

ELECTIVES

TITLE: AP HUMAN GEOGRAPHY

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
2103400	9-12	1	

PREREQUISITE: Teacher recommendation

DESCRIPTION

The Advanced Placement Human Geography course is designed to provide students with a learning experience equivalent to that of an introductory college course in human geography. The purpose of this course is to enable students to develop higher skills related to human geography. The students will be introduced to the systematic study of patterns and processes that have shaped human understanding use and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. The content includes, but is not limited to the following topics; Geography: Its Nature and Perspectives, Population, Cultural Patterns and Processes, Political Organization of Space Agricultural and Rural Land Use, Industrialization and Economic Development, And Cities and Urban Land Use.

There are no specific curricular prerequisites for student s taking AP Human Geography. Any student willing to accept the challenge of a rigorous curriculum will be permitted to take this course however, a teacher recommendation is encouraged.

TITLE: CREATIVE WRITING 1

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
1009320	9-12	1/2	

PREREQUISITE: None

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

TITLE: DIGITAL INFO TECH

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
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8207310	9-12		
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PREREQUISITE: Teacher Recommendation

DESCRIPTION

Blended learning for Microsoft Industry Certification and online graduation requirement.

TITLE: INTENSIVE MATHEMATICS

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
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1200400	9-12	Multiple Credit (more than 1 credit)	
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PREREQUISITE: None

DESCRIPTION

Intensive courses have been designed so that the teacher will select the appropriate standards when developing curricula tailored to meet the needs of individual students, taking into account their grade and instructional level. This course should not be used in place of a core mathematics course but is intended to provide intervention for students who require extra mathematics instruction.

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

<http://www.cpalms.org/uploads/docs/standards/eld/MA.pdf>

TITLE: INTENSIVE READING

COURSE # GRADE CREDIT TYPE

1000410 9-12 1

PREREQUISITE: Teacher recommendation

DESCRIPTION

The purpose of this course is to provide instruction that enables students to develop and strengthen reading skills and develop independent reading endurance.

The content should include, but not be limited to, the following:

- Reading instruction in phonemic awareness, phonics (*advanced phonics instruction that includes an explicit, systematic approach to orthography, structural analysis, and morphemic analysis*), fluency, vocabulary and comprehension as necessary. The relative balance of instruction in these areas will be determined by screening, group diagnostic, progress monitoring and individual diagnostic measures of each student.

Each student's instructional goals will be specified in his/her Academic Improvement Plan (AIP)

- Critical thinking, problem-solving, and test-taking skills and strategies
- Reading for meaning through varied reading materials at appropriate independent and instructional reading levels representing a minimum balance of 70% /30% informational to narrative text
- Integration of reading with student written responses to text
- High frequency content area vocabulary

TITLE: JOURNALISM 1 & 2

COURSE # GRADE CREDIT TYPE

1006300/1006310 9-12 1

PREREQUISITE: Teacher recommendation

DESCRIPTION

This elective class will publish the school yearbook. Individual skills in writing, reading, and listening will be stressed. Students will learn to use interview techniques and write in various journalistic styles. They will further learn to copy read, proofread, and design interesting layouts.

TITLE: PSYCHOLOGY 1

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
2107300	9-12	1/2	

PREREQUISITE: None

DESCRIPTION

Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. This will better prepare them to understand their own behavior and the behavior of others. The content includes, but not limited to, the following: major theories and orientations of psychology, psychological methodology, memory and cognition, human growth and development, personality, abnormal behavior, psychological therapies, stress/coping strategies and mental health.

TITLE: PSYCHOLOGY 2

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
2107310	9-12	1/2	

PREREQUISITE: PSYCHOLOGY 1

DESCRIPTION

Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. The content examined in this second introductory course includes statistical research, psychobiology, motivation and emotion, sensation and perception, states of consciousness, psychological testing, and social psychology. Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

ENGLISH

TITLE: AP ENGLISH COMPOSITION

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
1001420	9-12	1	

PREREQUISITE: Teacher recommendation

DESCRIPTION

AP English Composition is a college level course for 11th or 12th grade students. The accelerated curriculum provides students with a rigorous study of expository, analytical, and argumentative essays from a variety of authors in historical context. Students read and carefully analyze a broad and challenging range of prose selections and develop their awareness of how language works. Students will develop their ability to work with language and explicate texts with a greater awareness of purpose and strategy, while strengthening their own composing abilities. Summer reading is required for student preparation.

TITLE: AP ENGLISH LITERATURE AND COMPOSITION

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
1001430	9-12	1	

PREREQUISITE: Teacher recommendation

DESCRIPTION

AP English Literature is a college level course for 11th or 12th grade students. The accelerated curriculum integrates the study of writing, world literature, vocabulary, listening, speaking, research, and AP test-taking skills. This course consists of intense critical analysis of literary works in a variety of genres and time periods.

TITLE: ENGLISH I

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
1001310	9-12	1	

PREREQUISITE: None

DESCRIPTION

The standards based English I curriculum integrates the study of writing, vocabulary, literature analysis, listening, speaking, research, and test-taking skills. The writing program focuses on mastering process writing assignments. The literature program includes the study of fiction and non-fiction essays, short stories, poetry, and timeless dramas.

TITLE: ENGLISH I HON

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
1001320	9-12	1	

PREREQUISITE: Teacher recommendation

DESCRIPTION

This course prepares students for the demands of the more rigorous AP English Program. This course will concentrate on intensive reading of sophisticated texts and rigorous writing instruction emphasizing analysis, synthesis, and interpretation. Summer reading is required.

TITLE: ENGLISH II

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
1001340	9-12	1	

PREREQUISITE: English I

DESCRIPTION

English II standards based curriculum focuses on writing, literature analysis, vocabulary, listening, speaking, research, and test-taking skills. The writing program will emphasize (ENGLISH II cont'd)
writing as a process; the literature program will include the study of fiction and non-fiction essays, short stories, poetry, and dramas.

TITLE: ENGLISH II HON

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
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1001350	9-12	1	
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PREREQUISITE: English I and/or teacher recommendation

DESCRIPTION

This course continues to build on the foundation of English I Honors to prepare students for the demands of the more rigorous AP English Program. The course introduces students to English as a scholarly discipline featuring critical analysis and careful attention to language. As readers and writers, students consider literary texts from a variety of perspectives while they develop their own writing techniques. Summer reading is required.

TITLE: ENGLISH III

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
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1001370	9-12	1	
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PREREQUISITE: English II

DESCRIPTION

The American Literature curriculum integrates an extensive study of writing, vocabulary, literature analysis, listening, speaking, research, and test-taking skills. The writing program will emphasize writing as a process; the literature program will include the study of fiction and non-fiction essays, short stories, drama, and poetry, all aligned with the state standards.

TITLE: ENGLISH III HON

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
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1001380	9-12	1	
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PREREQUISITE: English II and/or teacher recommendation

DESCRIPTION

This course is an intensive, rigorous language arts course preparing students for college-level work. This course centers on in-depth analysis of a variety of genres found within American literature and emphasizes the analytical reading of prose, short stories, poetry, and novels. The writing program emphasizes literary journals, essays, and literary research stressing the improvement of each student's technical and analytical composition skills. Summer reading is required.

TITLE: ENGLISH IV

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
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1001400	9-12	1	
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PREREQUISITE: English III

DESCRIPTION

This is a college preparatory course for senior students. The standards based curriculum integrates the study of reading, writing, listening, speaking, and study skills. This course provides reading experiences in fiction, biography/autobiography, drama, essay, and poetry.

TITLE: ENGLISH IV HON

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
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1001410	9-12	1	
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PREREQUISITE: English III and/or teacher recommendation

DESCRIPTION

This course is an intensive, rigorous language arts course preparing students for college-level work. The standards based curriculum integrates the study of reading, writing, listening, speaking, and study skills. This course provides reading experiences in fiction, biography/autobiography, drama, essay, and poetry.

FOREIGN LANGUAGE

TITLE: FRENCH I

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
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0701320	9-12	1	
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PREREQUISITE: None

DESCRIPTION

This introductory course in foreign language provides students who have no prior training in the language an opportunity to develop basic listening, speaking, writing, and reading skills. In addition to functional language skills, students are provided an introduction to the culture of countries whose language they are studying.

TITLE: FRENCH II

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
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0701330	9-12	1	
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PREREQUISITE: French I

DESCRIPTION

This second year language course enables students to develop intermediate proficiency in the language skills of listening, speaking, writing, and reading. Students also develop an increasing awareness of the idiomatic aspects of language, and continue to study the culture of countries using the language.

TITLE: FRENCH III HON

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
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0701340	9-12	1	
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PREREQUISITE: French I, French II

DESCRIPTION

This third year language course enables students to develop high-intermediate proficiency in the language skills of listening, speaking, writing, and reading. Students will develop an increasing awareness of the idiomatic aspects of language, begin to study the literature and continue to study the culture of countries using the language.

TITLE: FRENCH IV HON

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
0701350	9-12	1	

PREREQUISITE: French I, French II, French III

DESCRIPTION

This fourth year language course enables students to develop advanced proficiency in the language skills of listening, speaking, writing, and reading. Students will use idiomatic aspects of the language and continue to study the literature and culture of countries using the language.

TITLE: SPANISH I

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
0708340	9-12	1	

PREREQUISITE: None

DESCRIPTION

This introductory course in foreign language provides students who have no prior training in the language an opportunity to develop basic listening, speaking, writing, and reading skills. In addition to functional language skills, students are provided an introduction to the culture of countries whose language they are studying.

TITLE: SPANISH II

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
0708350	9-12	1	

PREREQUISITE: Spanish I

DESCRIPTION

This second year language course enables students to develop intermediate proficiency in the language skills of listening, speaking, writing, and reading. Students also develop an increasing awareness of the idiomatic aspects of language, and continue to study the culture of countries using the language.

TITLE: SPANISH III HON

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
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0708360	9-12	1	
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PREREQUISITE: Spanish I, Spanish II

DESCRIPTION

This third year language course enables students to develop high-intermediate proficiency in the language skills of listening, speaking, writing, and reading. Students will develop an increasing awareness of the idiomatic aspects of language, begin to study the literature and continue to study the culture of countries using the language.

TITLE: SPANISH IV HON

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
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0708370	9-12	1	
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PREREQUISITE: Spanish I, Spanish II, Spanish III

DESCRIPTION

This fourth year language course enables students to develop advanced proficiency in the language skills of listening, speaking, writing, and reading. Students will use idiomatic aspects of the language and continue to study the literature and culture of countries using the language.

TITLE: SPANISH FOR SPANISH SPEAKER 1

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
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0709300	9-12	1	
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PREREQUISITE: Teacher recommendation

DESCRIPTION

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their home language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamental of Spanish grammar. The course content will reflect the cultural value of Spanish language and societies. The course will enable students to gain a better understanding of the nature of their own language as well as other languages to be acquitted. The content should

(SPANISH FOR SPANISH SPEAKER 1 cont'd)

include, but not be limited to, the following: conversational expression of feelings, ideas, and opinions in Spanish, comprehension of spoken and written Spanish, oral and written presentation of information and ideas in Spanish to an audience, social interaction patterns within Spanish culture, connections between the Spanish language and culture and other disciplines, analysis and use of different patterns of communication and social interaction appropriate to a given setting, critical response, in Spanish to a variety of literary forms, use of a variety of strategies to construct meaning from informative technical and literary texts, use of writing processes to communicate information, ideas, and concepts, in Spanish, to a variety of audiences.

HEALTH

TITLE: COMPREHENSIVE FITNESS

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
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1501390	9-12	1/2	
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PREREQUISITE: None

DESCRIPTION

The purpose of this course is to enable students to develop understanding of fitness concept, design a personal fitness program, and develop an individualized level of health-related fitness. The content should include, but not be limited to, the following safety practices, terminology, biomechanical and physiological principles, concepts and principles of health-related fitness, personal and group fitness activities, personal fitness, design and implementation of a personal fitness program, fitness assessment, nutrition, consumer issues, benefits of participation.

TITLE: FITNESS ISSUES FOR ADOLESCENCE

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
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1501320	9-12		
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PREREQUISITE: None

DESCRIPTION

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:
<http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

TITLE: FITNESS LIFESTYLE DESIGN

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
1501310	11-12	1/2	

PREREQUISITE: Life Management Skills and Personal Fitness

DESCRIPTION

The purpose of this course is to enable students to extend their knowledge of fitness concepts; design, implement, and evaluate a personal fitness program; and develop an individualized level of health-related fitness. The content includes, but not limited to, the following: safety practices, terminology, biomechanical and physiological principles, concepts and principles of health-related fitness, personal and group fitness activities, personal fitness programs, fitness assessment, nutrition, consumer issues and benefits of participation.

TITLE: PERSONAL FITNESS

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
1501300	9-12	1/2	

PREREQUISITE: None

DESCRIPTION

The purpose of this course is to (a) acquire knowledge of physical fitness concepts (b) understand the influence of lifestyle on health and fitness, and (c) begin to develop an optimal level of fitness. The content includes, but not limited to, the following: safety practices, technology applications, assessment of health-related fitness, components of physical 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 and benefits derived from participation in physical activity.

TITLE: RECREATIONAL ACTIVITIES

COURSE # GRADE CREDIT TYPE

1502470 9-12

PREREQUISITE: None

DESCRIPTION

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

TITLE: TEAM SPORTS 1

COURSE # GRADE CREDIT TYPE

1503350 9-12

PREREQUISITE: None

DESCRIPTION

The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course.

TITLE: WEIGHT TRAINING 1

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
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1501340	9-12		
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PREREQUISITE: None

DESCRIPTION

The purpose of this course is to enable students to acquire basic knowledge and skills in weight training, improve muscular strength and endurance, and begin to enhance self-image. The content should include, but not to be limited to, the following: safety practices, terminology, musculoskeletal system, muscular strength and endurance, biomechanical and physiological principles, theories, concepts, and skills, weight training programs, implementation and evaluation of personal weight training program, weight training activities for fitness, fitness assessment, nutrition, consumer issues, benefits of participation.

TITLE: WEIGHT TRAINING 2

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
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1501340	9-12		
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PREREQUISITE: Weight Training 1

DESCRIPTION

The purpose of this course is to further enable students to acquire basic knowledge and skills in weight training, improve muscular strength and endurance, and begin to enhance self- image. The content should include, but not to be limited to, the following: safety practices, terminology, musculoskeletal system, muscular strength and endurance, biomechanical and physiological principles, theories, concepts, and skills, weight training programs, implementation and evaluation of personal weight training program, weight training activities for fitness, fitness assessment, nutrition, consumer issues, benefits of participation.

TITLE: WEIGHT TRAINING 3

COURSE # GRADE CREDIT TYPE

1501340 9-12

PREREQUISITE: Weight Training 2

DESCRIPTION

The purpose of this course is to further enable students to acquire basic knowledge and skills in weight training, improve muscular strength and endurance, and begin to enhance self- image. The content should include, but not to be limited to, the following: safety practices, terminology, musculoskeletal system, muscular strength and endurance, biomechanical and physiological principles, theories, concepts, and skills, weight training programs, implementation and evaluation of personal weight training program, weight training activities for fitness, fitness assessment, nutrition, consumer issues, benefits of participation.

HISTORY

TITLE: ADV PL EUROPEAN HISTORY

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
2109380	9-12	1	

PREREQUISITE: Teacher recommendation

DESCRIPTION

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

TITLE: AMERICAN GOVERNMENT

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
2106310	9-12	1/2	

PREREQUISITE: US History

DESCRIPTION

The purpose of this course is to enable students to gain an understanding of American government and political behavior that is essential for effective citizenship and active involvement in a democratic American society. The content includes, but not limited to, the following: interrelationship between American government and the American economic system, documents that shape our political traditions, including the Declaration of Independence, the U.S. Constitution, the Bill of Rights and the Federalist Papers, functions of the three branches of government at the local, state, and national Levels, Florida government, including the State constitution, municipal and county government, the evolving role of political parties and interest groups in determining government policy, how rights and responsibilities of citizens in a democratic state have evolved and been interpreted and contemporary political issues.

TITLE: AMERICAN GOVERNMENT HON

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
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2106320	9-12	1/2	
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PREREQUISITE: US History

DESCRIPTION

The purpose of this course is to enable students to gain an understanding of American government and political behavior that is essential for effective citizenship and active involvement in a democratic American society. The content includes, but not limited to, the following: interrelationship between American government and the American economic system, documents that shape our political traditions, including the Declaration of Independence, the U.S. Constitution, the Bill of Rights and the Federalist Papers, functions of the three branches of government at the local, state, and national Levels, Florida government, including the State constitution, municipal and county government, the evolving role of political parties and interest groups in determining government policy, how rights and responsibilities of citizens in a democratic state have evolved and been interpreted and contemporary political issues.

TITLE: ECONOMICS WITH FINANCIAL LITERACY

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
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2102335	9-12	1	
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PREREQUISITE: None

DESCRIPTION

The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

TITLE: ECONOMICS WITH FINANCIAL LITERACY HON

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
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2102345

9-12

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PREREQUISITE: None

DESCRIPTION

The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

Honors/Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking,

(ECONOMICS WITH FINANCIAL LITERACY HON cont'd)

participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

TITLE: US HISTORY

COURSE # GRADE CREDIT TYPE

2100310 9-12 1

PREREQUISITE: World History

DESCRIPTION

The purpose of this course is to enable students to understand the development of the United States within the context of history with a major focus on the post-Reconstruction period. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social, and employment settings. The content should include, but not be limited to, the following: review of U.S. History prior to 1880, time-space relationships, significant events and trends in the development of United States culture and Institutions, impact of expansion on the United States, origin of United States documents, ideals, and characteristics, the changing role of the U.S. Constitution, political, social, and economic conflicts and resolutions, technological and urban transformation of the United States, changes in lifestyles of United States citizens, changes in United States foreign policy from regional to global, cyclical characteristics of United States economic development and contemporary domestic and foreign issues that affect the United States.

TITLE: US HISTORY HON

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
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2100320	9-12	1	
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PREREQUISITE: World History

DESCRIPTION

This course provides students with a rigorous study of the United States within the context of history with a major focus on the post-Reconstruction period. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social, and employment settings. Topics include, but are not limited to, the same as those in American History.

TITLE: WORLD HISTORY

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
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2109310	9-12	1	
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PREREQUISITE: None

DESCRIPTION

The purpose of this course is to enable students to understand their connections to the development of civilizations by examining the past to prepare for their future as participating members of a global community. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social, and employment settings. The content includes, but not limited to, the following: time-space relationships, prehistory, rise of civilization, cultural universals, development of religion and the impact of religious thought, evolution of political systems and philosophies, interactions between science and society, development of nationalism as a global phenomenon, origin and course of economic systems and philosophies, influence of significant historical figures and events and contemporary world affairs.

TITLE: WORLD HISTORY HON

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
2109320	9-12	1	

PREREQUISITE:

DESCRIPTION

This course provides students with a rigorous study of understand their connections to the development of civilizations by examining the past to prepare for their future as participating members of a global community. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social, and employment settings. The content includes, but not limited to, the following: time-space relationships, prehistory, rise of civilization, cultural universals, development of religion and the impact of religious thought, evolution of political systems and philosophies, interactions between science and society, development of nationalism as a global phenomenon, origin and course of economic systems and philosophies, influence of significant historical figures and events and contemporary world affairs.

MATHEMATICS

TITLE: ADV PL CALCULUS AB

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
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1202310	9-12	1	
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PREREQUISITE: Precalculus

DESCRIPTION

AP Calculus AB focus' on students' understanding of calculus concepts and provide experience with methods and applications. Through the use of big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), the course becomes a cohesive whole, rather than a collection of unrelated topics. The course require students to use definitions and theorems to build arguments and justify conclusions.

The course features a multirepresentational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. Teachers and students should regularly use technology to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results. AP Calculus AB is designed to be the equivalent of a first semester college calculus course devoted to topics in differential and integral calculus

TITLE: ADV PL STATISTICS

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
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1210320	9-12	1	
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PREREQUISITE: Precalculus and/or Algebra II Hon and Teacher recommendation

DESCRIPTION

This course provides the student with knowledge of the language and method of statistics. The topics studied in the course revolve around three main themes of statistics: collecting, organizing, and interpreting data. The content includes, but is not limited to, the following: Exploratory data: observing patterns and departures from patterns, planning a study: deciding what and how to measure, anticipating patterns in advance: producing models using probability and simulation and statistical inference: confirming models.

TITLE: ALGEBRA I

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
1200310	9-12	1	

PREREQUISITE: None

DESCRIPTION

This course introduces students to algebraic concepts such as rational numbers and their properties, solving equations, algebraic problem solving, operations with polynomials and with rational and irrational numbers, graphing functions, factoring and coordinate geometry. This course must be passed in order to earn a high school diploma.

TITLE: ALGEBRA I HON

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
1200320	9-12	1	

PREREQUISITE: Teacher Recommendation

DESCRIPTION

The purpose of this course is to develop the algebraic concepts and processes that can be used to solve a variety of mathematical problems and to apply them to the real world. The content includes, but not be limited to, the following topics: structure and properties of the real number system, rational and irrational numbers, exponents, radicals, scientific notation, analyzing and expressing patterns, the study of relations and functions, solving algebraic equations in one and two variables, polynomials and operations with polynomials, factoring, coordinate geometry and graphing of equations and inequalities in two variables.

TITLE: ALGEBRA II

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
1200330	9-12	1	

PREREQUISITE: Algebra I

DESCRIPTION

This course is designed to expand on the mathematical content of Algebra 1. It will

(ALGEBRA II cont'd)

review Algebra 1 concepts emphasizing abstract thinking skills and the function concept. New topics include exponential, logarithmic and polynomial functions.

TITLE: ALGEBRA II HON

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
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1200340	9-12	1	
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PREREQUISITE: Algebra I and/or Teacher Recommendation

DESCRIPTION

This course is designed to expand on the mathematical content of Algebra 1. It will review Algebra 1 concepts emphasizing abstract thinking skills and the function concept. New topics include exponential, logarithmic and polynomial functions, conic sections. This course is intended for students who enter with above-average mathematical and problem-solving skills. Topics are addressed in a more complex and challenging manner than the topics in the Algebra 2 course.

TITLE: CALCULUS HON

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
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1202300	9-12	1	
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PREREQUISITE: Precalculus

DESCRIPTION

Course introduces higher mathematics by examining the fundamental principles of calculus--functions, graphs, limits, applications of the derivative, anti-derivatives, area, and the integral. Course presents additional mathematical applications in business, the arts, and the social sciences.

TITLE: GEOMETRY

COURSE # GRADE CREDIT TYPE

1206310 9-12 1

PREREQUISITE: Algebra I

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, transformations on the coordinate plane, exploration of geometric relationships such as parallelism, perpendicularity, congruence, and similarity, properties of circles and right triangle trigonometry

TITLE: GEOMETRY HON

COURSE # GRADE CREDIT TYPE

1206320 9-12 1

PREREQUISITE: Algebra I and/or teacher recommendation

DESCRIPTION

Honors Geometry addresses the scope and objectives of Geometry. Students are expected to demonstrate more advanced skills in the functional use of algebraic and geometric principles, solving demanding proofs, and rigorous deductions and problem solving.

TITLE: MATHEMATICS FOR COLLEGE READINESS

COURSE # GRADE CREDIT TYPE

1200700 9-12 1

PREREQUISITE: None

DESCRIPTION

This course is targeted for students who are not yet "college ready" in mathematics or

(MATHEMATICS FOR COLLEGE READINESS cont'd)

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..

TITLE: PRECALCULUS HON

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
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1202340	9-12	1	
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PREREQUISITE: Algebra II Hon.

DESCRIPTION

This course is designed to prepare students for the study of Calculus. Areas of study include polynomial functions, exponents and logarithms, analytic geometry, trigonometric functions and application, polar and complex numbers, sequences and series. Topics are presented with an emphasis on application in a variety of scientific and technical fields. The use of a scientific calculator is required.

TITLE: PROBABILITY & STATISTICS WITH APPLICATIONS HON

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
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1210300	9-12	1	
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PREREQUISITE:

DESCRIPTION

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

(PROBABILITY & STATISTICS WITH APPLICATIONS HON cont'd)

supporting document which delineates performance definitions and descriptors, please click on the following link:

<http://www.cpalms.org/uploads/docs/standards/eld/MA.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org.

PERFORMING/PRACTICAL ARTS

TITLE: 3-D ANIMATION TECH 1

COURSE # GRADE CREDIT TYPE

8718110 3-12

PREREQUISITE: None

DESCRIPTION

Foundation courses that will cover the fundamental concepts and tools required to explore the software such as Maya and Photoshop. The knowledge and techniques covered are prerequisites for many of the courses that will be taught in 3-D ANIMATION TECH 2 and 3.

TITLE: 3-D ANIMATION TECH 2

COURSE # GRADE CREDIT TYPE

8718120 9-12

PREREQUISITE: Teacher Recommendation

DESCRIPTION

Students will continue to strengthen their knowledge of the software and of more intermediate principles of Maya and Photoshop. The students will build 3D models, Lighting & Rendering using Mental Ray & of animation as well. We will also delve into dynamics ex: shatter effects, fire simulations and smoke effects.

TITLE: 3-D ANIMATION TECH 3

COURSE # GRADE CREDIT TYPE

8718130 9-12

PREREQUISITE: Teacher Recommendation

DESCRIPTION

In 3-D ANIMATION TECH 3 the students will become more specialized in their craft. Projects will be intermediate to advanced techniques. Students will learn how to incorporate live-action and CG cohesively to build a balanced composition. They will learn matchmover in and more advanced techniques in Maya and Photoshop.

TITLE: ACTING I

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
0400370	9-12	1	

PREREQUISITE: None

DESCRIPTION

The purpose of this course is to enable students to develop fundamental acting skills and integrate them into individual and ensemble theatrical performances.

The content includes, but not limited to, the following: acting techniques and character analysis, movement and vocal production, pantomime and improvisation, theatre terminology, theatrical forms and influences, script analysis, technical elements, role of the director, artistic discipline, audience etiquette, roles and careers, auditioning and casting.

TITLE: ACTING II

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
0400380	9-12	1	

PREREQUISITE: Teacher Recommendation

DESCRIPTION

The purpose of this course is to enable students to continue to develop basic acting skills and integrate them into individual and ensemble theatrical performances. The content includes, but not limited to, the following: acting techniques and character analysis, movement and vocal production, pantomime and improvisation, theatre terminology, theatrical forms, historical and cultural influences, script analysis and selection, technical elements, role of the director, artistic discipline, audience etiquette, roles and careers, auditioning, casting, and résumés.

TITLE: ACTING III

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
0400390	9-12	1	

PREREQUISITE: Teacher Recommendation

DESCRIPTION

The purpose of this course is to enable students to develop intermediate-level acting skills and integrate them into individual and ensemble theatrical performances. The content includes, but not limited to, the following: acting techniques and character analysis, movement and vocal production, acting styles, pantomime and improvisation, theatre terminology, critique and evaluation, theatrical forms, historical and cultural influences, script analysis and selection, technical elements, role of the director, artistic discipline, audience etiquette, roles and careers, auditioning, casting, and résumés.

TITLE: ACTING IV HON

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
0400400	9-12	1	

PREREQUISITE: Teacher Recommendation

DESCRIPTION

The purpose of this course is to enable students to develop advanced acting skills and integrate them into individual and ensemble theatrical performances. The content includes, but not limited to, the following: acting techniques and character analysis, movement and vocal production, acting styles and approaches, pantomime and improvisation, theatre terminology, critique and evaluation, theatrical forms, historical and cultural influences, script analysis and selection, technical elements, role of the director, artistic discipline, audience etiquette, roles and careers, auditioning, casting, and résumés.

TITLE: DIGITAL VIDEO PRODUCTION I

COURSE # GRADE CREDIT TYPE

8772410

PREREQUISITE: Teacher Recommendation

DESCRIPTION

This course is an introduction to digital film and video production. Students will be introduced to the use and safety of video production equipment, the techniques and disciplines involved in producing film/video productions as well as the artistic elements of the medium. This class will include lecture, group and independent study, and guided and independent hands on practical experience in all phases of production.

Content. Crew responsibilities, set etiquette and safety, camera basics, shot composition, preproduction, storyboarding, treatments, the production book, production projects and shooting exercises, postproduction editing, emerging technologies and media, 3-point lighting, and media analysis.

TITLE: DIGITAL VIDEO PRODUCTION II

COURSE # GRADE CREDIT TYPE

8772420

PREREQUISITE: Teacher Recommendation

DESCRIPTION

This course will provide students with the opportunity to further their technical skills in camera operations, editing, lighting, and the video production process. Focus will be on film and digital video production, media analysis and a look into the differences between film and television/video production.

Content. Camera operations, advanced camera techniques, editing techniques and workflow, film analysis, lighting for style/mood, planning, production and post-production. Both television and film project assignments provide the hands on experience needed to put theory into practice.

TITLE: DIGITAL VIDEO PRODUCTION III

COURSE # GRADE CREDIT TYPE

8772430

PREREQUISITE: Teacher Recommendation

DESCRIPTION

A video production course designed to improve students' skill level in studio production, electronic field production, audio acquisition, lighting, writing and editing. Students will identify, arrange, construct and analyze original video projects demonstrating a higher level of understanding of video production design. Content will include public service announcements, commercials, and teacher supervised client productions.

TITLE: FILM II

COURSE # GRADE CREDIT TYPE

0107420 9-12

PREREQUISITE: Teacher Recommendation

DESCRIPTION

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

TITLE: FILM III HON

COURSE # GRADE CREDIT TYPE

0107430 9-12

PREREQUISITE: Teacher Recommendation

DESCRIPTION

This course develops skills in film production and synthesizes these skills in planning, directing, and producing films. The content includes but is not limited to the following: synthesis of skills in writing, producing, directing, and editing films; development of

(FILM III HON cont'd)

advanced set design.

TITLE: INTRODUCTION TO FILM AND THE ENTERTAINMENT BUSINESS

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
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0400660	9-12	1	
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PREREQUISITE: None

DESCRIPTION

This course will provide an introduction to the business and legal aspects of the motion picture and entertainment industry. The course will include the history of the film industry from its beginning with Thomas Edison in 1893 to present. It will also include an overview of some of the legal aspects that members of the industry must have at least a basic understanding of such as the law of contracts, corporations, copyright and trademarks. In addition, the course will teach a basic knowledge of what should be included in literary and screenplay agreements, producers, artists and directors agreements and film company financing agreements.

TITLE: THEATRE 1

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
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0400310	9-12		
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PREREQUISITE: None

DESCRIPTION

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

TITLE: THEATRE 3 HON

COURSE # GRADE CREDIT TYPE

0400330 9-12

PREREQUISITE: Teacher Recommendation

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 create within various aspects of theatre in ways that are progressively more innovative. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge.

TITLE: IMPROVISATION

COURSE # GRADE CREDIT TYPE

0400620 12 1

PREREQUISITE: Teacher Recommendation

DESCRIPTION

The purpose of this course is to enable students to demonstrate basic knowledge and skills related to improvisation. The content should include, but not be limited to, the following: theatre terminology, history, improvisation as an art form, elements of improvisation, acting techniques, play rehearsal, script exploration and analysis, scenario development, audience etiquette, career opportunities.

TITLE: VISUAL TECHNOLOGY 1

COURSE # GRADE CREDIT TYPE

0107440 9-12

PREREQUISITE: None

DESCRIPTION

Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce animated digital images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

TITLE: VOICE AND DICTION

COURSE # GRADE CREDIT TYPE

0400540 9-12

PREREQUISITE: None

DESCRIPTION

Students assess their own and others' speaking habits and vocal characteristics as the first step in identifying qualities to retain and refine and modifying or eliminating those that may be undesirable in certain settings, such as regional dialects and slang. With this work, students also identify common speech errors and strengthen their comfort level with Standard American English language. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

SCIENCE

TITLE: ANATOMY AND PHYSIOLOGY HON

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
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2000360	9-12	1	
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PREREQUISITE: Biology, Chemistry, and/or teacher recommendation

SPECIAL NOTE: This is a laboratory oriented 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.

TITLE: BIOLOGY I

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
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2000310	9-12	1	
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PREREQUISITE: Teacher Recommendation

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.

TITLE: BIOLOGY I HON

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
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2000320	9-12	1	
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PREREQUISITE: Teacher Recommendation

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

DESCRIPTION

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

TITLE: CHEMISTRY I

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
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2003340	9-12	1	
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PREREQUISITE: Algebra, Biology and/or teacher recommendation

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

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 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.

TITLE: CHEMISTRY I HON

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
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2003350	9-12	1	
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PREREQUISITE: Biology, Algebra and/or teacher recommendation

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

DESCRIPTION

This course provides students with a rigorous study of 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.

TITLE: ENVIRONMENTAL SCIENCE

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
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2001340	9-12	1	
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PREREQUISITE:

SPECIAL NOTE: This is a laboratory oriented course.

DESCRIPTION

The purpose of this course is to enable students to develop knowledge of the ways that human interact with natural environment. The content should include, but not to be limited to, the following: the nature of science, the nature of matter, energy, force and motion, processes that shape the Earth, Earth and space, processes of life, how living things react with their environment. The content should include, but not be limited to, the following: implementation of scientific habits of mind-application of scientific knowledge, methodology, and historical context to solve problems, use of laboratory technologies, terminology, earth dynamics, influence of technology on environmental quality, environmental quality issues, use and conservation practices, biodiversity, environmental planning and waste management, environmental monitoring policy, sustainable use of public land, characteristics of populations, biotic and abiotic environmental factors, energy production technologies, thermodynamics.

TITLE: MARINE SCIENCE 2 HON

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
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2002530	9-12	1	
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PREREQUISITE:

DESCRIPTION

While the content focus of this course is consistent with the Marine Science 2 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).

TITLE: PHYSICAL SCIENCE

<u>COURSE #</u>	<u>GRADE</u>	<u>CREDIT</u>	<u>TYPE</u>
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2003310	9-12	1	
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PREREQUISITE: None

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

(PHYSICAL SCIENCE cont'd)

classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

TITLE: PHYSICAL SCIENCE HON

COURSE # GRADE CREDIT TYPE

2003320 9-12 1

PREREQUISITE: None

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).

TITLE: PHYSICS I HON

COURSE # GRADE CREDIT TYPE

2003390 9-12 1

PREREQUISITE: Algebra, Geometry, and /or teacher recommendation
RECOMMENDED PREREQUISITE: Trigonometry

DESCRIPTION

This course provides students with a rigorous 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.