DUVAL COUNTY SCHOOL BOARD MEMBERS

The Honorable Cheryl Grymes
District 1

The Honorable Scott Shine
District 2

The Honorable Ashley Smith Juarez
District 3

The Honorable Paula D. Wright
District 4

The Honorable Dr. Constance S. Hall
District 5

The Honorable Becki Couch
District 6

The Honorable Jason Fischer
District 7

Dr. Nikolai P. Vitti
Superintendent of Schools
Meet the Mandarin High Administration

Dr. Donna Richardson, Principal

Ms. Janetta Lucas, Asst. Principal, Curriculum
Mr. Brian Holloway, Asst. Principal
Mrs. Mary Flynn, Asst. Principal
Ms. Beth Pecarek, Asst. Principal
Mrs. Kimberly Rolfe, Reading Coach
Mr. Rodney Tisdale, Dean of Students
Mr. Phillip Carrol, Testing Coordinator

COUNSELORS:
Ms. Diane Dempsey, Chair
Ms. Peggy Adams
Ms. Tanu Seymore
Ms. Jenna Adair
Ms. Linda Smith
Vision:
Mandarin High School will INSPIRE, engage, and educate every student, every day, preparing him/her for Graduation and entry into post-secondary education and/or the workforce.

Mission:
Mandarin High School is dedicated to providing high quality, equal education for all students while we daily inspire a well-rounded, literate, character-filled cohort of young people who will graduate on time with a career choice in mind and have all the knowledge and skills necessary to succeed in a diverse and global society.
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INTRODUCTION

The high school experience is a very special time in the lives of both students and parents. Along with mastering standards in key academic areas, students prepare for life experiences following graduation.

Because of the complexity of the educational process in high school, the faculty at Mandarin High School would like to suggest that parents and students take some time and consider not just the next school year but all remaining school years in order to gain a better insight into what courses can be taken and the sequence necessary to complete the courses. Students and parents will be better able to decide between options should scheduling conflicts occur.

The State of Florida and Duval County School Board have both established minimum requirements for graduation. By using the curriculum guide and stated graduation requirements, students can design a tentative schedule for all four years.

It is very important that you keep several items in mind as you work through this process:

• The course curriculum guide is subject to change annually as courses are added and deleted.
• Duval County guidelines suggest that students be placed in the most rigorous coursework possible based upon student data.
• You should watch for prerequisites when penciling in course requests.
• The numbers of students requesting a course determines whether the course will be scheduled and the number of sections of that course that will be created each year. You may wish to take a specific course, but if there is insufficient demand for the course, it will not be offered.
• There is no guarantee that all of your selections can be accommodated. It is possible that scheduling conflicts may arise because of the many variables associated with the design of the master schedule for this school.
• There are certain courses that must be taken in specific years. For example, the half-credit Economics course is required in the senior year. Please allow for these required courses as you build your four-year plan.
• We pledge to make every effort to enable you to take all of the courses that you wish to take. However, there is no guarantee that you will be able to schedule these courses in a specific year. (You may have to wait until the next year.)
• Each student will have the opportunity to discuss this plan annually with a counselor as a schedule for the next school year is prepared. We recommend that you keep your four-year plan updated and that you refer to it as you progress through school. The final selection of courses will be made in conjunction with the student’s counselor with reference to test scores, grades, and teacher input.
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<thead>
<tr>
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<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Arts</strong></td>
<td>Standard</td>
<td>English I</td>
<td>English II</td>
<td>English III or English IV or English for Col Readiness</td>
</tr>
<tr>
<td></td>
<td>Honors</td>
<td>H. English I</td>
<td>H. English II</td>
<td>H. English IV or AP English Lit/Comp</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Standard</td>
<td>Algebra I</td>
<td>Geometry</td>
<td>Algebra II or Prob/Stats or Math for College Readiness</td>
</tr>
<tr>
<td></td>
<td>Honors</td>
<td>H. Geometry</td>
<td>H. Algebra II</td>
<td>Pre-Calc</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Standard</td>
<td>Physical Science</td>
<td>Biology</td>
<td>Chemistry or Physics or Anatomy/Physiology or Marine Biology or Forensics or Zoology or AP Environmental Science or AP Biology or AP Chemistry or AP Physics or Biology II</td>
</tr>
<tr>
<td></td>
<td>Honors</td>
<td>H. Biology</td>
<td>H. Chemistry</td>
<td>H. Physics</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>Standard</td>
<td>Wrld Cult Geography</td>
<td>World Hist</td>
<td>Am. Hist</td>
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<tr>
<td></td>
<td>Honors</td>
<td>AP Human Geography</td>
<td>H. World History or AP World Hist</td>
<td>H. Am. Hist or AP U.S History</td>
</tr>
<tr>
<td><strong>World Languages</strong></td>
<td>Spanish I-IV or French I-IV or Latin I-IV or Chinese I-IV or ASL I-IV</td>
<td>Spanish I-IV or French I-IV or Latin I-IV or Chinese I-IV or ASL I-IV</td>
<td>Spanish I-IV or French I-IV or Latin I-IV or Chinese I-IV or ASL I-IV</td>
<td>AP Spanish or AP French or AP Latin or AP Chinese or ASL I-IV</td>
</tr>
<tr>
<td><strong>PE</strong></td>
<td>Elective</td>
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<td>HOPE</td>
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</table>
### Duval County Public Schools Sequence - Mathematics

<table>
<thead>
<tr>
<th>Course</th>
<th>Prerequisite(s)</th>
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</thead>
<tbody>
<tr>
<td>AP Calculus</td>
<td>Pre-Calculus Honors</td>
</tr>
<tr>
<td>Pre-Calculus</td>
<td>Algebra II or Algebra II Honors</td>
</tr>
<tr>
<td>Algebra II</td>
<td>Geometry or Geometry Honors and scored a Level 3 or higher on the Geometry EOC</td>
</tr>
<tr>
<td>Algebra II Honors</td>
<td>Geometry Honors and scored a Level 3 or higher on the Algebra I EOC</td>
</tr>
<tr>
<td>Geometry</td>
<td>Algebra I</td>
</tr>
<tr>
<td>Geometry Honors</td>
<td>Algebra I and scored a Level 3 or higher on the Algebra I EOC</td>
</tr>
<tr>
<td>AP Statistics</td>
<td>Algebra II H</td>
</tr>
<tr>
<td>Prob and Stat with Applications</td>
<td>Algebra II or Algebra II Honors</td>
</tr>
<tr>
<td>Dual Enrollment College Algebra</td>
<td>Algebra II and 3.0 GPA and ACT/SAT/PERT score</td>
</tr>
<tr>
<td>Dual Enrollment Liberal Arts</td>
<td>Algebra II and 3.0 GPA and ACT/SAT/PERT score</td>
</tr>
<tr>
<td>Math for College Readiness</td>
<td>Algebra II (Seniors with a PERT score of less than 114)</td>
</tr>
</tbody>
</table>

### Duval County Public Schools Sequence - Science

<table>
<thead>
<tr>
<th>Grade</th>
<th>Science Courses</th>
</tr>
</thead>
</table>
| Grade 9 | Physical Science*  
|        | Environmental Science    |
|        | Biology I Honors                                      |
| Grade 10 | Biology I                                           |
|        | Chemistry I Honors                                    |
| Grade 11 | Chemistry I  
| OR       | Physics I                                            |
| OR       | Physics I Honors                                      |
| OR       | AP Environmental Science                             |
| Grade 12 | Chemistry I  
| OR       | Physics I                                            |
| OR       | AP Science*                                          |
| OR       | Electives**                                          |

* For enrollment in Advanced Placement science courses, students must have earned credit in prerequisite courses as follows:
  Biology I and Chemistry I for AP Biology; Biology II (may be paired with AP Biology but is a separate course)
  Chemistry I (completed) and Algebra II (may be concurrent) for AP Chemistry
  Physics I for AP Physics B or AP Physics C; Physics II (may be paired with AP Physics but is a separate course)
  Biology I, Chemistry I, and Algebra I for AP Environmental Science

** Electives
Anatomy and Physiology Honors
Chemistry II (may be paired with AP Chemistry but is a separate course)
Marine Science I and Marine Science I Honors, Zoology, Forensics, BioTech
### Standard Diploma Graduation Requirements

**Students who enter ninth grade for the first time in 2013-14 and thereafter**

Please refer to the Student Progression Plan for more detailed graduation requirements.

<table>
<thead>
<tr>
<th>Program of Study</th>
<th>24 Credit Standard Diploma Program of Study</th>
<th>18 Credit ACCEL Standard Diploma</th>
<th>Program of Study S SWD</th>
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<tbody>
<tr>
<td><strong>EN</strong></td>
<td>4 credits</td>
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<td>2013-2014 ninth grade entry year and thereafter</td>
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<td>• Algebra I,</td>
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<td>• Geometry</td>
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<td>• Algebra 2</td>
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<td>• +1</td>
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<td><strong>MA</strong></td>
<td>3 credits</td>
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<td>3 credits</td>
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<td>3 credits</td>
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<td>• 1 physical science</td>
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<tr>
<td><strong>SC</strong></td>
<td>3 credits</td>
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<td>• 1 world history</td>
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<td>• 1 US History</td>
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<td><strong>SS</strong></td>
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<td>3 credits</td>
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<td>3 credits</td>
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<td>• 1 US History</td>
<td>• 1 US History</td>
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<td></td>
<td>• ½ Econ</td>
<td>• ½ Econ</td>
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</tr>
<tr>
<td><strong>WL</strong></td>
<td>2 credits</td>
<td>2 credits</td>
<td>2 credits</td>
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<td></td>
<td>2 credits</td>
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<td></td>
<td>must be in the same world language</td>
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<tr>
<td><strong>PF</strong></td>
<td>1 credit</td>
<td>1 credit</td>
<td>1 credit</td>
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<td></td>
<td>1 credit</td>
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<tr>
<td><strong>PE</strong></td>
<td>1 credit</td>
<td>1 credit</td>
<td>1 credit</td>
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<td>1 credit</td>
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<td></td>
<td>H.O.P.E.</td>
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<tr>
<td><strong>EL</strong></td>
<td>6 credits</td>
<td>3 credits</td>
<td>8 credits</td>
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<td></td>
<td>6 credits</td>
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<td></td>
<td><strong>Total 24 credits</strong></td>
<td><strong>18 credits</strong></td>
<td><strong>24 credits</strong></td>
</tr>
</tbody>
</table>

**Tests (Passing Scores)**

- **2012-2013 ninth grade entry year or before**
- **2013-2014 ninth grade entry year and thereafter**

<table>
<thead>
<tr>
<th><strong>TESTS (Passing Scores)</strong></th>
<th><strong>2012-2013 ninth grade entry year or before</strong></th>
<th><strong>2013-2014 ninth grade entry year and thereafter</strong></th>
<th><strong>GPA</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>FCAT 2.0 (grade 10)</td>
<td>Reading</td>
<td>State Reading Assessment</td>
<td>2.0</td>
</tr>
<tr>
<td>FCAT Math OR Algebra 1 EOC*</td>
<td>*based on ninth grade entry year</td>
<td>FCAT Math OR Algebra 1 EOC*</td>
<td>2.0</td>
</tr>
<tr>
<td>*based on ninth grade entry year</td>
<td>FCAT 2.0 (grade 10) Reading</td>
<td>*based on ninth grade entry year</td>
<td>2.0</td>
</tr>
</tbody>
</table>

**GPA**

- **2.0**

**Online**

- **1 course for students who enter 9th grade in 1112 and thereafter**
- No requirement

- **1 course for students who enter 9th grade in 2011-12 and thereafter**

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Students wishing to earn the International Baccalaureate and AICE diplomas must complete additional diploma program requirements as outlined in the District’s Student Progression Plan.
SCHEDULE CHANGE POLICY

Schedule changes MAY be appropriate in the following cases:
1. A student has not met the prerequisites for the course.
2. A student needs a course at a specific grade level in order to graduate.
3. A student has failed a course and must repeat the course.
4. A student is enrolled in a course that he or she has already completed.
5. The student’s safety is a concern.
6. A student prefers to take the course through Florida Virtual School

In the case of one of the situations above, schedule change requests along with the supporting documentation outlining how the case supports situation 1-4 should be sent to the counselor. Completed schedule change forms are due the first week of the semester.

Schedule changes MAY NOT be appropriate in the following cases:
1. A student is enrolled in a course that has the potential to lower his or her GPA
2. A student does not like his or her teacher
3. A student is failing a course because he or she believes the course is too hard but has not completed all of his or her classwork and homework
4. A student is not succeeding in a course but has not taken advantage of safety net opportunities
5. A student does not like the elective.

In the case of one of these situations above, the first course of action is for the student to meet with his or her counselor and/or house administrator. The house administrator and/or counselor should speak with the student about why he or she feels unsuccessful. The house administrator and/or counselor should gather information related to the student’s test grades, completed assignments, FSA test scores, class referrals, and other documentation. A parent-teacher meeting should be set up in order to address any issues and analyze the student’s grades and/or behavior in the class. If any systemic issues exist, such as an unfair grading or makeup policy, the pertinent issues should be brought to the attention of an administrator. If all of these policies are followed and the student still wishes to change his or her schedule, all supporting documentation mentioned above should be brought along with the schedule request to the student’s counselor for consideration. All schedule requests related to Advanced Placement classes must be brought along with all of the supporting documentation mentioned above directly to Curriculum Coordinator for consideration.

If a schedule change is made, the following people shall be contacted immediately:
- Student will be handed a new schedule in hardcopy
- Leaving teacher(s) will be contacted by email
- Receiving teacher(s) will be contacted by email
- House administrator and counselor will be contacted if appropriate
- Parent will be contacted if appropriate

If a student moves into the same course, the receiving teacher will provide the student with remediation and grade recovery support.
Special Programs

Mandarin High School
Center for Medical Studies Career Academy

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Health Science career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Health Science career cluster.

The purpose of this program is to prepare a student for employment in a variety of medical positions including:

- allied health aide,
- medical assistant,
- medical laboratory assistant,
- occupational therapy aide,
- physical therapy aide,
- respiratory therapy aide,
- radiological aide.

Beginning sophomore year, students participating in the health and medical program will gain valuable practical experience in the academy by taking three core courses in Health Science 1 (one credit), Health Science 2 (one credit) and one of the following:

Allied Health (one credit)

The Allied Health content includes but is not limited to performing skills representative of one to three areas of allied health care in the laboratory and clinical settings. Major areas of allied health are defined as physical therapy, emergency, radiation, laboratory and respiratory medicine, and occupational therapy. Other areas of health, medicine, dentistry, or veterinary may be included, with instructor provided competencies.

Students wishing to explore interest in the medical academy can enroll in the one credit freshmen exploratory course entitled Medical Skills.

Senior year, students may volunteer on-site at Baptist South Hospital to experience the Health Care industry through job shadowing and mentoring with the medical staff at the hospital and other medical-related sites.

Medical Academy Course Descriptions

Medical Skills

Grade Level: 9
Credit: 1

The purpose of this course is to give students an opportunity to apply knowledge and skills related to the area of Health Science career cluster. The content includes but is not limited to practical generic skills in health occupations. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.
### Health I

**Grade Level:** 10  
**Credit:** 1

The purpose of this course is to give an overview of the human body, both structurally and functionally with emphasis on the pathophysiology and transmission of disease. Medical terminology is an integral part of the course.

### Health II

**Prerequisites:** Health I  
**Grade Level:** 11  
**Credit:** 1

The purpose of this course is to provide the student with an in depth knowledge of the health care system and associated occupations. Emphasis is placed on communication and interpersonal skills, use of technology, ethics and the development of critical thinking and problem solving skills. Students may shadow professionals throughout the course.

### Allied Health

**Prerequisites:** Health 1 and Health 2  
**Grade Level:** 12  
**Credit:** 1

In this course students will perform skills representative of one to three areas of allied health care in the laboratory and clinical settings. Major areas of allied health are defined as physical therapy, emergency, radiation, laboratory and respiratory medicine, and occupational therapy. Other areas of health, medicine, dentistry, or veterinary may be included with instructor provided competencies.
Special Programs

Advanced International Certificate of Education Magnet Program (A.I.C.E.)

The Advanced International Certificate of Education (AICE) is an international pre-university curriculum and examination system written and administered by the Local Examinations Syndicate at the University of Cambridge.

Pre-AICE Courses

Pre-AICE English

Grade Level: 9  
Credit: 1

This course prepares students for AP English through enriched experiences in literature, writing, speaking, and listening. The content includes instruction in the critical analysis of major literary genres. Composition instruction focuses upon using the writing process in literary analysis. Formal speaking experiences are provided. **Summer reading is required.**

Pre-AICE Biology

Grade Level: 9-10  
Credit 1

This course develops an understanding of and the application of knowledge to basic biological themes including the nature of science, the nature of matter, energy, and chemical properties of life, cells, biological reproduction, genetics principles, molecular basis, diversity, and biotechnologies levels of organization, classification and taxonomy, structures, functions, and reproduction of plants and animals, interdependence of organisms and the environment, and the technology of science. The teachers will provide enrichment activities involving scientific inquiry.

Pre-AICE Chemistry

Grade Level: 10  
Credit 1

This comprehensive course emphasizes the theory and quantitative aspects of chemistry including lab work. Applications of scientific knowledge to scientific investigation are included. Independent or group research is required.

Pre-AICE Physics

Grade Level: 10  
Credit 1

This course provides a comprehensive study of the motions of objects, energy, specific forces, waves, electricity, and other selected topics. A research project is required. Mathematics problem solving is used to gain a greater understanding of the concepts. Laboratory work is used to increase knowledge of the topics. This class should prepare students for university course work. This course meets the science requirement of 1 physical science credit.

Pre-AICE Global Perspectives

Prerequisites: AICE Program  
Grade Level: 9-11  
Credit: 1

This course provides opportunities for inquiry into, and reflection on, key global issues from a personal, local, and global perspective. This course will help students prepare for AICE Global Perspectives during their senior year.
Group 1 – Mathematics and Sciences:

**AICE Mathematics A Level**

Prerequisites: AICE Mathematics AS Level  
Grade Level: 11-12  
Credit: 1

The purpose of this course is to enable students to obtain a thorough understanding of analytical geometry, pre-calculus and calculus concepts and their applications. The content will include, but not be limited to, the following: sequences and series; convergence, divergence, sigma notation, factorials, combination binomial theorem, the modulus function; meaning and use in solving equations; rational functions and graphs; partial fraction decomposition; asymptotes, transformations, and other graphing techniques; trigonometric functions; inverse trig functions, addition and subtraction identities, solving trig equations; complex numbers; vectors; differentiation and integration; implicit differentiation; parametric equation, integration by substitution, trig substitutions, Maclaurin series; forces and equilibrium; force vectors, equilibrium, friction; rectilinear motion; displacement/time graphs, velocity/time graphs, area under a graph, acceleration, motion models; motion of a projectile, horizontal and vertical equations of motion, trajectory; Newton’s laws of motion; application of F=ma, negligible mass; momentum and impulse; conservation of linear momentum; energy, power and work; potential energy and kinetic energy, Hooke’s law, conservation of energy, relation between power, force, and velocity.

**AICE Mathematics AS Level**

Prerequisites: Honors Geometry, Honors Algebra II, Pre-Calculus  
Grade Level: 11-12  
Credit: 1

The purpose of this course is to enable students to obtain a thorough understanding of algebraic, trigonometric, and calculus concepts. The content will include, but not be limited to, the following: polynomials; identities, equations, and inequalities; Indices and proportionality; sequences; graphs and coordinate geometry; vectors; functions; logarithmic and exponential functions; circular measure; trigonometric functions; differentiation; integration; applications of calculus; use of derivatives to find tangents, normals, maximum and minimum points, rates of change, velocity and acceleration, use of integration to find plane areas and volumes of revolution; first order differential equations; numerical methods; and probability.

**AICE Biology**

Prerequisites: Pre-AICE Biology, Pre-AICE Chemistry, Honors Algebra II, AICE Chemistry highly recommended  
Grade Level: 12  
Credit: 1

The purpose of this course is to provide exploratory experiences, laboratory, and real-life applications in the biological sciences. The content includes, but is not limited to, the following: matter, energy, and chemical life processes; cells: biology, reproduction, and communication; levels of organization, classification, and taxonomy; evolution: biological selection, adaptations, and changes through time; experimental techniques; structure, function, and reproduction of plants, animals, and microorganism; ecology: interdependence of organisms, humans, and the environment.

**AICE Chemistry**

Prerequisites: A or B in Pre-AICE Chemistry, Algebra II Honors and Pre-Calculus  
Grade Level 11-12  
Credit: 1

The purpose of this course is to provide a comprehensive Chemistry course at the college level and prepare students to sit for the AICE Chemistry exam. Topic content includes a thorough review of the skills and concepts covered in Pre-AICE Chemistry. Additional topics include, but are not limited to Thermochemistry and Thermodynamics, Quantum Theory, Chemical Bonding, the Periodic Chart, Equilibrium, Oxidation-
Reduction, Kinetics, and Organic Chemistry. The course also includes an intensive laboratory component. Students should be aware that this course is double-blocked with Chemistry II.

**AICE Physics**  
Grade Level 11-12  
Prerequisites: Pre-AICE Biology, Pre-AICE Chemistry I, Pre-Calculus, Pre-AICE Physics  
Credit: 1

The purpose of this course is to provide opportunity to study the concepts, theories, and laws governing the interaction of matter, energy, and forces and their applications through exploratory investigations and activities. The content shall include, but not be limited to the following: use of physical quantities and units; vectors and scalars; linear motion and dynamics; forces; work, energy and power; rotational motion and dynamics; thermal dynamics; properties of matter; vibrations and waves including sound; light and optics; electricity and magnetism; nuclear physics; electronics; energy in use; awareness of interaction among science, technology, and society.

**AICE Marine Science**  
Grade Level 11-12  
Prerequisites: Pre-AICE Biology and Chemistry  
Credit: 1

The purpose of this course is to provide a comprehensive introduction to the study of the marine environment. The major domains of the course focus on the scientific study of the sea and its ecosystems and then connect to a study of those human activities that both depend on the sea and have an impact on it. It is expected that students will sit for the AICE Marine Science exam.

**AICE Environmental Management**  
Grade Level 11-12  
Prerequisites: Pre-AICE Biology, Chemistry, and Physics  
Credit: 1

The purpose of this course is to provide students with a knowledge and understanding of the key issues affecting the environment on a variety of scales. Topics covered include, but are not limited to environmental processes and the impacts of societies on the environment, the scientific principles that define the issues related to sustainability and environmental management, the pressures that impact the environment and the search for solutions to those problems. It is expected that students will sit for the AICE Environmental Management examination.

**AICE Psychology**  
Grade Level: 11-12  
Prerequisites: AICE Program  
Credit: 1

Cambridge International AS and A 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 themes and issues. The syllabus reflects five core areas of psychology, namely cognitive, social, physiological, developmental and the psychology of individual differences; it also relates psychology to education, health, organizations, the environment and abnormality.

**Group 4 – Interdisciplinary & Skills-based**

**AICE Thinking Skills AS Level**  
Grade Level: 10-12  
Prerequisites: AICE Program  
Credit: 1
The purpose of this course is to develop 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 engages students in the study of 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 General Paper**  
Grade Level: 10  
Prerequisites: Pre-AICE English Language  
Credit: 1

The purpose of this course provide students with the knowledge and understanding in relation to the topic areas identified in the syllabus; knowledge of methods and techniques appropriate to a specific task; the ability to identify, select and interpret, through reasoned consideration, material(including knowledge) appropriate to a specific task; the ability to apply knowledge, understanding and analysis in relation to a specific task(e.g. in drawing inferences, providing explanations, constructing and developing arguments, understanding the implications of a suggested course of action or conclusion, etc.); the ability to exercise evaluation and discrimination in assessing evidence, ideas and opinions in order to formulate a supported conclusion; the ability to communicate information, ideas and opinions in a clear, concise, logical and appropriate manner.

**Group 2 – Languages**

**AICE English Language**  
Grade Level: 11  
Prerequisites: Pre-AICE English Language and AICE General Paper  
Credit: 1

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.

**Group 3 – Arts & Humanities**

**AICE English Literature**  
Grade Level: 12  
Prerequisites: Pre-AICE English Language and AICE General Paper  
Credit: 1  
AICE English Language

The purpose of this course is to give students the opportunity to read a wide range of literary material encouraging an appreciation and understanding of all three genres – prose, poetry, and drama. The course is designed to develop powers of logical and lateral thought through imaginative response to a wide range of transactional and literary material and to stimulate effective and appropriate communication in writing and speaking.

**AICE US History**  
Grade Level: 11  
Prerequisites: AICE Euro or Administrative approval  
Credit: 1

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 transformation of the USA from an isolated agrarian society of the 1840’s to the world’s leading superpower. Students will demonstrate an understanding of the complexity of issues and themes within a United States historical period, and distinguish and assess different approaches to, interpretations of, and opinions about the United States’ past. The course explicitly encourages the development of two fundamental historical skills: the construction of clear, concise, logical, and relevant arguments and the evaluation and interpretation of source materials.
**AICE Economics**
Grade Level: 12
Prerequisites: Pre-Calculus
Credit: 1

The purpose of this course is to provide students with the knowledge and decision-making tools necessary for understanding how society organizes its limited resources to satisfy its wants. Students will gain understanding of choices they must make as producers, consumers, investors and taxpayers. The content shall include, but shall not be limited to, the following: economic reasoning; principles of decision-making in the marketplace; resources and the economic problem; allocative mechanisms; economic incentives; the circular flow of national income; specialization, trade and exchange; international trade; economic development; policy objectives and instruments.

**AICE International History – 1945-1991**
Grade Level: 11-12
Prerequisites: AICE Modern European History
Credit: 1
Offered based upon instructor availability

The purpose of this course is to enable students to understand the major international issues, and their connection to the past, which have shaped the world since World War II. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, inverse cultures and humanities to develop a historical perspective on many of the most important issues of the contemporary world. The course encourages the teacher and students to view the study of History as a series of questions to be explored and analyzed, while explicitly encouraging the development of two fundamental historical skills: the construction of explanations and the use of source materials.

**AICE Geography**
Grade Level: 11 -12
Prerequisites: AICE Program
Credit: 1
Offered based upon instructor availability

The purpose of this course is to enable students to acquire and organize information about places, people, and culture throughout the world to develop a sense of where they are in time, space and culture, and to reinforce their own personal and social identity.

**AICE Modern European History**
Grade Level: 10
Prerequisites: AP Human Geography/AICE Program
Credit: 1
Offered based upon instructor availability

The purpose of this course is to enable students to understand the developments that shaped Modern European History. This will be achieved with a logistic understanding of Europe as a geographic region from 1789 to 1939. Europe’s key development will be studied in relation to the wider European context and with attention focused on the broader issues (revolution, nationalism, imperialism, was and totalitarianism) that helped shape European history.

**AICE Global Perspectives**
Grade Level: 11-12
Prerequisites: Pre-AICE Global Perspectives
Credit: 1

Cambridge IGCSE Global Perspectives is a groundbreaking and stimulating course that stretches across traditional subject boundaries and develops transferable skills. It is both cross-curricular and skills-based and taps into the way learners of today enjoy learning, including team work, presentations, projects, and working with other learners around the world. The emphasis is on developing the ability to think critically about a range of global issues where there is always more than one point of view.
The Cambridge AS Level Art and Design syllabus aims to encourage a personal response by stimulating imagination, sensitivity, conceptual thinking, powers of observation and analytical ability. Learners gain confidence and enthusiasm as they develop technical skills in two and three dimensional form and composition, and are able to identify and solve problems in visual and tactile forms. They also learn how to develop ideas from initial attempts to final solutions. An ideal foundation for further study, Cambridge IGCSE Art and Design also develops a greater awareness of the role played by the visual arts in society and in history, broadening cultural horizons and individual experience.

AICE Diploma Requirements – Class of 2017 and Beyond

Learners will now have to achieve a minimum of seven 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 the Groups 1, 2 and 3. The remaining credits can come from any of the groups. A maximum of two credits can come from group 4. A Cambridge International AS Level is awarded one credit, and a Cambridge A Level is awarded two credits.
AVID

Advancement Via Individual Determination

AVID I Elective
Prerequisites: 
Courses must be taken in sequence.

AVID (Advancement Via Individual Determination) is offered as a rigorous academic elective course that prepares students for success in four-year colleges. The AVID course is scheduled during the regular school day as a year-long course. Each week students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic survival skills. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking, note-taking, and research. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, and reading to support their academic growth.

For students new to AVID, or for those with previous experience from middle grades, the ninth grade AVID Elective course will serve as a review of the AVID philosophy and strategies. Students will work on academic and personal goals and communication, adjusting to the high school setting. Students will increase awareness of their personal contributions to their learning, as well as their involvement in their school and community. There is an emphasis on analytical writing, focusing on personal goals and thesis writing. Students will work in collaborative settings, learning how to participate in collegial discussions and use sources to support their ideas and opinions. Students will prepare for and participate in college entrance and placement exams, while refining study skills and test-taking, note-taking, and research techniques. They will take an active role in field trip and guest speaker preparations and presentations. Their college research will include financial topics and building their knowledge on colleges and careers of interest.

AVID II Elective
Prerequisites: AVID I
Courses must be taken in sequence.

AVID (Advancement Via Individual Determination) is offered as a rigorous academic elective course that prepares students for success in four-year colleges. The AVID course is scheduled during the regular school day as a year-long course. Each week students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic survival skills. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking, note-taking, and research. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, and reading to support their academic growth.

Students in the tenth grade AVID Elective course will refine the AVID strategies to meet their independent needs and learning styles. Students will continue to refine and adjust their academic learning plans and goals, increasing awareness of their actions and behaviors. As students increase the rigorous course load and school/community involvement, they will refine their time management and study skills accordingly. Students will expand their writing portfolio to include: analyzing prompts, supporting arguments and claims, character
analysis and detailed reflections. Students will also analyze various documents, in order to participate in collaborative discussions and develop leadership skills in those settings. Students will expand their vocabulary use, continuing to prepare for college entrance exams and preparation. Text analysis will focus on specific strategies to understand complex texts. Lastly, students will narrow down their college and careers of interest, based on personal interests and goals.

AVID III Elective
Prerequisites: AVID I & AVID II

Courses must be taken in sequence.

AVID (Advancement Via Individual Determination) elective courses at all grade levels are designed to prepare students for success in four-year colleges and universities. The courses emphasize rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test taking strategies, note taking and research.

The eleventh grade AVID Elective course is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. This course is organized around the theme of "Leadership as a Catalyst for Change in Society." Students study, in depth, exceptional leaders in contemporary society and examine the effect these individuals have had on culture, politics, education, history, science and the arts. The course requires that students read essays, speeches, articles and letters by these leaders, as well as at least one full-length work by the leader or about the leader. Also, each student is required to conduct a research project that is presented in the senior year. In addition to the academic focus of the AVID seminar, there are college-bound activities, methodologies and tasks that should be undertaken during the junior year to support students as they apply to four-year universities and confirm their postsecondary plans.

AVID IV Elective
Prerequisites: AVID I & AVID II & AVID III

Courses must be taken in sequence.

AVID (Advancement Via Individual Determination) elective courses at all grade levels are designed to prepare students for success in four-year colleges and universities. The courses emphasize rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test taking strategies, note taking and research. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program as well as complete the requirements for the Seminar course.

The AVID Elective twelfth grade course is the second part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. This course continues around the theme of "Leadership as a Catalyst for Change in Society." Students will complete a final research essay project from research conducted in their junior year in AVID. In addition to the academic focus of the AVID senior seminar, there are college-bound activities, methodologies and tasks that should be achieved during the senior year that support students as they apply to four-year universities and confirm their postsecondary plans. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program, as well as complete the requirements for the seminar course.
Special Programs

**BioTech Academy**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the manufacturing career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the manufacturing career cluster.

Industrial Biotechnology is a program offering students science credit through an applied science education, to prepare them for entry level positions in the cutting edge industry of Biotechnology. While meeting the state standards for science, the coursework will focus on developing science and bio-technical skills that are current and in demand for this rapidly growing occupation.

Upon completion of the integrated program, students will be able to explain and perform bio-technical skills used by Industrial, Medical, Agricultural, and Research facilities that develop and produce marketable products and processes.

**Program Structure**

This program is a planned sequence of instruction consisting of three OCP’s.

The following table illustrates the secondary program structure:

<table>
<thead>
<tr>
<th>OCP</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Length</th>
<th>Grade</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>3027010</td>
<td>Biotechnology 1</td>
<td>1 credit</td>
<td>10th</td>
<td>3</td>
</tr>
<tr>
<td>B</td>
<td>3027020</td>
<td>Biotechnology 2</td>
<td>1 credit</td>
<td>11th</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>8736030</td>
<td>Biotechnology 3</td>
<td>1 credit</td>
<td>12th</td>
<td>3</td>
</tr>
</tbody>
</table>

**Biotechnology 1**

Grade Level: 10

Prerequisites: Credit: 1

**Courses must be taken in sequence.**

This course provides exploratory experience combining laboratory and real-life applications in the field of biotechnology. The content includes, but is not limited to, the following:

- The nature of science
- Matter, energy, chemical processes of cells, organisms
- Cell molecular structure and function, membranes, DNA, plasmids, reproduction, communication
- Fundamentals of biochemistry, protein synthesis, germ theory,
- Molecular genetics and biotechnology, restriction digest, DNA analysis, PCR
- Levels of organization, molecular to organismal, classification, and taxonomy
- Interdependence of organisms, humans, and the environment,
- Genetic diversity, selection, adaptations, and changes through time
- Bioethics
- Connection between Biotechnology, agricultural, food, and medicine and careers

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental quality, and safety procedures will be an integral part of this course. Students will interact with materials and primary sources of data or with secondary sources.
of data to observe and understand the natural world. Students will develop an understanding of measurement error, and develop the skills to aggregate, interpret, and present the data and resulting conclusions. Equipment and supplies will be provided to enhance these hands-on experiences for students. A minimum of 20% of classroom time will be dedicated to laboratory experiences.

**Biotechnology 2**  
Grade Level: 11  
Credit: 1

**Prerequisites:** Biotechnology 1 in addition to the co-requisite or prerequisite of Biology 1, Honors Biology, or Biology Technology  
**Courses must be taken in sequence.**

This course provides exploratory experience combining laboratory and real-life applications in the field of biotechnology. The content includes, but is not limited to, the following:

- The nature of science  
- Chemical processes in biotechnology, pH, solutions, molarity  
- Cell propagation, growth and cultures for biotechnology  
- Biochemistry, proteins, enzymes, plasmids, recombinants, blood borne pathogens  
- Genetics and biotechnology, gene selection, transformation, analysis  
- Structure and function of various organisms used as genetic models  
- Interdependence of organisms, humans, and the environment,  
- Genetic diversity and selection  
- Connection between biotechnology, agricultural, food, and medicine and careers  
- Bioethics

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental quality, and safety procedures will be an integral part of this course. Students will interact with materials and primary sources of data or with secondary sources of data to observe and understand the natural world. Students will develop an understanding of measurement error, and develop the skills to aggregate, interpret, and present the data and resulting conclusions. Equipment and supplies will be provided to enhance these hands-on experiences for students. A minimum of 20% of classroom time will be dedicated to laboratory experiences.
Biotechnology 3  
Grade Level: 12  
Credit: 1

**Prerequisites:** Biotechnology 1 & 2 in addition to the co-requisite or prerequisite of Biology 1, Honors Biology, or Biology Technology  
**Courses must be taken in sequence.**

Biotechnology 3 is a course designed to provide students with intense laboratory and research skills in preparation for continued education and/or entry into the biotechnology industry. Students will build upon the skills attained in Biotechnology 1 and Biotechnology 2 as they design and conduct experiments relevant to current biotechnology. A close association with local industry and postsecondary institutions will provide additional opportunities for development and application of biotechnology practices.

This program is designed to provide students with intense laboratory and research skills in preparation for continued education and/or entry into the biotechnology industry. Students will build upon the skills attained as they design and conduct experiments relevant to current biotechnology. A close association with local industry and postsecondary institutions will provide additional opportunities for development and application of biotechnology practices.

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

**Course Offerings by Department**

Students may choose courses from the following list to meet graduation requirements. The list is based on state and county graduation requirements. College preparatory and standard courses of study follow. **Course offerings are all contingent upon available resources.**

**INFORMATION TECHNOLOGY**

<table>
<thead>
<tr>
<th>Course Offerings</th>
<th>Grade Level: 9-12</th>
<th>Credit: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Information Technology</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This course is designed to provide an introduction to information technology concepts and careers as well as the impact information technology has on the world, people, and industry and basic web design concepts. The content includes information technology career research; operating systems and software applications; electronic communications including e-mail and Internet services; basic web commands and design; and emerging technologies.

**NOTE:** Underclassmen may take the course, but will not be allowed to take the CIW certification exam unless they show proficiency on the practice exams.
Foundation of Web Design

Grade Level: 10-12
Credit: 1

This course is designed to provide students with opportunities to acquire and apply foundational skills related to web design. Laboratory investigations, including the use of scientific research, measurement, and laboratory technologies are an integral part of this course. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

NOTE: Underclassmen may take the course, but will not be allowed to take the Adobe certification exam, unless they show proficiency on the practice exams.

AP Computer Science Principles

Grade Level: 9-12
Offered based upon instructor availability
Credit: 1

AP Computer Science Principles (AP CSP) introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, AP CSP prepares students for college and career.

DRIVER EDUCATION

Driver Education
Grade Level: 10-12
Credit: 1/2

Driving rules are covered using classroom and multiple car driving. A certificate is awarded upon the successful completion of the course which substitutes for the driving test for an operator’s license. Some insurance companies grant a discount for the successful completion of this course.

NOTE: The student must have a permit to be accepted.

HOSPITALITY & TOURISM

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality and Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality and Tourism career cluster.

The content includes but is not limited to all aspects of preparation, presentation, and serving of food; leadership, communication skills, employability skills, and safe/efficient work practices are also covered. This coursework prepares students for employment in the food service/hospitality industry.

**The fees involved in these courses are required since students will craft or cook projects to consume or take home. This course has a $25 fee to pay for food supplies.

Program Structure
This program is a planned sequence of instruction consisting of four occupational completion points.
The following table illustrates the secondary program structure:

<table>
<thead>
<tr>
<th>OCP</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Length</th>
<th>SOC Code</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>8800510</td>
<td>Culinary Arts 1</td>
<td>1 credit</td>
<td>35-2021</td>
<td>2</td>
</tr>
<tr>
<td>B</td>
<td>8800520</td>
<td>Culinary Arts 2</td>
<td>1 credit</td>
<td>35-3021</td>
<td>2</td>
</tr>
<tr>
<td>C</td>
<td>8800530</td>
<td>Culinary Arts 3</td>
<td>1 credit</td>
<td>35-2014</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>8800540</td>
<td>Culinary Arts 4</td>
<td>1 credit</td>
<td>11-9051</td>
<td>3</td>
</tr>
</tbody>
</table>

Culinary Arts 1

Grade Level: 9 - 11
Credit: 1

Prerequisites: This program is a planned sequence of instruction consisting of four occupational completion points.

This course covers the history of the food service industry and careers in that industry. Also covered are 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.

Culinary Arts 2

Grade Level: 10 -12
Credit: 1

Prerequisites: Culinary 1. This program is a planned sequence of instruction consisting of four occupational completion points.

In this course students will learn state mandated guidelines for food service; how to attain food handler training certification; and perform front-of-the-house and back-of-the-house duties. Students will prepare quality food products and present them creatively; demonstrate safe, sanitary work procedures; understand food science principles related to cooking and baking; and utilize nutrition concepts when planning meals/menus.

NOTE: Underclassmen may take the course, but may not be allowed to take the Servsafe certification exam.

Culinary Arts 3

Offered based upon instructor availability

Grade Level: 11 -12
Credit: 1

Prerequisites: Culinary 1 & 2. This program is a planned sequence of instruction consisting of four occupational completion points.

In this course the student will research career opportunities in professional cooking/baking; follow guidelines on food selection, purchasing, and storage; and use communication skills. Students will prepare and present a variety of advanced food products; create centerpieces; and research laws specific to the hospitality industry. Also covered are management skills; how to develop a business plan; and utilization of technology in the workplace. Students will be knowledgeable about food safety manager training/certification training programs that are acceptable in Florida.

NOTE: Underclassmen may take the course, but may not be allowed to take the Servsafe certification exam.
**World Languages**

Two years of the same world language are required for graduation.

<table>
<thead>
<tr>
<th>Language</th>
<th>Course Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>French I</td>
<td>This is an introductory course for the progressive development of listening, speaking, reading, writing, and cultural appreciation in French.</td>
</tr>
<tr>
<td></td>
<td>1 Cr.  Gr.  9-12</td>
</tr>
<tr>
<td>French II</td>
<td>This is an intermediate course where an emphasis continues to be placed on reading, listening, speaking, and writing skills. Students are expected to master communication skills in well-defined contexts. Students are given a grammatical foundation and reading skills beneficial to overall literacy.</td>
</tr>
<tr>
<td></td>
<td>1 Cr.  Gr.  9-12 Prerequisite: French I</td>
</tr>
<tr>
<td>French III</td>
<td>Comprehension and speaking skills are further developed by giving students more frequent opportunity to engage in conversation. Writing skills are expanded by writing in the language on specified topics of current and historical interest.</td>
</tr>
<tr>
<td></td>
<td>1 Cr.  Gr.  9-12 Prerequisite: French I and II</td>
</tr>
<tr>
<td>AP French</td>
<td>This college-level course focuses on both oral and writing proficiency in the French language. Students must have a good command of French grammar and competency in listening, reading, speaking, and writing.</td>
</tr>
<tr>
<td></td>
<td>1 Cr.  Gr. 10-12 Prerequisite: French I, II, and III</td>
</tr>
<tr>
<td>Latin I</td>
<td>The course focuses on Latin language with special emphasis placed on word study customs, mythology, and history. Word study involves the learning of Latin roots to increase one’s vocabulary. The syntax of Latin grammar greatly aids the students’ comprehension of English grammar.</td>
</tr>
<tr>
<td></td>
<td>1 Cr.  Gr.  9-12 Offered based upon instructor availability</td>
</tr>
<tr>
<td>Latin II</td>
<td>This course continues the study of the Latin language with special emphasis placed on word study, customs, mythology, and history. Selections from Caesar’s writings will be read.</td>
</tr>
<tr>
<td></td>
<td>1 Cr.  Gr.  9-12 Prerequisite: Latin I Offered based upon instructor availability</td>
</tr>
<tr>
<td>Latin III</td>
<td>The purpose of this course is to continue the study of the Latin language and the Roman history and culture. The content should include the review and expansion of the essentials of Latin grammar, readings in prose, the study of the Roman civilization through its literature with emphasis on politics, history, and mythology, and intensive derivative study to refine the students’ English vocabulary.</td>
</tr>
<tr>
<td></td>
<td>1 Cr.  Gr. 10-12 Prerequisite: Latin I and II Offered based upon instructor availability</td>
</tr>
<tr>
<td>Latin IV AP Virgil</td>
<td>This course furthers the study of the Latin language through reading selections from Virgil’s AENEID and preparation for the AP exam.</td>
</tr>
<tr>
<td></td>
<td>1 Cr.  Gr. 11-12 Prerequisite: Latin I, II, and III Offered based upon instructor availability</td>
</tr>
<tr>
<td>Spanish I</td>
<td>This is an introductory course involving progressive listening comprehension, speaking, reading, and writing as well as Spanish and Hispanic culture.</td>
</tr>
<tr>
<td></td>
<td>1 Cr.  Gr.  9-12</td>
</tr>
</tbody>
</table>
Spanish II
1 Cr. Gr. 9-12
Prerequisite: Spanish I
An intermediate course with continuing progress in listening, speaking, reading and writing skills. The emphasis is on building a strong grammatical foundation.

Spanish III
1 Cr. Gr. 9-12
Prerequisite: Spanish I and II
Comprehension and speaking skills of understanding and speaking Spanish are further developed by giving students more frequent opportunities to engage in free conversation. Reading and writing skills are expanded.

AP Spanish
1 Cr. Gr. 11-12
Prerequisite: Spanish I, II, and III
Offered based upon instructor availability
This college-level Advanced Placement course in Spanish language focuses on proficiency in both oral and written language. Students should have a good command of the grammar and considerable competence in listening, reading, & writing.

Chinese I
1 Cr. Gr. 9-12
Offered based upon instructor availability
The purpose of this course is to enable students to begin to acquire proficiency in Chinese through a linguistic, communicative, and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

Chinese II/III/IV
1 Cr. Gr. 9-12
Offered based upon instructor availability
The purpose of this course is to enable students to enhance proficiency in Chinese through a linguistic, communicative, and cultural approach to language learning. There is continued emphasis on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

AP Chinese
1 Cr. Gr. 9-12
Prerequisite: Chinese I, II, and III
Offered based upon instructor availability
The purpose of this course is to develop oral and written Chinese linguistic accuracy, strategic and meta-cognitive skills, and an understanding of contemporary and historical Chinese culture. The content includes, but is not be limited to, the AP Chinese Language and Culture course content and assessment in alignment with the Foreign Language Sunshine State Standards.
American Sign Language I
1 Cr. Gr 9-12
The purpose of this course is to enable students to begin to acquire proficiency in American Sign Language through a linguistic, communicative, and cultural approach to language learning. Emphasis is placed on the development of receptive and expressive signing skills and on the acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

American Sign Language II/III
1 Cr. Gr 9-12
The purpose of these courses is to enable students to enhance proficiency in American Sign Language through a linguistic, communicative, and cultural approach to language learning. There is a continued emphasis on the development of receptive and expressive signing skills and on the acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

LANGUAGE ARTS

English I
1 Cr. Gr. 9
This course focuses on the study of print and non-print communication with an emphasis on reading and writing and on the elements of four literary genres including nonfiction, fiction, poetry, and drama. Summer reading is required.

English I Honors
1 Cr. Gr. 9
This course prepares students for AP English through enriched experiences in literature, writing, speaking, and listening. The content includes instruction in the critical analysis of major literary genres. Composition instruction focuses upon using the writing process in literary analysis. Formal speaking experiences are provided. Summer reading is required.

English II
1 Cr. Gr. 10
This course focuses on the study of print and non-print communication with an emphasis on reading and writing and on the elements of four literary genres including nonfiction, fiction, poetry and drama. Summer reading is required.

English II Honors
1 Cr. Gr. 10
This course prepares students for AP English and AICE. Students are involved in reading level novels, critical reading and analysis of poetry, prose, including AP level novels, and drama in order to develop independent critical competencies in the study of literature and foster a high level of achievement in reading, writing and speaking and nonfiction selections. Summer reading is required.
<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><strong>English III</strong></td>
<td>This course stresses composition through the application of developmental writing, vocabulary, and research methods and focuses on the study of the forms of reading and interpretation of elements in American literature. Summer reading is required.</td>
</tr>
<tr>
<td><strong>English III Honors</strong></td>
<td>This course stresses composition through the application of developmental writing, vocabulary, and research methods and focuses on the study of the forms of reading and interpretation of elements in American literature. Summer reading is required.</td>
</tr>
<tr>
<td><strong>ENC 1101 – English Composition I</strong></td>
<td>This course embodies the fundamentals of effective expression with emphasis on the various forms of expository writing, logical and imaginative thinking, and reading for understanding. The course provides instruction in sentence structure, diction, organization of short essays, correct usage of standard American English documentation skills, and writing with sources. This course includes reading and writing competencies. (CBE)</td>
</tr>
<tr>
<td><strong>AP Language and Composition</strong></td>
<td>This is a college-level course involving critical reading of and writing about prose fiction and non-fiction with an analysis of rhetorical aims and modes, distinguishing Features of semantics, structure, purpose and audience in relation to meaning, as well as learning to model aims and modes. Summer reading is required.</td>
</tr>
<tr>
<td><strong>English IV</strong></td>
<td>This course stresses composition through the application of developmental writing, vocabulary, and research methods and focuses on the study of the forms of reading and interpretation of elements in American and British literature. Summer reading is required.</td>
</tr>
<tr>
<td><strong>English IV Honors</strong></td>
<td>The purpose of this course is to provide grade 12 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. Summer reading is required.</td>
</tr>
<tr>
<td><strong>English for College Readiness</strong></td>
<td>This course stresses composition through the application of developmental writing, vocabulary, and research methods and focuses on the study of the forms of reading and interpretation of elements in American and British literature. Summer reading is required.</td>
</tr>
</tbody>
</table>
ENC 1102 – Writing About Non Fiction
1 Cr. Gr. 11-12
Prerequisite: ENC 1101 with a “C” or better

This course focuses on studying non-fiction writing in its many forms. The student will develop a proficiency in evaluating texts and writing analytically about these texts. This course provides a solid introduction to research writing as well as writing skills. This course includes reading and writing competencies. (CBE)

LIT2000 – Intro to Lit.: Writing About Fiction
1 Cr. Gr. 11-12
Prerequisite: ENC 1101 with a “C” or better

This course is designed to enhance personal appreciation of literature, hone critical thinking skills, and provide instruction in the MLA research paper. Introduction to Literature: Writing About Fiction presents the major literary forms, skills in reading and writing about literature, their distinctive characteristics and conventions, principal literacy themes, and different critical approaches. This introductory course prepares students for further literary study. This course includes reading, speaking and writing competencies. (CBE)

AP Literature and Composition
1 Cr. Gr. 12

This Advanced Placement course examines English language literary texts and effective writing. Students gain an appreciation of works of literary merit from the 16th century to the present. The course focuses on critical analysis, writing as a craft, and awareness of language. Summer reading is required.

Intensive Reading
1 Cr. Gr. 9-12

This course is designed for students scoring below the 40th percentile on Standardized tests, or a level 2 or below on the 8th or 9th grade FCAT in reading. Students are directed to reading activities to enhance comprehension skill, building vocabulary and improve reading fluency.

Newspaper
1 Cr. Gr. 9-12

Offered based upon instructor availability

This course reviews newspaper design. Students write the school newspaper. The purpose of this course is to develop competence in communication skills within the context of career, workplace, and community.

Debate I-IV
1 Cr. Gr. 9-12

Offered based upon instructor availability

The purpose of this course is to develop a student’s beginning awareness, understanding and application of language arts as it applies to oral communication concepts and strategies for public debate in a variety of given settings.

Creative Writing 1 & 2
1 Cr. Gr. 9-12

Offered based upon instructor availability

The purpose of this course is to enable students to develop and use grade level 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.
**Prerequisites:** Student must be classified as gifted.
The purpose of this course is to provide appropriately individualized curricula for students who are gifted. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

Students who are gifted have learning needs that go beyond what is traditionally offered in the regular classroom. The nature of their abilities, demonstrated or latent, requires differentiated learning experiences and opportunities for them to maximize their potential. Teachers need to develop the depth and quality of their students’ experiences while adjusting the pace to meet individual needs.

This gifted course has been designed for the teacher to select and teach only the appropriate standards corresponding to a student’s individual instructional needs.

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

- develop critical thinking and inquiry skills
- independent learning
- examine the complexity of knowledge
- application of acquired knowledge
- develop problem solving skills
- high-level communication
- create/deliver quality products
- self-awareness

**Television Production I**
1 Cr. Gr. 9-12

This course includes an overview of television production, the history of television and its role as an element of the mass media, television-related careers, orientation to writing for television, and basic use of equipment such as VCR’s and cameras.

**Television Production II**
1 Cr. Gr. 9-12
Prerequisite: TV I

This course provides opportunities for students who have taken TV I to develop advanced skills in television production. The content is based on field production, editing techniques, and studio production in the format of a news show.

**Television Production III and IV**
1 Cr. each Gr. 10–12
Prerequisites: TV I & II

These courses provide opportunities for students who have taken TV II to produce a variety of television programming and creative video projects. The students will use communication tools to design and produce daily news shows for broadcast throughout the school.
Journalism I
1 Cr. Gr. 10-12
This course involves learning the basic components of publication design and writing. Students learn terminology, rules of writing, basic columnar designing and computer software associated with publishing a newspaper, magazine, or yearbook.

Journalism II, III, IV (Yearbook)
1 Cr. Gr. 10-12
This course involves learning the components associated with the advanced design of various annuals or publications. Students apply terminology and rules of writing from Journalism I and design using grids and computer software. These students hold leadership positions. This course requires students to participate in activities beyond the school day.

LEADERSHIP AND PERSONAL DEVELOPMENT

Leadership Skills Development
1 Cr. Gr. 11-12
The purpose of this course is to teach leadership skills, parliamentary procedure, problem solving, decision making Teacher Recommendation communication skills, group dynamics, time and stress management, public speaking, human relations, public relations, team building, and other group processes.

Peer Counseling I and II
½ Cr. Each Gr. 9-12
These courses cover social and counseling topics.

Internship/Externship Program
1 Cr. Gr. 12
Internship/Externship Experience is a program specifically designed for high school seniors who would like to impact their community through an ‘Internship’ experience within the school setting or an ‘Externship’ experience in a local nonprofit or business setting. Participating students will need to have enough credits completed to provide the one or more periods required to be set aside for this experience. Students will attend a one period ‘Leadership Seminar’ every two to three weeks with the Internship/Externship Coordinator for their school. Additionally, for safety and identification purposes students must wear ‘Duval County Public Schools Internship/Externship Lanyard’ during time spent off campus as an Intern or Extern. Please note that participation in this program is subject to academic, attendance, and student services review.

Externship Program
1 Cr. Gr. 12

Externship Program Description: Students may elect to complete an ‘Externship’ for the purposes of this program. The Externship should be completed within a nonprofit or business setting located near the school setting. Students will be expected to work Internship/Externship Facilitator to set up this experience.
Student may use contacts within the local community as a resource for finding an organization or business willing to host this opportunity. Recommended ideas for the Externship include:

- Boys & Girls Club Volunteer
- YMCA Volunteer
- Office Support at local nonprofit organizations
- IT Support at local nonprofit organizations
- Office Support at local businesses within student’s interest area
- IT Support at local businesses within student’s interest area.

**MATHEMATICS**

**Intensive Math**
1 Cr. Gr. 9-12

This course is designed for students who have not passed the FCAT Math. The course awards elective rather than math credit.

**Algebra I**
1 Cr. Gr. 9-12

This course involves a study of the structure and properties of real numbers. Problem-solving techniques used include solving for equations, inequalities, polynomials, rational expressions and functions.

**Geometry**
1 Cr. Gr. 9 – 12

Plane geometric figures are studied including segments, lines, rays, angles, polygons, with an emphasis on triangles and quadrilaterals, and circles. Concepts explored include area, perimeter, volume of solids, and coordinate geometry.

**Geometry Honors**
1 Cr. Gr. 9-12

This course is for students aiming to take Calculus. The same skills are developed as standard geometry but with a
more rigorous attention to the concepts of proofs and transformations.

Algebra II
1 Cr.   Gr. 10-12

This course covers systems of real and complex numbers. Problem-solving techniques are expanded and equations, inequalities, polynomials, rational expressions and functions are emphasized.

Algebra II Honors
1 Cr.   Gr. 10-11

This course is designed for students preparing for Calculus and develops the same skills as Algebra II but in more depth and at a faster pace. Matrices, sequences and series, exponential and logarithmic functions, and probability are studied.

Analysis of Functions Honors
½ Cr.   Gr. 11-12

Analysis of Function is a rigorous course that recognizes the importance of building a rigorous foundation in the development of solid mathematical computational and problem-solving skills in preparation for Mathematical Analysis. Students taking this course will explore the behaviors of a diverse family of functions such a quadratic, polynomial, logarithmic, exponential, trigonometric, and circular.

Mathematical Analysis Honors
½ Cr.   Gr. 11-12

Math Analysis is a rigorous course that recognizes the importance of rigor in the development of solid mathematical computational and problem-solving skills. Students taking this course will explore the behaviors of a diverse family of functions such a quadratic, polynomial, logarithmic, exponential, trigonometric, and circular.

Probability and Statistics
1 Cr.   Gr. 11-12

This course is designed for students who have completed Algebra II or Analysis of Functions or pre-Calc and desire an additional math credit. The curriculum explores the concepts of probability, elementary statistics, and hypothesis testing.

AP Statistics
1 Cr.   Gr. 11-12

This course is designed for students who have excelled in Alg. II or higher level Math courses. The curriculum emphasizes collection and exploratory data analysis, probability and statistical inferences, and the extensive use of technology. Student may take AP Statistics at the same time as Pre-Calculus or AP Calculus.

Pre-Calculus
1 Cr.   Gr. 11-12

This course is designed for students preparing for calculus and involves an intensive study of algebraic and transcendental functions including circular and trig functions, sequences and series, matrices, math induction, and derivatives. Parametric and polar curves, sequences and series, vectors, and matrices are also included.
AP Calculus AB
1 Cr. Gr. 12
This course is designed for college-bound seniors planning to major in math or science related fields. The curriculum offers an in-depth treatment of differentiation and integration of algebraic and transcendental functions and their application.

AP Calculus BC
1 Cr. Gr. 12
This course offers an extension of the topics taught in AP Calculus AB as well as techniques of integration, tests for convergence and divergence of series, parametric equations, vectors, and polar coordinates.

Math for College Readiness
1 Cr. Gr. 12
The purpose of this course is to strengthen the skill level of high school seniors who have completed Algebra II, and who wish to pursue credit generating mathematics courses at the college level. The content includes Functions and Relations, Polynomials, Rational Expressions and Equations, Radical Expressions and Equations, Quadratic equations, Logarithmic and Exponential Functions, Matrices, Simple and Compound Interest, and Descriptive Statistics.

NAVAL JUNIOR RESERVE OFFICERS TRAINING CORP (NJROTC)

Naval Science I
1 Cr. Gr. 9-12
This course introduces the student to the High School Naval Science curriculum, which emphasizes citizenship and basic leadership skills. Academic lessons include general citizenship topics, naval history and organization, marine geography, and personal motivation. The weekly class schedule consists of three days academic work, one day of military drill, and one day of physical training. This schedule is supplemented by field trips to various military activities, field meets with other NJROTC units, and a mini-boot camp. Leadership training is accomplished by both classroom work and practical application. There is no active duty military commitment, but there are benefits of two or more years of NJROTC if the student enlists after graduation or applies for a military scholarship.
Uniforms are paid for by the Navy, and required to be worn once a week.

Naval Science II
1 Cr. Gr. 10-12
Students participate in various unit and community activities which continue to develop leadership skills. Academic lessons include the political and economic impact of the U.S. Navy and the history of the American nation; citizenship and patriotism; oceanography; and navigation. This course requires participation and accepting leadership assignments in the NJROTC unit.
Uniforms are paid for by the Navy and required to be worn once a week.

Naval Science III
1 Cr. Gr. 11-12
This course builds on lessons learned in NS II and emphasizes practical leadership training. Academic lessons include military law, astronomy, meteorology, sea power, and naval history. This course requires participation and accepting leadership assignments in the NJROTC unit.
Uniforms are paid for by the Navy and required to be worn once a week.
### Naval Science IV
1 Cr. Gr. 12

This course applies leadership principles by requiring that students complete mandatory staff assignment and aide in the instruction of NS I and NS II classes. The academic material consists of selected readings and discussion of pertinent leadership topics. **Uniforms are paid for by the Navy and required to be worn once a week.**

### Lead Techniques
1 Cr. Gr. 9-12

This course continues the leadership training started in NS I, NS II, NS III, and NS IV.

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### DUAL ENROLLMENT ELECTIVES

**SLS – Strategies for Success**
1 Cr. Gr. 9-12

This survey course is designed to assist students in developing skills that will help them succeed in college, career and life. This course will emphasize how basic academic success skills can be applied in a knowledge-based economy. Included in this course are problem solving, communication skills, work ethics, introduction to information literacy and other related topics.

**AS 120 – Principles of Aeronautical Science**
1 Cr. Gr. 11-12

An introductory course in Aeronautical Science designed to provide the student with a broadbased aviation orientation in flight-related areas appropriate to all non-Aeronautical Science degree programs. Subjects include historical developments in aviation and the airline industry; theory of flight; airport operations; aircraft systems and performance; elements of air navigation; basic meteorology theory; air
traffic principles; flight physiology; and aviation regulations and safety.

AS 220 – Unmanned Aircraft Systems
1 Cr. Gr. 11-12

This course is a survey of unmanned aircraft systems (UAS), emphasizing the military and commercial history, growth, and application of UASs. The course will include basic acquisition, use, and operation of UASs with an emphasis on operations.

AS 121 – Private Pilot Operations
1 Cr. Gr. 11-12

This course develops the aeronautical knowledge required for certification as a Private Pilot with an Airplane Single Engine Land rating. Topics include: regulations, safety, pre-solo operations, cross-country planning, airspace, chart use, communications, weather, performance, weight and balance, aerodynamics, and decision-making.

PERFORMING AND FINE ARTS

Art

**The fees involved in these courses are required.

Studio Art 1
1 Cr. Gr. 9-12

This course deals with competency in the use of many drawing materials, tools and techniques including line drawing and shading techniques. Students will be drawing primarily from observation. Art history and art criticism from Prehistoric to Renaissance to the Baroque periods will be covered.

A lab fee is required.

Art History & Criticism 1 Hon
1 Cr. Gr. 9-12

Students explore the role of art in history and culture through observation and analysis of significant works of art and architecture from Prehistory through the 16th century. Student historians investigate the societal context of works, considering traditional forms and conventions of representation, symbology, and the purposes for which the art was created. The course includes an introduction to the methodologies of art history and criticism, study of the media and techniques used by artists from various cultures and time periods, and use of appropriate terminology in verbal and written analyses of artworks drawn from around the world. Student historians critique and compare works across time and cultures to develop an understanding of, and respect for, the visual arts as a chronicle of history, cultural heritage, and the human experience. This course may incorporate hands-on activities and consumption of art materials.

Art History & Criticism 2 Hon
1 Cr. Gr. 9-12

Students explore art and architecture as an expressive response to the artist’s experience. Through research and analysis of significant works and their historical contexts students examine changes in the understanding and structures of art production throughout the world. Students examine influential factors, such as people and events, societal and political changes, technological advancements, philosophical ideas, and cross-
cultural influences as a means of discovering and tracing the changing definition of art. Student historians research and write about art using appropriate discipline-based methods (i.e., historical, critical, and aesthetic). This course may incorporate hands-on activities and consumption of art materials.

2-Dimensional Art Painting
½ Cr. Gr. 9-12
This course offers basic experience in drawing, painting, color and design. It includes the production of original, imaginative and inventive two-dimensional works, historical knowledge of painting, drawing, designs and the relationship of art to other processes and periods. Students will consider and use valid criteria to discuss and evaluate works produced in class.

A lab fee is required.

3-Dimensional Art/Sculpture
½ Cr. Gr. 9-12
This course offers an introduction to the art qualities found in functional sculptural form and the production of forms using such techniques as forming, carving, modeling. Design elements and compositional principles will be studied in historical prospective.

A lab fee is required.

Ceramics/Pottery I
1 Cr. Gr. 9-12
The purpose of this course is to give students a basic understanding of ceramic processes including the composition and treatment of clay products, hand building techniques, use of clay bodies, glazes, tools, and techniques. Students will study vocabulary to relating ceramics and pottery and examine the qualities of finished products made by professionals.

A lab fee is required.

Ceramics/Pottery II
1 Cr. Gr 10-12
Prerequisite Ceramics/Pottery I
This course offers slab and potter’s wheel techniques of construction. A variety of decorating techniques are presented. This course is designed to offer the student an opportunity to develop a personal style.

A lab fee is required.

Ceramics/Pottery III Honors
1 Cr. Gr 11-12
Prerequisite Ceramics/Pottery I & II
Students communicate a sense of 4-D, motion, and/or time, based on creative use of spatial relationships and innovative treatment of space and its components. Instruction may include content in ceramics, pottery, or other related media. Students address 4-D, the inter-relatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium (i.e., natural, artificial, or reflective), or flexible, entered, or activated space. Other concepts for exploration include tension, compression or expansion, intrusions or extrusions, grouping, proximity, containment, closure, contradiction, and continuity. Ceramic and/or pottery artists experiment with processes, techniques, and media, which may include, but are not limited to, casting and kiln-firing techniques, and mold making. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the ceramics and/or pottery art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art
criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials. **A lab fee is required.**

**THEATRE**

**Theatre I**  
1 Cr.  Gr.  9-12  
This course is designed for students with little or no theatre experience, and promotes enjoyment and appreciation for all aspects of theatre. Classwork focuses on the exploration of theatre literature, performance, historical and cultural connections, and technical requirements. Improvisation, creative dramatics, and beginning scene work are used to introduce students to acting and character development. Incorporation of other art forms in theatre also helps students gain appreciation for other art forms, such as music, dance, and visual art.

**Theatre II**  
1 Cr.  Gr.  10-12  
Prerequisite: Theatre I  
This course is designed for students with a year of experience or more, and promotes enjoyment and appreciation for all aspects of theatre through opportunities to build significantly on existing skills. Classwork focuses on characterization, playwriting, and playwrights’ contributions to theatre; while improvisation, creative dramatics, and scene work are used to help students challenge and strengthen their acting skills and explore the technical aspect of scene work.

**Theatre III Hon**  
1 Cr.  Gr.  11-12  
Prerequisite: Theatre I & II  
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. **Special Note:** This course requires students to participate in extra rehearsals and performances beyond the school day.

**Theatre IV Hon**  
1 Cr.  Gr.  12  
Prerequisite: Theatre I, II & III  
This course is designed for students with extensive experience in theatre, and promotes significant depth of engagement and lifelong appreciation for theatre through a broad spectrum of primarily self-directed study and performance. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of sophisticated oral and written analytical and problem-solving skills based on their structural, historical, and
Stagecraft I
1 Cr. Gr. 9-12
Offered based upon instructor availability

Students will learn the basics of set construction and painting, sound and stage lighting. This may include the proper use of hand and power tools, as well as lighting instruments and stage equipment. Students will work on school productions which will require after-school participation.

Stagecraft II
1 Cr. Gr. 10-12
Offered based upon instructor availability

Students will work on advanced techniques of set construction, sound and lighting, as well as work on all school productions, pep rallies, and activities in the Mandarin community. Participation in after school crew calls and performances is required.

**The fees involved in these courses are required**

Music of the World
1 Cr. Gr. 9-12
Offered based upon instructor availability

Students explore the musical traditions of 20th- and 21st-century American and global communities around the world through study of current trends, focusing on the function of music within various cultures (e.g., jazz, world drumming, mariachi, soul, gamelan, Bollywood, digital). Students examine and report on human activities involving music, technology- and culture-related influences on music, and the sounds and structures of music composition. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

Chorus I, II & III
Vocal tech I, II & III
1 Cr. each Gr. 9-12
Sequential enrollment

These courses are designed to develop the basic fundamentals of music. Designed for the beginning singer, an emphasis will be given to proper vocal production, breathing technique, ear training, and music theory. Music includes classical repertoire that will support proper singing techniques. A uniform will be purchased. Participation in performances is required.

A course fee is required.

Chorus IV, V & VI
1 Cr. each Gr. 10-12
Sequential Enrollment

These courses are designed to develop intermediate to advanced musicianship including proper vocal production, breath control, ear training and music theory. Music will include classical choral literature designed to advance the student’s vocal development. Participation in performances is required.

A course fee is required.

Instrumental Techniques I
1 Cr. Gr. 9
Concurrent Enrollment w/ Band I

Students in this entry-level class focus on the development of musical and technical skills on a specific instrument through etudes, scales, and selected music literature.
Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source. **A course fee is required.**

**Concert Band I,II,III & IV**
1 Cr. Gr. 9-12
Sequential Enrollment

This band course is designed to teach the basic principles of musicianship through wind band literature. Skills are developed and refined in breath control, tone quality, blend, balance, phrasing, and rhythm. Marching Band is a part of the fall curriculum; concert season begins in November. Participation in after-school practices and performances is required. **A course fee is required.**

**Wind Ensemble I,II,III & IV**
1 Cr. each Gr. 9-12
Sequential Enrollment

This course is designed for advanced players to expand their skills in music. An emphasis is placed on balance, blend rhythm articulation, and response to the baton. Wind Ensemble is designed to expand the musical achievement of experienced players with an emphasis on performance in a large group setting. The repertoire is selected from literature representing various periods and styles. Marching Band is a part of the fall curriculum; concert season begins in November. Participation in after-school practices and performances is required. Students are required to participate in Solo & Ensemble as well as audition for District Honor Band. **A course fee is required.**

**Percussion/Guard Band I,II,III & IV**
1 Cr. Gr. 9-12
Sequential enrollment

This course is designed to teach the basic principles of musicianship. Skills are developed and refined in tone quality, blend, balance, phrasing, ensemble, and rhythm. Marching Band is a part of the fall curriculum; concert season begins in November. Participation in after-school practices and performances is required. **A course fee is required.**

**Honors Chamber Ensemble**
1 Cr. Gr. 9-12
Prerequisite: Introductory courses

Chamber Ensemble will work on music of the highest level. Emphasis will be placed on performing music in small groups with independent musicianship. This course will be open to students who qualify for placement in the Wind Symphony. Students must audition to be eligible for Chamber Ensemble.

**Eurhythmics 1 (Color Guard)**
1 Cr. Gr. 9-12
**Offered based upon instructor availability**

Student dancers develop basic skills in performing and evaluating choreographed performances as an independent ensemble and in cooperation with a music ensemble. Emphasis is placed on dance, equipment manipulation, precision, and the relationship between music and dance.
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.

**Uniform parts must be purchased or rented.**

**Eurhythmics 2 (Color Guard)**
1 Cr. Gr. 10-12
**Offered based upon instructor availability**

Student dancers build on previous experience to perform and evaluate choreographed performances as an independent ensemble and in cooperation with a music ensemble. Students focus on strengthening dance skills, equipment manipulation, precision, and the relationship between music and dance. 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.

**Uniform parts must be purchased or rented.**

**Eurhythmics 3 (Color Guard)**
1 Cr. Gr. 11-12
**Offered based upon instructor availability**

Student dancers strengthen their performance and evaluative skills, and explore the basic processes of designing choreography for an independent ensemble or in cooperation with a music ensemble. Students develop more sophisticated dance skills and equipment manipulation. 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.

**Uniform parts must be purchased or rented.**

**AP Music Theory**
1 Cr. Gr. 11-12
Prerequisite: 2 yrs. band, chorus, or private inst.
**Offered based upon instructor availability**

This course covers work equivalent to first-year college coursework in music theory. The goal is to develop the students’ compression of the music fundamentals including oral, sight-singing, written, compositional, and analytical skills.

**Guitar I**
1 Cr. Gr. 9-12

This one-year course is designed for students with no previous guitar experience. Students will receive guidance and direction in solving problems related to playing the guitar on a beginning level and will learn many of the different styles, skills and techniques required to become a successful guitarist. Areas of concentration include: correct posture, note reading, aural skills, flat picking, singing songs, rhythmic patterns, chord study, finger picking styles, musical forms, improvisation and performing experiences. Guitars are provided by the school for a use fee or the student may bring his own provided the guitar is an acoustic guitar. NO ELECTRIC guitars please.

**A course fee is required.**
Guitar II
1 Cr. Gr. 10-12
Sequential Course
Prerequisite: Guitar I

This one year course is designed for students who have successfully completed the skills in Guitar I. The curriculum presents advancing performance techniques in areas of finger picking, string bending, upper position note reading, singing songs, rhythmic patterns, and chord study. This course includes further development of the skills necessary to become independent as a guitarist.

A course fee is required.

SPEECH

Speech I
1 Cr. Gr. 9-12
Offered based upon instructor availability

The purpose of this course is to develop students beginning awareness, understanding and application of language arts as it applies to oral communication concepts and strategies in a variety of given settings.

Speech II
1 Cr. Gr. 9-12
Prerequisite: Speech I

This course focuses on the intermediate skills of formal and informal communication.

PHYSICAL EDUCATION

**All physical education courses are offered based instructor availability.

HOPE
1 Cr. Gr. 9-12

The completion of this course is required for graduation. The course provides students opportunities to develop an optimal level of physical fitness, and acquire knowledge of physical fitness concepts.

Aerobics (Beginning/Intermediate)
½ Cr. Gr. 9-12
Offered based upon instructor availability

The purpose of these courses is to develop optimal levels of cardiovascular fitness and acquire knowledge of aerobic fitness and its effects on one’s health.

Fitness Issues for Adolescence
½ Cr. Gr. 9-12

The purpose of this course is to develop an understanding of physical fitness, consumer issues, and safety practices.

Individual Dual Sports I, II, III
½ Cr. each Gr. 9-12

The purpose of these courses is to acquire knowledge of sports strategies, develop skills and improve personal fitness.

Recreational Activities
½ Cr. Gr. 9-12

The purpose of this course is to demonstrate an understanding of social skills derived from participation in recreational activities.

Team Sports I, II
½ Cr. Gr. 9-12

The purpose of these courses is acquire knowledge in selected team sports.

Basketball 1 & 2
½ Cr. Gr. 9-12

The purpose of this course is to provide more in-depth instruction of the fundamental skills, tactics, rules and
etiquette in basketball. Introduction to systems of play will be included to enhance the student's understanding. Advanced skills and drills which directly affect student's physical and cognitive abilities will be covered. Students will participate in advanced individual and team techniques in relationship to basketball strategy. Participate in course activities will continue to enhance healthy behaviors that influence students to participate in physical activities throughout their life.

Weight Training 1 - 3
½ Cr. Gr. 9-12

The purpose of this course is to acquire basic knowledge and skills in weight training.

Power Weight Training
½ Cr. Gr. 9-12

The purpose of this course is to acquire advanced knowledge and skills in weight training to be able to compete in competition.

Fitness Lifestyle Design
½ Cr. Gr. 9-12

The purpose of this course is to provide students with opportunities to acquire knowledge of physical fitness concepts.

Comprehensive Fitness
½ Cr. Gr. 9-12

The purpose of this course is to acquire knowledge and concepts of fitness, establish a personal fitness program, and improve health related fitness.

Personal Fitness
½ Cr. Gr. 9-12

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

Volleyball 1 - 3
½ Cr. each Gr. 9-12

These courses are designed for students to acquire and develop knowledge and skills necessary for participation in the sport of volleyball.

Softball
½ Cr. Gr. 9-12

This course is designed for students to acquire knowledge and fitness in softball.

Soccer
½ Cr. Gr. 9-12

This course covers topics involved in the sport of soccer.

Track & Field
½ Cr. Gr. 9-12

This course covers topics involved in the sport of track and field and the proper running techniques.

Care & Prevention of Athletes
½ Cr. Gr. 9-12

This course covers topics involved as it relates to the proper care and prevention of athletes participating in various sports.

SCIENCE

Physical Science
1 Cr. Gr. 9-12

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. Laboratory investigations 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.

Environmental Science
1 Cr. Gr. 9-12

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. 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.

Biology I
1 Cr. Gr. 9-12

This course develops an understanding of basic biological themes including the nature of science, the nature of matter, energy, and chemical properties of life, cells, biological reproduction, genetics principles, molecular basis, diversity, and biotechnologies levels of organization, classification and taxonomy, structures, functions, and reproduction of plants and animals, interdependence of organisms and the environment, and the technology of science.

Biology I Honors
1 Cr. Gr. 9-10

This course covers the themes listed for Biology I with an emphasis on the application of knowledge. Honors biology is designed for the mature student who is able to think critically and interrelate information from scientific investigations. The teachers will provide enrichment activities involving scientific inquiry.
AP Biology  
1 Cr. Gr. 11-12  
Prerequisite: Biology/Chemistry  
Taken in conjunction with Bio II  
This college level course covers biochemistry, cellular biology, cellular energy, molecular genetics, principles of genetics, botany and ecology. College level laboratory activities are completed and modern technology is utilized as an integral part of the course.

Chemistry I  
1 Cr. Gr. 9-12  
This course provides a foundation of knowledge and skills involving the structure, composition, and changes of materials. The students must be able to apply math concepts to chemical principles.

Chemistry I Honors  
1 Cr. Gr. 10-12  
This comprehensive course emphasizes the theory and quantitative aspects of chemistry including lab work. Applications of scientific knowledge to scientific investigation are included. Independent or group research is required.

AP Chemistry  
1 Cr. Gr. 11-12  
Prerequisite: Chemistry I Honors  
This is an intensive and detailed college-level course that expands upon the concepts and skills presented in Chemistry I and prepares the student to take the AP Chemistry exam. The typical student will have taken Chemistry I Honors and earned at least a “B”. The student will also be co-registered for a math class above Algebra II Honors. This course is double-blocked with Chem II. The topics covered in this course include atomic theory and structure, chemical bonding, chemical reactions, stoichiometry, equilibrium, kinetics, and thermodynamics. Laboratory work and critical thinking will be an integral part of this course.

Physics I  
1 Cr. Gr. 11-12  
This course involves a basic study of motion of objects, energy, specific forces, waves, electricity and other selected topics. Some mathematics is used to understand the topics. Activities are used to aid understanding. This course meets the science requirement of 1 physical science credit.

Physics I Honors  
1 Cr. Gr. 11-12  
This course provides a comprehensive study of the motions of objects, energy, specific forces, waves, electricity, and other selected topics. A research project is required. Mathematics problem solving is used to gain a greater understanding of the concepts. Laboratory work is used to increase knowledge of the topics. This class should prepare students for university course work. This course meets the science requirement of 1 physical science credit.

AP Physics  
1 Cr. Gr. 11-12  
Prerequisite: Physics I  
Taken in conjunction with Physics II  
This is a college-level algebra based course which will prepare the student to take the Advanced Placement Physics B exam. It includes laboratory work and problem solving. Topics of study include waves, light, sound, motion of objects, electricity and magnetism and other selected topics. Independent problem solving is emphasized.

Marine Science I  
1 Cr. Gr. 11-12  
This course offers an introduction to marine science which covers the major divisions of the marine environment. The course focuses on the biology of the
Marine Science Honors I
1 Cr. Gr. 11-12
**Offered based upon instructor availability**

This course offers an in-depth look at the major marine environments and the major marine invertebrate phyla. Optional field trips are offered.

Anatomy and Physiology Standard/Honors
1 Cr. Gr. 11-12
**Offered based upon instructor availability**

While the content focus of this course is consistent with the Anatomy and Physiology 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. 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. 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.

Forensics
1 Cr. Gr. 11-12
**Offered based upon instructor availability**

This course introduces students to the field of forensic science. The course reviews scientific principles in Biology, Chemistry, and Physics combined with deductive logic process. This course will require the student to participate in group exercises. Research on the internet and various other media is expected.

AP Environmental Science
1 Cr. Gr. 11-12
Prerequisites: Biology
**Offered based upon instructor availability**

This course provides students with scientific principles, concepts and methodologies required to understand the chemical interrelationships of the natural world.

Zoology
1 Cr. Gr. 11-12
Prerequisite: Biology
**Offered based upon instructor availability**

This course studies the vertebrates and invertebrates of the animal kingdom. A focus is placed on the identification, classification, anatomy, behavior, ecology and economic significance of all the major groups of animals. Technology-driven
teaching methods and dissections are used to provide visual and hands-on components.

SOCIAL STUDIES

ECO2013 – Principles of Economics I
Prerequisites: Pass placement exams
This course in macroeconomics presents the foundations of economic analysis, the theory of economic growth, development and stabilization, current economic issues and fiscal and monetary public policy. (CBE)

American Government/Honors
½ Cr. Gr. 12
A study of the structures, processes and issues of national, state and local government. The course gives emphasis to the responsibilities and rights of citizenship, the skills necessary for critical thinking, and the knowledge appropriate for wise decision making. National government will be the primary focus.

AP Government
½ Cr. Gr. 11-12
AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning assess causes and consequences of political events, and interpret data to develop evidence-based arguments.

AP Comparative Politics
½ Cr. Gr. 11-12
Offered based upon instructor availability
This course is designed to help students gain knowledge of the world’s diverse political structures and practices. This course encompasses the study of both specific countries and general concepts used to interpret the key political relationships found in all national politics.

AP Human Geography
1 Cr. Gr. 9
The AP Human Geography course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.

World History
1 Cr. Gr. 10
This course provides opportunities to investigate the chronological development of civilization from early beginnings to the present. Appreciation for diversity, knowledge, and cultures is emphasized.

World History Honors
1 Cr. Gr. 10
The grades 9-12 World History course consists of the following content area strands; World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle
school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

**AP World History**
1 Cr. Gr. 10-12

The AP World History course focuses on developing students’ understanding of world history from approximately 8000 B.C.E. to the present. The course has students investigate the content of world history for significant events, individuals, developments, and processes in six historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides five themes (interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures) that students explore throughout the course in order to make connections among historical developments in different times and places encompassing the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania.

**United States History/Honors**
1 Cr. Gr. 10

The grade 9-12 United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction.

**AP U.S. History**
1 Cr. Gr. 11-12

The AP U.S. History course focuses on developing students’ understanding of American history from approximately 1491 to the present. The course has students investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the
Economics
½ Cr. Gr. 12

The 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.

AP Micro Economics
½ Cr. Gr. 12
Prerequisites: Pre-Calculus or AP Statistics

This purpose of the AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the primary nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

AP European History
1 Cr. Gr. 11, 12
Offered based upon instructor availability

This college-level course is based on an in-depth study of major themes in European history since 1450. The Class requires extensive writing and analysis of events and issues.

Law Studies
½ Cr. Gr. 9-12
Offered based upon instructor availability

The grade 9-12 Law Studies 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.

Psychology
½ Cr. Gr. 11, 12
Offered based upon instructor availability

The course is designed to introduce the student to psychology as the science of human behavior and mental processes. An emphasis on biological and cognitive influences enables the students to critically examine their own behavior as well as the actions of other human beings.

Sociology
½ Cr. Gr. 11, 12
Offered based upon instructor availability

This course is designed to introduce students to sociology as a social science dealing with the systematic study of groups and societies created by human beings. An
emphasis is placed on the way these groups affect our behavior and will enable the students to better understand how social arrangements shape their lives as well as the lives of those around them.

**AP Psychology**  
1 Cr.  Gr.  11-12

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

**World Cultural Geography**  
1 Cr.  Gr.  9-12  
Offered based upon instructor availability

The World Cultural Geography course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of world cultural regions in terms of location, physical characteristics, demographics, historical changes, land use, and economic activity. Content should include, but is not limited to, the use of geographic tools and skills to gather and interpret data and to draw conclusions about physical and human patterns, the relationships between physical geography and the economic, political, social, cultural and historical aspects of human activity, patterns of population growth and settlement in different cultures and environments, the interaction between culture and technology in the use, alteration and conservation of the physical environment, and the interrelationships and interdependence of world cultures.

**World Religions**  
½ Cr.  Gr.  9-12  
Offered based upon instructor availability

The World Religions course consists of the following content area strands: World History, Geography and Humanities. The primary content emphasis for this course pertains to the study of major world religious traditions of Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism and Taoism. Students will identify criteria upon which religious beliefs are based, analyze relationships between religious and social and political institutions, trace the major developments of the world’s living religions, distinguish the similarities and differences among the world’s major religious traditions, synthesize information and ideas from conflicting religious beliefs, and interpret the development of a society as reflected by its religious beliefs.

**The Holocaust**  
½ Cr.  Gr.  9-12

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.

African American History  
½ Cr. Gr. 9-12  

The grade 9-12 African American History course consist of the following content area strands: World history, American History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of chronological development of African Americans by examining the political, economic, social, religious, military and cultural events that affected the cultural group. Content will include, but not limited to, West African heritage, the Middle Passage and Triangular Trade, the African Diaspora, significant turning points and trends in the development of African American culture and institutions, enslavement and emancipation, the Abolition, Black Nationalist, and Civil Rights movements, major historical figures and events in African-American history, and contemporary African-American affairs.

EXCEPTIONAL STUDENT EDUCATION

EXCEPTIONAL EDUCATION DESCRIPTIONS;  
Prior to scheduling students with disabilities, schools must review the current (transition) Individual Education Plan (IEP) to determine the appropriate courses and the course of study for each student. The services page will indicate the appropriate service delivery model for each course. For students following special standards receiving services in a general education setting, the teacher of record is the ESE teacher.

SUPPORT FACILITATION 9-12  
An ESE teacher provides support for the ESE student’s achievement in the general classroom. Support facilitators may work and move among two or more basic education classrooms working with the general education teachers and students identified with exceptionalities as needed. Their frequency and intensity of support varies based upon student’s and/or general educator’s need for assistance.

COOPERATIVE CONSULTATION 9-12  
Students are placed in regular classrooms and pursue a regular diploma. The ESE teacher assumes the responsibility of meeting with the regular classroom teacher to monitor the student’s progress and make sure necessary accommodations and modifications are being provided when appropriate. Use of a variety of inclusionary techniques helps students pursuing a regular or special diploma in a mainstream class.

LEARNING STRATEGIES 9-12 – Multiple Credits – Year Course  
Learning Strategies is a course provided to meet the needs of a student with an Individual Education Plan (IEP). The specific goals and objectives of the course include: improved organizational skills, assistance with academic assignments, management of all course grades, identification of transitional goals and steps to achieve them, and improved self-advocacy skills. Students will learn to monitor the portal site grades (OnCourse) weekly as part of the requirement.

CAREER PLACEMENT (OJT) – Multiple Credits – ½ Year and/or Year Course (Age 16 or older)  
This program is designed to enable students to gain employability skills in entry level training sites through actual work experiences in or out of school. The content may include, but not be limited to: the development of positive work attitudes and habits, appropriate hygiene and grooming skills, related safety procedures, appropriate decision making skills, specific job-related skills, and self-reliance and initiative.
PROMOTION REQUIREMENTS FOR HIGH SCHOOL

Grade 9 to 10
5 credits including 1 credit in English or mathematics

Grade 10 to 11
12 credits including 2 credits in English and 2 credits in mathematics and/or science.

Grade 11 to 12
18 credits including 3 credits in English and 4 credits in mathematics and/or science
Minimum cumulative grade point average of 1.5 on a 4.0 scale. This average shall be referred to as the Graduation/State GPA and should not be confused with the Ranking/District GPA.

GRADING SCALE AND WEIGHTED SUBJECTS

The following numerical grading scale is used in all Duval County Schools:

A=90-100   B=80-89   C=70-79   D=60-69   F= below 60

AICE/AP/Honors Courses carry a weighted 5-point A. Standard courses carry a 4-point A.

GPAs for class rank are calculated by averaging all final grades in all courses taken after promotion from the ninth grade.

STATE OF FLORIDA FORGIVENESS POLICY

* Applies when a student has earned the 24 credits or 18 credits required by state law for high school graduation but has not met the GPA requirement.
* Applies to students entering the ninth grade for the first time in 2000-2001 school year and thereafter.
* A grade of “D” or “F” in a required course can be replaced with a grade of “C” or higher earned subsequently in the same or comparable course.
* The forgiveness policy for elective courses is limited to replacing a grade of “D” or “F” with a grade of “C” or higher earned subsequently in another course (1003.43 F.S.). An elective course with a grade of “D” or “F” can be forgiven by any other subsequent elective course with a grade of “C” or higher. In addition to courses usually defined as electives, credits in excess of the courses required for graduation are defined as “electives.”
* Final grades of ‘C’ or higher cannot be replaced.
* Any course grade not replaced by this policy shall be included in the calculation of the cumulative grade point average required for graduation (1003.43 F.S.).
* Out-of-state and/or private school grades shall be included in the student’s cumulative GPA.
* For courses where the state End of Course assessment counts as 30% of the final grade, when the student makes a final grade of D or F, the student may repeat the complete course, retake the assessment, or both, to try and get a higher grade.

NOTE: While a student can repeat any course in which he/she has earned a “C” or higher, the new grade will not “forgive” the previous grade, and both grades will be used in the calculation of the student’s unweighted GPA.

NOTE: For high school courses taken in middle school, high school students may earn credit toward graduation by repeating a course that is designated in the State Course Code Directory as a Level 2 or Level 3 high school course and that was previously completed at the middle school level with a final grade of “C”, “D”, or “F” (1003.428(4)(d) F.S.).

NOTE: Students for whom the state EOC is 30% of the final grade may retake the full credit, or the state EOC to improve a D or F grade. The formula below applies to the recalculation of the grade.
(Q1 + Q2 + Q3 + Q4/4 x .70) + (state EOC (converted to 0-4) x .3) = Final Grade

ALTERNATIVES TO TRADITIONAL HIGH SCHOOL

Are you interested in dual enrollment at Florida State College of Jacksonville?
Answer these quick questions to see if you might be eligible:
1. Am I a junior or senior with a 3.0 cumulative unweighted GPA?
2. Have I taken the PERT, SAT or ACT college entrance examinations?
3. Do I have transportation?
   If you answered “Yes” to all three questions, see your guidance counselor for a dual enrollment application.

Are you interested in early admissions to Florida State College of Jacksonville?
Answer these quick questions to see if you might be eligible:
1. Am I a senior with a 3.5 cumulative unweighted GPA?
2. Have I taken the PERT, SAT or ACT college entrance examinations?
3. Do I have transportation?
   If you answered “Yes” to all three questions, see your guidance counselor for an early admission application.

How to register for Duval Virtual Instruction Academy (DVIA) courses:

Step 1: Go to www.duvalschool.org/dvia
*Under the banner on the left see “QUICK LINKS”
*See “Create Student Accounts for Edgenuity and FLVS”
*Click the Link: PART TIME DCPS COURSE REQUEST REGISTRATION”
*Click the Link: “STEP 1: Click this link: Public Student Course Registration”

Step 2: Select School: “Duval Virtual Instruction Academy – PT” from the drop down list.
Step 3: Select course(s). Select the course or courses in which the students need to be enrolled by filtering or searching and checking the box to the left of the course(s).
Step 4: Review the request(s). Click “Change Course” to return to the course selection screen, or click “Next” if your selections are correct.
Step 5: Submit course request. Note: If the student already has an account, then simply use their username and password to log in. Students who are new to Edgenuity will need to create an account by completing the information requested and clicking “save”.
School Counselor: Janetta Lucas (This person will review and approve the course first at the school level before submitting it to the district for a final approval)
Students and parents will receive their login credential in a separate e-mail.
To log in and begin the course, the student must go to http://www.edgenuity.com/SIS-Login.

Florida Virtual School (FLVS) FAQs:
Can I take a course at FLVS while I’m enrolled at Mandarin?
Yes, but you cannot take the same class on FLVS that you are taking during the school day.

Are the classes self-paced?
Yes, but FLVS courses are set up to follow a regular school year with a full credit course scheduled to be completed in 36 weeks and a half-semester course in 18 weeks. To complete a course for one credit in 18 weeks plan to spend 2.5 hours daily on-line.

How do I register on-line and request a course?
1. Go to FLVS.net and sign up for a password and user ID.
2. Follow the directions on the website for requesting a course.
3. Let your guidance counselor know that the course has been requested.
4. If appropriate, your guidance counselor will then give guidance approval.
5. A FLVS on-line teacher will contact you to enroll you in the class. You are only enrolled after teacher contact, and may be placed on a waiting list until there is an opening in the course you want.
IMPORTANT WEBSITES

Mandarin Website: http://mhs.duvalschools.org/
Duval County Website: www.duvalschools.org
Florida’s Online Advising: www.facts.org
FSA help: http://fsassessments.org
ACT College Planning: www.ACT.org
SAT College Planning: www.collegeboard.com
Financial Aid: www.FloridaStudentFinancialAid.org
Duval Virtual Instructional Academy: http://www.duvalschools.org/dvia
Florida Virtual School: www.flvs.net
MathXL: www.mathxlforschool.com
Achieve3000: https://portal.achieve3000.com

Test Preparation Websites

http://www.soarathome.org/ - SOAR is an innovative program that makes it easy for parents to play an active role in their children’s education. SOAR is designed for military families, and is easily accessible worldwide.

Students take an assessment aligned to state standards, and SOAR directs them to individualized tutorials to improve skills where needed. Parents can monitor their children’s progress from anywhere, and are provided with resource materials.

https://www.number2.com/ - Number2.com’s online test preparation courses are totally free! By creating an account you can access a customized course that includes user-friendly tutorials, practice sessions that dynamically adapt to each student’s ability level, a vocabulary builder, and more.

http://www.majortests.com/ - Majortests.com provides practice tests and resources for high school, college and graduate tests.

http://sat.collegeboard.org/home - Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT.

https://www.march2success.com/ - How well young men and women do on standardized tests can have a great impact on their future. March 2 Success was developed as a free, no obligation tool to help anyone improve their test scores in the areas of English, Math, and Science. If you’re a current or recently-graduated high school student who wants to learn more about March 2 Success, click on the STUDENT button in the menu bar, or click Register in the upper right corner to get started.

March 2 Success provides materials needed to help improve scores on standardized tests such as state exit exams, SAT, ACT, and ASVAB