Our mission is to ensure that each student is empowered with success strategies for academic, career, social/emotional lifelong learning by creating a secure, effective learning environment in collaboration with dedicated staff, involved parents, and a supportive community.

Palm Beach Gardens High School

Curriculum Guide School Year 2021

Palm Beach Gardens Community High School
4245 Holly Drive
Palm Beach Gardens, Florida 33410
Phone: 561-694-7300 / Fax: 561-691-0515
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2020-2021 PBGHS Curriculum Guide

Introduction

This Curriculum Guide contains the course offerings, graduation requirements, and other information you should have to make appropriate choices for a meaningful high school experience. Course selections should be made only after careful consideration of your personal interests, abilities, and future goals. Prior to selecting your courses for next year, you should review the graduation requirement and policies outlined in this guide. You are encouraged to consult with the staff of our school on any aspect of curriculum choice on which you desire information or assistance. Palm Beach Gardens Community High School is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Please feel free to contact the Guidance office for additional information, 561-694-7321 or 561-694-7320.

Administration

Dr. Donald Hoffman  Principal
Dr. Shernett Alexander  Assistant Principal
Michael Chamberlin  Assistant Principal
Charron Brown  Assistant Principal
Ricardo Harrell  Assistant Principal
Jerry McAdoo  Assistant Principal
Nuncia Lowery  Assistant Principal
Leonard Coleman  Dean of Students
Kimberly Smith  Dean of Students

Guidance Counselors  First letter(s) of the student's last name

Grades 10, 11, 12

Kim Costa  A - D
Kevin Cintron  E - J
Joseph Anton  K - Q
Brandon Reese  R - Z

Grade 9

Denise Reid  A - K
Stephanie Brush  L - Z

English-Language Learning Students

Luisa Banks  ELL
ATTENTION NEW STUDENTS

The following is required in order to register at Palm Beach Gardens Community High School.

1. **Residence:** Students must attend the designated school within the attendance boundary where the parents live, unless the student is granted an official School Reassignment by the School District of Palm Beach County. Parents must provide proof of residence by presenting at least three forms of documentation such as a property tax bill or a rental agreement showing payment, a recent utility bill, and a driver’s license showing correct address. Proof of residency may again be requested at any time during the student’s enrollment at Palm Beach Gardens High School.

2. **Health Policy:**
   A. **Immunizations:** Parents MUST have their child’s immunization records on the Florida HRS 680 form. Out-of-state parents may take their child’s immunization records to one of the health clinics to have the information transferred to the appropriate form. No other documents are acceptable. Local physicians have the appropriate forms on hand, courtesy of the PBC Public Health Unit, for records completed by the family’s personal physician. The required shots for each student are as follows: DPT-5 doses required and Tetanus booster (TD); Polio (TOPV)-4 doses required; MMR-2 doses required; Hepatitis B series. Exemptions to the above requirements are allowed as delineated in the Administrative Directives (e.g., religious or medical reasons)
   B. **Physical examinations are required for transfers from another county/state/country.** They must have been performed within the last 12 months of school entry to be valid. The following documents are acceptable for proof of the physical.
      ● Completed Florida HRS form 3040 signed by either a local physician or the local health department. Parents may obtain a complete physical from local health clinics.
      ● Completed out-of-state physical examinations recorded on that state’s HRS form (this must be unaltered original).
      ● Proof of a scheduled appointment for a physical (a 30-day temporary is issued to allow the child in school). If the physical IS NOT performed within the time limit allowed, the child must be withdrawn from school.
      ● Copies of the student record indicating a physical was performed within the required time period of one year (30-day temporary is issued to allow the child in school). If the receiving school does not receive the official school records within the time allowed, the child will be withdrawn.

3. **Transcripts:** It would be helpful if you also had a report card or transcript from your previous school.
Requirements for Graduation

*BELOW ARE THE MINIMUM REQUIREMENTS NEEDED FOR HIGH SCHOOL GRADUATION
*ADDITIONAL REQUIREMENTS ARE NEEDED FOR COLLEGE/UNIVERSITY ADMISSIONS

*A total of 24 credits are needed for graduation. These credits must include:

ENGLISH: 4 credits

MATHEMATICS: 4 credits (must include Algebra I & Geometry credits)
(GRADE 8 students taking high school Algebra I or Geometry will earn high school credit and that credit will count as one of the four mathematics credits that must be earned in grades 9-12.)

SCIENCE: 3 credits (must include one equally rigorous Physical Science, Biology, & one Science Elective)

SOCIAL STUDIES: 3 credits (must include World History, U.S. History, ½ American Government, ½ Economics credit)

PHYSICAL EDUCATION: 1 credit (½ credit of PERSONAL FITNESS and ½ credit of a P.E. class or 1.0 credit of H.O.P.E.)

PERFORMING/FINE ART: 1 credit

ELECTIVES: 8 credits

*A cumulative grade point average of 2.0 is needed in ALL high school credit courses.

*A passing score is needed on the 10th grade FSA ELA Reading and Algebra I EOC.

*20 hours of community service/volunteer hours completed in high school

*Course credit in at least one course through online learning
Academic Policies

PROGRESS MONITORING PLANS

According to state and district directives, a student must have a Progress Monitoring Plan (PMP) if the student is functioning below grade level and not on track for graduation. We request that parents take an active part in understanding this plan, monitoring the child’s attendance, and monitoring the child’s commitment to homework and course study, in order to assist the child to improve his/her academic performance. Students who are below grade level and not on track for graduation may be required to take an intensive reading class and/or retake academic courses in place of other electives.

ATTENDANCE

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

GRADE POINT AVERAGE (GPA)

Palm Beach County’s grading system is based on a 4-point scale (A=4, B=3, C=2, D=1, F=0) for all regular courses.

GRADING SCALE:
A = 100 - 90
B = 89 - 80
C = 79 - 70
D = 69 - 60
F = 59 - 0

HONORS POINT AVERAGE (HPA)

Grade values for honor classes are determined by using the following multiplier times the regular four point scale: 1.125 x grade. Advanced placement courses use 1.50 x grade.

<table>
<thead>
<tr>
<th>HONORS</th>
<th>AP/AICE/Dual Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A=4.5</td>
<td>A=6</td>
</tr>
<tr>
<td>B=3.375</td>
<td>B=4.5</td>
</tr>
<tr>
<td>C=2.25</td>
<td>C=3.0</td>
</tr>
<tr>
<td>D=1.125</td>
<td>D=1.5</td>
</tr>
</tbody>
</table>
REPEATING OF COURSES

A student may repeat any course in which he/she received a grade of “D” or “F” in order to raise his/her GPA. A grade of “C” or higher is required to remove the previous “D” or “F” from cumulative GPA. If the repeat grade is a “D” or “F”, both the original and repeat grade will remain in the cumulative GPA. All courses taken remain on transcript.

FLORIDA VIRTUAL SCHOOL

FLVS provides an excellent opportunity for students to complete required courses and/or make up courses for which they have previously failed. These courses are to be taken off-campus. A full menu of courses is available at [www.flvs.net](http://www.flvs.net). For information, please visit the website or speak with a Guidance Counselor.

*Please note, if you choose to take an Advanced Placement course through FLVS, PBGHS only administers AP Tests for the classes offered on our campus. If you select a FLVS AP course we DO NOT offer, you must make arrangements to take the AP Exam at a school that offers your given class.*

EDGENUITY (“Credit Recovery”)

Edgenuity is a “credit recovery” program offered at PBGHS. Edgenuity courses are computer based and must be completed in one of our on-campus computer labs. PBGHS students can take these courses either during the school day or afterschool.

Testing Programs

The following are some of the standardized tests that our Guidance Department administers and coordinates for high school students.

PSAT/NMSQT – Preliminary Scholastic Aptitude Test

The PSAT is a test that may be taken by freshmen, sophomores, or juniors. It is administered only once per year in October. The testing date is set by the College Board and may not be changed or altered. Scores earned in the junior year determine eligibility for consideration in the National Merit Scholarship Program. Fee and registration information may be obtained through the Guidance Department. Palm Beach County School District administers the PSAT to all freshmen and sophomores at no cost.
SAT – Scholastic Aptitude Test

The SAT is a college-screening test made up of three separate timed sections: critical reading, mathematics and writing. Completion with satisfactory scores is required for college entry. Fee and registration information and practice booklet may be obtained in the Guidance office. **Students are encouraged to register online at** [www.collegeboard.com](http://www.collegeboard.com). Fee waivers are available for students who have qualified for free/reduced lunch.

ACT- American College Test

The ACT is a four-part test used primarily for college screening. The four parts include English, mathematics, reading, and science reasoning. Check with the college of your choice to see if writing component is required. Completion with satisfactory scores is required for college entry. Fee and registration information and practice booklet may be obtained through the Guidance Department. **Students are encouraged to register online at** [www.act.org](http://www.act.org). Fee waivers are available for students who have qualified for free/reduced lunch.

ASVAB- Armed Service Vocational Aptitude Battery & Career Exploration Program.

The ASVAB can be taken by sophomores, juniors and seniors. The test consists of eight short individual tests and measures aptitudes (Verbal Skills, Math Skills, and Science & Technical Skills) that are related to success in different careers. Students can use their scores to match their interest and skills with occupations and to determine the job requirements and educational training needed for specific occupations. Scores can also qualify a student for certain jobs and training in the Armed Forces.

**Students should consult college catalogs and/or a counselor to determine which college entrance examination is appropriate for their needs.**
State University Entrance Requirements

The **Minimum** State of Florida requirements for state university entrance include:

- At least the equivalent of a 3.0 grade point average on a 4.0 scale (as recalculated by the University), plus SAT or ACT score **OR** 2.5 – 2.99 high school GPA or higher on a 4.0 scale (as recalculated by the University plus at least the minimum scores of either the SAT Reasoning Test or ACT as outlined below.
- SAT - Evidenced Based Reading>=460 or ACT – Reading>=19 and
- SAT - Mathematics>=460 or ACT Mathematics>=19

- At least the following secondary academic units
  - 4 credits - English/Language Arts
  - 4 credits - Mathematics (Algebra 1, Geometry, Algebra 2, and one beyond Algebra 2)
  - 3 credits - Natural Science
  - 3 credits - Social Science
  - 2 credits - Foreign Language (must be the same Foreign Language)
  - 2 additional academic credits (English, Math, Science, Social Science, or Foreign Language)

A weighted high school grade point average will be recalculated by the university using a 4.0 scale from grades earned in high school academic core courses in designated subject areas. Admission eligibility will be determined from a sliding scale that involves this recalculated grade point average and the SAT or ACT test score.

Each university has requirements in addition to those stated. Satisfying minimum requirements does not assure acceptance. Acceptance to university or college is contingent upon the college’s evaluation of the final transcript.

**Bright Futures Scholarships**

This program was passed by the 1997 Legislature to reward Florida high school graduates who merit recognition of high academic achievement. Bright Futures consists of three awards: Academic Scholars Award, Medallion Award, and the Gold Seal Vocational Scholars Award. Students may check their Bright Futures GPA at the website [www.floridashines.org](http://www.floridashines.org). Students who receive a Bright Futures scholarship may enroll in any eligible Florida public or independent postsecondary vocational-technical institution, community college or university within 3 years of graduation from high school. Please visit the website for more information [www.floridastudentfinancialaid.org](http://www.floridastudentfinancialaid.org).
Course Levels

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

Advanced Placement Program
The Advanced Placement Program administered by the College Board provides qualified students with the opportunity to take college level courses on the high school campus. These courses, taught by high school teachers, include stringent college level curriculum experiences and culminate in a standardized examination. The examination fees are paid by the School District of Palm Beach County, provided the student is enrolled in the course. Students who demonstrate the required level of proficiency on the examination may be eligible for college credit in that particular subject area. Eligible students are identified based on PSAT/SAT/ACT scores, grade point average, teacher recommendation, and readiness to engage in post-secondary academic work. Students must have proficient reading and math scores and be willing to dedicate extensive personal time to completion of reading and coursework.

Cambridge AICE Program
The Cambridge Advanced International Certificate of Education (AICE) Program is an international, pre-university program developed by the University of Cambridge in England. These courses are rigorous and the accelerated curriculum is designed to award college credit upon successful completion of an International Standard Exam.

AICE CURRICULUM
Students successfully completing the AICE curriculum requirements are exempt from the online course requirement and HOPE requirement for graduation. AICE curriculum requirements include successful completion of seven AICE courses, one from each of the four curriculum groups: Mathematics & Sciences, Languages, and Arts & Humanities, and the Optional Group.

AICE DIPLOMA
In order to earn an AICE International Diploma, students must pass seven credits worth of AICE examinations within a twenty-five month period. At least one examination must come from each of the three subject groups: Mathematics & Sciences, Languages, and Arts & Humanities. By earning the AICE Diploma and completing 100 hours of community service during the high school years, a student will qualify for the Florida Bright Futures Scholarship Program which includes 100% tuition at a Florida public institution.
To be considered for an AICE Diploma, Learners will have to achieve a minimum of 7 credits (including Cambridge International AS Level Global Perspectives & Research) from subject groups 1, 2, and 3 (and optionally Group 4) to be awarded the Diploma. Learners must achieve at least one credit from each of Groups 1, 2 and 3. The remaining credits can come from any of the groups. A maximum of two credits can count from Group 4. A Cambridge International AS Level is awarded one credit. Please visit their website www.cambridgeinternational.org or see a Guidance Counselor for additional information.

AICE Courses offered at PBGHS:
Group 1: Marine Science, Environmental Management, Psychology
Group 2: English Language
Group 4: Thinking Skills, General Paper
*Required Course: Global Perspectives & Research

*Students who do not take the AP and/or AICE examination will not receive AP/AICE weighting for the course(s). The course code will remain the same; however, the weighting will be changed to honors level 1.125.*

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

*Student must have a 3.0 overall GPA
*Student must take the SAT, ACT or PERT and meet the minimum required score
*Student must register and attend a mandatory information session at PBSC prior to course registration

At the end of junior year, students with exceptional academic qualifications with a 3.2 GPA may apply for Early Admission at Palm Beach State College. Students will take all of their senior courses at Palm Beach State College and will not be permitted on the PBGHS campus during the school day hours. Special permission from the principal, guidance counselor, and parents are required. Dual enrollment classes become part of the permanent college transcript and may impact eligibility for financial assistance. For additional information on these opportunities, please visit the website, www.palmbeachstate.edu/dualenroll, or see a guidance counselor.
FIVE STAR MAGNET PROGRAM

The Five Star Magnet Program is an award-winning program of Magnet Schools of America and offers students unique courses and opportunities in preparation for top post-secondary schools and future careers. Over 1,000 students are enrolled in the six program areas. In the Global Business & Entrepreneurship program, students take 1-3 specialized classes per year that emphasize academics and important life and career skills. Communication and support from our Business Advisory Board, along with partnerships in the community, provide opportunities to strengthen our program. This combination of academics and hands-on learning prepares students to become leaders in tomorrow's world.

Magnet Mission Statement

To provide qualified students interested in the Global Business & Entrepreneurship, Sports Management & Recreation, Tourism, Hospitality & Resort Management, Medical, Culinary Arts, and Television & Film industries with superior academic experiences and career opportunities within those disciplines while preparing them for post-secondary education and future employment.

Culinary Arts

The Culinary program has been designed to provide practical hands-on experiences to prepare students for careers in the food service industry. Culinary Arts I covers the history of the food service industry; safety in the workplace; employability skills; leadership/teamwork skills; care and use of commercial culinary equipment; basic food science; basic nutrition; and following recipes in food preparation labs.

Global Business & Entrepreneurship

The Global Business & Entrepreneurship program has been designed to simulate a college curriculum. Students take cornerstone courses their freshman and sophomore years, which give them essential skills, and an overview in the Global Business area through guest speakers, field trips, and the use of technology. Participation in Future Business Leaders of America (FBLA) and R.O.P.E.S. leadership training helps magnet students enhance their skills in communication, problem solving, teamwork and computer technology.
Pre-Medicine/Medical Science Academy

Students in the Pre-Medicine Program follow an extensive four-year college preparatory program designed to prepare the university bound student for a Pre-Med, Nursing, Pre-Vet, Pre-Pharmacy or Pre-Dental major. The rigorous specialized curriculum includes emphasis on honors and advanced placement courses. The Junior level offers the Pathophysiology and Clinical Preceptorship courses that incorporate a hands-on experience in chronic and acute care facilities. Senior year offers a choice between Clinical Internship, Clinical Externship, or Emergency Medical Responder (Certification course: EKG Technician, Emergency Medical Responder certification, Patient Care Technician certification). Students graduate with an Honors Allied Health Assisting Certificate from the Florida Department of Education and depending upon completion of the corresponding program coursework, take the state certification Nursing Assisting exam, as well as national certification exam for Certified Medical Administrative Assistant, EKG Technician, or Patient Care Technician.

Sports Management & Recreation

The Sports Management and Recreation program has been designed to simulate a college curriculum. Students take cornerstone courses their freshman and sophomore years which give them essential skills and an overview in the Sports Management and Recreation area through guest speakers, field trips, and the use of technology. Participation in Future Business Leaders of America (FBLA) and R.O.P.E.S. leadership training helps magnet students enhance their skills in communication, problem solving, teamwork, and computer technology with an opportunity to earn the Microsoft Office Specialist industry certification.

Television & Film Production Technology

The Television and Film Production Technology Program teaches students professionalism through hands-on training and real-life experiences. Students are prepared to function as members of a production team by actually working in the same environment found in television, radio, and production facilities. Students also learn the art of interviewing and news-gathering techniques.

Tourism, Hospitality, & Resort Management

The Tourism, Hospitality and Resort Management program has been designed to simulate a college curriculum. Students take cornerstone courses their freshman and sophomore years which give them essential skills and an overview in the Tourism, Hospitality and Resort Management area through guest speakers, field trips, and the use of technology. Participation in Future Business Leaders of America (FBLA) and R.O.P.E.S. leadership training helps magnet students enhance their skills in communication, problem solving, teamwork and computer technology.
COURSE SELECTION

Student Placement
Students are placed in the required academic courses according to teacher recommendations, grades from pre-requisite courses, and scores on standardized tests.

Course Requests & Scheduling
During the second semester (February/March), students will submit their course requests for the next school year. All requests must have the necessary teacher recommendations. Student schedules will then be created automatically by the computer and will be given to students the morning of the first day of school in August. Parents should be involved in students’ selection of classes. Students will be expected to remain in selected classes for the entire year.

Schedule Changes
Schedule changes are considered during the first 2 weeks of each semester. Schedule changes are considered on an individual student basis. Changes will be made only if:

❖ A clerical error was made and a student is placed in an incorrect course.
❖ The student previously took and passed the same class.
❖ The administration levels sizes of classes.
❖ A change in academic levels for a student is indicated.

Schedule changes will NOT be made at any time for a student wanting a different teacher, class period, or elective course.
COURSE DESCRIPTIONS

Below are the courses being offered for the 2019-2020 school year. Please review the descriptions for more information about each course. Course offerings are subject to change.

ENGLISH/LANGUAGE ARTS

<table>
<thead>
<tr>
<th>COURSE</th>
<th>LEVEL:</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTENSIVE READING</td>
<td>Regular</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Any student scoring in quartile 1 or 2 on FSA-ELA. Any 11th or 12th grader who has not passed FSA-ELA will be required to take Intensive Reading.</td>
<td></td>
</tr>
<tr>
<td>COURSE DESCRIPTION: The purpose of this course is to provide remedial instruction and practice in communication skills. The content should include, but not be limited to, the following: content identified by diagnosis of each student's needs for remedial instruction identified in the academic improvement plan; test-taking skills; and strategies for reading and writing. Students should be given opportunities to develop and apply skills through guided, shared, and independent reading, writing, and test-taking practice.</td>
<td></td>
</tr>
<tr>
<td>ENGLISH 1</td>
<td>Regular</td>
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<td></td>
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</tr>
<tr>
<td>COURSE DESCRIPTION: English I provides instruction in the Language Arts strands of reading, writing, speaking, listening, viewing, language, and literature. It offers instruction in reading and vocabulary necessary for comprehension of printed materials; research; the writing of effective paragraphs and multi-paragraph papers, with emphasis on all stages of the writing process in prepared or timed form (prewriting, drafting, revising, editing and publishing); speech instruction including formal and informal presentations; evaluation of mass media; the analysis of genres and the study of language in conjunction with writing, concentrating on conventions of grammar, usage, and mechanics. Technology is incorporated into all aspects of the course.</td>
<td></td>
</tr>
<tr>
<td>ENGLISH 1 HONORS</td>
<td>Honors</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>PREREQUISITE: Teacher recommendation</td>
<td></td>
</tr>
<tr>
<td>COURSE DESCRIPTION: English Honors I promotes academic excellence in English language arts through enriched experiences in reading, writing, observing, speaking, listening, researching, and viewing. This course provides instruction in critical analysis of major literary genres. Composition</td>
<td></td>
</tr>
</tbody>
</table>
ENGLISH 2          LEVEL:  Regular

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

ENGLISH 2 HONORS  LEVEL:  Honors

PREREQUISITE: Successful completion of English 1 and teacher recommendation

COURSE DESCRIPTION: English Honors II promotes academic excellence in English language arts through the study of world literature and enriched experiences in composition, speech, research, viewing, observing, and listening skills. This course provides instruction in universal themes found in world literature, as well as in the critical analysis of various genres in that literature. Composition instruction emphasizes the creative, technical, and traditional academic modes of writing through the writing process (prewriting, drafting, revising, editing, and publishing). Frequent timed and prepared practice is provided. Technology is incorporated into all aspects of the course.

ENGLISH 3          LEVEL:  Regular

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

ENGLISH 3 HONORS  LEVEL:  Honors

COURSE DESCRIPTION: English Honors III promotes excellence in English language arts through the enriched experiences in reading, writing, speaking, viewing, observing, and listening. Instruction includes frequent practice in writing various types of multi-paragraph essays, including documented papers; written
and oral analysis of American literature representing the ethnic and cultural diversity of the American experience; and analysis of American dialects reflected in the literature. Reference skills and methods of summarizing are taught in the production of documented papers/projects. All phases of the writing process are utilized where appropriate (prewriting, drafting, revising, editing, and publishing). Formal and informal speech experiences are provided. Technology is incorporated into all aspects of the course. This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

**ENGLISH 4 : FLORIDA COLLEGE PREP**  
**LEVEL:** Regular

**COURSE DESCRIPTION:** This course incorporates reading and writing study through writing a variety of informative texts using grade-level writing craft and through the in-depth reading and analysis of informational selections in order to develop critical reading and writing skills necessary for success in college courses. This course prepares students for successful completion of Florida college English courses. The benchmarks reflect the Florida Postsecondary Readiness Competencies necessary for entry-level college courses.

**ENGLISH 4 HONORS**  
**LEVEL:** Honors

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

**COURSE DESCRIPTION:** English Honors IV promotes excellence in English language arts through the enriched experiences in communication skills and instruction in the literature of Great Britain. Instruction will cover the written and oral analysis of major British literary works of various genres, in relationship to cultural influences and to the development of the literary traditions of the English language. Writing assignments will develop students' abilities to interpret literature and analyze it critically. All phases of the writing process will be utilized where appropriate (prewriting, drafting, revising, editing, and publishing). Students will also extend their speaking, researching, viewing, listening, and observing skills. Language study should include vocabulary in the context of literature and an overview of the history of the language as reflected in literature.

**AICE GENERAL PAPER AS**  
**LEVEL:** AICE/AP (AS LEVEL)

**PREREQUISITE:** Successful completion of 8th or 9th grade Language Arts/English Honors and FSA-ELA Assessment score of 4 or 5

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

PREREQUISITE: Successful completion of AICE General Paper, demonstrated ability, and teacher recommendation

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

AICE ENGLISH LITERATURE 1 AS  LEVEL: AICE (AS LEVEL)

PREREQUISITE: Successful completion of AICE General Paper, demonstrated ability, and teacher recommendation

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

AP ENGLISH: LANGUAGE & COMPOSITION  LEVEL: ADV PL

PREREQUISITE: Successful completion of a Honors/AICE/AP English course and teacher recommendation

COURSE DESCRIPTION: This course provides students with an understanding of the semantic, structural, and rhetorical resources of the English language, as they relate to the principles of effective writing. This course is also designed to provide students with a variety of writing opportunities calling for the use of different styles and tones. Written assignments totaling at least 12,000 words shall be a component for successful completion of this course. The content includes, but is not limited to, that determined by the Advanced Placement Program.
AP ENGLISH: LITERATURE AND COMPOSITION  LEVEL: ADV PL

PREREQUISITE: Successful completion of a Honors/AICE/AP English course and teacher recommendation

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

MATHEMATICS

LIBERAL ARTS MATH 1  LEVEL: Regular

SPECIAL NOTE: This course does NOT count toward university admission nor the NCAA Clearinghouse.

PREREQUISITE: Required for students who are not academically ready for Algebra 1 and/or previously failed Algebra 1

COURSE DESCRIPTION: 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, (Course #1206310), and does not include formal deductive proofs. The content will include, but not be limited to, the following: geometric constructions; terminology and fundamental properties of geometry; coordinate geometry and graphing of linear functions and inequalities; inductive reasoning and informal proof; introduction to deductive reasoning; measurement of plane and solid figures, including perimeter, area, volume, and applications of the Pythagorean Theorem; exploration and application of geometric relationships including parallelism, perpendicularity, congruence, and similarity; symmetry and transformations, including flips, turns, and slides.

ALGEBRA 1  LEVEL: Regular

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

LIBERAL ARTS MATH 2  LEVEL:  Regular

SPECIAL NOTE: This course does NOT count toward university admission nor the NCAA Clearinghouse.

PREREQUISITE: Recommended for students who possess weak Algebra skills and/or did not score a LEVEL 3, 4, 5 on the Algebra EOC

COURSE DESCRIPTION: The purpose of this course is to strengthen mathematical skills necessary for further study of advanced mathematics. The content should include, but not be limited to the following: polynomials; factoring; algebraic expressions; equations and inequalities; functions, relations, and graphs; systems of linear equations and inequalities; exponents; radical expressions; properties of two and three dimensional figures; segments and angles; similarity and congruence; perimeter, area, and volume; and quadratic equations.

GEOMETRY  LEVEL:  Regular

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

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

GEOMETRY HONORS  LEVEL:  Honors

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

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

ALGEBRA 2

LEVEL: Regular

TECHNOLOGY REQUIREMENT: TI-84 Plus Graphing Calculator

PREREQUISITE: Successful completion of Algebra 1 & Geometry and the Algebra 1 EOC & Geometry EOC with teacher recommendation

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

ALGEBRA 2 HONORS

LEVEL: Honors

TECHNOLOGY REQUIREMENT: TI-84 Plus Graphing Calculator

PREREQUISITE: Successful completion of Algebra 1 & Geometry Honors and teacher recommendation

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

MATH FOR COLLEGE READINESS

LEVEL: Regular

SPECIAL NOTE: Required course for students not meeting College Proficiency Mathematics test score(s) (SAT 440, ACT 19, PERT 114) with teacher/Guidance Counselor recommendation.

COURSE DESCRIPTION: This course is targeted for students who are not yet "college ready" in mathematics or simply need some additional instruction in content to prepare them for success in college level mathematics. This course incorporates the Florida Standards for Mathematical Practices as well as
the following Florida Standards for Mathematical Content: Expressions and Equations, The Number System, Functions, Algebra, Geometry, Number and Quantity, Statistics and Probability, and the Florida Standards for High School Modeling. The standards align with the Mathematics Postsecondary Readiness Competencies deemed necessary for entry-level college courses.

ADVANCED TOPICS IN MATH

LEVEL: Regular

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

COURSE DESCRIPTION: Students will use their background knowledge of their subjects and related content areas to recognize and interpret and graph functions. Solve rational equations, quadratic equations, and nonlinear systems of equating. Students use counting principles, formulas for permutations and combinations.

PROBABILITY & STATISTICS

LEVEL: Honors

TECHNOLOGY REQUIREMENT: TI-84 Plus Graphing Calculator

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

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

PRE-CALCULUS

LEVEL: Honors

TECHNOLOGY REQUIREMENT: TI-84 Plus Graphing Calculator

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

COURSE DESCRIPTION: The purpose of this course is to emphasize the study of functions and other skills necessary for the study of calculus. The content should include, but not be limited to the following: polynomial, rational, exponential, inverse, logarithmic, and circular functions; sequences and series; concept of limits; vectors; conic sections; polar coordinate systems; symbolic logic; and mathematical induction.
AP STATISTICS

LEVEL: ADV PL

TECHNOLOGY REQUIREMENT: TI-84 Plus Graphing Calculator

SPECIAL NOTE: Students should have already met their College Readiness requirements (SAT 440, ACT 19, PERT 114) with teacher/Guidance Counselor recommendation. Students are required to take the Standardized Advanced Placement examination upon completion of the course.

PREREQUISITE: Successful completion of Algebra 1, Geometry, Algebra 2, and Trigonometry & Analytic Geometry or PreCalculus with teacher recommendation

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

AP CALCULUS AB

LEVEL: ADV PL

TECHNOLOGY REQUIREMENT: TI-84 Plus Graphing Calculator

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

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

SCIENCE

PHYSICAL SCIENCE

LEVEL: Regular

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

PHYSICAL SCIENCE HONORS  LEVEL: Honors

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

ENVIRONMENTAL SCIENCE  LEVEL: Regular

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

BIOLOGY 1  LEVEL: Regular

COURSE DESCRIPTION: This course provides students with the opportunity to understand the following concepts: the cell, matter and energy in living systems, molecular basis of heredity, biological evolution, interdependence of organisms, nervous system and behavior of organisms, science inquiry, science as technology, science in personal and social perspectives, science as a human endeavor, nature of scientific knowledge, and historical perspectives. Opportunities to use equipment, materials, supplies, and other resources for experimentation and direct investigation of phenomena will incorporate the scientific method, processes of science, and safety.
### BIOLOGY 1 HONORS  LEVEL: Honors

**PREREQUISITE:** Teacher Recommendation

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

### MARINE SCIENCE 1  LEVEL: Regular

**PREREQUISITE:** Biology, Physical Science

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

### MARINE SCIENCE 1 HONORS  LEVEL: Honors

**PREREQUISITE:** Biology, Physical Science

**COURSE DESCRIPTION:** This course provides students with an overview of the marine environment. Content includes, but is not limited to, the nature of science, the origin of the oceans, the chemical, physical, and geological aspects of the marine environment, ecology of various sea zones, marine communities, the diversity of marine organisms, characteristics of major marine ecosystems, characteristics of major marine phyla, and the interrelationship between man and the ocean. Laboratory investigations of selected topics in the content, which include the use of the scientific method, measurement, laboratory apparatus and safety procedures, are an integral part of the course. In general, the academic pace and rigor will be greatly increased for honors level course work.

### FORENSIC SCIENCE 1  LEVEL: Regular

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

**CHEMISTRY**

**LEVEL:** Regular

**PREREQUISITE:** Biology, Algebra

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

**CHEMISTRY 1 HONORS**

**LEVEL:** Honors

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

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

**ANATOMY & PHYSIOLOGY**

**LEVEL:** Regular

**PREREQUISITE:** Biology

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

ANATOMY & PHYSIOLOGY HONORS

LEVEL: Honors

PREREQUISITE: Biology

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

PHYSICS 1 HONORS

LEVEL: Honors

PREREQUISITE: Algebra, Geometry, and/or teacher recommendation

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

AP BIOLOGY

LEVEL: ADV PL

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

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

**PREREQUISITE:** Biology, Chemistry, completion of Geometry, and teacher recommendation

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

### AP CHEMISTRY  LEVEL:  ADV PL

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

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

### AICE MARINE SCIENCE 1  LEVEL:  AICE (AS LEVEL)

**PREREQUISITE:** Teacher recommendation; successful or concurrent enrollment in Biology I Honors

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

PREREQUISITE: Teacher recommendation

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

SOCIAL STUDIES

WORLD HISTORY  LEVEL: Regular

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

WORLD HISTORY HONORS  LEVEL: Honors

PREREQUISITE: Teacher Recommendation

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

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<th>U.S. HISTORY</th>
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<td>COURSE DESCRIPTION: This course provides students with the opportunity to acquire an understanding of the chronological development of the American people by examining the political, economic, social, religious, military, scientific, and cultural events that have affected the rise and growth of our nation from Revolutionary times to the present. Topics include, but are not limited to, a review of the westward expansion of American settlements, the origin of American ideals, the American Revolution and Declaration of Independence, the formation of the Constitution and the federal system, sectional schisms in American life, the Civil War and Reconstruction. Specific in-depth content to be covered will include, but not be limited to, an understanding of time-space relationships, the synthesizing of American culture from the mid-nineteenth century to the present, the interpretive evolution of the Constitution from 1800 to the present, the technological and urban transformation of the country in the last part of the 19th century, the evolution of American lifestyles and ideals from 1800 to the present, the development of the American economy from the mid-nineteenth century to the present, and contemporary domestic and foreign issues.</td>
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<td>PREREQUISITE: Teacher recommendation</td>
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<tr>
<td>COURSE DESCRIPTION: This course provides students with the opportunity to acquire an in-depth and comprehensive understanding of the chronological development of American history from Revolutionary times to the present by examining the political, economic, social, religious, military, scientific, and cultural events that have affected the nation. Implicit in this is an understanding of the historical method, the inquiry process, and historical reasoning and interpretation. Topics include, but are not limited to, a review of the significance of westward expansion on the American character, the origin and development of American ideals and characteristics, interpretations on the effects of the American colonial experience, an analysis of enlightened thinking and the Declaration of Independence, an understanding of the relationship between idealism and reality in the development of the US Constitution and the Bill of Rights, an analysis of sectionalism as a force in American life, and the aftermath of the American Civil War. Specific in-depth content to be covered will include, but not be limited to, an understanding of geo-historic development in time-space, an analysis of the significant trends in the development of American culture and institutions from 1800 to the present, comparisons of the technological and urban transformation of our nation in the mid-nineteenth and 20th centuries, interpretations of the changes in American lifestyles through the mid-nineteenth and 20th centuries, an analysis of the changes in American foreign policy from regional to global perspective, an evaluation of the cycles characteristic of American economic development through the mid-nineteenth and 20th centuries, and an analysis of contemporary American domestic and foreign issues with projected scenarios through the 21st century.</td>
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U.S. GOVERNMENT

LEVEL: Regular

PREREQUISITE: World History, American History

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

U.S. GOVERNMENT HONORS

LEVEL: Honors

PREREQUISITE: World History, American History and teacher recommendation

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

ECONOMICS WITH FINANCIAL LITERACY

LEVEL: Regular

PREREQUISITE: World History, American History

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

PREREQUISITE: World History, American History and teacher recommendation

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

AP WORLD HISTORY  LEVEL: ADV PL

PREREQUISITE: Teacher recommendation

COURSE DESCRIPTION: This course enables students to understand the development of Europe within the context of history by examining connections to the past in order to prepare for the future as participating members of a global community. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings. The content should include, but not be limited to, the following: the content specified by the Advanced Placement Program; an exposure to the foundations of World History prior to 1000 A.D.; an emphasis on the time period between 1000 and present; Asia, Europe, Saharan, and sub-Saharan Africa; China, Mesoamerica, Islam, Mongol dominance, new political units in Africa and Europe.

AICE INTERNATIONAL HISTORY 1  LEVEL: AICE (AS LEVEL)

Note: This course will satisfy the World History graduation requirement

PREREQUISITE: Teacher Recommendation

COURSE DESCRIPTION: Cambridge International AS and A Level History is a flexible and wide-ranging syllabus covering modern history in the nineteenth and twentieth centuries. The syllabus builds upon skills gained at Cambridge IGCSE or Cambridge O Level and develops lifelong skills including understanding issues and themes within a historical period. The emphasis is again on both historical knowledge and on the skill required for historical research. Learners develop an understanding of cause and effect, continuity and change, similarity and difference, and use historical evidence as part of their studies. At AS learners can select from topics on European, American or International history.
AP U.S. HISTORY

LEVEL: ADV PL

PREREQUISITE: Teacher recommendation

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

AICE UNITED STATES HISTORY 1

LEVEL: AICE (AS LEVEL)

PREREQUISITE: Teacher recommendation

COURSE DESCRIPTION: Cambridge International AS Level History is a flexible and wide-ranging syllabus covering modern history in the nineteenth and twentieth centuries. The syllabus builds upon skills gained at Cambridge IGCSE or Cambridge O Level and develops lifelong skills including understanding issues and themes within a historical period. The emphasis is again on both historical knowledge and on the skills required for historical research. Learners develop an understanding of cause and effect, continuity and change, similarity and difference, and use historical evidence as part of their studies. At AS Learners can select from topics on European, American or International history.

AP AMERICAN GOVERNMENT

LEVEL: ADV PL

PREREQUISITE: World History, American History and teacher recommendation

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

AP MACROECONOMICS

LEVEL: ADV PL

PREREQUISITE: Teacher recommendation

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

MAGNET COURSES

GLOBAL BUSINESS & ENTREPRENEURSHIP

INTERNATIONAL BUSINESS SYSTEMS  LEVEL: Regular

COURSE DESCRIPTION: This course is designed to prepare students to live and work in a global economy. Students develop an understanding of business principles, management styles, economics, and customs which affect business systems in the international environment. After successful completion of Accounting Applications 1, International Finance and Law, International Business Systems, and Business Internship, students will have met Occupational Completion Point - Data Code B, Manager Trainee - DOT Code 189.167-018, SOC Code 11-9199. *Students have the opportunity to take the MCAS industry certification exam.

GLOBAL STUDIES  LEVEL: Regular

COURSE DESCRIPTION: The grade 9-12 Global Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content emphasis for this course pertains to the study of the commonalities and differences among the peoples and cultures of the world and the complex nature of individual, group and national interactions in today's world. Content should include, but is not limited to, global interdependence and challenges, culture, international systems and policies, pluralism, transnationalism, and cultural diffusion, global economics, and human-environment interactions.

INTERNATIONAL FINANCE & LAW  LEVEL: Regular

COURSE DESCRIPTION: This course is designed to introduce students to the laws and regulations governing international trade including knowledge of import-export activities, banking, treaties, and currency exchange rates. After successful completion of Accounting Applications 1, International Finance and Law, International Business Systems, and Business Internship, students will have met Occupational Completion Point - Data Code B, Manager Trainee - DOT Code 189.167-018, SOC Code 11-1021.
SPORTS MANAGEMENT & RECREATION

SPORTS, RECREATION, & ENTERTAINMENT ESSENTIALS  LEVEL: Regular

COURSE DESCRIPTION: This course is designed to provide students with opportunity to develop the competencies essential to sport, recreation, and entertainment marketing. These competencies include employability, human relations, communication, math, and economic skills. The fundamentals of sport, recreation, and entertainment marketing and selling are also included.

SPORTS, RECREATION, & ENTERTAINMENT APPS  LEVEL: Regular

SPECIAL NOTE: Meets graduation requirements for Performing Fine Arts. After successful completion of the core (Sport, Recreation, and Entertainment Essentials and Sport, Recreation, and Entertainment Applications), students will have met Occupational Completion Point, Data Code A, Salesperson, Retail, Sport, Recreation, and Entertainment.

PREREQUISITE: Satisfactory completion of Sports, Recreation, and Entertainment Essentials and teacher recommendation.

COURSE DESCRIPTION: This course is designed to provide students with an in-depth study of sport, recreation, and entertainment marketing in a free enterprise society and provide the knowledge, skills, and attitudes required for employment in a wide variety of sport, recreation, and entertainment marketing occupations.

SPORTS, RECREATION, & ENTERTAINMENT MANAGEMENT  LEVEL: Honors

COURSE DESCRIPTION: This course provides instruction for career sustaining level employment in the sport, recreation, and entertainment industry. The content includes applied skills related to the sport, recreation, and entertainment marketing functions and industries including employment skills required for success in sport, recreation, and entertainment and career planning as related to the sport, recreation, and entertainment industry. After successful completion of the core (Sport, Recreation, and Entertainment Essentials and Sport, Recreation, and Entertainment Applications) and Sport, Recreation, and Entertainment Marketing Management, students will have met Occupational Completion Point B, First Line Supervisors and Manager/Supervisors, Sales and Related Workers, Sport, Recreation, and Entertainment - OES 41002 SOC 41-1011.
TOURISM, HOSPITALITY, & RESORT MANAGEMENT

INTRODUCTION TO HOSPITALITY & TOURISM       LEVEL: Regular

SPECIAL NOTE: After successful completion of this course, students will have met Occupational Completion Point A: Guest Services Agent within the Academy of Travel and Tourism.

COURSE DESCRIPTION: This course is designed to introduce students to the skills necessary for success in the hospitality and tourism industry. Students will also have the opportunity to learn hospitality and tourism terminology and the mathematical, economic, marketing, and sales fundamentals of the industry.

HOSPITALITY & TOURISM MARKETING MANAGEMENT       LEVEL: Honors

SPECIAL NOTE: After successful completion of Introduction to Hospitality and Tourism, Computer Technology for Travel and Tourism, Hospitality and Tourism Internship, students will have met the requirements for Program Completion in the Academy of Travel and Tourism and will receive a certificate of program completion.

PREREQUISITE: Satisfactory completion of Introduction to Hospitality and Tourism, Computer Technology for Travel and Tourism, Hospitality and Tourism Internship, and teacher recommendation.

COURSE DESCRIPTION: This course is designed to provide students necessary career specific instruction in travel and tourism. Students will learn sales techniques, marketing principles, and entrepreneurship skills necessary to succeed in the travel and tourism industry. Students will have met Occupational Completion Point Data Code C: Travel Destination Specialist - Industry

HOSPITALITY & TOURISM ENTREPRENEURSHIP       LEVEL: Honors

COURSE DESCRIPTION: The purpose of this course is to provide with the academic and technical preparation to pursue high-demand and high-skill careers in hospitality related industries. In addition, this course is designed so that performance standards meet employer expectations, enhancing the employability of students.
CULINARY ARTS

CULINARY ARTS 1

LEVEL: Regular

SPECIAL NOTE: Students will have met occupational completion point Data Code A: Food & Beverage Preparation and Service Worker; OES Code 65038427, 1 Credit/150 hours.

COURSE DESCRIPTION: This course was developed as part of a three-credit core. Students will develop competence in career and job opportunities; basic food skills; personal productivity; safe, secure and sanitary work procedures; operational systems; recipes; commercial tools and equipment; principles of nutrition; front-of-the-house duties; back-of-the-house duties; food and beverage preparation. The Career Technical Student Organization, Family Career and Community Leaders of America (FCCLA) is an integral part of the instructional program, and the activities of such organization are defined as part of the curriculum in accordance with Rule 6A-6.064, FAC.

CULINARY ARTS 2

LEVEL: Regular

PREREQUISITE: Teacher recommendation. Students should complete Culinary Arts 1 or concurrently enrolled in 1 and 2.

SPECIAL NOTE: Meets graduation requirements for Performing Fine Arts. Students will have met occupational completion point Data Code B: Cook; Waiter/Waitress Industry Title 2 Credits/300 hours.

COURSE DESCRIPTION: This course was developed as part of a three-credit core. Students will develop competence in career and job opportunities; basic skills; work procedures; operational systems; recipes; principles of nutrition; front-of-the-house and back-of-the-house duties and food preparation. The Career Technical Student Organization, Family Career and Community Leaders of America (FCCLA) is an integral part of the instructional program, and the activities of such organization are defined as part of the curriculum in accordance with Rule 6A-6.064, FAC.

CULINARY ARTS 3

LEVEL: Honors

PREREQUISITE: Teacher recommendation. Completed Culinary Arts 1 and 2 or concurrently enrolled.

SPECIAL NOTE: Meets graduation requirements for Performing Fine Arts. Students will have met occupational completion point Data Code C: Cook; Kitchen Helper, Restaurant Cashier Industry Title, 3 Credits/450 hours.

COURSE DESCRIPTION: This course was developed as part of a three-credit core. Students will develop competence in career and job opportunities; basic skills; personal productivity; work procedures; operational systems; recipes; front-of-the-house duties and food preparation. The Career Technical Student Organization, Family Career and Community Leaders of America (FCCLA) is an integral part of the instructional program, and the activities of such organization are defined as part of the curriculum in accordance with Rule 6A-6.064, FAC.
CULINARY ARTS 4 LEVEL: Honors

SPECIAL NOTE: Meets graduation requirements for Performing Fine Arts.

COURSE DESCRIPTION: This course was developed for students to develop competence in career advancement opportunities; food identification, selection and purchasing; advanced cooking and baking skills; communication skills; math skills; scientific principles of cooking and baking and quality standards of food preparation and presentation. *Students have the opportunity to take the ProStart industry certification exam.

PRE-MEDICINE & MEDICAL SCIENCE ACADEMY

HEALTH SCIENCE I LEVEL: Regular

SPECIAL NOTE: This course is one of two required courses that students must complete or be currently enrolled in before enrolling in a course leading to an occupational point.

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

HEALTH SCIENCE II LEVEL: Regular

SPECIAL NOTE: This course is one of two required courses that students must complete or be currently enrolled in before enrolling in a course leading to an occupational point.

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

ALLIED HEALTH ASSISTING III LEVEL: Regular

PREREQUISITE: AP Biology, Health Science II, Chemistry Honors, and Biology Honors

COURSE DESCRIPTION: This course is designed to enable each student to perform skills representative of at least one thru three major allied health areas in the school laboratory before beginning the clinical phase. Successful completion of a clinical rotation in at least one thru three major allied health areas is required. *Students have the opportunity to take the industry certification exam.
HEALTH SCIENCE ED DIRECTED STUDY - INTERNSHIP  LEVEL: Regular

COURSE DESCRIPTION: The purpose of this course is to provide students with learning opportunities in a prescribed program of study within the Health Science cluster that will enhance opportunities for employment in the career field chosen by the student.

FIRST RESPONDER 3  LEVEL: Regular

SPECIAL NOTE: This course may be offered by a school as an option for completing the three credits needed by students to exit the Health Science Program.

PREREQUISITE: Health Science 1 and Health Science 2

COURSE DESCRIPTION: This course teaches the student principles, skills procedures, instruments, terminology, ethical, and legal implications pertinent to the specific occupation. *Students have the opportunity to take the industry certification exam.

TELEVISION & FILM

DIGITAL VIDEO TECH 1  LEVEL: Regular

SPECIAL NOTE: Meets graduation requirements for Performing Fine Arts.

COURSE DESCRIPTION: This course develops introductory skills in television production. The content includes but is not limited to the following: television production and the television production team, the history of television and its role as an element of the mass media, television-related careers, writing for television, basic equipment used in television production such as video recorders, cameras, and lights.

DIGITAL VIDEO TECH 2  LEVEL: Regular

SPECIAL NOTE: Meets graduation requirements for Performing Fine Arts.

COURSE DESCRIPTION: This course develops skills in using more advanced equipment for television production and in applying these skills to producing television programs. The content includes but is not limited to the following: skill development in writing, producing, directing and editing television programs; basic set design; use of equipment such as camera control units, audio boards, editors, special effects generators, and equipment for graphics preparation.
DIGITAL VIDEO TECH 3  LEVEL: Honors

SPECIAL NOTE: Meets graduation requirements for Performing Fine Arts.

COURSE DESCRIPTION: This course develops skills in television production and synthesizes these skills in planning, directing, and producing television programs. The content includes but is not limited to the following: synthesis of skills in writing, producing, directing, and editing television programs; development of advanced set design.

DIGITAL VIDEO TECH 4  LEVEL: Honors

SPECIAL NOTE: Meets graduation requirements for Performing Fine Arts.

COURSE DESCRIPTION: This course provides opportunity to gain independence in planning, writing, producing, supervising, and performing in television productions. *Students have the opportunity to take the Apple Certified Pro Final Cut Pro certification exam.

DIGITAL VIDEO TECH 5  LEVEL: Honors

SPECIAL NOTE: Meets graduation requirements for Performing Fine Arts.

COURSE DESCRIPTION: The purpose of this course is to enable students to develop skills in the production of television programs.

DIGITAL VIDEO TECH 6  LEVEL: Honors

SPECIAL NOTE: Meets graduation requirements for Performing Fine Arts.

COURSE DESCRIPTION: The purpose of this course is to enable students to develop skills in the production of television programs.
# ACADEMIC ELECTIVES

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<tr>
<th>Course</th>
<th>Level</th>
<th>Semester Course</th>
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<tbody>
<tr>
<td><strong>AFRICAN AMERICAN HISTORY</strong></td>
<td><strong>Honors</strong></td>
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<tr>
<td><strong>Course Description:</strong> The purpose of this course is to provide students with knowledge, skills, attitudes and perspectives necessary to understand the development of the African American heritage. The specific content will include, but is not limited to, an understanding of maps, time-space relationships, and the experiences of African Americans in the following periods: Exploration, Colonial, Revolutionary, Abolitionist, Westward Expansion, Civil War, Reconstruction, and Civil Rights.</td>
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| **AFRICAN HISTORY**           | **Honors**  |                 |
| **Course Description:** The Honors African History course is intended to introduce students in grades 9 through 12 to the extensive diversity of Africa and to inspire in students a lifelong interest in African history. Honors African History is divided into three units. The first unit is Classical Africa, the second unit is Post-Modern Africa, and the final unit is Modern Africa. Each unit is driven by an overarching theme or big idea that will be the essential focusing component of instruction. Each unit consists of 3 to 5 instructional modules. |

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

| **MULTICULTURAL STUDIES**     | **Regular** |                 |
| **Course**                    |             |                 |
| **Semester Course**           |             |                 |
COURSE DESCRIPTION: The grade 9-12 Multicultural Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of multicultural and multiethnic groups in the United States and their influence on the development of American culture. Content should include, but is not limited to, the influence of geography on the social and economic development of Native American culture, the influence of major historical events on the development of a multicultural American society and a study of the political, economic and social aspects of Native American, Hispanic American, African American and Asian American culture.

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<td>SEMESTER COURSE</td>
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<td>COURSE DESCRIPTION: This course provides students with the opportunity to acquire an understanding of human behavior, behavioral interaction, and the progressive development of individuals. Topics include, but are not limited to, the theories and methods of study employed by psychologists, human growth and development, self-concept development adjustment, motivation and desire, intelligence, conditioning and learning, memory, personality and behavior, emotion and frustration, abnormal behavior, conformity, autonomy, alienation, stress, mental health, and therapy.</td>
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<th>SOCIOLOGY</th>
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<td>SEMESTER COURSE</td>
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<tr>
<td>COURSE DESCRIPTION: Through the study of sociology, students acquire an understanding of group interaction and its impact on individuals in order that they may have a greater awareness of the beliefs, values and behavior patterns of others. In an increasingly interdependent world, students need to recognize how group behavior affects both the individual and society. The content should include, but not be limited to, the following: methods of study employed by sociologists, social institutions and norms, social classes, relationships between the sexes, racial and ethnic groups, societal determinants, group behavior, socialization process, including the transmission of group behavior, social deviation, social conflict, social stratification, social participation, role of social organizations and institutions, including their interrelationships and interdependence.</td>
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<th>PERSONAL FINANCIAL LITERACY HONORS</th>
<th>LEVEL: Honors</th>
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<td>SEMESTER COURSE</td>
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<td>COURSE DESCRIPTION: This course consists of the following content area and literacy strands: Economics, Financial Literacy, Mathematics, Languages Arts for Literacy in History/Social Studies and Speaking and Listening. Basic economic concepts of scarcity, choice, opportunity cost, and cost/benefit analysis are interwoven throughout the standards and objectives. Emphasis will be placed on economic decision-making and real-life applications using real data. The primary content for the course pertains to the study of learning the ideas, concepts, knowledge and skills that will enable students to implement</td>
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beneficial personal decision-making choices; to become wise, successful, and knowledgeable consumers, savers, investors, users of credit and money managers; and to be participating members of a global workforce and society.

**COMPREHENSIVE LAW**

**LEVEL: Honors**

**SEMESTER COURSE**

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

**ACCOUNTING APPLICATIONS 1**

**LEVEL: Regular**

**PREREQUISITE:** Teacher recommendation

**COURSE DESCRIPTION:** This course emphasizes double-entry bookkeeping; methods and principles of recording business transactions; the preparation of various documents used in recording income, expenses, acquisition of assets, incurrence of liabilities, and changes in equity and the preparation and basic interpretation of financial statements. The use of computers is required. *Students have the opportunity to take the MCAS industry certification exam.*

**CREATIVE WRITING 1**

**LEVEL: Regular**

**COURSE DESCRIPTION:** The purpose of this course is to enable students to develop and use grade 9-10 writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing.

**DEBATE I**

**LEVEL: Regular**

**COURSE DESCRIPTION:** This course provides instruction in the fundamentals of argumentation and problem solving. Students enrolled in this course will study logical thinking, organization of facts, and speaking skills. Students practice research skills related to debate topics and also participate in frequent debate situations. The course may include experiences in interscholastic competition on the yearly national debate topic.
DEBATE II

LEVEL: Regular

PREREQUISITE: Debate 1 and teacher recommendation

COURSE DESCRIPTION: This course provides students with opportunities to continue the development of skills related to debate and forensic activities. The content includes, but is not limited to instruction with frequent practice in principles of effective communication for specific purposes, especially as these principles are applied to argumentation and debate skills. Research skills, critical thinking skills, listening and speaking skills, and formal written preparation of materials for competitive speaking activities are included.

ADVANCED PLACEMENT EUROPEAN HISTORY

LEVEL: ADV PL

PREREQUISITE: Successful completion of AP WORLD HISTORY & AP U.S. HISTORY

COURSE DESCRIPTION: The AP European History course outlined in this framework reflects a commitment to what history teachers, professors, and researchers have agreed is the main goal of a college level European history survey course: learning to analyze and interpret historical facts and evidence to achieve understanding of major developments in European history.

ADVANCED PLACEMENT HUMAN GEOGRAPHY

LEVEL: ADV PL

PREREQUISITE: Must score a 3, 4, 5 on FSA-ELA Assessment and teacher recommendation

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

ADVANCED PLACEMENT PSYCHOLOGY

LEVEL: ADV PL

PREREQUISITE: Must score a 3, 4, 5 on FSA-ELA Assessment and teacher recommendation

COURSE DESCRIPTION: Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavioral interaction and the progressive development of individuals. Content should include, but not be limited to, research methodology, the differences between learned and unlearned behavior, forces that influence the strength and direction of behavior, theories, methods and issues related to the assessment of human differences, and the impact of social factors on behavior.
**AICE PSYCHOLOGY 1**  
**LEVEL:** AICE (AS LEVEL)

**PREREQUISITE:** Successful completion of AICE General Paper, demonstrated ability, and teacher recommendation

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

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**AICE SOCIOLOGY 1**  
**LEVEL:** AICE (AS LEVEL)

**PREREQUISITE:** Successful completion of AICE General Paper, demonstrated ability, and teacher recommendation

**COURSE DESCRIPTION:** The purpose of this course is to offer students the opportunity not only to explore the processes that are shaping current trends, but also to develop an understanding of the complexity and diversity of human societies and their continuities with the past. The AS Level provides a solid grounding in the central ideas and approaches in Sociology. The content of the course should actively seek to develop, but not be limited to, the following abilities and qualities: knowledge and understanding of sociological concepts, theories, methods and research findings, as well as sociological principles, perspectives and applications; an awareness of the range and limitations of sociological theory and research; an understanding of the relationship between sociological findings and everyday life, including contemporary social, cultural and political issues; an appreciation and understanding of individual, social and cultural diversity, and of continuity and change in social life; an understanding of sociological methods, including the collection, analysis and interpretation of data; improved skills of communication, interpretation, analysis and evaluation.

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**AICE TRAVEL AND TOURISM**  
**LEVEL:** AICE (AS LEVEL)

**PREREQUISITE:** Must be enrolled in the Hospitality and Tourism Magnet

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

**PREREQUISITE:** Successful completion of AICE General Paper, demonstrated ability, and teacher recommendation

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

### AICE THINKING SKILLS  LEVEL: AICE (AS LEVEL)

**PREREQUISITE:** Successful completion of 8th or 9th grade Language Arts/English Honors and FSA-ELA Assessment score of 4 or 5

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

### AICE BUSINESS 1  LEVEL: AICE (AS LEVEL)

**PREREQUISITE:** Must be enrolled in the Business Magnet

**COURSE DESCRIPTION:** The Business syllabus enables learners to understand and appreciate the nature and scope of business, and the role it plays in society. The syllabus covers economic, environmental, ethical, governmental, legal, social and technological issues, and encourages a critical understanding of organisations, the markets they serve and the process of adding value. Learners examine the management of organisations and, in particular, the process of decision-making in a dynamic external environment.

### AICE ART AND DESIGN – FILM AND VIDEO 1  LEVEL: AICE (AS Level)

**PREREQUISITE:** Teacher recommendation and GRADES 11 & 12 ONLY

**COURSE DESCRIPTION:** The Cambridge International AS Level Art and Design syllabus considers expression and communication. Learners gain an understanding of visual perception and aesthetic experience, and they ways in which art and design creates a language of its own. Most of the work for this
syllabus is practical or studio based, so that learners can develop their abilities of observation and analysis of the visual world, sensitivity, skill, personal expression and imagination. They also learn how to relate their skills to an enhanced knowledge of their own cultures, past and present, as well as an appreciation of practical design problems.

**AICE DIGITAL MEDIA AND DESIGN 1**

**LEVEL:** AICE (AS Level)

**PREREQUISITE:** AICE English General Paper and AICE English Language

**COURSE DESCRIPTION:** The Cambridge International AS & A Level Digital Media & Design encourages independent creative expression and the development of a critical, reflective practice. In this course, it is expected that candidates will use image manipulation skills and post-production techniques to create images, as well as combine photography skills with software skills to produce a digital outcome. Digital photography as a means of recording and image making can also be used for gathering and researching ideas that may be developed in another area of study. Additionally, candidates should understand different styles and genres of photography. They should be able to describe how their final images, composition and manipulation relate to social, cultural, geographical or historical contexts.

**TECHNOLOGY ELECTIVES**

**DIGITAL INFORMATION TECHNOLOGY**

**LEVEL:** Regular

**SPECIAL NOTE:** Meets graduation requirements for Performing Fine Arts.

**COURSE DESCRIPTION:** This course is designed to provide a basic overview of current business and information systems and trends and to introduce students to the basic skills and foundations required for today’s business environments. Emphasis is placed on developing proficiency with touch keyboarding and fundamental computer applications, so that they may be used as communication tools for enhancing personal and workplace proficiency in an information based society. *Students have the opportunity to take the MCAS industry certification exam.*

**DIGITAL DESIGN 1**

**LEVEL:** Regular

**SPECIAL NOTE:** Meets graduation requirements for Performing Fine Arts.

**COURSE DESCRIPTION:** This course is designed to develop basic entry-level skills required for careers in the digital design industry. The content includes computer skills; digital design concepts and operations; layout, design, and measurement activities; decision-making activities; digital imaging and photo manipulation. Competencies for the Adobe Photoshop certification will be taught. *Students have the opportunity to take the Adobe Certified Associate exam using Adobe Photoshop.*
COMMERCIAL ART 1

LEVEL: Regular

SPECIAL NOTE: Meets graduation requirements for Performing Fine Arts.

COURSE DESCRIPTION: The course will include the following: basic art skills; lettering skills, preparation of layouts and illustrations; preparation of camera ready paste-up; and development of specialized skills. This program focuses on broad, transferable skills, and stresses understanding and demonstration of the following elements of the Commercial Art industry; planning, management, finance, technical, and product skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES

LEVEL: ADV PL

PREREQUISITE: Algebra 1 and teacher recommendation.

COURSE DESCRIPTION: The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course engages students in the creative aspects of the field by allowing them to develop computational artifacts based on their interests. Students will also develop effective communication and collaboration skills by working individually and collaboratively to solve problems, and will discuss and write about the impacts these solutions could have on their community, society, and the world.

ADVANCED PLACEMENT COMPUTER A

LEVEL: ADV PL

PREREQUISITE: Algebra 1, English 1, and teacher recommendation.

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

2D ART 1
LEVEL: Regular

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

2D ART 2
LEVEL: Regular

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

DRAWING
LEVEL: Regular

COURSE DESCRIPTION: The purpose of this course is to enable students to develop basic perceptual, observational, and compositional skills necessary to communicate a range of subject matter, symbols, ideas, and concepts using knowledge of drawing and painting media, processes, and techniques.

PAINTING 1
LEVEL: Regular

COURSE DESCRIPTION: The content includes the aesthetic foundation for painting. The content includes, but is not limited to, valuing of painters and paintings as an important realm of human experience; production of original and imaginative paintings which reflect basic skill development; learning the works of selected painters and their relationship to other artists and periods in art; the criteria for making and justifying judgments about the aesthetic merit and qualities of selected paintings; exploration of a variety of media in experimental and traditional ways; knowledge and skills to be developed through drawing for solution of painting problems; and exploration of art career possibilities.
# Advanced Placement Art History

**Level:** ADV PL  
**Prerequisite:** Teacher recommendation

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

# Band 1 (All Incoming 9th Grade)  
**Level:** Regular

**Course Description:** This course is to enable students to develop basic technical skills on wind instruments through the refinement and performance of high school band literature and method books. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, and critical listening. Practice outside of class is expected. Private lessons encouraged. After-school rehearsals will be required at various times in the year. Students in this class need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source. Lab Fee required.

# Band 2  
**Level:** Regular

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

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

**Course Description:** This course extends experiences on band instruments. The content includes, but is not limited to, extending skill development in characteristic tone production, band performance techniques, musical literacy and music appreciation through performance of band literature. Students in this class need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source. Participation in Concerts/FBA events expected. Fair Share/Fundraising required.

# Band 3  
**Level:** Regular

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

COURSE DESCRIPTION: This course extends experiences on band instruments. The content includes, but is not limited to, extending skill development in characteristic tone production, band performance techniques, musical literacy and music appreciation through performance of band literature. Students in this class need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source. Participation in Concerts/FBA events expected. Fair Share/Fundraising required.

BAND 4

LEVEL: Regular

PREREQUISITE: Demonstrated proficiency and/or teacher recommendation

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

COURSE DESCRIPTION: This course extends experiences on band instruments. The content includes, but is not limited to, extending skill development in characteristic tone production, band performance techniques, musical literacy and music appreciation through performance of band literature. Participation in Concerts/FBA events expected. Students in this class need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source. Participation in Marching Band required.

BAND 5

LEVEL: Honors

PREREQUISITE: Demonstrated proficiency and/or teacher recommendation

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

COURSE DESCRIPTION: This course extends experiences on band instruments. The content includes, but is not limited to, extending skill development in characteristic tone production, band performance techniques, musical literacy and music appreciation through performance of band literature. Participation in Concerts/FBA events expected. Fair Share/Fundraising required. Participation in Marching Band required.

JAZZ ENSEMBLE 1

LEVEL: Regular

PREREQUISITE: Demonstrated proficiency and/or teacher recommendation

SPECIAL NOTE: This is a performance oriented course and may require extra rehearsals and performances as announced by the teacher. Practice outside of class is expected. Private lessons encouraged.
COURSE DESCRIPTION: Students with experience on an instrument suited for jazz ensemble explore the fundamentals of performance practices, improvisation, and music theory through a diverse repertoire of high-quality jazz literature. Students learn the basics of foundational jazz styles, use chord symbols, develop knowledge of musical structure, and study the history of jazz and its iconic musicians. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source. Participation in Marching Band required.

EURHYTHMICS (COLOR/WINTER GUARD) & PERCUSSION LEVEL: Regular

PREREQUISITE: Director of Band recommendation

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

COURSE DESCRIPTION: The purpose of this course is to enable students to develop basic to advanced skills in creating, performing, and evaluating choreographed performances as an independent ensemble and in cooperation with the marching band. Emphasis is placed on dance, equipment manipulation, precision, and the relationship between music and dance. The content should include, but not limited to, the following: safe and healthful performance practices, dance and choreographic techniques and terminology, choreographic design and equipment, props, and costumes. Fair Share/Fundraising required.

GUITAR 1 LEVEL: Regular

SPECIAL NOTE: This course may require students to participate in extra rehearsals and performances beyond the school day. Students must provide acoustic guitar.

COURSE DESCRIPTION: The purpose of this course is to enable students to develop basic skills in guitar performance, including interpretation of notation and performance in varied styles. The content should include, but not be limited to, the following: technical performance proficiency, notation and tablature, chord structure, performance styles, improvisation, composition, and arranging, performance analysis, instrument care and maintenance, role and influence of guitar music and musicians, connections between music and other subject areas.

KEYBOARD (Piano) 1 LEVEL: Regular

COURSE DESCRIPTION: The purpose of this course is to enable students to develop basic keyboard piano skills, including interpretation of notation and performance in varied styles. The content should include, but not be limited to, the following: notation and expressive markings, posture, hand position, fingering, and technique, reading and performance skills, literature of varied historical eras, styles, and cultures, music theory, composition, arranging, and improvisation, performance analysis, and role and influence of keyboard music and musicians.
MUSIC THEORY

LEVEL: Regular

COURSE DESCRIPTION: Students learn how music is constructed and developed, and acquire a basic understanding of the structural, technical, and historical elements of music. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

CHORUS 1 (Beginning Chorus-1st Year) Regular

PREREQUISITE: Students may have little to no experience in chorus, but a willingness to sing and perform are required.

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

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

VOCAL TECHNIQUES 1 (Beginning Chorus-2nd Year) LEVEL: Regular

PREREQUISITE: Students who have already taken Beginning Chorus but are participating for a second year, per teacher recommendation.

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

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

CHORUS 2 (Mixed Chorus-1st Year) LEVEL: Regular

PREREQUISITE: Students must have passed Chorus 1. New and Incoming students may audition to be placed in this group on recommendation of the Chorus Teacher.
SPECIAL NOTE: This is a performance oriented course and will require extra rehearsals and performances beyond the school day as announced by the teacher. Uniform rental required.

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

VOCAL TECHNIQUES 2 (Mixed Chorus-2nd Year)      LEVEL: Regular

PREREQUISITE: This section is for students who have taken Chorus 2 and will be participating in the chorus again for a second year, per recommendation of the teacher.

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

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

CHORUS 3 (Women's Chorus-1st Year)      LEVEL: Regular

PREREQUISITE: Audition Only. Students must obtain a written recommendation of chorus teacher to be placed in this class.

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

COURSE DESCRIPTION: This course provides students an opportunity to apply proper vocal technique, sing idiomatic high/low range literature, and develop choral musicianship and aesthetic awareness. The content includes, but is not limited to, instruction for students with an interest in applying high/low range vocal skills. It includes varied literature offerings typical of the high/low range chorus through which form, style and music history are taught; it develops aesthetic awareness.
CHORUS 4 (Women’s Chorus-2nd Year) LEVEL: Regular

PREREQUISITE: This section is exclusively for students who have already taken Chorus 3 and have passed the audition for Women’s Chorus a second year. **Audition Only. Students must obtain a written recommendation of chorus teacher to be placed in this class.**

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

COURSE DESCRIPTION: This course provides students an opportunity to apply proper vocal technique, sing idiomatic high/low range literature, and develop choral musicianship and aesthetic awareness. The content includes, but is not limited to, instruction for students with an interest in applying high/low range vocal skills. It includes varied literature offerings typical of the high/low range chorus through which form, style and music history are taught; it develops aesthetic awareness.

VOCAL TECHNIQUES 4 (Women’s Chorus-3rd Year) LEVEL: Honors

PREREQUISITE: This section is exclusively for students who have already completed Chorus 3 and 4 and are participating in this class for a third year, per recommendation of the teacher. **Audition Only. Students must obtain a written recommendation of chorus teacher to be placed in this class.**

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

COURSE DESCRIPTION: This course provides students an opportunity to apply proper vocal technique, sing idiomatic high/low range literature, and develop choral musicianship and aesthetic awareness. The content includes, but is not limited to, instruction for students with an interest in applying high/low range vocal skills. It includes varied literature offerings typical of the high/low range chorus through which form, style and music history are taught; it develops aesthetic awareness.

Chorus 5 (PIZZAZZ-1st Year) LEVEL: Honors

PREREQUISITE: **Audition Only. Students must obtain a written recommendation of chorus teacher to be placed in this class.**

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

COURSE DESCRIPTION: This course provides highly motivated students with opportunities for leadership, creativity performance in small vocal ensembles through the study of appropriate highly varied literature. The content includes, but is not limited to, fostering independent application of vocal balance,
blend and stylistic interpretation. It provides for development of musical independence necessary for small ensemble performance and may include instrumental accompaniment and choreography.

**Chorus 6 (PIZZAZZ-2nd Year)**  
**LEVEL:** Honors

**PREREQUISITE:** This section is exclusively for students who have already completed Chorus 5 and are participating in this class for a second year, per recommendation of the teacher. **Audition Only.**  
**Students must obtain a written recommendation of chorus teacher to be placed in this class.**

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

**COURSE DESCRIPTION:** This course provides highly motivated students with opportunities for leadership, creativity performance in small vocal ensembles through the study of appropriate highly varied literature. The content includes, but is not limited to, fostering independent application of vocal balance, blend and stylistic interpretation. It provides for development of musical independence necessary for small ensemble performance and may include instrumental accompaniment and choreography.

**VOCAL ENSEMBLE 4 (PIZZAZZ-3rd Year)**  
**LEVEL:** Honors

**PREREQUISITE:** This section is exclusively for students who have already completed Chorus 5 and 6 and are participating in this class for a third year, per recommendation of the teacher. **Audition Only.**  
**Students must obtain a written recommendation of chorus teacher to be placed in this class.**

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

**COURSE DESCRIPTION:** This course provides highly motivated students with opportunities for leadership, creativity performance in small vocal ensembles through the study of appropriate highly varied literature. The content includes, but is not limited to, fostering independent application of vocal balance, blend and stylistic interpretation. It provides for development of musical independence necessary for small ensemble performance and may include instrumental accompaniment and choreography.

**AICE MUSIC 1**  
**LEVEL:** AICE (AS Level)

**PREREQUISITE:** This section is for students who are **Juniors or Seniors** in Band, Chorus or Piano that would like to further their musical studies and work towards obtaining an AICE Certificate. **Student must obtain written recommendation of chorus teacher to be placed in this class.**
SPECIAL NOTE: This is a rigorous course and should not be taken unless students are confident in their ability to master music theory, history and composition.

COURSE DESCRIPTION: This course provides highly motivated students with opportunities for leadership and preparation for a college music degree. The content includes, but is not limited to, music theory, music listening, music history, musicology, music composition and music analysis.

THEATRE 1  LEVEL: Regular

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

THEATRE 2  LEVEL: Regular

PREREQUISITE: Theater 1

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

THEATRE 3  LEVEL: Honors

PREREQUISITE: Theater 1 & 2

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

SPANISH 1  LEVEL: Regular

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

SPANISH 2  LEVEL: Regular

PREREQUISITE: Successful completion of Spanish 1

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

SPANISH 3  Honors

PREREQUISITE: Successful completion of Spanish 2

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

ADVANCED PLACEMENT SPANISH LANGUAGE  LEVEL: ADV PL

PREREQUISITE: Must have completed Spanish 1, 2, 3 to be eligible. Demonstrated proficiency and teacher recommendation.

COURSE DESCRIPTION: This college level course develops oral and written fluency in the language. The content includes, but is not limited to, that determined by the advanced placement program guidelines of the College Board.
FRENCH 1  
LEVEL: Regular

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

FRENCH 2  
LEVEL: Regular

PREREQUISITE: Successful completion of French 1

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

FRENCH 3  
LEVEL: Honors

PREREQUISITE: Successful completion of French 1 & 2

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

LATIN 1  
LEVEL: Regular

COURSE DESCRIPTION: Latin 1 introduces students to the target language and its culture. The student will develop a thorough understanding of the written language as well as of the influence the language and culture has had on other world languages, culture, government, arts and laws. Emphasis is placed on proficient understanding in the reading of the language. An introduction to writing is also included as well as culture, connections, comparisons, and communities. Special Note: Latin students will focus more on reading and interpreting written passages rather than using oral modes of communication.

LATIN 2  
LEVEL: Regular

PREREQUISITE: Successful completion of Latin 1
COURSE DESCRIPTION: The purpose of this course is to introduce students to an advanced Latin vocabulary and grammar and to classical culture. The content should include, but not be limited to, the following: communication in Latin using reading, writing, and comprehension strategies, with emphasis on reading and writing strategies, perspectives, practices, and products of classical culture, application of knowledge of the Latin language and classical culture to further knowledge of other disciplines, comparison and contrast of the Latin language and classical culture with the student’s own language and culture, influence of the Latin language and classical culture in modern society.

LATIN 3 LEVEL: Honors

PREREQUISITE: Successful completion of Latin 1 & 2

COURSE DESCRIPTION: The purpose of this course is to continue students the advanced Latin vocabulary and grammar and to classical culture. The content should include, but not be limited to, the following: communication in Latin using reading, writing, and comprehension strategies, with emphasis on reading and writing strategies, perspectives, practices, and products of classical culture, application of knowledge of the Latin language and classical culture to further knowledge of other disciplines, comparison and contrast of the Latin language and classical culture with the student’s own language and culture, influence of the Latin language and classical culture in modern society.

Physical Education

PERSONAL FITNESS LEVEL: Regular

SEMESTER COURSE

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

RECREATION ACTIVITIES LEVEL: Regular

SEMESTER COURSE

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

**TEAM SPORTS 1**

**LEVEL:** Regular

**SEMESTER COURSE**

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

**TEAM SPORTS 2**

**LEVEL:** Regular

**SEMESTER COURSE**

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

**INDIVIDUAL & DUAL SPORTS 1**

**LEVEL:** Regular

**SEMESTER COURSE**

**COURSE DESCRIPTION:** Class emphasis is on gaining a basic knowledge of individual sports, fitness and lifetime activities. Sports and activities include, but are not limited to, badminton, dance, golf, tennis, track & field, walking/jogging, table tennis, disc golf, handball, pickleball, and gymnastics. Students will progressively learn the skills and game strategies for each sport as well as the historical background and terminology. These sports/activities have been chosen to encourage students to participate in physical activity for life and to promote good health and wellness.
INDIVIDUAL & DUAL SPORTS 3  LEVEL: Regular

SEMESTER COURSE

COURSE DESCRIPTION: Class emphasis is on gaining a basic knowledge of individual sports, fitness and lifetime activities. Sports and activities include, but are not limited to, badminton, dance, golf, tennis, track & field, walking/jogging, table tennis, disc golf, handball, pickleball, and gymnastics. Students will progressively learn the skills and game strategies for each sport as well as the historical background and terminology. These sports/activities have been chosen to encourage students to participate in physical activity for life and to promote good health and wellness.

BEGINNING WEIGHT TRAINING  LEVEL: Regular

SEMESTER COURSE

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

INTERMEDIATE WEIGHT TRAINING  LEVEL: Regular

SEMESTER COURSE

PREREQUISITE: Successful completion of Beginning Weight Training

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

DRIVER EDUCATION TRAFFIC/SAFETY CLASSROOM  LEVEL: Regular

SEMESTER COURSE

COURSE DESCRIPTION: This course introduces students to the highway transportation system and the strategies which will develop basic driving knowledge related to our mechanized society and provide an in-depth study of the scope and nature of accident problems and their solutions. Content includes, but is not limited to, instruction, within a classroom environment, 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, trip planning to include map studies and a comprehensive study of the effects of alcohol and other drugs on driving performance.
Aerobics 1  LEVEL: Regular

SEMESTER COURSE

COURSE DESCRIPTION: This program is designed to offer the students a wide variety of cardiovascular fitness activities in order to enhance physical wellness. Activities include: Step aerobics, High/Low impact, Yoga, Zumba, Aqua, Kickboxing, Insanity, Cardio Drumming, Rope jumping, Slide, trail and track workouts.

Aerobics 2  LEVEL: Regular

SEMESTER COURSE

COURSE DESCRIPTION: This program is designed to offer the students a wide variety of cardiovascular fitness activities in order to enhance physical wellness. Activities include: Step aerobics, High/Low impact, Yoga, Zumba, Aqua, Kickboxing, Insanity, Cardio Drumming, Rope jumping, Slide, trail and track workouts.

Navy Junior Reserve Officers Training Corps (NJROTC)

NJROTC- People who are successful in life, who succeed in business, industry and in education have often developed a strong self-discipline, and ability to lead and motivate others, and a well-rounded character. Naval Junior Reserve Officers’ Training Corps (NJROTC) teaches you self-discipline, self-confidence, and leadership skills that can help you successfully meet life’s challenges. The naval science curriculum is usually four years in length. It consists of 180 class periods per year for formal classroom training supplemented by ship training cruises, orientation visits, and field trips to various naval activities to enhance classroom studies. The naval science curriculum includes seamanship, oceanography, meteorology, astronomy, navigation, radar and sonar electronics, and leadership.

NAVAL SCIENCE 1  LEVEL: Regular

SPECIAL NOTE: Students must wear uniforms once a week and conform to the US NAVY grooming standards.

COURSE DESCRIPTION: The purpose of this course is to introduce students to the meaning of citizenship, the elements of leadership, and the value of scholarship in attaining life goals; engender a sound appreciation for the heritage and traditions of America, with recognition that the historically significant role of sea power will be important in America’s future; develop in each cadet a growing sense of pride in his/her organization, associates, and self. These elements are pursued at the fundamental level. The course content may include, introduction to the NJROTC program; Introduction to Leadership,
NAVAL SCIENCE 2  

LEVEL: Regular

SPECIAL NOTE: Students must wear uniforms once a week and conform to the US NAVY grooming standards.

COURSE DESCRIPTION: The purpose of this course is to build on the general introduction provided in Naval Science I, to further develop the traits of citizenship and leadership in cadets, introduce cadets to technical areas of naval science, and engender a deeper awareness of the vital importance of the world oceans to the continued wellbeing of the U.S. The course content may include, ongoing instruction in leadership theory, Naval Orientation and Career Planning, Citizenship in the U.S. and other Countries, Naval History: 1815 through 1930, Naval Ships and Shipboard Evolutions, Naval Weapons: Oceanography and Navigation Fundamentals.

NAVAL SCIENCE 3  

LEVEL: Honors

SPECIAL NOTE: Students must wear uniforms once a week and conform to the US NAVY grooming standards.

COURSE DESCRIPTION: The purpose of this course is to broaden the understanding of students in the operative principles of military leadership, the concept and significance of teamwork, the intrinsic value of good order and discipline in the accomplishment of objectives, the fundamentals of American democracy, and to expand their understanding of naval academic subjects. The course content may include, ongoing instruction in leadership and discipline, Military Justice, Astronomy, International Law and the Sea, National Strategy, Sea Power and Naval Operations, Naval History: 1930 through the Nuclear Age, Meteorology and Weather, Naval Intelligence and National Security, Maneuvering Board, Challenges of Future Navy Research, and Electricity and Naval Electronics.

NAVAL SCIENCE 4  

LEVEL: Honors

SPECIAL NOTE: Students must wear uniforms once a week and conform to the US NAVY grooming standards.

COURSE DESCRIPTION: MILITARY DRILL – This course is focused on practical leadership experience in military drill. The intent is to assist the senior in understanding leadership and improving their leadership skills by planning and executing the corps’ military drill and ceremonial activities, and analyzing the reasons for their varying degrees of success through the year. Classroom activities include armed drill, unarmed drill, color guard presentations, parade formations, seminars, reading assignments, classroom presentations, and practical work with younger cadets.

COMMUNITY SERVICE – This course is also focused on practical leadership. The intent is to assist the senior in understanding leadership and improving their leadership skills by putting them in positions of leadership, in the community, then helping them analyze the reasons for their varying degrees of success through the year. Classroom activities include seminars, reading assignments, classroom presentations, and practical work with younger cadets.
WORK EXPERIENCE & OJT

WORK EXPERIENCE 2

LEVEL: Regular

PREREQUISITE: 11th & 12th GRADE ONLY and teacher recommendation

COURSE DESCRIPTION: This class is one or two of four designed for the potential school leaver and provides: (a) occupational experiences, and (b) related instruction including Employability Skills.

WORK EXPERIENCE - ON-JOB-TRAINING (OJT)

LEVEL: Regular

PREREQUISITE: 11th & 12th GRADE ONLY and teacher recommendation

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

ADDITIONAL ELECTIVES

STUDENT GOVERNMENT ASSOCIATION (SGA)

LEVEL: Regular

PREREQUISITE: Approval of SGA sponsor

COURSE DESCRIPTION: Leadership Skills Development is designed for the student who is interested in learning the basic concepts of democratic government, leadership skills, parliamentary procedure, group processes, and organizational skills as they relate to practical school situations. It affords the student the opportunity to develop speaking and writing skills, to work with peers of diverse backgrounds and attitudes, to share responsibilities with adults, to consider and work with problems of income and expenditures, and to develop management and team-building skills.

YEARBOOK

LEVEL: Regular

PREREQUISITE: Approval of Yearbook sponsor

COURSE DESCRIPTION: In this course students will gain skills in one or more of the following areas: page design, advanced publishing techniques, copywriting, editing and photography while producing a creative, innovative yearbook which records school memories and events. There is an emphasis on
journalism skills in this class! Participants gain useful, real world skills in time management, marketing, teamwork, and design principles.

EDGENUITY (CREDIT RECOVERY)

PREREQUISITE: 11th & 12th GRADE ONLY and assigned by Guidance Counselor

COURSE DESCRIPTION: Edgenuity is a “credit recovery” program offered at PBGHS. Edgenuity courses are computer based and must be completed in one of our on-campus computer labs. Students are placed in this program to retake a class that was previously failed.

FLVS OFF-CAMPUS

PREREQUISITE: Assigned by Guidance Counselor

COURSE DESCRIPTION: Students are granted permission to leave campus and work on an online class from home. Students must be registered for an online course through Florida Virtual School (FLVS). Students are not permitted to work on the course on campus. Students must leave campus during the assigned FLVS Off-Campus class period. Students must arrange their own transportation.

SENIOR PRIVILEGE

PREREQUISITE: 12th GRADE ONLY and assigned by Guidance Counselor

COURSE DESCRIPTION: Students are granted permission to leave campus during a specified class period. Students must be in good academic standing in order to have a PRIVILEGE class included on their schedule. Students must leave campus during the assigned PRIVILEGE class period. Students must arrange their own transportation.

DUAL ENROLLMENT

LEVEL: ADV PL

Semester Course

PREREQUISITE: Must meet all Dual Enrollment requirements and approval of the Guidance Counselor

COURSE DESCRIPTION: Students with excellent academic records may take college level courses at Palm Beach State College or Florida Atlantic University for both college and high school credit. Students interested in registering for such courses should contact their guidance counselor for assistance.
EARLY ADMISSION (12th GRADE ONLY)  LEVEL: ADV PL

Semester Course

PREREQUISITE: Must meet all Dual Enrollment/Early Admission requirements and approval of the Principal & Guidance Counselor

COURSE DESCRIPTION: Seniors with excellent academic records may take college level courses at Palm Beach State College or Florida Atlantic University for both college and high school credit. Students interested in registering for such courses should contact their Guidance Counselor for assistance.

STUDENT AIDE

PREREQUISITE: 11th & 12th GRADE ONLY and approval of the Teacher and/or Office Secretaries

COURSE DESCRIPTION: Students in good academic standing can receive permission to be a “helper” for a specified teacher or in either the Guidance, Student Services, or another Main Office position. The Student Aide position will be included on the student’s schedule for one class period. Attendance is mandatory.