

**Boca Raton  
Community  
High School  
2022-2023  
Curriculum Guide**



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**PRINCIPAL, Dr. Susie King**

Dear Bobcats,

We are excited to present the 2022-2023 Boca Raton Community High School Curriculum Guide. This guide will assist you in selecting your core academic courses and elective courses for the upcoming school year. You will find we continue to provide a challenging and comprehensive curriculum, with many choices and opportunities through our many course offerings. We believe it is imperative for parents/guardians to partake in the course selection process by understanding the requirements needed for graduation as well as understanding the additional diploma designations we offer at Boca High. To make informed decisions, parents/guardian and students should read this guide together.

Students will find many choices leading to great paths of opportunity beyond high school. From our AICE & AP Capstone Diploma Programs to the various choice academies and technical education opportunities, students are able to access many course pathways that will provide the skills and experiences essential to post-secondary pursuits and endeavors. As you begin planning for the 2022-2023 school year, our administration is looking forward to assisting you and we are prepared to answer any questions you may have regarding your course selections. Most importantly, we encourage you to challenge yourself by selecting courses where you will demonstrate your fullest potential and select classes aligned with your post-secondary goals. **We believe in YOU!**

Sincerely,

Your Boca High Administration

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## General Course Selection Information

### **Course Selection Procedures:**

1. Administration will visit English classes each spring and students will complete a course selections sheet by choosing a minimum of six elective classes (numbering your elective choices 1—6 in order of preference). Core classes are assigned by administration.
2. Students will receive a list of prospective classes and discuss the prospective course selections for the following academic year with parent(s)/guardian(s). Any requested elective class revisions must be emailed to administration by the specified deadline.
3. Once the current school year begins, students will follow the schedule change procedures below:

### **Schedule Change Procedure and Deadline:**

Schedule change requests will be considered for specific reasons and by a designated date. Schedule change request forms will be provided to students during the first week of classes only. Schedule change request forms must be completed in their entirety (including parent/guardian signature) and submitted to the students' dean by **August 17, 2022**.

#### Schedule change requests may be permitted for the following reasons:

- Incorrect course sequence.
- **Prerequisite** not met.
- Previously earned credit for the course.
- Previously failed course with the same teacher.
- Course needed for graduation requirement.

#### Schedule change requests will not be permitted for the following reasons:

- Desire for a different teacher.
- To change lunch periods.
- Failure to submit course selection sheet by the deadline.
- Failure to select a minimum of five electives on course selection sheet.

## Graduation Requirements

Graduation requirements for a 24-credit standard high school diploma are set forth by the Florida Department of Education based upon the year a student enters the 9<sup>th</sup> grade. Some diploma programs, such as the *Advanced International Certificate of Education (AICE) Program* and *AP Capstone Program*, have different requirements. **It is the student's responsibility to be aware of their graduation requirements.**

- **24 Required Credits:**

Language Arts	4 credits
Mathematics	4 credits (Algebra 1, Geometry & 2 Math Electives)
Science	3 credits (Physical, Biology & 1 Science Elective)
Social Studies	3 credits (World History, US History & US Gov./Economics)
Fine Arts	1 credit
Physical Ed.	1 credit (.5 must be Personal Fitness)
Electives	8 credits

*\*One course must be completed via online learning*

*\*\* Two years of a World Language required to attend a 4-year University*

- **Grade Point Average:**

Minimum 2.0 cumulative GPA

- **Community Service:**

20 hours required for graduation

100 hours required for Bright Futures Scholarship/AICE Diploma

- **Required State Mandated Assessments:**

Proficient score on grade 10 FSA-ELA.

Proficient score on Algebra 1 EOC.

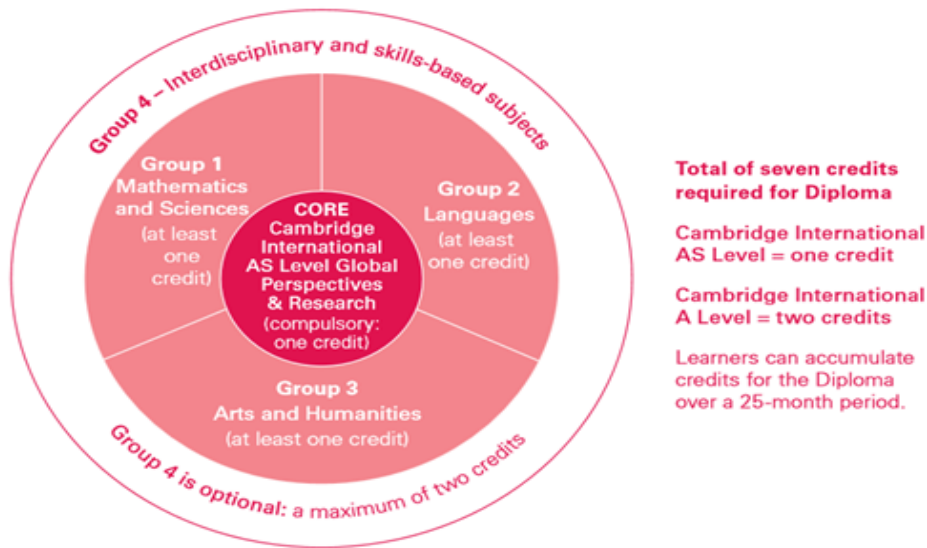
EOC exams for Algebra 1, Geometry, Biology & US History will constitute 30% of the courses' final grades.

Students interested in gaining admission to a 4-year college or university are encouraged to take above the minimum course requirements in World Language and other core academic subject areas. Please view the individual admission requirements of the specific colleges/universities.

## Optional Diploma Designations

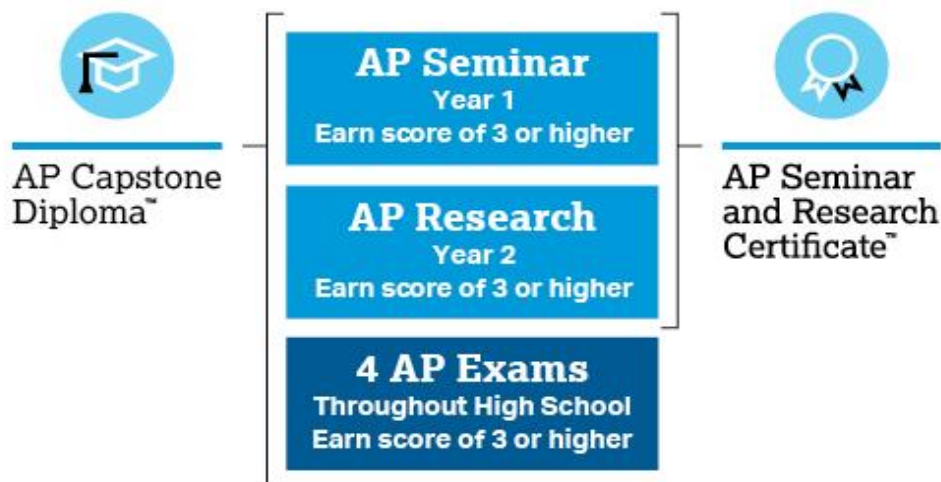
### AICE DIPLOMA

At least one examination must come from each of the four subject groups: Mathematics & Sciences, Languages, Arts & Humanities and Interdisciplinary & Skills Based Subjects. Advanced Subsidiary (AS) Level courses are one-year classes. A passed examination for an AS-Level course counts for one credit toward an AICE diploma. Advanced (A) Level courses are two-year classes. A passed examination for an A-Level counts for two credits toward an AICE diploma. Students can use 7 different AS-Level courses or use a mixture of AS-Level and A-Level courses to meet the requirements for the AICE Diploma.



### AP CAPSTONE DIPLOMA

Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing receive the AP Capstone Diploma. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams receive the AP Seminar and Research Certificate.



## Grade Level Promotion & GPA

- Our school year is divided into two semesters: August through December makes up the first semester and January through June makes up the second semester. Students earn .50 credit for each course passed per semester (earn 1.0 credit for each EOC course passed per year). A student's grade level is determined at the beginning of each school year according to the year in which they entered the 9<sup>th</sup> grade.
  
- A student's cumulative GPA is based on final semester grades only. This average is determined by dividing the number of quality points earned by the number of credits attempted.

Letter Grades	A	B	C	D	F
Grading Scale	90-100	80-89	70-79	60-69	0-59
Grade Point Value	4.0	3.0	2.0	1.0	0
Honors Value	4.5	3.375	2.25	1.25	0
AP/AICE/Dual Enrollment Value	6.0	4.5	3.0	1.5	0

## Florida Bright Futures Scholarship Program

The *Florida Bright Futures Program* is a state funded college scholarship program providing scholarships to students who meet specific course, GPA, and test score requirements. These requirements are subject to change with each legislative session. For more information, visit the *Florida Bright Futures Program* website at: <http://www.floridastudentfinancialaid.org/ssfad/bf/> or visit our College and Career Center.

Type	16 High School Course Credits <sup>1</sup>	High School Weighted GPA	College Entrance Exams (ACT <sup>®</sup> /SAT <sup>®</sup> ) <sup>2</sup>	Service Hours
<b>FAS</b>	4 - English/Language Arts <i>(three must include substantial writing)</i> 4 - Mathematics <i>(at or above the Algebra I level)</i> 3 - Natural Science <i>(two must have substantial laboratory)</i>	3.50	29/1290	100 hours
<b>FMS</b>	3 - Social Science 2 - World Language <i>(sequential, in same language)</i>	3.00	26/1170	75 hours

<sup>1</sup> The required coursework aligns with the State University System admission requirements found in regulation 6.002.

<sup>2</sup> SAT score requirement is applicable to both the former SAT and the redesigned SAT introduced in 2016.

## Testing

The following list represents standardized assessments available and administered throughout the school year.

### **Florida Standards Assessment English Language Arts (FSA ELA)**

The FSA ELA is a statewide test that assesses the performance of Florida's students and schools on the Florida Standards which are Florida's curriculum guidelines. There is a reading and a writing portion to this assessment. It is administered in the 9<sup>th</sup> and 10<sup>th</sup> grade and students must pass the 10<sup>th</sup> grade assessment in order to graduate.

### **End of Course (EOC)**

EOC assessments are computer-based, criterion-referenced assessments that measure the Next Generation Sunshine State Standards for specific courses, as outlined in their course **descriptions**. EOC's are administered in Algebra 1, Geometry, Biology and United States History.

### **Advanced Placement**

The Advanced Placement (AP) Program administered by College Board provides qualified students the opportunity to take college level courses on the high school campus. These courses culminate with a three-hour standardized examination. Students who demonstrate the required level proficiency on the examination are eligible for college credit in that particular subject area.

### **Advanced International Certification of Education (AICE)**

AICE is an innovative and accelerated method of academic study offered solely through the University of Cambridge International Examinations (CIE), a division of the University of Cambridge, England, an institution consistently ranked as one of the top five academic universities in the world. Students have the option of taking AICE courses and their subsequent exams in order to earn college credit.

### **Dual Enrollment**

Students may enroll in the Dual Enrollment Program, which provides students an opportunity to earn high school and college credit simultaneously. A grade of a "C" or better must be earned in order for the credit to be transferred to college. Program enrollment is based upon the student have a 3.0 GPA in their high school course work and must earn a "C" or better in their college level work to remain in the Dual Enrollment Program.

### **PSAT/NMSQT**

Preliminary Scholastic Assessment Test (PSAT) is a test administered to all 9<sup>th</sup> & 10<sup>th</sup> grade students. It is open to 11<sup>th</sup> grade students. PSAT scores in 11<sup>th</sup> grade determine eligibility for consideration in the National Merit Scholarship Program.

### **Scholastic Assessment Test (SAT)**

The SAT multiple choice test is a college-screening tool made up of separate timed critical reading, writing, language & mathematical sections. There is an optional essay at the end, which students must sign-up for while registering for the exam. Completion with satisfactory scores is required for college entry. Fees and registration information may be obtained on [www.collegeboard.org](http://www.collegeboard.org) or through the College and Career Center.

### **American College Testing (ACT)**

The ACT is a four-part assessment used primarily for college screening. The four parts include: English, Mathematics, Reading & Science Reasoning. Completion with satisfactory scores is required for college entry. Fees and registration may be obtained on [www.actstudent.org](http://www.actstudent.org) or through the College and Career Center



### English/Language Arts

#### **PRE-AICE ENGLISH LANGUAGE**

**Description:** Pre-AICE English Language allows students to: • develop the ability to communicate clearly, accurately and effectively when speaking and writing • learn how to 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 IGCSE First Language English also develops more general analysis and communication skills such as inference, and the ability to order facts and present opinions effectively

#### **ENGLISH II**

**Description:** 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 nonliterary subjects; prepared and timed writings, utilizing all elements of the writing process where appropriate (prewriting, drafting, revising, editing and publishing); emphasis on applicable research, viewing, listening, observing, and speaking skills; analysis of selections found in world literature; study of grammar, mechanics, usage and other conventions of standard written English in conjunction with writing; study of mass media, including analysis of propaganda and persuasion techniques; and instruction in speech, including analysis of effective techniques in oral presentations. Technology is incorporated into all aspects of the course. This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

#### **ENGLISH III**

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

#### **ENGLISH IV FLORIDA COLLEGE PREP**

**Description:** English IV 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 information 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 anchor standards, the exit standards of Florida's K-12 Common Core Standards.

## **ADVANCED PLACEMENT ENGLISH: LANGUAGE AND COMPOSITION**

**Description:** 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.

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

## **ADVANCED PLACEMENT ENGLISH: LITERATURE AND COMPOSITION**

**Description:** 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.

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

## **AICE GENERAL PAPER AS**

**Description:** 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**

**Description:** The purpose of this course is to provide students with an understanding of the semantic, structural, and rhetorical resources of the English language as they relate to the principles of effective writing. The course also provides a variety of writing opportunities calling for the use of different styles and tones. 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; responding critically and aesthetically to fiction and nonfiction; the content specified by the Advanced International Certificate of Education program.

## **AICE ENGLISH LIT AS**

**Description:** The purpose of this course is to provide students with an understanding of the semantic, structural, and rhetorical resources of the English language as they relate to the principles of effective writing. The course also provides a variety of writing opportunities calling for the use of different styles and tones. 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; responding critically and aesthetically to fiction and nonfiction; the content specified by the Advanced International Certificate of Education program.

## **AICE LANG/LANG**

**Description:** Successful Cambridge International AS Level Language and Literature in English learners gain a foundation in lifelong language skills together with an understanding and enjoyment of literary texts, including: the ability to write clearly, accurately, creatively and persuasively the ability to use appropriate styles and registers for different contexts and audiences; the ability to analyze a variety of complex texts in a variety of forms and styles; an understanding of language use to inform and persuade; skills in researching and managing information.

## **AVID**

**Description:** AVID (Advancement Via Individual Determination) is offered as a rigorous academic elective course that prepares students for success in four-year colleges. The AVID course is scheduled during the regular school day as a year-long course. Each week students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic survival skills. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking, note-taking, and research. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, and reading to support their academic growth.

## **INTENSIVE LANGUAGE ARTS**

**Description:** 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. This course shall integrate Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate for the content and processes of the subject matter.

**Special Note.** *The course requirements contained in this course **description** are designed for a one elective-credit course. This course may be repeated by a student for multiple elective credits if, on subsequent offerings, the required level of student proficiency increases but need for remediation remains. This course may not be used as one of the four English credits needed to meet graduation requirements.*

## **INTENSIVE READING**

**Description:** The purpose of this course is to provide remedial instruction and practice in reading skills. The content should include, but not be limited to, the following: Content identified by diagnosis of each student's needs for remedial instruction specified in the academic improvement plan, test-taking skills and strategies for reading (and writing). This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and process of the subject matter. Course student performance standards must be adopted by the district, and they must reflect appropriate Sunshine State Standards benchmarks.

**SPECIAL NOTE:** *The course requirements contained in this course **description** are designed for a one elective-credit course. This course may be repeated by a student for multiple elective credits if, on subsequent offerings, the required level of student proficiency increases but need for remediation remains. This course may not be used as one of the four English credits needed to meet graduation requirements.*

## **Mathematics**

### **ALGEBRA 1/FOUNDATIONAL SKILLS IN MATH (Block)**

**Description:** 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. Foundational Skills in Math is blocked with Algebra 1 to allow students to build the foundational skills needed to be successful in Algebra 1 and beyond.

### **ALGEBRA I**

**Description:** 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 I HONORS**

**Prerequisite:** Demonstrated ability with teacher recommendation (Middle School). Completion of 8th grade Mathematics or Pre-Algebra with teacher recommendation (Senior High).

**Description:** The purpose of this course is to develop the algebraic concepts and processes that can be used to solve a variety of real-world and mathematical problems. 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 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; and varied solution strategies, algebraic and graphic, for inequalities, linear and quadratic equations, and for systems of equations.

### **GEOMETRY**

**Prerequisite:** Successful completion of Algebra I or its equivalent.

**Description:** 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; and right triangle trigonometry

## GEOMETRY HONORS

**Prerequisite:** Successful completion of Algebra I or its equivalent with teacher recommendation.

**Description:** 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; and right triangle trigonometry.

## MATHEMATICS FOR COLLEGE LIBERAL ARTS

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

## MATHEMATICS FOR DATA AND FINANCIAL LITERACY

**Description:** 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.

## MATHEMATICS FOR DATA AND FINANCIAL LITERACY HONORS

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

## ALGEBRA II

**Prerequisite:** Successful completion of Algebra I or its equivalent with teacher recommendation.

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

## **ALGEBRA II HONORS**

**Prerequisite:** Successful completion of Algebra I or its equivalent with teacher recommendation.

**Description:** 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, including measures of central tendency and dispersion; and probability, permutations, and combinations.

## **MATHEMATICS FOR COLLEGE ALGEBRA**

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

## **PROBABILITY & STATISTICS HONORS**

**Prerequisite:** Successful completion of Algebra II

**Description:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work

## **AICE GENERAL MATH I AS**

**Prerequisite:** Successful completion of Algebra II and Geometry with teacher recommendation

**Description:** The purpose of this course is to emphasize the study of functions and other skills necessary for the study of calculus. The content should include, but not be limited to the following: polynomial, rational, exponential, inverse, logarithmic, and circular functions; sequences and series; vectors; conic sections; polar coordinate systems; symbolic logic; mathematical induction; matrix algebra; trigonometry; differentiation; and integration.

## **ADVANCED PLACEMENT STATISTICS**

**Description:** This course includes Exploratory data: (observing patterns and departures from patterns.), Planning a study: (deciding what and how to measure.), Anticipating patterns in advance: (producing models using probability and simulation.) Statistical inference: (confirming models.)

### **ADVANCED PLACEMENT CALCULUS AB**

**Prerequisite:** Completion of Trigonometry and Analytic Geometry and/or completion of Mathematical Analysis and/or completion of Pre-Calculus with teacher recommendation.

**Description:** 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.

**SPECIAL NOTE:** *Satisfies Calculus requirement for Academic Scholars Program.*

### **ADVANCED PLACEMENT CALCULUS BC**

**Prerequisite:** Completion of Trigonometry and Analytic Geometry and/or completion of Mathematical Analysis and/or completion of Pre-Calculus with teacher recommendation.

**Description:** The purpose of this course is to provide an extensive study of the general theory and techniques of calculus.

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## **Science**

### **PRE-AP BIOLOGY**

**Description:** The Pre-AP Biology course emphasizes the integration of content with science practices—powerful reasoning tools that support students in analyzing the natural world around them. This ability is one of the hallmarks of scientific literacy, and it cultivates a more sustainable pathway to numerous college and career opportunities in science as well as numerous natural and social sciences. This course focuses deeply on the foundational biology knowledge and skills that matter most in preparing students for subsequent coursework in science. This course concentrates on the core areas of ecological systems, evolution, cellular systems, and genetics. Rather than understanding content topics in isolation, students will make meaningful connections between the structures, processes, and interactions that exist across biological systems—from cells to ecological communities.

### **BIOLOGY I**

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

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

### **BIOLOGY I HONORS**

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

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

### **CHEMISTRY I**

**Prerequisite:** Algebra and/or teacher recommendation.

**Description:** 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 of gases, physical changes, acids, bases, and salts and energy associated with physical and chemical changes. Laboratory investigations of selected topics in the content, which also include the use of the scientific method, measurement, laboratory apparatus and safety, are an integral part of the course.

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



## CHEMISTRY I HONORS

**Prerequisite:** Biology, Algebra and/or teacher recommendation.

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

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

## PHYSICS I HONORS

**Prerequisite:** Algebra, Geometry, and/or teacher recommendation.

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

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

## PHYSICAL SCIENCE

**Description:** Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. All students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) 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

## ADVANCED PLACEMENT BIOLOGY

**Prerequisite:** Chemistry, Biology, demonstrated ability, and/or teacher recommendation

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

**SPECIAL NOTE:** *This is a laboratory oriented course. Completion of a credit in this course precludes the subsequent earning of credit in Fundamentals of Biology, Biology I, or Biology I Honors.*

## ADVANCED PLACEMENT CHEMISTRY

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

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

## ADVANCED PLACEMENT PHYSICS I

**Prerequisite:** Students should have completed Geometry and be concurrently taking Algebra II.

**Description:** This course is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It also introduces electric circuits.

## ADVANCED PLACEMENT PHYSICS II

**Prerequisite:** Students should have completed AP Physics I or a comparable introductory course in physics. Students should have taken or be concurrently taking Pre-calculus or an equivalent course.

**Description:** This course is the equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics, thermodynamics, electricity and magnetism, optics, and atomic and nuclear physics.

## ADVANCED PLACEMENT PHYSICS C: E&M

**Description:** The Physics C: Electricity and Magnetism course is a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus is used throughout the course.

## ANATOMY AND PHYSIOLOGY HONORS

**Prerequisite:** One course in a biological science, one course in a physical science, and/or teacher recommendation

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

**SPECIAL NOTE:** *This is a laboratory-oriented course.*

## AP ENVIRONMENTAL SCIENCE

**Prerequisite:** Biology, Chemistry, completion in Geometry, and teacher recommendation

**Description:** 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.

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

## **AICE ENVIRONMENTAL MANAGEMENT AS**

**Description:** The AS syllabus covers environmental issues and their management, especially the human aspect. Through their studies, learners gain an understanding of environmental resources and their human exploitation, and the goal of sustainable environmental management. Learners also consider a range of case study material which can feature local, regional or global examples. Learners do not need to have studied the subject before starting the course.

**SUBJECT CREDIT: Science**

## **ASTRONOMY SOLAR/GALACTIC**

**DESCRIPTION:** This course provides students with the opportunity to develop and apply concepts basic to the earth, its materials, processes, history, and environment in space. The content includes, but is not limited to, the nature of science, the universe and solar system, the development cycle of stars, the earth-moon system, space exploration, the sun as a representative star, historical astronomy, astronomical instruments, and astronomical coordinate system. Laboratory investigations of selected topics in the content include the use of the scientific method, measurement, and laboratory equipment.

## **FORENSIC SCIENCES I**

**DESCRIPTION:** The purpose of this course is to provide opportunities to develop knowledge of biology and physical sciences and enable students to associate this knowledge with real-life applications. The content should include, but not be limited to, the following: implementation of scientific knowledge, methodology, and historical context to solve problems; use of laboratory technologies; chemical basis of heredity and biotechnology; connections between the sciences and technology, society, and the environment; matter, energy and the processes of life; medical technologies and careers; forces and motion; the nature of matter. This is a general elective and not a science elective.

**SUBJECT CREDIT: Elective**

## **AICE MARINE SCIENCE AS**

**Description:** 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 the 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 study and practice of science is subject to social, economic, technological, ethical and cultural influences and limitations; promote awareness that science transcends national boundaries and that the language of science, correctly and rigorously applied, is universal; promote awareness of the importance of the use of IT for communication, as an aid to experiments and as a tool for the interpretation of experimental and theoretical results.

**SUBJECT CREDIT: Science**

## **ENVIRONMENTAL SCIENCE**

**Description:** 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.

## **AICE BIOLOGY AS**

**Description:** Laboratory investigations which 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.

## **AICE BIOLOGY A**

**Description:** Cambridge International AS and A Level Biology include the main theoretical concepts which are fundamental to the subject, a section on some current applications of biology, and a strong emphasis on advanced practical skills. Practical skills are assessed in a timetabled practical examination. The emphasis throughout is on the understanding of concepts and the application of biology ideas in novel contexts as well as on the acquisition of knowledge. The course encourages creative thinking and problem-solving skills which are transferable to any future career path. Cambridge International AS and A Level Biology is ideal for learners who want to study biology or a wide variety of related subjects at a university or to follow a career in science.

## **AICE CHEMISTRY AS**

**Description:** Understanding of concepts and the application of chemistry ideas in novel contexts as well as the acquisition of knowledge. The course encourages creative thinking and problem-solving skills which are transferable to any future career path.

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## **Social Studies**

### **WORLD HISTORY**

**Description:** 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 prehistory, 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.

### **ADVANCED PLACEMENT WORLD HISTORY**

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

**SPECIAL NOTE:** *It is imperative that students receive exposure in the foundations portion of the AP course in order to meet the World History graduation requirement.*

### **AICE INTERNATIONAL HISTORY AS**

**Description:** 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 between 1871 and 1945. 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 student of history from 1871 to 1945 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.

### **SUBJECT CREDIT: WORLD HISTORY**

### **AICE US HISTORY AS**

**Description:** 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 course materials as historical evidence within the context of United States history.

### **SUBJECT CREDIT: US HISTORY**

## **AMERICAN HISTORY**

**Description:** 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 life- styles 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.

## **AP AMERICAN HISTORY**

**Description:** 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.

## **ECONOMICS WITH FINANCIAL LITERACY**

**Description:** This course provides students with a 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.

## **ECONOMICS WITH FINANCIAL LITERACY HONORS**

**Description:** 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 types of economic systems with particular attention to the American mixed market system. The major emphasis is to provide the student with the 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 and price determination; types of market failures; savings and investment; the role and function of government and governmental policy; the function of money and financial institutions; labor; supply and demand; and the distinction between micro and macroeconomic problems.

## **ADVANCED PLACEMENT MICROECONOMICS**

**Description:** In order for students to acquire the knowledge and decision-making tools necessary for understanding how society must organize its limited resources to satisfy its unlimited wants, students learn factors that influence the economic system. The course includes fundamental economic concepts, including scarcity, opportunity costs and trade-offs, productivity, economic systems and institutions, exchange, money, and interdependence, as well as analysis of microeconomic concepts, including markets and prices, supply and demand, competition and market structure, income distribution, market failure and the role of government.

## **ADVANCED PLACEMENT MACROECONOMICS**

**Description:** Students understand the choices they must make as producers, consumers, investors, and taxpayers. The study of economics provides students with the knowledge and decision-making tools necessary for understanding how a society must organize its limited resources to satisfy its unlimited wants. The content should include, but not be limited to, the following: fundamental economic concepts including scarcity, opportunity costs and trade-offs, productivity; economic systems and institutions, exchange, money and interdependence; analysis of macroeconomic concepts including gross national product, aggregate supply and demand, unemployment, inflation and deflation, monetary policy, fiscal policy and international economics.

## **AMERICAN GOVERNMENT**

**Description:** This course provides students with an opportunity to examine their own political behaviors, 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; the 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 government policy; and how people create and change structures of power, authority and governance.

## **AMERICAN GOVERNMENT HONORS**

**Description:** 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.

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

**Description:** Students acquire a critical perspective of politics and government in the United States. They learn general concepts used to interpret American politics and analyze specific case studies. Students also become familiar with the various institutions, groups, beliefs and ideas that constitute the American political perspective. The class includes federalism and the separation of powers, development of the Constitution, political process, nature of public opinion, role of political parties and interest groups, major formal and informal institutional arrangement of power, development of civil liberties and civil rights.

## **ADVANCED PLACEMENT COMPARATIVE GOVERNMENT**

**Description:** Students gain knowledge of the world's diverse political structures and practices through the study of government and politics in Great Britain France, the Commonwealth of Independent States, China and developing nations. Emphasis is placed on general concepts used to interpret key political relationships found in almost all national politics. The content should include, but not be limited to, the following: nature and sources of government's legitimacy; historical evolution of political traditions; transmission of political values; basis and institutional expression of social stratification; citizen's role in political life; institutions of national government; roles of political parties and interest groups; sources, nature and consequences of political change; methods of comparative political analysis.

## **ADVANCED PLACEMENT HUMAN GEOGRAPHY**

**Description:** The purpose of this course is to enable students to develop higher levels of concepts and skill related to Human Geography. The content also includes regions, population studies, cultural concepts and spatial representation, political geography, land use, urbanization, issues related to space, place, and scale, and economic geography.

## **ADVANCED PLACEMENT PSYCHOLOGY**

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

## **AFRICAN AMERICAN STUDIES**

**Description:** This course consists of the following content area strands: World History, United States History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of African-Americans by examining the political, economic, social, religious, military and cultural events that affected the cultural group. Content will include, but is not limited to, West African heritage, the Middle Passage and Triangular Trade, the African Diaspora, significant turning points and trends in the development of African-American culture and institutions, enslavement and emancipation, the Abolition, Black Nationalist, and Civil Rights movements, major historical figures and events in African-American history, and contemporary African-American affairs.

## **LATIN AMERICAN HISTORY**

**Description:** The primary content emphasis for this course pertains to the study of the chronological development of the Latin American people by examining the history and culture of the region with emphasis on the Caribbean Basin, Central America and South America. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the progression of Latin America including, but not limited to, indigenous Native American population prior to the arrival of the Europeans, Spanish heritage, influence and impact of the Catholic Church on Latin American cultures, evolution of political systems and philosophies in Latin American societies, interaction of science and Latin American cultures, Latin American nationalism, origin and course of economic systems and philosophies in Latin American societies, influence of major historical figures and events in Latin American history, and contemporary Latin American affairs.



## **LATINOS IN ACTION (LIA)**

**Description:** offers an asset-based approach to bridging the graduation and opportunity gap for Latino students, working from within the educational system to create positive change. Our program operates as a year-long elective course taught by a highly qualified teacher at the middle school, junior high, and high school level with the goal of empowering Latino youth to lead and strengthen their communities through college and career readiness. We accomplish this by focusing on four pillars: leveraging personal and cultural assets, excelling in education, serving the community, and developing leadership skills. Because of this unique combination, the LIA model has proven effective throughout the United States.

## **AP EUROPEAN HISTORY**

**Description:** This course provides students the opportunity to develop the analytic skills and factual knowledge necessary to deal with the problems, content, and material of European 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.

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

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# **MUSIC & THEATRE ARTS**

## **THEATER I**

**Description:** The purpose of this course is to enable students to develop fundamental skills in the multiple elements of theatre as a collaborative art. The content area should include, but not be limited to, the following: acting and characterization; movement and vocal production; pantomime and improvisation; theatre terminology; script elements; theatre history and influences, technical theatre; playwriting, theatre production; artistic discipline; audience etiquette; roles and careers in theatre arts; and relationships between theatre arts and other subject areas.

## **THEATER II**

**Description:** The purpose of this course is to enable students to develop basic skills in the multiple elements of theatre as a collaborative art. The content area should include, but not be limited to, the following: acting and characterization; movement and vocal production; pantomime and improvisation; theatre terminology; script elements; theatre history and influences, technical theatre; playwriting, theatre production; artistic discipline; audience etiquette; roles and careers in theatre arts; and relationships between theatre arts and other subject areas.

## **THEATER III**

**Description:** The purpose of this course is to enable students to develop intermediate-level skills in the multiple elements of theatre as a collaborative art. The content area should include, but not be limited to, the following: acting and characterization; movement and vocal production; pantomime and improvisation; theatre terminology; script elements; theatre history and influences, technical theatre; playwriting, theatre production; artistic discipline; audience etiquette; roles and careers in theatre arts; and relationships between theatre arts and other subject areas.

## **THEATER IV**

**Description:** The purpose of this course is to enable students to develop advanced skills in the multiple elements of theatre as a collaborative art. The content area should include, but not be limited to, the following: acting and characterization; movement and vocal production; pantomime and improvisation; theatre terminology; script elements; theatre history and influences, technical theatre; playwriting, theatre production; artistic discipline; audience etiquette; roles and careers in theatre arts; relationships between theatre arts and other subject areas, and resume and portfolio creation.

## **ACTING 4 HONORS**

**Description:** Students create characters for theatrical and film/video productions through scene, character, and technical analysis. Through improvisation, script writing, and aesthetic creation and collaboration, actors refine their working knowledge and independent thought, articulating and justifying their creative choices. Students' "critical eye" becomes more developed and significant mastery of artistic choices becomes evident. An inquiry-based capstone project may be required. Public performances may serve as a culmination of specific instructional goals. 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 AS AND A LEVEL**

**Description:** Cambridge International AS & A Level Drama provides opportunities for learners to develop their skills as theatrical practitioners, engaging with performance texts in practical and creative ways. It fosters engagement with, and enjoyment of, the study of a wide range of theatrical styles and genres. Through their study, learners will develop as skilled, well-informed, reflective practitioners, able to research ideas and create and interpret meaning through drama.

## **AP MUSIC THEORY**

**Description:** The course challenges student musicians to deepen their knowledge of music through composing, notating, listening, singing, and analyzing music. Students will learn how music is structured and will learn to effectively use the basic building blocks of music such as: melody, harmony, rhythm, texture, sound, and timbre. Students must already be able to comfortably read music, either singing or playing an instrument.

## **BAND I**

**Description:** 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 at 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.

## **BAND II**

**Description:** This year-long, beginning-level class, designed for students with at least one year of woodwind, brass, and/or percussion ensemble experience promotes the enjoyment and appreciation of music through performance of high-quality wind and percussion literature. Rehearsals focus on development of critical listening skills, instrumental and ensemble technique and skills, expanded music literacy, and aesthetic awareness culminating in periodic public performances.

## **BAND III**

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

## **BAND IV**

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

## **JAZZ ENSEMBLE I**

**Description:** The purpose of this course is to enable students to develop basic skills in jazz performance through knowledge of styles and performance techniques of varied jazz and contemporary literature. The course includes tech. skills, performance styles, jazz idioms, rhythms, and articulation, improvisation, history, and role and influence of jazz and contemporary music and musicians.

## **JAZZ ENSEMBLE II**

**Description:** The purpose of this course is to enable students to develop intermediate-level skills in jazz performance through knowledge of styles and performance techniques of varied jazz and contemporary literature. The course includes tech. skills, individual and ensemble techniques, performance styles, jazz idioms, rhythms, and articulation, improvisation, composition and arranging, literature and performance analysis, history, role and influence of jazz music and musicians, connections between music and other subject areas, instrument care and maintenance, responsible participation in music activities.

## **JAZZ ENSEMBLE III**

**Description:** The purpose of this course is to enable students to develop intermediate-level skills in jazz performance through knowledge of styles and performance techniques of varied jazz and contemporary literature. The course includes tech. skills, individual and ensemble techniques, performance styles, jazz idioms, rhythms, and articulation, improvisation, composition and arranging, literature and performance analysis, history, role and influence of jazz music and musicians, connections between music and other subject areas, instrument care and maintenance, responsible participation in music activities.

## **JAZZ ENSEMBLE IV**

**Description:** The purpose of this course is to enable students to develop advanced skills in jazz performance through knowledge of styles and performance techniques of varied jazz and contemporary literature. The content should include, but not be limited to, the following: technical skills; individual and ensemble techniques; performance styles; jazz idioms, rhythms, and articulation; improvisation; composition and arranging; literature and performance evaluation; history; role and influence of jazz music and musicians; connections between music and other subject areas; instrument care and maintenance; responsible participation in music activities.

## **CHORUS I**

**Description:** The purpose of this course is to enable students to develop basic individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation, and development of critical and aesthetic response to music. The content should include, but not be limited to, the following: vocal production; choral performance techniques; music literacy; sight reading and ear training; elements and characteristics of music, improvisation, composition, and arranging; performance analysis; role and influence of music and musicians; connections between music and other subject areas; and responsible participation in music activities. **SPECIAL NOTE:** This is a performance-oriented course and will require extra rehearsals and performances beyond the school day as announced by the teacher.

## **CHORUS II**

**Description:** The purpose of this course is to enable students to develop intermediate-level individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation, and development of critical and aesthetic response to music. The content should include, but not be limited to, the following: vocal production; choral performance techniques; music literacy; sight reading and ear training; elements and characteristics of

music, improvisation, composition, and arranging; performance analysis; role and influence of music and musicians; connections between music and other subject areas; and responsible participation in music activities.

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

### **CHORUS III**

**Prerequisite:** Chorus II or demonstrated proficiency and teacher recommendation

**Description:** The purpose of this course is to enable students to develop proficient individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation, and development of critical and aesthetic response to music. The content should include, but not be limited to, the following: vocal production; choral performance techniques; music literacy; sight-reading and ear training; elements and characteristics of music, improvisation, composition, and arranging; performance analysis; role and influence of music and musicians; connections between music and other subject areas; and responsible participation in music activities.

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

### **CHORUS IV**

**Prerequisite:** Chorus III or demonstrated proficiency and teacher recommendation

**Description:** The purpose of this course is to enable students to develop consistently proficient individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation, and development of critical and aesthetic response to music. The content should include, but not be limited to, the following: vocal production; choral performance techniques; music literacy; sight reading and ear training; elements and characteristics of music, improvisation, composition, and arranging; performance analysis; role and influence of music and musicians; connections between music and other subject areas; and responsible participation in music activities.

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

### **CHORUS V**

**Prerequisite:** Chorus IV or demonstrated proficiency and teacher recommendation

**Description:** The purpose of this course is to enable students to develop advanced individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation, and development of critical and aesthetic response to music. The content should include, but not be limited to, the following: vocal production; choral performance techniques; music literacy; sight reading and ear training; elements and characteristics of music, improvisation, composition, and arranging; performance analysis; role and influence of music and musicians; connections between music and other subject areas; and responsible participation in music activities.

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

### **CHORUS VI**

**Prerequisite:** Chorus V or demonstrated proficiency and teacher recommendation

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

music. The content should include, but not be limited to, the following: vocal production; choral performance techniques; music literacy; sight reading and ear training; elements and characteristics of music, improvisation, composition, and arranging; performance analysis; role and influence of music and musicians; connections between music and other subject areas; and responsible participation in music activities.

**SPECIAL NOTE:** *This course will require rehearsals and performances beyond the school day.*

## **MUSICAL THEATRE I**

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

**Description:** The purpose of this course is to enable students to participate in varied aspects of musical theatre, with special attention to the fundamentals of voice production, stage movement, acting, characterization, dance, and technical aspects of the production of a musical. The content should include, but not be limited to, the following: performance and auditioning techniques; acting techniques and character analysis; music notation; technical theater skills; performance analysis and evaluation; careers and vocational pursuits in musical theater; role and influence of musical theater; and connections between musical theater and other subject areas.

## **MUSICAL THEATRE II**

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

**Description:** The purpose of this course is to enable students to participate in and study varied aspects of musical theatre, including development of proficient skills in vocal production, stage movement, characterization, choreography, and the technical aspects of a musical. The content should include, but not be limited to, the following: music theory and sight singing, character analysis and acting techniques, musical theater terminology, vocal production, stage movement and choreography, production techniques, audition techniques, performance analysis and evaluation, development of musical theater, collaborative work ethic for musical theater, repertoire and portfolio development, careers and vocational pursuits in musical theater, role and influence of musical theater in history, culture, society, and one's own life, connections between musical theater and other subject areas.

## **MUSICAL THEATRE III**

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

**Description:** The purpose of this course is to enable students to participate in and study varied aspects of musical theatre, including development of proficient skills in vocal production, stage movement, characterization, choreography, and the technical aspects of a musical. The content should include, but not be limited to, the following: music theory and sight singing, character analysis and acting techniques, musical theater terminology, vocal production, stage movement and choreography, production techniques, audition techniques, performance analysis and evaluation, development of musical theater, collaborative work ethic for musical theater, repertoire and portfolio development, careers and vocational pursuits in musical theater, role and influence of musical theater in history, culture, society, and one's own life, connections between musical theater and other subject areas.

## **DANCE TECHNIQUES 4 HONORS**

**Description:** Students in this year-long, advanced dance techniques class build on skills learned in previous dance classes to improve their performance in two or more dance styles. During the class, students perform sequences of increasing complexity to advance their technical skills.

## **MUSIC TECHNIQUES 1**

**Description:** Students in this entry-level class focus on the development of musical and technical skills on a specific instrument or voice through etudes, scales, and selected music literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills to be more disciplined performers. 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, if used for an instrumental class, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

## **MUSIC TECHNIQUES 2**

**Description:** Students in this entry-level class focus on the development of musical and technical skills on a specific instrument or voice through etudes, scales, and selected music literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills to be more disciplined performers. 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, if used for an instrumental class, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

## **MUSIC TECHNIQUES 3**

**Description:** Students in this entry-level class focus on the development of musical and technical skills on a specific instrument or voice through etudes, scales, and selected music literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills to be more disciplined performers. 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, if used for an instrumental class, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

## **MUSIC TECHNIQUES 4**

**Description:** Students in this entry-level class focus on the development of musical and technical skills on a specific instrument or voice through etudes, scales, and selected music literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills to be more disciplined performers. 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, if used for an instrumental class, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

## **EURHYTHMICS I**

**Description:** The purpose of this course is to enable students to develop basic skills in creating, performing, and evaluating choreographed performances as an independent ensemble and in cooperation with the marching band. Emphasis is placed on dance, equipment manipulation, precision, and the relationship between the music and dance. Content should include, but not be limited to, the following: safe and healthful performance practices; dance and choreographic techniques and terminology; choreographic design; equipment, props, and costumes; music and movement analysis and evaluation; role and influence of music and dance; responsible participation; relationships among music, movement, and other subject areas.

## **EURHYTHMICS II**

**Description:** The purpose of this course is to enable students to develop intermediate-level skills in creating, performing, and evaluating choreographed performances as an independent ensemble and in cooperation with the marching band. Emphasis is placed on dance, equipment manipulation, precision, and the relationship between music and dance. The content should include, but not be limited to, the following: safe and healthful performance practices; dance and choreographic techniques and terminology; choreographic design; equipment, props, and costumes; music and movement analysis and evaluation; role and influence of music and dance; responsible participation; relationships among music, movement, and other subject areas.

## **EURHYTHMICS III**

**Description:** The purpose of this course is to enable students to develop proficient skills in creating, performing and evaluating choreographed performances as an independent ensemble and in cooperation with the marching band. Emphasis is placed on dance, equipment manipulation, precision, and the relationship between music and dance. The content should include, but not be limited to, the following: safe and healthful performance practices; dance and choreographic techniques and terminology; choreographic design; equipment, props, and costumes; music and movement analysis and evaluation; role and influence of music and dance; responsible participation; relationships among music, movement, and other subject areas.

## **EURHYTHMICS IV**

**Description:** The purpose of this course is to enable students to develop advanced skills in creating, performing, and evaluating choreographed performances as an independent ensemble and in cooperation with the marching band. Emphasis is placed on dance, equipment manipulation, precision, and the relationship between music and dance. The content should include, but not be limited to, the following: safe and healthful performance practices; dance and choreographic techniques and terminology; choreographic design; equipment, props, and costumes; music and movement analysis and evaluation; role and influence of music and dance; responsible participation; relationships among music, movement, and other subject areas.

## **VOCAL ENSEMBLE**

**Description:** The purpose of this course is to enable students to develop basic performance techniques in a small ensemble setting through the student of varied high school choral literature. Emphasis will be placed on vocal independence, expressiveness, and stylistic authenticity. You will be learning vocal production, music literacy, sight-reading and ear training, improvisation and arranging.



# **VISUAL ARTS**

## **TWO DIMENSIONAL ART I**

**Description:** The purpose of this course is to enable students to communicate fundamental ideas and concepts through basic two-dimensional design and composition, and develop appreciation of exemplars in varied cultures and historical periods. The content should include, but not be limited to, the following: use of tools and materials, art vocabulary, varied two-dimensional media, technology, processes, and techniques, elements of art and principles of design, critical thinking and analysis, historical and cultural perspectives, connections between visual arts and other subject areas, personal and social benefits, collaborative skills, and career opportunities.

## **TWO DIMENSIONAL ART II**

**Description:** The purpose of this course is to enable students to communicate ideas and concepts through intermediate-level two-dimensional, design and composition, and develop appreciation of exemplars in varied cultures and historical periods. The content should include, but not be limited to, the following: use of tools and materials, art vocabulary, varied two-dimensional media, technology, processes, and techniques, elements of art and principles of design, critical thinking and analysis, historical and cultural perspectives, connections between visual arts and other subject areas, personal and social benefits, collaborative skills, career opportunities.

## **ADVANCED PLACEMENT STUDIO ART: 2-D DESIGN PORTFOLIO**

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

**Description:** This Advanced Placement course is intended to address a very broad interpretation of two-dimensional (2-D) design issues. This type of design involves purposeful decision-making about how to use the elements and principles of art in an integrative way. It is for the advanced student who wishes to seek AP credit through submitting a Portfolio of work for consideration by the College Board. The content should include, but not be limited to, the following: advanced study of the elements of design (line, shape, illusion of space, illusion of motion, pattern, texture, value, and color), advanced study of the principles of design including unity/variety, balance, emphasis, rhythm, and proportion/scale, development of proficiency in a variety of 2-D forms including but not limited to graphic design, typography, digital imaging, photography, collage, fabric design, weaving, illustration, painting, and printmaking, advanced study of approaches to representation, abstraction, and expression, development of rationale and criteria for inclusion of works of art in an Advanced Placement Portfolio.

## **PORTFOLIO DEVELOPMENT: DRAWING 1**

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

**Description:** The purpose of this course is to enable each student to develop a portfolio containing an artist's statement and a diverse range of one's own works of art. The content should include, but not be limited to, the following: Characteristics and uses of portfolios, portfolio management and inventory, artist's statement, criteria for selecting materials for inclusion, media, processes, and techniques, quality, concentration, and breadth, presentation of works of art, critical evaluation, historical and cultural perspectives, and career opportunities.

## **PORTFOLIO DEVELOPMENT: DRAWING 2**

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

**Description:** Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in drawing, painting, printmaking, mixed media, traditional photography, digital photography, and/or new media and emerging technologies that demonstrate understanding

of design principles as applied to a 2-dimensional surface. Students regularly reflect on aesthetics and art issues individually and as a group, and manipulate the structural elements of art and organizational principles of design to create 2-dimensional works of art that are progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials.

### **ADVANCED PLACEMENT ART - DRAWING PORTFOLIO**

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

**Description:** The purpose of this course is to give advanced students the opportunity to develop quality, concentration, discipline, and breadth in drawing. The content should include, but not be limited to, the following:

- Experiences in the development of skills in the perceptual and conceptual aspects of drawing
- Techniques of preparation, presentation, and evaluation of portfolio content

### **CREATIVE PHOTOGRAPHY**

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

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# **ART APPRECIATION**

## **ADVANCED PLACEMENT ART HISTORY**

**Description:** The purpose of this course is to introduce students to the appreciation of works of art, the intelligent examination of works of art, and to the major forms of artistic expression in Western art from 1400 to the present. The course will also include artistic traditions that have influenced Western art during the period of study. The relationship of form and meaning in art as well as the historical context will be learned.

## **ART IN WORLD CULTURES**

**Description:** Students survey selected works of art, utilitarian artworks, and architecture from around the world. Students explore both the traditional forms and contemporary interpretations, including analysis of purpose, theme, cultural and historical context, formal qualities, symbols, and media. Students explore and compare various cultural responses to universal themes, as evidenced in their art. Students also consider the value of preserving these works in today's museums and other public buildings, private collections, and in digital format. This course may incorporate hands-on activities and consumption of art materials.

## **FILM**

**Description:** The purpose of this course is to provide opportunities for study and experience in the many aspects, roles, and careers associated with the film industry. The content should include, but not be limited to, the following: technical terminology as applied to the film industry; role and influence of film in history, culture, society and individual lifestyles; collaborative work ethic for the film industry; connection between film and other subject areas; production techniques for film (lighting, sound, scenic design, costuming, make up, direction, animation, graphic design, choreography, as well as business management); vocational and recreational pursuits in the film industry; analysis, evaluation and critiquing of film production and design.

## **SPEECH**

**Description:** The purpose of this course is to develop students' beginning awareness, understanding, and application of language arts as they apply to oral communication concepts and strategies in a variety of given settings.

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# **Career Technical Education**

## **BUSINESS OWNERSHIP**

**Description:** This course is designed for students to expand their knowledge of business/marketing principles related to ownership and management of a business, traits and characteristics of successful entrepreneurs, and strategies of business management and marketing. The development of a business plan related to the students' area of entrepreneurial interest is a course objective.

## **CULINARY ARTS 1**

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

## **CULINARY ARTS 2**

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

## **CULINARY ARTS 3**

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

## **CULINARY ARTS 4**

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

## **TECHNICAL DESIGN I**

**Description:** This course provides instruction in basic competencies common to a cluster of occupations in drafting industries and develops skills, knowledge and attitudes for success and advancement in a specialized occupational proficiency program. Emphasis will be placed on skills necessary in the design process.

## **TECHNICAL DESIGN II**

**Description:** This course provides instruction in intermediate competencies common to a cluster of occupations in drafting industries and develops skills, knowledge and attitudes for success and advancement in a specialized occupational proficiency program. Emphasis will be placed on acquiring competencies necessary in the design process and in Computer Aided Drafting (CAD).

## **TECHNICAL DESIGN III**

**Description:** This course provides instruction in advanced competencies common to a cluster of occupations in drafting industries and develops skills, knowledge and attitudes for success and advancement in a specialized occupational proficiency program. Emphasis will be placed on conducting a research and experimentation project in drafting technology.

## **EARLY CHILDHOOD EDUCATION I**

**Description:** This course covers 20 and 30-hour competencies for certificates. Students will acquire competence in: state rules and regulations, genuine experiences in childcare, principles of child development, positive communication skills related to child care, plans for a safe, clean and healthy learning environment, food service/nutrition education, child abuse and neglect, observation and recording methods, inclusion of special needs, professionalism and leadership and organization skills. The knowledge based information will be applied as students practice what they learn for future parenting and/or early childhood careers.

**SPECIAL NOTE:** *The course is part of the Early Childhood Career Cluster. Students will have met occupational completion point Data Code A: Child Care Worker- OES 68038449 after completing 30 hours, and Data Code B: Child Care Teacher Aide OES 31521. They will receive 1 credit/150 hours.*

## **EARLY CHILDHOOD EDUCATION II**

**Prerequisite:** Completed Early Childhood I or student may be concurrently enrolled in I and II.

**Description:** The purpose of this course is to prepare students to become preschool teachers. Students will acquire competence in activities and development of infants, toddlers, preschoolers, and school age children to age eight, and special needs children.

**SPECIAL NOTE:** *The course is part of the Early Childhood Career Cluster.*

## **EARLY CHILDHOOD EDUCATION III**

**Prerequisite:** Completed Early Childhood I and II or student may be concurrently enrolled in II and III.

**Description:** This course will teach the management skills of becoming a preschool teacher. Students will acquire competence in the areas of child development theories; current trends and issues; legislation; heredity; classroom management; developmentally appropriate curriculum and environments; multiculturalism; and teacher resource files.

**SPECIAL NOTE:** *The course is part of the Early Childhood Career Cluster. Students will have met completion status enabling Gold Seal scholarships based on state requirements. They will have met occupational completion point Data Code C: Preschool Teacher- OES 31303, 3 credits/450 hours.*

## **EARLY CHILDHOOD EDUCATION IV**

**Description:** This course prepares students to be child development specialist. Students will acquire competence in the areas of mentoring; workshop development; team building, advocacy; and brain research and professional development.

**SPECIAL NOTE:** *This course is part of the Early Childhood Education Career Cluster. Students will have met occupational completion point Data Code*

## **HEALTH SCIENCE II**

**Prerequisite:** Medical Skills and Services, and Health Careers One (or Honors Anatomy and Physiology)

**Description:** This course is a core of basic knowledge necessary for any health occupation and prepares the student with information and skills needed to effectively communicate, adhere to legal protocols, follow health/safety procedures, and to perform assignments requiring knowledge of math and computers.

## **ELECTROCARDIOGRAPH AIDE 3**

**Prerequisite:** Health Science II

**Description:** 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.

## **PHARMACY TECH 7**

**Prerequisite:** Health Science II

**Description:** The Pharmacy Technician Program prepares students for employment as Pharmacy Technicians and/or other healthcare careers such as Pharmacy and Pharmaceutical Research. Packaging and distribution of medications are stressed throughout the program. A clinical internship is a required component of this course which includes application of skills such as dispensing, compounding, drug distribution and classification, pharmacology, third part claims, patient profiles, pharmaceutical chemistry and business management applications. Upon completion of this course, students take the Except Pharmacy Technician Industry Certification Exam

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# **COMPUTER EDUCATION**

## **AP COMPUTER SCIENCE PRINCIPLES**

**Description:** Whether it is 3-D animation, engineering, music, app development, medicine, visual design, robotics, or political analysis, computer science is the engine that powers the technology, productivity, and innovation that drive the world. Computer science experience has become imperative for students' success in the workforce of tomorrow. College Board designed AP Computer Science Principles with the goal of creating leaders in computer science fields and attracting and engaging those who are traditionally underrepresented with essential computing tools and multidisciplinary opportunities.

## **AP COMPUTER SCIENCE A**

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

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# **PHYSICAL EDUCATION**

## **PERSONAL FITNESS**

**Description:** 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.

**Special Note: Required for Graduation**

## **FITNESS LIFESTYLE DESIGN**

**Description:** Student will demonstrate competency in many and proficiency in a few movement forms from a variety of categories (aquatics, dance, extreme sports, fitness education, gymnastics, individual/dual sports, outdoor pursuits, self-defense, and team sports.)

## **HEALTH 1 – LIFE MANAGEMENT**

**Description:** The purpose of this course is to produce health literate students that make sound decisions and take positive actions for healthy and effective living. The course is wellness oriented and emphasizes responsible decision-making and planning for a healthy lifestyle.

## **WEIGHT TRAINING I**

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

**SPECIAL NOTE:** *This is not an interscholastic extracurricular activity.*

## **WEIGHT TRAINING II**

**Prerequisite:** Successful completion of Beginning Weight Training (1501340), or demonstrated proficiency and teacher recommendation.

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

**SPECIAL NOTE:** *This is not an interscholastic extracurricular activity.*



### **WEIGHT TRAINING III**

**Description:** 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, assessment of health-related fitness, reinforcement of weight training concepts, designing, implementing, and evaluating a personal weight training program to meet specific needs and goals, consumer issues and knowledge of the organization and administration of weight lifting activities. Implementation of personal weight training programs and realization of personal goals should be stressed.

**SPECIAL NOTE:** *This is not an interscholastic extracurricular activity.*

### **POWER WEIGHTS I**

**Description:** The purpose of this course is to enable students to acquire basic knowledge and skills in power weight training and to maintain or improve health-related fitness. The course should include safety practices, rules and terminology, techniques and strategies, biomechanical and physiological principles, fitness assessment, consumer issues and benefits of participation.

### **COMPREHENSIVE FITNESS**

**Description:** The purpose of this course is to enable students to develop understanding of fitness concepts, design a personal fitness program, and develop an individualized level of health-related fitness. The course includes safety practices, terminology, biomechanical and physiological principles, concepts and principles of health, related fitness, personal and group fitness activities, personal fitness, design and implementation of a personal fitness program, fitness assessment, nutrition, consumer issues and benefits of participation

### **TEAM SPORTS I**

**Description:** The purpose of this course is to enable students to acquire basic knowledge of team sports play, develop skills in specified team sports, and maintain or improve health-related fitness. The course includes safety practices, rules and terminology, biomechanical and physiological principles, techniques and strategies, sportsmanship, fitness assessment, consumer issues and benefits of participation

### **TEAM SPORTS II**

**Description** 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.

### **BASKETBALL**

**Description:** The purpose of this course is to enable students to acquire basic 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, assessment of skills and health-related fitness, officiating, organization and administration of basketball activities, consumer issues, and benefits of participation

## **VOLLEYBALL I**

**Description:** The purpose of this classroom course is to enable students to acquire basic knowledge and skills in volleyball 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 volleyball activities, consumer issues, and benefits of participation.

**Special Note:** *This is not an interscholastic extracurricular activity*

## **INDIVIDUAL AND DUAL SPORTS I**

**Description:** The purpose of this classroom course is to enable students to develop knowledge and skills in specified individual and dual sports and to maintain or improve health-related fitness. The content should include, but not be limited to, the following: safety practices; rules, terminology, and etiquette; history; biomechanical and physiological principles; techniques and strategies; sportsmanship; fitness activities; fitness assessment; consumer issues; benefits of participation.

## **FIRST AID**

**Description:** This course provides a basic overview of the causes and preventions of unintentional injuries, appropriate emergency responses to those injuries and crisis response planning. Safety education should include cardiopulmonary resuscitation (CPR) and the use of an automatic external defibrillator (AED), first aid for obstructed airway, and injury prevention.

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## World Languages

### AMERICAN SIGN LANGUAGE I

**Description:** The course provides instruction which prepares a hearing student with basic conversational skills in American Sign Language (ASL) and awareness of various aspects of deafness. The content will include, but is not limited to, conversational vocabulary, grammatical features and principals of ASL, as well as the audio logical, educational, social, cultural, and historical aspects of deafness.

### AMERICAN SIGN LANGUAGE II

**Prerequisite:** Successful completion of American Sign Language I or its equivalent.

**Description:** This course provides instruction which furthers students' knowledge of ASL. The content includes, but is not limited to instruction that further develops the conversational skills of hearing students in ASL, knowledge of its syntax and principles, and a heightened awareness of the cultural aspects of the deaf community.

**SPECIAL NOTE:** American Sign Language will meet the foreign language requirements.

### AMERICAN SIGN LANGUAGE III

**Prerequisite:** Successful completion of American Sign Language II or its equivalent **SPECIAL NOTE:** American Sign Language will meet the foreign language requirements.

**Description:** This course prepares a hearing student, who has successfully completed ASL I and II, with information and advanced skill development in ASL. This new information and advanced skill will prepare the students to sit for the State of Florida Quality Assurance (QA) exam. The content shall include specialized vocabulary (medical, legal, educational, etc.) grammatical features of ASL, receptive and expressive skill development.

**Special Note:** *Special laboratory situations should occur frequently so the student may practice his/her interpreting/translating skills in the classroom with the group and outside the classroom with deaf individuals, wherever possible.*

### FRENCH I

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

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

### FRENCH II

**Prerequisite:** Successful completion of French I or demonstrated proficiency, and teacher recommendation

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

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

### **FRENCH III**

**Prerequisite:** Successful completion of French II or demonstrated proficiency, and teacher recommendation

**Description:** 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. The student's acquisition of grammatical concepts is strengthened by analyzing reading selections. Contemporary vocabulary stresses activities which are important to everyday life of French-speaking people.

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

### **FRENCH IV HONORS**

**Prerequisite:** Successful completion of French III or demonstrated proficiency, and teacher recommendation

**Description:** French 4 expands the skills acquired by the students in French 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### **ADV. PLACEMENT FRENCH LANGUAGE**

**Prerequisite:** Demonstrated proficiency and teacher recommendation

**Description:** 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.

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

### **AICE FRENCH AS**

**Prerequisite:** Demonstrated proficiency and teacher recommendation

**Description:** 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 to 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.

### **AICE FRENCH A LEVEL**

**Prerequisite:** Demonstrated proficiency and teacher recommendation

**Description:** Cambridge International A Level French builds on the language skills gained at Cambridge International AS Level, and is the ideal foundation for university-level study, or to improve career prospects. Learners will gain an understanding of how to use the language in a variety of situations. They will be expected to handle texts and other source materials, extracting information in order to respond to specific tasks. Through their studies, learners can expect to achieve greater fluency, accuracy and confidence in the language.

## SPANISH I

**Prerequisite:** None

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

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

## SPANISH II

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

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

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

## SPANISH III

**Prerequisite:** Successful completion of Spanish II or demonstrated proficiency, and teacher recommendation

**Description:** 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 activities which are important to the everyday life of Spanish-speaking people.

## ADVANCED PLACEMENT SPANISH LANGUAGE

**Prerequisite:** Demonstrated proficiency and teacher recommendation

**Description:** 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.

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

## ADVANCED PLACEMENT SPANISH LITERATURE

**Description:** The purpose of this course is to develop oral and written fluency in the language. The class content will be specified by the Advanced Placement Program. By the end of the class the student will be able to understand a lecture in Spanish and participate actively in Spanish in a discussion of a literary topic. As well as read closely modern Spanish and Hispanic-American literature in all genres. And analyze critically, orally and in writing, the form and content of literary works.

## AICE SPANISH LANGUAGE AS

**Description:** The purpose of this course is to develop a student’s ability to understand and communicate confidently and clearly in speech and written language. Students will be encouraged to read widely, to use relevant vocabulary, employ correct grammar, spelling and punctuation. The student will develop the ability to analyze, synthesize, make inferences, organize arguments and ideas logically

## **ITALIAN**

**Description:** Italian 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.

## **ITALIAN II**

**Pre-requisite:** Successful completion of Italian I or demonstrated proficiency and teacher recommendation.

**Description:** Italian 2 reinforces the fundamental skills acquired by the students in Italian 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 Italian 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.

## **PORTUGUESE I**

**Description:** Portuguese I introduces students to the target language and its culture. The student will develop communicative skills in all three 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.

## **PORTUGUESE II**

**Pre-requisite:** Successful completion of Portuguese I or demonstrated proficiency and teacher recommendation.

**Description:** Portuguese 2 reinforces the fundamental skills acquired by the students in Portuguese 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 Portuguese 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.

## **AICE PORTUGUESE AS and A LEVEL**

**Description:** The Cambridge International AS Level Portuguese 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 Portuguese in a variety of situations, understanding how to read texts and other source materials, and how to extract information, initiate conversations and respond to questions both orally and in writing.

## **R.O.T.C. and Naval Science**

### **NAVAL SCIENCE I**

**Description:** The purpose of this course is to introduce students to the precepts of citizenship, the elements of leadership, and the value of scholarship in attaining life goals. This course is also designed to engender a sound appreciation for the heritage and traditions of America, with recognition that the historically significant role of sea power will be important in America's future, develop in each cadet a growing sense of pride in his/her organization, associates, and self. These elements are pursued at a fundamental level.

### **NAVAL SCIENCE II**

**Description:** The purpose of this course is to build on the general introduction provided in Naval Science I, to further develop the traits of citizenship and leadership in students, introduce cadets to technical areas of naval science study, and engender a deeper awareness of the vital importance of the world oceans to the continued well-being of the United States. The content should include, but not be limited to the following: Instruction in naval leadership traits, principles and practices, naval orientation and career planning, naval history and American sea power from 1815 through World War I, oceanographic history of the earth and its seas, navigation fundamentals and nautical rules of the road, naval operations and communications naval intelligence and national security naval ships, and seaboard evolution first aid and health education, basic individual, squad, and company close-order drill.

### **NAVAL SCIENCE III**

**Prerequisite:** Naval Science II

**Description:** The purpose of this course is to broaden the understanding of students in the operative principles of military leadership, the concept and significance of teamwork, the intrinsic value of good order and discipline in the accomplishment of assigned objectives, and naval academic subjects. The content should include, but not be limited to the following: putting leadership into practice in the NJROTC organization, the naval service as a rewarding way of life, the U.S. Navy in American democracy, naval events leading to and through World War II, the history and character of the Russian people a perspective of sea power as it relates to geopolitics basic factors causing and affecting meteorological conditions, basic concepts of astronomy and the study of our solar system, basic concepts of the maneuvering board plot and small boat seamanship, introduction to survival training in remote areas, military drill, commands, and ceremonies

### **NAVAL SCIENCE IV**

**Prerequisite:** Naval Science III

**Description:** The purpose of this course is to provide students with a comprehensive advance-level study of naval historical and technical topics, and the opportunity to exercise leadership in positions of authority and responsibility. In addition, this course will prepare the student to readily accept the responsibility and importance of citizenship as it is related to the democratic principles upon which our country is founded. Students will also be provided with an understanding of the nature, rigors, and benefits of a military career. The content should include, but not be limited to the following: naval leadership training and evaluation rights and responsibilities that go along with being a full-fledged citizen, the military justice system, its laws, regulations and discipline fundamentals of international law, its sources, and the law of the sea, naval history in the post-World War II to post-Vietnam period, a comparison historical and current national strategies, electrical terminology and basic circuit construction identifying types and characteristics of naval weapons, modern technological challenges confronting future military forces, military drill, commands, and ceremonies.

## **AICE & AP ELECTIVES**

### **AICE BUSINESS I**

**Description:** This course is designed to provide students with an in-depth study of marketing in a free enterprise society and provide the knowledge, skills, and attitudes required for employment in a wide variety of marketing occupations. After successful completion of the core (Marketing Essentials and Marketing Applications) students will have met Occupational Completion Point – Data Code A, Salesperson, Retail – OES 49011; SOC 41-2031.00.

**SUBJECT CREDIT: ELECTIVE**

### **AICE BUSINESS II**

**Description:** Students will develop a critical understanding of the internal workings and management of organizations and, in particular, the process of decision-making with a range of stakeholders including customer, manager, creditor, owner/shareholder and employee. Students will also become aware of the economic, environmental, ethical, governmental, legal, social and technological issues associated with business activity.

**SUBJECT CREDIT: ELECTIVE**

### **AICE THINKING SKILLS I AS**

**Description:** The purpose of this course involves the development of a range of transferable thinking skills and processes. These skills are valuable and relevant within other subjects as well as being essential for further and higher education. It should engage students in the study of the language of reasoning by identifying reasons, evaluating reasoning of different kinds, recognizing and evaluating assumptions, clarifying expressions and ideas, and the production of reasoning appropriate to a given task.

**SUBJECT CREDIT: ELECTIVE**

### **AICE ART & DESIGN**

**Description:** Cambridge International AS & A Level Art & Design encourages learners to explore a range of processes and techniques appropriate to their chosen area of study. The syllabus encourages personal responses that are based on knowledge and understanding and skills in art, craft and design. Four areas are: Fine Art, Graphic communication, 3D Design and textiles and fashion.

**SUBJECT CREDIT: FINE ARTS**

### **AICE DIGITAL AND MEDIA DESIGN**

**Description:** The purpose of this course 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. You can structure a course around a single area of study or create a course that includes a combination of two or three areas of study. Cambridge International AS & A Level Digital Media & Design helps learners develop the knowledge and skills that will prepare them for further study and to work in a collaborative industry. They will develop an awareness of the world of digital media and design and the factors and contexts that influence it.

**SUBJECT CREDIT: ELECTIVE**



## **AICE MEDIA STUDIES (AS)**

**Description:** This course 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.

**SUBJECT CREDIT: ELECTIVE**

## **AICE TRAVEL AND TOURISM AS**

**Description:** 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.

**SUBJECT CREDIT: ELECTIVE**

## **AICE PSYCHOLOGY AS**

**Description:** Cambridge International AS Level Psychology learners develop their appreciation of the subject by exploring the ways in which psychology is conducted. As part of their studies, learners review important research; this provides an insight into the ways in which psychology has been applied thereby leading to a better understanding of key themes and issues. The course reflects the five core areas of psychology, namely cognitive, social, physiological, developmental and the psychology of individual differences; it also relates psychology to education, health, organizations, the environment and abnormality.

**SUBJECT CREDIT: ELECTIVE**

## **AICE GLOBAL PERSPECTIVES AND RESEARCH AS & A**

**Description:** Cambridge International AS and A Level Global Perspectives and Research courses prepare 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 and A Level Global Perspectives and Research courses are 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. Collaborative skills are enhanced through participation in a team project. The skills gained through study of Cambridge International AS and A Level Global Perspectives and Research enable students to meet the demands of twenty-first century learning and to make a successful transition to study in college.

**SUBJECT CREDIT: ELECTIVE; *Required if seeking AICE Diploma***

## **AP CAPSTONE SEMINAR**

**Description:** This course provides students with opportunities to think critically and creatively, research, explore, pose solutions, develop arguments, collaborate, and communicate using various media. Students explore real-world issues through a cross-curricular lens and consider multiple points of view to develop deep understanding of complex issues as they make connections between these issues and their own lives. Students read articles, research studies, and foundational and philosophical texts; listen to and view speeches, broadcasts, and personal accounts; and explore artistic and literary works to gain a rich appreciation and understanding of issues. Students

are assessed through two-thorough-course performance tasks and a written exam.

**SUBJECT CREDIT: ELECTIVE**

### **AP CAPSTONE RESEARCH**

**Description:** AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a yearlong mentored, research-based investigation to address a research question. Student further their skills acquired in the AP Seminar course by understanding research methods; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. The course culminates in an academic thesis paper of approximately 5,000 words and a presentation, performance, or exhibition with an oral defense.

**SUBJECT CREDIT: ELECTIVE**