

# Curriculum Guide

2021-2022



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Dear Student:

It is my great pleasure to introduce to you the course description catalog for Chamberlain High School. It is written in a detailed format to aid you and your parents in selecting academic courses and electives for the next school year. Even though courses are listed in this directory and on the programming sheets, please understand that each course must have sufficient enrollment to remain on the school's master schedule; if not, the next elective course of choice will be assigned. Therefore, please be very selective when making the alternate course choices.

It is the goal of this faculty and staff that all students be prepared not only for the near future of work and/or post-secondary education, but also with the tools and strategies to be life-long learners. To this end, the administration expects students to be programmed into challenging academic courses, high interest elective courses, and technologically rigorous courses. School counselors, teachers, and administrators will work with all students to ensure that the opportunity for a quality education is available to everyone.

This guide, along with parent, teacher, and peer input, should be used when selecting courses for the upcoming high school years. It is my wish that each and every student have an educational and successful school year here at CHS where excellence in all undertakings is expected, encouraged, and recognized.

Sincerely,

A handwritten signature in black ink that reads "Jake Russell".

Jake Russell Principal

## **STUDENT SERVICES (GUIDANCE)**

The Student Services (Guidance) Department, while working with students, parents, school staff, and community, strives to create a positive atmosphere in which all students may develop to their fullest potential. The School Counselors serve a major role in the course selection process. They are your best resource when it comes to specific program and course requirement information relating to graduation. The College and Career Counselor (CCC) has the most current information regarding the Florida Bright Futures Scholarship Program. Each student shall select the most challenging course of study available to build a successful and fulfilling future. As goals and opportunities unfold, each student should meet with their counselor to review his or her progress annually.

### **COURSES OF STUDY**

**STANDARD:** This course of study includes a career/technical education program and prepares the student to attend a community college or an adult technical center.

**COLLEGE PREPARATORY:** This course of study includes a rigorous level of both required and elective college preparatory courses. To enter a Florida university, the student must fulfill all requirements of the courses identified by the Florida State University System and qualify for college admissions with an acceptable PERT, SAT, or ACT score. Opportunities to earn college credits, achieve high college admissions test scores, and prepare for admissions to prestigious universities and military academies are only a few of the advantages of this course of study.

### **3DE BY JUNIOR ACHIEVEMENT**

3DE by Junior Achievement delivers rigorous interdisciplinary courses through authentic business experiences to accelerate students' knowledge gains as well as building the skills, perspectives and portfolio to differentiate themselves in the highly competitive post-secondary and career environments. This fully immersive experience provides deep exposure to a variety of companies and industries through Case Challenges in addition to interaction with career professionals through classroom advisors, coaches, and career exposure. Students will be enrolled in five 3DE courses and select two additional electives.

### **HONORS AND ADVANCED PLACEMENT**

It has been shown that the weighting of grades in advanced courses more accurately correlates a student's achievement with his or her class standing. A .04 bonus will be added to the student's cumulative grade point average for each one half credit completed in an honors course or dual enrollment course. A .08 bonus will be added to the student's cumulative GPA for each one half credit in Advanced Placement courses. A grade of 'C' or higher must be earned in the honors or Advanced Placement course for the bonus points to be awarded. The bonus points will be awarded to the cumulative GPA when it is calculated for class ranking. Beginning with the class of 2010, dual-enrollment courses will increase to a bonus of .08

The AP Scholar Awards are academic distinctions that students may cite among their credentials on applications, resumes, etc. Students do not receive any monetary award from CollegeBoard. The Calculus AB sub score, Music Theory aural sub score, and Music Theory non-aural sub score are not used in the Scholar Award calculations.

There are two steps to calculating the awards: first, the student's average AP grade is determined based on **all** exams taken this year and in previous years; second, the student's exam grades are checked to see which ones count toward the various Scholar Awards (e.g., an exam with a grade of '3' does not count toward a National Scholar Award). A student must meet both sets of criteria to be eligible (e.g., a student who has a 3.25 AP grade average but only received a '3' or higher on **three** exams will not receive the Scholar with Honor Award because the minimum requirement is **four** or more exams).

### **FLORIDA'S BRIGHT FUTURES SCHOLARSHIP PROGRAM**

The Florida Bright Futures Scholarship Program establishes a lottery-funded scholarship to reward any Florida high school graduate who merits recognition of high academic achievement and who enrolls in an eligible Florida public or private postsecondary educational institution within three years of high school graduation.

#### **General Eligibility requirements for the Bright Futures Scholarship Program**

- Apply for a Bright Futures Scholarship by completing the Florida Financial Aid Application during your last year in high school. Students may apply on-line at [www.FloridaStudentFinancialAid.org](http://www.FloridaStudentFinancialAid.org) beginning October of their senior year.
  - Be a Florida resident and a US citizen or eligible non-citizen.
  - Receive a Florida standard high school diploma or its equivalent.
  - Be accepted by and enrolled in an eligible Florida public or private college or vocational school as a degree-seeking or certificate-seeking student.
  - Be enrolled in a minimum of six semester credit hours or the equivalent in quarter or clock hours, per term.
  - Not been found guilty of, or pled no contest to, a felony charge.
- Begin using the award in the year following your high school graduation or apply for reinstatement within three years of graduation.

## Hillsborough County Public Schools GRADUATION REQUIREMENTS

### STUDENTS ENTERING 9<sup>TH</sup> GRADE IN THE 2014-2015 School Year and Thereafter

	<b>24 CREDIT PROGRAM STANDARD DIPLOMA</b>	<b>SCHOLAR DESIGNATION (In Addition to the 24 Credit Standard Diploma Requirements)</b>
<b>English</b>	<b>4 required</b> English I, II, III, IV	
<b>Mathematics</b>	<b>4 required</b> Including <sup>1</sup> Algebra I or its equivalent and <sup>2</sup> Geometry Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry).	1 credit in Algebra II 1 credit in Statistics or equally rigorous mathematics course Pass Geometry End of Course Exam (EOC)
<b>Science</b>	<b>3 required</b> Including <sup>3</sup> Biology I and two credits in equally rigorous science courses Two credits must have a laboratory component. An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I). An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (except for Biology I).	Pass Biology I EOC * 1 credit in Chemistry or Physics 1 credit in a course equally rigorous to Chemistry or Physics
<b>Social Studies</b>	<b>3 required</b> World History, <sup>4</sup> United States History, United States Government (.50 credit), and Economics with Financial Literacy (.50 credit)	Pass United States History EOC *
<b>Fine Arts</b>	<b>1 required</b> In Fine or Performing Arts, Speech and Debate, or approved Practical Arts course	
<b>Physical Education</b>	<b>1 required</b> HOPE	
<b>World Language</b>	Not required for graduation, but at least two credits in the same language are required for admission into four year colleges and universities.	Two credits in the same world language
<b>Electives</b>	<b>8 required</b> Elective credit details for Bright Futures Scholarships, go to <a href="http://www.floridastudentfinancialaid.org">www.floridastudentfinancialaid.org</a> .	
<b>Online/Virtual Course</b>	At least one course within the 24 credits required must be completed through online learning.	
<b>Minimum Graduation Credit Requirement</b>	<b>24 credits</b>	<b>24 Credits</b> One credit must be in Advanced Placement (AP), AICE, dual enrollment, or International Baccalaureate (IB).
<b>ACCEL OPTION (18 CREDIT)</b>	Three elective credits instead of eight; Physical Education is not required; Online/Virtual Course not required. All other graduation requirements for a 24-credit standard diploma must be met (per Florida Statutes).	
<b>Merit Designation</b>	In addition to the 24 credit standard diploma requirements, students pursuing merit designation must attain one or more industry certifications from the state approved list.	
<b>Seal of Biliteracy</b>	The attainment of a high level of competency in listening, speaking, reading, and writing in one or more foreign languages in addition to English.	
<b>Assessment</b>	Must pass Florida Standards Assessment (FSA) Grade 10 English Language Arts (ELA) assessment (or earn concordant score) and <sup>1</sup> Algebra I EOC exam (or earn comparative score).	
<b>GPA</b>	2.0 on a 4.0 scale (unweighted state GPA)	
<b>GPA Bonus Points</b>	.04 Points per .50 honors credit (final grade must be C or above) .08 Points for Dual Enrollment, AP, and IB per .50 credit (final grade must be C or above)	

- Students enrolled in <sup>1</sup>Algebra I, <sup>2</sup>Geometry, <sup>3</sup>Biology, and/or <sup>4</sup>United States History must take the respective EOC exam, and it will constitute 30% of the student's final grade. Special Note: Thirty percent not applicable if enrolled in Algebra I, Geometry, and/or Algebra II in the 2014-2015 school year.
- **For the purpose of Scholar Designation only**, a student is exempt from the Biology I or United States History EOC if enrolled in AP, IB, or AICE Biology I or United States History course and takes the respective AP, IB, or AICE assessment and earns the minimum score to earn college credit.

**Graduation requirements for students with disabilities:** In addition to the 24-credit and the ACCEL 18-credit options above; there are two other standard diploma options available only to students with disabilities: academic and employment option and the access points option. Both require the 24 credits listed in the chart and both allow students to substitute a career and technical (CTE) course with related content for one credit in ELA IV, mathematics, science, and social studies (excluding Algebra I, Geometry, Biology, and United States History). Students who choose the academic and employment option must earn at least .50 credit via paid employment (counts as .50 elective credit). Students with significant cognitive disabilities may earn credits via access courses and will be assessed with the Florida Alternate Assessment. See “Standard Diploma for Students with Disabilities served Through Access Points and Alternately Assessed” for additional information.

## TEST SCORE REQUIREMENTS FOR GRADUATION

<b>Test</b>	<b><u>GRADE 11</u></b> *Entered 9 <sup>th</sup> grade in Fall 2018* <b>Scores</b>	<b><u>GRADE 10</u></b> *Entered 9 <sup>th</sup> grade in Fall 2019* <b>Scores</b>	<b><u>GRADE 9</u></b> *Entered 9 <sup>th</sup> grade in/after Fall 2020* <b>Scores</b>
<b><u>READING</u></b>			
<b>Grade 10 ELA/F Or: FSA</b>	350 (Level 3)	350 (Level 3)	350 (Level 3)
<b>ACT Reading</b>	19	N/A	N/A
<b>ACT English &amp; Read Avg.</b>	18	18	18
<b>SAT CR or EBW</b>	430	480	480
<b>SAT Reading Subtest</b>	24	24	N/A
<b><u>MATH</u></b>			
<b>FSA Algebra 1 EOC</b>	<b>30% of final grade Score 497+</b>	<b>30% of final grade Score 497+</b>	<b>30% of final grade Score 497+</b>
<b>FSA Geometry EOC</b>	499	499	499
<b>ACT Math</b>	16	16	16
<b>PSAT Math</b>	430	430	430
<b>SAT Math</b>	420	420	420

# Course Descriptions

## DUAL ENROLLMENT COURSES

The **Dual Enrollment** program allows high school students to earn credit toward a postsecondary diploma, certificate, or degree at a Florida public institution and toward a high school diploma. Students who successfully complete dual enrollment courses will save time toward their college degree and save money with free tuition and, if a public school student, free textbooks.

The following **Dual Enrollment** courses will be potentially offered on campus at Chamberlain High School through Hillsborough Community College during the school day or after school depending on enrollment requests. Students must have and maintain a 3.0 unweighted GPA to be eligible for Dual Enrollment. Some courses require college placement scores – see Prerequisite Requirements and the chart below to determine scores needed.

**Dual Enrollment** courses are weighted .08 higher than regular courses, and can improve a student’s GPA and prepare students for college. The additional .08 will only be added to Dual Enrollment courses where the student received a final semester grade of a ‘C’ or higher. Since Dual Enrollment courses are college courses, they will be on student college transcripts.

**Dual Enrollment** courses are primarily 3 college credits each, so they will only meet 3 days per week for one semester.

### College Placement Test Scores Requirement for Dual Enrollment:

- Be a high school student with a 3.0 cumulative unweighted GPA
- Achieve and provide official college placement scores not more than two years old
- Note: If you wish to take the PERT at an HCC campus, you must have a completed HCC admissions application.

PERT	SAT (prior to March 2016)	SAT (post March 2016)	ACT
Reading 106	Reading/Verbal 440	Reading 24.0	Reading 19
Writing 103	Not Applicable	Not Applicable	English 17

## DUAL ENROLLMENT COURSES

Course	Grade	Credits	Prerequisites	Description
<b>COLLEGE STUDY SKILLS (SLS 1501)</b>	12	3.0 College Credits; 0.5 High School Elective Credit	3.0 unweighted GPA, <u>and</u> college placement scores for Reading and Writing	This course is designed to provide an opportunity to learn and adapt methods necessary to achieve success in college. Topics will include study techniques, communication skills, time management/planning, critical thinking, diversity issues, community and campus resources, and managing personal issues affecting many college students. In addition, the course will focus on future career plans and preparing you for those opportunities. The focus will be on the practical application of each topic.
<b>FRESHMAN ENGLISH I (ENC 1101)</b>	12	3.0 College Credits; 1.0 High School English Credit- substitutes for English IV	3.0 unweighted GPA, <u>and</u> college placement scores for Reading and Writing	Instruction will be given in the expository skills of English composition. Students will be taught units of discourse providing ideas and information suitable to purpose, to limitations of time, and to audience. Students will be expected to demonstrate effective use of word choice, employ conventional and effective sentence structure, and observe conventions of standard English grammar and usage. This course is designed to prepare students for the English portions of the CLAST. College level reading and writing skills required.
<b>FRESHMAN ENGLISH II (ENC 1102)</b>	12	3.0 College Credits; 1.0 High School English Credit- substitutes for English IV	ENC 1101 <u>or</u> AP Lang with a ‘C’ or better, <u>and</u> 3.0 unweighted GPA, <u>and</u> college placement scores for Reading & Writing	A continuation of Freshman English I. Emphasis will be given to instruction in critical, persuasive and evaluative skills in English composition. This course is designed to prepare students for English portions of the CLAST

<b>INTRODUCTION TO LINGUISTICS (LIN 1670)</b>	12	3.0 College Credits; 0.5 High School Elective Credit	3.0 unweighted GPA, <u>and</u> college placement scores for Reading and Writing	This course provides an intensive study of traditional grammar usage and mechanics for those students who desire to improve both their understanding and use of English. It also provides an in-depth review of grammar to returning students, and complements English composition courses.
<b>College Algebra</b>	12	3.0 College Credits; 0.5 High School Credit Elective	3.0 unweighted GPA and college placement scores for Math	

### ADVANCED PLACEMENT COURSES

**NOTE: Enrollment in any AP course requires successful completion of all stated prerequisites.**

#### AP COURSE OFFERINGS

Parents and students wanting more details on topics covered in any Advanced Placement (AP) course should visit this website for complete descriptions: <http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>. Advanced Placement courses are weighted .08 higher than regular courses, and can improve a student's GPA and prepare students for college. The additional .08 will only be added to AP courses where the students received a final semester grade of a 'C' or higher.

There is a considerable amount of study time involved in Advanced Placement courses, and students should be sure that they are willing to commit to extra time to complete reading and assignments. Students can earn early college credit for scores of '3' or higher on Advanced Placement exams. The individual college or university determines how many, or if any, credits will be granted for the AP exam score. Please contact the individual college or university to see if your AP score will be granted college credit. **All students taking Advanced Placement courses will be REQUIRED to take the national Advanced Placement exam for that course. There is no cost to the student; however, students who skip the exam will be charged \$93 for each exam. The AP Capstone exam fee is \$141 per exam for AP Seminar and AP Research.**

Students who choose to enroll in these challenging Advanced Placement college courses **will not be removed** from these courses once the school year begins. Because of this, AP discuss whether or not these courses are appropriate for them with their current teachers, their parents and their school counselors during programming. All students in AP courses will be **required** to take the first semester exam in January and the AP subject exam in May!

### AP ART

Course	Grades	Credits	Prerequisites	Description
<b>AP Studio Art Drawing Portfolio</b>	11-12	1.0	2D Studio Art I, II and/or III Teacher Recommendation	Students are required to produce a portfolio for evaluation in quality, concentration, and breadth. Students must submit actual in-depth, individual artwork demonstrating a wide range of skill with several different art media as well as a recurring theme. <u>This course involves significantly more time than the typical high school art course and is only for the serious art student.</u> <b>It is required that the student takes the Advanced Placement midterm examination for Studio Art- Drawing Portfolio, and submits their art portfolio online to College Board on the designated date.</b>
<b>AP 2D ART AND DESIGN</b>	11	1.0	Teacher Recommendation	<b>AP 2-D Art and Design</b> is an introductory college-level <b>two-dimensional design course</b> . Students refine and apply skills and ideas they develop throughout the <b>course</b> to produce <b>two-dimensional art and design</b> .



## AP BUSINESS TECHNOLOGY

Course	Grades	Credits	Prerequisites	Description
<b>AP COMPUTER SCIENCE PRINCIPLES</b>	9-12	1.0	<b>ALGEBRA 1</b>	Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. The course will also introduce students to the creative aspects of programming, building apps, abstractions, algorithms, large data sets, the Internet and cybersecurity concerns. AP Computer Science Principles gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem-solving. The course involves four Practice Performance Tasks that will prepare students for completion of their AP projects. Students will create digital artifacts such as computer programs, digital art, audio or video—accompanied by a written response for their final AP exam score. <i>Students earn college credit when they pass the AP exam, waive Math and Science credits, <b>online credit</b> for graduation and a diploma seal when they pass CIW (IBA) industry certification.</i>

## AP ENGLISH

Course	Grades	Credits	Prerequisites	Description
<b>AP ENGLISH LANGUAGE &amp; COMPOSITION (Fulfills English III graduation requirement)</b>	11	1.0	<b>ENGLISH II HONORS and Teacher Recommendation</b>	Course will provide students with an understanding of the semantic, structural and rhetorical uses of the English language as they relate to the principles of effective writing. Students will do critical reading and analysis of major American literary works, both in the classroom and independently. Summer reading is also required. <b>It is required that the student takes the Advanced Placement examination for English Language &amp; Composition.</b>
<b>AP ENGLISH LITERATURE AND COMPOSITION (Fulfills English IV graduation requirement)</b>	12	1.0	<b>AP ENGLISH LANGUAGE &amp; COMPOSITION and Teacher Recommendation</b>	Course emphasizes interpretation of British and world literature using a study of the modes of discourse and various rhetorical strategies. Writing instruction for analysis/interpretation, persuasion and self-discovery. Documented papers and summer reading required. <b>It is required that the student takes the Advanced Placement examination for English Literature &amp; Composition.</b>

## AP MATHEMATICS

Course	Grades	Credits	Prerequisites	Description
<b>AP CALCULUS AB (Paired with AP RESEARCH)</b>	11-12	1.0	<b>PRE-CALCULUS with a 'C' or better and Teacher Recommendation</b>	Provides study of the elementary functions and general theory and techniques of calculus. <b>It is required that the student takes the Advanced Placement examination for Calculus AB. *A graphing calculator is required for this course.</b>
<b>AP CALCULUS BC (Paired with AP RESEARCH)</b>	11-12	1.0	<b>AP CALCULUS AB with a 'C' or better and Teacher Recommendation</b>	Provides an extensive study of the general theory and techniques of calculus. <b>It is required that the student takes the Advanced Placement examination for Calculus BC. *A graphing calculator is required for this course</b>
<b>AP STATISTICS</b>	11-12	1.0	<b>ALGEBRA 2 with an 'A/B' or better and Teacher Recommendation</b>	Introduces students to the major concepts of probability and elementary statistics and tools for collecting, analyzing and drawing conclusions from data. Topics include exploring data, planning a study, anticipating patterns, and statistical inference. <b>It is required that the student takes the Advanced Placement examination for Statistics. *A graphing calculator is required for this course.</b>

## AP MUSIC

Course	Grades	Credits	Prerequisites	Description
AP MUSIC THEORY	10-12	1.0	1 year Music <b>and</b> <b>Teacher Recommendation</b>	AP Music Theory deals with the construction of harmony, rhythm and melody. Topics also include analysis and aural recognition. <b>It is required that the student takes the Advanced Placement examination for Music Theory.</b>

## AP SCIENCE

Course	Grades	Credits	Prerequisites	Description
AP BIOLOGY	10-12	1.0	<b>BIOLOGY HONORS and Teacher Recommendation</b>	The purpose of this course is to provide a college level course in the biological sciences and to prepare students to seek credit and/or appropriate placement in college biology courses. The content will include molecular and cellular biology, heredity and evolution, organism biology, and population biology. Specific hands on quantitative laboratory activities are course requirements including biotechnology. Up to eight college credits can be earned. <b>It is required that the student takes the Advanced Placement examination for Biology.</b>
AP CHEMISTRY	11-12	1.0	<b>CHEMISTRY HONORS and Teacher Recommendation</b>	The purpose of this course is to provide a college level course in chemistry and to prepare the student to seek credit and/or appropriate placement in college chemistry courses. The content will include structure of matter, states of matter, chemical reactions, equilibrium and kinetics, nuclear chemistry and descriptive chemistry. Up to eight college credits can be earned. <b>It is required that the student takes the Advanced Placement examination for Chemistry.</b>
AP ENVIRONMENTAL SCIENCE	10-12	1.0	<b>BIOLOGY HONORS and Teacher Recommendation</b> <b>Recommended: CHEMISTRY HONORS</b>	The purpose of this course is to provide students with a college level course in environmental science and to prepare the student to seek credit and/or appropriate placement in a college science program. The content will include, but not be limited to, current and historic environmental issues such as energy, water, food, air waste, biodiversity, and human's impact on the ecosystem. Specific laboratory activities are course requirements. <b>It is required that the student takes the Advanced Placement examination for Environmental Science.</b>
AP PHYSICS 1	11-12	1.0	<b>ALGEBRA 2 HONORS and Teacher Recommendation</b>	This course is the equivalent to a first semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum) work, energy and power, mechanical waves and sound. It will also introduce circuits. <b>It is required that the student takes the Advanced Placement examination for Physics.</b>

## AP SOCIAL STUDIES

Course	Grades	Credits	Prerequisites	Description
AP GOVERNMENT AND POLITICS (Fulfills American Government graduation req)	12	0.5	AP US HISTORY	This course will give a critical perspective on politics and government in the U.S. Involves general concepts used to interpret American politics and analysis of specific case studies. <b>It is required that the student takes the Advanced Placement examination for Government and Politics.</b>

<b>AP HUMAN GEOGRAPHY</b>	9-12	1.0	<b>Level 5 Score on Reading FSA (9<sup>th</sup> grade only)</b>	This course will introduce students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of Earth's surface. Students employ partial concepts and landscape analysis to examine human social organization and its environment consequences. They also learn about the methods and tools used by geographers. <b>It is required that the student takes the Advanced Placement examination for Human Geography.</b>
<b>AP MACROECONOMICS (Fulfills Economics graduation requirement)</b>	12	0.5	<b>ALGEBRA 2 HONORS</b>	This course deals with the economy as a whole and economic issues affecting society. Topics include scarcity, supply and demand, opportunity costs and inflation. Students must have solid math skills in graphing and formulas. <b>It is required that the student takes the Advanced Placement examination for Macroeconomics.</b>
<b>AP PSYCHOLOGY</b>	10-12	1.0	<b>Teacher Recommendation</b>	This course furthers the study and understanding of human behavior, mental processes and the progressive development of individuals. Topics covered include: Psychological Science, Neuroscience, Sensation, Perception, States of Consciousness, Learning, Emotions, Personality, Psychological Disorders and Social Psychology. Students must have excellent reading and note-taking skills and a genuine interest in the subject. <b>It is required that the student takes the Advanced Placement examination for Psychology.</b>
<b>AP UNITED STATES HISTORY (Fulfills American History Graduation Req)</b>	11	1.0	<b>HONORS or AP WORLD HISTORY Co-requisite: ENGLISH III HONORS</b>	Develops analytical and writing skills and factual knowledge necessary to deal critically with problems, content, and materials of American historical development. Course material covers the period from 1600 to the present. Content includes political institutions and behavior, public policy, social and economic change, diplomacy, and cultural and intellectual developments. <b>It is required that the student takes the Advanced Placement examination for US History.</b>
<b>AP WORLD HISTORY (Fulfills World History graduation requirement)</b>	10	1.0	<b>ENGLISH I HONORS Co-requisite: ENG II HONORS</b>	A non-European centered course that emphasizes themes in world history such as demographics, cultural differences, economic and political interdependence, and social and religious developments over time. Strong reading, writing and critical thinking skills required. <b>It is required that the student takes the Advanced Placement examination for World History.</b>

### **AP WORLD LANGUAGE**

<b>Course</b>	<b>Grades</b>	<b>Credits</b>	<b>Prerequisites</b>	<b>Description</b>
<b>AP SPANISH LANGUAGE &amp; CULTURE</b>	11-12	1.0	<b>SPANISH III HONORS and Teacher Recommendation</b>	The objective of this course is to enhance a student's performance in Spanish, and to prepare them for the AP Spanish Language CollegeBoard. The course be will be conducted <u>entirely in Spanish</u> and the students will communicate <u>entirely in Spanish</u> . Through the year, students work with the authentic, cultural materials and texts. <b>It is required that the student takes the Advanced Placement examination for Spanish Language &amp; Culture.</b>

## GENERAL COURSES OF STUDY

### AGRISCIENCE

FFA is a co-curricular club in which activities are integral parts of all the courses.

Course	Grades	Credits	Prerequisites	Description
<b>AGRISCIENCE FOUNDATIONS HONORS (Fulfills Science graduation requirement)</b>	9-12	1.0		This is the core course for both the Agritechnology and Agricultural Communications programs. The students will learn about agricultural history, global importance, career, applied science and technological concepts, ecosystems, safety, pest management, plant growth, management, marketing, and human relations. Shop and land laboratory experience are incorporated.
<b>AGRIBUSINESS OR VET COOPERATIVE EDUCATION OJT</b>	10-12	1-2	<b>AGRISCIENCE FOUNDATIONS HONORS or VETERINARY ASSISTING I HONORS</b>	Students receive instruction through experiences in an agricultural occupation. Experiences are planned and supervised by the teacher and employer, and contribute to each student's education and employability. FFA activities are an integral part of this instruction program. Multiple credits may be earned.
<b>AGRICULTURAL COMMUNICATIONS II (Fulfills Fine Arts graduation req)</b>	9-12	1.0	<b>AGRISCIENCE FOUNDATIONS HONORS</b>	In this course is to prepare students for employment in the agricultural communications industry. This course focuses on the following elements of the agricultural industry: planning, management, communication skills, community issues and health, and safety and environmental issues. This is a hands-on program designed to move students into the high paying Agriculture Communications field. Teacher gives one-on-one experiences to prepare for Agricultural Communications Industry certification.
<b>AGRICULTURAL COMMUNICATIONS III (Fulfills Fine Arts graduation req)</b>	10-12	1.0	<b>AGRICULTURAL COMMUNICATIONS II</b>	Extension of Agricultural Communications II. Teacher gives one-on-one experiences to prepare for Agricultural Communications Industry certification.
<b>AGRITECHNOLOGY I</b>	9-12	1.0	<b>AGRISCIENCE FOUNDATIONS HONORS</b>	The Agritechnology program provides a broad overview of many of the different areas of American agriculture. This course is designed to develop competencies in the areas of agriscience industry careers, prevention and treatment of livestock diseases, livestock anatomy, wholesale cuts of meat, animal reproduction and identification and animal safety, animal health certification, plant growth, plant fertilization, safe use of pesticides, maintenance of tools and equipment, record keeping, and employability skills. Land laboratory experience is part of the course. Hands-on experiences to prepare for Agritechnology Industry certification.
<b>AGRITECHNOLOGY II</b>	10-12	1.0	<b>AGRITECHNOLOGY I</b>	This course is designed to help the student develop in the areas of job and training requirements, professional organizations and application of medications to livestock, animal nutrition; feeds, feeding and marketing livestock, crop identification and planting crops; harvesting, packing, and grading crops, safe equipment operation, finance and employability skills. Hands-on experiences to prepare for Agritechnology Industry certification.

## ART

Course	Grades	Credits	Prerequisites	Description
<b>2D STUDIO ART I</b> (Fulfills Fine Arts graduation req)	9-12	1.0		Learn to draw and paint. No experience required!! This course will introduce students to basic drawing and painting skills that anyone can learn.
<b>2D STUDIO ART II</b> (Fulfills Fine Arts graduation req)	10-12	1.0	<b>2D STUDIO ART I or CREATING 2D ART I</b>	Take this course to expand on the drawing and painting skills learned in either 2D STUDIO ART I or CREATING 2D ART I. Students will explore more media and increase their art skills.
<b>DRAWING PORTFOLIO HONORS</b> (Fulfills Fine Arts graduation requirement)	11-12	1.0	<b>Co-Enrolled in AP Studio Art</b>	This course is a secondary course to AP Studio Art only. This course is to give AP students additional working time to produce their portfolios
<b>PORTFOLIO 2D DESIGN HONORS</b> (Fulfills fine Arts graduation req)	9-12	1.0	<b>Teacher Recommendation</b>	Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in drawing, painting, printmaking, mixed media, traditional photography, digital photography, and/or new media and emerging technologies that demonstrate understanding of design principles as applied to a 2-dimensional surface
<b>CERAMICS I</b> (Fulfills Fine Arts graduation req)	9-12	1.0		Ceramics I is focused on Ceramics and Pottery. Students will learn hand-building skills to create functional pottery, as well as sculptural forms. They will also gain an understanding of the properties of clay and firing processes, as well as Art History of ceramics. Students who take this course fall in love with the process of working with clay.
<b>CERAMICS II</b> (Fulfills Fine Arts graduation req)	10-12	1.0	<b>CERAMICS I</b>	Ceramics II is focused on Ceramics and Pottery. Students will learn advanced hand-building skills to create functional pottery, as well as sculptural forms. They will also explore the pottery wheel. Students will gain a further understanding of the properties of clay and firing processes, as well as Art History of ceramics.
<b>CERAMICS III &amp; IV HONORS</b> (Fulfills Fine Arts graduation req)	11-12	1.0	<b>CERAMICS II</b>	Ceramics III is focused on Ceramics and Pottery. Students will learn advanced hand-building skills to create functional pottery, as well as sculptural forms. They will also further explore the pottery wheel. Students will gain a further understanding of the properties of clay firing processes, as well as Art History of ceramics.
<b>CREATING 2D ART-INTRODUCTION TO ART</b> (Fulfills Fine Arts graduation req)	9-12	0.5		In this course students will be introduced to a variety of drawing and 2D techniques including drawing, print making, and an understanding of color and composition. An appreciation of art history will also be part of this course. No drawing experience needed.
<b>CREATING 3D ART</b> (Fulfills Fine Arts graduation req)	9-12	0.5		This is a beginning level sculpture course that will introduce students to the basics of creating sculpture using various methods and materials. It will include sculpture using found and recycled objects, assemblage, installation and some ceramics.
<b>DIGITAL IMAGING I</b> (Fulfills Fine Arts graduation requirement)	9-12	1.0		Digital Imaging I takes digital photography to another level. Not only will students learn to take beautiful, artistic photos but they will also be investigating digital art on the computer using Photoshop Elements. Students will even be delving into the world of digital video.
<b>DIGITAL IMAGING II</b> (Fulfills Fine Arts graduation req)	9-12	1.0	<b>DIGITAL IMAGING I</b>	Digital Imaging II continues to take digital photography to another level. Not only will students learn to take beautiful, artistic photos but they will also be investigating digital art on the computer using Photoshop Elements. Students will even be delving into the world of digital video.
<b>DIGITAL IMAGING III</b>	11-12	1.0	<b>DIGITALIMAGING II</b>	Digital Imaging III continues to take digital photography to another level. Not only will students learn to take beautiful, artistic

<b>HONORS (Fulfills Fine Arts graduation req)</b>				photos but they will also be investigating digital art on the computer using Photoshop Elements. Students will even be delving into the world of digital video.
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### AVID

Course	Grades	Credits	Prerequisites	Description
<b>AVID I, II, III &amp; IV</b>	9-12	1.0		Advancement via Individual Determination (AVID) is an elective course that provides support for students in the AVID program through curricular and mentoring activities. This course is designed to enable students to develop fundamental skills aligned with current curriculum. The content should include, but not be limited to, providing academic instruction and other support for student taking college preparatory/advanced courses at the high school level, strategies for acquiring, storing, and retrieving information, strategies for oral and written communication, helping students to build skills for personal success including time management and organizational skills, increase students' coping and academic survival skills, problem-solving skills and strategies, test-taking skills and strategies, strategies for linking new information with prior knowledge, help students to see themselves as potential college students, motivating students to pursue college education and assisting with the exploration and application processes, and increasing the students' levels of career awareness.

### COSMETOLOGY & SPECIALTIES

Course	Grades	Credits	Prerequisites	Description
<b>GROOMING AND SALON SERVICES (Fulfills Fine Arts graduation req)</b>	9-12	.5		This course is designed to provide the students with the opportunity to become familiar with competencies necessary to succeed in the beauty industry. These include employability, communication skills, entrepreneurship, math skills and State Board of Cosmetology requirements as well as Cosmetology rules and regulations.
<b>BARBERING 1 (Fulfills Fine Arts graduation req)</b>	9-12	1.0	<b>Teacher Recommendation</b>	This course is designed to provide instruction in safety rules and procedures, school, classroom/laboratory procedures. It provides competencies in hair shampooing and conditioning, trimming and shaping using clippers, shears and razors. The primary purpose of the Barbering course is to train students in both theory and practical experience to prepare them to successfully pass the State Board Examination, and for immediate employment in the Cosmetology field. The course is particularly directed towards developing in the student, desirable habits and attitudes with respect to health, sanitation, safety, and encouragement towards self-reliance, readiness to assist others, and an ethical approach to the Cosmetology profession.
<b>BARBERING 2 (Fulfills Fine Arts graduation req)</b>	9-12	1.0	<b>BARBERING 1 or GROOMING AND SALON SERVICES, and Teacher Recommendation</b>	This course is designed to provide competencies in hair styling. The primary purpose of the Barbering course is to train students in both theory and practical experience to prepare them to successfully pass the State Board Examination, and for immediate employment in the Cosmetology field. The course is particularly directed towards developing in the student, desirable habits and attitudes with respect to health, sanitation, safety, and encouragement towards self-reliance, readiness to assist others, and an ethical approach to the Cosmetology profession.
<b>BARBERING 3</b>	10	1.0	<b>BARBERING 1 or GROOMING AND SALON SERVICES,</b>	This course is designed to provide competencies in mustache and beard design. The primary purpose of the Barbering course is to train students in both theory and practical experience to prepare

			<b>and BARBERING 2, and Teacher Recommendation</b>	them to successfully pass the State Board Examination, and for immediate employment in the Cosmetology field. The course is particularly directed towards developing in the student, desirable habits and attitudes with respect to health, sanitation, safety, and encouragement towards self-reliance, readiness to assist others, and an ethical approach to the Cosmetology profession.
<b>BARBERING 4</b>	10	1.0	<b>BARBERING 1 or GROOMING AND SALON SERVICES, and BARBERING 2-3, and Teacher Recommendation</b>	This course is designed to provide competencies in shaving. The primary purpose of the Barbering course is to train students in both theory and practical experience to prepare them to successfully pass the State Board Examination, and for immediate employment in the Cosmetology field. The course is particularly directed towards developing in the student, desirable habits and attitudes with respect to health, sanitation, safety, and encouragement towards self-reliance, readiness to assist others, and an ethical approach to the Cosmetology profession.
<b>BARBERING 5</b>	11	1.0	<b>BARBERING 1 or GROOMING AND SALON SERVICES, and BARBERING 2-4, and Teacher Recommendation</b>	This course is designed to provide the student with an opportunity to develop competencies in basic science and facial treatments. The primary purpose of the Barbering course is to train students in both theory and practical experience to prepare them to successfully pass the State Board Examination, and for immediate employment in the Cosmetology field. The course is particularly directed towards developing in the student, desirable habits and attitudes with respect to health, sanitation, safety, and encouragement towards self-reliance, readiness to assist others, and an ethical approach to the Cosmetology profession.
<b>BARBERING 6</b>	11	1.0	<b>BARBERING 1 or GROOMING AND SALON SERVICES, and BARBERING 2-5, and Teacher Recommendation</b>	This course is designed to provide the student with employability skills, state board laws, and hairpieces/wigs/hair attachments. The primary purpose of the Barbering course is to train students in both theory and practical experience to prepare them to successfully pass the State Board Examination, and for immediate employment in the Cosmetology field. The course is particularly directed towards developing in the student, desirable habits and attitudes with respect to health, sanitation, safety, and encouragement towards self-reliance, readiness to assist others, and an ethical approach to the Cosmetology profession.
<b>BARBERING 7</b>	12	1.0	<b>BARBERING 1 or GROOMING AND SALON SERVICES, and BARBERING 2-6, and Teacher Recommendation</b>	This course is designed to provide the student with skills in permanent wave, reconstruction curl, and chemical relaxing. The primary purpose is to train students in both theory and practical experience to prepare them to successfully pass the State Board Examination, and for immediate employment in the Cosmetology field. The course is particularly directed towards developing in the student, desirable habits and attitudes with respect to health, sanitation, safety, and encouragement towards self-reliance, readiness to assist others, and an ethical approach to the Cosmetology profession.
<b>BARBERING 8</b>	12	1.0	<b>BARBERING 1 or GROOMING AND SALON SERVICES, and BARBERING 2-7, and Teacher Recommendation</b>	Designed to provide the student with skills in coloring and a basic understanding of entrepreneurship. Primary purpose of the course is to train students in both theory and practical experience to prepare them to successfully pass the State Board Examination, and for immediate employment in the Cosmetology field. Course is particularly directed towards developing desirable habits and attitudes with respect to health, sanitation, safety, and encouragement towards self-reliance, readiness to assist others, and an ethical approach to the Cosmetology profession.
<b>COSMETOLOGY 2 NAILS (Fulfills Fine Arts graduation requirement)</b>	9-12	0.5	<b>GROOMING AND SALON SERVICES</b>	Designed to provide competencies in manicuring and pedicuring and applying artificial nails/nail wraps. Instruction includes selection of supplies and equipment, sanitation procedures and performing designated procedures.
<b>COSMETOLOGY 3 FACIALS (Fulfills Fine Arts graduation requirement)</b>	9-12	0.5	<b>GROOMING AND SALON SERVICES</b>	This course is designed to provide the student with an opportunity to develop competencies in facials and related massage, and makeup. This instruction includes selection of supplies and



				equipment, sanitation procedures and performing designated procedures.
<b>COSMETOLOGY 4 (Fulfills Fine Arts graduation requirement)</b>	10-12	1.0		This course provides an opportunity to learn the hair shampooing and scalp treatments. Evaluate scalp and hair needs by analysis, demonstrating an awareness of diseases and disorders. Communicate an understanding of the chemical compositions and reactions of shampoos, conditioners, electrical current, transfer of energy and how it affects the skin.
<b>COSMETOLOGY 5 (Fulfills Fine Arts graduation requirement)</b>	10-12	1.0		This course provides an opportunity to learn competencies in hair shaping and instruction in selection of proper hair cutting, implements and proper style selection. Identify and perform hair shaping (cutting). Identify and analyze spheres and dimensional shapes using visualization. Illustrate ways in which geometric shapes can be combined, subdivided and changed in performing haircuts on a manikin.
<b>COSMETOLOGY 6, 7, &amp; 8 (Fulfills Fine Arts graduation req)</b>	10-12	1.0		These courses give the student an opportunity to develop competencies in preparation and principles of design and fitting of wigs and hairpieces. Identify and prepare hairpieces, wigs and hair attachments. Identify and analyze spheres and dimensional shapes using visualization. Illustrate ways in which geometric shapes can be combined, subdivided and changed in performing haircuts on a manikin or client. Communicate an understanding of factors that influence the determination of strategies necessary to meet individual client needs.
<b>FACIAL SPECIALTY</b>	10-12	1.0	<b>GROOMING AND SALON SERVICES and COSMETOLOGY III FACIALS</b>	This course is designed for students to develop proficiencies in advanced skin care techniques and become eligible for licensure.
<b>NAIL SPECIALTY</b>	10-12	1.0	<b>GROOMING AND SALON SERVICES and COSMETOLOGY II NAILS</b>	This course is designed for students to develop proficiencies in advanced nail techniques and become eligible for licensure

### **CULINARY OPERATIONS ACADEMY**

<b>Course</b>	<b>Grades</b>	<b>Credits</b>	<b>Prerequisites</b>	<b>Description</b>
<b>CULINARY ARTS I</b>	9-12	1.0		This is the first course of four in the Culinary Program of Study. This course initiates the student to safety and sanitation procedures as well as mandated guidelines for the food service industry. Leadership and teamwork skills needed to accomplish team goals and objectives are imbedded in the course work. Use and care of commercial food service tools and equipment is the focus of this course, as well as reading and following recipes.
<b>CULINARY ARTS II AND CULINARY ARTS III (Fulfills Fine Arts graduation requirement)</b>	10-11	2.0	<b>CULINARY ARTS I</b>	Culinary Arts II is the course that Culinary Arts career preparation students take after successful completion of the Culinary Arts I course. This course introduces the basic principles of food science and nutrition. Students train to prepare and present food and beverage items to meet set creativity aspects and quality standards.  Culinary Arts III students study food identification, selection, purchasing, receiving, storing, and inventory guidelines. Advanced cooking and baking techniques are practiced utilizing scientific principles. Students also research career and advancement opportunities in culinary careers, and develop a business plan.
<b>CULINARY ARTS IV AND HOSPITALITY DIRECTED STUDY HONORS</b>	11-12	2.0	<b>CULINARY ARTS I, II and III</b>	Culinary Arts IV and V are the final courses in the Culinary Program of Study. During this year students analyze the marketing value of menus, utilize cost control techniques and compare the relationship of nutrition to wellness. Upon the completion of Culinary IV, students have the opportunity to achieve the National Pro-Start



				Certificate Industry Certification issued by the National Restaurant and Lodging Association. In addition, students will also have the opportunity to take the ServSafe Industry Certification during this course.
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**CUSTOMER SERVICE REPRESENTATIVE AND BUSINESS**

<b>Course</b>	<b>Grades</b>	<b>Credits</b>	<b>Prerequisites</b>	<b>Description</b>
<b>COOPERATIVE DIVERSIFIED EDUCATION OJT (MARKETING EDUCATION OJT)</b>	10-12	1.0		The purpose of the course is to provide on-the-job training in a setting where the student has chosen to work while attending high school. DECA membership is encouraged to prepare students for college and career skills.
<b>CUSTOMER SERVICE I</b>	9-12	1.0		Students will learn basic principles and computer software related to customer service, human relations, leadership and communication during two days while in a classroom setting. Additionally, they will use Microsoft Word, Excel and Outlook 2016, to prepare for the Microsoft Office Specialist Certification (MOS). Students will be assigned to a workstation three days working as a customer service representative in an office, Media Center, or Student Services (Guidance) Department where they will learn valuable experience for success in the Customer Service industry. DECA membership is encouraged to prepare students for college and career skills.
<b>CUSTOMER SERVICE II</b>	10-12	1.0	<b>CUSTOMER SERVICE I</b>	This course is a continuation of Customer Service I where students will learn the responsibilities of a Customer Service Specialist. This course includes verbal and written communication skills, call centers, computer literacy, computer networks, and development of a career portfolio. Additionally, students will use Microsoft Word, Excel and PowerPoint 2016 to prepare for the Microsoft Office Specialist Certification. Students will be assigned to a workstation three days each week as a customer service representative working in various departments around the school. DECA membership is encouraged to prepare students for college and career skills.
<b>CUSTOMER SERVICE III</b>	11-12	1.0	<b>CUSTOMER SERVICE II</b>	This course will provide students with the competencies required for employment at the career specialist level in the customer service industry. Instruction includes computer literacy, human resources, business ownership, contracts and business law, and project management skills. Additionally, students will use Microsoft Word, Excel and PowerPoint 2016 to prepare for the Microsoft Office Specialist (MOS) Certification. Students will also be assigned to a workstation three days each week as a customer service representative working in various departments around the school. DECA membership is encouraged to prepare students for college and career skills.
<b>CUSTOMER SERVICE IV</b>	12	1.0	<b>CUSTOMER SERVICE III</b>	This course will prepare students with the skills and knowledge for supervisory and mid-management level employment in the customer service industry. In completing the Customer Service Program, students will have training in Microsoft Word, Excel and PowerPoint, which will prepare them for the Microsoft Office Specialist (MOS) certification. Students will continue to perform customer service duties three days each week at an assigned workstation working in various departments throughout Chamberlain. DECA membership is encouraged to prepare students for college and career skills.
<b>DIGITAL DESIGN 1 (Fulfills Fine Arts graduation req)</b>	10-12	1.0		This course includes enhanced practical experiences in computer generated art & text, graphic design, graphic production, electronic design skills, preparation of electronic layouts and illustrations, electronic scanning, and development of specialized skills in multimedia presentations. Adobe InDesign and Photoshop software

				will be used. Students will have the opportunity to obtain industry certification in Adobe Photoshop and InDesign CC.
<b>DIGITAL INFORMATION TECHNOLOGY (Fulfills Fine Arts graduation req)</b>	9-12	1.0		This is an excellent computer course that will assist students with their coursework throughout high school and college. Students will become proficient in keyboarding skills and Microsoft Office (Word, Excel, Outlook and PowerPoint). Students will learn how to correctly format research papers, use Excel spreadsheets, prepare powerful professional PowerPoint presentations using music and videos, and design 3D graphs and charts for their school projects. Additionally, students will learn to create resumes for the workforce and college applications. Students will have the opportunity to achieve Microsoft Office (MOS) industry certifications in three of five Microsoft Office Products (Microsoft Office Specialist

### DRAMA

Course	Grades	Credits	Prerequisites	Description
<b>MUSICAL THEATRE I-IV (Fulfills Fine Arts graduation req)</b>	9-12	1.0		Students' coursework focuses on, but is not limited to, acting, vocal performance, dance, non-dance movement, and staging, which transfer readily to performances in musicals and other venues. Students survey the evolution of music in theatre through representative literature. Musical theatre students explore the unique staging and technical demands of musicals in contrast to non-musical plays.
<b>TECHNICAL THEATRE DESIGN &amp; PRODUCTION I-IV (Fulfills Fine Arts graduation req)</b>	9-12	1.0		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 will explore and learn to analyze dramatic scripts.
<b>THEATRE I-IV (Fulfills Fine Arts graduation req)</b>	9-12	1.0		This course is designed for students with varying 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.

### DRIVER EDUCATION

Course	Grades	Credits	Prerequisites	Description
<b>DRIVER EDUCATION</b>	9-12	.5	<b>Must be at least 15 yrs. of age on the FIRST DAY of the enrolled semester. Insurance fee is required and students must pay for their driver's license.</b>	Specific content shall include, but not be limited to, instruction within a classroom in vehicle control and traffic procedures, defensive strategies for driving, natural laws and their application to driving, energy efficient and safe enjoyable vehicle ownership, physical and mental factors, legal and moral obligations, knowledge of motorcycle operations and interactions in the system, planning for safe travel to include map studies, and a comprehensive study of the effects of alcohol and drugs on driving performance.

## ENGLISH

Course	Grades	Credits	Prerequisites	Description
<b>CREATIVE WRITING I &amp; II</b>	9-12	.5		The content should include, but not be limited to, instruction in the development and practice of writing a variety of literary works, including original poetry, short stories, plays, novels, and/or essays and other nonfiction. The course may also include technical aspects of publishing students' work in a literary publication.
<b>CREATIVE WRITING III &amp; IV HONORS</b>	10-12	1.0	<b>CREATIVE WRITING I and II</b>	These courses will continue to develop and practice writing a variety of literary works. Students in these courses will also develop and publish the school's literary magazine.
<b>ENGLISH I</b>	9	1.0		The content includes using reading strategies to construct meaning from informative, technical, and literary texts; acquiring an extensive vocabulary through reading, discussion, listening, and systematic word study; using process writing strategies, student inquiry, and self-monitoring techniques; using speaking, listening, and viewing strategies in formal presentations and informal discussions; understanding and responding to a variety of literary forms; and understanding and using language successfully to impact readers, writers, listeners, speakers, and viewers.
<b>ENGLISH I HONORS</b>	9	1.0	<b>'A' or 'B' in M/J ENGLISH LANGUAGE ARTS, or Level 3+ on the Grade 8 Reading FSA and Teacher Recommendation</b>	The content includes, using reading strategies to construct meaning from informative, technical, and literary texts; acquiring an extensive vocabulary through reading, discussion, listening, and systematic word study; using process writing strategies, student inquiry, and self-monitoring techniques; using speaking, listening, and viewing strategies in formal presentations and informal discussions; understanding and responding to a variety of literary forms; and understanding and using language successfully to impact readers, writers, listeners, speakers, and viewers.
<b>ENGLISH II</b>	10	1.0		The content should include, but not be limited to, using reading strategies to construct meaning from informative, technical, and literary texts; acquiring an extensive vocabulary through reading, discussion, listening, and systematic word study.
<b>ENGLISH II HONORS</b>	10	1.0	<b>Level 3+ on the Grade 9 Reading FSA and/or Teacher Recommendation</b>	The content should include, but not be limited to, using reading strategies to construct meaning from informative, technical, and literary texts; acquiring an extensive vocabulary through reading, discussion, listening, and systematic word study.
<b>ENGLISH III</b>	11	1.0		The content should include, but not be limited to, using reading strategies to construct meaning using informative, technical, and imaginative texts; using writing processes for various purposes with attention to style and format; using the research process and individual inquiry to locate, analyze, and evaluate information.
<b>ENGLISH III HONORS</b>	11	1.0	<b>Level 3+ on the Grade 10 Reading FSA and/or Teacher Recommendation</b>	The content should include, but not be limited to, using the reading process to construct meaning using informative, technical, and imaginative texts; using writing processes for various purposes with attention to style and format; using the research process and individual inquiry to locate, analyze, and evaluate information. The course emphasis should be on the works of American authors; however, literature representative of other cultures may be used to support integrated studies and multicultural emphases.
<b>ENGLISH IV</b>	12	1.0		The content should include, but not be limited to, using the reading process to construct meaning using informative, technical, and imaginative texts; using writing processes for various purposes with attention to style and format; using the research process and individual inquiry to locate, analyze, and evaluate information.
<b>ENGLISH IV HONORS</b>	12	1.0	<b>Level 3+ on the Grade 10 Reading FSA and/or Teacher Recommendation</b>	The content should include, but not be limited to, using the reading process to construct meaning using informative, technical, and imaginative texts; using writing processes for various purposes with attention to style and format; using the research process and individual inquiry to locate, analyze, and evaluate information. The

				course emphasis should be on the works of British authors; however, literature representative of other cultures may be used to support integrated studies and multicultural emphases.
<b>ENGLISH I THROUGH ESOL</b>	9	1.0		The content should include, but not be limited to, using reading strategies to construct meaning from informative, technical, and literary texts; acquiring an extensive vocabulary through reading, discussion, listening, and systematic word study.
<b>ENGLISH II THROUGH ESOL</b>	10	1.0		The content should include, but not be limited to, using reading strategies to construct meaning from informative, technical, and literary texts; acquiring an extensive vocabulary through reading, discussion, listening, and systematic word study.
<b>ENGLISH III THROUGH ESOL</b>	11	1.0		The content should include, but not be limited to, using the reading process to construct meaning using technical, informative, and imaginative texts; using writing processes for various purposes with attention to style and format.
<b>ENGLISH IV THROUGH ESOL</b>	12	1.0		The content should include, but not be limited to, using the reading process to construct meaning using technical, informative, and imaginative texts; using writing processes for various purposes with attention to style and format.
<b>ESOL LANGUAGE DEVELOPMENT (READING-WRITING SKILLS) I -III</b>	9-12	1.0		The content should include, but not be limited to, developmental vocabulary, reading, and writing skills, reading skills development within the contexts of selected literary works, and writing, including analysis of sentence structure and practice in paragraph development.

### **EXCEPTIONAL STUDENT EDUCATION**

<b>Course</b>	<b>Grades</b>	<b>Credits</b>	<b>Prerequisites</b>	<b>Description</b>
<b>ACCESS ALG I-A &amp; I-B, ACCESS LIBERAL ARTS MATH, ACCESS GEOMETRY</b>	9-12	Multiple		The content should include number systems including, whole numbers, fractions and decimals, number operations and computation, measurement concepts in length, weight, volume, time and money, geometric concepts, algebraic concepts including problem-solving (basic), probability and data analysis, use of calculators, and applications in personal life and in the workplace.
<b>ACCESS BIOLOGY I, ACCESS CHEMISTRY, ACCESS EARTH SPACE SCIENCE</b>	9-12	Multiple		The content should include: life science- plants and animals, human growth and development and body systems; physical science- matter and energy force and motion; earth science- ecology of natural resources and the importance of protecting earth's natural systems, climate and weather, the solar system, application of scientific knowledge and problem solving, scientific method and problem solving, locating information and presenting ideas regarding science and its application.
<b>ACCESS ENGLISH I, II, III &amp; IV</b>	9-12	Multiple		The content shall include reading comprehension and vocabulary, listening and speaking skills, writing, language usage, literature, study skills, reference skills, and applications in daily life and in the workplace.
<b>ACCESS HOPE</b>	9-12	Multiple		The content shall include team, independent, recreational sports; motor development, physical fitness, and communication skills. <b>Note: Need to know enough to watch a football/basketball game, tennis/golf match, etc.</b> <b>(Fulfills Requirements: ESE Physical Education, Adaptive Physical Education)</b>
<b>ACCESS U.S. GOVERNMENT, ACCESS ECONOMICS, ACCESS WORLD</b>	9-12	Multiple		The content should include current and past historical events, use of tools and concepts of geography roles of government at the local, state and national levels, responsible citizenship, community resources, consumer economics, family, culture and society, and career preparation.

<b>HISTORY, ACCESS US HISTORY</b>				
<b>ACCESS VISUAL AND PERFORMING ARTS</b>	9-12	Multiple		The content should include visual art, and careers in the arts, drama and music. <b>(Fulfills ESE Art, Arts and Crafts, Music, and Drama Graduation Requirement)</b>
<b>CAREER EXPERIENCES (Community Based Training)</b>	9-12	Multiple	Fees: \$\$	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
<b>CAREER PREPARATION (EMPLOYABILITY SKILLS)</b>	9-12	Multiple	Fulfills Requirements: ESE Employability Skills	The content should include self-appraisal, decision-making, self-determination and self-advocacy, career options, community resources related to career decisions, workplace competencies, as well as rights and responsibilities of employees.
<b>CHOICE ACADEMY</b>	9-12	Multiple	Ages: 18-21 Fees: \$\$	Educational program for students 18-21 that have met all specified graduation requirements by: graduating with a standard access diploma and returning to school to acquire additional skills, or deferring the receipt of a standard access diploma. The program goal is to assist enthusiastic young adults in developing skills to be active in their communities. Major components of the academy are: increasing daily living skills, running a school-based enterprise, Community Work Exposure (CWE), recreation and leisure, socialization skills, and communication skills.
<b>ESE - PRACTICAL ARTS EDUCATION IN FAMILY &amp; CONSUMER SCIENCE</b>	9-12	Multiple		The course content includes, resource management, consumer practices, food and clothing selection, preparation and management, providing and maintaining organized living space, development of human relationships, good grooming, hygiene and health care, home security, and aesthetics of food, housing, and clothing.
<b>LANGUAGE THERAPY</b>	9-12	Multiple		The content shall include, form including phonology, syntax and morphology, content including semantics, and function including pragmatics.
<b>LEARNING STRATEGIES</b>	9-12	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.
<b>SKILLS FOR STUDENTS WHO ARE DEAF OR HARD OF HEARING</b>	9-12	Multiple		The purpose of this course is to enhance the acquisition, comprehension, and use of language for students who are deaf or hard of hearing.
<b>SKILLS FOR STUDENTS WHO ARE VISUALLY IMPAIRED</b>	9-12	Multiple		The purpose of this course is to provide instruction for students who have visual impairments, which affects their ability to function in the home, community, or educational setting.
<b>SPEECH THERAPY</b>	9-12	Multiple		The content shall include articulations, fluency and voice therapy.

## FAMILY & CONSUMER SCIENCE

Course	Grades	Credits	Prerequisites	Description
<b>CHILD DEVELOPMENT</b>	9-12	.5		This course will help students understand why people have children. Gain clear concepts of the sexual anatomy. Study conception to childbirth. Learn about the physical, social, emotional and intellectual development of children. Develop hands-on educational projects about children.
<b>PARENTING SKILLS</b>	9-12	.5		Develop techniques for nurturing children in this course. Learn about the different types of families. Analyze effective communication skills for dealing with children. Examine the roles, responsibilities, and concerns of parents. Experience parenting with a “sugar” baby for a week or try caring for the “Baby Think It Over.”
<b>EARLY CHILDHOOD EDUCATION I</b>	9-10	1.0		This course offers students the opportunity to achieve state certification in Early Childhood Education for career/job preparation. Students have the opportunity to work in the on-site preschool as teacher aides. The pre-school jobs include preparing bulletin boards, lesson planning, teaching 3-5- year old children, as well as snack planning and preparation. State exams will be administered at each level.
<b>EARLY CHILDHOOD EDUCATION II</b>	10-12	1.0		This course offers students the opportunity to achieve state certification in Early Childhood Education for career/job preparation. Students have the opportunity to work in the on-site preschool as teacher aides. The pre-school jobs include preparing bulletin boards, lesson planning, teaching 3-5- year old children, as well as snack planning and preparation. State exams will be administered at each level. This level (2) will have a clinical component, in which the students will be working at licensed daycares as part of the hours and curriculum.
<b>EARLY CHILDHOOD EDUCATION III</b>	11-12	1.0		This course offers students the opportunity to achieve state certification in Early Childhood Education for career/job preparation. Students have the opportunity to work in the on-site preschool as teacher aides. The pre-school jobs include preparing bulletin boards, lesson planning, teaching 3-5- year old children, as well as snack planning and preparation. State exams will be administered at each level. At this level, students will be able to obtain their First Aid/CPR Certification as part of the course curriculum.
<b>EARLY CHILDHOOD EDUCATION IV</b>	12	1.0		This course offers students the opportunity to achieve state certification in Early Childhood Education for career/job preparation. Students have the opportunity to work in the on-site preschool as teacher aides. The pre-school jobs include preparing bulletin boards, lesson planning, teaching 3-5- year old children, as well as snack planning and preparation. State exams will be administered at each level. At this level, students will take the Emergent Literacy/VPK (online) exam as part of the course curriculum. There is also a mastery project that students will be working on in semester 1 and then presenting in semester 2.
<b>FAMILY &amp; CONSUMER SCIENCE ESSENTIALS (SENIOR SURVIVAL)</b>	12	1.0		<b>Exclusively for seniors!</b> Learn everything you will need to know when you’re on your own. Plan and prepare meals, learn how to manage your money and explore wise shopping decisions for technology items, clothing, and new or used cars. Learn how to find and lease your first apartment and to furnish your new space. Guest speakers will present college and career options, and numerous hands-on activities to enhance this course.

## FINANCE ACADEMY

Course	Grades	Credits	Prerequisites	Description
<b>DIGITAL INFORMATION TECHNOLOGY (Fulfills Fine Arts graduation req)</b>	9-12	1.0		This is an excellent computer course that will assist students with their coursework throughout high school and college. Students will become proficient in keyboarding skills and Microsoft Office (Word, Excel, Outlook and PowerPoint). Students will learn how to correctly format research papers, use Excel spreadsheets, prepare powerful professional PowerPoint presentations using music and videos, and design 3D graphs and charts for their school projects. Additionally, students will learn to create resumes for the workforce and college applications. Students will have the opportunity to achieve Microsoft Office (MOS) industry certifications in three of five Microsoft Office Products (Microsoft Office Specialist).
<b>ACCOUNTING APPLICATIONS I</b>	9-12	1.0	<b>DIGITAL INFORMATION TECHNOLOGY</b>	Accounting is one of the most sought-after fields for new college grads and the starting pay is great! Learn accounting principles, methods of recording business transactions, and prepare financial statements in this course. Use computer software to record income, expenses, acquisitions, and liabilities as well as to perform accounting activities.
<b>ECONOMICS AND FINANCIAL SERVICES</b>	11	1.0	<b>DIGITAL INFORMATION TECHNOLOGY and ACCOUNTING APPLICATIONS I (or take as a co-requisite)</b>	If a career in banking is in your future, consider this course. Study principles of banking, credit and consumer lending in the United States. Become familiar with functions of banks and lending institutions, the Federal Reserve System, and modern trends in today's financial industry.
<b>PERSONAL FINANCIAL PLANNING</b>	10-12	1.0	<b>ACCOUNTING APPLICATIONS I and DIGITAL INFO TECHNOLOGY</b>	This course teaches students how to manage money properly to achieve financial success. Students learn how avoid common financial mistakes, as well as how to invest for their future. After completing the course, students will understand how the financial world works and have the knowledge to manage their personal and family finances effectively.
<b>SPORTS MARKETING</b>	9, 10	1.0		The purpose of this program is to prepare students for employment or advanced training in the sport, recreation, and entertainment marketing and sales industry. The content includes, but is not limited to, employability skills; selling techniques; public relations and publicity; event planning and execution; and licensing, sponsorship, and endorsements.
<b>SPORTS RECREATION AND ENTERTAINMENT APPLICATIONS</b>	10-11	1.0	<b>SPORTS MARKETING</b>	This course is designed to provide students with an in-depth study of marketing in a free enterprise society and includes advertising, promotion, product development and branding, selling and marketing research. This course also includes the uses of technology and the Internet in marketing, purchasing, retail positioning strategies, and e-Commerce marketing.
<b>ENTREPRENEURIAL LEADERSHIP</b>	9-12	1.0	<b>Teacher Recommendation</b>	This course is designed to place students in an immersive, real-world business environment. Students will interview and work in various "careers" by designing, sourcing, marketing and selling products and services. Business Partners will learn to generate profits for their "clients" by generating revenue and managing expenses.

## HEALTH AND WELLNESS/EXERCISE SCIENCE

\*\*This program is designed for a student who desires to become a licensed Personal Trainer at a gym or fitness center\*\*

Course	Grades	Credits	Prerequisites	Description
<b>MEDICAL SKILLS AND</b>	9	1.0		This course is designed to provide students with practical generic skills in health occupations, which, though applicable to some

<b>SERVICES/HEALTH SCIENCE</b>				health occupations, are not designed to prepare students for entry into a specific occupation. Laboratory activities contribute to the development of skills and students will have instruction, demonstration, and return demonstration activities in all career clusters studied. This is a practical, hands-on class involving a lot of teamwork and practical skills.
<b>HEALTH SCIENCE ANATOMY &amp; PHYSIOLOGY</b>	10-12	1.0		This course contains content including, but not limited to, an overview of the human body, both structurally and functionally, with emphasis on pathophysiology, knowledge of hypokinetic disease and preventative behaviors positively influencing cardio-respiratory fitness, body composition, flexibility, while instilling best practices and precautionary safety procedures related to these areas.
<b>HEALTH SCIENCE FOUNDATIONS</b>	10-12	1.0	<b>HEALTH SCIENCE ANATOMY &amp; PHYSIOLOGY <u>or</u> ANATOMY &amp; PHYSIOLOGY</b>	This course is designed to provide the student with an in-depth knowledge of the healthcare system and associated occupations. Basic kinesiology and musculoskeletal anatomy, safety in exercise, resistance training, and nutritional considerations will be emphasized. Topics will include communication and interpersonal skills, use of technology, ethics and the development of critical thinking and problem-solving skills. Students may shadow professionals throughout the course.
<b>HEALTH AND WELLNESS 3/EXERCISE SCIENCE</b>	11-12	1.0	<b>HEALTH SCIENCE ANATOMY &amp; PHYSIOLOGY <u>and</u> HEALTH SCIENCE FOUNDATIONS</b>	This course will provide students with a foundation of health and fitness knowledge and the skills needed to empower students for a career as a Fitness Professional. The design, implementation, and evaluation of an ongoing personal fitness program should be stressed. The course contains, but is not limited to, instruction in muscle physiology, cardio respiratory physiology, basic energy metabolism, training adaptations, applied exercise physiology, flexibility, age appropriate fitness and special need populations, the development of effective training programs and motivation, human behavior and legal/liability considerations in the personal training business. Students may shadow professionals throughout the course.

## JOURNALISM

<b>Course</b>	<b>Grades</b>	<b>Credits</b>	<b>Prerequisites</b>	<b>Description</b>
<b>JOURNALISM I (Fulfills Fine Arts graduation requirement)</b>	9-12	1.0		The content should include, but not be limited to, instruction in recognizing and writing news for journalistic media and in developing editorials, sports articles, and feature stories. In addition to written work, students should receive instruction in the history and traditions of journalism as well as workshop experiences in photography, layouts, advertising, printing, and other practical aspects of journalistic enterprise. In connection with workshop experiences, one or more student journalistic products may be published.
<b>JOURNALISM II (Newspaper or Yearbook)</b>	10-12	1.0	<b>JOURNALISM I <u>or</u> CREATIVE WRITING I <u>and</u> II</b>	The content should include instruction in recognizing and writing news for journalistic media and in developing editorials, sports articles, and feature stories. In addition to written work, students should receive instruction in the history and traditions of journalism as well as workshop experiences in photography, layouts, advertising, printing, and other practical aspects of journalistic enterprise. In connection with workshop experiences, one or more student journalistic products may be published.
<b>JOURNALISM III (Newspaper or Yearbook)</b>	10-12	1.0	<b>JOURNALISM II</b>	The content should include, but not be limited to, instruction in recognizing and writing news for journalistic media and in developing editorials, sports articles, and feature stories. In addition



				to written work, students should receive instruction in the history and traditions of journalism as well as workshop experiences in photography, layouts, advertising, printing, and other practical aspects of journalistic enterprise. In connection with workshop experiences, one or more student journalistic products may be published.
<b>JOURNALISM IV (Newspaper or Yearbook)</b>	11-12	1.0	<b>JOURNALISM III</b>	The content should include instruction in recognizing and writing news for journalistic media and in developing editorials, sports articles, and feature stories. In addition to written work, students should receive instruction in the history and traditions of journalism as well as workshop experiences in photography, layouts, advertising, printing, and other practical aspects of journalistic enterprise. In connection with workshop experiences, one or more student journalistic products may be published.
<b>JOURNALISM HONORS V, VI, VII, &amp; VIII</b>	11-12	1.0	<b>Journalism IV</b>	The purpose of this course is to provide students with practical experiences in types of writing appropriate to publications, opportunities to explore careers in mass communications, and workshop experiences in journalistic productions.

### MARINE CORPS—ROTC

\*2 years of ROTC Fulfills HOPE AND Practical/Fine Art Graduation Requirement\*

Course	Grades	Credits	Prerequisites	Description
<b>MC LEAD I</b>	9-12	1.0		The first year of the program provides cadets with an introduction to leadership, citizenship and physical fitness. The first year also gives the new cadets exposure to personal growth and responsibility and establishes a foundation of military structure and tradition.
<b>MC LEAD II</b>	10-12	1.0		The second year continues leadership, citizenship and physical fitness courses. During this year, students receive instruction in General Military subjects with more structure and tradition than in LE-I, as well as the introduction of marksmanship training. This year provides additional learning experiences in personal growth and responsibility, and citizenship.
<b>MC LEAD III</b>	11-12	1.0		In ME-III, cadets will begin to use their leadership training as they assume positions of increased authority and responsibility within the program. This year also provides detailed instruction on personal finances, as well as other preparation for life beyond high school
<b>MC LEAD IV</b>	12	1.0		ME-IV is a year when cadets really bring together all their previous learning experiences in the MCJROTC program. Senior cadets conduct formations and inspections, as well as supervise certain training events with younger cadets. LE-IV cadets continue to be challenged academically with requirements for research projects, independent studies and progress reports.
<b>LEAD ED I</b>	12	1.0		Cadets of the MCJROTC Program will participate in a Leadership Education level as dictated by the number of years in the program the cadet has completed. Naturally, LE-I is for those students entering the program for the first time, while LE-IV is for the cadets who have successfully completed LE-I through LE-III. Male students must abide by hair cut requirements. Female students will wear hair according to Marine regulations when in uniform. Cadets will wear uniforms at least once a week.

### MATHEMATICS

Course	Grades	Credits	Prerequisites	Description
<b>ALGEBRA 1</b>	9-12	1.0	<b>PRE-ALGEBRA, M/J 3, or M/J 3 ADVANCED MATHEMATICS</b>	This course provides the foundation for more advanced mathematics and science courses and develops the skills needed to solve mathematical problems. Students will be introduced to

				the scientific and/or graphing calculator. This is an entry-level course for a college preparation course of study and fulfills the Algebra 1 graduation requirement.
<b>ALGEBRA 1A</b>	9	1.0	<b>PRE-ALGEBRA, M/J 3, or M/J 3 ADVANCED MATHEMATICS</b>	This course provides the foundation for more advanced mathematics and science courses and develops the skills needed to solve mathematical problems situated in the real world. This is an entry-level course for a college preparation course of study and fulfills the <u>semester 1</u> - Algebra 1 graduation requirement.
<b>ALGEBRA 1B</b>	9-10	1.0	<b>ALGEBRA 1A or ALGEBRA 1 (Semester 1 completion)</b>	This course provides the foundation for more advanced mathematics and science courses and develops the skills needed to solve mathematical problems situated in the real world. This is an entry-level course for a college preparation course of study and fulfills the <u>semester 2</u> - Algebra 1 graduation requirement.
<b>FINANCIAL ALGEBRA</b>	9-12	1.0	<b>Algebra 1, Geometry</b>	This course is targeted for students who need additional instruction in content to prepare them for success in upper-level mathematics. The financial literacy focus of this course provides a real-life framework to apply upper-level mathematics standards. This course will give students the opportunity to apply mathematics found in financial topics such as personal investments, retirement planning, credit card interest, and savings. The course would be a bridge to upper-level mathematics such as Algebra 2 and Mathematics for College Readiness.
<b>INTENSIVE MATH</b>	9-12	.5	<b>Co-requisite: ALG 1A or ALG 1B</b>	Placement is determined by Algebra 1 EOC score. This course continues to strengthen the mathematical skills required for students to pass the Algebra End of Course Exam (EOC) and is designed for students who have already taken Liberal Arts 1 (LAM 1). This course requires a counselor placement and may count as an elective but not as a math credit.
<b>GEOMETRY</b>	9-12	1.0	<b>ALGEBRA 1B, ALGEBRA 1 or LIBERAL ARTS MATH</b>	The purpose of this course is to develop the geometric knowledge that can be used to solve a variety of real-world and mathematical problems. Geometric relationships are developed inductively, with hands-on activities. The content of this course is less rigorous than Geometry Honors and fulfills the Geometry graduation requirement.
<b>GEOMETRY HONORS</b>	9-12	1.0	<b>ALGEBRA 1 HONORS with a 'C' or better</b>	This rigorous course gives an in-depth study of the relationships in geometry, their proofs, and skill in applying the inductive method of mathematical situations. This course fulfills the Geometry graduation requirement.
<b>LIBERAL ARTS MATHEMATICS</b>	9-12	1.0		This course will strengthen the mathematical skills required for students to pass the Algebra 1 FSA End-of Course (EOC) Exam. Passing the Algebra 1 FSA EOC exam is a graduation requirement. <b>*Colleges do NOT recognize this course for admission requirement.</b>
<b>MATH FOR COLLEGE READINESS</b>	10-12	1.0	<b>GEOMETRY or GEOMETRY HONORS</b>	This course was designed for students interested in strengthening their mathematics skills while improving their performance on college preparatory tests. It is <b>NOT</b> an alternative to Algebra 2. Students who wish to earn any College Prep Diploma must successfully complete Algebra 2.
<b>ALGEBRA 2</b>	10-12	1.0	<b>GEOMETRY and ALGEBRA 1</b>	This rigorous course continues the study of the structure of Algebra and provides the foundation for applying these skills to other mathematical and scientific fields. There will be extensive use of the scientific calculator and the student will be introduced to the graphing calculator. This is the entry level course for college mathematics.
<b>ALGEBRA 2 HONORS</b>	9-12	1.0	<b>GEOMETRY HONORS with a 'C' or better</b>	This course presents an in-depth study of the topics of Algebra 2 with emphasis on theory, proof and development of formulas, as well as their application. <b>*Students will be required to have a</b>

				<b>graphing calculator for this course. This is a prerequisite course for Analysis of Function and Calculus.</b>
<b>ADVANCED TOPICS</b>	11-12	1.0	<b>ALGEBRA 2 <u>or</u> ALGEBRA 2 HONORS</b>	This course strengthens the mathematical skills of college bound students who seek more proficiency before moving to other more advanced mathematics courses.
<b>TRIGONOMETRY HONORS (Paired with MATH ANALYSIS)</b>	11-12	1.0	<b>GEOMETRY HONORS, <u>and</u> ALGEBRA 2 <u>or</u> ALGEBRA 2 HONORS with a 'C' or better</b>	This course provides students with the study of circular and trigonometric functions and their applications. Trigonometry is generally offered with, and is a prerequisite for, Analytic Geometry.
<b>MATH ANALYSIS (Paired with TRIGONOMETRY HONORS)</b>	11-12	.5	<b>ALGEBRA 2</b>	This course stresses the relationship between algebra, geometry and trigonometry. This is a rigorous course including new topics of vectors, polar graphs and translation and rotation of conic sections.
<b>PRE-CALCULUS HONORS</b>	10-12	1.0	<b>GEOMETRY HONORS, ALGEBRA 2 HONORS with a 'B' or better <u>and</u> <b>Teacher Recommendation</b></b>	This course emphasizes trigonometric functions and their applications, the extension of polynomial functions, the extension of conic sections and the concept and theory of limits. There will be extensive use of the scientific and graphing calculators. This is a prerequisite course for Calculus.

## MUSIC

### \*All Courses Fulfill Fine Arts Graduation Requirement\*

Course	Grades	Credits	Prerequisites	Description
<b>BAND 1 (INTRODUCTION TO BAND)</b>	9-12	1.0		<b>No previous prerequisite is needed!</b> This course introduces students to playing band instruments. If students have played, but need a refresher course, this is the course. During the spring, beginning band members will study, rehearse, and perform concert literature between grades IIIIV. Members will have the opportunity to “graduate” via audition and teacher recommendation from beginning band and participate in the Symphonic Band (comprised of Band 1-4 members). Students in this course may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.
<b>BAND 2, 3, 4</b>	9-12	1.0	<b>M/J BAND <u>or</u> BAND 1, 2, 3</b>	This group consists of band members and is designed for the development and refinement of musical techniques and musicianship skills. Members of this group comprise the membership of the Band of the Mighty Chiefs marching band during the fall semester and all students are <u>required</u> to participate in order to be eligible for fall and spring concert band(s). Any conflicts with the marching band schedule will be handled on an individual basis. During the spring, Band 1-4 members will study, rehearse, and perform concert literature between grades III-VI. Students in this course may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source. Performances include: Marching Music Performance Assessment, Competition(s), Fall Concert, Spring Trip and the Spring Concert.
<b>BAND 5, 6 HONORS</b>	11-12	1.0	<b>BAND 1 &amp; 2, <u>and</u> <b>Band Director Recommendation</b></b>	These courses are designed to provide advanced instruction for students who would like to enhance their curriculum in Band 3 & 4. Upon successfully completing the Honors curriculum, students will receive honors points not available in Band 3 or 4. Rehearsals and performances outside of class time are <u>REQUIRED</u> .
<b>CHORUS 1 &amp; 2 (MIXED CHORUS)</b>	9-12	1.0		This course provides 9-10 grade students experience in basic vocal production, music reading skills and choral performance. Concerts include the Fall Concert, School House Rock, and the Winter Concert.
<b>CHORUS 3-6 (ACT I)</b>	10-12	1.0	<b>Audition <u>and</u> <b>Teacher Recommendation</b></b>	This course provides men and women experience in advanced vocal production, music reading skills and choral performance. Concerts include: Fall Concert, School House Rock, Winter Concert, and Music Performance Assessment.

<b>EURYTHMICS 1, 2, 3, 4</b>	9-12	1.0	<b>Audition and Teacher Recommendation</b>	The purpose of this course is to enable students to develop basic skills in creating, performing, and evaluating choreographed performances as an independent ensemble and in cooperation with the marching band. Emphasis is placed on dance, equipment manipulation, precision, and the relationship between music and dance. Participation in Marching Band in the fall and Winter Guard in the spring is <b>REQUIRED</b> . Rehearsals and performances outside of class time are also <b>REQUIRED</b> .
<b>INSTRUMENTAL TECHNIQUES I &amp; II (PERCUSSION)</b>	9-12	1.0	<b>Band Director Recommendation</b> <b>Co-requisite: Enrollment in Band 1, 2, 3, or 4</b>	This is a split-level percussion course consisting of beginners and more advanced players. In this course several different mediums of percussion performance are addressed. Students will also be <u>required</u> to be a member in a percussion ensemble, and meet all the requirements listed under the Band 1-4 course descriptions.
<b>JAZZ ENSEMBLE 1, 2, 3, 4</b>	9-12	1.0	<b>Band Director Recommendation</b> <b>Co-requisite: Enrollment in Band 1, 2, 3, or 4</b>	This course covers various techniques and styles of contemporary music and jazz literature. Rehearsals and performances outside of class including marching band time, are <u>required</u> . Auditions are held in April/May for drums, piano, guitar and bass for the following year. Performances include: Fall and/or winter concert, Jazz Music Performance Assessment, Spring Concert and other extra-curricular performances schedule in advance.
<b>KEYBOARDING (Piano)</b>	9-12	1.0		This course provides students with an introduction to piano. Piano technique and music reading fundamentals are the primary focus of the course
<b>ORCHESTRA 1 (INTRODUCTION TO ORCHESTRA)</b>	9-12	1.0		This course consists of string players and is designed for the development and refinement of musical techniques and fundamental skills. Members of this group comprise the membership of the CHS Orchestra. This year long, co-curricular course may include after school rehearsals and performances in alignment with the Florida State Standards. Students in this course may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source. Performances include: Concert Music Performance Assessment, fall and/or winter concert, Spring Trip and the Spring Concert.
<b>ORCHESTRA 2, 3, 4</b>	9-12	1.0	<b>M/J ORCHESTRA or ORCHESTRA 1, 2, 3</b>	This course focuses on the development of critical listening skills, string techniques, music literacy, ensemble skills, and aesthetic awareness in the context of relevant history and cultures. Public performances may serve as a culmination of specific instructional goals. Students <u>may be required</u> to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this course may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.
<b>ORCHESTRA 5, 6 HONORS</b>	11-12	1.0	<b>Completion of ORCHESTRA 1 &amp; 2, and Director Recommendation</b>	These courses are designed to provide advanced instruction for students who would like to enhance their curriculum in Orchestra III, IV. Upon successfully completing the Honors curriculum, the student will receive honors points not available in Orchestra III, IV. Rehearsals and performances outside of class time are <u>required</u> . <b>*A fee is required for this course.</b>
<b>VOCAL ENSEMBLE (THE TRIBE A CAPPELLA)</b>	10-12	1.0	<b>See Mr. Daniel for an audition</b>	This high-energy pop a cappella group performs music without accompaniment and with choreography. They participate in competitions and do community outreach. They also are <u>required</u> to learn all of the music that Act 1 performs and perform with that ensemble as well.

## PHYSICAL EDUCATION

Course	Grades	Credits	Prerequisites	Description
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<b>BASKETBALL I</b>	9-12	.5		The purpose of this course is to provide students with opportunities to acquire knowledge and skills in basketball that may be used in recreational pursuits today, as well as in later life, and maintain and/or improve their personal fitness. The content should include, but not be limited to, in-depth knowledge and application of skills, techniques, strategies, rules, and safety practices necessary to participate in basketball, and knowledge of the organization and administration of basketball activities. Strategies of team play, skill acquisition, and the maintenance and/or improvement of personal fitness should be stressed.
<b>BASKETBALL II</b>	9-12	.5	<b>BASKETBALL I (recommended but not mandatory)</b>	It is recommended that students successfully complete the Basketball I course prior to taking Basketball 2 due to the progression in content and skill. However, it is <u>NOT</u> mandatory. The purpose of this course is to provide more in-depth instruction of the fundamental skills, tactics, rules and etiquette in basketball. Introduction to systems of play will be included to enhance the student's understanding. Advanced skills and drills, which directly affect student's physical and cognitive abilities, will be covered. Students will participate in advanced individual and team techniques in relationship to basketball strategy. Participation in course activities will continue to enhance healthy behaviors that influence students to participate in physical activities throughout their life.
<b>HOPE- HEALTH OPPORTUNITIES THROUGH PHYSICAL EDUCATION (Fulfills HOPE graduation req)</b>	9-12	1.0		The concept of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. The content should include, but not be limited to, application of fitness and health concepts, biomechanical and physiological; principles of training; prevention and control of lifestyle diseases; risk factor assessments including chronic diseases, communicable and non-communicable diseases such as HIV/AIDS, and other STIs, heart disease, diabetes, cancer, asthma; development of an individual wellness plan; responsible decision making; development of an individual nutrition plan; analyzing skills related to fitness; safety and injury prevention (hydration, injury, violence, environmental issues, CPR); safety education practices; analyzing consumer information and community resources; interpersonal communication, relationships, and sportsmanship; tobacco, alcohol, and other drug use and abuse (risk and protective factors); advocating for health and fitness promotion; and technology application to facilitate health and fitness. This course incorporates the cognitive component (traditional classroom) as well as the physical component (dressing out and physical activity).
<b>SOCCER</b>	9-12	0.5		The purpose of this course is to provide students with opportunities to acquire knowledge and skills in soccer that may be used in recreational pursuits today as well as in later life and maintain and/or improve their personal fitness. The content should include, but not be limited to, in-depth knowledge and application of skills, techniques, strategies, rules, and safety practices necessary to participate in soccer, and knowledge of the organization and administration of soccer activities. Strategies of team play, skill acquisition, and the maintenance and/or improvement of personal fitness should be stressed.
<b>TEAM SPORTS I</b>	9-12	0.5		The purpose of this course is to provide students with opportunities to acquire knowledge of strategies of team sport, play, develop skills in selected team sports, and maintain and/or improve their personal fitness should be stressed. The content should include, but not be limited to, knowledge and application of skills, techniques, strategies, rules, and safety practices necessary to participate in selected team sports. Team sports selected may include, but not be limited to, flag football, soccer, softball, basketball, and volleyball. Activities selected in Team

				Sports I shall not be repeated in Team Sports II. Strategies of team sports play, skill acquisition, and maintenance and/or improvement of personal fitness should be stressed.
<b>TEAM SPORTS II</b>	9-12	0.5	<b>TEAM SPORTS I (recommended but not mandatory)</b>	The purpose of this course is to provide students with opportunities to acquire knowledge strategies, participate, and develop skills in selected team sports. In addition, the student will maintain and/or improve their personal fitness. Strategies of team sports play, skill acquisition, and maintenance and/or improvement of personal fitness should be stressed. Team sports selected may include, but not be limited to, Track and Field, Ultimate Frisbee, Flag Rugby, Lacrosse, and Fitness and Nutrition.
<b>VOLLEYBALL (BEGINNING)</b>	9-12	.5		The content should include, but not be limited to, in-depth knowledge and application of skills, techniques, strategies, rules, and safety necessary to participate in power volleyball. Strategies of team play, skill acquisition, and the maintenance and/or improvement of personal fitness are stressed.
<b>WEIGHT TRAINING I (BEGINNING)</b>	9-12	.5		The content should include, but not be limited to, knowledge of the importance of muscular strength and endurance, assessment of muscular strength and endurance. Skeletal muscles, application of biomechanical and physiological principles to improve and maintain strength and endurance, sound nutritional practices related to weight training, safety practices, and relevant consumer issues.
<b>WEIGHT TRAINING II (INTERMEDIATE)</b>	9-12	.5	<b>WEIGHT TRAINING I</b>	The content should include, but not be limited to, reinforcement of basic weight training principles, knowledge of safety practices, expansion of weight training programs through incorporating innovative exercises, increasing resistance, modifying the number of sets and repetitions, knowledge of various weight training theories, equipment selection, and the designing, implementing, and evaluating a personal weight training program
<b>WEIGHT TRAINING III (ADVANCED)</b>	10-12	.5	<b>WEIGHT TRAINING II</b>	The content should also include, but not be limited to, reinforcement of basic weight training, safety practices and application of knowledge of design and implementation of a personal weight-training program to meet specific needs and goals. Implementation of personal weight training programs and realization of personal goals are being stressed.

## READING

Course	Grades	Credits	Prerequisites	Description
<b>READING I</b>	9	1.0	<b>Placement is determined by FSA ELA score.</b>	The course will emphasize reading comprehension and vocabulary skills using a variety of grade appropriate texts encompassing a range of complexity. Students will engage in research, write in response to reading, and cite evidence to answer text dependent questions both orally and in writing.
<b>READING 2C</b>	10	1.0	<b>Placement is determined by FSA ELA score.</b>	Students will continue development of literal and inferential comprehension skills, critical reading skills, and vocabulary enrichment with a strong emphasis on comprehending informational text and using test-taking skills
<b>JUNIOR FSA/SAT PREP</b>	11	1.0	<b>Placement is determined by FSA ELA score.</b>	The purpose of this course is for students to develop literal and inferential comprehension skills, critical reading skills, vocabulary enrichment, study skills, and test taking strategies related to the FSA and SAT.

<b>SENIOR FSA/ ACT PREP</b>	12	1.0	<b>Placement is determined by FSA ELA score.</b>	The purpose of this course is for students to develop literal and inferential comprehension skills, critical reading skills, vocabulary enrichment, study skills, and test taking strategies related to the FSA and ACT.
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## SCIENCE

Course	Grades	Credits	Prerequisites	Description
<b>BIOLOGY I</b>	9-12	1.0		The purpose of this course is to provide exploratory experiences and laboratory and real-life applications in the biological sciences. The content should include, but not be limited to, the nature of science, matter, energy, and chemical processes of life-cell: biology, reproduction, and communication genetics: principles, molecular basis, diversity, and biotechnologies-levels of organization, classification, and taxonomy- structure, function, and reproduction of plants, animals, and microorganisms- behavior to organisms-interdependence of organisms, humans, and the environment-biological selection, adaptations, and changes through time-agricultural, food, and medical technologies and careers.
<b>BIOLOGY I HONORS</b>	9-12	1.0	<b>8<sup>th</sup> Grade FSA Level 3+</b>	The content should include, but not be limited to, scientific method, scientific measurement, laboratory safety and use of laboratory apparatus, biochemistry, cell biology, cell reproduction, genetics, biological changes through time, classification and taxonomy, microorganisms and disease, structure and function of plants, structure and function of animals, human anatomy and physiology, and ecological relationships. Opportunities to understand the interactions of science with technology and society should be provided.
<b>ANATOMY AND PHYSIOLOGY HONORS (Fulfills Science graduation requirement)</b>	11-12	1.0	<b>BIOLOGY I or BIOLOGY I HONORS with a 'B' or better <u>and</u> <b>Teacher Recommendation</b></b>	The content should include, but not be limited to, anatomical terminology, cells and tissues, integumentary system, skeletal system, muscular system, nervous system, special sensory organs, endocrine system, circulatory system, respiratory system, digestive system, excretory urinary system, reproductive system, homeostasis, disease process, immune response, and inheritance: molecular, cellular, organism; mutations and genetic disorders. Opportunities to understand the interactions of science with technology and society should be provided.
<b>CHEMISTRY I</b>	10-12	1.0	<b>ALGEBRA 1, GEOMETRY Co-Requisite: ALGEBRA 2 <u>and</u> <b>Teacher Recommendation</b></b>	The content should include, but not be limited to, heat, changes of matter, atomic structure, periodic table, bonding, formulas and equations, mole concept, gas laws, energy and order, reaction rates and equilibrium, solutions: acids, bases, salts, nuclear chemistry, electrochemistry, and organic chemistry. Opportunities to understand the interactions of science with technology and society should be provided.
<b>CHEMISTRY I HONORS</b>	10-12	1.0	<b>ALGEBRA 1 HONORS, GEOMETRY HONORS <u>and</u> <b>Teacher Recommendation</b></b>	The content should include, but not be limited to, heat, changes of matter, atomic structure, periodic table, bonding, formulas and equations, mole concept, gas laws, energy and order, reaction rates and equilibrium, solutions: acids, bases, salts, nuclear chemistry, electrochemistry, and organic chemistry. Opportunities to understand the interactions of science with technology and society should be provided.
<b>PHYSICS I HONORS</b>	11-12	1.0	<b>ALGEBRA 2, TRIGONOMETRY <u>and</u> <b>Teacher Recommendation</b></b>	The content shall include, but not be limited to, kinematics, dynamics, energy, work and power, heat and thermodynamics, wave characteristics, light, electricity, magnetism, and nuclear physics.
<b>EARTH/SPACE SCIENCE</b>	10-12	1.0		The content shall include, but not be limited to, origin of the universe and solar system, life cycle of stars, Earth-Moon system,

				U.S. manned space program and exploration, formation of igneous, sedimentary, and metamorphic rocks and identification of minerals, divisions of the earth, formation of land forms and basic mountain types, fundamental plate tectonics, formation of rivers and water systems, erosion, mass movements, wind, glaciers, hydrologic cycle, oceanography and ocean currents, meteorology and cloud types, weather mapping, soil composition, geologic periods and fossils, and energy resources, renewable and nonrenewable changes, acids, bases and salts.
<b>FORENSIC SCIENCE (HONORS)</b>	11-12	1.0		Research in Forensic Science is an elective course that enables students to experience the application of science to the investigation of a crime. Students will be introduced to the basic concepts of forensics through a case-based course integrating the use of scientific evidence, critical argument, deductive reasoning, problem-solving and reporting media. Issues related to justice and society is also introduced with a forensic context. Individual student research is <u>required</u> .
<b>FORENSIC SCIENCE II (HONORS)</b>	11-12	1.0	<b>FORENSIC SCIENCE I</b>	Course is designed to incorporate laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. During this course all students should be in the science lab or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models.
<b>PHYSICAL SCIENCE</b>	9-12	1.0		The purpose of this course is to provide opportunities to study the concepts of matter, energy, and forces, and their applications through exploratory investigations and activities. The content should include, but not be limited to, unifying concepts and processes of science, structures of atoms, structure and properties of matter, chemical reactions, entropy and conservation of energy, interactions of energy and matter, motions and forces, interactions among science, technology and society.

## **SOCIAL STUDIES**

<b>Course</b>	<b>Grades</b>	<b>Credits</b>	<b>Prerequisites</b>	<b>Description</b>
<b>WORLD CULTURAL GEOGRAPHY</b>	9	1.0		The primary content emphasis for this course pertains to the study of world cultural regions in terms of location, physical characteristics, demographics, historical changes, land use, and economic activity. Content should include, but is not limited to, the use of geographic tools and skills to gather and interpret data and to draw conclusions about physical and human patterns, the relationships between physical geography and the economic, political, social, cultural and historical aspects of human activity, patterns of population growth and settlement in different cultures and environments, the interaction between culture and technology in the use, alteration and conservation of the physical environment, and the interrelationships and interdependence of world cultures.
<b>WORLD CULTURAL GEOGRAPHY HONORS</b>	9	1.0	<b>Level 3+ on the Grade 8 Reading FSA</b>	The grade World Cultural Geography course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of world cultural regions in terms of location, physical characteristics, demographics, historical changes, land use, and economic activity. Content should include, but is not limited to, the use of geographic tools and skills to gather and interpret data and to draw conclusions



				about physical and human patterns, the relationships between physical geography and the economic, political, social, cultural and historical aspects of human activity, patterns of population growth and settlement in different cultures and environments, the interaction between culture and technology in the use, alteration and conservation of the physical environment, and the interrelationships and interdependence of world cultures.
<b>WORLD HISTORY (Fulfills World History graduation req)</b>	10	1.0		The purpose of this course is to provide students with the opportunity to acquire an understanding of the chronological development of civilization by examining the political, economic, social, religious, military, dynastic, scientific, and cultural events that affected humanity.
<b>WORLD HISTORY HONORS (Fulfills World History graduation req)</b>	10	1.0	<b>Teacher Recommendation</b>	Course work will require document analysis and numerous formal essay-writing requirements. These skills are essential for the college bound student. The purpose of World History Honors is to provide students with the opportunity to acquire a comprehensive understanding of the past in terms of what has been interpreted about change or process as it relates to the development of humanity. Analyzing the political, economic, social, religious, military, dynastic, scientific, and cultural events that have shaped and molded humanity does this. Implicit in this is an understanding of interpretation and the issues of external and internal validity.
<b>U.S. HISTORY (Fulfills American History graduation requirement)</b>	11	1.0		The purpose of this course is to provide students with the opportunity to acquire an understanding of the chronological development of the American people by examining the political, economic, social, religious, military, scientific, and cultural events that have affected the rise and growth of our political, social, and economic past. Major focus is on the Industrial Era through present day.
<b>U.S. HISTORY HONORS (Fulfills American History graduation req)</b>	11	1.0	<b>Teacher Recommendation</b>	The purpose of this course is to provide students with the opportunity to acquire an understanding of the chronological development of the American people by examining the political, economic, social, religious, military, scientific, and cultural events that have affected the rise and growth of our political, social, and economic past. Major focus is on the Industrial Era through present day.
<b>U.S. GOVERNMENT (Fulfills American Government graduation req)</b>	12	1.0		The purpose of this course is to provide students with the opportunity to acquire an understanding of American government and political behavior. Appropriate concepts and skills will be developed in connection with the content.
<b>U.S. GOVERNMENT HONORS (Fulfills American Government graduation req)</b>	9 (Pre-AP only) 12	1.0	<b>Teacher Recommendation</b>	The purpose of this course is to provide students with an advanced understanding of the history, scope and responsibilities of the United States Government and its citizens. As a Social Studies Department Honors course, students will be expected to comprehend and process information at elevated levels, including analysis of primary and secondary resources, and advanced text comprehension. Students will provide well-planned and well written essays, often under the pressure of time. Students will also be expected to maintain high-level discussions on current events, the history of the American Government and current and past governmental policies and procedures. The goal is to give students broad base of knowledge necessary for success in the Social Studies Honors programs and beyond.
<b>ECONOMICS (Fulfills Economics graduation req)</b>	12	.5		This course will provide students with the opportunity to acquire an understanding of the way in which society organizes its limited resources to satisfy unlimited wants. The student will be introduced to the major characteristics of the mixed market economic system in the United States and how the basic economic questions are answered.

<b>ECONOMICS HONORS (Fulfills Economics graduation req)</b>	12	.5	<b>Teacher Recommendation</b>	This course will provide students with the opportunity to acquire a comprehensive understanding of the way in which society organizes to utilize its limited resources to satisfy unlimited wants and the distinguishing characteristics of other types of economic systems with particular attention to the American mixed market system. The major emphasis is to provide the student with the tools to examine and analyze the market solutions and public policy decisions related to economic problems.
<b>AFRICAN-AMERICAN HISTORY HONORS</b>	9-12	.5		This course consists of the following content area strands: World History, American History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of African Americans by examining the political, economic, social, religious, military and cultural events that affected the cultural group. Content will include, but is not limited to, West African heritage, the Middle Passage and Triangular Trade, the African Diaspora, significant turning points and trends in the development of African American culture and institutions, enslavement and emancipation, the Abolition movement, Black Nationalist, and Civil Rights movements, major historical figures and events in African-American history, and contemporary African-American affairs.
<b>LEADERSHIP SKILLS DEVELOPMENT</b>	9-12	1.0	<b>Teacher Recommendation</b>	This course is designed to teach leadership skills, parliamentary procedure, problem solving/decision making, communications skills, group dynamics, time and stress management, public speaking, human relations, public relations, team building and other group processes.
<b>PSYCHOLOGY I</b>	9-12	.5		The purpose of this course is to provide students with the opportunity to acquire an understanding of human behavior, behavioral interaction, and the progressive development of individuals. Appropriate concepts and skills will be developed in connection with the content that follows. Specific content to be covered will include, but not be limited to, the theories and methods of study employed by psychologists, human growth and development, abnormal behavior, stress, mental health, and therapeutic techniques.
<b>PSYCHOLOGY II</b>	9-12	.5		The purpose of this course is to provide students with the opportunity to acquire an understanding of human behavior, behavioral interaction, and the progressive development of individuals. Appropriate concepts and skills will be developed in connection with the content that follows. Specific content to be covered will include, but not be limited to, the theories and methods of study employed by psychologists, human growth and development, abnormal behavior, stress, mental health, and therapeutic techniques.

### **TELEVISION PRODUCTION**

<b>Course</b>	<b>Grades</b>	<b>Credits</b>	<b>Prerequisites</b>	<b>Description</b>
<b>TELEVISION PRODUCTION 1 (Fulfills Fine Arts graduation req)</b>	9-12	1.0		The basics of video production and editing are covered in this course. Students will focus on using Adobe Premiere to edit videos and work toward their Adobe Certified Associate certification. They will also focus on using the camera, recording audio and creating videos to be aired on the WCTV Morning Show. Students will work both in front of, and behind, the camera.
<b>TELEVISION PRODUCTION 2, 3, 4 (Fulfills Fine</b>	10-12	1.0	<b>Teacher Recommendation</b>	These courses teach advanced editing techniques and camera operation. Learn elements of pre- and post- production, multi-camera shoots, and cinematic film creation. Students will produce a studio-recorded show and video productions to be included for

Arts graduation req)				that show. TV Production 3 and 4 students may also focus on creating short films, many of which can be entered into various film contests.
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## VETERINARY ASSISTING

**Industry Certifications:** Certified Veterinary Assistant (CVA), Animal Science Specialist Certification

Veterinary Assisting Courses offer core studies in anatomy and physiology, zoology, and animal husbandry. We offer hands-on skills training and experience working with a wide variety of animals such as cats, dogs, ferrets, rabbits, pocket pets, reptiles, goats, birds and poultry.

Course	Grades	Credits	Prerequisites	Description
<b>VETERINARY ASSISTING 1 HONORS</b>	9-12	1.0		Introduction to veterinary medicine with emphasis on the human–animal bond, the role of animals in society, safety, animal behavior, breed identification, species terminology and restraint. Laboratory instruction includes animal care and studies in anatomy.
<b>VETERINARY ASSISTING 2 HONORS</b>	10-12	1.0	<b>VETERINARY ASSISTING 1 HONORS</b>	Standards include instruction in first aid, tool and equipment identification, vital signs, systems of the body, and animal identification.
<b>VETERINARY ASSISTING 3 HONORS</b>	10-12	1.0	<b>VETERINARY ASSISTING 1 &amp; 2 HONORS</b>	Standards include instruction in animal control, overpopulation, animal-related laws, digestive system, nutrition, animal husbandry, preventative medicine, and employability skills.
<b>VETERINARY ASSISTING 4 HONORS</b>	11-12	1.0	<b>VETERINARY ASSISTING 1, 2, &amp; 3 HONORS</b>	Career Dual Enrollment Option – Articulation with Aparicio-Levy Technical College Standards include instruction in animal welfare and animal rights, animal research, record keeping, sanitation, diagnostic testing and equipment, and parasitology.
<b>VETERINARY ASSISTING 5 HONORS</b>	12	1.0	<b>VETERINARY ASSISTING 1, 2, &amp; 3 HONORS</b>	Career Dual Enrollment Option – Articulation with Aparicio-Levy Technical College Standards include instruction in grooming, exotic animals, surgical assisting, pharmacology and syringe use
<b>VET COOPERATIVE EDUCATION OJT OR AGRIBUSINESS</b>	10-12	1.0	<b>AGRISCIENCE FOUNDATIONS HONORS or VETERINARY ASSISTING 1 HONORS</b>	Students receive instruction through experiences in an agricultural occupation. Experiences are planned and supervised by the teacher and employer and contribute to the student’s education and employability. FFA activities are an integral part of this instruction program. Multiple credits may be earned.

## WORLD LANGUAGE

Course	Grades	Credits	Prerequisites	Description
<b>SPANISH I</b>	9-12	1.0	<b>Level 2+ on most recent Reading FSA</b>	The content should include beginning skills in listening and speaking with special attention to pronunciation. An introduction to reading and writing should also be included, as well as the fundamentals of grammar and culture.
<b>SPANISH for Spanish Speakers 1</b>	9-12	1.0	<b>Fluent in Spanish (reading or writing) Teacher Recommendation</b>	This course enables students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar.
<b>SPANISH II</b>	9-12	1.0	<b>SPANISH I</b>	The content should include an expansion of the listening and oral skills. Reading and writing should receive more emphasis, while oral communication remains the primary objective. This course should continue the cultural survey of Spanish-speaking people.
<b>SPANISH for Spanish Speakers 2</b>	9-12	1.0	<b>Spanish for Spanish Speakers 1 Teacher Recommendation</b>	The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and expanding skills in listening, speaking, reading, and writing, as well as Spanish grammar skills acquired in Spanish for Spanish Speakers 1.

<b>SPANISH III HONORS</b>	10-12	1.0	<b>SPANISH II <u>and</u> Teacher Recommendation</b>	The content should include expansions of vocabulary and conversational skills through discussions based on selected readings. Analyzing reading selections should strengthen students' acquisition of grammatical concepts. Contemporary vocabulary should stress activities, which are important to the everyday life of Spanish-speaking people.
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