

**WEST BOCA RATON COMMUNITY HIGH SCHOOL**



**2023-2024**

**CURRICULUM GUIDE**

**12811 GLADES ROAD BOCA RATON, FL 33498**

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## **MESSAGE FROM THE PRINCIPAL**

Dear Parents & Students,

With goals to prepare our students for intellectual and career growth in mind, this curriculum guide presents essential information in mapping out your child's high school education. The courses offered will allow each student an avenue to focus their goals and set a successful path. At West Boca Raton High School, our simple mission is that students should not only graduate from our school but they should graduate with college credit and/or an industry certification.

Students should definitely try to challenge themselves to handle the most rigorous courses appropriate and give themselves a chance. We strongly encourage our students to seek advanced diplomas including the AICE Cambridge and AP Capstone diploma. It is also our expectation that all students pursue academy coursework or advanced coursework.

Parents should pay particular attention to the course offerings and their levels in constructing student schedules. Each student should develop a strong educational plan for their high school experience.

### **INTRODUCTION**

This curriculum guide contains the course offerings, graduation requirements and other pertinent information necessary in building your high school portfolio.

Course selections should be considered and selected carefully. Your choice of courses will reflect the opportunities you have available upon graduation. You are encouraged to utilize school staff in developing your schedule.

Students will be given the proper registration information and have access to this curriculum guide. Parents are asked to monitor the selection process and especially all graduation requirements. Once class selections are made, students will be expected to follow their selections.

Once the schedule has been established, **CHANGES WILL NOT BE PERMITTED** except for the following reasons:

1. Student lacks a graduation requirement
2. Student lacks a prerequisite for a course
3. Teacher recommends a level change.

These changes must be made during the first two weeks of each semester **ONLY**.

### **GRADUATION REQUIREMENTS**

Please utilize the graduation checklist on the following page to track student progress towards the 24 credit/4-year traditional high school diploma.

<b>Graduation Requirements</b>	<b>Requirement met?</b>
<b>English: 4 credits required</b>	
English-9th	
English-10th	
English-11th	
English-12th	
<b>Math: 4 credits required</b> 1 credit can be from middle school provided it was a high school level course.	
Algebra 1	
Geometry	
Math credit	
Math credit	
<b>Science: 3 credits required</b>	
Biology	
Physical Science (Chemistry, Physics, Earth Space Science or Physical Science)	
Another Science Elective	
<b>Social Studies: 3 credits required</b>	
World History	
US History	
Economics/Government	
<b>Arts: 1 credit required</b>	
Performing or Practical Art	
<b>Physical Education: 1 credit required</b>	
HOPE or an activity class (ex: weight training) and personal fitness class	
<b>Electives: 8 credits required</b> Two years of a consecutive foreign language are required to be considered for acceptance to the State of Florida University System.	
Elective #1	
Elective #2	
Elective #3	
Elective #4	
Elective #5	
Elective #6	
Elective #7	
Elective #8	
<b>Community Service</b>	
20 hours of community service as documented by the school	
<b>Virtual Credit: 1 course required</b>	
FLVS, Edgenuity, PB Virtual or an online dual enrollment course earned	
<b>Test Scores</b>	
Passing score on the Algebra 1 EOC (level 3 or above) or concordant score on an approved, standardized test*	
Passing score on the FAST ELA 10 <sup>th</sup> grade (level 3 or above) or concordant score*	
<b>Overall GPA Graduation Requirement</b>	
Students must have a GPA of 2.0 or above	

<b>WBHS Expectations of Excellence</b>	
We expect each student to obtain a merit diploma by passing an AP test, AICE test, Industry Certification test OR complete a dual enrollment class	
AP test, AICE test or IC test passed	
Dual enrollment credit earned	

\*See your school counselor for which standardized test and which scores would count for this graduation requirement

### HIGH SCHOOL GRADE CLASSIFICATION FOR PROMOTION OR RETENTION

The following requirements are used to determine grade classification to the next grade level. At the end of the school year, students will be promoted as follows:

**9<sup>th</sup> grade** students will be promoted to **10<sup>th</sup> grade**;

**10<sup>th</sup> grade** students will be promoted to **11<sup>th</sup> grade**;

**11<sup>th</sup> grade** students will be promoted to **12<sup>th</sup> grade**;

**12<sup>th</sup> grade** students who do **not** meet graduation requirements will be retained in **12<sup>th</sup> grade**.

### TESTING PROGRAMS

The following list represents standardized tests available and administered through our Guidance Department.

#### American College Testing (ACT)

The ACT is a four-part assessment used primarily for college-screening. The four parts include: english, mathematics, reading and science reasoning. Completion with satisfactory scores is required for college entry. Fees and registration information may be obtained on [act.org](http://act.org) or through the Guidance Office.

#### End of Course (EOC) Assessment

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 1, and US History.

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

The FSA ELA is the 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 Writing portion to this test. It is given to 9th and 10th grade students. Students must pass the 10th grade test to graduate. Results are reported on transcripts.

#### PSAT/NMSQT

Preliminary Scholastic Assessment Test (PSAT) is a test administered to all 9<sup>th</sup> and 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. Fee and registration information may be obtained through the Guidance Department.

## Scholastic Assessment Test (SAT)

The SAT multiple-choice college-screening tool is made-up of separate timed sections including critical reading, writing and language and mathematics. 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 Guidance Office. Students are also given one opportunity to take the SAT during the school day for free in 11<sup>th</sup> grade.

## ADDITIONAL EDUCATIONAL OPTIONS

### Academy Programs\*

**Academy of Aviation:** The program is designed to prepare students for a career in the aviation industry. The program immerses students in the latest cutting-edge technology in Aviation and Airport Management.

**Academy of Culinary Arts:** Courses in the culinary field will range from Culinary Arts 1 through 4. Students will not only be trained through classroom experience but also exposed to on-the-job training. WBHS operates its own restaurant, the Calaloo Café, which provides cook-to-order foods for faculty.

**Academy of Computer Science:** Innovative, integrated learning environment focuses on computers, technologies and communication. Traditional introductory computer courses are offered in addition to our cutting-edge cybersecurity and advanced placement coursework options.

**Academy of Drafting & Design:** This program offers courses in Drafting & Communications Technology. The drafting strand is focused on architectural, mechanical and 3D projects. The communications strand is focused on graphics, web page design, screen-printing, digital duplicating, desktop publishing and embroidery.

**Academy of Medical Sciences:** Designed to provide students with the medical skills and training necessary to succeed in a post-secondary healthcare education or to successfully transition into the healthcare workforce.

**Academy of Performing Arts:** Provides an unique opportunity for highly committed and talented students who have a serious interest in the Performing Arts. WBHS offers concentrations in Band, Dance, Theater and Vocal. Students who are in this academy must pass an audition as a part of the entrance criteria.

*\*All Academy Programs require an application and admittance through the Palm Beach County School District's Department of Choice.*

### Advanced Placement (AP) Program

The Advanced Placement Program administered by the College Board provides qualified students the opportunity to take college level courses on the high school campus. These courses each culminate with a three-hour standardized examination. Test fees are paid by Palm Beach County Schools provided the student is enrolled in the course on school grounds. Students who demonstrate the required level of proficiency on the examination are eligible for college credit in that particular subject area. Eligible students are identified based on PSAT/SAT scores to demonstrate readiness to participate in this type of post-secondary work. Please see <https://apstudent.collegeboard.org/apcourse> for additional information.

West Boca High School also offers students the opportunity to earn an 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 an AP Capstone diploma. Please see <https://apcentral.collegeboard.org/courses/ap-capstone> for additional information.

## **Advanced International Certificate of Education (AICE) Program**

The Advanced International Certificate of Education (AICE) program is an innovative and accelerated method of academic student offered solely through the University of Cambridge International Examinations (CIE), a division of the University of Cambridge, England which is 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 credits. Like AP exams, Palm Beach County School District pays the test fees for students provided they are enrolled in the course on school grounds. Students who demonstrate the required level of proficiency on the examination are eligible for college credit in that particular subject area. Please check the university of your preference to ensure credit acceptance and transfer.

West Boca High School also offers students the opportunity to earn an AICE diploma. Students who earn seven (7) credits within a three-year time frame earn the AICE diploma. Students earn credits by passing AICE exams in each of three subject groups as well as the AICE AS Level Global Perspectives & Research. Students who obtain the AICE diploma automatically qualify for 100% Bright Futures Scholarship. Please see <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-advanced/cambridge-aice-diploma/> for additional information.

### **Dual Enrollment**

Students may enroll in the dual enrollment program, which provides an opportunity for students to earn school and college credit simultaneously. Students must have earned a minimum of four high school credits including one math and one English, have an unweighted HS GPA above 3.0 and have college ready test scores in reading, math and writing in order to participate. All grades become a part of the student's permanent college transcript. Students enrolled in the program must maintain the 3.0 GPA in HS and must earn a "C" or better in their college work to remain in the dual enrollment program. Seniors interested in Early Admitting senior year must have at least a 3.2 GPA and written permission from the principal.

### **Exceptional Student Education (ESE)**

ESE students seeking a standard high school diploma follow the standard course of study. Required courses may be offered through content equivalent to ESE classes, support-facilitated classes and/or consultation with ESE staff.

### **FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM**

Please note: Seniors must complete the Florida Financial Aid Application for all Florida Scholarships including the Bright Futures. School counselors will advise seniors when to apply for Bright Futures.

#### **The Florida Academic Scholars Award (100% scholarship to a Florida Public School)**

3.5 minimum unrounded, weighted GPA on a 4.0 scale in the 16 credits identified by the Florida Board of Regents as college preparatory courses. The GPA is calculated after the seventh semester; AND

Achieve a superscore of 1330 or greater on the SAT or a 29 or greater on the ACT AND

Earn 100 hours or more of community service.

\*Please note: criterion is subject to change by the state of Florida.

#### **The Florida Medallion Scholars Award (75% scholarship to a Florida Public School)**

3.1 minimum unrounded, weighted GPA on a 4.0 scale in the 16 credits identified by the Florida Board of Regents as college preparatory courses. The GPA is calculated after the seventh semester; AND

Achieve a superscore of 1210 or greater on the SAT or a 25 or greater on the ACT AND

Earn 75 hours or more of community service.

\*Please note: criterion is subject to change by the state of Florida.

### *The Florida Gold Seal Vocational Scholars Award*

Has completed the secondary school portion of a sequential program of studies that requires at least **three** secondary school vocational credits (excluding on-the-job training) taken over at least two academic years, and is continuing in a planned, related post-secondary education program AND

Has passed the College Placement Test or its equivalent (SAT/ACT). See chart for test scores: AND

Has earned a weighted GPA of at least 3.0 on a 4.0 scale in the subjects required for graduation **excluding electives** (does not require college prep); AND

Has earned a 3.5 GPA in required vocational courses AND

Earn 30 hours or more of community service AND

Has earned a vocational-ready diploma.

Please see <https://www.floridastudentfinancialaidsg.org/PDF/BFHandbookChapter2.pdf> (page 5) for additional information.

### **COMPUTER USE POLICY**

Computers are provided for student use in various classrooms and in the media center. Students are also provided a Chromebook for schoolwork use. All use of the school computers should be for the purpose of school business only. Any student who chooses to utilize the technology available must do so in a responsible and ethical manner. Students must abide by all school board policies including written parental permission for internet use. Any violation of copyright laws or school board policies will result in consequences to the user.

### **MEDIA CENTER**

The goal of the media staff is to provide a facility that enhances student learning. The materials available to students and staff will reflect the school curriculum. The Media Center will be open daily from 7:00AM to 3:30PM. All students are welcome to use the library before school but a pass is required during school hours.



## STATE UNIVERSITY ENTRANCE REQUIREMENTS

<https://www.flbog.edu/universities/>

The State of Florida University System requirements for entrance include:

- At least the equivalent of a 2.5 GPA on a 4.0 scale for all credit courses taken in grades 9-12.
- A score of 1010 or more on the combined verbal and quantitative parts of the SAT or a composite score of 21 or more on the enhanced ACT.

Each university has requirements in addition to those stated; **satisfying minimum requirements does not ensure acceptance.**

English	4	Three of which must have included substantial writing requirements
Mathematics	4	At the level of Algebra 1 and above
Science	3	Two of which have included substantial laboratory
Social Studies	3	Includes: World History, US History, American Government & Economics
Foreign Language	2	Both credits must be sequential and in the same language
Electives	3	

### Approved Elective Courses:

POLICY: Freshman applicants to the State University System must have two additional high school credits as electives.

Students and counselors are advised to **consider carefully** the importance of academic elective coursework. Completion of the required 18 credits for SUS admission guarantees acceptance only in the case of Talented 20 students. Therefore, the stronger an applicant's preparation (including electives), the better the chance of admission in general and to the university of choice specifically.

## SCHOLARSHIP AND HONORS INFORMATION

A variety of scholarships are available locally, nationally, and through the office of Financial Assistance at the Florida State Department of Education. Scholarships are posted on the school's website or in the Scholarship tile on your District Portal.

## ACADEMIC POLICIES

### Attendance

Any student who has not been in attendance for instruction for a minimum of 135 hours may not be awarded a credit, unless the student has demonstrated mastery of the student performance standards in the course of study as provided by the rules of the district school board.

### Forgiveness Policy

A student may repeat any course in which he received an original grade of “D” or “F.” Credit may be earned only once. A course is forgiven if a student receives a grade of **C or higher** on the repeat effort of that same course.

### Student Placement

Students are placed in the required academic courses according to teacher recommendations, grades from prerequisite courses and performance on standardized tests. Students may not choose or change the level unless there is improper academic placement.

### Schedule Requests

All requests for schedule changes must be completed before the 10<sup>th</sup> day of the semester and only for one of the following reasons:

- Missing a prerequisite or required course
- Academically misplaced (teacher input required)
- Previously passed the course

All requests for schedule changes **require** parental approval.

### Transfer of Credit

1. All evidence of work or credits earned at another school, college or university offered for acceptance shall be based on an official transcript.
2. Work or credits from non-accredited schools must be validated as provided by Board Policies.
3. All transferring students must pass the Florida Standards Assessment (FSA) or earn concordance.

## COURSE REQUESTS AND SCHEDULING

In the spring, students will submit their course requests. All requests must have the necessary teacher recommendations and parental approval.

It is important for students and parents to understand that the course requests made in the spring will be the basis of the student’s schedule for the entire school year. Once schedules are established, changes will be very difficult to accommodate.

## CLUBS AND ORGANIZATIONS

Academic, service, and interest organizations will be offered to reflect the interests of the student body. Organizations will include but not be limited to the following: National Honor Society, Student Government Association, Black Student Union and Key Club.

## ATHLETICS

A full program of men's and women's athletics will be available. Students participating in athletics will be required to maintain a 2.0 GPA for eligibility.

## STUDENT TEXTBOOKS

Florida State Statute 233.47 identifies and explains the responsibility of pupils, parents and guardians for instructional materials. Payment for lost or damaged instructional materials is the responsibility of the parent or guardian.

1. Students will be assessed a fee equivalent to 75% of the full purchase price of a textbook that is lost, damaged or destroyed.
2. Students are responsible for 100% of the cost of any textbook that is in the first year of use by the School District.
3. If textbooks are available at the school and the parent of the student desires to purchase a textbook, they will be assessed 100% of the textbook cost, regardless of the condition.
4. Payment for lost textbooks is the responsibility of parents or guardians. Students owing for lost textbooks will not receive additional textbooks.

## CURRICULUM GUIDE LEGEND FOR TYPES OF CREDIT

The pages that follow will contain codes. The legend below explains those codes.

LEGEND FOR TYPES OF CREDIT	
<b>R</b>	Required Credit
<b>E</b>	Elective Credit
<b>PF</b>	Satisfies requirements for performing/fine arts
<b>REM</b>	Remedial Credit
<b>V</b>	Vocational Credit
<b>C</b>	Satisfies state university system "academic core" admission requirements

## TABLE OF CONTENTS

---

English/Language Arts.....	pg. 13
Mathematics.....	pg. 20
Science.....	pg. 25
Social Studies.....	pg. 31
Arts.....	pg. 40
Performing Arts.....	pg. 42
Band.....	pg. 42
Dance .....	pg. 45
Theatre .....	pg. 49
Vocal.....	pg. 51
Physical Education.....	pg. 55
Electives.....	pg. 57
Business Education.....	pg. 57
Other Electives.....	pg. 58
Technology Education.....	pg. 60
World Languages.....	pg. 60
English Language Learners (ELL) .....	pg. 69
Exceptional Student Education (ESE) .....	pg. 70
Academy Courses.....	pg. 72
Academy of Aviation.....	pg. 72
Academy of Computer Science.....	pg. 73
Academy of Culinary Arts.....	pg. 75
Academy of Drafting & Design.....	pg. 77
Academy of Medical Sciences.....	pg. 80
Academy of Performing Arts.....	pg. 85
Index by Course.....	pg. 86

## ENGLISH/LANGUAGE ARTS

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**TITLE:** Pre-AICE English Language

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Honors	9	1	R, C

**PREREQUISITE:** None-entry level

**SATISFIES FOR GRADUATION:** English

**DESCRIPTION:** This purpose of this course is to introduce students to the rigorous nature of Cambridge English classes. Students will continue to develop their critical reading and thinking skills, engage in meaningful discussions, and produce analytical, purposeful writing.

**TITLE:** AICE English Language

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
AICE	10-12	1	R, C

**PREREQUISITE:** Successful completion of AICE General Paper or English II Honors and teacher recommendation. FSA Reading 3,4 or 5.

**SATISFIES FOR GRADUATION:** English and WBHS Expectation of Excellence (AICE course)

**DESCRIPTION:** Cambridge International AS Level English is designed for learners who can already communicate effectively in English as it may be their first or second language. The Cambridge International AS Level English syllabus enables learners to achieve greater fluency, accuracy and confidence in the language as it is spoken and written, and improved their communication skills. They will learn how to improve their use of English in a variety of ways to extract information, initiate conversations and respond to questions both orally and in writing.

**TITLE:** AP English Language & Composition

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Adv. Placement	11-12	1	R, C

**PREREQUISITE:** Successful completion of AICE General Paper or English II. PSAT top 50%, FSA Reading score of 4 or 5 and teacher recommendation

**SATISFIES FOR GRADUATION:** English and WBHS Expectation of Excellence (AP course)

**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. Content includes, but is not limited to, that determined by the Advanced Placement Program.

**TITLE:** Pre-AICE English Literature

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Honors	10	1	R, C

**PREREQUISITE:** None-entry level

**SATISFIES FOR GRADUATION:** English

**DESCRIPTION:** This course prepares students for the rigor required for AICE Language and AICE Literature. It teaches students the importance of thesis, audience, and purpose as keys to both reading and writing effective essays. It also focuses on close, analytical reading of both informational texts and literature.

**TITLE:** AP English Literature and Composition

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Adv. Placement	12	1	R, C

**PREREQUISITE:** Successful completion of AICE English Language or AP English Language (or with teacher recommendation), PSAT top 50%, FSA Reading Score of 4 or 5 and teacher recommendation

**SATISFIES FOR GRADUATION:** English

**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.

**TITLE:** AICE English General Paper

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
AICE	9-12	1	R

**PREREQUISITE:** PSAT Verbal in top 50%, FSA Reading 4 or 5.

**SATISFIES FOR GRADUATION:** English and WBHS Expectations of Excellence (AICE course)

**DESCRIPTION:** The Cambridge International AS Level General Paper encourages learners to develop a maturity of critical thought and argument, and mastery of expression in the English language. These are all skills of great use for university level study. The syllabus draws on topics from across the school curriculum, and learners are able to draw upon knowledge and understanding gained from study of other subjects.

**TITLE:** ELL English I

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9	1	R, C

**PREREQUISITE:** None-entry level

**SATISFIES FOR GRADUATION:** English

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

**TITLE:** ELL English II

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	10	1	R, C

**PREREQUISITE:** Successful completion of English I and/or teacher recommendation

**SATISFIES FOR GRADUATION:** English

**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 non-literary subjects; prepared and timed writings, utilizing all elements of the writing process where appropriate (pre-writing, 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.

**TITLE:** ELL English III

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	11	1	R, C

**PREREQUISITE:** Successful completion of English II and/or teacher recommendation

**SATISFIES FOR GRADUATION:** English

**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 (pre-writing, 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.

**TITLE:** ELL English IV: FL College Prep

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	12	1	R, C

**PREREQUISITE:** Successful completion of English III and/or teacher recommendation

**SATISFIES FOR GRADUATION:** English

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

**TITLE:** English IV Honors

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Honors	12	1	R, C

**PREREQUISITE:** Successful completion of English Honors III and/or teacher recommendation

**SATISFIES FOR GRADUATION:** English

**DESCRIPTION:** The purpose of this course is to provide grade 12 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. **Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

**TITLE:** Intensive Reading

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Basic	9-12	1	E

**PREREQUISITE:** Mandatory for FSA ELA Level 1 or 2 students

**SATISFIES FOR GRADUATION:** Elective

**DESCRIPTION:** This dynamic course assists students with reading deficits learn to read and comprehend, evaluate and think critically while improving vocabulary and fluency skills. Concurrently students develop a love of reading.

**TITLE:** Research I

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Basic	9-12	1	E

**PREREQUISITE:** None-entry level

**SATISFIES FOR GRADUATION:** Elective

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



**TITLE:** Journalism I/Speech

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9-12	1	E, PF

**PREREQUISITE:** None-entry level

**SPECIAL NOTE:** Journalism I is paired with speech to make it a year-long course.

**SATISFIES FOR GRADUATION:** Elective or practical art

**DESCRIPTION:** This course provides practical experience in news gathering techniques and practice in journalistic writing, as well as opportunities to explore careers in journalism. The content includes, but is not limited to, history and ethics of journalism, writing processes, production skills for varied media, analysis of journalistic media, and applications and issues in photojournalism. The course also develops students' beginning awareness, understanding, and application of language arts as they apply to oral communication concepts and strategies in a variety of given settings.

**TITLE:** Journalism II

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9-12	1	E, PF

**PREREQUISITE:** Successful completion of Journalism I and teacher recommendation

**SATISFIES FOR GRADUATION:** Elective

**DESCRIPTION:** This course provides practical experience in news gathering techniques and practice in journalistic writing, as well as opportunities to explore careers in journalism. The content includes, but is not limited, to training necessary for successful newsgathering for journalistic media. Students will receive frequent practice in gathering information and in writing news, sports, feature articles, and editorials. Through various media, students will explore career opportunities in journalistic fields. Practice in the preparation of materials for publication in journalistic media occurs within a workshop setting.

**TITLE:** Journalism III & Journalism IV

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Honors	9-12	1	E

**PREREQUISITE:** Journalism II and teacher recommendation

**SATISFIES FOR GRADUATION:** Elective

**DESCRIPTION:** This course provides intermediate instruction in writing and production skills related to various journalistic media. The content includes, but is not limited, to instruction and practice in applying all aspects of the writing process, including prewriting, drafting, editing, and proofreading, to written work prepared to journalistic standards. Organization and management techniques relating to journalistic productions are stressed, including leadership skills, record keeping, time management, utilization of personnel, and task organization. Workshop experiences in producing various kinds of journalistic products provide practice in the development of these skills.

**TITLE:** Journalism V Honors, Journalism VI Honors & Journalism VII Honors

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Honors	9-12	1	E

**PREREQUISITE:** Journalism III and teacher recommendation

**SATISFIES FOR GRADUATION:** Elective

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

**TITLE:** AICE Global Perspectives AS & A

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
AICE	10-12	1	E

**PREREQUISITE:** None-entry level

**SATISFIES FOR GRADUATION:** Elective

**DESCRIPTION:** This college-level research writing course is intended to encourage candidates to think about and explore issues of global significance. It offers learners opportunities to acquire, develop, and apply skills in critical thinking, problem-solving, research, communication, and collaboration. This course promotes the development within adolescents of global competency – the ability to define a global problem, reflect and take action. This syllabus is firmly based on skills rather than specific content. Through the study of a range of global issues, learners will explore different and sometimes opposing perspectives. Comprehending these perspectives will help to nurture a climate of cross-cultural awareness and promote cultural agility

**TITLE:** AP Research

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
AP	11-12	1	E

**PREREQUISITE:** Successful completion of AP Seminar with passing score.

**SATISFIES FOR GRADUATION:**

**DESCRIPTION:** This course is part two of the AP Capstone program. Students must successfully complete AP Seminar with a passing score of 3 or higher in order to take AP Research. A passing score in 4 additional AP classes and successful completion with a 3 or higher in Research qualifies the student for the AP diploma. Rather than teaching subject-specific content, this course develops students' skills in research, analysis, evidence-based arguments, collaboration, writing, and presenting. AP Capstone awards are valued by colleges across the United States and around the world. AP Research allows students to deeply explore an academic topic, problem, issue, or idea of *individual interest*. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

**TITLE:** AP Seminar

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
AP	10-11	1.0	E

**PREREQUISITE:** Invitation to the AP Capstone program

**SATISFIES FOR GRADUATION:** Elective

**DESCRIPTION:** This course is part one of the AP Capstone program. Students must successfully complete AP Seminar with a passing score of 3 or higher in order to continue on in the Capstone program (enrolling in AP Research). A passing score in 4 additional AP classes and successful completion with a 3 or higher in Research qualifies the student for the AP Capstone diploma. Rather than teaching subject-specific content, this course develops students' skills in research, analysis, evidence-based arguments, collaboration, writing, and presenting. AP Capstone awards are valued by colleges across the United States and around the world. AP Seminar allows students to deeply explore two global issues or problems of *individual interest*. For Performance Task 1, students collaborate in groups of 3-5 to solve a global problem. Each student writes a 1200-word Individual Research Report surrounding the team research question, followed by an 8-10 minute Team Multimedia Presentation with oral defense. For Performance Task 2, students analyze a set of College Board-provided stimulus materials. They then write an Individual Written Argument surrounding a global problem or issue of individual interest, using several of the sources provided and their own academic sources, followed by a 6-8 minute Independent Multimedia Presentation and oral defense. An End-of-Course Exam taken in May assesses students' skills at synthesizing sources, writing an argument, and assessing source credibility.

## MATHEMATICS

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### Special Note regarding all mathematics courses listed in this section:

*All students must have access to calculators and computers; classroom activities are student-centered. All courses will have increased emphasis on estimation; evaluation will include alternative methods of assessment.*

#### **TITLE:** Algebra I

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9-12	1	C, R

**PREREQUISITE:** Demonstrated ability with teacher recommendation (middle school) and successful completion of 8<sup>th</sup> grade mathematics or pre-algebra.

**SATISFIES FOR GRADUATION:** Math

**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: variables; structure and properties of the real number system; first- degree equations and inequalities; relations and functions; graphs; systems of linear equations and inequalities; integral exponents; polynomials; factoring; rational algebraic expressions; irrational numbers; radical expressions; and quadratic equations.

#### **TITLE:** Pre-AICE Math 1 (Algebra I)

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Honors	9	1	C, R

**PREREQUISITE:** Demonstrated ability with teacher recommendation (middle school) and successful completion of 8<sup>th</sup> grade mathematics or pre-algebra.

**SATISFIES FOR GRADUATION:** Math

**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: variables; structure and properties of the real number system; first- degree equations and inequalities; relations and functions; graphs; systems of linear equations and inequalities; integral exponents; polynomials; factoring; rational algebraic expressions; irrational numbers; radical expressions; and quadratic equations.

#### **TITLE:** Algebra II

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9-12	1	C, E

**PREREQUISITE:** Successful completion of Algebra I and Geometry or its equivalent with teacher recommendation.

**SATISFIES FOR GRADUATION:** Math

**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; relations, functions and graphs; rational and irrational expressions; equations and inequalities; systems of equations and inequalities; polynomial functions; rational exponents; logarithmic and exponential functions; permutations, combinations, and probability; arithmetic and geometric sequences and series; and conic sections.

**TITLE:** Pre-AICE Math 2 (Geometry)

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Honors	9-10	1	C, R

**PREREQUISITE:** Demonstrated ability with teacher recommendation (middle school) and successful completion of 8<sup>th</sup> grade mathematics or pre-algebra.

**SATISFIES FOR GRADUATION:** Math

**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; relations, functions and graphs; rational and irrational expressions; equations and inequalities; systems of equations and inequalities; polynomial functions; rational exponents; logarithmic and exponential functions; permutations, combinations, and probability; arithmetic and geometric sequences and series; and conic sections.

**TITLE:** Algebra II Honors

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Honors	9-12	1	C, E

**PREREQUISITE:** Successful completion of Algebra I or its equivalent with teacher recommendation and Geometry Honors.

**SATISFIES FOR GRADUATION:** Math

**DESCRIPTION:** The purpose of this course is to continue 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; equations and inequalities; systems of equations and inequalities; functions, relations, and graphs; polynomial functions; real number exponents; logarithmic and exponential functions; rational and irrational expressions; conic sections; arithmetic and geometric sequences and series; permutations, combinations and probability; and matrices.

**TITLE:** AP Calculus AB

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Adv. Placement	9-12	1	C, E

**PREREQUISITE:** Completion of AICE Math or Calculus Honors

**SATISFIES FOR GRADUATION:** Math and WBHS Expectation of Excellence (AP course)

**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.

**TITLE:** AP Calculus BC

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Adv. Placement	9-12	1	C, E

**PREREQUISITE:** Completion of AP Calculus AB with teacher recommendation

**SATISFIES FOR GRADUATION:** Math and WBHS Expectation of Excellence (AP course)

**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.

**TITLE:** Calculus Honors

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Honors	9-12	1	C, E

**PREREQUISITE:** Teacher recommendation

**SATISFIES FOR GRADUATION:** Math

**DESCRIPTION:** The purpose of this course is to provide a foundation for the study of advanced mathematics. The content should include, but not be limited to the following: elementary functions; limits and continuity; derivatives; differentiation; applications of the derivative; anti-derivatives; definite integral; and applications of the integral.

**TITLE:** Pre-Calculus Honors

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Honors	9-12	1	C, E

**PREREQUISITE:** Algebra II Honors or equivalent with teacher recommendation

**SATISFIES FOR GRADUATION:** Math

**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; concept of limits; vectors; conic sections; polar coordinate systems; symbolic logic; mathematical algebra, induction; and matrix.

**TITLE:** Geometry

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9-12	1	C, R

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

**SATISFIES FOR GRADUATION:** Math

**DESCRIPTION:** The purpose of this course is to develop the geometric relationships and deductive strategies, 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: logic, deductive arguments, undefined terms; similarity; congruence; parallelism

and perpendicularity; segments and angles; two and three-dimensional figures; perimeter, area, and volume; constructions; coordinate geometry and transformations.

**TITLE:** AICE Math

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
AICE	9-12	1	C, E

**PREREQUISITE:** Algebra II Honors or Algebra II with teacher recommendation

**SATISFIES FOR GRADUATION:** Math and WBHS Expectation of Excellence (AICE course)

**DESCRIPTION:** The purpose of this course is to prepare for the AICE exam as well as to prepare for AP Calculus. The content should include but not limited to: polynomials, rational functions, exponential and logarithmic functions, graphing, trigonometric functions, sequences, vectors, iteration, binomial expansion, derivatives and integrals.

**TITLE:** Math for College Algebra

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	10-12	1	C, E

**PREREQUISITE:** Successful completion of Geometry

**SATISFIES FOR GRADUATION:** Math

**DESCRIPTION:** This course incorporates the Common Core Standards for Mathematics Content: an introduction to fractions, linear equations and inequalities, solving systems of equations, rational equations and algebraic fractions, radicals and rational exponents, factoring and quadratic equations, complex numbers, and the Common Core Standards for High School Modeling. The Benchmarks reflect the Florida College Competencies necessary for entry-level college courses.

**TITLE:** Math for College Liberal Arts

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9	1	C, E

**PREREQUISITE:** None-entry level

**SATISFIES FOR GRADUATION:** Math

**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.

**TITLE:** Probability and Statistics with Applications Honors

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Honors	9-12	1	C, E

**PREREQUISITE:** Algebra II

**SATISFIES FOR GRADUATION:** Math

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

**TITLE:** AP Statistics

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Adv. Placement	9-12	1	C, E

**PREREQUISITE:** Algebra II & Pre-Calc, A or B in English and teacher recommendation.

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

**SATISFIES FOR GRADUATION:** Math and WBHS Expectation of Excellence (AP course)

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

**TITLE:** AICE Thinking Skills

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
AICE	9-12	1	E

**PREREQUISITE:** Completion or co-requisite of Algebra 2 and enrolled in an English Honors level class or higher.

**SATISFIES FOR GRADUATION:** Elective and WBHS Expectation of Excellence (AICE course)

**DESCRIPTION:** The purpose of this course is to prepare for the AICE exam. The course is divided into two parts: math word problems and written arguments. The Thinking Skills syllabus encourages free and open debate, critical and investigative thinking, and informed and disciplined reasoning.



## SCIENCE

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**TITLE:** Astronomy Solar/Galactic Honors

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Honors	12	1	E, C

**PREREQUISITE:** Successful completion of Geometry and Environmental Science Honors and teacher recommendation.

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

**SATISFIES FOR GRADUATION:** Science

**DESCRIPTION:** This course provides students with a study of the universe and the conditions, properties, and motions of bodies in space. The content includes, but is not limited to, historical astronomy, astronomical instruments, the celestial sphere, the solar system, the earth as a system in space, the earth/moon system, and the sun as a star, and the stars. Laboratory investigations, of selected topics in the content, include the use of the scientific method, measurement, and laboratory equipment.

**TITLE:** Biology I

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	10-12	1	R, C

**PREREQUISITE:** Teacher recommendation

**SPECIAL NOTE:** *This is a laboratory-oriented course. This course satisfies the biology requirement for graduation.*

**SATISFIES FOR GRADUATION:** Science (Biology)

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

**TITLE:** Biology I Honors

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Honors	9-10	1	R, C

**PREREQUISITE:** Teacher recommendation

**COREQUISITE:** AICE Environmental Management

**SPECIAL NOTE:** *This is a laboratory-oriented course. This course satisfies the biology requirement for graduation.*

**SATISFIES FOR GRADUATION:** Science (Biology)

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

**TITLE:** AP Biology

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Adv. Placement	9-12	1	R, C

**PREREQUISITE:** B in Honors Biology or pre-AICE biology (medical academy students only), demonstrated ability and/or teacher recommendation

**SATISFIES FOR GRADUATION:** Science (Biology) and WBHS Expectation of Excellence (AP course)

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

**TITLE:** Chemistry I

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	10-12	1	E, C

**PREREQUISITE:** Successful completion of biology and a C in algebra with teacher recommendation

**SPECIAL NOTE:** *This is a laboratory-oriented course. This course satisfies the physical science requirement for graduation.*

**SATISFIES FOR GRADUATION:** Science (Physical Science)

**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 gasses, 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.

**TITLE:** Chemistry I Honors

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Honors	10-12	1	E, C

**PREREQUISITE:** Successful completion of biology honors with a C or better and a B or better in algebra with teacher recommendation

**SPECIAL NOTE:** *This is a laboratory-oriented course. This course satisfies the physical science requirement for graduation.*

**SATISFIES FOR GRADUATION:** Science (Physical Science)

**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.

**TITLE:** AP Chemistry

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Adv. Placement	10-12	1	E, C

**PREREQUISITE:** Successful completion of chemistry honors with a C or better and a B or better in algebra and/or teacher recommendation with demonstrated ability

**SPECIAL NOTE:** *This is a laboratory-oriented course. This course satisfies the physical science requirement for graduation.*

**SATISFIES FOR GRADUATION:** Science (Physical Science) and WBHS Expectation of Excellence (AP course)

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

**TITLE:** Pre-AICE Environmental Management

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Honors	9	1	E

**PREREQUISITE:** None-entry level

**SATISFIES FOR GRADUATION:**

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

**TITLE:** AICE Environmental Management

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
AICE	9-12	1	E

**PREREQUISITE:** None-entry level

**COREQUISITE:** Biology 1 or Biology 1 Honors

**SATISFIES FOR GRADUATION:** Science (elective)

**DESCRIPTION:** This class focuses on environmental issues and their management at local, regional and global levels in both developed and less economically developed countries. Other topics addressed include global warming, industrial pollution, impacts of rapid population growth and urbanization, as well as ways to try to balance our actions.

**TITLE:** AP Environmental Science

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Adv. Placement	10-12	1	E, C

**PREREQUISITE:** Teacher recommendation & a B or better in Biology. All 9th graders who take this course must also be enrolled in Honors Biology.

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

**SATISFIES FOR GRADUATION:** Science and WBHS Expectation of Excellence (AP course)

**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.

**TITLE:** Genetics Honors

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Honors	10-12	1	E, R, C

**PREREQUISITE:** B in biology and/or teacher recommendation

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

**SATISFIES FOR GRADUATION:** Science

**DESCRIPTION:** This course investigates the nature of science and the genetic basis of reproduction and communication of cells, genetic principles, molecular basis of genetics, diversity, and biotechnology in the area of genetics. Biological selection, variations, adaptations and changes throughout time, levels of organization, classification, taxonomy, structure and function of various organisms used as genetic models.

**TITLE:** AICE Marine Science AS & A

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
AICE	10-12	1	E, C

**PREREQUISITE:** A or B in Biology Honors and/or teacher recommendation

**SATISFIES FOR GRADUATION:** Science and WBHS Expectation of Excellence (AICE course)

**DESCRIPTION:** Cambridge International AS Marine Science provides a coherent and stimulating introduction to the science of the marine environment. The course concentrates on the scientific study of the sea and its ecosystems. The emphasis throughout is on the understanding of concepts and the application of ideas to new contexts as well as on the acquisition of knowledge, and the course encourages creative thinking and problem-solving skills which are transferable to any future career path. It is expected that practical activities will underpin the teaching of the whole course, and learners may be asked about practical activities in examination questions. Cambridge International AS Marine Science can form part of an ideal subject combination for learners who want to study Marine Biology or Environmental Science at university or to follow a career in shipping, fisheries, tourism, or aquaculture.

**TITLE:** Physical Science I

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	10-12	1	E

**PREREQUISITE:** None-entry level

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

**TITLE:** Physics I

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	11-12	1	E, C

**PREREQUISITE:** Successful completion of both Algebra I and Geometry and/or teacher recommendation

**SPECIAL NOTE:** *This is a laboratory-oriented course. This course satisfies the physical science requirement for graduation.*

**SATISFIES FOR GRADUATION:** Science (Physical Science)

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

**TITLE:** Physics I Honors

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Honors	11-12	1	E, C

**PREREQUISITE:** Successful completion of both Algebra I and Geometry and/or teacher recommendation

**SPECIAL NOTE:** *This is a laboratory-oriented course. This course satisfies the physical science requirement for graduation.*

**SATISFIES FOR GRADUATION:** Science (Physical Science)

**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.

**TITLE:** AP Physics

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Adv. Placement	10-12	1	E, C

**PREREQUISITE:** Successful completion of both Algebra I and Geometry and/or teacher recommendation

**SPECIAL NOTE:** *This is a laboratory-oriented course. This course satisfies the physical science requirement for graduation.*

**SATISFIES FOR GRADUATION:** Science (Physical Science) and WBHS Expectation of Excellence (AP course)

**DESCRIPTION:** AP Physics is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, conservation, and waves.

## SOCIAL STUDIES

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**TITLE:** American Government

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	12	0.5	R, C

**PREREQUISITE:** Successful completion of World History and US History

**SATISFIES FOR GRADUATION:** Social Studies (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.

**TITLE:** American Government Honors

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Honors	12	0.5	R, C

**PREREQUISITE:** Successful completion of World History Honors and US History Honors or higher and/or teacher recommendation

**SATISFIES FOR GRADUATION:** Social Studies (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.

**TITLE:** AP US Government and Politics

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Adv. Placement	12	0.5	R, C

**PREREQUISITE:** Successful completion of Honors or higher World History and US History and/or teacher recommendation

**SATISFIES FOR GRADUATION:** Social Studies (Government) and WBHS Expectation of Excellence (AP course)

**DESCRIPTION:** AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project.

**TITLE:** Economics

<b><u>LEVEL</u></b>	<b><u>GRADE</u></b>	<b><u>CREDIT</u></b>	<b><u>TYPE</u></b>
Regular	12	0.5	R, C

**PREREQUISITE:** Successful completion of World History and US History

**SATISFIES FOR GRADUATION:** Social Studies (Econ)

**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.

**TITLE:** Economics Honors

<b><u>LEVEL</u></b>	<b><u>GRADE</u></b>	<b><u>CREDIT</u></b>	<b><u>TYPE</u></b>
Honors	12	0.5	R, C

**PREREQUISITE:** Successful completion of World History Honors and US History Honors or higher and/or teacher recommendation

**SATISFIES FOR GRADUATION:** Social Studies (Econ)

**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 marketplace; 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.

**TITLE:** AICE International History AS

<b><u>LEVEL</u></b>	<b><u>GRADE</u></b>	<b><u>CREDIT</u></b>	<b><u>TYPE</u></b>
AICE	9-10	1	R, C

**PREREQUISITE:** None-entry level

**SPECIAL NOTE:** *Students can use up to two History credits towards their Cambridge AICE Diploma. AS level courses allow students to earn one credit towards their diploma if they pass the examination at the end of the year.*

**SATISFIES FOR GRADUATION:** Social Studies (World History) and WBHS Expectation of Excellence (AICE course)



**DESCRIPTION:** This college-level course covers the international relations of various European countries, as well as the USA and Japan, as they battle through colonization, World War I, the trials and tribulations of the League of Nations, the rise of fascism, World War II, and the eventual creation of the League of Nations. The course will use a variety of sources to analyze the drama that politicians like Woodrow Wilson, Harry Truman, Winston Churchill and various other leaders faced as they went through one of the darkest and most interesting times in modern history. Students learn about the rise of Benito Mussolini, Adolf Hitler, Francisco Franco, Joseph Stalin and other extreme dictators, and how the rest of western civilization battled against them. Finally, the course will end with the creation of the United Nations, which will bring the world into a new age of diplomacy and security. Students will learn skills associated with identifying bias in primary and secondary sources, as well as evaluating the reliability of sources in relation to high-level questions asked. Students will also hone their writing skills as they prepare to make formulated arguments addressing questions from this period in history.

**TITLE:** AP Human Geography

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Adv. Placement	9-12	1	E

**PREREQUISITE:** None-entry level

**SATISFIES FOR GRADUATION:** Elective

**DESCRIPTION:** AP Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students employ spatial concepts and landscape analysis to examine socio economic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards. Throughout the course students will study seven units of material covering topics that include population dynamics and migration, culture, political geography, rural land use patterns (agriculture), urban land use patterns (industry), and human/economic development. The course is equivalent to an introductory level college-level course in human geography.

**TITLE:** AP European History

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Adv. Placement	11-12	1	R, C

**PREREQUISITE:** Successful completion of Honors or higher US History and/or teacher recommendation

**SATISFIES FOR GRADUATION:** Social Studies (World History) and WBHS Expectation of Excellence (AP course)

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

**TITLE:** US History Honors

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Honors	11	1	R, C

**PREREQUISITE:** World History Honors and/or teacher recommendation

**SATISFIES FOR GRADUATION:** Social Studies (US History)

**DESCRIPTION:** Social studies is the integrated study of the social sciences and the humanities. Utilizing knowledge, skills and attitudes in an active learning environment, the study of social studies promotes the development of well-educated students who have a sense of their place/role historically, geographically and culturally. Social studies enables students to make the informed, ethical reasoned decisions required for effective participation as citizens of a culturally diverse, democratic society in a rapidly- changing, interdependent world. The American history course is designed to involve both students and teachers as active participants in the learning process. Students build upon historical knowledge constructed in earlier grades, make connections between present-day problems and past events, and use teacher-designed lessons to make informed personal and public decisions.

**TITLE:** US History

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	11	1	R, C

**PREREQUISITE:** World History

**SATISFIES FOR GRADUATION:** Social Studies (US History)

**DESCRIPTION:** Social studies is the integrated study of the social sciences and the humanities. Utilizing knowledge, skills and attitudes in an active learning environment, the study of social studies promotes the development of well-educated students who have a sense of their place/role ethical, reasoned decisions required for effective participation as citizens of a culturally diverse, democratic society in a rapidly- changing, interdependent world. The American history course is designed to involve both students and teachers as active participants in the learning process. Students build upon historical knowledge constructed in earlier grades, make connections between present-day problems and past events, and use teacher--designed lessons to make informed personal and public decisions.

**TITLE:** AICE US History

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
AICE	11	1	R, C

**PREREQUISITE:** Completion or World History Honors or higher and/or teacher recommendation.

**SPECIAL NOTE:** *Students can use up to two History credits towards their Cambridge AICE Diploma. AS level courses allow students to earn one credit towards their diploma if they pass the examination at the end of the year.*

**SATISFIES FOR GRADUATION:** Social Studies (US History) and WBHS Expectation of Excellence (AICE course)

**DESCRIPTION:** This college-level course is international in outlook but retains a local relevance. The syllabus provides opportunities for contextualized learning and the content has been created to suit a wide variety of schools, avoid cultural bias, and develop lifelong skills, including critical creative thinking and problem-solving. This course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. Students should learn to assess historical materials – their relevance to a given interpretive problem, reliability and importance – and to weigh the evidence and interpretations present in historical scholarship. A Cambridge US history course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in writing format

**TITLE:** AP US History

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Adv. Placement	11	1	R, C

**PREREQUISITE:** Teacher recommendation and completion of World History Honors or AP World History

**SATISFIES FOR GRADUATION:** Social Studies (US History) and WBHS Expectation of Excellence (AP course)

**DESCRIPTION:** In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

**TITLE:** World History

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	10	1	R, C

**PREREQUISITE:** None-entry level

**SATISFIES FOR GRADUATION:** 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.

**TITLE:** World History Honors

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Honors	10	1	R, C

**PREREQUISITE:** Teacher recommendation

**SATISFIES FOR GRADUATION:** Social Studies (World History)

**DESCRIPTION:** This course provides students the opportunity to acquire a comprehensive understanding of the past in terms of the process of human development. This is done by analyzing the political, economic, social, religious, military dynastic, scientific, and cultural events that have shaped and influenced human development. Implicit in this is an understanding of the historical method, the inquiry process, and historical reasoning and interpretation. Topics include, but are not limited to, geo-historic development in time-space, comparative views of history, the origin and development of contrasting civilizations, an analysis of cultural universals, the role of religion in historical change, the varieties of contrasting political theories and philosophies, the role of science and technology as social catalyst, nationalism as a cohesive force in history, the diversity of economic thought and practices in the world, an analysis of the influence of the major figures and events, and interpretations concerning the historical development of our present world order.

**TITLE:** AP World History

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Adv. Placement	10	1	R, C

**PREREQUISITE:** Teacher recommendation and level 4-5 on FSA exams.

**SATISFIES FOR GRADUATION:** Social Studies (World History) and WBHS Expectation of Excellence (AP course)

**DESCRIPTION:** This course provides students the opportunity to acquire a comprehensive understanding of the past in terms of the process of human development. This is done by analyzing the political, economic, social, religious, military dynastic, scientific, and cultural events that have shaped and influenced human development. Implicit in this is an understanding of the historical method, the inquiry process, and historical reasoning and interpretation. Topics include, but are not limited to, geo-historic development in time-space, comparative views of history, the origin and development of contrasting civilizations, and analysis of cultural universals, the role of religion in historical change, the varieties of contrasting political theories and philosophies, the role of science and technology as a social catalyst, nationalism as a cohesive force in history, the diversity of economic thought and practices in the world, and analysis of the influence of the major figures and events, and interpretations concerning the historical development of our present world order.

**TITLE:** Holocaust Studies

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9-12	0.5	E

**PREREQUISITE:** None-entry level

**SPECIAL NOTE:** Paired with a half semester of African American History

**SATISFIES FOR GRADUATION:** Elective

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

**TITLE:** Personal Financial Literacy

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9	0.5	E

**PREREQUISITE:** None-entry level

**SPECIAL NOTE:** Paired with a half semester of Comprehensive Law Studies

**SATISFIES FOR GRADUATION:** Elective

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

**TITLE:** Personal Financial Literacy Honors

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9-12	0.5	E

**PREREQUISITE:** None-entry level

**SPECIAL NOTE:** Paired with a half semester of Comprehensive Law Studies

**SATISFIES FOR GRADUATION:** Elective

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

**TITLE:** World Cultural Geography

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9-12	1	E

**PREREQUISITE:** None-entry level

**SATISFIES FOR GRADUATION:** Elective

**DESCRIPTION:** In this course, students will study world cultural regions in terms of location, physical characteristics, demographics, historical changes, land use, and economic activity.

**TITLE:** Men and Women of Color

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9-12	0.5	E

**PREREQUISITE:** None-entry level

**SATISFIES FOR GRADUATION:** Elective

**DESCRIPTION:** In this course, students will study biographical accounts of individuals and learn how these historical figures have shaped the history, culture and politics of our society. Though the focal point of this course is studying biographical accounts of historical figures, the larger goal is that students appreciate the contributions of men and women of color in a larger context of world history.

**TITLE:** Psychology I

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9-12	0.5	R, C

**PREREQUISITE:** None-entry level

**SATISFIES FOR GRADUATION:** Elective

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

**TITLE:** Psychology II

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9-12	0.5	R, C

**PREREQUISITE:** None-entry level

**SATISFIES FOR GRADUATION:** Elective

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

**TITLE:** AP Psychology

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Adv. Placement	11-12	1	E

**PREREQUISITE:** Teacher recommendation and successful completion of World History Honors or higher

**SATISFIES FOR GRADUATION:** Elective

**DESCRIPTION:** The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas.

**TITLE:** AICE Sociology

<b><u>LEVEL</u></b>	<b><u>GRADE</u></b>	<b><u>CREDIT</u></b>	<b><u>TYPE</u></b>
AICE	10-12	1	E

**PREREQUISITE:** Teacher recommendation

**SATISFIES FOR GRADUATION:** Elective

**DESCRIPTION:** This course aims to develop knowledge and understanding of sociological concepts, theories, methods and research findings, as well as sociological principles, perspectives and applications that apply to the social world

## ART

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**TITLE:** Art/2D Comprehensive I

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9-12	1	E, PF

**PREREQUISITE:** None-entry level

**SATISFIES FOR GRADUATION:** Performing/Practice Art Credit

**DESCRIPTION:** The content includes opportunities to develop a basic understanding of the artistic expression of ideas through two-dimensional media. The content includes, but is not limited to, the development of awareness of environment; exploration of ideas involving the individual's intellectual, emotional, social, and perceptual growth; production of varied and novel ideas; the rearrangement of ideas and the uses and functions of objects; and the development of aesthetic merit.

**TITLE:** AP Art 2D Portfolio

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Adv Placement	11-12	1	E, PF

**PREREQUISITE:** Demonstrated proficiency and AP Art teacher recommendation

**SATISFIES FOR GRADUATION:** Performing/Practice Art Credit

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

**TITLE:** AP Art Studio/Drawing

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Adv Placement	11-12	1	E, PF

**PREREQUISITE:** Demonstrated proficiency and AP Art teacher recommendation

**SATISFIES FOR GRADUATION:** Performing/Practice Art Credit

**DESCRIPTION:** The content includes advanced level understandings of quality, concentration and breadth of art in drawing. The content to be covered follows the prescribed course of study outlined in the Advanced Placement Course Description. Students are expected to be self-motivated and dedicated to producing 12 art works in their concentration area and 12 works showing a variety of art experiences by the end of the year.

**TITLE:** Ceramics/Pottery I

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9-12	1	E, PF

**PREREQUISITE:** Performing/Practice Art Credit

**SATISFIES FOR GRADUATION:** Performing/Practice Art Credit



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

**TITLE:** Ceramics/Pottery II

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	10-12	1	E, PF

**PREREQUISITE:** Ceramics/Pottery I or demonstrated proficiency and/or art teacher recommendation.

**SATISFIES FOR GRADUATION:** Performing/Practice Art Credit

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

**TITLE:** Ceramics/Pottery III

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	11-12	1	E, PF

**PREREQUISITE:** Ceramics/Pottery II or demonstrated proficiency and/or art teacher recommendation.

**SATISFIES FOR GRADUATION:** Performing/Practice Art Credit

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

**TITLE:** Portfolio I-III

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	10-12	1	E

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

**SATISFIES FOR GRADUATION:** Performing/Practice Art Credit

**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. Students will study and produce a variety of sophisticated, original, and creative two and three-dimensional works of art.

## PERFORMING ARTS

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### Special Note regarding all Performing Arts courses listed in this section:

*Performing Arts courses are performance-oriented courses and may require extra rehearsals and performances as announced by the teacher. Practice outside of class is expected. Private lessons are encouraged.*

### **BAND**

**TITLE:** Band I

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9-12	1	E, PF

**PREREQUISITE:** None-entry level

**SATISFIES FOR GRADUATION:** Arts

**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 from different times and places. Rehearsals focus on the development of critical listening/aural skills; rudimentary instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.

**TITLE:** Band II

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9-12	1	E, PF

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

**SATISFIES FOR GRADUATION:** Arts

**DESCRIPTION:** This course extends experiences on band instruments. The content includes, but is not limited to, extending skill development in characteristic tone production, band performance techniques, musical literacy and music appreciation.

**TITLE:** Band III

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9-12	1	E, PF

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

**SATISFIES FOR GRADUATION:** Arts

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

**TITLE:** Band IV

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9-12	1	E, PF

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

**SATISFIES FOR GRADUATION:** Arts

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

**TITLE:** Band V Honors

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Honors	9-12	1	E, PF

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

**SATISFIES FOR GRADUATION:** Arts

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

**TITLE:** Band VI Honors

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Honors	9-12	1	E, PF

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

**SATISFIES FOR GRADUATION:** Arts

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

**TITLE:** Music Theory

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9-12	1	PF

**PREREQUISITE:** None-Entry Level

**SATISFIES FOR GRADUATION:** Arts

**DESCRIPTION:** Students learn how music is constructed and developed, and acquire a basic understanding of the structural, technical, and historical elements of music. Student theorists develop basic ear-training, keyboard, and functional singing skills, and engage in the creative process through individual and collaborative projects. Public performances may serve as a resource for specific instructional goals.

**TITLE:** AP Music Theory

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Adv. Placement	10-12	1	PF

**PREREQUISITE:** None-Entry Level

**SATISFIES FOR GRADUATION:** Arts

**DESCRIPTION:** AP Music Theory is an introductory college-level music theory course. Students cultivate their understanding of music theory through analyzing performed and notated music as they explore concepts like pitch, rhythm, form, and musical design.

**TITLE:** Jazz Ensemble I

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9-12	1	E, PF

**PREREQUISITE:** Demonstrated proficiency and director approval, percussion class

**SATISFIES FOR GRADUATION:** Arts

**DESCRIPTION:** This course provides students with an introduction to styles and idiomatic performance techniques of representative contemporary popular music and jazz literature. The content includes, but is not limited to, enabling students to interpret beginning levels of varying styles of jazz literature. Emphasis is placed on characteristic tone production and idiomatic performance techniques.

**TITLE:** Jazz Ensemble II

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9-12	1	E, PF

**PREREQUISITE:** Demonstrated proficiency and director approval, percussion class

**SATISFIES FOR GRADUATION:** Arts

**DESCRIPTION:** This course develops and extends an understanding of styles and idiomatic performance techniques of representative contemporary popular music and jazz literature. The content includes, but is not limited to, the rehearsal and performance of diverse popular and idiomatic jazz literature. Basic improvisation, tone production, and individual and ensemble performance techniques are also emphasized.

**TITLE:** Jazz Ensemble III

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9-12	1	E, PF

**PREREQUISITE:** Demonstrated proficiency and director approval, percussion class

**SATISFIES FOR GRADUATION:** Arts

**DESCRIPTION:** This course develops the ability to apply the knowledge of styles and techniques of varied contemporary popular and jazz literature. The content includes, but is not limited to, the study and performance of varied medium level popular and jazz idiomatic literature. Improvisation, characteristic tone, individual and ensemble performance techniques, and an appreciation of the history of jazz in the United States are emphasized and applied.

**TITLE:** Jazz Ensemble IV

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Honors	9-12	1	E, PF

**PREREQUISITE:** Demonstrated proficiency and director approval, percussion class

**SATISFIES FOR GRADUATION:** Arts

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

## **DANCE**

**TITLE:** Ballet I

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9-12	1	E, PF

**PREREQUISITE:** Academy acceptance

**SATISFIES FOR GRADUATION:** Arts

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

**TITLE:** Ballet II

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9-12	1	E, PF

**PREREQUISITE:** Ballet I and/or demonstrated proficiency and teacher recommendation.

**SATISFIES FOR GRADUATION:** Arts

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

**TITLE:** Ballet III

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9-12	1	E, PF

**PREREQUISITE:** Ballet II and/or demonstrated proficiency and teacher recommendation.

**SATISFIES FOR GRADUATION:** Arts

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

**TITLE:** Ballet IV Honors

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Honors	9-12	1	E, PF

**PREREQUISITE:** Ballet III and/or demonstrated proficiency and teacher recommendation.

**SATISFIES FOR GRADUATION:** Arts

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

**TITLE:** Dance Repertory I

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9-12	1	E, PF

**PREREQUISITE:** None-entry level

**SPECIAL NOTE:** *This course is designed for Performing Arts Academy Dance students only.*

**SATISFIES FOR GRADUATION:** Arts

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

**TITLE:** Dance Repertory II

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9-12	1	E, PF

**PREREQUISITE:** Successful completion of Dance Repertory I

**SPECIAL NOTE:** *This course is designed for Performing Arts Academy Dance students only.*

**SATISFIES FOR GRADUATION:** Arts

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

**TITLE:** Dance Repertory III Honors

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Honors	11-12	1	E, PF

**PREREQUISITE:** Successful completion of Dance Repertory II

**SPECIAL NOTE:** *This course is designed for Performing Arts Academy Dance students only.*

**SATISFIES FOR GRADUATION:** Arts

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

**TITLE:** Dance Repertory IV Honors

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Honors	12	1	E, PF

**PREREQUISITE:** Successful completion of Dance Repertory III Honors

**SPECIAL NOTE:** *This course is designed for Performing Arts Academy Dance students only.*

**SATISFIES FOR GRADUATION:** Arts

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

**TITLE:** Dance Techniques I

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9-12	1	E, PF

**PREREQUISITE:** None-entry level

**SATISFIES FOR GRADUATION:** Arts

**DESCRIPTION:** Students in this year-long, entry-level course, designed for those having no prior dance instruction, learn foundational skills in two or more dance styles. Their development of fundamental dance technique is enriched and enlivened through study of works by a variety of diverse artists, developing genre-specific movement vocabulary and dance terminology, and building knowledge and skills related to somatic practices, dance composition, analysis of effort and outcomes, dance history and culture, collaborative work, and rehearsal and performance protocols.

**TITLE:** Dance Techniques II

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	10-12	1	E, PF

**PREREQUISITE:** Successful completion of Dance Techniques I

**SATISFIES FOR GRADUATION:** Arts

**DESCRIPTION:** Students in Dance Techniques II, a year-long course, build on previously acquired knowledge and fundamental technical skills in two or more dance forms, focusing on developing the aesthetic quality of movement in the ensemble and as an individual.

**TITLE:** Dance Techniques III Honors

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Honors	11-12	1	E, PF

**PREREQUISITE:** Successful completion of Dance Techniques II

**SATISFIES FOR GRADUATION:** Arts

**DESCRIPTION:** Students in this year-long, intermediate-level course, designed for dancers who have mastered the basics in two or more dance forms, build technical and creative skills with a focus on developing the aesthetic quality of movement in the ensemble and as an individual.

**TITLE:** Dance Techniques IV Honors

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Honors	12	1	E, PF

**PREREQUISITE:** Successful completion of Dance Techniques III Honors

**SATISFIES FOR GRADUATION:** Arts

**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.



## THEATRE

**TITLE:** Acting I-III

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9-12	1	E, PF

**PREREQUISITE:** Acting I has no entry level requirements but each course thereafter requires the previous acting course (Acting II requires Acting I, etc).

**SATISFIES FOR GRADUATION:** Arts

**DESCRIPTION:** This course introduces students to the study and practice of acting. The content includes but is not limited to the following: techniques of acting, terminology, movement, vocal production, and characterization.

**TITLE:** Acting 4 Honors

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Honors	10-12	1	E, PF

**PREREQUISITE:** Successful completion of Acting III

**SATISFIES FOR GRADUATION:** Arts

**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.

**TITLE:** AICE Drama AS

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9-12	1	

**PREREQUISITE:** Theatre III and/or teacher recommendation

**SATISFIES FOR GRADUATION:** Arts and WBHS Expectation of Excellence (AICE course)

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

**TITLE:** Musical Theatre I-III

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9-12	1	E, PF

**PREREQUISITE:** None-entry level

**SPECIAL NOTE:** *This course is only open to students who have auditioned and gained admission to the Performing Arts Academy.*

**SATISFIES FOR GRADUATION:** Arts

**DESCRIPTION:** This course studies the development of the Musical Theater. The content includes, but is not limited to, the study of the history of the Musical Theater. Special emphasis is placed on the actual production and performance of a musical. Practice outside of class is expected so this course requires a large time commitment on the part of the students.

**TITLE:** Theatre I

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9-12	1	PF, E

**PREREQUISITE:** None-entry level

**SATISFIES FOR GRADUATION:** Arts

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

**TITLE:** Theatre II

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	10-12	1	PF, E

**PREREQUISITE:** Theatre I with a C average or greater and teacher recommendation

**SATISFIES FOR GRADUATION:** Arts

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

**TITLE:** Theatre III

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Honors	11-12	1	PF

**PREREQUISITE:** Theatre II and/or teacher recommendation

**SATISFIES FOR GRADUATION:** Arts

**DESCRIPTION:** This course provides opportunities for drama students to continue study in acting and production techniques. The content includes, but is not limited to instruction in specific acting techniques used

in various kinds of dramatic presentations. Emphasis is given to the study of acting theories, as well as practice and theory in set design, make-up, and lighting.

**TITLE:** Stagecraft

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9	1	E, PF

**PREREQUISITE:** None-entry level

**SATISFIES FOR GRADUATION:** Arts

**DESCRIPTION:** This course incorporates the basics of technical theatre, design, and construction.

## VOCAL

**TITLE:** Vocal Techniques I

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9	1	E, PF

**PREREQUISITE:** None-entry level

**SPECIAL NOTE:** *This course is designed for 9<sup>th</sup> grade girls.*

**SATISFIES FOR GRADUATION:** Arts

**DESCRIPTION:** Students in this entry-level class focus on the development of musical and technical skills on a specific voice through etudes, scales, and selected music literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

**TITLE:** Vocal Techniques II

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	10	1	E, PF

**PREREQUISITE:** Successful completion of Vocal Techniques I

**SPECIAL NOTE:** *This course is designed for 10<sup>th</sup> grade girls.*

**SATISFIES FOR GRADUATION:** Arts

**DESCRIPTION:** Students in this novice-level class continue to develop musical and technical skills on a specific voice through developmentally appropriate solo literature, etudes, scales, and exercises. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills necessary to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

**TITLE:** Vocal Techniques III

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	11	1	E, PF

**PREREQUISITE:** Successful completion of Vocal Techniques II

**SPECIAL NOTE:** *This course is designed for 11<sup>th</sup> grade girls.*

**SATISFIES FOR GRADUATION:** Arts

**DESCRIPTION:** Students in this intermediate-level class develop their musical and technical skills further on a specific voice, and expand their technical and performance skills, enhanced by historical and cultural background knowledge of the music. Students explore more demanding solo literature, etudes, and technical exercises with increasing independence. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

**TITLE:** Vocal Techniques IV Honors

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Honors	12	1	E, PF

**PREREQUISITE:** Successful completion of Vocal Techniques III

**SPECIAL NOTE:** *This course is designed for 12<sup>th</sup> grade girls.*

**SATISFIES FOR GRADUATION:** Arts

**DESCRIPTION:** Students in this advanced class refine their musicianship and performance skills on a specified voice. Students prepare for post-secondary and community music experiences and develop artistry independently through a variety of advanced solos, etudes, and excerpts. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

**TITLE:** Chorus III

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9	1	E, PF

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

**SPECIAL NOTE:** *This course is designed for 9<sup>th</sup> grade girls with vocal experience and 9<sup>th</sup> grade girls who have auditioned and been accepted into the Performing Arts Academy.*

**SATISFIES FOR GRADUATION:** Arts

**DESCRIPTION:** This course is designed for students with previous participation in a school chorus who have basic knowledge of note-reading and vocal technique, concentrating on providing students opportunities to strengthen existing skills in critical listening, vocal techniques, and ensemble performance using high-quality three- and four-part choral literature. Rehearsals focus on gaining independence in music literacy and aesthetic engagement through critical listening and thinking skills.

**TITLE:** Chorus IV

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	10	1	E, PF

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

**SPECIAL NOTE:** *This course is designed for 10<sup>th</sup> grade girls.*

**SATISFIES FOR GRADUATION:** Arts

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

**TITLE:** Chorus V Honors

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Honors	11	1	E, PF

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

**SPECIAL NOTE:** *This course is designed for 11<sup>th</sup> grade girls.*

**SATISFIES FOR GRADUATION:** Arts

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

**TITLE:** Chorus VI Honors

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Honors	12	1	E, PF

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

**SPECIAL NOTE:** *This course is designed for 12<sup>th</sup> grade girls.*

**SATISFIES FOR GRADUATION:** Arts

**DESCRIPTION:** This course fosters independence in vocal musicianship, performance techniques, and aesthetic awareness through the rehearsal and performance of varied choral literature. The content includes, but is not limited to, independent interpretation of difficult choral music (MD-D); refinement of independent musicianship, tone production and performance techniques; the analysis and application of form, style and history included in the performance of varied choral literature; internalization of aesthetic values and critical listening skills.

**TITLE:** Vocal Ensemble 3

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	10	1	E, PF

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

**SPECIAL NOTE:** *This course is designed for 10<sup>th</sup> grade Performing Arts Academy girls who have auditioned and been accepted into the program.*

**SATISFIES FOR GRADUATION:** Arts

**DESCRIPTION:** Students strengthen vocal ensemble performance skills, music literacy, and analytical skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant history and cultures. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

**TITLE:** Vocal Ensemble 4 Honors

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Honors	11	1	E, PF

**PREREQUISITE:** Successful completion of Vocal Ensemble 3 and demonstrated proficiency and/or teacher recommendation

**SPECIAL NOTE:** *This course is designed for 11<sup>th</sup> grade Performing Arts Academy girls who have auditioned and been accepted into the program.*

**SATISFIES FOR GRADUATION:** Arts

**DESCRIPTION:** Students with extensive vocal ensemble experience refine their critical listening, music literacy, and ensemble skills through the study, rehearsal, and performance of high-quality, advanced literature. Students use reflection and problem-solving skills with increasing independence to improve their performance and musical expressivity. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

**TITLE:** Music Ensemble Honors

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Honors	12	1	E, PF

**PREREQUISITE:** Successful completion of Vocal Ensemble 4 Honors and demonstrated proficiency and/or teacher recommendation

**SPECIAL NOTE:** *This course is designed for 12<sup>th</sup> grade Performing Arts Academy girls who have auditioned and been accepted into the program.*

**SATISFIES FOR GRADUATION:** Arts

**DESCRIPTION:** Students with extensive vocal or instrumental ensemble experience refine their critical listening, music literacy, and ensemble skills through the study, rehearsal, and performance of high-quality, advanced literature. Students use reflection and problem-solving skills with increasing independence to improve their performance and musical expression. 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.

## PHYSICAL EDUCATION

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**TITLE:** Personal Fitness

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9-12	0.5	E

**PREREQUISITE:** None-entry level

**SATISFIES FOR GRADUATION:** Elective. Satisfies the Personal Fitness requirement.

**DESCRIPTION:** The purpose of this course is to provide students with the knowledge, skills, and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill-related components of physical fitness which are critical for students' success.

**TITLE:** Weight Training

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9-12	1	E

**PREREQUISITE:** None-entry level

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

**SATISFIES FOR GRADUATION:** Elective. Satisfies the Physical Education requirement

**DESCRIPTION:** This course provides students with opportunities to acquire basic knowledge and skills in weight training that may be used in physical fitness pursuits today as well as in later life, improve muscular strength and endurance, and enhance body image. Content includes, but is not limited to, knowledge of safety practices, assessment of health-related fitness, the importance of muscular strength and endurance, assessment of muscular strength and endurance, health problems associated with inadequate levels of muscular strength and endurance, and knowledge of skeletal muscles. The application of biomechanical and physiological principles to improve and maintain strength and endurance, sound nutritional practices related to weight training, and consumer issues. This course is combined with beginning to further improve muscular strength and endurance, and further enhance body image. Content includes, but is not limited to, knowledge of safety practices, assessment of health related fitness, reinforcement of basic weight training concepts, expansion of weight training programs by incorporating new exercises, increasing resistance, and modifying the number of sets and repetitions, knowledge of various weight training theories, equipment available in the field to develop muscular strength and endurance, and designing, implementing, and evaluating a personal weight training program.

**TITLE:** Team Sports I

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9-12	0.5	E

**PREREQUISITE:** None-entry level

**SATISFIES FOR GRADUATION:** Elective. Satisfies the Physical Education requirement

**DESCRIPTION:** This course provides students with opportunities to acquire knowledge of strategies of team-sport play, develop skills in selected team sports, and maintain and/or improve their health related fitness. Content includes, but is not limited to, knowledge of safety practices, assessment of health related fitness, application of skills, techniques, strategies, and rules necessary to participate in selected team sports. Team

sports selected may include, but not be limited to flag football, soccer, aerobic kickball, boundball, moonball, and track and field. 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.

**TITLE:** Team Sports II

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9-12	0.5	E

**PREREQUISITE:** None-entry level

**SATISFIES FOR GRADUATION:** Elective. Satisfies the Physical Education requirement

**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.

**TITLE:** Basketball

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9-12	0.5	E

**PREREQUISITE:** None-entry level

**SATISFIES FOR GRADUATION:** Elective. Satisfies the Physical Education requirement

**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. 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.

**TITLE:** Soccer

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9-12	0.5	E

**PREREQUISITE:** None-entry level

**SATISFIES FOR GRADUATION:** Elective. Satisfies the Physical Education requirement

**DESCRIPTION:** This course introduces the basic elements of soccer including dribbling, kicking, passing, trapping, tactics, and strategy.



## ELECTIVES

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### BUSINESS EDUCATION

**TITLE:** AICE Business I

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
AICE	10-12	1	E

**PREREQUISITE:** None-entry level

**SATISFIES FOR GRADUATION:** Elective and WBHS Expectations of Excellence (AICE course)

**DESCRIPTION:** The course enables students to understand and appreciate the nature and scope of business, and the role it plays in society. It encourages students to examine the process of decision-making in a dynamic and changing business environment and to develop critical understanding of business organizations. They learn about business and its environment, human resource management, marketing, operations management and finance and accounting.

**TITLE:** AICE Business II

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
AICE	11-12	1	E

**PREREQUISITE:** AICE Business I

**SATISFIES FOR GRADUATION:** Elective and WBHS Expectations of Excellence (AICE course)

**DESCRIPTION:** The course enables students to understand and appreciate the nature and scope of business, and the role it plays in society. It encourages students to examine the process of decision-making in a dynamic and changing business environment and to develop critical understanding of business organizations. They learn about business and its environment, human resource management, marketing, operations management and finance and accounting. In AICE Business II, students also learn how to develop a business strategy.

**TITLE:** AICE Travel & Tourism

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
AICE	9-12	1	E

**PREREQUISITE:** None-entry level

**SATISFIES FOR GRADUATION:** Elective and WBHS Expectations of Excellence (AICE course)

**DESCRIPTION:** The course encourages learners to appreciate the scale and importance of the travel and tourism industry in the world and recognize the positive and negative impacts the industry may have on people, environments and economies. Learners discover that the travel and tourism industry is dynamic in nature and how the industry responds to change: for example, external factors such as changing consumer needs and expectations, developments in ICT. The syllabus encourages learners to develop practical and technical skills relevant to the industry, enabling them to deal with a range of complex situations and problems.

**TITLE:** Marketing Applications

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
General	9-12	1	E

**PREREQUISITE:** None-entry level

**SATISFIES FOR GRADUATION:** Elective

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

#### OTHER ELECTIVES

**TITLE:** Culinary Arts I

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9	1	E, V

**PREREQUISITE:** Academy acceptance

**SATISFIES FOR GRADUATION:** Elective

**DESCRIPTION:** 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.

**TITLE:** Power and Equipment Technology I

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	11-12	1	E, V

**PREREQUISITE:** None-entry level

**SATISFIES FOR GRADUATION:** Elective

**DESCRIPTION:** The Power and Equipment Technology 1 course prepares students for entry into Power and Equipment Technology 2. Students learn entry-level skills for entry into the outdoor power equipment and other small engine mechanical industries. Hands-on training combined with laboratory and classroom experiences gives the student a full understanding of workplace safety and organization; pre-service maintenance and set-up procedures; industry related math, science, and communication skills; part inventory identification; basic fuel and exhaust systems; basic engine service; and basic tune-up. Students must be comfortable and capable of working independently and safely in an open laboratory environment.

**TITLE:** Junior/Senior Privilege

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	11-12	No credit	N/A

**PREREQUISITE:** On track for graduation (GPA, test scores and community service)

**SPECIAL NOTE:** *One period of privilege is allowed in the afternoon.*

**SATISFIES FOR GRADUATION:** Nothing

**DESCRIPTION:** Students may elect to have one free period their junior/senior year if they are on track for graduation. Please see your school counselor for information and eligibility.

**TITLE:** Virtual Class (Part-time or Full-time)

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9-12	0.5-4	E

**PREREQUISITE:** None-entry level

**SPECIAL NOTE:** *Students must be enrolled in an online class whether through Florida Virtual School (FLVS) or Palm Beach Virtual.*

**SATISFIES FOR GRADUATION:** Depends on the course(s) selected.

**DESCRIPTION:** Students may take online courses through Florida Virtual School (FLVS) or Palm Beach Virtual. Students interested in registering for such courses should contact their school counselor for assistance.

**TITLE:** Dual Enrollment

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
College	10-12	0.5-1	E, R

**PREREQUISITE:** A 3.0 GPA or higher and students who want to dual enroll must meet the required minimum test scores. See counselor for further details.

**SPECIAL NOTE:** *Students must maintain a 3.0GPA and a C or higher on dual enrollment classes in order to continue dual enrollment. This privilege may be revoked at any time.*

**SATISFIES FOR GRADUATION:** Depends on course(s) selected.

**DESCRIPTION:** Students may take college level courses at Palm Beach State College or Florida Atlantic University for both college and high school credit. Students interested in registering for such courses should contact their school counselor for assistance.

**TITLE:** Executive Internship I-IV

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	11-12	1	E

**PREREQUISITE:** None-entry level

**SPECIAL NOTE:** *Students must obtain employment on their own in order to take part in this class*

**SATISFIES FOR GRADUATION:** Elective

**DESCRIPTION:** The purpose of this course is to provide a practical introduction to the work environment through direct contact with professionals in the community. The content should include, but not be limited to, the following: discussion of professional job requirements; awareness and knowledge of career opportunities; building vocabulary appropriate to the area of professional interest; development of decision-making skills; and development of personal and educational job-related skills

**TITLE:** NC Study Hall

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	11-12	Varies	

**PREREQUISITE:** None-entry level

**SPECIAL NOTE:** *Students in this course are not on track for graduation and will be enrolled in an online class through Edgenuity (E2020).*

**SATISFIES FOR GRADUATION:** Depends on the course(s) selected. This course also satisfies the online course requirement needed for graduation.

**DESCRIPTION:** Students must take a course through Edgenuity (E2020). Students interested in registering for such courses should contact their school counselor or the school's graduation coach for assistance.

## TECHNOLOGY EDUCATION

**TITLE:** AP Computer Science A

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Adv. Placement	10-12	1	E

**PREREQUISITE:** Successful completion of AP Computer Science Principles and/or teacher recommendation

**SATISFIES FOR GRADUATION:** Elective and WBHS Expectation of Excellence (AP Course).

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

**TITLE:** AP Computer Science Principles

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Adv. Placement	10-12	1	E

**PREREQUISITE:** None-entry level

**SATISFIES FOR GRADUATION:** Elective and WBHS Expectation of Excellence (AP Course).

**DESCRIPTION:** AP Computer Science Principles introduces students to the breadth of the field of computer science. In this course, students will learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They will incorporate abstraction into programs and use data to discover new knowledge. Students will also explain how computing innovations and computing systems, including the Internet, work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. It is important to note that the AP Computer Science Principles course does not have a designated programming language. Teachers have the flexibility to choose a programming language(s) that is most appropriate for their students to use in the classroom

**TITLE:** Cybersecurity Essentials

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9-12	1	E, V

**PREREQUISITE:** None-entry level

**SATISFIES FOR GRADUATION:** Elective and WBHS Expectation of Excellence (IC offered).

**DESCRIPTION:** This course provides students with insight into the many variations of vulnerabilities, attack mechanisms, intrusion detection systems, and some methods to mitigate cybersecurity risks, including certificate services and cryptographic systems. Students have the opportunity to earn MTA Security Fundamentals industry certification.

**TITLE:** AICE Media Studies

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
AICE	9-12	1	

**PREREQUISITE:** None-entry level

**SATISFIES FOR GRADUATION:** Elective and WBHS Expectations of Excellence (AICE course)

**DESCRIPTION:** The 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 Foundation Portfolio, 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.

**TITLE:** Technical Design I

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9	1	E, V

**PREREQUISITE:** None-entry level

**SATISFIES FOR GRADUATION:** Elective and WBHS Expectations of Excellence (IC offered)

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

**TITLE:** Commercial Art Technology I

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9-12	1	E, V

**PREREQUISITE:** Communications Technology I

**SATISFIES FOR GRADUATION:** Elective and WBHS Expectations of Excellence (IC offered)

**DESCRIPTION:** This course is designed to provide instruction in the elements and principles of design. Students enrolled in this course have the opportunity to earn Adobe industry certifications.

**TITLE:** Commercial Art Technology II

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9-12	1	E, V

**PREREQUISITE:** Commercial Art Technology I

**SATISFIES FOR GRADUATION:** Elective and WBHS Expectations of Excellence (IC offered)

**DESCRIPTION:** This course is designed to provide instruction in art and design skills. Students enrolled in this course have the opportunity to earn Adobe industry certifications.

**TITLE:** Commercial Art Technology III

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9-12	1	E, V

**PREREQUISITE:** Commercial Art Technology II

**SATISFIES FOR GRADUATION:** Elective and WBHS Expectations of Excellence (IC offered)

**DESCRIPTION:** This course is designed to provide instruction in type design. Students enrolled in this course have the opportunity to earn Adobe industry certifications.

## FOREIGN/WORLD LANGUAGES

**TITLE:** Italian I

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9-12	1	E

**PREREQUISITE:** None-entry level

**SATISFIES FOR GRADUATION:** Elective

**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.

**TITLE:** Italian II

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9-12	1	E

**PREREQUISITE:** Italian I

**SATISFIES FOR GRADUATION:** Elective

**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.

**TITLE:** Italian III Honors

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Honors	9-12	1	E

**PREREQUISITE:** Italian II

**SATISFIES FOR GRADUATION:** Elective

**DESCRIPTION:** Italian 3 provides mastery and expansion of skills acquired by the students in Italian 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities, which are important to the everyday life of the target language-speaking people.

**TITLE:** AP Italian Language and Culture Exam

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Adv. Placement	11-12	1	E

**PREREQUISITE:** Italian III Hon

**SATISFIES FOR GRADUATION:** Elective and WBHS Expectations of Excellence (AP course)

**DESCRIPTION:** AP Italian Language and Culture is equivalent to an intermediate level college course in Italian. Students cultivate their understanding of Italian language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and community, personal and public identity, beauty and aesthetics, science and technology, contemporary life, and global challenges.

**TITLE:** Japanese I

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9-12	1	E

**PREREQUISITE:** None-entry level

**SATISFIES FOR GRADUATION:** Elective

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

**TITLE:** Japanese II

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9-12	1	E

**PREREQUISITE:** Japanese I

**SATISFIES FOR GRADUATION:** Elective

**DESCRIPTION:** This course reinforces the fundamental skills acquired by the students in Japanese 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 Japanese 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

**TITLE:** Japanese III Honors

<b><u>LEVEL</u></b>	<b><u>GRADE</u></b>	<b><u>CREDIT</u></b>	<b><u>TYPE</u></b>
Honors	10-12	1	E

**PREREQUISITE:** Japanese II

**SATISFIES FOR GRADUATION:** Elective

**DESCRIPTION:** This course provides mastery and expansion of skills acquired by the students in Japanese 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

**TITLE:** AP Japanese

<b><u>LEVEL</u></b>	<b><u>GRADE</u></b>	<b><u>CREDIT</u></b>	<b><u>TYPE</u></b>
Adv. Placement	11-12	1	E

**PREREQUISITE:** Japanese III

**SATISFIES FOR GRADUATION:** Elective

**DESCRIPTION:** Ap Japanese students cultivate their understanding of Japanese language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and community, personal and public identity, beauty and aesthetics, science and technology, contemporary life, and global challenges.

**TITLE:** Portuguese I

<b><u>LEVEL</u></b>	<b><u>GRADE</u></b>	<b><u>CREDIT</u></b>	<b><u>TYPE</u></b>
Regular	9-12	1	E

**PREREQUISITE:** None-entry level

**SATISFIES FOR GRADUATION:** Elective

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

**TITLE:** Portuguese I Speakers

<b><u>LEVEL</u></b>	<b><u>GRADE</u></b>	<b><u>CREDIT</u></b>	<b><u>TYPE</u></b>
Regular	9-12	1	E

**PREREQUISITE:** None-entry level

**SATISFIES FOR GRADUATION:** Elective

**DESCRIPTION:** The purpose of this course is to enable students whose heritage language is Portuguese to develop, maintain, and enhance proficiency in their heritage language by reinforcing and acquiring skills in



listening, speaking, reading, and writing, including the fundamentals of Portuguese grammar. Language Arts Standards are also included in this course to enable students to become literate in the Portuguese language and gain a better understanding of the nature of their own language as well as other languages to be acquired. The course content will reflect the cultural values of Portuguese language and societies.

**TITLE:** Portuguese II

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9-12	1	E

**PREREQUISITE:** Portuguese I

**SATISFIES FOR GRADUATION:** Elective

**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.

**TITLE:** Portuguese II Speakers

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9-12	1	E

**PREREQUISITE:** Portuguese Speakers I

**SATISFIES FOR GRADUATION:** Elective

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

**TITLE:** AICE Portuguese

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	10-12	1	E

**PREREQUISITE:** Portuguese Speakers II

**SATISFIES FOR GRADUATION:** Elective

**DESCRIPTION:** Learners 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.

**TITLE:** Spanish I

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9-12	1	E

**PREREQUISITE:** None-entry level. **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.**

**SATISFIES FOR GRADUATION:** Elective

**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. An introduction to reading and writing is included as well as the fundamentals of grammar and culture.

**TITLE:** Spanish I Native Speakers

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9-12	1	E, AS

**PREREQUISITE:** Limited to students with native language oral ability.

**SATISFIES FOR GRADUATION:** Elective

**DESCRIPTION:** The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their home language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. The course content will reflect the cultural values of Spanish language and societies. The course will enable students to gain a better understanding of the nature of their own language with emphasis on writing and grammatical structures.

**TITLE:** Spanish II

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9-12	1	E

**PREREQUISITE:** Spanish I or demonstrated proficiency and teacher recommendation. **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.**

**SATISFIES FOR GRADUATION:** Elective

**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 cultural awareness. The content includes, but is not limited to, an expansion of the listening and oral skills previously acquired. Reading and writing will receive emphasis, while oral communication remains the primary objective. This course continues the cultural survey of Spanish-speaking people.

**TITLE:** Spanish II Native Speakers

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	10-12	1	E, AS

**PREREQUISITE:** Limited to students with native language oral ability and completion of Spanish I Native Speakers.

**SATISFIES FOR GRADUATION:** Elective

**DESCRIPTION:** The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their home language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. The course content will reflect the cultural values of Spanish language and societies. The course will enable students to gain a better understanding of the nature of their own language with emphasis on writing and grammatical structures.

**TITLE:** Pre-AICE Spanish III

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	11-12	1	E

**PREREQUISITE:** Spanish II or Spanish II Native Speakers or demonstrated proficiency and teacher recommendation.

**SATISFIES FOR GRADUATION:** Elective

**DESCRIPTION:** The rigorous pre-AICE course curriculum and skills are vertically aligned to facilitate learning and proficiency in Spanish in order to meet the assessment objectives in the upper levels of the AICE program.

**TITLE:** AICE Spanish Language

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
AICE	12	1	E

**PREREQUISITE:** pre-AICE Spanish III

**SATISFIES FOR GRADUATION:** Elective and WBHS Expectations of Excellence (AICE course)

**DESCRIPTION:** The curriculum is designed to encourage learners to develop lifelong global skills, including: the ability to use a foreign language as a means of practical communication, insight into the culture and civilization of countries where the language is spoken, techniques which can be applied to other areas of learning, such as analysis and memory skills, and a sound foundation for progression to employment or further study. Students who pass the exam are eligible for college credit.

**TITLE:** AP Spanish Language and Culture

<b><u>LEVEL</u></b>	<b><u>GRADE</u></b>	<b><u>CREDIT</u></b>	<b><u>TYPE</u></b>
Adv. Placement	11-12	1	E

**PREREQUISITE:** Demonstrated proficiency and teacher recommendation, completion of Spanish II or Spanish for Native Speakers II

**SATISFIES FOR GRADUATION:** Elective and WBHS Expectations of Excellence (AP course)

**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. Students are required to take the AP examination upon completion of this course and are eligible to earn college credit.

**TITLE:** AP Spanish Literature

<b><u>LEVEL</u></b>	<b><u>GRADE</u></b>	<b><u>CREDIT</u></b>	<b><u>TYPE</u></b>
Adv. Placement	12	1	E

**PREREQUISITE:** Demonstrated proficiency and teacher recommendation, completion of AP Spanish Language

**SATISFIES FOR GRADUATION:** Elective and WBHS Expectations of Excellence (AP course)

**DESCRIPTION:** This college level course develops oral and written fluency in the language. The content should include, but not limited to, the content specified by the Advanced Placement Program. Spanish and Hispanic American Literature in all genres will be read. Its form and content will be analyzed critically, both orally and in writing.

## ENGLISH LANGUAGE LEARNERS (ELL)

### Special Note regarding all ELL courses listed in this section:

*Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers, which maximizes an ELL's need for communication and social skills.*

**TITLE:** Developmental Language Arts through ESOL (Reading)

<b><u>LEVEL</u></b>	<b><u>GRADE</u></b>	<b><u>CREDIT</u></b>	<b><u>TYPE</u></b>
Regular	9-12	1	E

**PREREQUISITE:** Teacher Recommendation and/or ESOL Coordinator Placement

**SPECIAL NOTE:** Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts.

**SATISFIES FOR GRADUATION:** Elective

**DESCRIPTION:** The purpose of this course is to provide students who are native speakers of languages other than English instruction enabling students to accelerate the development of reading and writing skills and to strengthen these skills so they are able to successfully read, write, and comprehend grade level text independently. Instruction emphasizes reading comprehension and vocabulary through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text.

**TITLE:** English Language Development

<b><u>LEVEL</u></b>	<b><u>GRADE</u></b>	<b><u>CREDIT</u></b>	<b><u>TYPE</u></b>
Regular	9-12	1	E

**PREREQUISITE:** Teacher Recommendation and/or ESOL Coordinator Placement

**SATISFIES FOR GRADUATION:** Elective

**DESCRIPTION:** The purpose of this course is to enable high school students who are native speakers of languages other than English to accelerate the development of communication and literacy skills that will promote English proficiency. This course will strengthen English listening, speaking, reading and writing skills so that students are able to successfully comprehend high school grade-level text independently, as well as communicate for social and instructional purposes within the school setting. Instruction will emphasize reading comprehension, writing fluency, and academic vocabulary through various levels of complexity. Texts used for instruction focus on a wide range of topics in Language Arts, Mathematics, Science, Social Studies and academic language in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities, as well as cite evidence when answering text-dependent questions orally and in writing. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text.

Explicit support is decreased or removed progressively as the reading and writing abilities of the students improve over time. The course will also provide extensive opportunities for students to learn English by communicating and collaborating with their teachers and peers for social and acculturation purposes.

**TITLE:** Personal, Career, and School Development Skills Course

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9-12	1	E

**PREREQUISITE:** Teacher Recommendation and/or ESOL Coordinator Placement

**SATISFIES FOR GRADUATION:** Elective

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

### **EXCEPTIONAL STUDENT EDUCATION (ESE)**

**TITLE:** Learning Strategies

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9-12	1	E

**PREREQUISITE:** None-entry level

**SATISFIES FOR GRADUATION:** Elective

**DESCRIPTION:** The purpose of this course is to provide instruction that enables students to acquire and use strategies and skills to enhance their independence as learners in educational and community settings.

**TITLE:** Unique Skills 9-12

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9-12	1	E

**PREREQUISITE:** None-entry level

**SATISFIES FOR GRADUATION:** Elective

**DESCRIPTION:** The purpose of this course is to enable students with disabilities to acquire and generalize skills they need to achieve annual goals based on assessed needs and the student's individual educational plan (IEP). It is structured around the domains addressed on the IEP: Social and Emotional, Independent Functioning, Curriculum and Learning, and Communication. A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP. Delivery of this course is setting neutral (resource room, self-contained class, embedded instruction, elective course). Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of

acquisition, practice, generalization, and maintenance of skills. The course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or removed based on student needs.

**TITLE:** Unique Skills: Social and Emotional 9-12

<b><u>LEVEL</u></b>	<b><u>GRADE</u></b>	<b><u>CREDIT</u></b>	<b><u>TYPE</u></b>
Regular	9-12	1	E

**PREREQUISITE:** None-entry level

**SATISFIES FOR GRADUATION:** Elective

**DESCRIPTION:** The purpose of this course is to enable students with disabilities to acquire and generalize skills related to self-management and interpersonal relationships in educational, home, community, and employment settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP). The course is designed for students with disabilities who need intensive individualized intervention in social and emotional behavior to foster the acquisition and generalization of self-management and interpersonal skills. A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis and relate to achievement of annual goals on the student's IEP. Delivery of this course is setting neutral (resource room, self-contained class, embedded instruction, elective course). Instructional activities involving practical applications of course requirements may occur in home, school, community, and employment settings for the purpose of acquisition, practice, generalization, and maintenance of skills. The course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

## Academy Courses

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### Academy of Aviation

Academy of Aviation Course Progression	
Grade Level	
9th	Private Pilot Ground School
10th	Unmanned Aircraft Systems
11th	Special Dual Enrollment Course
12th	Special Dual Enrollment Course

**TITLE:** Private Pilot Ground School

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Honors	9-10	1	E,V

**PREREQUISITE:** Admission to the Aviation Academy

**SATISFIES FOR GRADUATION:** Elective

**DESCRIPTION:** The Private Pilot Ground School course prepares students for entry into the aviation industry. Students explore career opportunities and requirements of a professional aviation pilot/mechanic. Students study general shop safety, fundamentals of flight, FAA regulations, meteorology, aircraft communications, propulsion, and navigation systems, flight planning, communication and analytical skills, applied sciences, safe aircraft operation and principles, flight training processes, and airport environments.

**TITLE:** Unmanned Aircraft Systems

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Honors	10-11	1	E,V

**PREREQUISITE:** Successful completion of Private Pilot Ground School

**SATISFIES FOR GRADUATION:** Elective

**DESCRIPTION:** The Unmanned Aircraft Systems (UAS) Operations 1 course prepares students for entry into the UAS aviation industry. Students explore a basic understanding of the operational aspects that are key to the requirements that are necessary to be part of the professional UAS Aviation Industry. Students study general operational principles and flight safety requirements to perform mission flight profiles, environmental concerns, mathematics, physics, basic aerodynamics, federal aviation regulations, publications and required records.



## Academy of Computer Science

Academy of Computer Science Course Progression	
Grade Level	
9th	Advanced IT
10th	AP Computer Science Principles
11th	Foundations of Programming
12th	AP Computer Science A

**TITLE:** Advanced IT

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Honors	9	1	E,V

**PREREQUISITE:** Admission to the Computer Science Academy

**SATISFIES FOR GRADUATION:** Elective

**DESCRIPTION:** This course provides a basic overview of current business and information systems and their trends. Students gain fundamental knowledge and experience in computer technology that is required for today's business and academic environments. With the development of basic computer science knowledge and understanding, this course prepares students to be successful both personally and professionally in an information-based society. Advanced Information Technology includes industry-driven standards that allow student exploration of computers and their networks, as well as other emergent technology, hardware/software installation and functionality, web development practices, and the benefits and risks of using computers both locally and globally.

**TITLE:** Foundations of Programming

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Honors	10	1	E, V

**PREREQUISITE:** Successful completion of Advanced IT

**SATISFIES FOR GRADUATION:** Elective

**DESCRIPTION:** This course introduces concepts, techniques, and processes associated with computer programming and software development.

**TITLE:** AP Computer Science A

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Adv. Placement	10-12	1	E

**PREREQUISITE:** Successful completion of AP Computer Science Principles and/or teacher recommendation

**SATISFIES FOR GRADUATION:** Elective and WBHS Expectation of Excellence (AP Course).

**DESCRIPTION:** AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover

new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

**TITLE:** AP Computer Science Principles

<b><u>LEVEL</u></b>	<b><u>GRADE</u></b>	<b><u>CREDIT</u></b>	<b><u>TYPE</u></b>
Adv. Placement	10-12	1	E

**PREREQUISITE:** None-entry level

**SATISFIES FOR GRADUATION:** Elective and WBHS Expectation of Excellence (AP Course).

**DESCRIPTION:** AP Computer Science Principles introduces students to the breadth of the field of computer science. In this course, students will learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They will incorporate abstraction into programs and use data to discover new knowledge. Students will also explain how computing innovations and computing systems, including the Internet, work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. It is important to note that the AP Computer Science Principles course does not have a designated programming language. Teachers have the flexibility to choose a programming language(s) that is most appropriate for their students to use in the classroom

## Academy of Culinary Arts

Academy of Culinary Arts Course Progression	
Grade Level	Course
9th	Culinary Arts 1
10th	Culinary Arts 2
11th	Culinary Arts 3
12th	Culinary Arts 4

**TITLE:** Culinary Arts I

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9	1	E, V

**PREREQUISITE:** Academy acceptance

**SATISFIES FOR GRADUATION:** Elective

**DESCRIPTION:** 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.

**TITLE:** Culinary Arts II

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	10	1	E, V

**PREREQUISITE:** Completion of Culinary Arts I and teacher recommendation

**SATISFIES FOR GRADUATION:** Elective

**DESCRIPTION:** Students will continue to develop competencies in career and job opportunities. Concentrating on skills developed in Culinary I. Advanced baking and pastry skills, stock, soup and sauce production, Garde Manger or cold kitchen production of salads, dressings, dips and sandwiches. Participating in the service of the Calaloo Café and catered events for hands on experience, while being certified in Safe Staff, by the National Restaurant Association.

**TITLE:** Culinary Arts III

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	11	1	E, V

**PREREQUISITE:** Completion of Culinary Arts II and teacher recommendation

**SATISFIES FOR GRADUATION:** Elective

**DESCRIPTION:** Students work on catering and buffets presentation, cooking methods, a la minute cooking in the Calaloo Café, job skills, seasoning properly and how to build flavors. Students will learn how to plate and present restaurant quality food, plated and buffet services, while participating in catered events and the Calaloo Café.

**TITLE:** Culinary Arts IV

<b><u>LEVEL</u></b>	<b><u>GRADE</u></b>	<b><u>CREDIT</u></b>	<b><u>TYPE</u></b>
Regular	12	1	E, V

**PREREQUISITE:** Completion of Culinary Arts III and teacher recommendation

**SATISFIES FOR GRADUATION:** Elective and WBHS Expectation of Excellence (IC course)

**DESCRIPTION:** As students build on the skills developed, they will concentrate on the Industry Certification exam ServSafe, from the National Restaurant Association, which is a requirement in Culinary; postsecondary and Hospitality degrees. Culinary IV is a management-based class. Students run the Calaloo Café and catered events, participating in ordering and inventory control, scheduling and menu planning. They will also develop a business plan for their own restaurant concept, in the form of budgeting and asking for investors. Concept, menu, interior décor, design and a floor plan as a semester project. It also includes marketing, advertising, staffing and an oral, visual presentation at the end, where industry professionals will critique their presentation.

## Academy of Drafting & Design

Academy of Drafting & Design Course Progression		
Grade Level	Drafting (Architecture) Track	Communications Technology (Marketing/Design) Track
9th	Technical Design 1	Communications Tech 1
10th	Technical Design 2	Communications Tech 2
11th	Technical Design 3	Communications Tech 3
12th	Adv Tech Applications	Adv Tech Applications

### COMMUNICATIONS TECHNOLOGY EDUCATION WBHS' COMMUNICATIONS/MARKETING PATHWAY

**TITLE:** Advanced Technical Applications

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	12	1	E, V

**PREREQUISITE:** Communications Technology III

**SATISFIES FOR GRADUATION:** Elective

**DESCRIPTION:** The purpose of this course is to serve as a capstone course to provide Communications Technology students with the opportunity to develop a project from "vision" to "reality". Working in teams to design, engineer, manufacture, construct, test, redesign, test again, and then produce a finished "project". This would involve using ALL of the knowledge previously learned, not only in technology education, but across the curriculum.

**TITLE:** Communications Technology I

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9-12	1	E, PF, V

**PREREQUISITE:** None-entry level

**SATISFIES FOR GRADUATION:** Elective and WBHS Expectations of Excellence (IC offered)

**DESCRIPTION:** This course provides instruction in basic competencies common to a cluster of occupations in the communications industries. Students will have an opportunity to demonstrate skills in areas such as screen-printing, printing reproduction, electronic communication, and desktop publishing. Students enrolled in this course have the opportunity to earn two Adobe industry certifications.

**TITLE:** Communications Technology II

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	10-12	1	E, V

**PREREQUISITE:** Communications Technology I

**SATISFIES FOR GRADUATION:** Elective

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

**TITLE:** Communications Technology III

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	11-12	1	E, V

**PREREQUISITE:** Communications Technology II

**SATISFIES FOR GRADUATION:** Elective

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

**TECHNICAL DESIGN EDUCATION**  
*WBHS' ARCHITECTURE/DRAFTING PATHWAY*

**TITLE:** Advanced Technical Applications

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	12	1	E, V

**PREREQUISITE:** Completion of Technical Design III and teacher recommendation

**SATISFIES FOR GRADUATION:** Elective and WBHS Expectations of Excellence (IC offered)

**DESCRIPTION:** The purpose of this course is to serve as a capstone course to provide Communications Technology students with the opportunity to develop a project from "vision" to "reality". Working in teams to design, engineer, manufacture, construct, test, redesign, test again, and then produce a finished "project". This would involve using ALL of the knowledge previously learned, not only in technology education, but across the curriculum. Students have the opportunity to earn AutoCad, Revit, Inventor and AutoCad Professional industry certifications.

**TITLE:** Technical Design I

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9	1	E, V

**PREREQUISITE:** Academy Acceptance

**SATISFIES FOR GRADUATION:** Elective and WBHS Expectations of Excellence (IC offered)

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

**TITLE:** Technical Design II

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	10	1	E, V

**PREREQUISITE:** Completion of Technical Design I and teacher recommendation

**SATISFIES FOR GRADUATION:** Elective and WBHS Expectations of Excellence (IC offered)

**DESCRIPTION:** In this course, students learn more about the nature of design and drafting techniques for architectural purposes. Students are also provided with instruction in a variety of technical illustrations commonly produced to depict architectural concepts and designs. Students are expected to continue collating their portfolio using examples of their work. As with previous portfolio pieces, each exemplar should include a narrative description of the item with an explanation of any special techniques used to create the item. Students have the opportunity to earn AutoCad, Revit and Inventor industry certifications.

**TITLE:** Technical Design III

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	11	1	E, V

**PREREQUISITE:** Completion of Technical Design II and teacher recommendation

**SATISFIES FOR GRADUATION:** Elective and WBHS Expectations of Excellence (IC offered)

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

## Academy of Medical Sciences

Academy of Medical Sciences Course Progression		
Grade Level	Required Core Science Class	Required Elective Class
9th	Biology (Regular or Honors)	Anatomy & Physiology Honors
10th	Chemistry (Regular or Honors)	Health Science Foundations
11th	Physics (Regular or Honors) OR another science elective	EMR, Med Lab 3 or Behavioral Health, or Nursing Assistant
12th		Med Lab 4, Exercise Science, Pharmacy Tech, Behavioral Health, Nursing Assistant, EMR, or Health Directed Studies (EMT)

**TITLE:** Anatomy & Physiology Honors

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Honors	9	1	E, V

**PREREQUISITE:** Academy Acceptance

**COREQUISITE:** Biology I, preAICE Biology or AP Biology

**SATISFIES FOR GRADUATION:** Science

**DESCRIPTION:** This course is part of the secondary Health Core consisting of a study of the human body, both structurally and functionally with emphasis on the pathophysiology and transmission of disease. Medical terminology is an integral part of the course. Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental quality, and safety procedures will be an integral part of this course. Students will interact with materials and primary sources of data or with secondary sources of data to observe and understand the natural world. Students will develop an understanding of measurement error, and develop the skills to aggregate, interpret, and present the data and resulting conclusions. Equipment and supplies will be provided to enhance these hands-on experiences for students. A minimum of 20% of classroom time will be dedicated to laboratory experiences.

**TITLE:** Biology I

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	9	1	R, C

**PREREQUISITE:** Academy Acceptance

**COREQUISITE:** Anatomy & Physiology Honors

**SATISFIES FOR GRADUATION:** Science (biology)

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



**TITLE:** Biology Honors

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Honors	9	1	R, C

**PREREQUISITE:** Academy Acceptance

**COREQUISITE:** Anatomy & Physiology Honors

**SATISFIES FOR GRADUATION:** Science (biology)

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

**TITLE:** Chemistry I

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	10	1	R, C

**PREREQUISITE:** Successful completion of biology and a C in algebra with teacher recommendation

**COREQUISITE:** Health Science Foundations

**SPECIAL NOTE:** *This is a laboratory-oriented course. This course satisfies the physical science requirement for graduation.*

**SATISFIES FOR GRADUATION:** Science (Physical Science)

**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 gasses, 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.

**TITLE:** Chemistry I Honors

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Honors	10	1	R, C

**PREREQUISITE:** Successful completion of pre-AICE biology and a B in algebra with teacher recommendation

**COREQUISITE:** Health Science Foundations

**SPECIAL NOTE:** *This is a laboratory-oriented course. This course satisfies the physical science requirement for graduation.*

**SATISFIES FOR GRADUATION:** Science (Physical Science)

**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.

**TITLE:** Emergency Medical Responder (EMR)

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Honors	11	1	E, V

**PREREQUISITE:** Successful completion of Anatomy & Physiology Honors and Health Science Foundations

**SATISFIES FOR GRADUATION:** Elective and WBHS Expectation of Excellence (IC course)

**DESCRIPTION:** This course prepares students to provide initial care to sick or injured persons or as ambulance drivers and attendants. An Emergency Medical Responder may use this training for employment. An Emergency Medical Responder may include law enforcement, lifeguard, fire services or basic life support personnel who act as part of an organized emergency medical services team. Students have the opportunity to earn industry certifications such as Emergency Medical Responder (EMR), Electrocardiograph technician (EKG) and Certified Medical Administrative Assistant (CMAA).

**TITLE:** Health Directed Study (EMT): Section B

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Honors	12	1	E, V

**PREREQUISITE:** Successful completion of Anatomy & Physiology Honors and Health Science Foundations AND a third year medical course

**SPECIAL NOTE:** This course requires an extensive time commitment on behalf of the student to accrue ride-along hours with the Coral Springs Fire Rescue. There is also a fee associated with this class that students must pay. This course prepares students to provide initial care to a sick or injured person, as a state licensed EMT. Once the student passes the state test and FL license requirements, they can utilize the certification for employment. The course requires an extensive time commitment due to required state lecture and clinical time. The course is offered in partnership with a state approved and affiliated institution.

**SATISFIES FOR GRADUATION:** Elective and WBHS Expectation of Excellence (IC course)

**DESCRIPTION:** Students enroll in a course through Coral Springs Fire Rescue. The course is completed during the last block of the school day and into the afternoon. Weekend rides are also required. At the end of this course, students are eligible to sit for the EMT exam once they turn 18 years old.

**TITLE:** Health Directed Study (Nursing): Section A

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Honors	11-12	1	E, V

**PREREQUISITE:** Successful completion of Anatomy & Physiology Honors and Health Science Foundations

**SATISFIES FOR GRADUATION:** Elective and WBHS Expectation of Excellence (IC course)

**DESCRIPTION:** This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Health Science career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of Health Science career cluster. This course is designed to prepare students for employment as nursing assistants SOC- 31-1014 (Nursing Assistants) in nursing homes, hospitals, or other health care facilities. The content includes, but is not limited to, interpersonal skills, medical terminology, legal and ethical responsibilities, safe and efficient work, gerontology, nutrition, health and safety including BLS certification and employability skills.

**TITLE:** Health Science Foundations

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Honors	10	1	E, V

**PREREQUISITE:** Successful completion of Anatomy & Physiology Honors

**COREQUISITE:** Chemistry I or Chemistry I Honors

**SATISFIES FOR GRADUATION:** Elective

**DESCRIPTION:** This course is part of the Secondary Health Core designed to provide the student with an in depth knowledge of the healthcare system and associated occupations. Emphasis is placed on communication and interpersonal skills, use of technology, ethics and the development of critical thinking and problem solving skills. Students will also learn first aid skills and demonstrate the measurement of vital signs. Students may shadow professionals throughout the course. Students are required to do hands-on clinical skills as a part of this class and must pass them with a required score to move into any third level clinical class.

**TITLE:** Medical Lab Assisting 3

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Regular	11	1	E, V

**PREREQUISITE:** Successful completion of Anatomy & Physiology Honors and Health Science Foundations

**SPECIAL NOTE:** Students must take Medical Lab Assisting 4 the following year to be considered a completer of the Medical Academy.

**SATISFIES FOR GRADUATION:** Elective and WBHS Expectation of Excellence (IC course)

**DESCRIPTION:** This program is designed to prepare students for employment as medical/clinical lab technicians or medical lab assistants. Students completing the course Medical Laboratory Assisting 3 have also met the postsecondary requirements of phlebotomy except for clinical experiences on actual patients. This program requires a 50% clinical component. Students have the opportunity to earn the following industry certifications: Certified Medical Administrative Assistant (CMAA) and Certified Phlebotomy Technician (CPT).

**TITLE:** Medical Lab Assisting 4

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Honors	12	1	E, V

**PREREQUISITE:** Successful completion of Medical Lab Assisting 3

**SATISFIES FOR GRADUATION:** Elective and WBHS Expectation of Excellence (IC course)

**DESCRIPTION:** This program is designed to prepare students for employment as medical/clinical lab technicians or medical lab assistants. Students completing the course Medical Laboratory Assisting 4 have also met the postsecondary requirements of Medical lab Assisting. Simulation and clinical laboratory experiences are integrated with the didactic portion of this program. Clinical experience is defined as the laboratory activities performed in the clinical setting under the supervision of a medical lab technician or technologist. This program requires a 50% clinical component. Students have the opportunity to earn the following industry certifications: Certified Medical Administrative Assistant (CMAA), Certified Phlebotomy Technician (CPT), Certified Electrocardiograph Technician (EKG) and Certified Patient Care Technician (CPCT).

**TITLE:** Pharmacy Technician 7

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Honors	12	1	E, V

**PREREQUISITE:** Completion of a third-year medical course and teacher recommendation.

**SPECIAL NOTE:** This course requires an extensive time commitment on behalf of the student to accrue clinical hours at a CVS or Walgreens Pharmacy outside of school hours.

**SATISFIES FOR GRADUATION:** Elective and WBHS Expectation of Excellence (IC course)

**DESCRIPTION:** This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the healthcare industry; planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues. The content includes but is not limited to metric system, medical terminology, medicinal drugs, pharmaceutical compounding, USP 795 standards, sterile techniques, USP 797 standards, maintenance of inventory, IV preparation, receiving and handling of hazardous materials, preparing purchase orders, receiving and checking supplies purchased, printing labels, typing prescription labels, delivering medications, pricing prescription drug orders and supplies, prepackaging unit dose packages, patient record systems, control records, data processing automation in pharmacy, computer application, employability skills, leadership and human relations skills, health and safety, including CPR. Students have the opportunity to earn two industry certifications: Certified Pharmacy Technician (CPHT) and Pharmacy Tech (PTCB).

**TITLE:** Behavioral Health

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Honors	11-12	1	E, V

**PREREQUISITE:** Completion of a second-year medical course and teacher recommendation.

**SATISFIES FOR GRADUATION:** Elective

**DESCRIPTION:** Students investigate concepts and interventions in behavioral and mental health. This course is designed to provide an integrated cross-trained foundation and practical experience in behavioral and social sciences. The content includes, but is not limited to, basic psychopharmacology, medical terminology, electronic medical records and documentation, patient teaching and education, wellness and disease concepts, mental illness, growth and development, diseases and disorders including anxiety, bipolar disorder, depression, Alzheimer's disease, dementia, personality disorders, schizophrenia, and psychosis. Additional topics include emergency and crisis intervention, suicide prevention, intellectual developmental disabilities, substance abuse, group therapy, stress management, employability skills, safety and security issues, legal and ethical concepts, statistical measurements, neurological and psychological applications, therapeutic communication, and assessment tools in behavioral health.

**TITLE:** Exercise Science

<u>LEVEL</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
Honors	12	1	E, V

**PREREQUISITE:** Completion of a third-year medical course and teacher recommendation.

**SATISFIES FOR GRADUATION:** Elective

**DESCRIPTION:** This course prepares students to be employed as Personal Trainers. Content includes, but not limited to, identifying and practicing within the appropriate scope of practice for a personal trainer, develop and implement exercise programs for apparently healthy individuals or those who have medical clearance to exercise, proficiency in the appropriate fitness equipment used, as well as a foundation in the musculo-skeletal system of the body.

### **Academy of Performing Arts**

*Please see the Performing Arts courses starting on page 42 for a listing of all courses available to academy students. A course progression is not available for the Academy of Performing Arts because placement in courses is determined based on audition results and the skills demonstrated by the student. Please see the instructor in each art area for the correct course progression for each student.*

## Index by Course

Acting I-III .....	pg. 49
Acting IV Honors.....	pg. 49
Advanced IT .....	pg. 73
Advanced Technical Applications.....	pg. 77, 78
AICE Business I.....	pg. 57
AICE Business II.....	pg. 57
AICE Drama AS.....	pg. 48
AICE English General Paper.....	pg. 14
AICE English Language.....	pg. 13
AICE Environmental Management.....	pg. 28
AICE Global Perspectives.....	pg. 18
AICE International History AS.....	pg. 32
AICE Marine Science.....	pg. 29
AICE Math.....	pg. 23
AICE Media Studies.....	pg. 61
AICE Portuguese.....	pg. 65
AICE Sociology.....	pg. 39
AICE Spanish Language.....	pg. 67
AICE Thinking Skills.....	pg. 24
AICE Travel and Tourism.....	pg. 57
AICE US History.....	pg. 34
Algebra I.....	pg. 20
Algebra II.....	pg. 20
Algebra II Honors.....	pg. 21
American Government.....	pg. 31
American Government Honors.....	pg. 32
Anatomy & Physiology Honors.....	pg. 80
AP Art 2D Portfolio.....	pg. 40
AP Art Studio/Drawing.....	pg. 40
AP Biology.....	pg. 26
AP Calculus AB.....	pg. 21
AP Calculus BC.....	pg. 22
AP Chemistry.....	pg. 27
AP Computer Science A.....	pg. 60, 73
AP Computer Science Principles.....	pg. 60, 74
AP English Language & Composition.....	pg. 13
AP English Literature & Composition.....	pg. 14
AP Environmental Science.....	pg. 28

AP European History.....	pg. 33
AP Human Geography.....	pg. 33
AP Italian Language & Culture Exam.....	pg. 63
AP Japanese.....	pg. 64
AP Music Theory .....	pg. 44
AP Physics.....	pg. 30
AP Psychology.....	pg. 38
AP Research .....	pg. 18
AP Seminar.....	pg. 19
AP Spanish Language & Culture.....	pg. 68
AP Spanish Literature.....	pg. 68
AP Statistics.....	pg. 24
AP US Government & Politics.....	pg. 31
AP US History.....	pg. 35
AP World History.....	pg. 36
Art 2D Comprehensive.....	pg. 40
Astronomy Solar/Galactic Honors.....	pg. 25
Ballet I.....	pg. 45
Ballet II.....	pg. 45
Ballet III.....	pg. 45
Ballet IV Honors.....	pg. 46
Band I.....	pg. 42
Band II.....	pg. 42
Band III.....	pg. 42
Band IV.....	pg. 43
Band V Honors.....	pg. 43
Band VI Honors.....	pg. 43
Basketball .....	pg. 56
Behavioral Health.....	pg. 85
Biology I.....	pg. 25, 80
Biology I Honors.....	pg. 25, 81
Ceramics/Pottery I.....	pg. 40
Ceramics/Pottery II.....	pg. 41
Ceramics/Pottery III.....	pg. 41
Chemistry I.....	pg. 26, 81
Chemistry I Honors.....	pg. 27, 82
Chorus III.....	pg. 52
Chorus IV.....	pg. 53
Chorus V Honors.....	pg. 53
Chorus VI Honors.....	pg. 53
Commercial Art Technology I.....	pg. 61
Commercial Art Technology II.....	pg. 61
Commercial Art Technology III.....	pg. 62

Communications Technology I..... pg.77

Communications Technology II..... pg. 77

Communications Technology III..... pg. 77

Comprehensive Fitness..... pg. 78

Culinary Arts I..... pg. 58, 75

Culinary Arts II..... pg. 75

Culinary Arts III..... pg. 75

Culinary Arts IV..... pg. 76

Cybersecurity Essentials.....pg. 60

Dance Repertory I..... pg. 46

Dance Repertory II.....pg. 46

Dance Repertory III Honors..... pg. 47

Dance Repertory IV Honors.....pg. 47

Dance Techniques I..... pg. 48

Dance Techniques II..... pg. 48

Dance Techniques III Honors..... pg. 48

Dance Techniques IV Honors..... pg. 48

Developmental Language Arts through ESOL (Reading)..... pg. 69

Dual Enrollment..... pg. 59

Economics..... pg. 32

Economics Honors..... pg. 32

ELL English I..... pg. 14

ELL English II..... pg. 15

ELL English III..... pg. 15

ELL English IV College Prep..... pg. 16

Emergency Medical Responder (EMR)..... pg. 82

English IV Honors..... pg. 16

English Language Development..... pg. 69

Executive Internship I-IV..... pg. 59

Exercise Science..... pg. 85

Foundations of Programming ..... pg. 73

Genetics Honors..... pg. 28

Geometry..... pg. 22

Health Directed Study (EMT): Section B..... pg. 82

Health Directed Study (Nursing): Section A..... pg. 83

Health Science Foundations..... pg. 83

Holocaust Studies..... pg. 36

Intensive Reading..... pg. 16

Italian I..... pg. 62

Italian II..... pg. 62

Italian III Honors..... pg. 63

Japanese I..... pg. 63

Japanese II..... pg. 63



Japanese III Honors.....	pg. 64
Jazz Ensemble I.....	pg. 44
Jazz Ensemble II.....	pg. 44
Jazz Ensemble III.....	pg. 44
Jazz Ensemble IV.....	pg. 45
Journalism I/Speech.....	pg. 17
Journalism II.....	pg. 17
Journalism III.....	pg. 17
Journalism IV.....	pg. 17
Journalism V Honors.....	pg. 18
Journalism VI Honors.....	pg. 18
Journalism VII Honors.....	pg. 18
Junior Privilege .....	pg. 58
Learning Strategies.....	pg. 70
Marketing Applications.....	pg. 57
Math for College Algebra .....	pg. 23
Math for College Liberal Arts.....	pg. 23
Men and Women of Color .....	pg. 38
Medical Lab Assisting 3.....	pg. 83
Medical Lab Assisting 4.....	pg. 84
Music Theory.....	pg. 43
Musical Ensemble Honors.....	pg. 54
Musical Theatre I-III.....	pg. 50
NC Study Hall.....	pg. 59
Personal Career and School Development Skills Course.....	pg. 70
Personal Fitness .....	pg. 55
Personal Financial Literacy.....	pg. 37
Personal Financial Literacy Honors.....	pg. 37
Pharmacy Technician 7.....	pg. 84
Physical Science.....	pg. 29
Physics I.....	pg. 29
Physics I Honors.....	pg. 30
Portfolio I-III.....	pg. 41
Portuguese I.....	pg. 64
Portuguese I Speakers.....	pg. 64
Portuguese II.....	pg. 65
Portuguese II Speakers.....	pg. 65
Power and Equipment Technology I.....	pg. 58
Pre-AICE English Language.....	pg. 13
Pre-AICE English Literature.....	pg. 13
Pre-AICE Environmental Management.....	pg. 28
Pre-AICE Math 1 .....	pg. 20
Pre-AICE Math 2 .....	pg. 21

Pre-AICE Spanish III..... pg. 67

Pre-Calculus Honors..... pg. 22

Private Pilot Ground School..... pg. 72

Probability and Statistics with Applications Honors..... pg. 24

Psychology I..... pg. 38

Psychology II..... pg. 38

Research I ..... pg. 16

Senior Privilege..... pg. 58

Soccer ..... pg. 56

Spanish I..... pg. 66

Spanish I Native Speakers..... pg. 66

Spanish II..... pg. 66

Spanish II Native Speakers..... pg. 67

Stagecraft..... pg. 51

Team Sports I..... pg. 55

Team Sports II..... pg. 56

Technical Design I..... pg. 78

Technical Design II..... pg. 79

Technical Design III..... pg. 79

Theatre I..... pg. 50

Theatre II..... pg. 50

Theatre III..... pg. 50

Unique Skills 9-12..... pg. 70

Unique Skills: Social & Emotional 9-12..... pg. 71

Unmanned Aircraft Systems ..... pg. 72

US History..... pg. 34

US History Honors..... pg. 34

Virtual Class..... pg. 58

Vocal Ensemble III..... pg. 54

Vocal Ensemble IV Honors..... pg. 54

Vocal Techniques I..... pg. 51

Vocal Techniques II..... pg. 51

Vocal Techniques III..... pg. 52

Vocal Techniques IV Honors..... pg. 52

Weight Training..... pg. 55

World Cultural Geography ..... pg. 37

World History..... pg. 35

World History Honors..... pg. 35