

# BEACHSIDE HIGH SCHOOL



2023-2024 SCHOOL YEAR  
COURSE CATALOG

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# SCHEDULING PROCEDURES

## Course Registration

Each spring or upon enrollment, students meet with a school counselor to select courses for the upcoming school year. Course placement is based on a review of pre and/or co-requisite courses, current grades, state assessment scores and teacher recommendations.

Course registration decisions include:

- **Review of core courses**
- **Selection of elective options**
- **Choice of traditional or virtual model**
- **Request for a reduced schedule for seniors and juniors\***

\* Possible reasons to reduce a schedule during the junior and/or senior year include:

- **Travel time to DE courses on the college campus**
- **Employment or internship**
- **Medical situation**
- **Graduation requirements can be satisfied and Algebra I EOC and FSA/FAST requirements have been met**

Schools will try to schedule all the courses selected by a student; however, the following may affect a student's final schedule:

- **If a course is not requested by enough students, that course will not be offered. In this case every attempt will be made to select a course from the "alternate selections" list from the student's course request form.**
- **If two selected courses are only offered at the same time, the student can only be scheduled into one of them. Every attempt will be made to use one of the student's alternate selections to replace the unscheduled course.**
- **If a student chooses a course that has a prerequisite and the student's final grade in the prerequisite course is not adequate, the student's schedule will be adjusted accordingly.**

For these reasons, it is crucial that the student completes the "alternate selections" section of the course request form. Please note that if this section is not completed, the student will be scheduled for available electives.

The scheduling procedure is to fill openings in courses in a descending order with 12th graders scheduled first, 11th graders next, etc. This is done to ensure that students closest to graduation meet their graduation requirements.

Students should discuss and plan their schedule with their parents. Parents should ensure their student's planned schedule reflects the scheduling procedures and courses needed for graduation.

# SCHEDULE CHANGE PROCEDURES

Schedule change requests may be made using the Beachside online scheduling change request form. Please understand that the school will make final course placement decisions in July after reviewing 2023 FAST scores and final course grades.

**All final requests will be reviewed during the 1<sup>st</sup> five days of school.** All students who register for a full credit course are expected to remain in the course for both semesters as scheduling is done on a full year basis.

**ALL schedule change requests will be denied unless they meet the following criteria:**

- A student is incorrectly scheduled because of inadequate or erroneous information
- Administrative action becomes necessary because of imbalance of class loads, loss of a teaching unit, unique or unforeseen constraints
- An additional course is needed to meet graduation requirements
- A schedule adjustment is required because a student already has received credit in a scheduled class
- Students are enrolled in a course taught by a teacher whose class they had previously failed St. Johns County School District employs teachers certified by the Florida Department of Education. The school administration will decide the instructor for each course section. Students and parents are expected to abide by the choice of instructor. Course content is consistent in all sections with the same course number and description.

## **Course Level Change**

Students enrolled in a yearlong course, may request a course change at the end of the semester, only if all the following conditions have been met:

- grade of D or F
- completion of a parent conference
- demonstration of the student seeking consistent academic assistance

Students enrolled in a half-credit course, may request a course change at the end of the quarter, only if all the following conditions have been met:

- a grade of D or F
- completion of a parent/legal guardian conference
- demonstration of the student seeking consistent academic assistance

Please Note:

- All requests will be honored based on availability
- Placement based on FSA/EOC scores may supersede request

*In the case of extenuating circumstances, a petition may be made on a case-by-case basis to the principal (or designee) for review of criteria to ensure proper course placement.*

After 21 days, students who change their schedule will receive the Withdrew Passing (WP) or Withdrew Failing (WF) determined by their average in the course to that point. After 21 days, the grade earned in the honors/AP class follows the student to the next course, but teachers have flexibility to adjust the transfer grade based on demonstrated mastery of standards in the new course. Withdrawing from an honors or AP course is also denoted with the WP or WF designation but cannot be done until after midpoint of the course.

**Note-withdrawing from dual enrollment courses is governed by the college deadlines, not school policy.**

# GRADE SCALE

Grade	Descriptor	Standard	Honors, Pre-AICE	DE, AP, AICE
A = 90-100	Outstanding Progress	4	4.5	5
B = 80-89	Above Average Progress	3	3.5	4
C = 70-79	Average Progress	2	2.5	3
D = 60-69	Lowest Acceptable Progress	1	1.5	2
F = 59-0	Failure	0	0	0

## GRADE FORGIVENESS

### Grade Forgiveness of High School Credit by Middle School Students

High school level courses taken below grade 9 may be used to satisfy high school graduation requirements and Bright Futures award requirements. Middle school students who have taken high school courses may receive grade forgiveness if they have earned a grade of C, D or F or the numerical equivalent of C, D or F. In such case, the district forgiveness policy must allow the replacement of the grade with a grade of C or higher, or the numerical equivalent of a grade of C or higher, earned subsequently in the same or comparable course. For a grade of A or B the course and grade cannot be forgiven and will appear on the student's high school transcript and will be used in the calculation of high school grade point average and for Bright Futures. (Section 1003.428 (4)(d), F.S.)

### Grade Forgiveness for High School Students

State law requires a cumulative 2.0 GPA to graduate. Forgiveness policies for required courses shall be limited to replacing a grade of D or F, or their numerical equivalent, with a grade of C or higher, or its numerical equivalent, earned subsequently in the same or comparable course.

**Any course credit not replaced according to the district's forgiveness policy shall be included in the calculation of the cumulative GPA required for graduation. All courses and grades must be included on the student's transcript. Schools may not count the best 24 credits for all courses taken to meet the cumulative GPA for graduation requirements.**

The district's forgiveness policy is for the express purpose of assisting students in meeting the requirement to attain a minimum grade point average necessary to graduate from high school. Schools do not have the authority to purge a student record to delete the first grade of D or F. Student records cannot be altered at any time unless it has been determined that the information is inaccurate or a violation of the privacy or other rights of the student.

If an "F" is received in a course required for graduation, the student is strongly encouraged to repeat the course as soon as possible. Please note that failure to earn a full credit in a year-long course required for graduation may keep a student from going on to a higher course in that subject area. See your School Counselor for more information on retaking a course.

A student is cautioned NOT to repeat courses for which credit has already been received. No credit will be awarded the second time. Courses in which one earns a C or higher may NOT be retaken to improve a grade.

## ACADEMIC RECOVERY LABS

A review of student academic and attendance records will be conducted prior to the start of school and at the end of each semester. Students meeting the criteria listed below shall be considered for an opportunity to participate in the Academic Recovery Labs. These labs are an option, not a requirement for students:

- who are not on schedule to graduate with their cohort – short in credits,
- with a GPA below a 2.0 – in danger of not graduating, or
- who meet one or more of the grade forgiveness criteria.

Students should move through the correct progression of the curriculum before the academic grade recovery lab is allowed when the GPA is above a 2.0. Students must receive a grade of D or F to retake a class.

Due to National Collegiate Athletic Association (NCAA) eligibility requirements, academic recovery lab courses are not recommended for prospective NCAA Division I and II athletes. For additional information, see: <http://www.ncaa.org/> or [http://web1.ncaa.org/ECWR2/NCAA\\_EMS/NCAA.html](http://web1.ncaa.org/ECWR2/NCAA_EMS/NCAA.html)

## SJVS/FLVS GUIDELINES FOR HIGH SCHOOL

- Learning Labs have been established at each high school to assist in student access to virtual courses. Students enrolled in these labs will be held to daily class attendance requirements even if course is completed prior to the end of the enrolled semester.
- It is recommended that students have a 2.0 or higher GPA OR score a level 3 or higher on the FSA in reading unless the student has medical or behavior issues that may limit success in the traditional classroom.
- Students must meet with school counselor to determine if placement in a SJVS/FLVS is academically appropriate for the student based on course prerequisites, the student's academic history and age and appropriateness of the course for the student's Customized Learning Path (CLP). ALL courses must be approved by the counselor.
- For students with disabilities, an IEP or 504 meeting will be held prior to determining whether placement in a SJVS/FLVS course is appropriate based on their individual needs.
- Once a semester has begun, a student may not withdraw from a school course to enroll in the same course online without administrative approval.
- Students may not simultaneously be placed in the same course concurrently at a district high school and at SJVS/FLVS.

## COURSE WEIGHTING

\*An additional weight of .5 is added to Honors courses for grade point average (GPA) calculation.

\*\*An additional weight of 1.0 is added to Advanced Placement and Dual Enrollment courses for GPA calculation.

# HONORS CRITERIA

Students who meet AT LEAST ONE of the criteria listed below can take an Honors or AP level course.

- **Grades – A grade of “C” or better in the previous honors course.** Students earning an “A” in a previous standard class, may be recommended for Honors or AP.
- **FAST/FSA – Level 4 or 5 in appropriate area and not less than a level 3 in any area**
- **PSAT – A score of 48 or higher on an appropriate assessment.**
- **PLAN – A score of 170 (English), 210 (Math), or higher on the appropriate assessment.**

FAST/FSA Reading scores will be used for placement in English and Social Studies courses and FSA Math scores will be used for Math and Science courses.

## DROPPING HONORS OR ADVANCED COURSES

If a student is enrolled in an honors or AP full-credit course they may NOT drop the course until the end of the semester and only if the following conditions exist:

- a grade of D or F,
- completion of a parent conference during each grading period,
- demonstration of the student seeking consistent academic assistance, and
- space available in a comparable course.

If a student is enrolled in an honors or AP half-credit course, the student may only drop the course after the end of the first nine weeks grading period and only if the following conditions exist:

- a grade of D or F,
- completion of a parent conference,
- demonstration of the student seeking consistent academic assistance, or
- space available in a comparable course.

Withdrawing from an honors or AP course is denoted with the WP or WF designation but cannot be done until after the midpoint of the course. In the case of extenuating circumstances, a petition may be made on a case-by case basis to the principal (or designee) for review of criteria to ensure proper course placement.

After 21 days, the grade earned in the honors/AP class follows the student to the next course, but teachers have flexibility to adjust the transfer grade based on demonstrated mastery of standards in the new course. Note – withdrawing from dual enrollment courses is governed by the college deadlines, not school policy

**\*Please choose your classes very carefully!!!**

# DUAL ENROLLMENT CRITERIA

Dual enrollment courses are offered through an agreement between St. Johns County Schools and St. Johns River State College and First Coast Technical Institute (FCTI). The enrollment criteria for each school are listed below.

Students may earn up to ten dual enrollment credits per college semester for each fall and spring semester as a part time student. For additional information, please refer to the SJCS Student Progression Plan at <http://www.stjohns.k12.fl.us/depts/cs/spp>.

<b>Minimum Scores Required for Placement:</b>			
	<b>English Composition (ENC1101)</b>	<b>Math-Intermediate Algebra (MAT 1033)</b>	<b>Math-College Algebra (MAC 1105)</b>
<b>ACT</b>	Reading 19/English 17	Math 19	Math 21
<b>SAT</b>	Reading 24/W&L 25	Math 24	Math 25
<b>PSAT/NMSQT</b>	Reading 24-38/Writing 25-38	Math 24-26	Math 26.5-38
<b>PERT</b>	Reading 106/Writing 103	Math 114	Math 123

### St. Johns River State College

Students wishing to enroll as dual enrollment students (AA or AS degrees) at St. Johns River State College must first meet St. Johns County School District Honors Criteria. In addition, students must meet the following requirements:

- Demonstrate readiness for college or career level course work
- Be seeking a vocational certificate, a college credit vocational/technical certificate, an associate in science college degree, or an associate in arts college degree
- Have a minimum 3.0 unweighted cumulative GPA
- Have a counselor and principal's approval
- Be limited to 10 hours of college credit enrollment per college semester
- Maintain a "C" or better in each class to remain in the dual enrollment program
- Be aware that receiving a "W", "D" or an "F" for any course results in ineligibility to remain in the dual enrollment program
- Provide acceptable results from the American College Test (ACT), the Scholastic Aptitude Test (SAT), the Postsecondary Education Readiness Test (PERT) or another standardized placement test for college level English and math
- Use of instructional tools that make it possible for students with disabilities to perform skills (such as using a talking calculator to solve math problems)
- Adjusting time demands and schedules (such as allowing more time to finish assignments and courses)

### First Coast Technical College (FCTC)

Students wishing to be placed in dual enrollment classes at First Coast Technical College must fulfill the following requirements:

- Good attendance and discipline record
- 2.0 unweighted GPA
- On track for graduation
- Room in the students schedule for a minimum of 2 consecutive periods. Some courses may require additional periods
- Transportation to/from FCTC campus



# GRADUATION REQUIREMENTS

Graduation Requirements	Standard Diploma	Scholar Designation	Merit Designation
<b>English Credits</b>	<ul style="list-style-type: none"> <li>• <b>4 credits of English</b></li> <li>• Must take and pass 10<sup>th</sup> grade FAST Reading and Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Same as standard</li> </ul>	<ul style="list-style-type: none"> <li>• Same as standard</li> </ul>
<b>Math Credits</b>	<ul style="list-style-type: none"> <li>• <b>4 credits of Math</b></li> <li>• 1 credit in Algebra, EOC 30%</li> <li>• 1 credit in Geometry, EOC 30%</li> <li>• All students must pass Algebra 1 EOC</li> </ul>	<ul style="list-style-type: none"> <li>• Must Pass Geometry EOC</li> <li>• Algebra 2</li> <li>• Statistics (or equally rigorous course)</li> </ul>	<ul style="list-style-type: none"> <li>• Same as standard</li> </ul>
<b>Science Credits</b>	<ul style="list-style-type: none"> <li>• <b>3 credits of Science</b></li> <li>• 1 credit in Biology 1, EOC 30%</li> <li>• 2 credits in an equally rigorous course</li> <li>• 1 credit may be substituted with allowable industry certification that leads to college credit</li> </ul>	<ul style="list-style-type: none"> <li>• Biology 1, MP EOC</li> <li>• 1 credit in Chemistry or Physics</li> <li>• 1 credit in a course equally rigorous to chemistry or physics</li> </ul>	<ul style="list-style-type: none"> <li>• Same as standard</li> </ul>
<b>Social Studies Credits</b>	<ul style="list-style-type: none"> <li>• <b>3 credits of Social Studies</b></li> <li>• World History</li> <li>• US History, EOC 30%</li> <li>• Government and Economics</li> </ul>	<ul style="list-style-type: none"> <li>• US History, MP EOC</li> </ul>	<ul style="list-style-type: none"> <li>• Same as standard</li> </ul>
<b>Performing/Practical Fine Arts</b>	<ul style="list-style-type: none"> <li>• <b>1 credit</b></li> </ul>	<ul style="list-style-type: none"> <li>• Same as standard</li> </ul>	<ul style="list-style-type: none"> <li>• Same as standard</li> </ul>
<b>Foreign Language</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• <b>2 credits of same foreign language</b></li> </ul>	<ul style="list-style-type: none"> <li>• Same as standard</li> </ul>
<b>Physical Education w/ Health</b>	<ul style="list-style-type: none"> <li>• <b>1 credit of HOPE</b></li> </ul>	<ul style="list-style-type: none"> <li>• Same as standard</li> </ul>	<ul style="list-style-type: none"> <li>• Same as standard</li> </ul>
<b>Electives/Other</b>	<ul style="list-style-type: none"> <li>• <b>8 credits of electives</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>8 credits of electives</b> - Must earn one AP, IB, AICE, or dual enrollment course credit</li> </ul>	<ul style="list-style-type: none"> <li>• <b>8 credits of electives</b> – students must use electives to attain one or more industry certifications</li> </ul>
<b>Online Course Requirement</b>	<ul style="list-style-type: none"> <li>• <b>1 entire course</b></li> </ul>	<ul style="list-style-type: none"> <li>• Same as standard</li> </ul>	<ul style="list-style-type: none"> <li>• Same as standard</li> </ul>
<b>Total Credits</b>	<ul style="list-style-type: none"> <li>• <b>24 credits</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>24 credits</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>24 credits</b></li> </ul>
	<ul style="list-style-type: none"> <li>• 24 credits may be earned through equivalent, applied, or integrated or career education courses, including work related internships</li> <li>• 2.0 cumulative GPA on a 4.0 scale</li> </ul>	<ul style="list-style-type: none"> <li>• 2.0 cumulative GPA on a 4.0 scale</li> </ul>	<ul style="list-style-type: none"> <li>• 24 credits may be earned through equivalent, applied, or integrated or career education courses, including work related internships</li> <li>• 2.0 cumulative GPA on a 4.0 scale</li> </ul>

# ADVANCED INTERNATIONAL CERTIFICATE of EDUCATION

The Cambridge AICE Program offers a rigorous international Pre-university curriculum and examination system which emphasizes the value of broad and balance study for academically advanced students. Students can earn college credit for passing scores in every AICE Level exam they take. AICE courses are among the highest level, most rigorous available to students in St. Johns County School and across the world.

The Advanced International certificate of Education (AICE) is a diploma program overseen by Cambridge Assessment International Education, a department of the University of Cambridge in Cambridge, England. AICE courses expose students to rigorous instruction as well as collegiate level exams. Cambridge helps students develop the in-depth subject knowledge and understanding that universities and employers look for. With passing scores, a student may enroll in a university with up to 45 hours of college credit.

The Cambridge course of study is delineated in the State Course Code Directory and supersedes the requirements of other programs. AICE students must complete the AICE curriculum, including a minimum of 7 AICE course to satisfy Florida's high school diploma requirements. Students who earn the AICE Diploma Award from Cambridge, by passing at least 7 AICE examinations, and complete 100 hours of community service, will qualify for the Florida Bright Futures Academic Scholar Award.

Students in the AICE Program must successfully complete at least seven AICE-level (college) courses and exams during 9<sup>th</sup> – 12<sup>th</sup> grade, with at least one from each of 3 subject categories in addition to the Core (Cambridge International AS Global Perspectives). The three categories are: 1) Math/Science, 2) Language, and 3) Arts & Humanities.

Students who complete the Cambridge AICE program are exempt from the following courses:

- HOPE
- Government/Economics
- PF/PA
- Online course requirement

**\*Note: If a student exits the AICE program, these course will be required for a standard diploma.**

Group 1: Math & Science	Group 2: Languages	Group 3: Arts & Humanities	Group 4: Interdisciplinary
<ul style="list-style-type: none"> <li>▪ Biology</li> <li>▪ Chemistry</li> <li>▪ Environmental Management</li> <li>▪ Marine Science</li> <li>▪ Mathematics</li> <li>▪ Physical Education</li> <li>▪ Psychology</li> </ul>	<ul style="list-style-type: none"> <li>▪ English Language</li> <li>▪ English Language and Literature</li> <li>▪ French</li> <li>▪ Portuguese</li> <li>▪ Spanish</li> </ul>	<ul style="list-style-type: none"> <li>▪ Art &amp; Design</li> <li>▪ Business</li> <li>▪ Digital Media</li> <li>▪ Drama</li> <li>▪ English Literature</li> <li>▪ International History</li> <li>▪ US History</li> <li>▪ Media Studies</li> <li>▪ Psychology</li> <li>▪ Sociology</li> <li>▪ Travel &amp; Tourism</li> </ul>	<ul style="list-style-type: none"> <li>▪ A level Global Perspectives* (research project)</li> <li>▪ Thinking Skills</li> <li>▪ General Paper</li> </ul> <p><b>*Required</b></p>

# BEACHSIDE CAREER ACADEMIES

## Academy of Global Logistics and Supply Chain Management



The content includes but is not limited to: the global supply chain, the logistics environment, safety principles, quality control principles, work communication practices, teamwork-workplace behavior- and problem solving, supply chain computer systems, supply chain life cycle, product receiving and stocking, product order processing, product shipment, safe operation and use of equipment, inventory control, safe handling of hazardous materials, customs process/free trade, modes of transportation (air, sea, truck, and rail), dispatch operations, routing and tracking operations, and customer relations.

## Academy of Veterinary and Biomedical Sciences



The Veterinary content includes but is not limited to broad, transferable skills and stresses understanding and demonstration of the following elements of the veterinary assisting industry: planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety and environmental issues. The program also provides supplemental training for persons previously or currently employed as veterinary assistants.

The purpose of this program is to provide students with a foundation of knowledge and technically oriented experiences in the study and applications of biomedical sciences and the possibilities in the biomedical field.

The content includes but is not limited to the study of human body systems, medicine, health, key biological concepts, communication, transport of substances, locomotion, metabolic processes, defense, protection, research processes, engineering principles, and an introduction to bio-informatics. The program also includes the design and development of various medical interventions, including vascular stents, cochlear implants, and prosthetic limbs. In addition, students review the history of organ transplants and gene therapy, and stay updated on cutting-edge developments via current scientific literature.

## Academy of Information Technology



The content includes but is not limited to the fundamentals of programming and software development; procedural and object-oriented programming; creating web-based applications, including testing, monitoring, debugging, documenting, and maintaining applications.

# ACADEMY ELECTIVES

## Global Logistics and Supply Chain Management

### **Global Logistics and Supply Chain Technology**

Course No.: 9503110 Credit: 1.0\*

The Global Logistics and Supply Chain Technology course prepares students for entry into the logistics and supply chain industry. Students explore career opportunities and requirements of a professional logistician. Content emphasizes beginning skills key to the success of working in the logistics and supply chain industry. Students study and gain a basic understanding of global logistics and supply chain technology, transportation systems, communication skills, and customer service skills.

### **Intro. To Information Technology Applications**

Course No.: 9503120 Credit: 1.0\*

Prerequisite: Global Logistics & Supply Chain Tech.

The Introduction to Information Technology Applications course is designed to build on the skills and knowledge students learned in Global Logistics and Supply Chain Technology for entry into the logistics and supply chain industry. Students explore career opportunities and requirements of a professional logistician. Content emphasizes knowledge and skills of information technology applications, common software applications, word processing, presentation, spreadsheet, and database applications. Additionally, content knowledge and skills related to electronic communication methods, understanding computer networking, awareness of emerging technologies, college and career readiness, and appropriate leadership techniques.

### **Global Logistics Operations**

Course No.: 9503130 Credit: 1.0\*

Prerequisite: Intro. To Information Technology App.

The Global Logistics Operations course is designed to build on the skills and knowledge students learned in Global Logistics and Supply Chain Technology and the Introduction to Information Technology Applications courses for entry into the logistics and supply chain industry. Students explore career opportunities and requirements of a professional logistician. Content emphasizes an understanding of warehouse

operations, storage and control operations, protection, and economics.

### **Global Logistics Management**

Course No.: 9503140

Credit: 1.0\*

Prerequisite: Global Logistics Operations

The Global Logistics Management course is designed to build on the skills and knowledge students learned in Global Logistics and Supply Chain Technology, Introduction to Information Technology Applications, and Global Logistics Operations courses for entry into the logistics and supply chain industry. Students explore career opportunities and requirements of a professional logistician. Content emphasizes knowledge, skills, and understanding of college and career readiness, employability skills, career acquisition and retention, life skills, and technological literacy.

## Veterinary and Biomedical Sciences

### Biomedical Strand

#### **Principles of Biomedical Sciences**

EQ

Course No.: 8708110

Credit: 1.0\*

Students investigate the human body systems and various health conditions. This course is designed to provide an overview of all the courses in the Biomedical Sciences program and lay the scientific foundation for subsequent courses. Students are introduced to human physiology, medicine, research processes and bioinformatics. Key biological concepts including homeostasis, metabolism, inheritance of traits, and defense against disease are embedded in the curriculum. Engineering principles including the design process, feedback loops, and the relationship of structure to function are also incorporated.

#### **Human Body Systems**

EQ

Course No.: 8708120

Credit: 1.0\*

Prerequisite: Principles of Biomedical Sciences

Students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work

through interesting real world cases and often play the role of biomedical professionals to solve medical mysteries.

### **Medical Interventions**

**EQ**

Course No.: 8708130

Credit: 1.0\*

Prerequisite: Human Body Systems

Students investigate the variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the lives of a fictitious family. The course is a "How-To" manual for maintaining overall health and homeostasis in the body as students explore: how to prevent and fight infection; how to screen and evaluate the code in human DNA; how to prevent, diagnose and treat cancer; and how to prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

### **Biomedical Innovation**

Course No.: 8708140

Credit: 1.0\*

Prerequisite: Medical Interventions

In this capstone course, students apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health.

### **Veterinary Strand**

#### **Veterinary Assisting 1**

Course No.: 8111510

Credit: 1.0\*

This course is designed to develop competencies in areas such as the history of the animal industry; applied scientific and technological concepts; safety; terminology; careers; breed identification; animal care and human relations skills.

#### **Veterinary Assisting 2**

Course No.: 8111540

Credit: 1.0\*

Prerequisite: Veterinary Assisting 1

This course is designed to develop competencies in the areas such as basic first aid; scientific and

technological; tools and equipment; breed identification; and functions of systems.

#### **Veterinary Assisting 3**

Course No.: 8111550

Credit: 1.0\*

Prerequisite: Veterinary Assisting 2

This course is designed to develop competencies in the areas animal digestive systems; animal breeding; animal control; animal overpopulation; animal related laws; and breeds.

#### **Veterinary Assisting 4**

Course No.: 8111520

Credit: 1.0\*

Prerequisite: Veterinary Assisting 3

This course is designed to develop competencies in the areas of animal welfare and rights; research; record keeping; disease and parasites.

### **Information Technology**

#### **Foundations of Programming**

Course No.: 9007210

Credit: 1.0\*

This course introduces concepts, techniques, and processes associated with computer programming and software development

#### **Procedural Programming**

Course No.: 9007220

Credit: 1.0\*

Prerequisite: Foundations of Programming

This course continues the study of computer programming concepts with a focus on the creation of software applications employing procedural programming techniques.

#### **Object Oriented Programming**

Course No.: 9007230

Credit: 1.0\*

Prerequisite: Procedural Programming

This course continues the study of computer programming concepts with a focus on the creation of software applications employing object-oriented programming techniques.

#### **AP Computer Science A**

**MA**

Course No.: 0200320

Credit: 1.0\*\*

Prerequisite: Object Oriented Programming

AP Computer Science A is an introductory course in computer science. Students will learn the Java

programming language and develop the skills required to write programs or parts of programs to correctly solve specific problems. Students will learn design techniques to make programs understandable, adaptable, and reusable. Major themes within this course are data structures and object-oriented programming. **Students are expected to take a final AP exam.**

## AICE

**AICE English General Paper** EN  
Course No.: 1009400 Credit: 1.0\*\*  
Prerequisite: Placement in AICE Program

The Cambridge International AS Level English General Paper encourages learners to engage with a variety of topics, including knowledge and understanding gained from study of other subjects. They learn to become confident in analyzing knowledge and opinion from a variety of sources, to build arguments and to communicate through written English. **Students are expected to take a final AICE exam.**

**AICE English Language 1** EN  
Course No.: 1001550 Credit: 1.0\*\*

Students will explore a rich range of contemporary texts including speeches, reviews, editorials, brochures, blogs, diaries, biographies, essays, advertisements, and even voiceovers and podcasts to fully understand and appreciate the power of language. Students who successfully complete AICE English Language find themselves ready to meet the demands of college writing tasks while improving their ability to communicate effectively in college and beyond. **Students are expected to take a final AICE exam.**

**AICE Thinking Skills 1 AS Level**  
Course No.: 1700372 Credit: 1.0\*\*  
Prerequisite: Placement in AICE Program

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

reasoning appropriate to a given task. **Students are expected to take a final AICE exam.**

**AICE Environmental Management** EQ  
Course No.: 2001381 Credit: 1.0\*\*  
Prerequisite: Pre-AICE Biology or Bio Hon & Algebra 1

AICE Environmental Science develops scientific knowledge and understanding of global environmental issues and theories, and of the policies and strategies for managing the environment. The course covers the sustainable use and management of resources, and strategies that aim to protect environments. Learners will interpret and analyze data and do investigative work. Case studies allow teachers to choose their own examples to investigate, which may be local, regional or global. **Students are expected to take a final AICE exam.**

**AICE International History 1** WH  
Course No.: 2100490 Credit: 1.0\*\*

The purpose of this course is to engage students in some of the major international issues of the nineteenth and twentieth centuries, analyzing the history of particular regions in more depth. The emphasis is on both historical knowledge and on the skills required for historical research. Learners develop an understanding of the nature of cause and effect, continuity and change, similarity and difference and find out how to use and understand historical evidence as part of their studies. **Students are expected to take a final AICE exam.**

**AICE Psychology 1** Credit: 1.0\*\*  
Course No.: 2107360  
Prerequisite: Meet Honors Criteria

Students in this course develop their appreciation of psychology by exploring the ways in which psychology is conducted. As part of their studies, learners also review important research, this provides an insight into the ways in which psychology has been applied, thereby leading to a better understanding of key approaches, research methods and issues and debates. This course includes four core areas of psychology, namely biological, cognitive, learning and social, it also relates psychology to abnormality, consumer behavior, health and organizations. **Students are expected to take a final AICE exam.**

### **Pre-AICE Spanish 1 IGCSE Level**

Course No.: 0708532 Credit: 1.0\*  
Prerequisite: Placement in AICE Program

Pre-AICE Spanish Language covers the first half of the International General Certificate of Secondary Education (IGCSE) Language (Spanish) syllabus written and administered by the University of Cambridge's International Examinations Program. The purpose of this course is to enable students to begin to acquire proficiency in Spanish through a linguistic, communicative and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading and writing skills and on the acquisition of the fundamentals of applied grammar.

### **Pre-AICE Spanish 2 IGCSE Level**

Course No.: 0708534 Credit: 1.0\*  
Prerequisite: Pre-AICE Spanish 1 IGCSE Level

Pre-AICE Spanish Language is the second course in the University of Cambridge's International Examinations Program. The purpose of this course is to enable students to begin to acquire proficiency in Spanish through a linguistic, communicative and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading and writing skills and on the acquisition of the fundamentals of applied grammar.

### **AICE Travel & Tourism 1**

Course No.: 2102410 Credit: 1.0\*\*  
Prerequisite: Meet Honors Criteria

This course encourages learners to appreciate the changing nature of travel and tourism and understand the importance of sustainability in the development and management of the industry. **Students are expected to take a final AICE exam.**

## **ART**

### **2-D Studio Art 1**

Course No.: 0101300 Credit: 1.0 **PF**

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing, painting, printmaking, collage, and/or design. Students practice, sketch, and manipulate the structural elements of art to improve mark making

and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers.

### **2-D Studio Art 2**

Course No.: 0101310 Credit: 1.0 **PF**  
Prerequisite: 2-D Studio Art 1 and Teacher Recommendation

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

### **2-D Studio Art 3 Honors**

Course No.: 0101320 Credit: 1.0\* **PF**  
Prerequisite: 2-D Studio Art 2 and Teacher Recommendation

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

### **AP 2-D Art & Design**

Course No.: 0109350 Credit: 1.0\*\* **PF**  
Prerequisite: Teacher Recommendation

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

**AP Drawing**

Course No.: 0104300

**PF**

Credit: 1.0\*\*

Prerequisite: Teacher Recommendation

The purpose of this course is to give advanced students the opportunity to develop quality, concentration, discipline and breadth in drawing. **It is for the advanced student who wishes to seek AP credit through submitting a portfolio of work for consideration by the College Board.**

**3-D Studio Art 1**

Course No.: 0101330

**PF**

Credit: 1.0

Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Media may include, but are not limited to, clay, wood, plaster, and paper maché with consideration of the workability, durability, cost, and toxicity of the media used. Student artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail, size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftsmanship and quality in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works.

**3-D Studio Art 2**

Course No.: 0101340

**PF**

Credit: 1.0

Prerequisite: 3-D Studio Art 1 and Teacher Recommendation

Students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Processes and techniques for substitution include wheel-thrown clay, glaze formulation and application, or extruded, cast, draped, molded, laminated, or soft forms. Media may include, but are not limited to, clay, wood, metal, plaster, paper maché, and plastic with consideration of the workability, durability, cost, and toxicity of the

media used. 3-D artists experiment with and manipulate space-producing devices, including overlapping, transparency, interpenetration, vertical and horizontal axis, inclined planes, disproportionate scale, fractional or abstracted representation, and spatial properties of the structural art elements. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works.

**3-D Studio Art 3 Honors**

Course No.: 0101350

**PF**

Credit: 1.0\*

Prerequisite: 3-D Studio Art 2 and Teacher Recommendation

Students communicate a sense of 4-D, motion, and/or time, based on creative use of spatial relationships and innovative treatment of space and its components. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Students address 4-D, the inter-relatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium (i.e., natural, artificial, or reflective), or flexible, entered, or activated space. Other concepts for exploration include tension, compression or expansion, intrusions or extrusions, grouping, proximity, containment, closure, contradiction, and continuity. 3-D artists experiment with processes, techniques, and media, which may include, but are not limited to, creating maquettes, casting and kiln-firing techniques, stone carving, mold making, or working with glass, cement, PVC piping, or structures scaled to human existence. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works.

**AP 3-D Art & Design**

Course No.: 0109360

**PF**

Credit: 1.0\*\*

Prerequisite: Teacher Recommendation

This Advanced Placement course is intended to address a very broad interpretation of sculptural issues in three-dimensional (3-D) design. Such elements and concepts may be articulated through



additive, subtractive and/or fabrication processes. **It is for the advanced student who wishes to seek AP credit through submitting a portfolio of work for consideration by the College Board.**

**Creative Photography 1** **PF**  
Course No.: 0108310 Credit: 1.0

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

**Creative Photography 2** **PF**  
Course No.: 0108320 Credit: 1.0  
Prerequisite: Creative Photography 1

Students experiment with a variety of photographic media and techniques, and make connections with historical and contemporary photographers to develop a focused body of work. This course may include, but is not limited to, researching the history of photography, making connections to contemporary and community photographers, critiquing with varied techniques, and experimenting with a variety of photographic media. Processes and techniques include, but are not limited to, handcrafted pinhole cameras, hand-tinted photographs, mixed media, cyanotypes, medium format, photo collage, cross-processing, creative filters, infrared and slide film, night photography, macro, panoramic, and/or digital output via a variety of media. Craftsmanship and quality are reflected in the surface of the prints, care of the materials, attention to compositional conventions, and expression of ideas and feelings. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works.

**Creative Photography 3** **PF**  
Course No.: 0108330 Credit: 1.0  
Prerequisite: Creative Photography 2

Students lead a focused investigation of a subject matter from ideation to completion. Students select a theme, develop a concept, and prepare the work for public viewing, portfolio, distribution, and/or exhibit. This course may include, but is not limited to, research, collaboration, installation, history of photography, making connections to contemporary and community photographers, and critiquing with varied techniques. Processes, techniques, and media may include, but are not limited to, video, film, high speed photography, studio lighting, flash, long exposure, formal portraiture, large format, HDR, RAW processing, and digital output on a variety of media, including non-traditional materials. Craftsmanship and quality are reflected in the surface of the print, care of the materials, attention to compositional conventions, the display setting, and expression of ideas and feelings. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works.

**AP Art History** **PF**  
Course No.: 0100300 Credit: 1.0\*\*  
Prerequisite: Meets Honors Criteria

The purpose of this course is to introduce students to the appreciation of works of art, the intelligent examination of works of art, and to the major forms of artistic expression in Western art from 1400 to the present. **Students are expected to take a final AP exam.**

## CAREER EDUCATION

**AP Computer Science Principles** **MA**  
Course No: 0200335 Credit: 1.0\*\*  
Prerequisite: Meets Honors Criteria

AP Computer Science Principles introduces you to the foundations of computer science with a focus on how computing powers the world. Along with the fundamentals of computing, you will learn to analyze data, create technology that has a practical impact, and gain a broader understanding of how computer science impacts people and society. **Students are expected to take a final AP exam.**

**AP Computer Science A** **MA**  
Course No.: 0200320 Credit: 1.0\*\*  
Prerequisite: AP Computer Science Principles

AP Computer Science A is an introductory course in computer science. Students will learn the Java programming language and develop the skills required to write programs or parts of programs to correctly solve specific problems. Students will learn design techniques to make programs understandable, adaptable, and reusable. Major themes within this course are data structures and object-oriented programming. **Students are expected to take a final AP exam.**

**Digital Media 1** **PA**  
Course No.: 8201210 Credit: 1.0

This program provides competencies in presentation production issues, basic computer knowledge, illusion software, digital still photography, and photo editing software.

**Digital Media Fundamentals** **PA**  
Course No.: 9005110 Credit: 1.0

This course introduces students to the essential concepts, components, terminology, and knowledge about digital media, software applications, and delivery systems.

**Digital Media Production Systems** **PA**  
Course No.: 9005120 Credit: 1.0  
Prerequisite: Digital Media Fundamentals

This course introduces students to the digital video and audio authoring environments, equipment, and software applications. Content includes management aspects of creating, saving, and distributing digital assets.

**Digital Media Delivery Systems** **PA**  
Course No.: 9005130 Credit: 1.0\*  
Prerequisite: Digital Media Production Systems

This course introduces students to the digital video and audio delivery media and associated protocols. Content includes technical aspects of evolving and emerging technologies used in the delivery of digital content.

**Advanced Digital Media Systems** **PA**  
Course No.: 9005140 Credit: 1.0\*  
Prerequisite: Digital Media Delivery Systems

This course covers advanced technologies and environments typical in robust digital media applications, including live and pre-recorded scenarios.

## Exceptional Education

Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

**Preparation for Post-school Adult Living**  
Course No.: 7963010 Credit: Multiple

The purpose of this course is to enable students with disabilities to acquire the knowledge and skills needed to prepare for post-school adult living.

**Career Preparation**  
Course No.: 7980110 Credit: Multiple

The purpose of this course is to enable students with disabilities to acquire the career knowledge and skills necessary to identify career options, obtain community resources and develop work-related behaviors. The course will provide a foundation for further progress toward achieving the student's desired post-school outcomes related to a career.

**Career Experiences**  
Course No.: 7980120 Credit: Multiple

The purpose of this course is to enable students with disabilities to further develop the career knowledge

and skills necessary to identify career options, access community resources, and practice work-related behaviors. The course will provide guided practice and experiences in school and community work situations aimed at further progress toward achieving the student's desired post-school outcomes related to a career.

### **Career Placement**

Course No.: 7980130 Credit: Multiple

The purpose of this course is to enable students with disabilities to use the career knowledge and skills necessary to identify career options, access community resources and apply work-related behaviors. The course will provide placement in a job in the community aimed at further progress toward achieving the student's desired post-school outcomes related to a career.

### **Access HOPE**

Course No.: 7915015 Credit: Multiple

Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

### **Learning Strategies**

Course No.: 7963080 Credit: Multiple

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

### **Access English I**

Course No.: 7910120 Credit: Multiple

### **Access English II**

Course No.: 7910125 Credit: Multiple

### **Access English III**

Course No.: 7910130 Credit: Multiple

### **Access English IV**

Course No.: 7910135 Credit: Multiple

### **Access Algebra IA**

Course No.: 7912080 Credit: Multiple

### **Access Algebra IB**

Course No.: 7912090 Credit: Multiple

### **Access Geometry**

Course No.: 7912065 Credit: Multiple

### **Access Liberal Arts Math**

Course No.: 7912070 Credit: Multiple

### **Access Integrated Science I**

Course No.: 7920025 Credit: Multiple

### **Access Chemistry I**

Course No.: 7920011 Credit: Multiple

### **Access Biology I**

Course No.: 7920015 Credit: Multiple

### **Access Earth/Space Science**

Course No.: 7920020 Credit: Multiple

### **Access World History**

Course No.: 7921027 Credit: Multiple

### **Access United States History**

Course No.: 7921025 Credit: Multiple

### **Access US Government**

Course No.: 7921015 Credit: Multiple

### **Access Economics w/ Financial Literacy**

Course No.: 7921022 Credit: Multiple

## **Language Arts**

### **English 1**

**EN**

Course No.: 1001310

Credit: 1.0

The purpose of this course is to build upon previous years' language arts experiences, emphasizing a survey of literary genres, the writing process, reading strategies, study skills and vocabulary development.

### **English 1 Honors**

**EN**

Course No.: 1001320

Credit: 1.0\*

Prerequisite: Meet Honors Criteria

The purpose of this course is to build upon previous years' language arts experiences through accelerated, in-depth studies emphasizing a survey of literary genres, writing process, reading strategies, study skills and vocabulary development.

### **English 2**

**EN**

Course No.: 1001340

Credit: 1.0

Prerequisite: English 1

The purpose of this course is to build upon previous years' language arts experiences emphasizing a survey of world literature, advanced reading strategies, modes of writing including expository, persuasive, narrative and descriptive.

**English 2 Honors** **EN**  
Course No.: 1001350 Credit: 1.0\*  
Prerequisite: English 1 and Meet Honors Criteria

The purpose of this course is to build upon previous years' language arts experiences through accelerated, in-depth studies emphasizing a survey of world literature, advanced reading strategies, modes of writing including expository, persuasive, narrative and descriptive.

**English 3** **EN**  
Course No.: 1001370 Credit: 1.0  
Prerequisite: English 2

The purpose of this course is to build upon previous years' language arts experiences and to emphasize the research process and a survey of American literature.

**English 3 Honors** **EN**  
Course No.: 1001380 Credit: 1.0\*  
Prerequisite: English 2 and Meet Honors Criteria

The purpose of this course is built upon previous years' language arts experiences through accelerated, in-depth studies emphasizing the research process and a survey of American literature.

**English 4** **EN**  
Course No.: 1001400 Credit: 1.0  
Prerequisite: English 3

The purpose of this course is to build upon previous years' language arts experiences and to emphasize a survey of British literature and post-secondary writing applications. \*The English courses of St. Johns County each incorporate the language arts strands of reading, writing, listening, language, literature, viewing and speaking as designated in the Sunshine State Standards.

**AP English Literature and Composition** **EN**  
Course No.: 1001430 Credit: 1.0\*\*  
Prerequisite: Meet Honors Criteria and Teacher Recommendation

The purpose of this course is to study and practice writing and to study literature. Students will learn to use the modes of discourse and recognize the assumptions underlying various rhetorical strategies. Students will also acquire an understanding of the resources of the language and 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. **Students are expected to take a final AP exam.**

**Intensive Reading 1**  
Course No.: 1000412 Credit: 1.0

This course is designed for 9th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard. Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data. Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

**Intensive Reading 2**  
Course No.: 1000414 Credit: 1.0

This course is designed for 10th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard. Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data. Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the

progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

### **Intensive Reading 3**

Course No.: 1000416

Credit: 1.0

This course is designed for 11th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard. Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data. Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

### **Intensive Reading 4**

Course No.: 1000418

Credit: 1.0

This course is designed for 12th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard. Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data. Effective implementation requires the support to be matched to student need and is provided by the most experienced, and/or specialized expert. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students. Individualized diagnostic data, as well as instructional time, are in addition to those provided in core instruction. Formative assessments occur more frequently and focus on the learning barriers to success and are based on intensity of needs. The larger the gap, the more frequent the

progress monitoring. The expected outcome is for the student to achieve grade-level proficiency.

## **LEADERSHIP SKILLS**

### **Leadership Skills Development**

Course No.: 2400300

Credit: 1.0

Prerequisite: Must be in Link Crew

The purpose of this course is to teach leadership skills, parliamentary procedure, problem solving, decision making, communication skills, group dynamics, time and stress management, public speaking, human relations, public relations, team building and other group processes.

### **Leadership Techniques Honors**

Course No.: 2400310

Credit: 1.0\*

Prerequisite: Must be in Link Crew

The course will provide an in-depth study of the leadership techniques of decision making, problem solving, meetings skills, communication skills, motivational strategies, character development, group dynamics, community relations, community service and personal and civic responsibility.

### **Leadership Strategies Honors**

Course No.: 2400320

Credit: 1.0\*

Prerequisite: Must be in Link Crew

The course will provide an in-depth study of the leadership techniques of decision making, problem solving, meetings skills, communication skills, motivational strategies, character development, group dynamics, community relations, community service and personal and civic responsibility.

## **MATHEMATICS**

### **Algebra 1-A**

Course No.: 1200370

**MA**

Credit: 1.0

The purpose of this course is to develop the algebraic concepts and processes that can be used to solve a variety of real-world and mathematical problems. This is the first of a two-year sequence of courses, Algebra 1-A and Algebra 1-B. Together, the two courses fulfill the Algebra 1 requirements (Course Number 1200310). There are two critical areas of this course: Relationships Between Quantities and

Reasoning with Equations and Linear and Exponential Relationships. These critical areas deepen and extend understanding of the number system and of linear and exponential relationships by contrasting them with each other and by applying linear models to statistical data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of real-world scenarios.

\*If you are recommended to take Algebra 1A and Algebra 1 this will take up 2 class periods for the entire school year. You will have the opportunity to earn 2 full math credits by the end of the school year.

**Algebra I** **A1**  
Course No.: 1200310 Credit: 1.0

This course, or its equivalent, is a required course for graduation. The critical areas of this course deepen and extend understanding of the number system and of linear and exponential relationships by contrasting them with each other and by applying linear models to statistical data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The standards for these critical areas fall into three reporting categories: Algebra and Modeling; Functions and Modeling, and Statistics and the Number System. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of real-world scenarios. Students must participate in the End-of-Course examination.

**Algebra I Honors** **A1**  
Course No.: 1200320 Credit: 1.0\*  
Prerequisite: Meet Honors Criteria and Teacher Recommendation

This course is a rigorous study designed for the student who excels in both ability and performance in mathematics. The critical areas of this course deepen and extend understanding of the number system and of linear and exponential relationships by contrasting them with each other and by applying linear models to statistical data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The standards for these critical

areas fall into three reporting categories: Algebra and Modeling; Functions and Modeling, and Statistics and the Number System. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of real-world scenarios. Students must participate in the End-of-Course examination.

**Geometry** **GE**  
Course No.: 1206310 Credit: 1.0  
Prerequisite: Algebra I

Geometry is a course designed for college bound students. In this course, students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The standards for this course fall into three critical areas (reporting categories): Congruence, Similarity, Right Triangles and Trigonometry; Circles, Geometric Measurement and Geometric Properties with Equations, and Modeling with Geometry. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of real-world scenarios. This course emphasizes the relationship between Algebra and Geometry in preparation for Algebra 2.

**Geometry Honors** **GE**  
Course No.: 1206320 Credit: 1.0\*  
Prerequisite: Meet Honors Criteria, Algebra I or Algebra I Honors

This course is designed for the student who excels in both ability and performance in college preparatory mathematics. This is a rigorous study in which students will explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The standards for this course fall into three critical areas (reporting categories): Congruence, Similarity, Right Triangles and Trigonometry; Circles, Geometric Measurement and Geometric Properties with Equations, and Modeling with Geometry. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make

sense of real-world scenarios. Extensive out-of-class preparation is required. This course emphasizes the relationship between Algebra and Geometry in preparation for Algebra 2 Honors.

**Mathematics for College Liberal Arts** **MA**  
Course No.: 1207350 Credit: 1.0  
Prerequisite: Geometry

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.

**Algebra II** **MA**  
Course No.: 1200330 Credit: 1.0  
Prerequisite: Algebra I, Geometry, and Teacher Recommendation

This second course in algebra is designed for college bound students. This course builds on work with linear, quadratic, and exponential functions, and extends student repertoire of functions to include polynomial, rational, and radical functions. Students will work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The standards for this course fall into three reporting categories: Algebra and Modeling; Functions and Modeling, and Statistics and the Number System. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of real-world scenarios.

**Algebra II Honors** **MA**  
Course No.: 1200340 Credit: 1.0\*  
Prerequisite: Algebra 1, Geometry, Meet Honors Criteria, Teacher Recommendation

This course is a rigorous study designed for the student who excels both in ability and performance in college preparatory mathematics. This course builds on work with linear, quadratic, and exponential functions, and extends student repertoire of functions

to include polynomial, rational, and radical functions. Students will work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The standards for this course fall into three reporting categories: Algebra and Modeling; Functions and Modeling, and Statistics and the Number System. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of real-world scenarios.

**Mathematics for College Algebra** **MA**  
Course No.: 1200710 Credit: 1.0  
Prerequisite: Algebra 2

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

**Pre-Calculus Honors** **MA**  
Course No.: 1202340 Credit: 1.0\*  
Prerequisite: Meet Honors Criteria, Algebra II Honors, Teacher Recommendation

This course is designed for the student who excels both in ability and performance in college preparatory mathematics and will strengthen the student's skill in 72 preparation for calculus. Major topics include: Limits and Continuity; The Complex Number System; Vector & Matrix Quantities; Arithmetic with Polynomials & Rational Expressions; Building Functions; Trigonometric Functions; Similarity, Right Triangles, & Trigonometry, and Expressing Geometric Properties with Equations. NOTE: Students earning credit in pre-calculus may not earn credit in both trigonometry and analytic geometry.

**Probability & Statistics with App. Honors**      **MA**  
Course No.: 1210300      Credit: 1.0\*  
Prerequisite: Algebra 2 and Meet Honors Criteria

The purpose of this course is to introduce students to the fundamentals of descriptive and inferential statistics with a pronounced emphasis on inference. Major topics include: Conditional Probability and the Rules of Probability; Making Inferences and Justifying conclusions; Interpreting Categorical and Quantitative Data and Using Probability to Make Decisions.

**AP Statistics**      **MA**  
Course No.: 1210320      Credit: 1.0\*\*  
Prerequisite: Algebra II Std or Honors, Meet Honors Criteria

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1. Exploring Data: Describing patterns and departures from patterns 2. Sampling and Experimentation: Planning and conducting a study 3. Anticipating Patterns: Exploring random phenomena using probability and simulation 4. Statistical Inference: Estimating population parameters and testing hypotheses. Extensive out of class preparation is required. **Students are expected to take a final AP exam.**

**AP Calculus AB**      **MA**  
Course No.: 1202310      Credit: 1.0\*\*  
Prerequisite: Pre-Calculus, Meet Honors Criteria, Teacher Recommendation

Calculus AB is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The courses emphasize a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. Major topics include: Functions, Graphs, and Limits; Derivatives, and Integrals. Extensive out of class preparation is required. **Students are expected to take a final AP exam.**

**AP Calculus BC**      **MA**  
Course No.: 1202320      Credit: 1.0\*\*  
Prerequisite: AP Calculus AB, Meet Honors Criteria, Teacher Recommendation

The purpose of this course is to enhance and continue the study of mathematics after Algebra 1, Algebra 2, and Geometry and provide a college level foundation to students not aspiring to a math, science or technical major. Major topics include: Reasoning with Equations and Inequalities; Building Functions; Interpreting Functions; Trigonometric Functions; Geometric Measurement and Dimension; Expressing Geometric Properties with Equations; Complex Numbers; Vector & Matrix Quantities; Conditional Probability and the Rules of Probability and Using Probability to Make Decisions. **Students are expected to take a final AP exam.**

## PERFORMING ARTS

**Theatre 1**      **PF**  
Course No.: 0400310      Credit: 1.0

This course is designed for students with little or no theatre experience and promotes enjoyment and appreciation for all aspects of theatre. Classwork focuses on the exploration of theatre literature, performance, historical and cultural connections, and technical requirements. Improvisation, creative dramatics, and beginning scene work are used to introduce students to acting and character development. Incorporation of other art forms in theatre also helps students gain appreciation for other art forms, such as music, dance, and visual art.

**Theatre 2**      **PF**  
Course No.: 0400320      Credit: 1.0  
Prerequisite: Theatre 1 and Teacher Recommendation.

This course is designed for students with a year of experience or more and promotes enjoyment and appreciation for all aspects of theatre through opportunities to build significantly on existing skills. Classwork focuses on characterization, playwriting, and playwrights' contributions to theatre; while improvisation, creative dramatics, and scene work are used to help students challenge and strengthen their acting skills and explore the technical aspect of scene work.



**Theatre 3 Honors**

Course No.: 0400330

**PF**  
Credit: 1.0\*Prerequisite: Theatre 2 and Teacher Recommendation

This course is designed for students with significant experience in theatre and promotes depth of engagement and lifelong appreciation for theatre through a broad spectrum of teacher-assigned and self-directed study and performance. Students regularly reflect on aesthetics and issues related to and addressed through theatre and create within various aspects of theatre in ways that are progressively more innovative. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge.

**Theatre 4 Honors**

Course No.: 0400340

**PF**  
Credit: 1.0\*Prerequisite: Theatre 3 and Teacher Recommendation

This course is designed for students with extensive experience in theatre and promotes significant depth of engagement and lifelong appreciation for theatre through a broad spectrum of primarily self-directed study and performance. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of sophisticated oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge.

**Musical Theatre 1**

Course No.: 0400700

**PF**  
Credit: 1.0Prerequisite: Audition

Students learn from the styles and techniques used by well-known singer-actor-dancers and choreographers to build a performance portfolio for auditions and/or interviews. Students examine the contributions of major writers, composers, lyricists, and choreographers of musical theatre and learn to analyze the structures, stories, and settings of musical theatre exemplars to understand how those

components serve the story and concept. Students extend their dance and movement techniques required to sing and dance at the same time. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

**Musical Theatre 2**

Course No.: 0400710

**PF**  
Credit: 1.0Prerequisite: Musical Theatre 1

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

**Musical Theatre 3**

Course No.: 0400720

**PF**  
Credit: 1.0Prerequisite: Musical Theatre 2

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

**Technical Theatre: Design & Production 1** PF  
Course No.: 0400410 Credit: 1.0  
Prerequisite: Teacher Recommendation

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

**Technical Theatre: Design & Production 2** PF  
Course No.: 0400420 Credit: 1.0  
Prerequisite: Technical Theatre: Design & Prod. 1

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

**Technical Theatre: Design & Production 3** PF  
Course No.: 0400430 Credit: 1.0  
Prerequisite: Technical Theatre: Design & Prod. 2

Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre. Student designers and technicians assemble a portfolio that showcases a body of work representing artistic growth over time, growing command of theatre skills and techniques in

one or more areas, and evidence of significant oral and written analytical and problem-solving skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

**Technical Theatre: Design & Prod. 4 Honors** PF  
Course No.: 0400440 Credit: 1.0\*  
Prerequisite: Technical Theatre: Design & Prod. 3

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

**Band 1** PF  
Course No.: 1302300 Credit: 1.0

The purpose of this course is to enable students to develop basic technical skills on wind or percussion instruments through the refinement and performance of high school band literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, and critical listening. **Students enrolled in this course are members of the Marching Band. This course includes after school and weekend activities.**

**Band 2** PF  
Course No.: 1302310 Credit: 1.0  
Prerequisite: Band I and/or Director's Approval

The purpose of this course is to enable students to develop intermediate-level technical skills on wind or

percussion instruments through the refinement and performance of high school band literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, and critical listening. **Students enrolled in this course are members of the Marching Band. This course includes after school and weekend activities.**

**Band 3** **PF**  
Course No.: 1302320 Credit: 1.0  
Prerequisite: Band 2 and Director's Approval

The purpose of this course is to enable students to develop proficient technical skills on wind or percussion instruments through the refinement and performance of high school band literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, and critical listening. **Students enrolled in this course are members of the Marching Band. This course includes after school and weekend activities.**

**Band 4** **PF**  
Course No.: 1302330 Credit: 1.0  
Prerequisite: Band 3 and Director's Approval

The purpose of this course is to enable students to develop consistently proficient technical skills on wind or percussion instruments through the refinement and performance of high school band literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, critical listening, and aesthetic response. Students enrolled in this course are members of the Marching Band. This course includes after school and weekend activities.

**Band 5 Honors** **PF**  
Course No.: 1302340 Credit: 1.0  
Prerequisite: Director's Approval

The purpose of this course is to enable students to develop advanced technical skills on wind or percussion instruments through the refinement and performance of high school band literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, critical listening and aesthetic response. **Students enrolled in this course are members of the Marching Band.**

**This course includes after school and weekend activities.**

**Band 6 Honors** **PF**  
Course No.: 1302350 Credit: 1.0  
Prerequisite: Band 5 and Director's Approval

The purpose of this course is to enable students to develop independent, advanced technical skills on wind or percussion instruments through the refinement and performance of high school band literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, critical listening and aesthetic response. **Students enrolled in this course are members of the Marching Band. This course includes after school and weekend activities.**

**Jazz Ensemble 1** **PF**  
Course No.: 1302500 Credit: 1.0  
Prerequisite: Director's Approval

The purpose of this course is to enable students to develop basic skills in jazz performance through knowledge of styles and performance techniques of varied jazz and contemporary literature.

**Jazz Ensemble 2** **PF**  
Course No.: 1302500 Credit: 1.0  
Prerequisite: Jazz Ensemble 1 and Director's Approval

The purpose of this course is to enable students to develop intermediate-level skills in jazz performance through knowledge of styles and performance techniques of varied jazz and contemporary literature.

**Jazz Ensemble 3** **PF**  
Course No.: 1302520 Credit: 1.0  
Prerequisite: Jazz Ensemble 2 and Director's Approval

The purpose of this course is to develop the ability to apply the knowledge of styles and techniques of varied contemporary, popular, and jazz literature.

**Jazz Ensemble 4 Honors** **PF**  
Course No.: 1302530 Credit: 1.0\*  
Prerequisite: Jazz Ensemble 3 and Director's Approval

The purpose of this course is to develop independence in knowledge of styles and performance techniques of varied contemporary music and jazz literature.

**Instrumental Techniques 1 - 4** **PF**  
Course No.: 1302420, 30, 40, 50 Credit: 1.0  
Prerequisite: Audition and/or Director's Approval

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

**AP Music Theory** **PF**  
Course No.: 1300330 Credit: 1.0\*\*

The purpose of this course is to develop the student's ability to recognize and understand the basic materials and processes in any music that is heard or read in score. **Students are expected to take a final AP exam.**

**Dance Techniques 1** **PF**  
Course No.: 0300310 Credit: 1.0

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.

**Dance Techniques 2** **PF**  
Course No.: 0300320 Credit: 1.0  
Prerequisite: Dance Techniques 1 and Teacher Recommendation

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.

**Dance Choreography/Performance 1** **PF**  
Course No.: 0300380 Credit: 1.0  
Prerequisite: Teacher Recommendation

Students explore key concepts of dance making with a focus on improvisation, composition, and choreographic processes and principles. Students study the works and creative techniques of highly respected choreographers in varied performance genres. They also examine the social, political, and cultural forces that influenced significant or exemplary works, and consider the innovations that came out of them. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

**Dance Choreography/Performance 2 Honors** **PF**  
Course No.: 0300390 Credit: 1.0\*  
Prerequisite: Teacher Recommendation

Students explore key concepts of designing dance works with a focus on improvisation, composition, and choreographic processes and principles. Students study the works and creative techniques of highly respected choreographers in varied performance genres as guidance and a source of inspiration. They also examine the social, political, and cultural forces that influenced their works, and consider the innovations that came out of them. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

**Dance Repertory 3 Honors** **PF**  
Course No.: 0300420 Credit: 1.0\*  
Prerequisite: Teacher Recommendation

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.

**Dance Repertory 4 Honors** **PF**  
Course No.: 0300430 Credit: 1.0\*  
Prerequisite: Teacher Recommendation

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.

**Chorus 1** **PF**  
Course No.: 1303300 Credit: 1.0

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

**Chorus 2** **PF**  
Course No.: 1303310 Credit: 1.0  
Prerequisite: Chorus 1

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

**Chorus 3** **PF**  
Course No.: 1303320 Credit: 1.0  
Prerequisite: Chorus 2

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

**Chorus 4** **PF**  
Course No.: 1303330 Credit: 1.0  
Prerequisite: Chorus 3

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

**Chorus 5 Honors** **PF**  
Course No.: 1303340 Credit: 1.0\*  
Prerequisite: Meet Honors Criteria

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

**Chorus 6 Honors** **PF**  
Course No.: 1303350 Credit: 1.0\*  
Prerequisite: Meet Honors Criteria

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

## PHYSICAL EDUCATION

**HOPE (Health Opportunities through Physical Education)** **PE**  
Course No.: 3026010 Credit: 1.0

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. **This course is a virtual blend that will meet the virtual graduation requirement.**

### **Volleyball 3/Softball**

Course No.: 1505520, 1503330                      Credit: 0.5

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

***Volleyball 3 will be taken 1st semester and Softball will be taken 2nd semester.***

### **Power Weight Train/Comp. Fitness**

Course No.: 1501410, 1501390                      Credit: 0.5

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

The purpose of this course is to enable students to acquire basic knowledge of aerobic activities and fitness and to maintain or improve an individualized level of fitness.

***Power Weight Training will be taken 1st semester and Comp. Fitness will be taken 2nd semester.***

## **SCIENCE**

### **Environmental Science**

**EQ**

Course No.: 2001340                                      Credit: 1.0

This course gives students opportunity to explore living and non-living relationships in the environmental world. Students will learn about various types of renewable and non-renewable resources, and human impact on the environment. Students will have opportunity to discuss the impact of human activity and will learn sustainability practices.

### **Physical Science Honors**

**EQ**

Course No.: 2003320                                      Credit: 1.0\*

Co-requisite: Completed or enrolled simultaneously in Algebra 1 Honors or higher

Prerequisite: Honors Criteria

This purpose of this course is to provide students with the introductory concepts of physics and chemistry. Math is an integral part of this course.

### **Biology I**

**BI**

Course No.: 2000310                                      Credit: 1.0

Prerequisite: Environmental Science

The course provides information and activities in the life sciences. Among the topics covered are: Molecular and cellular biology, classification, heredity and evolution, populations and ecosystems. Students who complete this course will take the state end of course exam which comprises 30% of their grade for the year.

### **Biology I Honors**

**BI**

Course No.: 2000320                                      Credit: 1.0\*

Co-requisite: Geometry Honors or higher

Prerequisite: Meets Honors Criteria, Teacher Recommendation

This course provides greater depth of topic and faster pace than Biology 1. Among topics covered are: Molecular and cellular biology, classification, heredity and evolution, ecosystems. Students who complete this course will take the state end of course exam which comprises 30% of their grade for the year.

### **AP Biology**

**BI**

Course No.: 2000340                                      Credit: 1.0\*\*

Prerequisite: Biology Honors, Chemistry Honors (suggested), meet Honors Criteria and Teacher Recommendation.

A college level course that focuses on principles and concepts of the big ideas in biological science, including cellular processes, genetics and information transfer, evolution, and interactions. Laboratory experiences are approximately 25% of the course.  
**Students are expected to take a final AP exam.**

### **Earth/Space Science**

**EQ**

Course No.: 2001310                                      Credit: 1.0

Prerequisite: Biology

The purpose of this course is to develop and apply concepts basic to the Earth, its materials, processes, history and environment, and, to learn concepts about our universe.

**Chemistry I** **EQ**  
Course No.: 2003340 Credit: 1.0  
Prerequisite: Algebra I with a grade of C or better,  
Biology, FSA Reading score of 3 or higher, Teacher  
Recommendation  
Co-requisite: Algebra II

This rigorous course studies the composition and changes associated with matter. Math is an integral part of the course.

**Chemistry I Honors** **EQ**  
Course No.: 2003350 Credit: 1.0\*  
Prerequisite: Algebra I Honors with a grade of 'C' or  
better, Biology I Honors, FSA Reading no less than 3,  
Meet Honors Criteria, and Teacher recommendation  
Co-requisite: Algebra II Honors

This rigorous course studies the composition and changes associated with matter. Math is an integral part of the course. This course includes some rigorous standards that are not part of the standard course.

**AP Chemistry** **EQ**  
Course No.: 2003370 Credit: 1.0\*\*  
Prerequisite: Chemistry I Honors, Meet Honors  
Criteria, and Teacher Recommendation

A rigorous, college level course that will immerse students in sophisticated chemical principles and concepts and fundamental laboratory technique. This is a synthesis/application course that covers these "big ideas": atoms, reactions and stoichiometry, chemical energy and thermodynamics, gases and intermolecular forces, kinetics, solubility equilibrium, acid-base equilibrium. Laboratory experiences are approximately 25% of the course. **Students are expected to take a final AP exam.**

**Physics 1 Honors** **EQ**  
Course No.: 2003390 Credit: 1.0\*  
Prerequisite: Algebra I Honors with a grade of 'C' or  
better, Meet Honors Criteria, and Teacher  
recommendation  
Co-requisite: Algebra 2 Honors

The purpose of this course is to provide students with rigorous introductory study of the theories and laws governing the interaction of matter, energy, and the forces of nature. The content includes kinematics, dynamics, energy, work, thermodynamics, waves, light, electricity, magnetism, and sound. Students who

intend to take the AP Physics course should enroll in this course.

**AP Physics 1** **EQ**  
Course No.: 2003421 Credit: 1.0\*\*  
Prerequisite: Physics Honors, Teacher  
Recommendation, completion of Algebra 2  
Co-Requisite: Pre-Calculus

This is a rigorous, college level course. It delves into the main principles of physics and emphasizes conceptual understanding with problem-solving using algebra and some trigonometry. Topics include: Kinematics, Newtonian Mechanics, work, energy and power, Mechanical Waves and sound, introduction to electrostatics. **Students are expected to take a final AP exam.**

**AP Physics 2** **EQ**  
Course No.: 2003422 Credit: 1.0\*\*  
Prerequisite: Teacher recommendation, students  
should have taken AP Physics 1. Students should have  
taken pre-calculus or an equivalent course.

This is equivalent to a second semester college course in algebra based physics. The course covers Fluid mechanics, Thermodynamics, electricity and magnetism, Circuitry, Optics, Quantum, Atomic, and Nuclear physics. **Students are expected to take a final AP Exam.**

**Anatomy and Physiology Honors** **EQ**  
Course No.: 2000360 Credit: 1.0\*  
Prerequisite: Meet Honors Criteria, Biology &  
Chemistry with a grade of C, and Teacher  
Recommendation

This course provides greater depth of topic on the structure and functions of the human body. The content includes anatomical terminology, histology, systems of the body, organization and development of living things, genetics, and disease processes.

**Marine Science I Honors** **EQ**  
Course No.: 2002510 Credit: 1.0\*  
Prerequisite: Biology

The purpose of this course is to provide an overview of the marine environment. Content includes marine systems, formation of the oceans and interrelationships between man and the ocean environment. This course includes some rigorous standards that are not part of the standard course.

# SOCIAL STUDIES

## AP Human Geography

Course No.: 2103400 Credit: 1.0\*\*

Prerequisite: Meet Honors Criteria and Teacher Recommendation

The purpose of this course is to enable students to develop higher levels of concepts and skills related to human geography. **Students are expected to take a final AP exam.**

## World History

WH

Course No.: 2109310 Credit: 1.0

The purpose of this course is to enable students to understand their connections to the development of civilizations by examining the past to prepare for their future as participating members of a global community. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings.

## World History Honors

WH

Course No.: 2109320 Credit: 1.0\*

Prerequisite: Meets Honors Criteria and Teacher Recommendation

The purpose of this more rigorous course is to enable students to understand their connections to the development of civilizations by examining the past to prepare for their future as participating members of a global community. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings.

## United States History

AH

Course No.: 2100310 Credit: 1.0

The purpose of this course is to enable students to understand the development of the United States within the context of history with a major focus on the post-Reconstruction period. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings.

## United States History Honors

AH

Course No.: 2100320 Credit: 1.0\*

Prerequisite: Meet Honors Criteria and Teacher Recommendation

The purpose of this more rigorous course is to enable students to understand the development of the United States within the context of history with a major focus on the post-Reconstruction period. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings.

## AP United States History

AH

Course No.: 2100330 Credit: 1.0\*\*

Prerequisite: Meet Honors Criteria, Teacher Recommendation

Students study the development of the United States within the context of history by examining connections to the past to prepare for the future. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings. **Students are expected to take a final AP exam.**

## Psychology 1 & 2

Course No.: 2107300, 2107310 Credit: 1

Prerequisite: 10<sup>th</sup> Grade

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

***Psychology 1 will be taken 1<sup>st</sup> semester, Psychology 2 will be taken 2<sup>nd</sup> semester.***

## American Government

AG

Course No.: 2106310 Credit: 0.5

The purpose of this course is to enable students to gain an understanding of American government and political behavior that is essential for effective citizenship and active involvement in a democratic American society.



**American Government Honors** **AG**  
Course No.: 2106320 Credit: 0.5  
Prerequisite: Meet Honors Criteria and Teacher Recommendation

The purpose of this more rigorous course is to enable students to gain an understanding of American government and political behavior that is essential for effective citizenship and active involvement in a democratic American society.

**AP American Government and Politics** **AG**  
Course No.: 2106420 Credit: 0.5\*\*  
Prerequisite: Meet Honors Criteria and Teacher Recommendation

Students acquire a critical perspective of politics and government in the United States. They learn general concepts used to interpret American politics and analyze specific case studies. Students also become familiar with the various institutions, groups, beliefs and ideas that constitute the American political perspective. **Students are expected to take a final AP exam.**

**AP Comparative Government and Politics**  
Course No.: 2106430 Credit: 0.5  
Prerequisite: Meet Honors Criteria and Teacher Recommendation

Students gain knowledge of the world's diverse political structures and practices through the study of government and politics in Great Britain, France, the Commonwealth of Independent States, China and developing nations. Emphasis is placed on general concepts used to interpret key political relationships found in national politics. **Students are expected to take a final AP exam.**

**Economics with Financial Literacy** **EC**  
Course No.: 2102335 Credit: 0.5

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

**Economics with Financial Literacy Honors** **EC**  
Course No.: 2102345 Credit: 0.5\*  
Prerequisite: Meet Honors Criteria, Teacher Recommendation

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

**AP Microeconomics** **EC**  
Course No.: 2102360 Credit: 0.5\*\*  
Prerequisite: Meet Honors Criteria, Teacher Recommendation

The purpose of this course is to have students learn about the factors that influence the economic system. **Students are expected to take a final AP exam.**

**AP Macroeconomics** **EC**  
Course No.: 2102370 Credit: 0.5\*\*  
Prerequisite: Meet Honors Criteria, Algebra II, Teacher Recommendation

Students study the choices they must make as producers, consumers, investors and taxpayers. The study of economics provides students with the knowledge and decision-making tools necessary for understanding how a society must organize its limited resources to satisfy its unlimited wants. **Students are expected to take a final AP exam.**

## Turf Management

**Landscape & Turf Science 4**  
Course No.: 8121310 Credit: 1.0  
Prerequisite: Teacher Recommendation

This program offers a broad foundation of knowledge and skills to prepare students for employment in network support services positions.

## **Landscape & Turf Science 5**

Course No.: 8121320 Credit: 1.0

Prerequisite: Teacher Recommendation

This program offers a broad foundation of knowledge and skills to prepare students for employment in network support services positions.

## **World Language**

### **American Sign Language I**

Course No.: 0717300 Credit: 1.0

The purpose of this course is to teach hearing students basic conversational skills an American Sign Language (ASL) and awareness of various aspects of deafness. ASL I may be substituted for the foreign language university requirement.

### **American Sign Language 2**

Course No.: 0717310 Credit: 1.0

Prerequisite: ASL I and Teacher Recommendation.

The purpose of this course is to further develop students' knowledge of American Sign Language (ASL). ASL II may be substituted for the foreign language university requirement.

### **American Sign Language III Honors**

Course No.: 0717312 Credit: 1.0\*

Prerequisite: ASL II and Teacher Recommendation.

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

### **American Sign Language IV Honors**

Course No.: 0717314 Credit: 1.0\*

Prerequisite: ASL III and Teacher Recommendation.

The purpose of this course is to enable student to further develop advanced skills in American Sign Language through a linguistic, communicative, and cultural approach to language acquisition. Emphasis is placed on receptive and expressive signing, applied grammar, cross-cultural understanding, and real-life applications.

## **Spanish I**

Course No.: 0708340 Credit: 1.0

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

## **Spanish II**

Course No.: 0708350 Credit: 1.0

Prerequisite: Spanish I and Teacher Recommendation

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

## **Spanish III Honors**

Course No.: 0708360 Credit: 1.0\*

Prerequisite: Spanish II and Teacher Recommendation

The purpose of this course is to strengthen the student's proficiency in Spanish through a linguistic, communicative and cultural approach to language learning. There is continued emphasis on the development of listening, speaking, reading and writing 59 skills. Emphasis is placed on oral proficiency. Experiences with Spanish literature are broadened. Cross-cultural understanding is fostered, and real-life applications are emphasized throughout the course.

## **Spanish IV Honors**

Course No.: 0708380 Credit: 1.0\*

Prerequisite: Spanish III and Teacher Recommendation

Spanish 4 expands the skills acquired by the students in Spanish 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on

conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

### **AP Spanish Language and Culture**

Course No.: 0708400

Credit: 1.0\*\*

Prerequisite: Meet Honors Criteria and Teacher Recommendation

This course emphasizes communication (understanding and being understood by others) by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. **Students are expected to take a final AP exam.**