendation. This college level course develops oral and written fluency in the language. The content includes, but is not limited to, that determined by the advanced placement program guidelines of the College Board.

---

**CHINESE I** **LEVEL: REGULAR**

---

Chinese 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities

---

**CHINESE II** **LEVEL: REGULAR**

---

Chinese 2 reinforces the fundamental skills acquired by the students in Chinese 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Chinese 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.