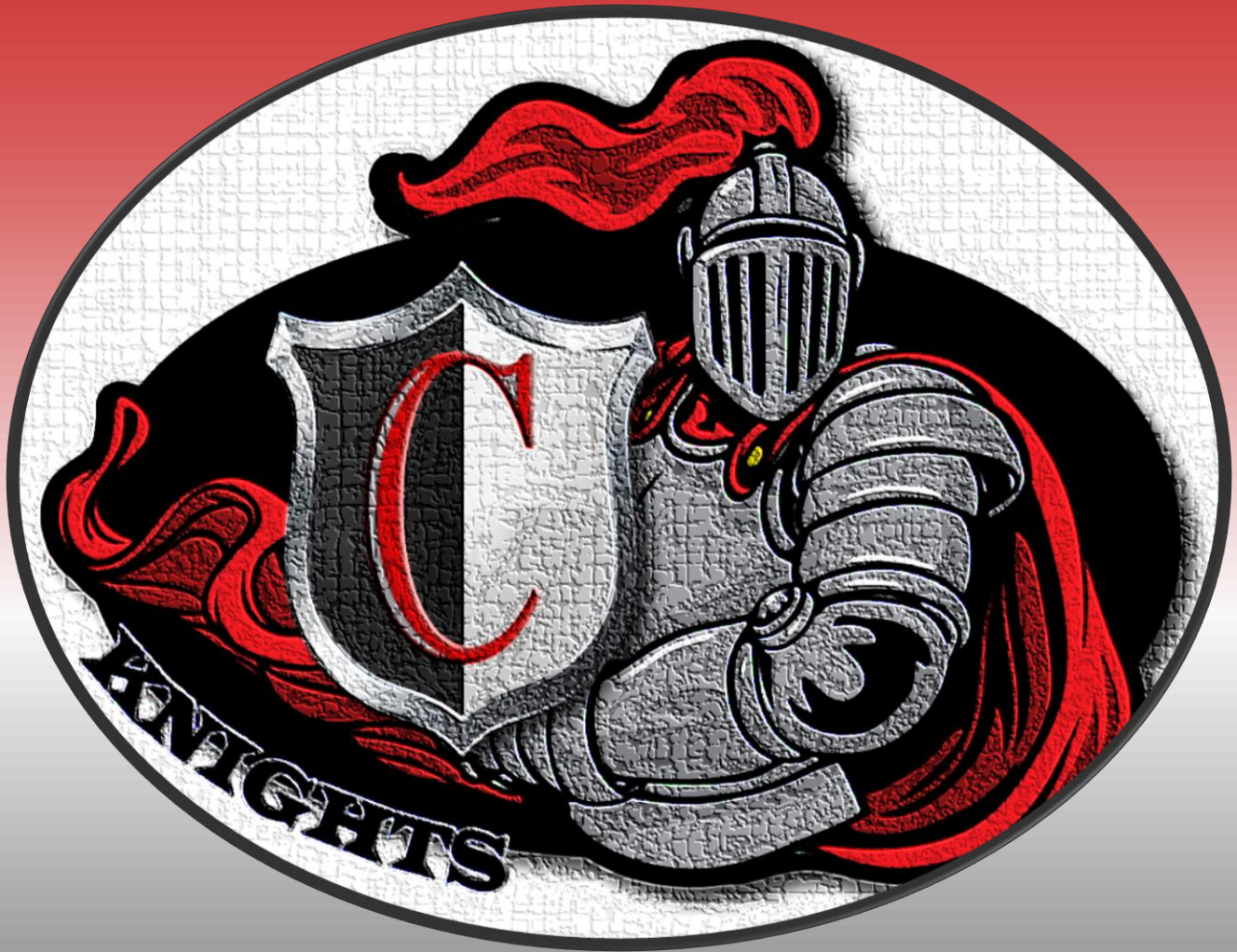


# CREEKSIDE HIGH SCHOOL



## COURSE CATALOG

2025-2026

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**MASTER CALENDAR**  
**2025-2026 School Year**  
*Board Approved 3-13-2023*

Monday	August 4, 2025	Optional Teacher Planning Day
Tuesday-Friday	August 5, 6, 7, 8, 2025	Teacher Pre-Planning
<b>Monday</b>	<b>August 11, 2025</b>	<b>Students Report to Class</b>
Monday	September 1, 2025	Labor Day- Student/Teacher Holiday ✓
Friday	September 19, 2025	Teacher Inservice Day - Student Holiday ✓
Friday	October 10, 2025	First Quarter Ends
Monday	October 13, 2025	Teacher Planning Day-Student Holiday ✓
Tuesday	November 11, 2025	Veterans Day - Student/Teacher Holiday ✓
Monday - Friday	November 24-28, 2025	Thanksgiving Break - Student/Teacher Holiday ✓
Friday	December 19, 2025	Second Quarter/First Semester Ends *
Monday - Thursday	Dec. 22, 2025-Jan. 1, 2026	Winter Break - Student/Teacher Holiday
Friday	January 2, 2026	Teacher Planning Day-Student Holiday ✓
Monday	January 5, 2026	Classes Resume for Students/Second Semester Begins
Monday	January 19, 2026	Martin Luther King Jr Day - Student/Teacher Holiday ✓
Friday	February 13, 2026	Teacher Inservice Day - Student Holiday ✓
Monday	February 16, 2026	Presidents' Day - Student/Teacher Holiday ✓
Thursday	March 12, 2026	Third Quarter Ends
Friday	March 13, 2026	Teacher Planning Day-Student Holiday
Monday-Friday	March 16-20, 2026	Spring Break - Student/Teacher Holiday
Monday	March 23, 2026	Classes Resume for Students
Monday - Friday	March 30 - April 10, 2026	B.E.S.T. Writing Assessment - Grades 4-10 (Tentative)
Friday	April 3, 2026	Student / Teacher Holiday
Friday-Thursday	May 1-May 28, 2026	FAST Testing (Reading, Math & Science) Grades 3-10
Friday - Friday	May 1-29, 2026	EOCs, AP, IB, District Exams
Monday	May 25, 2026	Memorial Day - Student/Teacher Holiday
Friday	May 29, 2026	<b>Last Day for Students*Fourth Quarter Ends</b>
Monday	June 1, 2026	Last Day for Teachers - Teacher Planning Day
	May - TBA	Graduations (Schools/Locations TBD)

\***ALL Schools** will be dismissed **1 hour** early on Dec 19, 2025 and May 29, 2026

**All Schools** participate in a weekly early release on Wednesday: Elementary @1:45, Middle @12:50, High @ 2:50

Interims Issued: September 10, 2025	Report Cards: October 22, 2025
Interims Issued: November 13, 2025	Report Cards: January 15, 2026
Interims Issued: February 10, 2026	Report Cards: March 26, 2026
Interims Issued: April 28, 2026	Report Cards: May 29, 2026 - * Elementary only

✓ Denotes hurricane make-up days

Optional planning day may "Flex" for any Planning Day or Post Planning day as pre-approved by Principal

CHARACTER COUNTS! In St. Johns County

Pillars of the Month

August - All Pillars    October - Responsibility    December - All Pillars    February - Caring    April - All Pillars  
 September - Fairness    November - Citizenship    January - Respect    March - Trustworthiness    May - Citizenship

(Emphasis on Patriotism)

## School Profile



### Community

St. Johns County is bordered by the Atlantic Ocean on the east, the picturesque St. Johns River on the west, metropolitan Jacksonville on the north and rapidly growing Flagler County on the south. Year-round mild temperatures, miles of sandy beaches, the distinction of having America's Oldest City (St. Augustine), and an internationally recognized sports haven, all add to the allure of the county to both residents and tourists alike. Located in the northwest quadrant of St. Johns County, Creekside High School (CHS) officially opened the doors to its first students on August 22, 2008. Creekside High School has received grade of "A" from the Florida Department of Education.

### Mission Statement

The mission of Creekside High School is to provide students with an opportunity to achieve academic, athletic, fine arts and extra-curricular excellence, within a safe and secure learning environment. Creekside High school staff and students will strive to model and support the six pillars of character counts. The six pillars of character are Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship.

### Vision Statement

The vision of Creekside High School is to inspire good character and a passion for lifelong learning in all students, creating educated and caring contributors to the world.

## **Knights Code of Honor**

Respect others and yourself at all times.

Show good character every day.

Set goals, stay focused.

Think and act like a leader.

Strive for excellence.

## **Alma Mater**

Mid longleaf pine and palm tree our alma mater stands, and

from her sons and daughters true unity commands. In

knowledge, truth, and wisdom, with love and loyalty, All

hail O' mighty Creekside, we sing to honor thee.

As Knight's we'll bear your colors, your honor we'll defend. And

through the years remember each true and treasured friend. Then

as we journey onward, in each echoed memory, All

hail O' mighty Creekside we'll sing to honor thee.

## Grade Scale

Grade	Descriptor	Standard	Honors	DE, AP
A = 90-100	Outstanding Progress	4	4.5	5
B = 80-89	Above Average Progress	3	3.5	4
C = 70-79	Average Progress	2	2.5	3
D = 60-69	Lowest Acceptable Progress	1	1.5	2
F = 59-0	Failure	0	0	0

## GRADE FORGIVENESS

### Grade Forgiveness of High School Credit by Middle School Students

High school level courses taken below grade 9 may be used to satisfy high school graduation requirements and Bright Futures award requirements. Middle school students who have taken high school courses may receive grade forgiveness if they have earned a grade of C, D or F or the numerical equivalent of C, D or F. In such case, the district forgiveness policy must allow the replacement of the grade with a grade of C or higher, or the numerical equivalent of a grade of C or higher, earned subsequently in the same or comparable course. For a grade of A or B the course and grade cannot be forgiven and will appear on the student's high school transcript and will be used in the calculation of high school grade point average and for Bright Futures.

### Grade Forgiveness for High School Students

State law requires a cumulative 2.0 GPA to graduate. Forgiveness policies for required courses shall be limited to replacing a grade of D or F, or their numerical equivalent, with a grade of C or higher, or its numerical equivalent, earned subsequently in the same or comparable course.

Forgiveness policies for elective courses shall be limited to replacing a grade of D or F, or their equivalent, with a grade of C or higher, or its equivalent, earned subsequently in another course. These restrictions on forgiveness do not apply to students below grade 9 taking high school courses.

**Any course credit not replaced according to the district's forgiveness policy shall be included in the calculation of the cumulative GPA required for graduation. All courses and grades must be included on the student's transcript. Schools may not count the best 24 credits for all courses taken to meet the cumulative GPA for graduation requirements.**

The district's forgiveness policy is for the express purpose of assisting students in meeting the requirement to attain a minimum grade point average necessary to graduate from high school. Schools do not have the authority to purge a student record to delete the first grade of D or F. Student records cannot be altered at any time unless it has been determined that the information is inaccurate or a violation of the privacy or other rights of the student.

If an "F" is received in a course required for graduation, the student is strongly encouraged to repeat the course as soon as possible. Please note that failure to earn a full credit in a year-long course required for graduation may keep a student from going on to a higher course in that subject area. See your Guidance Counselor for more information on retaking a course.

A student is cautioned NOT to repeat courses for which credit has already been received. No credit will be awarded the second time. Courses in which one earns a C or higher may NOT be retaken to improve a grade.

## **ACADEMIC RECOVERY LABS**

A review of student academic and attendance records will be conducted prior to the start of school and at the end of each semester. Students meeting the criteria listed below shall be considered for an opportunity to participate in the Academic Recovery Labs. These labs are an option, not a requirement for students:

- who are not on schedule to graduate with their cohort – short in credits,
- with a GPA below a 2.0 – in danger of not graduating, or
- who meet one or more of the grade forgiveness criteria.

Students should move through the correct progression of the curriculum before the academic grade recovery lab is allowed when the GPA is above a 2.0. Students must receive a grade of D or F in order to retake a class.

Due to National Collegiate Athletic Association (NCAA) eligibility requirements, academic recovery lab courses are not recommended for prospective NCAA Division I and II athletes. For additional information, see:

<http://www.ncaa.org/>.

## **SJVS/FLVS GUIDELINES FOR HIGH SCHOOL**

- Learning Labs have been established at each high school to assist in student access to virtual courses. Students enrolled in these labs will be held to daily class attendance requirements even if course is completed prior to the end of the enrolled semester.
- It is recommended that students have a 2.0 or higher GPA OR score a level 3 or higher on the FSA in reading unless the student has medical or behavior issues that may limit success in the traditional classroom.
- Students must meet with school counselor to determine if placement in a SJVS/FLVS is academically appropriate for the student based on course prerequisites, the student's academic history and age and appropriateness of the course for the student's Customized Learning Path (CLP). ALL courses must be approved by the counselor.
- For students with disabilities, an IEP or 504 meeting will be held prior to determining whether placement in a SJVS/FLVS course is appropriate based on their individual needs.
- Students may not simultaneously be placed in the same course concurrently at a district high school and at SJVS/FLVS.

## **COURSE WEIGHTING**

\*An additional weight of .5 is added to Honors courses for grade point average (GPA) calculation.

\*\*An additional weight of 1.0 is added to Advanced Placement and Dual Enrollment courses for GPA calculation.

## **COURSE REGISTRATION**

Each spring or upon enrollment, students meet with a school counselor to select courses for the upcoming school year. Course placement is based on a review of pre and/or co-requisite courses, current grades, state assessment scores and teacher recommendations.

Course registration decisions include:

- Review of core course
- Selection of elective options
- Choice of traditional or virtual model
- Request for a reduced schedule for seniors and juniors\*

\* Possible reasons to reduce a schedule during the junior and/or senior year include:

- Travel time to DE courses on the college campus
- Advanced schedule – full time college is typically 4 or 5 courses per semester
- Employment or internship
- Medical situation
- Graduation requirements can be satisfied and Algebra I EOC and 10<sup>th</sup> Grade FAST ELA requirements have been met

## **COURSE REVIEW**

A Student Request Verification Form is available for review by parents and students in the Home Access Center (HAC) following course registration. Students may request a course change until the last day of school. Changing a course is at the discretion of the school based on student need and availability.

## **SCHEDULE CORRECTION REQUEST**

Once the student schedule is released, students may only request a schedule correction for the following reasons:

- Duplicate course
- Missing a course
- Misplaced/wrong level

## **Course Level Change**

Students enrolled in a yearlong course, may request a course change at the end of the semester, only if all the following conditions have been met:

- grade of D or F
- completion of a parent/legal guardian conference
- demonstration of the student seeking consistent academic assistance

Students enrolled in a half-credit course, may request a course change at the end of the quarter, only if all the following conditions have been met:

- a grade of D or F
- completion of a parent/legal guardian conference
- demonstration of the student seeking consistent academic assistance



Please Note:

- All requests will be honored based on availability
- Placement based on FAST ELA/EOC scores may supersede request

In the case of extenuating circumstances, a petition may be made on a case-by-case basis to the principal (or designee) for review of criteria to ensure proper course placement

After 21 days, the grade earned in the honors/AP class follows the student to the next course, but teachers have flexibility to adjust the transfer grade based on demonstrated mastery of standards in the new course.

Note-withdrawing from dual enrollment courses is governed by the college deadlines, not school policy.

## **HONORS or Advanced Course Placement**

The St. Johns County School District criteria for honors or advanced course placement are **one** of the following:

- **Grades – A grade of C or better in the previous honors course or a grade of A in the previous standard course**
- **FSA/FAST – Level 4 or 5 in appropriate area and not less than a level 3 in any area**
  - on Mathematics FSA/FAST for placement in honors mathematics classes.
  - on Reading FSA/FAST for placement in honors English, social studies and science or foreign language.
- **PSAT – A score of 480 or higher on an appropriate assessment.**
  - Math score for mathematics honors class placement.
  - Reading and/or language for English, social studies, science and foreign languages honors class placement
- **PLAN – A score of 170 (English), 210 (Math), or higher on the appropriate assessment**
  - Math score for mathematics honors class placement.
  - Reading and/or language for English, social studies, science and foreign languages honors class placement
- **Norm Referenced Test - Stanine of 7, 8, or 9 on an appropriate assessment.**
  - Math score for mathematics honors class placement.
  - Reading and/or language for English, social studies, science and foreign languages honors class placement

**Please Note:** Students with level 1 or 2 on their ELA-FSA/FAST will be placed in courses that provide targeted or intensive reading interventions and the students may not qualify for an honors level course.

## DUAL ENROLLMENT PLACEMENT CRITERIA

### St. Johns River State College

Students in grades 6-12 wishing to enroll as dual enrollment students (AA or AS degrees) at St. Johns River State College first must meet St. Johns County School District Honors Criteria. In addition, students must meet the following requirements:

- demonstrate readiness for college or career level course work,
- be seeking an associate in science college degree, or an associate in arts college degree,
- have a minimum 3.0 unweighted cumulative GPA,
- have demonstrated academic, social and emotional maturity to ensure success in college level study  
Students must have a 3.0 unweighted GPA,
- have a school counselor's and principal's approval,
- be limited to 10 hours of college credit enrollment per college semester,
- maintain a grade of C or better in each class to remain in the dual enrollment program,
- be aware that receiving a grade of D or F, or withdrawing (W) for any course results in ineligibility to remain in the dual enrollment program, and
- provide acceptable results from the American College Test (ACT), the Scholastic Aptitude Test (SAT), the Common Placement Test (CPT) or another standardized placement test for college level English and math.
- Can only participate for 3 school years or 60 college credit hours.

•Provide acceptable results from the American College Test (ACT), the Scholastic Aptitude Test (SAT), the Post-Secondary Readiness Test (PERT) or another standardized placement test for college level English and math:

Test	All DE courses except for Math	MAC 1105 and STA 2023 <i>(not offered on CHS campus)</i>
SAT	<ul style="list-style-type: none"> <li>• 24 – Reading Sub score &amp;</li> <li>• 25 – Writing Sub score</li> </ul>	<ul style="list-style-type: none"> <li>• 25 – Math Sub score</li> </ul>
ACT	<ul style="list-style-type: none"> <li>• 19 – Reading Section &amp;</li> <li>• 17 – English Section</li> </ul>	<ul style="list-style-type: none"> <li>• 21 – Math Section</li> </ul>
PERT	<ul style="list-style-type: none"> <li>• 106 Reading Section &amp;</li> <li>• 103 Writing Section</li> </ul>	<ul style="list-style-type: none"> <li>• 123 – Math Section</li> </ul>
CLT	<ul style="list-style-type: none"> <li>• 38 or higher Sum of Verbal Reasoning and Grammar/Writing</li> </ul>	<ul style="list-style-type: none"> <li>• 19-40</li> </ul>

### First Coast Technical College (FCTC)

Students wishing to be placed in dual enrollment classes at First Coast Technical College must fulfill the following requirements:

- be in grade 10, 11 or 12,
- have a 2.0 or higher GPA upon entry,
- be on track for graduation
- complete the dual enrollment/registration form including all required signatures,
- complete assessment testing within six weeks of program entry (if not completed, as recommended, prior to entry)
- maintain a grade of C or above average in selected dual enrollment program(s).



# GRADUATION REQUIREMENTS

Academic Advisement Students Entering Grade 9 in 2023-2024 and Thereafter

## What Students and Parents Need to Know

### What options lead to a standard diploma?

Successful completion of one of the following options:

- 24 credits
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) curriculum
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway (See section [s.] [1003.4282](#), Florida Statutes [F.S.]

### What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts (ELA) or a concordant score
  - Algebra 1 end-of-course (EOC) or a comparative score
- A waiver of assessment results is granted by the Individual Educational Plan (IEP) team for students with disabilities. Additionally, students who have been enrolled in an English for Speakers of Other Languages (ESOL) program for less than two years may meet the requirement for grade 10 ELA by satisfactorily demonstrating grade level expectations of formative assessments.

Refer to [Graduation Requirements for Florida's Statewide Assessments](#) for concordant and comparative scores.

Students enrolled in the following courses must participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade\*:

- Algebra 1
- Geometry
- Biology
- U.S. History

\*Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (Credit Acceleration Program [CAP]). (See s. [1008.22](#), F.S.)

### What is the difference between the 18-credit ACCEL option and the 24-credit option?

- 2.5 elective credits instead of 7.5
- Physical Education is not required

### What is the difference between the CTE Pathway option and the 24-credit option?

- At least 18 credits are required
- 3.5 elective credits instead of 7.5
- 2 credits in CTE courses, must result in a program completion and industry certification
- 1.5 credits in work-based learning programs; Physical Education is not required
- Fine and Performing Arts, Speech and Debate, CTE or Practical Arts is not required

## 24-Credit Standard Diploma Requirements

Available To All Students, Including Students with Disabilities

4 Credits ELA
<p>ELA 1, 2, 3, 4</p> <p>ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment may satisfy this requirement</p>
4 Credits Mathematics*
<p>One of which must be Algebra 1 and one of which must be Geometry</p> <p>Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) **</p> <p>An identified computer science*** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)</p>
3 Credits Science*
<p>One of which must be Biology, two of which must be equally rigorous science courses</p> <p>Two of the three required course credits must have a laboratory component</p> <p>Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology)**</p> <p>An identified computer science*** credit may substitute for up to one science credit (except for Biology)</p>
3 Credits Social Studies
<p>1 credit in World History</p> <p>1 credit in U.S. History</p> <p>0.5 credit in U.S. Government</p> <p>0.5 credit in Economics</p>
0.5 Credit in Personal Financial Literacy****
1 Credit Fine and Performing Arts, Speech and Debate, Career and Technical Education, or Practical Arts*
1 Credit Physical Education*
<ul style="list-style-type: none"> <li>• To include the integration of health</li> </ul>
7.5 Elective Credits
<p><b>Students must earn a 2.0 unweighted grade-point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments.</b></p>

\*Eligible courses are specified in the [Florida Course Code Directory](#). \*\*[Industry certifications](#) for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute for mathematics and science credit.

\*\*\*A computer science credit may not be used to substitute for both a mathematics and science credit.

\*\*\*\*This requirement was added for students entering grade nine 2023-2024 and thereafter.

**Academic Advisement**  
**Students Entering Grade 9 in 2023-2024 and Thereafter**  
**What Students and Parents Need to Know**

**Scholar Diploma Designation**

In addition to the requirements of s. [1003.4282](#), F.S., a student must satisfy the following requirements:

- Earn 1 credit in Algebra 2 or an equally rigorous course
- Pass the Geometry EOC
- Earn 1 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC++
- Earn 1 credit in Chemistry or Physics
- Earn 1 credit in a course equally rigorous to Chemistry or Physics
- Pass the U.S. History EOC++
- Earn 2 credits in the same World Language
- Earn at least 1 credit in an AP, IB, AICE or a dual enrollment course

\*\*Special note: A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB, or AICE Biology 1 or U.S. History course; takes the respective AP, IB or AICE assessment; and earns the minimum college credit.

**Industry Scholar Diploma Designation**

- Meet standard high school diploma requirements
- Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)

**What is CAP?**

The CAP allows a student to earn high school credit if the student passes an AP examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include:

- Algebra 1
- Geometry
- Biology
- U.S. History

**What are the additional graduation options for students with disabilities?**

Students, in collaboration with parents and the IEP team, may choose two additional standard diploma options available only to students with disabilities. Both allow students to substitute a CTE course with related content for one credit in ELA 4, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History).

The two options are as follows:

- Students with a most significant cognitive disability may earn credits via access courses and be assessed via an alternate assessment.
- Students enrolled in the academic and employment option must earn at least 0.5 credit via paid employment in addition to meeting the standard diploma graduation requirements.

**State University System**

Admission into Florida's [State University System](#) (SUS) institutions is competitive. Prospective students should complete a rigorous course of study in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements (credit earned by industry certification does not count for SUS admission):

- High school graduation with a standard diploma, a minimum of a 2.5 GPA and admission test scores meeting minimum college-ready test scores per Board of Governors (BOG) Regulation 6.008
- 16 credits of approved college preparatory academic courses per BOG Regulation 6.002
- 4 English (3 with substantial writing)
- 4 Mathematics (Algebra 1 level and higher)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language or other equivalents)
- 2 approved electives

**Florida College System**

The 28 colleges of the [Florida College System](#) serve more than 650,000 students. Colleges offer affordable and stackable workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor's degree program. All colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who earned a standard high school diploma or an equivalent diploma, or earned college credit.

**Career and Technical Colleges and Centers**

Florida also offers students 49 accredited career and technical colleges or centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.

[Career, Adult and Technical Education District Postsecondary Institutions](#)

**Where is information on financial aid located?**

The Florida Department of Education's Office of Student Financial Assistance administers a variety of postsecondary educational statefunded grants and scholarships. [Office of Student Financial Assistance](#)

For more detailed information on Graduation Requirements visit the Florida Department of Education's webpage at <https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/>.

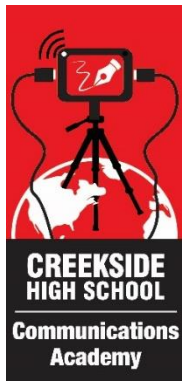
## **AP CAPSTONE AND THE AP INTERNATIONAL DIPLOMA**

Some students completing the Advanced Scholar Progression might also qualify for the Advanced Placement International Diploma (APID) or the AP Capstone Diploma, issued by the College Board upon graduating from Creekside High School. These are not substitutes for a high school diploma, but provide additional certification of academic excellence.

The AP Capstone Diploma can be earned by any student who earns a score of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing. Students who earn scores of 3 or higher on both AP Seminar and AP Research but not on four additional AP Exams receive the AP Seminar and Research Certificate.

The AP International Diploma (APID) is a globally recognized certificate awarded to students who display exceptional achievement across a variety of disciplines. For more information and the requirements of the AP International Diploma, visit <https://apcentral.collegeboard.org/score-reports-data/awards/international-diploma>

# CREEKSIDE CAREER ACADEMIES



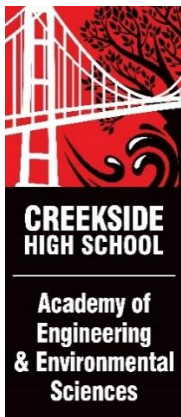
Students participate in a STEM program that focuses on two strands: Digital Media Technology and TV Production.

- Digital Media Technology is designed to offer a broad foundation of knowledge and skills to prepare students for employment in digital media, new media, and multimedia positions using Adobe products. Students may obtain industry professional certifications in Adobe Photoshop, Illustrator, In Design, Premiere Pro, and After Effects.
- The focus of the TV Production program offers a solid foundation with Adobe technology applications necessary for the TV industry, but also technical skills, such as scriptwriting, lighting, filming, directing, and field production. Creekside's TV Production students showcase their talents with the daily production of KNN, along with various special projects for the school and community. Students may obtain industry certifications in Adobe Premiere Pro and After Effects.



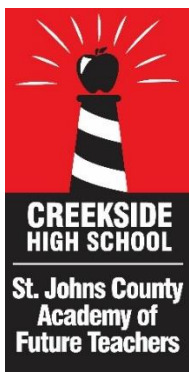
Students participate in a STEM program that focuses on two strands: Cybersecurity or Financial Technology (FinTech).

- The Cybersecurity STEM program offers a curriculum in the growing and critical field of Cybersecurity. Students will receive instruction and hands-on experience in computer and network security, security vulnerabilities, attack mechanisms, cryptographic systems as well as other security technology. Students will be given the opportunity to obtain the Information Technology Specialists (ITS) certifications in Networking and Network Security, CompTIA Tech+, and IC Council Ethical Hacker Essentials certification.
- The Financial Technology (FinTech) program is designed to provide students with an understanding of how technology works, an introduction to applications in financial services, and an added entrepreneurship component through hands-on problem-solving experiences that can be useful in FinTech applications and innovation. Students have the opportunity to gain Industry Certifications in CompTIA Tech+, Intuit Bookkeeping, Intuit QuickBooks, Project Management, and Entrepreneurship and Small Business.



Students participate in a STEM program that focuses on two strands: Engineering and Environmental Science.

- The focus of the Engineering program is for students to learn the skills and software needed to invent, innovate, design, manage, and build structures or machines necessary for various engineering careers. Students have an opportunity to earn industry certification in multiple Autodesk programs, Unmanned Safety Institute, Manufacturing Skills Standards Council (MSSC), Project Management, and Entrepreneurship and Small Business.
- The Environmental Sciences program focuses on the knowledge of federal, state, and local regulations; ecosystem awareness; water quality issues; air quality issues; managing hazardous materials; managing forests, wetlands, fisheries, and wildlife; planning and administering land use; protecting resources; conducting site assessments; sampling procedures; safety procedures; compliance monitoring and quality assurance procedures; and instruction in GIS technology and green building initiatives.



Working hand-on with our local schools, the St. Johns County Academy of Future Teachers explores the career of education using service learning, cutting-edge technology, and full-year internships. Fostering the next generation of educators, the program focuses on developing student leaders who will be the next caring contributors to the children of the future. Placing academic success at the forefront of the program, qualifying students have the opportunity to earn dual enrollment credit from St. Johns River State College and/or the University of North Florida. Graduates of the program can also qualify to sign the Memorandum of Understanding with the St. Johns County School Board. This agreement provides a salary incentive for graduates of the academy who return and are successfully hired to teach in St. Johns County.

# ACADEMY

## Environmental Science

### **Intro to Natural Resources 2 Honors**

Course No.: 8006220                      Credit: 1.0\*

Prerequisite: None

This course was developed as a core and is designed to develop competencies in the areas of Environmental Resources in agriculture, scientific investigation, laboratory safety, scientific and technological concepts, and the fundamentals of biotechnology.

### **Natural Resource Technology 3 Honors**

Course No.: 8006230                      Credit: 1.0\*

Prerequisite: Intro to Natural Resources 2

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 Agriculture, Food and Natural Resources 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 Agriculture, Food and Natural Resources career cluster.

### **Natural Resource Management 4 Honors**

Course No.: 8006240                      Credit: 1.0\*

Prerequisite: Natural Resource Technology 3

This course is designed to develop competencies in the areas of land management, weather systems, wildlife programs, commodity and non-commodity resources, sustainable agriculture and environmental research.

### **Natural Resource Management 5 Honors**

Course No.: 8006240                      Credit: 1.0\*

Prerequisite: Natural Resource Technology 4

This course is designed to develop competencies in the management of pests and ecosystems, planning and administering land usage, ecology restoration,

career opportunities; scientific and research concepts; principles of leadership; and employability, and human relations skills. Laboratory-based activities are an integral part of this course. These include the safe use and application of appropriate technology, scientific testing and observation equipment.

## Engineering

### **Applied Engineering 1 Honors**

Course No.: 8401110                      Credit: 1.0\*

Prerequisite: None

This course helps students understand the field of engineering/engineering technology and prepares them for postsecondary engineering programs by developing a more in-depth mastery of the associated mathematics, science, and technology knowledge and skills, as well as concerns about the social and political implications of technological change.

### **Applied Engineering 2 Honors**

Course No.: 8401120                      Credit: 1.0\*

Prerequisite: Applied Engineering 1

This course provides students with opportunities to further their mastery of engineering-related math and science principles to design solutions to real world problems. The course also includes a more in-depth look into the relationship between technology and design.

### **Applied Engineering 3 Honors**

Course No.: 8401130                      Credit: 1.0\*

Prerequisite: Applied Engineering 2

This course provides opportunities for students to apply their acquired knowledge and skills in engineering scenarios. The course features multiple options for providing context-based projects oriented to specific fields of engineering. This feature enables instruction in complex projects involving multi-faceted project teams by providing instruction oriented to four key engineering disciplines: mechanical, electrical, civil, and environmental.

### **Advanced Applications Honors**

Course No.: 8601900                      Credit: 1.0\*

Prerequisite: Applied Engineering 3

This is a project-based capstone course to provide Engineering and Technology Education students with the opportunity to develop a project from "vision" to "reality". Students work in teams to design, engineer, manufacture, construct, test, redesign, test again, and then produce a finished "project".

### Cybersecurity

#### **Foundations of Programming Honors**

Course No.: 9007210                  Credit: 1.0\*

This course introduces concepts, techniques, and processes associated with computer programming and software development. 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.

#### **Computer and Network Security Fundamentals Honors**

Course No.:9001320                  Credit: 1.0\*

Prerequisite: IT Principles

This course introduces students to cybersecurity and provides them with essential computer and networking knowledge and skills, particularly those related to cybersecurity.

#### **Cybersecurity Essentials Honors**

Course No.: 9001330                  Credit: 1.0\*

Prerequisite: Computer and Network Security Fundamentals

This course provides students with insight into the many variations of vulnerabilities, attack mechanisms, intrusion detection systems, and some methods to mitigate cybersecurity risks, including certificate services and cryptographic systems.

#### **Operational Cybersecurity Honors**

Course No.: 9001340                  Credit: 1.0\*

Prerequisite: Cybersecurity Essentials

This course provides students with insight into the many ways in which computer systems can be secured, countermeasures implemented, and risk assessment performed.

### Digital Media

#### **Digital Media/Multimedia Foundations 1**

Course No.: 8201210                  Credit: 1.0

This program provides competencies in presentation production issues, basic computer knowledge, illusion software, digital still photography, and photo editing software.

#### **Digital Media/Multimedia Foundations 2**

Course No.: 8201220                  Credit: 1.0

Pre-requisite: Digital Media 1

This course is an extension of Digital Media/Multimedia Foundations 1, but also includes competencies in advanced design, color modes, and fonts using Adobe InDesign. Students will build a print portfolio that includes business cards, posters, billboards, magazines, brochures, etc.

#### **Digital Media/Multimedia Foundations 3 Honors**

Course No.: 8201230                  Credit: 1.0\*

Pre-requisite: Digital Media 2

This course covers competencies using design layout software with Adobe InDesign. Students will also learn to use Adobe Premiere Pro, video editing software.

#### **Digital Media/Motion Graphics Production Honors**

Course No.: 8201620                  Credit: 1.0\*

This course covers competencies in preparing graphics for animation, video editing, and video post-production using Adobe Premiere Pro and Adobe After Effects. Students will create an electronic portfolio incorporating projects from all four years of the Academy program.

### Financial Technology

#### **Foundations of Programming Honors**

Course No.: 9007210                  Credit: 1.0\*

This course introduces concepts, techniques, and processes associated with computer programming and software development. 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.



### **Accounting Applications 1 Honors**

Course No.: 8203310      Credit: 1.0\*

Prerequisite: Foundations of Programming

This course emphasizes double-entry accounting; methods and principles of recording business transactions; the preparation of various documents used in recording income, expenses, acquisition of assets, incurrence of liabilities, and changes in equity; and the preparation of financial statements. The use of computers and appropriate software is required.

### **Business and Entrepreneurial Procedures Honors**

Course No.: 8215120      Credit: 1.0\*

Prerequisite: Accounting Applications 1

This course is designed to provide an introduction to business organization, management, and entrepreneurial principles. Topics include communication skills, various forms of business ownership and organizational structures, supervisory/management skills, leadership skills, human resources management activities, business ethics, and cultural diversity. Emphasis is placed on job readiness and career development. The use of computers is an integral part of this program.

### **Business Analysis**

Course No.: 8301120      Credit: 1.0\*

Prerequisite: Business & Entrepreneurial Procedures

This course is designed to provide a higher level of understanding of business systems, accounting concepts, working with financial information, data analysis skills, managing business information with appropriate software, requirements analysis of information systems, data modeling, and database management.

### Teaching

#### **Introduction to the Teaching Profession**

Course No.: 8909010      Credit: 1.0

This course is designed to focus on the profession of teaching and related careers – history, purposes, issues, ethics, laws and regulations, roles, and qualifications. Emphasis is placed on identifying the current, historical, philosophical and social perspectives of American education, including trends and issues. During the course students will participate in a minimum of 20 hours of guided

observations and field experiences in multiple settings to help them assess their personal interest in pursuing careers in this field and to identify effective learning environments. Students will begin the development of a working portfolio to be assembled upon completion of the program. The course is also designed for students to learn about leadership and skill opportunities afforded through participation in CTSO activities.

### **Human Growth and Development**

Course No.: 8909020      Credit: 1.0

Prerequisite: Introduction to the Teaching Profession

This course prepares students to understand the nature of human development from conception through adolescence and the connection of the students' development and plans for working with students. Emphasis is placed on theories of physical, cognitive, and psychosocial development, the effect of heredity and the environment, the role of caregivers and the family, health and safety concerns, and contemporary issues. Students will participate in a minimum of 30 hours of planned, guided observations of children from birth through adolescence in a variety of settings to help students further understand theories of human development. Students will continue to develop the components of his or her working portfolio to be assembled upon completion of the program.

### **Foundations of Curriculum and Instruction Honors**

Course No.: 8909030      Credit: 1.0\*

Prerequisite: Human Growth and Development

This course is designed for students to develop the knowledge and skills of curriculum delivery models in response to the developmental needs of all children. Students will develop various instructional materials and activities to promote learning, classroom management strategies, and a supportive classroom environment.

### **Principles of Teaching Internship**

Course No.: 8909040      Credit: 1.0

Prerequisite: Foundations of Curriculum and Instruction

The course is designed for students to apply their knowledge in real world education settings. Students must complete a minimum of 150 hours of internship in an approved setting based on students' area of interests. The internship is designed for students to work with a mentor teacher to provide daily supervision and provide the students the opportunities to integrate content and pedagogical knowledge. Students will be observed by the instructor using the local school district's approved formal observation process during the internship. The student will submit a completed portfolio by the end of the course for feedback.

### Academy Elective

#### **AP Computer Science Principles**

Course No.: 0200335                      Credit: 1.0\*\*

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions.

#### **Business Ownership**

Course No.: 8812000                      Credit: 1.0\*

The purpose of this course is to prepare students for careers as entrepreneurs, present entrepreneurship as a career path worthy of consideration, provide students with the skills needed to realistically evaluate their potential as business owners and to develop the fundamental knowledge and skills necessary to start and operate a business.

## **ART**

Visual Art Class fees – All Studio classes <sup>PF</sup>

AP Art & IB Art classes <sup>PF</sup>

#### **AP Art History** <sup>PF</sup>

Course No.: 0100300                      Credit: 1.0\*\*

Prerequisite: Meet Honors Criteria and Teacher Recommendation

The purpose of this course is to introduce students to the appreciation of works of art, the intelligent examination of works of art, and to the major forms of artistic expression in Western art from 1400 to the present. **Students are expected to take a final AP exam.**

#### **AP Art: Drawing** <sup>PF</sup>

Course No.: 0104300                      Credit: 1.0\*\*

Prerequisite: Teacher Recommendation

The purpose of this course is to give advanced students the opportunity to develop quality, concentration, discipline and breadth in drawing. **Students are expected to take a final AP exam.**

#### **AP Studio Art: 2-D Design or Drawing** <sup>PF</sup>

Course No.: 109350                      Credit: 1.0\*\*

Prerequisite: Meet Honors Criteria, Teacher Recommendation.

This Advanced Placement course is intended to address a very broad interpretation of two-dimensional (2-D) design issues. This type of design involves purposeful decision-making about how to use the elements and principles of art in an integrative way. The course is for the advanced student who wishes to seek AP credit through submitting a portfolio of work for consideration by the College Board. **Students are expected to take a final AP exam.**

#### **AP Studio Art: 3-D Design** <sup>PF</sup>

Course No.: 0109360                      Credit: 1.0\*\*

Prerequisite: Meets Honors Criteria, Teacher Recommendation,

This Advanced Placement course is intended to address a very broad interpretation of sculptural issues in three-dimensional (3-D) design. Such elements and concepts may be articulated through additive, subtractive and/or fabrication processes. It is for the advanced student who wishes to seek AP credit through submitting a portfolio of work for consideration by the College Board. **Students are expected to take a final AP exam.**

#### **2-D Studio Art I** <sup>PF</sup>

Course No.: 0101300                      Credit: 1.0

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D)

artworks through the development of skills in drawing, painting, printmaking, collage, and/or design. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. *Art supplies may need to be purchased*

### **2-D Studio Art II** PF

Course No.: 0101310                      Credit: 1.0

Prerequisite: 2-D Studio Art I

Students develop and refine technical skills and create 2-D compositions with a variety of media in drawing, painting, printmaking, collage, and/or design. Student artists sketch, manipulate, and refine the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. *Additional art supplies may need to be purchased.*

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

Course No.: 0101320                      Credit: 1.0\*

Prerequisite: 2-D Studio Art II

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

### **3-D Studio Art I** PF

Course No.: 0101330                      Credit: 1.0

Prerequisite: None

Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instruction may include, but

is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Media may include, but are not limited to, clay, wood, plaster, and paper maché 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 3-D 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.

### **3-D Studio Art II** PF

Course No.: 0101340                      Credit: 1.0

Prerequisite: 3-D Studio Art I

Students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Instruction may include, but is not limited to, content in green or industrial design, 3-D sculpture, ceramics, or building arts. Processes and techniques for substitution include wheel-thrown clay, glaze formulation and application, or extruded, cast, draped, molded, laminated, or soft forms. Media may include, but are not limited to, clay, wood, metal, plaster, paper maché, and plastic with consideration of the workability, durability, cost, and toxicity of the media used. 3-D 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 3-D 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.

### **3-D Studio Art III Honors** <sup>PF</sup>

Course No.: 0101350      Credit: 1.0\*

Prerequisite: 3-D Studio Art II

Students communicate a sense of 4-D, motion, and/or time, based on creative use of spatial relationships and innovative treatment of space and its components. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Students address 4-D, the inter-relatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium (i.e., natural, artificial, or reflective), or flexible, entered, or activated space. Other concepts for exploration include tension, compression or expansion, intrusions or extrusions, grouping, proximity, containment, closure, contradiction, and continuity. 3-D artists experiment with processes, techniques, and media, which may include, but are not limited to, creating maquettes, casting and kiln-firing techniques, stone carving, mold making, or working with glass, cement, PVC piping, or structures scaled to human existence. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D 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.

### **Creative Photography I** <sup>PF</sup>

Course No.: 0108310      Credit: 1.0

Prerequisite: None

Students explore the aesthetic foundations of art making using beginning photography techniques. This course may include, but is not limited to, color and/or black and white photography via digital media and/or traditional photography. Students become familiar with the basic mechanics of a camera, including lens and shutter operation, compositional foundations, printing an image for display, and evaluating a successful print. Student photographers may use a variety of media and materials, such as 35mm black and white film, single

lens reflex camera, digital camera, darkroom, computer application, filters, various papers, digital output, photogram, cyanotypes, Sabatier effect, and pinhole photography. Craftsmanship and quality are reflected in the surface of the prints and the care of the materials. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works.

### **Creative Photography II** <sup>PF</sup>

Course No.: 0108320      Credit: 1.0

Prerequisite: Creative Photography I

Students experiment with a variety of photographic media and techniques, and make connections with historical and contemporary photographers to develop a focused body of work. This course may include, but is not limited to, researching the history of photography, making connections to contemporary and community photographers, critiquing with varied techniques, and experimenting with a variety of photographic media. Processes and techniques include, but are not limited to, handcrafted pinhole cameras, hand-tinted photographs, mixed media, cyanotypes, medium format, photo collage, cross-processing, creative filters, infrared and slide film, night photography, macro, panoramic, and/or digital output via a variety of media. Craftsmanship and quality are reflected in the surface of the prints, care of the materials, attention to compositional conventions, and expression of ideas and feelings. Photographers use an art criticism process to evaluate, explain, *Owning a 35mm camera and/or a digital camera is recommended.*

### **Creative Photography III Honors** <sup>PF</sup>

Course No.: 0108330      Credit: 1.0\*

Prerequisite: Creative Photography II

Students lead a focused investigation of a subject matter from ideation to completion. Students select a theme, develop a concept, and prepare the work for public viewing, portfolio, distribution, and/or exhibit. This course may include, but is not limited to, research, collaboration, installation, history of photography, making connections to contemporary and community photographers, and critiquing with varied techniques. Processes, techniques, and media may include, but are not limited to, video, film, high speed photography, studio lighting, flash, long exposure, formal portraiture, large format, HDR, RAW processing, and digital output on a variety of

media, including non-traditional materials. Craftsmanship and quality are reflected in the surface of the print, care of the materials, attention to compositional conventions, the display setting, and expression of ideas and feelings. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. *Student is recommended to have either a 35 mm camera, a 10 mega pixel (or higher) digital camera with manual settings.*

### **Portfolio I, II, or III Honors** PF

Course No.: 0109310                      Credit: 1.0\*

Prerequisite: 2D Studio Art, 3D Studio Art, Creative  
Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in drawing, painting, printmaking, and/or mixed media that emphasizes line quality, rendering of form, composition, surface manipulation, and/or illusion of depth. Students regularly reflect on aesthetics and art issues individually and as a group, and focus on expressive content that is progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. *Additional art supplies may need to be purchased*

## **Digital Video Technology**

### **Digital Video Technology 1 Honors**

Course No.: 8201410                      Credit: 1.0\*

Prerequisites: None

This course provides students with an introduction to the digital video production process; content includes safe work practices, planning a production set, designing lighting plans, camera operation, and audio/video recording, mixing, and editing. This is a level 3 Course, Honors Weighting.

### **Digital Video Technology 2 Honors**

Course No.: 8201420                      Credit: 1.0\*

Prerequisites: Digital Video Technology 1

This course provides students with intermediate level instruction in the digital video production process. This is a level 3 Course, Honors Weighting.

### **Digital Video Technology 3 Honors**

Course No.: 8201430                      Credit: 1.0\*

Prerequisites: Digital Video Technology 2

Students will participate in the digital video preproduction, production, and post-production processes. This is a level 3 Course, Honors Weighting.

### **Digital Video Technology 4 Honors**

Course No.: 8201440                      Credit: 1.0\*

Prerequisites: Digital Technology 3

Students will demonstrate proficiency in all phases of the digital video production process (pre-production, production, post-production). This is a level 3 Course, Honors Weighting

# EXCEPTIONAL EDUCATION

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 points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

## **Access Biology I**

Course No: 7920015

## **Access Earth/Space Science**

Course No: 7920020

## **Access Integrated Science**

Course No: 7920025

## **Access Hope**

Course No.: 7915015

## **Access Liberal Arts Math**

Course No: 7912070

## **Access Algebra 1A**

Course No: 7912080

## **Access Algebra IB**

Course No: 7912090

## **Access Geometry**

Course No.: 7912065

## **Access English 1**

Course No: 7910120

## **Access English 2**

Course No: 7910125

## **Access English 3**

Course No: 7910130

## **Access English 4**

Course No: 7910135

## **Access World History**

Course No: 7921027

## **Access US History**

Course No.: 7921015

## **Access Government**

Course: 7921015

## **Access Economics**

Course: 7921022

## **Preparation for Post-school Adult Living**

Course No.: 7963010

Credit: Multiple

The purpose of this course is to enable students with disabilities to acquire the knowledge and skills needed to prepare for post-school adult living.

## **Career Preparation**

Course No.: 7980110

Credit: Multiple

The purpose of this course is to enable students with disabilities to acquire the career knowledge and skills necessary to identify career options, obtain community resources and develop work-related behaviors. The course will provide a foundation for further progress toward achieving the student's desired post-school outcomes related to a career.

## **Career Experiences**

Course No.: 7980120

Credit: Multiple

The purpose of this course is to enable students with disabilities to further develop the career knowledge and skills necessary to identify career options, access community resources, and practice work-related behaviors. The course will provide guided practice and experiences in school and community work situations aimed at further progress toward achieving the student's desired post-school outcomes related to a career.

## **Career Placement**

Course No.: 7980130

Credit: Multiple

The purpose of this course is to enable students with disabilities to use the career knowledge and skills necessary to identify career options, access community resources and apply work-related behaviors. The course will provide placement in a job in the community aimed at further progress toward achieving the student's desired post-school outcomes related to a career.

## **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.

## **Learning Strategies**

Course No.: 7963080

Credit: Multiple

The purpose of this course is to provide instruction that enables students with disabilities to acquire and use strategies and skills to enhance their independence as learners in educational and community settings.

### **Access Visual & Performing Arts**

Course Number: 7967010 Credit: 1.0

Prerequisite: None

The purpose of this course is to enable students with disabilities to develop a knowledge and appreciation of the visual and performing arts. There will be particular emphasis on the visual arts.

## **EXPERIENTIAL EDUCATION**

### **Executive Internship I**

Course No.: 0500300 Credit: 1

Prerequisite: SENIORS ONLY!

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

### **Executive Internship II**

Course No.: 0500310 Credit: 1

Prerequisite: SENIORS ONLY!

The purpose of this course is to supplement the existing curriculum by providing community internships. Students apply textbook learning, leadership skills and understanding in challenging and creative professional areas.

### **Executive Internship III**

Course No.: 0500320 Credit: 1

Prerequisite: SENIORS ONLY!

The purpose of this course is to further refine and apply technical skills and competencies for leadership within specific professional areas.

### **Voluntary Public Service**

Course No.: 0500370 Credit: 17.5 Service Hours

Prerequisite: SENIORS ONLY!

The purpose of this course is to develop an appreciation of the concept of service to the community and to develop skills necessary to evaluate the impact of service to others.

## **Interdisciplinary**

### **AP Capstone Seminar**

Course No.: 1700500 Credit: 1.0\*\*

AP Seminar is a foundational course that engages student in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances.

### **AP Capstone Research**

Course No.: 1700510 Credit: 1.0\*\*

Prerequisite: AP Capstone Seminar and Teacher Recommendation.

AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan and conduct a year-long research-based investigation to address a research question.

# Language Arts

## English 1

Course No.: 1001310                      Credit: 1.0

Prerequisite: None

The purpose of this course is to build upon previous years' language arts experiences, emphasizing a survey of literary genres, the writing process, reading strategies, study skills and vocabulary development.

## English I Honors

Course No.: 1001320                      Credit: 1.0\*

Prerequisite: Meet Honors Criteria

The purpose of this course is to build upon previous years' language arts experiences through accelerated, in depth studies emphasizing a survey of literary genres, writing process, reading strategies, study skills and vocabulary development.

## English II

Course No.: 1001340                      Credit: 1.0

Prerequisite: English I

The purpose of this course is to build upon previous years' language arts experiences emphasizing a survey of world literature, advanced reading strategies, modes of writing including expository, persuasive, narrative and descriptive.

## English II Honors

Course No.: 1001350                      Credit: 1.0\*

Prerequisite: English I and Meet Honors Criteria

The purpose of this course is to build upon previous years' language arts experiences through accelerated, in-depth studies emphasizing a survey of world literature, advanced reading strategies, modes of writing including expository, persuasive, narrative and descriptive.

## English III

Course No.: 1001370                      Credit: 1.0

Prerequisite: English II

The purpose of this course is to build upon previous years' language arts experiences and to emphasize the research process and a survey of American literature.

## English III Honors

Course No.: 1001380                      Credit: 1.0\*

Prerequisite: English II and Meet Honors Criteria

The purpose of this course is built upon previous years' language arts experiences through accelerated, in-depth studies emphasizing the research process and a survey of American literature.

## AP English Language and Composition

Course No.: 1001420                      Credit: 1.0\*\*

Prerequisite: Meet Honors Criteria

The purpose of this course is to provide students with an understanding of the semantic, structural and rhetorical resources of the English language as they relate to the principles of effective writing. The course also provides a variety of writing opportunities calling for the use of different styles and tones.

**Students are expected to take a final AP exam.**

## English IV

Course No.: 1001400                      Credit: 1.0

Prerequisite: English III

The purpose of this course is to build upon previous years' language arts experiences and to emphasize a survey of British literature and post-secondary writing applications. \*The English courses of St. Johns County each incorporate the language arts strands of reading, writing, listening, language, literature, viewing and speaking as designated in the Sunshine State Standards.

## English IV Honors

Course No.: 1001410                      Credit: 1.0\*

Prerequisite: English III and Meet Honors Criteria

The purpose of this course is to build upon previous years' language arts experiences through accelerated, in-depth studies emphasizing a survey of British literature and post-secondary writing applications. \*The English courses of St. Johns County each incorporate the language arts strands of reading, writing, listening, language, literature, viewing and speaking as designated in the Sunshine State Standards.



### **AP English Literature and Composition**

Course No.: 1001430                      Credit: 1.0\*\*

Prerequisite: Meet Honors Criteria

The purpose of this course is to study and practice writing and to study literature. Students will learn to use the modes of discourse and recognize the assumptions underlying various rhetorical strategies. Students will also acquire an understanding of the resources of the language and of the writer's craft. They will develop critical standards for the appreciation of any literary work and increase their sensitivity to literature as shared experience.

**Students are expected to take a final AP exam.**

### **DUAL ENROLLMENT**

#### **Composition I (3 College Credits- 3 Hours)**

Course No.: ENC1101                      Credit: 1.0\*\*

Prerequisite: Meet Honors and Dual Enrollment Criteria (See page 6)

ENC 1101 is a course in paragraph and essay writing, incorporating some review of basic grammar. Students will learn to write essays that are unified, coherent and grammatically correct. An exit grade of "C" or higher is required. Composition I fulfills the junior year English requirement. ***If you choose to take ENC1101, ENC1102 will be taken concurrently. ENC1101 will be taken 1st semester and ENC1102 will be taken 2nd semester.***

#### **Composition II (3 College Credits- 3 Hours)**

Course No.: ENC1102                      Credit: 1.0\*\*

Prerequisite: ENC1101 with a grade of C or higher

The course includes detailed training in the methods and applications of expository writing and the process of logical thinking. Emphasis is placed on descriptive, persuasive and argumentative writing. Students will write a documented research paper. An exit grade of "C" or higher is required. Composition II fulfills the senior year English requirement.

#### **Reading for College Success**

Course No.: 1000410                      Credit: Multiple

Prerequisite: Administrative Placement

The purpose of this course is to provide remedial instruction and practice in reading skills for students reading below grade level.

### **Journalism 1-7 (Yearbook)**

Course No.: 1006300-1006341      Credit: 1.0

Prerequisite: Teacher Recommendation, Application Approval

The purpose of this course is to provide instruction in basic aspects of journalism and workshop experiences in journalistic production. Students serve on the yearbook committee.

#### **Creative Writing 1**

Course No.: 1009320                      Credit: 0.5

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

#### **Creative Writing 2**

Course No.: 1009330                      Credit: 0.5

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.

***If you choose to take Creative Writing I, Creative Writing 2 will be taken concurrently. Creative Writing 1 will be taken 1st semester and Creative Writing 2 will be taken 2nd semester.***

#### **Creative Writing 3 Honors**

Course No.: 1009331                      Credit: 1\*

Prerequisite: Creative Writing 1 and 2

The purpose of the course is to develop writing and language skills needed for individual expression in traditional poetic forms.

# MATHEMATICS

## Algebra I-A

Course No.: 1200370                      Credit: 1.0

Prerequisite: None

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 first of a two-year sequence of courses, Algebra 1-A and Algebra 1-B. Together, the two courses fulfill the Algebra 1 requirements (Course Number 1200310). There are two critical areas of this course: Relationships Between Quantities and Reasoning with Equations and Linear and Exponential Relationships. These critical areas deepen and extend understanding of the number system and of linear and exponential relationships by contrasting them with each other and by applying linear models to statistical 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 real-world scenarios.

**May be paired with Algebra 1.**

## Algebra I

Course No.: 1200310                      Credit: 1.0

Prerequisite: None

This course, or its equivalent, is a required course for graduation. The critical areas of this course deepen and extend understanding of the number system and of linear and exponential relationships by contrasting them with each other and by applying linear models to statistical data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The standards for these critical areas fall into three reporting categories: Algebra and Modeling; Functions and Modeling, and; Statistics and the Number System. 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 real-world scenarios. Students must participate in the End-of-Course examination.

## Algebra I Honors

Course No.: 1200320                      Credit: 1.0\*

Prerequisite: Meet Honors Criteria and Teacher Recommendation

This course is a rigorous study designed for the student who excels in both ability and performance in mathematics. The critical areas of this course deepen and extend understanding of the number system and of linear and exponential relationships by contrasting them with each other and by applying linear models to statistical data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The standards for these critical areas fall into three reporting categories: Algebra and Modeling; Functions and Modeling, and; Statistics and the Number System. 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 real-world scenarios. Students must participate in the End-of-Course examination.

## Math for College Liberal Arts

Course No.: 1207350                      Credit: 1.0

Prerequisite: Algebra I

In Mathematics for College Liberal Arts, instructional time will emphasize five areas: (1) analyzing and applying linear and exponential functions within a real-world context; (2) utilizing geometric concepts to solve real-world problems; (3) extending understanding of probability theory; (4) representing and interpreting univariate and bivariate data and (5) developing understanding of logic and set theory.

*All clarifications stated, whether general or specific to Mathematics for College Liberal Arts, are expectations for instruction of that benchmark.*

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.

### **Geometry**

Course No.: 1206310                      Credit: 1.0

Prerequisite: Algebra I and Teacher Recommendation

Geometry is a course designed for college bound students. In this course, students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The standards for this course fall into three critical areas (reporting categories): Congruence, Similarity, Right Triangles and Trigonometry; Circles, Geometric Measurement and Geometric Properties with Equations, and; Modeling with Geometry. 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 real world scenarios. This course emphasizes the relationship between Algebra and Geometry in preparation for Algebra 2.

### **Geometry Honors**

Course No.: 1206320                      Credit: 1.0\*

Prerequisite: Meet Honors Criteria, Algebra I or Algebra I Honors

This course is designed for the student who excels in both ability and performance in college preparatory mathematics. This is a rigorous study in which students will explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The standards for this course fall into three critical areas (reporting categories): Congruence, Similarity, Right Triangles and Trigonometry; Circles, Geometric Measurement and Geometric Properties with Equations, and; Modeling with Geometry. 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 real-world scenarios. Extensive out-of-class preparation is required. This

course emphasizes the relationship between Algebra and Geometry in preparation for Algebra 2 Honors.

### **Foundations Skills in Mathematics**

Course No.: 1200400                      Credit: 1.0 elective credit

Corequisite: May be paired with Geometry

This course supports students who need additional instruction in foundational mathematics skills as it relates to core instruction. Instruction will use explicit, systematic, and sequential approaches to mathematics instruction addressing all strands including number sense & operations, algebraic reasoning, functions, geometric reasoning and data analysis & probability. Teachers will use the listed benchmarks that correspond to each students' needs.

Effective instruction matches instruction to the need of the students in the group and provides multiple opportunities to practice the skill and receive feedback. The additional time allotted for this course is in addition to core instruction. The intervention includes materials and strategies designed to supplement core instruction.

### **Math for College Algebra**

Course No.: 1200710                      Credit: 1.0

Prerequisite: Geometry or LAM1

In Mathematics for College Algebra, instructional time will emphasize five areas: (1) developing fluency with the Laws of Exponents with numerical and algebraic expressions; (2) extending arithmetic operations with algebraic expressions to include rational and polynomial expressions; (3) solving one-variable exponential, logarithmic, radical and rational equations and interpreting the viability of solutions in real-world contexts; (4) modeling with and applying linear, quadratic, absolute value, exponential, logarithmic and piecewise functions and systems of linear equations and inequalities; (5) extending knowledge of functions to include inverse and composition.

*All clarifications stated, whether general or specific to Mathematics for College Algebra, are expectations for instruction of that benchmark.*

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.

### **Algebra II**

Course No.: 1200330                      Credit: 1.0

Prerequisite: Algebra I, Geometry, and Teacher Recommendation

This second course in algebra is designed for college bound students. This course builds on work with linear, quadratic, and exponential functions, and extends student repertoire of functions to include polynomial, rational, and radical functions. Students will 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 this course fall into three reporting categories: Algebra and Modeling; Functions and Modeling, and; Statistics and the Number System. 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 real-world scenarios.

### **Algebra II Honors**

Course No.: 1200340                      Credit: 1.0\*

Prerequisite: Geometry or Geometry Honors, Meet Honors Criteria, Teacher Recommendation

This course is a rigorous study designed for the student who excels both in ability and performance in college preparatory mathematics. This course builds on work with linear, quadratic, and exponential functions, and extends student repertoire of functions to include polynomial, rational, and radical functions. Students will 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 this course fall into three reporting categories: Algebra and Modeling; Functions and Modeling, and; Statistics and the Number System. 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 real-world scenarios.

### **AP Pre-Calculus**

Course No.: 1202340                      Credit: 1.0\*

Prerequisite: Meet AP Criteria, Algebra II Honors, Teacher Recommendation

This course is designed for the student who excels both in ability and performance in college preparatory mathematics and will strengthen the student's skill in 72 preparation for calculus. Major topics include: Limits and Continuity; The Complex Number System; Vector & Matrix Quantities; Arithmetic with Polynomials & Rational Expressions; Building Functions; Trigonometric Functions; Similarity, Right Triangles, & Trigonometry, and; Expressing Geometric Properties with Equations. NOTE: Students earning credit in pre-calculus may not earn credit in both trigonometry and analytic geometry.

### **Probability & Statistics with Applications Honors**

Course No.: 1210300                      Credit: 1.0\*

Prerequisite: Meet Honors Criteria

The purpose of this course is to introduce students to the fundamentals of descriptive and inferential statistics with a pronounced emphasis on inference. Major topics include: Conditional Probability and the Rules of Probability; Making Inferences and Justifying conclusions; Interpreting Categorical and Quantitative Data, and; Using Probability to Make Decisions.

### **Discrete Math Honors**

Course No.: 1212300                      Credit: 1.0\*

Prerequisite: Meet Honors Criteria, Algebra II Honors

In Discrete Mathematics Honors, instructional time will emphasize five areas: (1) extending understanding of sequences and patterns to include Fibonacci sequences and tessellations; (2) applying probability and combinatorics; (3) extending understanding of systems of equations and inequalities to solve linear programming problems; (4) developing an understanding of Graph Theory, Election Theory and Set Theory and (5) developing

an understanding of propositional logic, arguments and methods of proof. All clarifications stated whether general or specific to Discrete Mathematics Honors, are expectations for instruction of that benchmark. 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.

### **Advanced Placement (AP) Statistics**

Course No.: 1210320                      Credit: 1.0\*\*

Prerequisite: Algebra II Std or Honors, Meet Honors Criteria

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1. Exploring Data: Describing patterns and departures from patterns 2. Sampling and Experimentation: Planning and conducting a study 3. Anticipating Patterns: Exploring random phenomena using probability and simulation 4. Statistical Inference: Estimating population parameters and testing hypotheses. Extensive out of class preparation is required. **Students are expected to take a final AP exam.**

### **Advanced Placement (AP) Calculus AB**

Course No.: 1202310                      Credit: 1.0\*\*

Prerequisite: Pre-Calculus, Meet Honors Criteria, Teacher Recommendation

Calculus AB is 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. Major topics include: Functions, Graphs, and Limits; Derivatives, and; Integrals. Extensive out of class preparation is required. **Students are expected to take a final AP exam.**

### **Advanced Placement (AP) Calculus BC**

Course No.: 1298310                      Credit: 1.0\*\*

Prerequisite: AP Calculus AB, Meet Honors Criteria, Calculus BC is an extension of Calculus AB rather than an enhancement, common topics require a similar depth of understanding. Major topics include: Functions, Graphs, and Limits, Derivatives, Integrals, and, Polynomial Approximations and Series. Extensive out of class preparation is required. Students are expected to take a final AP exam. **Teacher Recommendation**

## **PERFORMING ARTS**

### **Theatre I**

Course No.: 0400310                      Credit: 1.0

Prerequisite: None

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

### **Theatre II**

Course No.: 0400320                      Credit: 1.0

Prerequisite: Theatre I

This course is designed for students with a year of experience or more, and promotes enjoyment and appreciation for all aspects of theatre through opportunities to build significantly on existing skills. Classwork focuses on characterization, playwriting, and playwrights' contributions to theatre; while improvisation, creative dramatics, and scene work are used to help students challenge and strengthen their acting skills and explore the technical aspect of scene work.

### **Theatre III**

Course No.: 0400330                      Credit: 1.0\*

Prerequisite: Meet Honors Criteria, 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.

### **Theatre IV**

Course No.: 0400340                      Credit: 1.0\*

Prerequisite: Meet Honors Criteria, Theatre III

This course is designed for students with extensive experience in theatre, and promotes significant depth of engagement and lifelong appreciation for theatre through a broad spectrum of primarily self-directed study and performance. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of sophisticated oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge.

### **Theatre Tech: Design and Production 2-4**

Course No.: 0400420-0400440      Credit: 1.0

Prerequisite: Teacher Recommendation and Theater I

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.

### **Theatre, Cinema, & Film Production**

Course No.: 0400660                      Credit: 1.0

Prerequisite: None

In Theatre, Cinema, and Film Production, a one-credit course, students explore the elements of film and cinematic techniques used by those who create movies. Students study the techniques in film that serve the story and articulate the theme. Students also prepare a comparative for theatre, film, and literature. Public performances may serve as a resource for specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or film production beyond the school day to support, extend, and assess learning in the classroom.

### **BAND**

#### **Band I** PF

Course No.: 1302300                      Credit: 1.0

Prerequisite: None

The purpose of this course is to enable students to develop basic technical skills on wind or percussion instruments through the refinement and performance of high school band literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance and critical listening. Students enrolled in this course are members of the Marching Band. This course includes after school and weekend activities.

#### **Band II** PF

Course No.: 1302310                      Credit: 1.0

Prerequisite: Band I and Band Director's approval

The purpose of this course is to enable students to develop intermediate-level technical skills on wind or percussion instruments through the refinement and performance of high school band literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance and critical listening. Students enrolled in this course are

members of the Marching Band. This course includes after school and weekend activities.

**Band III**<sup>PF</sup>

Course No.: 1302320                      Credit: 1.0

Prerequisite: Band II and Band Director's approval  
The purpose of this course is to enable students to develop proficient technical skills on wind or percussion instruments through the refinement and performance of high school band literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance and critical listening. Students enrolled in this course are members of the Marching Band. This course includes after school and weekend activities.

**Band IV**<sup>PF</sup>

Course No.: 1302330                      Credit: 1.0

Prerequisite: Band III and Band Director's approval  
The purpose of this course is to enable students to develop consistently proficient technical skills on wind or percussion instruments through the refinement and performance of high school band literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, critical listening and aesthetic response. Students enrolled in this course are members of the Marching Band. This course includes after school and weekend activities.

**Band V Honors**<sup>PF</sup>

Course No.: 1302340                      Credit: 1.0\*

Prerequisite: Meet Honors Criteria, Band IV, and Band Director's approval  
The purpose of this course is to enable students to develop consistently proficient technical skills on wind or percussion instruments through the refinement and performance of high school band literature. This literature is of the utmost difficulty. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, critical listening and aesthetic response. Students enrolled in this course are members of the Marching Band. This course includes after school and weekend activities.

**Band VI Honors**<sup>PF</sup>

Course No.: 1302350                      Credit: 1.0\*

Prerequisite: Meet Honors Criteria, Band V and Band Director's approval  
The purpose of this course is to enable students to develop consistently proficient technical skills on wind or percussion instruments through the refinement and performance of high school band literature. This literature is of the utmost difficulty. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, critical listening and aesthetic response. Students enrolled in this course are members of the Marching Band. This course includes after school and weekend activities.

**Jazz Ensemble I**<sup>PF</sup>

Course No.: 1302510                      Credit: 1.0

Prerequisite: Band (any)  
The purpose of this course is to enable students to develop basic skills in jazz performance through knowledge of styles and performance techniques of varied jazz and contemporary literature. This course includes after school and weekend activities.

**Jazz Ensemble II**<sup>PF</sup>

Course No.: 1302510                      Credit: 1.0

Prerequisite: Band I, Directors Approval  
The purpose of this course is to enable students to develop basic skills in jazz performance through knowledge of styles and performance techniques of varied jazz and contemporary literature. This course includes after school and weekend activities.

**Jazz Ensemble III**<sup>PF</sup>

Course No.: 1302520                      Credit: 1.0

Prerequisite: Jazz Ensemble II  
The purpose of this course is to develop the ability to apply the knowledge of styles and techniques of varied contemporary, popular and jazz literature. This course includes after school and weekend activities.

**Jazz Ensemble IV Honors** <sup>PF</sup>

Course No.: 1302530      Credit: 1.0\*

Prerequisite: Meet Honors Criteria, Jazz Ensemble III

The purpose of this course is to develop independence in knowledge of styles and performance techniques of varied contemporary music and jazz literature. This course includes after school and weekend activities.

**Instrumental Techniques I** <sup>PF</sup>

Course No.: 1302420      Credit: 1.0

Prerequisite: None

The purpose of this course is to enable students to develop basic performance skills on a selected instrument in a solo or small ensemble setting using varied high school literature. Performance techniques, music knowledge, critical analysis and aesthetic response are emphasized. Students enrolled in this course are members of the Marching Band. This course includes after school and weekend activities.

**Instrumental Techniques II** <sup>PF</sup>

Course No.: 1302430      Credit: 1.0

Prerequisite: Inst. Tech I

The purpose of this course is to enable students to develop intermediate-level performance skills on a selected instrument in a solo or small ensemble setting using varied high school literature. Performance techniques, music knowledge, critical analysis and aesthetic response are emphasized. Students enrolled in this course are members of the Marching Band. This course includes after school and weekend activities.

**Instrumental Techniques III** <sup>PF</sup>

Course No.: 1302440      Credit: 1.0

Prerequisite: Inst. Tech II

The purpose of this course is to provide instrumental instruction for solo performance in a class situation. Students enrolled in this course are members of the Marching Band. This course includes after school and weekend activities.

**Instrumental Techniques IV Honors** <sup>PF</sup>

Course No.: 1302450      Credit: 1.0\*

Prerequisite: Meet Honor Criteria, Inst. Tech III

The purpose of this course is to provide advanced instrumental instruction for solo performance in a class situation. Students enrolled in this course are members of the Marching Band. This course includes after school and weekend activities.

**CHORUS****Chorus I** <sup>PF</sup>

Course No.: 1303300      Credit: 1.0

Prerequisite: None

The purpose of this course is to enable students to develop basic individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation, and development of critical and aesthetic response to music. This course includes after school and weekend activities.

**Chorus II** <sup>PF</sup>

Course No.: 1303310      Credit: 1.0

Prerequisite: Chorus I

The purpose of this course is to enable students to develop intermediate-level individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation and development of critical and aesthetic response to music. This course includes after school and weekend activities.

**Chorus III** <sup>PF</sup>

Course No.: 1303320      Credit: 1.0

Prerequisite: Chorus II

The purpose of this course is to enable students to develop proficient individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation and development of critical and aesthetic response to music. This course includes after school and weekend activities.



**Chorus IV** PF

Course No.: 1303330                      Credit: 1.0

Prerequisite: Chorus III

The purpose of this course is to enable students to develop consistently proficient individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation and development of critical and aesthetic response to music. This course includes after school and weekend activities.

**Chorus V** PF

Course No.: 1303330                      Credit: 1.0\*

Prerequisite: Meet Honors Criteria, Audition

The purpose of this course is to enable students to develop advanced individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation and development of critical and aesthetic response to music. This course includes after school and weekend activities.

**Vocal Ensemble I** PF

Course No.: 1303440                      Credit: 1.0

Prerequisite: Audition

The purpose of this course is to enable students to develop basic performance techniques in a small ensemble setting through the study of varied high school choral literature. Emphasis will be placed on vocal independence, expressiveness and stylistic authenticity.

**Vocal Ensemble II** PF

Course No.: 1303450                      Credit: 1.0

Prerequisite: Chorus I, Directors Approval

The purpose of this course is to enable students to develop intermediate-level performance techniques in a small ensemble setting through the study of varied high school choral literature. Emphasis will be placed on vocal independence, expressiveness and stylistic authenticity.

**Vocal Ensemble III** PF

Course No.: 1303460                      Credit: 1.0

Prerequisite: Audition

The purpose of this course is to develop creativity and refine performance techniques in vocal

ensembles through the study of widely varied and appropriate choral literature. This course includes after school and weekend activities.

**Vocal Ensemble IV** PF

Course No.: 1303460                      Credit: 1.0\*

Prerequisite: Meet Honors Criteria

The purpose of this course is to foster creative performances in ensembles through the study of appropriate and highly varied literature and to provide students with opportunities for leadership. This course includes after school and weekend activities.

**Vocal Techniques I** PF

Course No.: 1303400                      Credit: 1.0

Prerequisite: Audition

The purpose of this course is to enable students to develop intermediate-level performance skills in a solo or small ensemble setting using varied high school literature. Emphasis will be placed on healthy and expressive singing, performance techniques, music knowledge, and development of critical analysis and aesthetic response to music.

**Vocal Techniques II** PF

Course No.: 1303410                      Credit: 1.0

Prerequisite: Audition, Vocal Tech 1

The purpose of this course is to enable students to develop intermediate-level performance skills in a solo or small ensemble setting using varied high school literature. Emphasis will be placed on healthy and expressive singing, performance techniques, music knowledge, and development of critical analysis and aesthetic response to music.

**Vocal Techniques III** PF

Course No.: 1303420                      Credit: 1.0

Prerequisite: Audition, Vocal Tech II

The purpose of this course is to enable students to develop intermediate-level performance skills in a solo or small ensemble setting using varied high school literature. Emphasis will be placed on healthy and expressive singing, performance techniques, music knowledge, and development of critical analysis and aesthetic response to music.

### **Vocal Techniques IV Honors** <sup>PF</sup>

Course No.: 1303430            Credit: 1.0\*

Prerequisite: Audition, Vocal Tech III

The purpose of this course is to enable students to develop intermediate-level performance skills in a solo or small ensemble setting using varied high school literature. Emphasis will be placed on healthy and expressive singing, performance techniques, music knowledge, and development of critical analysis and aesthetic response to music.

### **GUITAR**

#### **Guitar I** <sup>PF</sup>

Course No.: 1301320            Credit: 1.0

Prerequisite: None

The purpose of this course is to enable students to develop basic skills in guitar performance, including interpretation of notation and performance in varied styles. *Student must provide their own guitar.*

#### **Guitar II** <sup>PF</sup>

Course No.: 1301330            Credit: 1.0

Prerequisite: Guitar I and Director's Approval

The purpose of this course is to provide instruction in guitar using varied performance techniques. *Student must provide their own guitar.*

#### **Guitar III** <sup>PF</sup>

Course No.: 1301340            Credit: 1.0

Prerequisite: Guitar II and Director's Approval

The purpose of this course is to provide instruction in the development of musicianship and technical skills through the study of varied guitar literature. *Student must provide their own guitar.*

#### **Guitar IV Honors** <sup>PF</sup>

Course No.: 1301350            Credit: 1.0\*

Prerequisite: Meet Honors Criteria Guitar III and Director's Approval

The purpose of this course is to provide advanced instruction in individual guitar performance. *Student must provide their own guitar.*

### **ADDITIONAL MUSIC COURSE**

#### **AP Music Theory**

Course No.: 1300330            Credit: 1.0 \*\*

Prerequisite: Meet Honors Criteria

The purpose of this course is to develop the student's ability to recognize and understand the basic materials and processes in any music that is heard or

read in score. **Students are expected to take a final AP exam.**

## **PHYSICAL EDUCATION**

### **HOPE (Health Opportunities through Physical Education)**

Course No.: 3026010            Credit: 1.0

Prerequisite: None

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness.

#### **Team Sports I**

Course No.: 1503350            Credit: 0.5

Prerequisite: None

The purpose of this course is to enable students to acquire basic knowledge of team sports play, develop skills in specified team sports and improve health-related fitness.

#### **Team Sports 2**

Prerequisite: None

Course No.: 1503360            Credit: 0.5

The purpose of this course is to enable students to acquire basic knowledge of team sports play, develop skills in specified team sports and improve health-related fitness.

***If you choose to take Team Sports 1, Team sports 2 will be taken concurrently.***

***Team Sports 1 will be taken 1st semester and Team Sports 2 will be taken 2nd semester.***

#### **Weight Training 1**

Course No.: 1501340            Credit: 0.5

Prerequisite:

None

The purpose of this course is to enable students to acquire basic knowledge and skills in weight training, improve muscular strength and endurance and begin to enhance self-image.

#### **Aerobics 1**

Course No.:1503400            Credit: 0.5

Prerequisite: None

The purpose of this course is to enable students to acquire basic knowledge of aerobic activities and fitness and to maintain or improve an individualized

level of fitness. *If you choose to take Weight Training 1, Aerobics 1 will be taken concurrently. Weight Training will be taken 1st semester and Aerobics 1 will be taken 2nd semester.*

## SCIENCE

### Environmental Science

Course No.: 2001340                      Credit: 1.0

Prerequisite: None

This course gives students opportunity to explore living and non-living relationships in the environmental world. Students will learn about various types of renewable and non-renewable resources, and human impact on the environment. Students will have opportunity to discuss the impact of human activity and will learn sustainability practices.

### Physical Science Honors

Course No.: 2003320                      Credit: 1.0\*

Co-requisite: Completed or enrolled simultaneously in Algebra 1 Honors or higher

Prerequisite: Honors Criteria

This purpose of this course is to provide students with the introductory concepts of physics and chemistry. Math is an integral part of this course.

### Biology I

Course No.: 2000310                      Credit: 1.0

Prerequisite: None

The course provides information and activities in the life sciences. Among the topics covered are: Molecular and cellular biology, classification, heredity and evolution, populations and ecosystems. Students who complete this course will take the state end of course exam which comprises 30% of their grade for the year.

### Biology I Honors

Course No.: 2000320                      Credit: 1.0\*

Co-requisite: Geometry Honors or higher

Prerequisite: Meets Honors Criteria, Teacher Recommendation

This course provides greater depth of topic and faster pace than Biology 1. Among topics covered are: Molecular and cellular biology, classification, heredity

and evolution, ecosystems. Students who complete this course will take the state end of course exam which comprises 30% of their grade for the year.

### AP Biology

Course No.: 2000340                      Credit: 1.0\*\*

Prerequisite: Biology Honors, Chemistry Honors (suggested), meet Honors Criteria and Teacher Recommendation.

A college level course that focuses on principles and concepts of the big ideas in biological science, including: cellular processes, genetics and information transfer, evolution, and interactions. Laboratory experiences are approximately 25% of the course. **Students completing this course are expected to take the AP examination.**

### Earth/Space Science

Course No.: 2001310                      Credit: 1.0

Prerequisite: Biology

The purpose of this course is to develop and apply concepts basic to the Earth, its materials, processes, history and environment, and, to learn concepts about our universe.

### Chemistry I

Course No.: 2003340                      Credit: 1.0

Prerequisite: Algebra I with a grade of C or better, Biology, FSA Reading score of 3 or higher, Teacher Recommendation

Co-requisite: Algebra II

This rigorous course studies the composition and changes associated with matter. Math is an integral part of the course.

### Chemistry I Honors

Course No.: 2003350                      Credit: 1.0\*

Prerequisite: Algebra I Honors with a grade of 'C' or better, Biology I Honors, FSA Reading no less than 3, Meet Honors Criteria, and Teacher recommendation

Co-requisite: Algebra II Honors

This rigorous course studies the composition and changes associated with matter. Math is an integral part of the course. This course includes some rigorous standards that are not part of the standard course.

## AP Chemistry

Course No.: 2003370                      Credit: 1.0\*\*

Prerequisite: Chemistry I Honors, Meet Honors Criteria, and Teacher Recommendation

Co-Requisite: Pre-Calculus or higher

A rigorous, college level course that will immerse students in sophisticated chemical principles and concepts and fundamental laboratory technique. This is a synthesis/application course that covers these “big ideas”: atoms, reactions and stoichiometry, chemical energy and thermodynamics, gases and intermolecular forces, kinetics, solubility equilibrium, acid-base equilibrium. Laboratory experiences are approximately 25% of the course. **Students are expected to take a final AP exam.**

## Physics 1 Honors

Course No.: 2003390                      Credit: 1.0\*

Prerequisite: Algebra I Honors with a grade of ‘C’ or better, Meet Honors Criteria, and Teacher recommendation

Co-requisite: Algebra II Honors

The purpose of this course is to provide students with rigorous introductory study of the theories and laws governing the interaction of matter, energy and the forces of nature. The content includes kinematics, dynamics, energy, work, thermodynamics, waves, light, electricity, magnetism and sound. Students who intend to take the AP Physics course should enroll in this course.

## AP Physics 1

Course No.: 2003421                      Credit: 1.0\*\*

Prerequisite: Physics Honors (suggested), Teacher Recommendation, and completion of Algebra 2

Co-Requisite: Pre-Calculus

This is a rigorous, college level course. It delves into the main principles of physics and emphasizes conceptual understanding with problem-solving using algebra and some trigonometry. Topics include: Kinematics, Newtonian Mechanics, work, energy and power, Mechanical Waves and sound, introduction to electrostatics. **Students are expected to take a final AP exam.**

## AP Physics 2

Course No.: 2003422                      Credit: 1.0\*\*

Prerequisite: AP Physics 1 (suggested), and Teacher Recommendation

Co-Requisite: Pre-Calculus

This is equivalent to a second semester college course in algebra-based physics. The course covers Fluid mechanics, Thermodynamics, electricity and magnetism, Circuitry, Optics, Quantum, Atomic, and Nuclear physics. **Students are expected to take a final AP exam.** May take simultaneously with AP Physics 1.

## AP Physics C Mechanics/Electricity and Magnetism

Course No.: 2003430 and 2003425

Prerequisite: Meet Honors Criteria, AP Physics 1 or 2, and teacher recommendation.

Co-requisite: AP Calculus AB    Credit: 2.0\*\*

A rigorous, college level course, AP Physics C is typically the second part of the college sequence that is foundational for students who wish to major in the physical sciences or engineering. Strong emphasis on problem solving with calculus. Topics include: kinematics, forces, energy, momentum, circular motion/rotation, oscillations, and gravitation. **This includes two class periods, including a zero hour class. Students are expected to take two final AP exam.**

## AP Environmental Science

Course No.: 2001380                      Credit: 1.0\*\*

Prerequisite: Meet Honors Criteria, Biology Honors Chemistry Honors, and Teacher Recommendation.

This is a rigorous college level course that studies Biological Population Concepts, Land and Water Use, Energy Recourses and Consumption and Pollution. Laboratory work is an integral part of the course; students completing this course will take the AP Environmental Science Exam.

**Students are expected to take a final AP exam.**

## Anatomy and Physiology Honors

Course No.: 2000360                      Credit: 1.0\*

Prerequisite: Meet Honors Criteria, Biology with a grade of C, and Teacher Recommendation

This course provides greater depth of topic on the structure and functions of the human body. The content includes anatomical terminology, histology,

systems of the body, organization and development of living things, genetics and disease processes.

### **Marine Science I**

Course No.: 2002500                      Credit: 1.0

Prerequisite: Biology

The purpose of this course is to provide an overview of the marine environment. The course content includes formations of the oceans, marine systems, interrelationships between man and the ocean environment.

## **SOCIAL STUDIES**

### **AP Human Geography**

Course No.: 2103400                      Credit: 1.0\*\*

Prerequisite: Meet Honors Criteria and Teacher Recommendation

The purpose of this course is to enable students to develop higher levels of concepts and skills related to human geography. **Students are expected to take a final AP exam.**

### **World History**

Course No.: 2109310                      Credit: 1.0

Prerequisite: None

The purpose of this course is to enable students to understand their connections to the development of civilizations by examining the past to prepare for their future as participating members of a global community. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings.

### **World History Honors**

Course No.: 2109320                      Credit: 1.0\*

Prerequisite: Meets Honors Criteria and Teacher Recommendation

The purpose of this more rigorous course is to enable students to understand their connections to the development of civilizations by examining the past to prepare for their future as participating members of a global community. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings.

### **AP World History: Modern**

Course No.: 2109420                      Credit: 1.0\*\*

Prerequisite: Meet Honors Criteria

Students understand the development of Europe within the context of history by examining connections to the past in order to prepare for the future as participating members of a global community. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings. **Students are expected to take a final AP exam.**

### **United States History**

Course No.: 2100310                      Credit: 1.0

Prerequisite: None

The purpose of this course is to enable students to understand the development of the United States within the context of history with a major focus on the post-Reconstruction period. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings.

### **United States History Honors**

Course No.: 2100320                      Credit: 1.0\*

Prerequisite: Meet Honors Criteria and Teacher Recommendation

The purpose of this more rigorous course is to enable students to understand the development of the United States within the context of history with a major focus on the post-Reconstruction period. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings.

### **AP United States History**

Course No.: 2100330                      Credit: 1.0\*\*

Prerequisite: Meet Honors Criteria, Teacher Recommendation

Students study the development of the United States within the context of history by examining connections to the past to prepare for the future.

Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings. **Students are expected to take a final AP exam.**

### **AP European History**

Course No.: 2109380                      Credit: 1.0\*\*

Prerequisite: Meet Honors Criteria and Teacher Recommendation

Students will develop an understanding of Europe within the context of history by examining connections to the past in order to prepare for the future as participating members of a global community. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings. **Students are expected to take a final AP exam.**

### **American Government**

Course No.: 2106310                      Credit: 0.5

Prerequisite: None

The purpose of this course is to enable students to gain an understanding of American government and political behavior that is essential for effective citizenship and active involvement in a democratic American society.

### **American Government Honors**

Course No.: 2106320                      Credit: 0.5\*

Prerequisite: Meet Honors Criteria and Teacher Recommendation

The purpose of this more rigorous course is to enable students to gain an understanding of American government and political behavior that is essential for effective citizenship and active involvement in a democratic American society.

### **AP American Government and Politics**

Course No.: 2106420                      Credit: 0.5\*\*

Prerequisite: Meet Honors Criteria and Teacher Recommendation

Students acquire a critical perspective of politics and government in the United States. They learn general concepts used to interpret American politics and

analyze specific case studies. Students also become familiar with the various institutions, groups, beliefs and ideas that constitute the American political perspective. Students are expected to take a final AP exam.

### **AP Comparative Government and Politics**

Course No.: 2106430

Credit: 0.5\*\*

Prerequisite: Meet Honors Criteria and Teacher Recommendation

Students gain knowledge of the world's diverse political structures and practices through the study of government and politics in Great Britain, France, the Commonwealth of Independent States, China and developing nations. Emphasis is placed on general concepts used to interpret key political relationships found in national politics. Students are expected to take two final AP exams. *If you choose to take AP Comparative Government and Politics you will also take AP American Government and Politics concurrently.*

### **AP Psychology**

Course No.: 2107350                      Credit: 1.0\*\*

Prerequisite: Meet Honors Criteria

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. Students are expected to take a final AP exam

### **AP Microeconomics**

Course No.: 2102360                      Credit: 0.5\*\*

Prerequisite: Meet Honors Criteria, Teacher Recommendation

The purpose of this course is to have students learn about the factors that influence the economic system. **Students are expected to take two final AP exams.** *If you choose to take AP Microeconomics you will also take AP Macroeconomics concurrently.*

### **AP Macroeconomics**

Course No.: 2102370                      Credit: 0.5\*\*

Prerequisite: Meet Honors Criteria, Algebra II, Teacher Recommendation

Students study the choices they must make as producers, consumers, investors and taxpayers. The study of economics provides students with the knowledge and decision-making tools necessary for understanding how a society must organize its limited resources to satisfy its unlimited wants.

**Students are expected to take a final AP exam.**

### **Personal Finance and Money Management Honors**

Course No.:2102373                      Credit: 0.5

Prerequisite: None

In Personal Finance and Money Management Honors, instructional time will emphasize seven areas: (1) exploring how personal financial decisions are made, including understanding how cognitive biases impact decision making; (2) understanding how wages and salaries are earned, including the types of taxes owed, and evaluating various post-secondary paths and career options; (3) developing personal or family budgets and exploring how to purchase goods and services by weighing the costs and benefits of those goods and services; (4) analyzing how interest can be earned by saving now, which allows for the purchase of more goods and services later and understanding how to compare various savings accounts and services offered through financial institutions; (5) determining advantages and disadvantages of credit accounts that allow for the borrowing of money to purchase goods and services while paying for them in the future, usually with interest, and short- and long-term loans; (6) developing understanding of planning for the future through investment accounts and retirement plans and comparing investment choices by analyzing rates of return and risk, while analyzing how diversification is one way to reduce investment risk; (7) recognizing that there are risks that can result in lost income, health, or identity and that those risks can be accepted, reduced, or transferred to others through the purchase of insurance

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.

### **Psychology 1**

Course No.: 2107300                      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 2**

Course Number: 2107310                      Credit: 0.5

Prerequisite: Teacher Recommendation and 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 continues to prepare students to understand their own behavior and the behavior of others.

### **Dual Enrollment**

#### **United States Federal Government (3 College Credits – 3 Hours)**

Course No.: POS 1041                      Credit: 0.5\*\*

Prerequisite: Meet Honors and Dual Enrollment Criteria

Basic aspects of the Federal Government are studied. Emphasis is placed on content and interpretation of the Constitution, Federalism, the Congress, the Presidency, and the Federal Court System as related to current problems in civil rights, economics, and foreign policy. The input of mechanisms and institutions such as voters, public opinion, interest groups and political parties are analyzed.

#### **United States State and Local Government (3 College Credits – 3 Hours)**

Course No.: POS1112                      Credit: 0.5\*\*

Prerequisite: POS1041 with a C or higher

Activities and functions of state, regional, county, city, and special district governments are studied. Florida's constitution and structure, parties, politics, elections, interest/ethnic groups, public opinion and governmental services are examined and compared with those of other states in the US. Important environmental and growth management problems are analyzed. ***If you choose to take POS1041, POS1112 will be taken concurrently. POS1041 will be taken 1<sup>st</sup> semester and POS1112 will be taken 2<sup>nd</sup> semester.***

# World Language

## American Sign Language I

Course No.: 0717300 Credit: 1.0

Prerequisite: Middle School Teacher Recommendation or Successful Completion of English 1.

The purpose of this course is to teach hearing students basic conversational skills an American Sign Language (ASL) and awareness of various aspects of deafness. ASL I may be substituted for the foreign language university requirement.

## American Sign Language 2

Course No.: 0717310 Credit: 1.0

Prerequisite: ASL I and Teacher Recommendation.

The purpose of this course is to further develop students' knowledge of American Sign Language (ASL). ASL II may be substituted for the foreign language university requirement.

## American Sign Language III Honors

Course No.: 0717312 Credit: 1.0\*

Prerequisite: ASL II and Teacher Recommendation.

The purpose of this course is to prepare a hearing student, who has successfully completed ASL I and II, with information and advanced skill development in ASL. This new information and advanced skill will prepare the student to sit for the State of Florida Quality Assurance (QA) exam. The content shall include specialized vocabulary (medical, legal, education, etc.), grammatical features of ASL, receptive and expressive skill development.

## American Sign Language IV Honors

Course No.: 0717314 Credit: 1.0\*

Prerequisite: ASL III and Teacher Recommendation.

The purpose of this course is to enable student to further develop advanced skills in American Sign Language through a linguistic, communicative, and cultural approach to language acquisition. Emphasis is placed on receptive and expressive signing, applied grammar, cross-cultural understanding, and real-life applications.

## Spanish I

Course No.: 0708340 Credit: 1.0

Prerequisite: Middle School Teacher Recommendation or Successful Completion of English 1.

The purpose of this course is to enable students to begin to acquire proficiency in Spanish through a linguistic, communicative and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered, and real-life applications are emphasized throughout the course.

## Spanish II

Course No.: 0708350 Credit: 1.0

Prerequisite: Spanish I and Teacher Recommendation

The purpose of this course is to enable students to enhance proficiency in Spanish through a linguistic, communicative and cultural approach to language learning. There is continued emphasis on the development of listening, speaking, reading and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered, and real-life applications are emphasized throughout the course.

## Spanish III Honors

Course No.: 0708360 Credit: 1.0\*

Prerequisite: Spanish II and Teacher Recommendation

The purpose of this course is to strengthen the student's proficiency in Spanish through a linguistic, communicative and cultural approach to language learning. There is continued emphasis on the development of listening, speaking, reading and writing 59 skills. Emphasis is placed on oral proficiency. Experiences with Spanish literature are broadened. Cross-cultural understanding is fostered, and real-life applications are emphasized throughout the course.



### **Spanish IV Honors**

Course No.: 0708380                      Credit: 1.0\*

Prerequisite: Spanish III and Teacher

Recommendation

Spanish 4 expands the skills acquired by the students in Spanish 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

### **AP Spanish Language and Culture**

Course No.: 0708400                      Credit: 1.0\*\*

This course emphasizes communication (understanding and being understood by others) by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness

