



# Course Catalog

## 2023-2024



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Jacksonville, Florida 32246

[www.duvalschools.org/sandalwood](http://www.duvalschools.org/sandalwood)

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## Administration

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Rhonda Motley, Assistant Principal of Curriculum.....Amy Groeschel, Assistant Principal  
Aaron Lakatos, Assistant Principal.....Cassie Solliday, Assistant Principal  
Linda Barney: Dean of Girls.....Timothy Moses, Dean of Boys

## School Counselors

**Shannon Revels, Department Chair**  
Grades 9-12, Last Names Mej-R; F-Gan

**Amanda Pinero-Trombly**  
Grades 9-12, Last Names A-Diaz

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Grades 9-12, Last Names Gri-Mee

**Shanequa Taylor**  
Grades 9-12, Last Names S-Z; Gar-Gre

**Abigail Lasure**  
Early College/Early Admissions; Dic-E

## SCHEDULING PROCEDURES

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

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

For these reasons, it is crucial that the student request additional courses and mark selections in order of preference in the priority column of the course request page on FOCUS. If course requests are not submitted, the student will be scheduled for available electives. Also keep in mind that upper classmen (Juniors & Seniors) are scheduled prior to underclassmen (Freshman & Sophomores) and are therefore more likely to be scheduled into desired electives.

School Counselors will visit classrooms and provide virtual parent nights to discuss course requirements.

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

## **CHOOSING YOUR COURSES**

1. Study the courses in the course catalog and go over possible choices with your teachers and parents before you fill out your course requests.
2. Write down any questions you have for your teachers and counselor.
3. Pay close attention to course requirements outlined in the course catalog and select your courses on the Course Requests page on your FOCUS account.
4. Clearly indicate your elective choices by ranking them in priority order. Every effort is made to give you your top choices; however, if there is a scheduling conflict alternate course selections must be made. If you do not choose alternate courses, they may be selected for you.
5. Some student course selections are guided by the Student Progression Plan.

**PARTIAL SCHEDULES:** SELECT SENIORS ONLY can apply if all other criteria have been met.

(Contract found online: <https://dcps.duvalschools.org/sandalwood/schoolcounseling>)

## **COURSE CANCELLATION**

Sandalwood High School reserves the right to cancel any course due to insufficient enrollment, teacher availability and/or district funding.

## **SCHEDULE CORRECTIONS**

The course selection process takes place each spring. The process includes input from students, parents, teachers, counselors, and administrators. The school's master schedule is built, and new staff hired based on the registration requests.

Students are expected to honor their commitments and to attend and complete the courses for which they register during the registration period. Student-initiated requests for schedule corrections must be made during the first week of the fall semester. All corrections regarding the spring semester must be made before the spring semester starts. Student-initiated schedule corrections will only be considered for the following reasons:

1. The student has previously earned credit for the scheduled course (Example: the course was successfully completed during the summer);
2. The student has not yet taken the prerequisite required for a scheduled course (Example: Latin 2 scheduled without completion of Latin 1);
3. The student is attempting graduation this year and needs another academic course to stay on track toward fulfilling graduation requirements (Example: PE course scheduled, but Algebra 1 needed for credit/GPA); **OR**
4. There is a duplicate course (does not include 4x4 classes) on the schedule (Example: scheduled for two periods of U.S. History).

There are times when administrative action/change becomes necessary due to an imbalance of class loads, loss of a teaching unit, unique or unforeseen constraints.

Note: There will be NO changes made to accommodate teacher preference and academics will not be moved to accommodate electives.

## **GRADING SCALE**

The following is the current grading scale for Duval County Schools for grades 9-12:

A	90 – 100
B	80 – 89
C	70 – 79
D	60 – 69
F	0 – 59

Students receive a letter grade for each nine-week grading period. The grade for the district-administered end of course exam is factored into the final grade for each semester. Report cards are sent home four times each school year at the end of each nine-week grading period. Progress reports are issued at the mid-point of each grading period.

## **WEIGHTED COURSES**

All classes designated Honors or Advanced Placement will receive weighted grades according to the following grading scale:

Letter Grade	Quality Points
A	5
B	4
C	3
D*	1*
F*	0*

\* Weighted credit is not applied to a grade of D or F.

## **SAT AND ACT**

Registration for the SAT and ACT are done online. The School Counseling office and the Graduation Coach can assist students when registering. Test dates and registration deadlines can also be found on the same websites.

- SAT Registration and Information: [www.collegeboard.org](http://www.collegeboard.org)
- ACT Registration and Information: [www.actstudent.org](http://www.actstudent.org)

\*\*When registering for either test, students will need the CEEB code for Sandalwood High School which is 100787.

## **BRIGHT FUTURES SCHOLARSHIP PROGRAM**

The Florida Bright Futures Scholarship program consists of three scholarships funded through lottery dollars and awarded to eligible Florida high school graduates planning on continuing their education at any eligible Florida post-secondary institution. Your school counselor can provide you with information and requirements for each scholarship award. You can also visit the Bright Futures website at:

<http://www.floridastudentfinancialaid.org/SSFAD/PDF/BFEligibilityAwardChart.pdf>

# Graduation Requirements

## 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.

	24 Credit Standard Diploma Program of Study A,H, B*		18 Credit ACCEL Standard Diploma		Program of Study S SWD 2012-2013 entry or before
EN	4 credits		4 credits		4 credits • may include district approved Level 1 EN courses
MA	4 credits • Algebra I, • Geometry • +2		4 credits • Algebra I • Geometry • +2		4 credits • Algebra I, • Geometry • +2 • may include district approved Level 1 MA courses
SC	3 credits • 1 Biology • 2 sciences		3 credits • 1 Biology • 2 sciences		3 credits • 1 Biology • 2 sciences
SS	3 credits • 1 world history • 1 US History • ½ Am Gov't • ½ Econ		3 credits • 1 world history • 1 US History • ½ Am Gov't • ½ Econ		3 credits • 1 world history • 1 US History • ½ Am Gov't • ½ Econ
WL	2 credits must be in the same world language				
PF	1 credit		1 credit		1 credit
PE	1 credit H.O.P.E.				1 credit H.O.P.E.
EL	6 credits		3 credits		8 credits
<b>Total</b>	<b>24 credits</b>		<b>18 credits</b>		<b>24 credits</b>
TESTS (Passing Scores)	2012-2013 ninth grade entry year or before	2013-2014 ninth grade entry year and thereafter	2012-2013 ninth grade entry year or before	2013-2014 ninth grade entry year and thereafter	FCAT 2.0 (grade 10) Reading FCAT Math OR Algebra 1 EOC* *based on ninth grade entry year
	FCAT 2.0 (grade 10) Reading FCAT Math OR Algebra 1 EOC* *based on ninth grade entry year	State Reading Assessment Algebra 1 EOC	FCAT 2.0 (grade 10) Reading FCAT Math OR Algebra 1 EOC* *based on ninth grade entry year	State Reading Assessment Algebra 1 EOC	
GPA	2.0		2.0		2.0
On-line	1 course for students who enter 9 <sup>th</sup> grade in 1112 and thereafter		No requirement		1 course for students who enter 9 <sup>th</sup> grade in 2011-12 and thereafter

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.

## Credit Planning Checklist

### 24 Credit High School Program Checklist

One course must be an online course

<b>Student Name:</b>				<b>Student ID#:</b>			
<b>18 core curriculum credits</b>							
<b>4 credits English:</b> Courses must include a major concentration in composition, reading for information and literature.							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4 credits mathematics:</b> Algebra I and Geometry and two more							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3 credits science:</b> 1 credit in Biology and two more equally rigorous courses. Two of the three must include a laboratory component							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3 credits social studies:</b> 1 credit United States history, 1 credit world history, .5 credit economics and .5 credit United States government							
U.S. History	World History	Economics	U.S. Government	U.S. History	World History	Economics	U.S. Government
<b>1 credit in fine or performing arts, or speech &amp; debate, or practical arts</b>		<input type="checkbox"/>	<input type="checkbox"/>	<b>1 credit in fine or performing arts, or speech &amp; debate, or practical arts</b>		<input type="checkbox"/>	<input type="checkbox"/>
<b>1 credit physical education:</b> to include integration of health		<input type="checkbox"/>	<input type="checkbox"/>	<b>1 credit physical education:</b> to include integration of health		<input type="checkbox"/>	<input type="checkbox"/>
<b>2 credits in the same World Language</b> required for direct admission into a 4-year state university, but <u>not</u> a requirement to graduate from high school							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>8 credits in electives</b>							
<b>8 credits in electives</b>							
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Signatures</b>				<b>Passing score on FCAT</b>			
<b>Student:</b>				Reading                      Algebra I EOC			
<b>Parent:</b>				2.0 or above unweighted cumulative GPA			
<b>Date:</b>				ACT or SAT taken before graduation			

# **English Language Arts Courses**

## **English I/English I Honors**

**Grade Level: 9**

**Credit: 1.0**

*Suggestions for Honors Level: FSA Level 3-5 and/or Teacher Recommendation*

The purpose of English I is to build a solid foundation in reading and writing. Students will begin to analyze different texts, use evidence in writing, and develop skills of research. Students will also forge skills in speaking and listening. This class will prepare students for English II and provide a basis for college readiness. Students will be expected to read outside of class and possibly be responsible to locate his/her own copy of a text.

## **English II/English II Honors**

**Grade Level: 10**

**Credit: 1.0**

*Suggestions for Honors Level: FSA Level 3-5 and/or Teacher Recommendation*

Students continue to build on their understanding of informational texts and fiction by applying the skills acquired in English I. The course combines rigorous instruction with engaging, interactive strategies and self-reflection to prepare students for academic success. This course includes journal writing, formal writing, vocabulary building, quizzes on literature we are studying as well as tests on those works, and participation. Students are expected to be responsible to locate his/her own copy of certain textbooks and read outside of class as well as write essays on a weekly basis.

## **English III/English III Honors**

**Grade Level: 11**

**Credit: 1.0**

*Suggestions for Honors Level: FSA Level 3-5 and/or Teacher Recommendation*

Students in this course will read and analyze a variety of American literature and non-fiction texts. Students will apply their understanding and analysis of these texts in argumentative, informational and research-based essays using textual evidence. Students will also strengthen the speaking and listening skills needed for college and career readiness. Students will be assigned reading outside of class and sometimes a student will be responsible to locate his/her own copy of a text.

## **English IV College Prep/Honors**

**Grade Level: 12**

**Credit: 1.0**

English IV College Prep is a rigorous course focusing primarily on elements of Senior-level English/ Literature and preparation for college essay composition. We will concentrate on reading various authors, analyzing rhetorical devices, exploring how the author achieves his/her purpose, and evaluating the effectiveness of the writing. Grammar will also be an essential part of the curriculum in examining literature and writing essays. We will write a full essay about every two weeks, participate in weekly independent reading assignments, learn and apply college-level vocabulary, and performance assessment. Students will additionally focus on readiness for college through ACT, SAT, and PERT prep.

## **English Composition I (Semester Course)**



**Grade Level: 11 or 12**

**Credit: 1.0 \*(Must meet college entrance standards)**

This class will explore various modalities such as narration, persuasion, exposition, satire, etc. in order to reflect on how a text is created through analysis of style, strategies, organization, focus, etc. Research methods and MLA or APA formatting are introduced and documented papers are required. This class is writing intensive, requiring the student to write almost every class period and complete an essay every week online, so a student must have access to a computer and the internet.

Placement in ENC 1101 is determined by Post-Secondary Readiness in reading and writing. A student must earn a grade of "C" or higher. (A student who earns a C or higher will earn 3 college credits by taking this course.)

## **Mathematics Courses**

**\*These courses are guided by student progression plan and test scores.**

### **Algebra 1A**

**Grade Level: 9**

**Credit: 1.0**

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Standards for Mathematical Practice apply throughout each course, and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

### **Algebra 1**

**Grade Level: 9**

**Credit: 1.0**

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Standards for Mathematical Practice apply throughout each course, and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

### **Geometry/Geometry Honors**

**Grade Level: 9-11**

**Credit: 1.0 Prerequisite: Algebra I**

*Suggestions for Standard Level: Algebra I EOC Level 3-5 or completion of Mathematics for College Readiness*  
*Suggestions for Honors Level: Algebra I EOC Level 4-5 and/or Teacher Recommendation*

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes.

**Intensive Math****Grade Level: 9-10****Credit: 1.0**

Intensive Mathematics is designed to provide concentrated practice for students who need to build fundamental math proficiency. Course work emphasizes the skills tested on the Algebra I and Geometry EOC. Intensive Math counts as an elective credit and does not replace the required math course. *Course may be required for all students taking Algebra 1 and Geometry.*

**Algebra II/Algebra II Honors****Grade Level: 9-11****Credit: 1.0 Prerequisite: Geometry***Suggestions for Standard Level: Geometry EOC Level 4-5 and/or Teacher Recommendation**Suggestions for Honors Level: Geometry EOC Level 5 and/or Teacher Recommendation*

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Standards

for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**Mathematics for College Algebra****Grade Level: 9-11****Credit: 1.0**

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

**Mathematics for Data and Financial Literacy/ Mathematics for Data and Financial Literacy Honors****Grade Level: 9-11****Credit: 1.0**

In Mathematics for Data and Financial Literacy, instructional time will emphasize five areas: (1) extending knowledge of ratios, proportions and functions to data and financial contexts; (2) developing understanding of basic economic and accounting principles; (3) determining advantages and disadvantages of credit accounts and short- and long-term loans; (4) developing understanding of planning for the future through investments, insurance and retirement plans and (5) extending knowledge of data analysis to create and evaluate reports and to make predictions. Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills;

contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

### **Pre-Calculus Honors**

**Grade Level: 10-12**

**Credit: 1.0 Prerequisite: Algebra 2**

*Suggestions: Algebra 2 EOC Level 3-5 and/or Teacher Recommendation*

Students, as mathematic analysts, investigate how advanced mathematics concepts are used to solve problems encountered in operating national parks. As students venture from algebra to trigonometry, they analyze and articulate the real-world application of these concepts. The purpose of this course is to study functions and develop skills necessary for the study of calculus. This course includes algebra, analytical geometry, and trigonometry.

### **Advanced Placement Calculus AB**

**Grade Level: 11-12 Prerequisite: Pre-Calculus Honors**

*Suggestions: Teacher Recommendation*

Calculus AB and Calculus BC are primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The courses emphasize a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important.

### **Probability & Statistics Honors**

**Grade Level: 11-12**

**Credit: 1.0 Prerequisite: Algebra 2**

*Suggestions: Algebra 2 EOC Level 3-5 and/or Teacher Recommendation*

Probability and Statistics explores the concepts of probability, statistics, and hypothesis testing. The content includes, but is not limited to the following: Binomial distribution, concepts of descriptive statistics, concepts of nonparametric statistics, hypothesis testing, measures of central tendency, sampling theory, combinations and permutations, concepts of inferential statistics, the normal distribution, correlation and regression, and randomness.

### **MAT 1033 Intermediate Algebra (Semester Course)**

**Grade Level: 11-12**

**Credit: 0.5 Prerequisite: Post-Secondary Ready Scores and 3.0 GPA**

The major topics include sets, linear equations and inequalities with applications, absolute value, polynomials and factoring, rational expressions with applications, exponents, roots and radicals, quadratic equations with applications, relations and functions, graphs and systems of linear equations and inequalities. This course is an elective and will not apply towards A.A. or

A.S. mathematics General Education requirements. A student must earn a grade of "C" or higher. (A student who earns a C or higher will earn 3 college credits by taking this course.)

### **MAC 1105 College Algebra (Semester Course)**

**Grade Level: 11-12**

**Credit: .5 Prerequisite: Post-Secondary Ready Scores and 3.0 GPA**

The major topics included in this course are linear equations and inequalities; quadratic equations and inequalities; relations and functions; graphs; systems of equations and inequalities; exponential and logarithmic functions; and applications. A review of algebraic techniques is also included in this course as well as a review of polynomials, factoring, exponents, roots and radicals. A student must earn a grade of "C" or higher. (A student who earns a C or higher will earn 3 college credits by taking this course.)

**Honors Statistical Methods 1 – STA202301**

**Grade Level: 11-12**

**Credit: .5 Prerequisite: Post-Secondary Ready Scores and 3.0 GPA, MGF 1106 or MAC 1105 with a grade of "C" or better.**

This course is designed to introduce students to the fundamentals of descriptive and inferential statistics with a pronounced emphasis on inference. The major topics include methods for analyzing sets of data, probability, probability distributions, estimation, confidence intervals, hypothesis testing, simple linear regression, and correlation. The probability and statistical skills measured by CLAST are among the skills taught in this course. Students with a grade of "C" or better in MGF 1106 satisfy the prerequisite.

# Science Courses

## **Integrated Science**

**Grade Level: 9-12**

**Credit 1.0**

Students will examine the different elements of science as it relates to their world. Students will experience each area of

science through explanation, exploration, experimentation, and discussion. Students will understand the diversity and

complexity of real-world issues and will be able to identify the impact of global issues on their lives. Topics will include

Biology, Chemistry, Earth and Space, and Physics.

## **Environmental Science**

**Grade Level: 9-10**

**Credit: 1.0**

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.

## **Biology I**

**Grade Level: 9-10**

**Credit: 1.0 Prerequisite: Physical Science or Environmental Science**

***Suggestions for Honors Level: Science FCAT/FSA Level 3-5 and/or Teacher Recommendation***

Explore the structure, function, diversity, and evolution of living matter by taking an in-depth look at the fundamental

characteristics of living organisms. You will have the opportunity to perform hands-on lab activities and develop relationships

through collaborative learning.

**\*Students must take the Florida End of Course exam.**

## **Biology I Honors**

**Grade Level: 9-10**

**Credit: 1.0 Prerequisite: Physical Science or Environmental Science**

***Suggestions for Honors Level: Science FCAT/FSA Level 3-5 and/or Teacher Recommendation***

The major topics of this course include the characteristics of life and how living things relate to their environment, basic

biochemistry, the cell and its processes, the structure and function of human organ systems, cell reproduction, and

biochemical genetics. Emphasis is placed on the development and applications of scientific knowledge and the use of

scientific methods of investigation.

**Students must take the Florida End of Course exam.**

## **Chemistry I**

**Grade Level: 10-12**

**Credit: 1.0 Prerequisite: Biology or Biology Honors**

***Suggestions for Honors Level: Biology EOC Level 3-5 and/or Teacher Recommendation***

This course is designed to serve as a foundation for the study of Chemistry. The utilization of scientific inquiry, web 2.0 tools, interactive experiences, higher order thinking, collaborative projects, real world application through labs and a variety of assessments all aid the student in ultimately demonstrating a vast understanding of the importance of Chemistry in the world around them; enabling them to apply these properties to their everyday lives.

## **Chemistry I Honors**

**Grade Level: 10-12**

**Credit: 1.0 Prerequisite: Biology Honors**

Topics include measurement, classification and structure of matter, the periodic table, chemical bonding, formula writing, nomenclature, compounds, chemical equations, stoichiometry, gases and gas laws, the solution process, ionization, and reaction energy. Emphasis is placed on application of knowledge, problem solving and laboratory investigation.

## **Physics I/Physics I Honors**

**Grade Level: 11-12**

**Credit: 1.0 Prerequisite: Biology and Algebra I**

***Suggestions for Honors Level: Algebra EOC Level 4-5 and/or Teacher Recommendation***

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

## **Anatomy and Physiology**

**Grade level: 10,11,12**

**Credit: 1.0 Prerequisite: Biology**

This course is designed to develop knowledge of the structure and function of the human body and to develop an awareness of career opportunities in the biomedical sciences. It covers biochemistry and nutrition, cells and

tissues, and the structure and function of the major organ systems, with emphasis on physiology. Laboratory experiences include vertebrate dissection as well as the use of slides and models. Prerequisites: Biology I, Chemistry Honors

### **Marine Science I**

**Grade Level: 10-11**

**Credit: 1.0 Prerequisite: Biology**

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

### **Forensic Science I**

**Grade Level: 10-11**

**Credit: 1.0 Prerequisite: Biology**

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

# **Social Studies Courses**

## **World History/World History Honors**

**Grade Level: 10**

**Credit: 1.0**

*Suggestions for Honors Level: FSA Level 3-5 and/or Teacher Recommendation*

Focuses on the following content area strands: World History, Geography and Humanities. Students will be exposed to historical periods from the Middle Ages to the beginning of the 21st Century. Includes learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation. Students in the honors level will further develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

## **AP World History**

**Grade Level: 10**

**Credit: 1.0**

*Suggestions: FSA Level 3-5 and/or Teacher Recommendation*

Focuses on developing students' abilities to think conceptually about world history from approximately 8000 BCE to the present and apply historical thinking skills. Five themes of equal importance — focusing on the environment, cultures, state-building, economic systems, and social structures — provide areas of historical inquiry for investigation across different periods and regions. AP World History encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions. Students will develop historical-based writing skills that include interpreting primary source documents, analyzing continuities and change over time and identifying comparisons and contrasts.

## **US History/US History Honors**

**Grade Level: 11**

**Credit: 1.0**

*Suggestions for Honors Level: FSA Level 3-5 and/or Teacher Recommendation*

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. Offer scaffold learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation. Students at the honors level will further develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

## **AP US History**

**Grade Level: 11**

**Credit: 1.0**



*Suggestions: FSA Level 3-5 and/or Teacher Recommendation*

Focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and an understanding of content learning objectives organized around seven themes, such as identity, peopling, and America in the world. In line with college and university U.S. history survey courses' increased focus on early and recent American history and decreased emphasis on other areas, the AP U.S. History course expands on the history of the Americas from 1491 to 1607 and from 1980 to the present. It also allows teachers flexibility across nine different periods of U.S. history to teach topics of their choice in depth.

### **American Government/American Government Honors (Semester Course)**

**Grade Level: 12**

Consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.

### **Economics with Financial Literacy/Economics with Financial Literacy Honors (Semester Course)**

**Grade Level: 12**

**Credit: 1.0**

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.

### **AMH 2010 United States History to 1865 (Semester Course)**

**Grade Level: 11-12**

**Credit: 0.5 Prerequisite: Completed Dual Enrollment Application, Post-Secondary Ready Scores, and 3.0 GPA**

This course emphasizes the African, European, and Native American backgrounds, the Revolution, the Articles of Confederation, the U.S. Constitution, problems of the new republic, sectionalism, westward expansion, slavery and the Civil War. (CBE) A student must earn a grade of "C" or higher. (A student who earns a C or higher will earn 3 college credits by taking this course.)

### **AMH 2020 United States History 1865- present (Semester Course)**

**Grade Level: 11-12**

**Credit: 0.5 Prerequisite: AMH 2010, Completed Dual Enrollment Application, Post-Secondary Ready Scores and 3.0 GPA**

This course includes the Reconstruction, growth of big business, the Agrarian Revolt, Latin American affairs, the progressive movement, World War I and political, economic and world affairs since World War II. Three contact hours. The course includes reading and writing competencies. This course serves to meet the Gordon Rule

writing requirement. A student must earn a grade of "C" or higher. (A student who earns a C or higher will earn 3 college credits by taking this course.)

**SLS 1103 Strategies for Student Success (Semester Credit)**

**Grade Level: 11 or 12**

**Credit: 0.5 Prerequisite: 3.0 GPA or 2.5 GPA and Post-Secondary Ready Scores**

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. A student must earn a grade of "C" or higher. (A student who earns a C or higher will earn 3 college credits by taking this course.)

**Special Note: This course must be taken during a students' first semester of dual enrollment, can be taken at the same time as other dual enrollment courses**

# World Language Courses

## **Spanish I**

**Grade Level: 9-12**

**Credit: 1.0 Prerequisite: Middle School Teacher Recommendation or Successful Completion of English I**

Introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

## **Spanish II**

**Grade Level: 10-12**

**Credit: 1.0 Prerequisite: Spanish I**

Reinforces the fundamental skills acquired by the students in Spanish 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Spanish 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

## **Spanish III Honors**

**Grade Level: 11-12**

**Credit: 1.0 Suggestion: Prerequisite: Spanish II + Teacher Recommendation**

Provides mastery and expansion of skills acquired by the students in Spanish 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

## **AP Spanish**

**Grade level: 11-12**

**Credit: 1.0 Prerequisite: Spanish III + Teacher Recommendation**

Course takes on a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. Students should learn language structures in context and use them to convey meaning. The AP course strives to provide both fluency and accuracy in language use and not overemphasize grammatical accuracy at the expense of communication. This course is taught in target language.

## **German I**

**Grade Level: 9-12**

**Credit: 1.0**

German 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

**German II****Grade Level: 9-12****Credit: 1.0 Prerequisite: German I**

German 2 reinforces the fundamental skills acquired by the students in German 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in German 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

# **Elective Courses**

## **Language Arts**

### **Yearbook I-IV**

**Grade Level: 9-12**

**Credit: 0.5**

The purpose of this course is to enable students to develop fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.

**Prerequisite: See Ms. Johnston in room 102 for information**

### **Exploring Hip Hop as Literature**

**Grade Level: 9-12**

**Credit: 0.5**

This course explores one of the most revolutionary art forms in American culture known as Hip Hop. This course will focus on the diverse social, political, cultural and spiritual elements represented within the various genres of Hip Hop music through an analysis of song lyrics. Through this course, students will learn about the history of Hip Hop and examine the social, economic and political conditions that influenced its development and evolution. Students will have the opportunity to create their own artistic expressions by integrating their personal experiences and the content learned through the course.

At the conclusion of this course, students will have developed an understanding of the origins and intent of Hip Hop while appreciating it as an art form. Students will be able to identify and provide examples of literary devices. Students will also have the opportunity to develop critical thinking, analytical and creative writing skills.

### **Social Media 1**

**Grade Level: 9-12**

**Credit: 0.5**

The purpose of this course is to enable students to develop fundamental skills in the use of social media across print, multimedia, web, and broadcast platforms, including ethical and legal uses.

### **Creative Writing I**

**Grade Level: 9-12**

**Prerequisite: Teacher Recommendation Credit: 0.5**

The purpose of this course is to develop writing and language skills needed for individual expression in literary forms.

### **Creative Writing II**

**Grade Level: 10-12**

**Credit: 0.5 Prerequisite: Creative Writing I and Permission of Instructor**

The purpose of this course is to extend the development of the writing and language skills needed for individual expression in the literary forms as introduced in Creative Writing I.

# **Social Studies Electives**

## **African American History (Semester Credit)**

**Grade Level: 10 (required)**

**Credit: 0.5**

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

## **History of the Vietnam War (Semester Credit)**

**Grade Level: 10 (required)**

**Credit: 0.5**

Consists of the following content area strands: United States History, World History, Civics and Government, Geography, and Humanities. The primary content emphasis for this course pertains to the study of the chronological development of the Vietnam War by examining the political, economic, social, religious, military and cultural events that affected the war.

Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the progression of the war including, but not limited to, an analysis of the United States military effort and makeup in the war, an evaluation of the role of the United States home front, interpretations of the effects of the media, film and literature during and after the war, a judgment of crucial decisions made during the Vietnam War and an analysis of the resulting impact of the conflict.

## **Psychology I**

**Grade Level: 10-12**

**Credit: 0.5 Prerequisite: 1.5 Credits in Social Science**

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

## **Psychology II**

**Grade Level: 10-12**

**Credit: 0.5 Prerequisite: Psychology I**

Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. The content examined in this second introductory course includes statistical research, psychobiology, motivation and emotion, sensation and perception, states of consciousness, psychological testing, and social psychology.

## **History of the Holocaust**

**Grade Level: 9-12**

**Credit: 0.5**

This grades 9-12 Holocaust course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the examination of the events of the Holocaust (1933-1945), the systemic, planned annihilation of European Jews and other groups by Nazi Germany. Content will include, but is not limited to, the examination of twentieth century programs 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.

## **AFROTC Courses**

### **Air Force: Aerospace Science I**

**Grade Level: 9-11**

**Credit: 1.0**

The purpose of this course is to enable students to develop knowledge of the historical development of flight and the role of the military in history. Students also develop knowledge of the Air Force Junior Reserve Officer Training Corps (AFJROTC), individual self-control, citizenship, wellness, health, and fitness. Students practice basic drill techniques and conduct military ceremonies.

### **Air Force: Aerospace Science II**

**Grade Level: 10-12**

**Credit: 1.0**

The purpose of this course is to enable students to develop knowledge of the aerospace environment, human requirements of flight, principles of aircraft flight, and principles of navigation. Students also develop effective communication skills, understanding of human and group behavior, and basic leadership concepts. Students practice drill movements and observe military customs and ceremonies. **Prerequisite: Aerospace Science I**

### **Air Force: Aerospace Science III**

**Grade Level: 11-12**

**Credit: 1.0**

The purpose of this course is to enable students to develop knowledge of the space environment, space programs and technology, and manned space flight. Students develop knowledge and skills related to planning for post secondary education or employment and career opportunities, including financial planning. Students polish skills in marching and conducting military ceremonies. **Aerospace Science II**

### **Air Force: Aerospace Science IV**

**Grade Level: 12 Aerospace Science III**

**Credit: 1.0**

The purpose of this course is to enable students to develop knowledge of physical and human geography in the major regions of the world. Students develop fundamental management concepts and skills and apply them in corps activities. Drill and ceremony functions are carried out with ease and professionalism.

# **Career & Technical Education Courses**

## **Introduction to Engineering Design 8600550**

**Grade Level: 9-10**

**Credit: 1.0**

This course exposes students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. Students will employ engineering and scientific concepts in the solution of engineering design problems. In addition, they will learn to use 3D solid modeling design software to design solutions to problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions, document the process, and communicate the results.

**Prerequisite: Successful completion of Algebra 1**

## **Digital Information Technology**

**Grade Level: 9-10**

**Credit: 1.0**

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 HTML, DHTML, and XML web commands and design; emerging technologies, and Web page design.

## **Foundations of Web Design**

**Grade Level: 10-12**

**Credit: 1.0**

This course is designed to provide students with opportunities to acquire and apply foundational skills related to web design.

Demonstrate proficiency setting website project requirements during the design phase and project planning phase of Web

development. You will be able to: (1) Define information architecture (2) Discuss the importance of information architecture to

web design and development (3) Demonstrate basic design principles (e.g., use of colors, proximity, rule of thirds, white space in

the design of a website) (4) Define the site structure by creating a content map, site map, storyboard, associated wireframes, and

web design comp for client approval, etc.

## **User Interface Design**

**Grade Level: 10-12**

**Credit: 1.0**

**Prerequisites: Digital Info Tech, Foundations of Web Design**

This course provides advanced concepts used in interface design. The content includes principles of Human Computer Interface (HCI), advanced page design using Cascading Style Sheets (CSS), advanced HTML commands, multimedia applications, Internet/Intranet tools, and website promotion.



## **Advanced Info Technology**

**Grade Level: 9-12**

**Credit: 1.0**

The content includes but is not limited to practical experiences in computer programming, algorithms, program design structure, logical thinking, development methodologies, essential programming techniques, and implementation issues. Specialized programming skills involving advanced mathematical calculations and physics are also integrated into the curriculum.

## **Foundations of Programming**

**Grade Level: 9-12**

**Credit: 1.0**

**Prerequisite: Advanced Info Tech**

This course introduces concepts, techniques, and processes associated with computer programming and software development. After successful completion of Programming Foundations and Procedural Programming, students will have met Occupational Completion Point B, Computer Programmer Assistant, SOC Code 15-1131.

## **Procedural Programming**

**Grade Level: 9-12**

**Credit: 1.0**

**Prerequisite: Advanced Info Tech, Foundations of Programming**

Procedural Programming (ProP) teaches advanced programming concepts using the computer language Python. You will learn techniques and processes associated with computer programming and software development. This course continues the study of computer programming concepts with a focus on the creation of software applications employing procedural programming techniques. After successful completion of Foundations of Programming and Procedural Programming, students will have met Occupational Completion Point B, Computer Programmer Assistant, SOC Code 15-1131.

## **Advanced Placement Computer Science**

**Grade Level: 9-12**

**Credit: 1.0**

**Prerequisite: Algebra 1**

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems—including the internet—work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical.

## **Culinary 1**

**Grade Level: 9-12**

**Credit: 1.0**

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 2**

**Grade Level: 9-10**

**Credit: 1.0**

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.

## **Culinary 3**

**Grade Level: 10-12**

**Credit: 1.0**

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.

## **Culinary Arts 4 (Track 1/Culinary and Hospitality Management)**

**Grade Level: 11-12**

**Credit: 1.0**

This course provides opportunities for students to apply their acquired knowledge and skills in culinary related scenarios. Track 1 is comprised of Standards 20 - 27 and is a one credit course focused on Culinary and Hospitality Management. This is a culminating course to develop advanced culinary techniques and skills. Students will learn using modern technology and culinary trends.

## **Nutrition and Wellness**

**Grade Level: 9-12**

**Credit 0.5 (Semester)**

The purpose of this course is not limited to selection, preparation, service and storage of foods. It allows students to use technology to practice meal management techniques directed toward nutritional food choices based on the life cycle. This course will provide an awareness of consumer issues relating to health and wellness. In addition the course will apply the principles of meal planning, as well as etiquette.

## **Introduction to Hospitality and Tourism**

**Grade Level: 9-12**

**Credit: 1.0**

The purpose of this course is to introduce students to the skills necessary for success in the hospitality and tourism industry. Students will also have the opportunity to learn hospitality and tourism terminology and the mathematical, economic, marketing, and sales fundamentals of the industry.

## **Principles of Food Preparation**

**Grade Level: 9-12**

**Credit: .5**

This program offers a sequence of course content that includes but is not limited to preparing students to understand the principles of food preparation, selection and storage, basic food preparation, and selection of food services. This information 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 & 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 & Tourism career cluster.

### **Technology to Hospitality and Tourism**

**Grade level: 9-12**

**Credit: 1.0**

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 & 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 & Tourism career cluster.

The content includes but is not limited to coursework that prepares students for employment in the hospitality & tourism industry as reservation and transportation agents, travel destination specialists, tour operators, transportation attendants, cruise ship consultants, or to provide supplemental training for those persons previously or currently employed in these occupations. This program includes components on planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues, and health, safety, and environmental issues.

# **Leadership Elective Courses**

## **Executive Internship I**

**Grade Level: 9-10**

**Credit: 1.0 Prerequisite: Teacher Recommendation**

The purpose of this course is to provide a practical introduction to the work environment through direct contact with professionals in the community.

## **Leadership Skills Development**

**Grade Level: 11-12**

**Credit: 1.0 Prerequisite: Teacher Recommendation**

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

## **Leadership Techniques**

**Grade Level: 11-12**

**Credit: 1.0 Prerequisite: Teacher Recommendation**

This course will provide an in-depth study of the leadership techniques of decision making, problem solving, meeting skills, communication, group conflict reduction, time and stress management, evaluation, team building, group dynamics, motivational strategy, data collection for project needs, evaluation of community organizations, purpose of local government, and the role of leadership in a democratic society.

## **Leadership Strategies**

**Grade Level: 11-12**

**Credit: 1.0 Prerequisite: Teacher Recommendation**

The purpose of this course is to provide formative opportunities to build on skills acquired in the Leadership Techniques course, including meetings skills, communication skills, motivational strategies, character development, group dynamics, community relations, data collection for project needs, evaluation of community organizations, purpose of local government, community service and personal and civic responsibility.

## **Approaches to Leadership**

**Grade Level: 11-12**

**Credit: 1.0 Prerequisite: Teacher Recommendation**

This course facilitates summative application of leadership skills formed in *Leadership Strategies*, emphasizing organizational management, goal-setting, communication with varied audiences, peer mediation, citizenship, data collections and analysis, conflict resolution, healthy decision-making, assertiveness, and meeting skills, stress management and strategies for self-reflection.

# **AVID Program Courses**

## **AVID 1 (Advancement Via Individual Determination)**

**Grade Level: 9-12**

**Credit: 1.0 Placement into program**

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.

## **AVID 2 (Advancement Via Individual Determination)**

**Grade Level: 10**

**Credit: 1.0 Prerequisite: Successful Completion of AVID 1**

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 3 (Advancement Via Individual Determination)**

**Grade Level: 11**

**Credit: 1.0 Prerequisite: Placement into program**

This course is a college preparatory program for students with a 2.0 – 3.5 GPA who desire to take rigorous college prep classes.

## **AVID 4 (Advancement Via Individual Determination)**

**Grade Level: 12**

**Credit: 1.0 Prerequisite: Placement into program**

This course is a college preparatory program for students with a 2.0 – 3.5 GPA who desire to take rigorous college prep classes.

# **Fine/Performing Arts Courses**

## **2D Studio Art I**

**Grade Level: 9-12**

**Credit: 1.0 / Lab Fee: \$5.00**

Student will create drawings, paintings, prints and collages using traditional and experimental media and techniques. Student will apply knowledge of the Elements, Principles and art history in the creation of original art and design.

## **2D Studio Art II**

**Grade Level: 10-12**

**Credit: 1.0 / Prerequisite: 2D Studio Art I / Lab Fee: \$5.00**

Student will build upon his/her knowledge to create drawings, paintings, prints and collages using traditional and experimental media and techniques. Student will apply knowledge of the Elements, Principles and art history in the creation of original art and design. Student will increase in his/her mastery of skills and personal voice.

## **2D Studio Art III Honors**

**Grade Level: 11-12**

**Credit: 1.0 / Prerequisite: 2D Studio Art II / Lab Fee \$5.00**

Student will express his/her personal voice as he/she builds upon his/her knowledge to create drawings, paintings, prints and collages using traditional and experimental media and techniques. Student will apply knowledge of the Elements, Principles and art history in the creation of original and successful art and design. Student will create an original series of artwork as he/she increases his/her mastery of skills and make personal decisions in the art making process

## **Ceramics/Pottery I**

**Grade Level: 9-12**

**Credit: 1.0**

Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instructional focus will be on ceramics and/or pottery. Media may include, but are not limited to, clay and/or plaster, with consideration of the workability, durability, cost, and toxicity of the media used. Student artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail, size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftsmanship and quality in the surface and structural qualities of the completed art forms. Students in the 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.

## **Ceramics/Pottery II**

**Grade Level: 10-12**

**Credit: 1.0 Prerequisite: Ceramics/Pottery I**

Students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Instructional focus should be on ceramics and/or pottery. Processes and techniques

for substitution may include, but are not limited to, wheel-thrown clay, glaze formulation and application. Media may include, but are not limited to, clay and/or plaster with consideration of the workability, durability, cost, and toxicity of the media used. Ceramic and/or pottery artists experiment with and manipulate space-producing devices, including overlapping, transparency, interpenetration, vertical and horizontal axis, inclined planes, disproportionate scale, fractional or abstracted representation, and spatial properties of the structural art elements. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 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.

### **Ceramics 3 Honors**

**Grade Level: 11-12**

**Credit: 1.0 Prerequisite: Ceramics 1 & 2 / Lab Fee: \$25.00**

The purpose of this course is to enable students to recognize the properties, possibilities, and limitations of clay by creating functional and nonfunctional works of ceramics and pottery using advanced hand-building, intermediate-level wheel-throwing, and firing techniques

### **Sculpture 1**

**Grade Level: 9-12**

**Credit: 1.0 / Lab Fee: \$15.00**

The purpose of this course is to enable students to develop basic skills in the use of sculpture media, design, processes, and techniques. Emphasis shall be on the use of visual, spatial, and compositional concepts to communicate a range of ideas.

### **Sculpture 2**

**Grade Level: 9-12**

**Credit: 1.0 / Prerequisite: Sculpture 1 / Lab Fee: \$25.00**

The purpose of this course is to enable students to further their skills in the use of sculpture media, design, processes, and techniques. Emphasis shall be on the use of visual, spatial, and compositional concepts to communicate a range of ideas.

### **Sculpture 3**

**Grade: 11-12**

**Credit: 1.0 / Prerequisite: Sculpture 2 / Lab Fee: \$25.00**

The purpose of this course is to enable students to further their skills in the use of sculpture media, design, processes, and techniques. Emphasis shall be on the use of visual, spatial, and compositional concepts to communicate a range of ideas.

### **Technical Theatre Design & Production 1**

**Grade: 9-12**

**Credit: 1.0**

Students focus on developing the basic tools and procedures for creating elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials are central to success in this course. Students explore and learn to analyze dramatic scripts, seeking production solutions through historical, cultural, and geographic research. Students also learn the basics of standard conventions of

design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; and the resulting artistic improvement. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

### **Technical Theatre Design & Production 2**

**Grade: 9-12**

**Credit: 1.0**

**Prerequisite: Technical Theatre Design & Production 1**

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

### **Technical Theatre Design & Production 3**

**Grade: 9-12**

**Credit: 1.0**

**Prerequisite: Technical Theatre Design & Production 2**

Students regularly reflect on aesthetics and issues related to and addressed through theatre and create within various aspects of theatre. Student designers and technicians assemble a portfolio that showcases a body of work representing artistic growth over time; growing command of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

## **Music**

### **Band I**

**Grade Level: 9-12**

**Credit: 1.0**

This year-long, entry-level class, designed for students having little or no previous band experience with woodwind, brass, and/or percussion instruments, promotes the enjoyment and appreciation of music through performance of high-quality, beginning wind and percussion literature from different times and places. Rehearsals focus on the development of critical listening/aural skills; rudimentary instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.

### **Band II**

**Grade Level: 10-12**

**Credit: 1.0 / Prerequisite: Band I**

This year-long, beginning-level class, designed for students with at least one year of woodwind, brass, and/or percussion ensemble experience, promotes the enjoyment and appreciation of music through performance of high-quality wind and percussion literature. Rehearsals focus on the development of critical listening skills, instrumental and ensemble technique and skills, expanded music literacy, and aesthetic awareness culminating



in periodic public performances.

### **Band III**

**Grade Level: 11-12**

**Credit: 1.0 / Prerequisite: Band II**

This year-long, formative class, designed for students ready to build on skills and knowledge previously acquired in a middle or high school instrumental ensemble, promotes the enjoyment and appreciation of music through performance of high-quality, intermediate-level wind and percussion literature. Rehearsals focus on development of critical listening/aural skills, individual musicianship, instrumental technique, refinement of ensemble skills, and aesthetic engagement culminating in periodic public performances.

### **Band IV**

**Grade Level: 12**

**Credit: 1.0 / Prerequisite: Band III**

This year-long, intermediate-level course, designed for students who demonstrate proficiency in woodwind, brass and/or percussion techniques, music literacy, critical listening/aural skills, and ensemble performance skills, promotes greater engagement with and appreciation for music through performance and other experiences with a broad spectrum of music, as well as creativity through composition and/or arranging. Study includes cultivation of well-developed instrumental ensemble techniques and skills, music literacy and theory, and deeper aesthetic engagement with a wide variety of high-quality repertoire.

### **Music of the World**

**Grade Level: 9-12**

**Credit: 1.0**

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**

**Grade: 9-12**

**Credit: 1.0**

This year-long, entry-level class, designed for students with little or no choral experience, promotes the enjoyment and appreciation of music through performance of beginning choral repertoire from a variety of times and places. Rehearsals focus on the development of critical listening skills; foundational instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.

### **Chorus II**

**Grade: 10-12**

**Credit: 1.0 / Prerequisite: Chorus I**

This year-long, beginning-level class, designed for students with one year of experience or less in a choral performing group, promotes the enjoyment and appreciation of music through performance of basic, high-quality choral music. Rehearsals focus on the development of critical listening/aural skills; foundational instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.

### **Chorus III**

**Grade Level: 11-12**

**Credit: 1.0 / Prerequisite: Chorus II**

This year-long, formative class, designed for students with previous participation in a school chorus who have basic knowledge of note-reading and vocal technique, concentrates on providing students opportunities to strengthen existing skills in critical listening, vocal techniques, and ensemble performance using high-quality three- and four-part choral literature. Rehearsals focus on gaining independence in music literacy and aesthetic engagement through critical listening and thinking skills.

### **Chorus IV**

**Grade Level: 12**

**Credit: 1.0 / Prerequisite: Chorus III**

This year-long, intermediate-level class is designed for students with previous participation in a high school chorus and moderate skills in critical listening, vocal techniques, music literacy, and choral performance. Rehearsals focus on enhancing these skills and students' aesthetic engagement with music through a variety of high-quality three- and four-part choral literature, providing students with the means to learn how to reflect and use a combination of analytical, assessment, and problem-solving skills consistently to improve their own and others' performance

### **Guitar I**

**Grade Level: 9-12**

**Credit: 1.0**

Students with little or no experience develop basic guitar skills and knowledge, including simple and full-strum chords, bass lines and lead sheets, barre and power chords, foundational music literacy and theory, major scales, simple finger-picking patterns, and ensemble skills for a variety of music. Beginning guitarists explore the careers and music of significant performers in a variety of styles. 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.

### **Guitar II**

**Grade Level: 10-12**

**Credit: 1.0**

Students with previous guitar experience build on their skills and knowledge, adding chords, new strumming and finger-picking patterns, movable major and minor scales, basic music theory, more complex bass lines and lead sheets, and ensemble skills for a variety of music. Beginning guitarists explore the careers and music of significant 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.

**Prerequisite: Guitar I**

## **Theatre I**

**Grade Level: 9-12**

**Credit: 1.0**

This course is designed to introduce students to the theatre arts, but it is a participation based course. Students will be introduced to the art of oral presentation, improvisation, character and scene analysis, monologues, duets, group work with scenes and one act plays, playwriting for puppet shows and duets, guided visualization, dioramas, Hollywood and Broadway flats, scene and paint elevations, mask creations, and other elements of theater.

## **Theatre II**

**Grade Level: 10-12**

**Credit: 1.0 / Prerequisite: Theatre I**

This course is designed to continue all the skills learned in Theatre I with performances scheduled for after school and at night to be the culminating projects. All students interested in taking Theatre II must have passed Theatre I with a "C" or better and be prepared to have all work be participation based. This is a great course for those students wanting to learn technical arts like lighting, sound, costume, and scene design as there will plenty of opportunity for these skills to be exercised!

## **Theatre III Honors**

**Grade Level: 11-12**

**Credit: 1.0 / Prerequisite: Theatre 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.

# **Physical Education Courses**

## **HOPE (Graduation Requirement)**

**Grade Level: 9-12**

**Credit: 0.5**

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. Students will realize the full benefit of this course when it is taught with an integrated approach. In addition to the physical education content represented in the benchmarks below, specific health education topics within this course include, but are not limited to: Mental/Social Health, Physical Activity, Components of Physical Fitness, Nutrition and Wellness Planning, Diseases and Disorders, Health Advocacy, First Aid/CPR, Alcohol, Tobacco, and Drug Prevention, Human Sexuality including Abstinence and HIV, Internet Safety.

## **Weight Training 1 (Semester Credit)**

**Grade Level: 9-12**

**Credit: 0.5**

The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement as it relates to weight training. The integration of fitness concepts throughout the content is critical to the success of this course.

## **Weight Training 2 (Semester Credit)**

**Grade Level: 9-12**

**Credit: 0.5**

The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement as it relates to weight training. The integration of fitness concepts throughout the content is critical to the success of this course.

## **Individual and Dual Sports III**

**Grade Level: 9-12**

**Credit: 0.5**

This is a survey course designed to help students acquire knowledge of individual and dual sports play, develop basic skills in selected individual and dual sports and maintain and/or improve health-related fitness.

## **Basketball 1**

**Grade Level: 9-12**

**Credit: 0.5**

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

## **Basketball 2**

**Grade Level: 9-12**

**Credit: 0.5**

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

## **Volleyball 1**

**Grade Level: 9-12**

**Credit: 0.5**

Apply a combination of complex movement patters in a game setting revolving around volleyball. Learn scoring, rules, and techniques to improve your game.

**Soccer****Grade Level: 9-12****Credit: 0.5**

Apply a combination of complex movement patters in a game setting revolving around soccer. Learn scoring, rules, and techniques to improve your game.

**Softball****Grade Level: 9-12****Credit: 0.5**

Apply a combination of complex movement patters in a game setting revolving around softball. Learn scoring, rules, and techniques to improve your game.

**Personal Fitness****Grade Level: 9-12****Credit: 0.5**

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.

**Team Sports 1****Grade Level: 9-12****Credit: 0.5**

The team sports selected may include basketball, bound ball, flag football, gatorball, innovative games, soccer, softball, speedball, and volleyball.

**Team Sports 2****Grade Level: 9-12****Credit: 0.5**

The team sports selected may include basketball, bound ball, flag football, gatorball, innovative games, soccer, softball, speedball, and volleyball.

**Outdoor Education****Grade Level: 9-12****Credit: 0.5**

The purpose of this class is to learn the importance of safe sporting practices, proper techniques, and the correct gear to use. Understand the benefits of habitat preservation, conservation, and environmental stewardship.

**Track and Field****Grade Level: 9-12****Credit: 0.5**

Designed to teach, analyze techniques and develop training programs in the sport of track and field. Students will acquire a thorough working knowledge of the rules of all the events within the sport of track and field.

**Recreational Activities****Grade Level: 9-12****Credit: 0.5**

This course is designed to teach a variety of recreational activities with an emphasis on rules, strategies, and game modifications.

# **Exceptional Student Education Courses**

## **Unique Skills** Course No: 7963130 Credit: Multiple

The purpose of this course is to enable students with disabilities to acquire and generalize skills they need to achieve annual goals based on assessed needs and the student's individual educational plan (IEP). It is structured around the domains addressed on the IEP: Social and Emotional, Independent Functioning, Curriculum and Learning, and Communication.

## **Access Art** Course No: 7967010 Credit: Multiple

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

## **Access Theater** Course No: 7967020 Credit: Multiple

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

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.

## **Access Economics (Semester)** Course No: 7921020 Credit: Multiple

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

## **Career Prep** Course No: 7980110 Credit: Multiple

The purpose of this course is to enable students to acquire the knowledge and skills necessary to identify a broad range of career options and community resources and to develop work-related competencies.

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

The purpose of this course is to enable students with disabilities to further develop knowledge and skills to select career options, access community resources, and apply work-related behaviors through guided practice and experiences in school and community work settings. Non-paid community-based vocational education (non-paid CBVE) training programs are typically implemented through this course.

## **Access US History** Course No: 7921025 Credit: Multiple

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

**Access Biology I** Course No: 7920015 Credit: Multiple

The purpose of this course is to provide a general knowledge of biology to enable students with disabilities to function at their highest levels and prepare to participate effectively in post-school adult living and the world of work.

**Access Earth/Space Science**

Course No: 7920020 Credit: Multiple

The purpose of this course is to provide a general knowledge of the concepts of earth and space science to enable students with disabilities to function at their highest levels and prepare to participate effectively in post-school adult living and the world of work.

**Access Hope**

Course No.: 7915015 Credit: Multiple

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

**Access Integrated Science** Course No: 7920025 Credit: Multiple

The purpose of this course is to provide a general knowledge of the concepts of life science, physical science and earth science to enable students with disabilities to function at their highest levels and prepare to participate effectively in post-school adult living and the world of work.

**Access Liberal Arts Math** Course No: 7912070 Credit: Multiple

This course is designed to strengthen student skills in mathematics before continuing study in the academic sequence.

**Access Algebra 1A** Course No: 7912080 Credit: Multiple

The purpose of this course is to develop the algebraic concepts and processes that can be used to solve a variety of real world and mathematical problems.

**Access Algebra IB** Course No: 7912090 Credit: Multiple

The purpose of this course is to develop the algebraic concepts and processes that can be used to solve a variety of real world and mathematical problems. This is the second of a two-year sequence of courses, Algebra Ia and Algebra Ib.

**Access English 1**

Course No: 7910120

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

**Access English 2**

Course No: 7910125

Access courses are intended only for students with a significant cognitive disability. Access courses are designed



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

### **Access English 3**

Course No: 7910130

Access courses are intended only for students with a significant cognitive disability. Access courses are

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

### **Access English 4**

Course No: 7910135

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

### **Access United States Government**

Course No: 7921015

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

### **Therapeutic Instructional Support**

Course No.: 7900010 Credit: Multiple

The purpose of this course is to provide instructional support for student with disabilities who require counseling and mental health treatment in either individual or small group settings in order to achieve the Annual Goals and Short-Term Objectives or Benchmarks

### **Fundamental Algebraic Skills**

Course No.: 7912100

Credit: 1

The purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. It is a skill-building course which supports a student with a disability providing more time to build the necessary skills for success in the general education curriculum.

Students with disabilities may earn elective credit towards a standard diploma for the successful completion of a fundamental course. For students (10-12) who are working on a special diploma, may earn credit toward the special diploma with this course.

### **Specially Designed Physical Education**

Course No.: 7915010 Credit: Multiple

The purpose of this course is to provide opportunities for students with disabilities to develop motor skills and to participate in various physical activities that may be modified to meet individual needs.