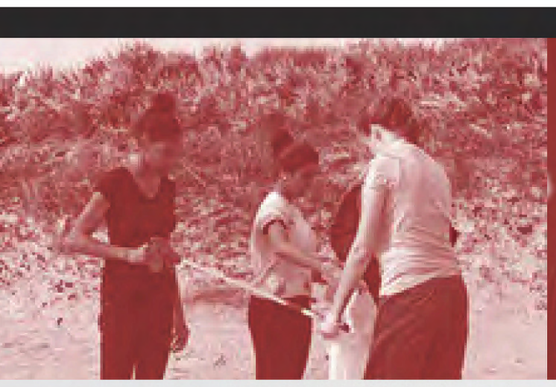
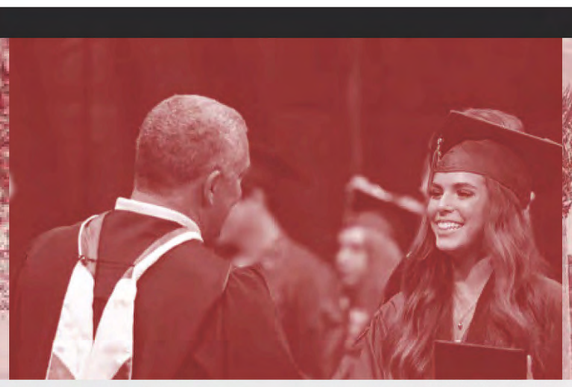
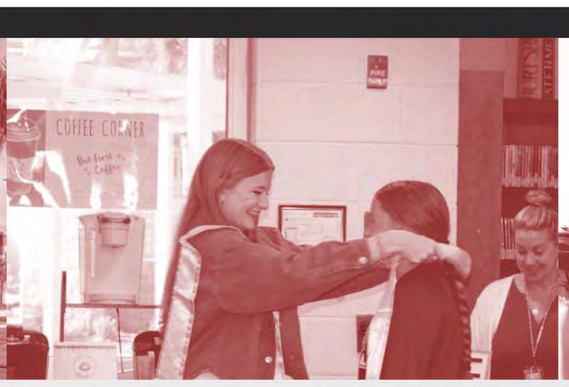
CREEKSIDE HIGH SCHOOL

2026-2027

COURSE CATALOG

Contents

MASTER CALENDAR
2026-2027 School Year
Board Approved

Monday	August 3, 2026	Optional Teacher Planning Day
Tuesday-Friday	August 4,5,6,7,2026	Teacher Pre-Planning
Monday	**August 10, 2026**	**Students Report to Class**
Monday	September 7, 2026	Labor Day- Student/Teacher Holiday
Friday	September 25, 2026	Teacher Inservice Day - Student Holiday
Friday	October 9, 2026	First Quarter Ends
Monday	October 12, 2026	Teacher Planning Day-Student Holiday
Wednesday	November 11, 2026	Veterans Day - Student/Teacher Holiday
Monday-Friday	November 23-27, 2026	Thanksgiving Break - Student/Teacher Holiday
Friday	December 18, 2026	Second Quarter/First Semester Ends
Monday - Friday	Dec. 21, 2027-Jan. 1, 2027	Winter Break - Student/Teacher Holiday
Monday	January 4, 2027	Teacher Planning Day-Student Holiday
Tuesday	January 5, 2027	Classes Resume for Students/Second Semester Begins
Monday	January 18, 2027	Martin Luther King Jr Day - Student/Teacher Holiday
Friday	February 12, 2027	Teacher Inservice Day - Student Holiday
Monday	February 15, 2027	Presidents' Day- Student/Teacher Holiday
Thursday	March 11, 2027	Third Quarter Ends
Friday	March 12, 2027	Teacher Planning Day-Student Holiday
Monday-Friday	March 15-19, 2027	Spring Break - Student/Teacher Holiday
Monday	March 22, 2027	Classes Resume for Students
Friday	March 26, 2027	Student/Teacher Holiday
Friday	May 28, 2027	**Last Day for Students*Fourth Quarter Ends**
Monday	May 31, 2027	**Memorial Day**
Tuesday	June 1, 2027	Last Day for Teachers - Teacher Planning Day
	May - TBA	Graduations (Schools/Locations TBD)

For testing schedules, please see the SJCSD Assessment calendar - stjohns.k12.fl.us/testing/

***ALL Schools** will be dismissed **1 hour** early on Dec 18, 2026 and May 28, 2027
All Schools participate in a weekly early release on Wednesday: Elementary @1:45, Middle @12:50, High @ 2:50

Interims Issued: September	Report Cards: October
Interims Issued: November	Report Cards: January
Interims Issued: February	Report Cards: March
Interims Issued: April	Report Cards: May - * Elementary only

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

MASCOT: Knights
COLORS: Red and Black
FIGHT SONG: Knights Stadium
ESTABLISHED: 2008

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 GPA Scale	Honors GPA Scale	DE, AP GPA Scale
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	1

**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*

ACADEMIC RECOVERY LABS

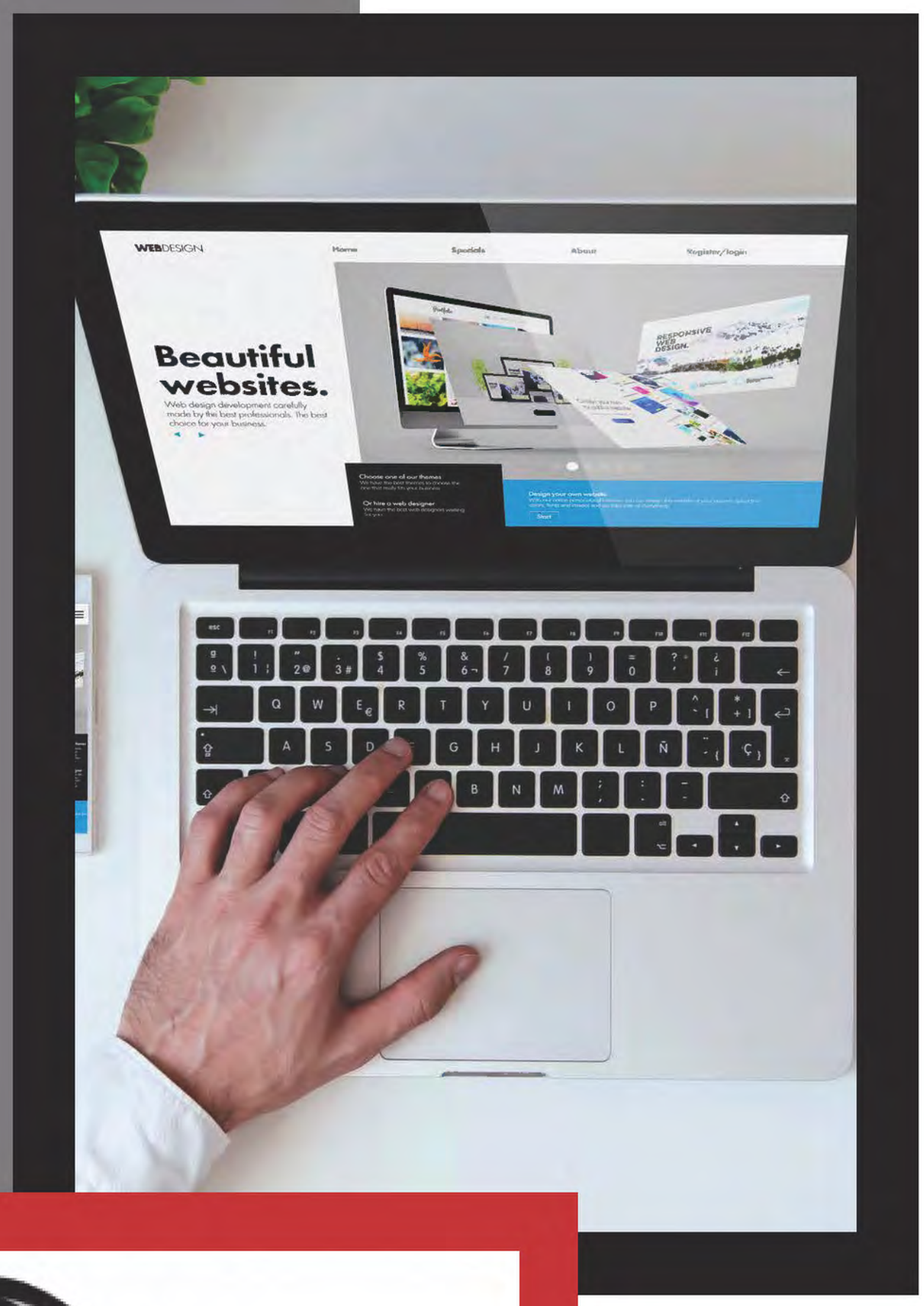
A review of student academic and attendance records will be conducted prior to the start of school an at the end of each semester. Students meeting the criteria listed below shall be considered for an opportunity to participate in the Academic Recovery Labs. These labs are an option, not a requirement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

VIRTUAL SCHOOL GUIDELINES



- 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.

SJVS
Home of the Rams

Florida Virtual SCHOOL™
FULL TIME PUBLIC SCHOOLS

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.

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.

REGISTRATION DECISIONS

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

*Juniors and seniors may request a reduced schedule for travel time to DE courses on the college campus, an advanced schedule, employment or internship, medical situation, or graduation 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.

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:

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

SCHEDULE CORRECTION REQUEST

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

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

PLEASE NOTE:

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

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

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.

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.

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 coursework,
- 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 a college level study,
- 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 grad eof D or F, or withdrawing (W) for any course results in ineligibility to remain in the dual enrollment program,
- provide acceptable results from the American College Test, the Scolastic Aptitude Test (SAT), the Common Placement Test (CPT) or another standardized placement test for college level English and math.

ACCEPTABLE TEST SCORES

Test	All DE courses except for Math	MAC 1105 and STA 2023 (*not offered on CHS campus)*
SAT	· 24 – Reading Sub score & · 25 – Writing Sub score	· 25 – Math Sub score
ACT	· 19 – Reading Section & · 17 – English Section	· 21 – Math Section
PERT	· 106 Reading Section & · 103 Writing Section	· 123 – Math Section
CLT	· 38 or higher Sum of Verbal Reasoning and Grammar/Writing	· 19-40

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,
- maintain a grade of C or above average in selected DE programs

Standard Diploma Requirements

Academic Advisement - What Students and Parents Need to Know

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

All information on this page can be found on the fldoe.org website HERE

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

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

Refer to Graduation Requirements for Florida's Statewide Assessments for concordant and comparative scores.

Students enrolled in the following courses must participate in the coresponding EOC assessment, which constitutes 30 percen tof the final course grade*:

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

*Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (credit acceleration program[CAP])

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

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

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

- At least 18 credits are required
- 4 elective credits instead of 8
  - 2 credits in CTE courses, must result in completion and industry certification
  - 2 credits in work-based learning programs or up to 2 elective credits including financial literacy
- Physical Education is not required
- Fine and Performing Arts, Speech and Debate, or Practical Arts is not required
- Online course is not required

24 Credit Standard Diploma

4 Credits ELA

- ELA 1,2,3,4
- ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment courses may satisfy this requirement

4 Credits Mathematics*

- One of which must be Algebra 1 and one of which must be Geometry
- Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry)
- An identified computer science** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)

3 Credits Science

- One of which must be Biology 1, two of which must be equally rigorous science courses
- Two of the three required course credits must have a laboratory component
- Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology 1)
- An identified computer science** credit may substitute for up to one science credit (except for Biology 1)

3.5 Credits Social Studies

- 1 credit in World History
- 1 credit in U.S. History
- 0.5 credit in U.S. Government
- 0.5 credit in Economics
- 0.5 credit in Personal Financial Literacy

1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*

1 Credit Physical Education*

- To include the integration of health

8 Elective Credits

1 Online Course

Students must earn a 2.0 grade point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standarized assessments unless a waiver of assessment results in granted by the IEP team for students with disabilities

*Eligible courses are specified in the Florida Course Code Directory

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

Scholar Diploma Designation

In addition to the requirements of section (s.) 1003.4282, Florida Statutes (F.S.), a student must satisfy the following requirements (per. s. 1003.4285, F.S.):

- 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

*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 score to earn college credit.

Merit Diploma Designation

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

State University System (SUS)

Admission into Florida's public universities 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 above)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science • 2 World Language (sequential, in the same language or other equivalents)
- 2 approved electives

What are the additional graduation options for students with disabilities ?

Two additional options are 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 significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least 0.5 credit via paid employment.

The Florida College System

The 28 colleges of the Florida College System serve nearly 800,000 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. Many colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have opendoor admissions for students who earned a standard high school diploma or an equivalent diploma or successfully earned college credit.

Florida College System

What is the 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
- Biology 1
- Geometry
- U.S. History

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 and Technical Education Directors

Where is information on financial aid located? The Florida Department of Education's Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships.
Office of Student Financial Assistance

AP CAPSTONE
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.

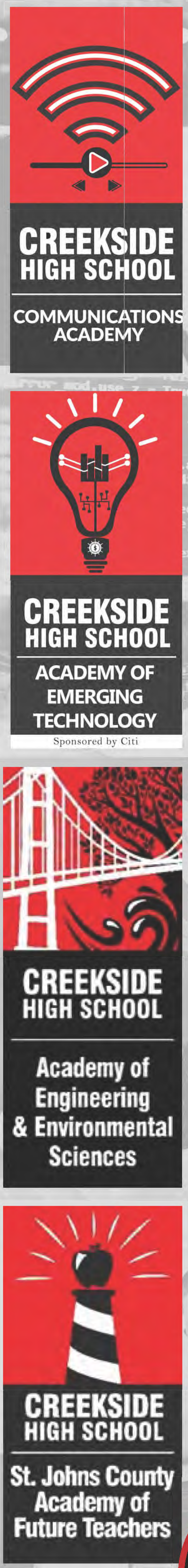
Students participate in a STEM program that focuses on two strands: Cybersecurity or Financial Technology (FinTech).

- 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.



*- indicates Honors level course

Environmental Science

Intro to Natural Resources 2*

Course No.:8006220 Credit: 1.0

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.

Intro to Natural Resources 3*

Course No.:8006230 Credit: 1.0

Prerequisite: Intro to Natural Resources 2

This course is designed to develop competencies in the areas of water treatment, stormwater systems, Geographic Informational and Global Positioning Systems, environmental standards and regulations, 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.

Natural Resource Management 4*

Course No.: 8006240 Credit: 1.0

Prerequisite: Intro to Natural Resources 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*

Course No.: 8006250 Credit: 1.0

Prerequisite: Natural Resource Management 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 Technology 1*

Course No.:8401110 Credit: 1.0

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. The course also includes essential concepts of technology and design, as well as concerns about the social and political implications of technological change.

Applied Engineering Technology 2*

Course No.:8401120 Credit: 1.0

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 Technology 3*

Course No.:8401130 Credit: 1.0

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 Technology Applications*

Course No.:8601900 Credit: 1.0

Prerequisite: 3 credits of an Engineering & Technology Education Program and received permission of the supervising Engineering & Technology Education Instructor.

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".

* Note: Students may earn multiple credits (maximum of 3 credits) in this course.

*- indicates Honors level course

ACADEMY

Cybersecurity

Advanced Information Technology*

Course No.:9007610 Credit: 1.0

This course provides a basic overview of current business and information systems and their trends. Students gain fundamental knowledge and experience in computer technology that is required for today's business and academic environments. With the development of basic computer science knowledge and understanding, this course prepares students to be successful both personally and professionally in an information-based society. Advanced Information Technology includes industry-driven standards that allow student exploration of computers and their networks, as well as other emergent technology, hardware/software installation and functionality, web development practices, and the benefits and risks of using computers both locally and globally.

Computer & Network Security Fundamentals*

Course No.:9001320 Credit: 1.0

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

Cybersecurity Essentials*

Course No.:9001330 Credit: 1.0

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*

Course No.:9001340 Credit: 1.0

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

Communications

Digital Media/Multimedia Foundations 1*

Course No.:8201210 Credit: 1.0

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

Digital Media / Multimedia Foundations 2*

Course No.:8201220 Credit: 1.0

Prerequisite: Digital Media 1

This course covers competencies in advanced design, illustration software, color modes, and fonts.

Digital Media / Multimedia Foundations 3 *

Course No.:8201230 Credit: 1.0

Prerequisite: Digital Media 2

This course covers competencies in advanced design, illustration software, color modes, and fonts.

Digital Media/Motion Graphics Production *

Course No.:8201620 Credit: 1.0

This course covers competencies in preparing graphics for animation, video editing, and video post-production.

Digital Video Technology 1*

Course No.:8201410 Credit: 1.0

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.

Digital Video Technology 2*

Course No.:8201420 Credit: 1.0

This course provides students with intermediate level instruction in the digital video production process.

Digital Video Technology 3*

Course No.:8201430 Credit: 1.0

Students will participate in the digital video pre-production, production, and post-production processes.

Digital Video Technology 4*

Course No.:8201440 Credit: 1.0

Students will demonstrate proficiency in all phases of the digital video production process (pre-production, production, post-production).

Financial Technology

Advanced Information Technology*

Course No.:9007610 Credit: 1.0

See description under Cybersecurity

ACADEMY

Business & Entrepreneurial Principles*

Course No.:8215120 Credit: 1.0

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.

-- DRAFT -- FDOE is updating this course with input from industry experts and the public. This draft course version has NOT been adopted by the State Board, and its content can change without notice. Use the Submit Feedback option to share your thoughts with the CTE team at FDOE. -- DRAFT –

Accounting Applications 1*

Course No.:8203310 Credit: 1.0

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 Analysis*

Course No.:8301120 Credit: 1.0

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.

-- DRAFT -- FDOE is updating this course with input from industry experts and the public. This draft course version has NOT been adopted by the State Board, and its content can change without notice. Use the Submit Feedback option to share your thoughts with the CTE team at FDOE. -- DRAFT –

Academy of Future Teachers

Intro 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 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 & Development

Course No.:8909020 Credit: 1.0

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 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 Curr. & Instruction

Course No.:8909030 Credit: 1.0

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. Students will research and understand the basic theories of motivation that increase student engagement which is tied to student learning. Students will participate in guided observations and field experiences to critique and develop classroom lessons. Students will continue to develop the components of a working portfolio to be assembled upon completion of the program.

ACADEMY

*- indicates Honors level course

Principles of Teaching Internship

Course No.:8909040 Credit: 1.0

The course is designed for students to apply their knowledge in real world education settings. Students must complete an 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 also complete and submit a completed portfolio and Capstone project by the end of the course for feedback.

Academy Academic Electives
(*not restricted to academy students*)

AP Computer Science Principles

Course No.:0200335 Credit: 1.0

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

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.

Digital Video Technology 1

Course No.:8201410 Credit: 1.0

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.

Digital Video Technology 2

Course No.:8201420 Credit: 1.0

This course provides students with intermediate level instruction in the digital video production process.

Digital Video Technology 3

Course No.:8201430 Credit: 1.0

Students will participate in the digital video pre-production, production, and post-production processes.

Discovering Computer Science

Course No.:0200384 Credit: 1.0

Discovering Computer Science introduces high school students to the fundamentals principles of computer science, emphasizing its role as a tool for problem-solving, communication, and personal expression. This course highlights the visible and impactful aspects of computing, encouraging students to explore how computer science influences the world around them. Students will engage with the design process, understand how data can solve widespread issues, and learn how physical computing with circuit boards can facilitate various input and output functions.
The course aims to provide students with a comprehensive understanding of computer science as a critical component of modern education. Through hands-on projects and real-world applications, students will develop the skills needed to become active contributors to our increasingly technological society. Whether they pursue careers in technology or not, this course equips students with the knowledge and tools to interpret and influence the digital world, fostering an appreciation for the profound impact of computer science on everyday life.

ART

AP Art: Drawing

Course No.:0104300 Credit: 1.0

Teacher Recommendation Required

AP Drawing is an introductory college-level drawing course. Students refine and apply drawing skills to ideas they develop throughout the course.
Students are expected to take a final AP exam

AP Studio Arts: 2-D Design or Drawing

Course No.: 0109350 Credit: 1.0

Teacher Recommendation Required

AP 2-D Art and Design is an introductory college-level two-dimensional design course. Students refine and apply 2-D skills to ideas they develop throughout the course.
Students are expected to take a final AP exam

AP Studio Arts: 3-D Design

Course No.: 0109360 Credit: 1.0

Teacher Recommendation Required

AP 3-D Art and Design is an introductory college-level three-dimensional design course. Students refine and apply 3-D skills to ideas they develop throughout the course.
Students are expected to take a final AP exam

2-D Studio Art 1

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. This course incorporates hands-on activities and consumption of art materials.

2-D Studio Art II

Course No.: 0101310 Credit: 1.0

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. This course incorporates hands-on activities and consumption of art materials.

2-D Studio Art III*

Course No.: 0101320 Credit: 1.0

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

3-D Studio Art 1

Course No.: 0101330 Credit: 1.0

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. This course incorporates hands-on activities and consumption of art materials.

3-D Studio Art II

Course No.: 0101340 Credit: 1.0

Prerequisite: 3-D Studio Art 1

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, 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. This course incorporates hands-on activities and consumption of art materials.

3-D Studio Art III*

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. This course incorporates hands-on activities and consumption of art materials.

Creative Photography 1

Course No.: 0108310 Credit: 1.0

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. This course incorporates hands-on activities and consumption of art materials.

Creative Photography II

Course No.: 0108320 Credit: 1.0

Prerequisite: Creative Photography 1

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, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

Creative Photography III*

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. This course incorporates hands-on activities and consumption of art materials.

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.: 0108330 Credit: Multiple

The purpose of this course is to enable students with disabilities to gain the knowledge and skills needed for postschool adult living.

Career Preparation

Course No.: 7980110 Credit: Multiple

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

Career Experiences

Course No.: 7980120 Credit: Multiple

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

Career Placement

Course No.: 7980130 Credit: Multiple

The purpose of this course is to enable students with disabilities to apply career knowledge and skills to perform work-related behaviors in a paid employment situation.

Specially Designed Physical Education

Course No.: 7980130 Credit: Multiple

Major Concepts/Content. The purpose of this course is to provide experience and opportunities for students with disabilities to develop motor skills and to participate in various physical activities that may be modified to meet individual needs.
The content should include, but not be limited to, the following: team sports, independent sports, recreational sports, motor development, physical fitness.
This course shall integrate the Sunshine State Standards and Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the individual student and to the content and processes of the subject matter. Students with disabilities shall:

CL.A.1.In.1 complete specified Sunshine State Standards with modifications as appropriate for the individual student.

CL.A.1.Su.1 complete specified Sunshine State Standards with modifications and guidance and support as appropriate for the individual student.

CL.A.1.Pa.1 participate in activities of peers' addressing Sunshine State Standards with assistance as appropriate for the individual student.

Learning Strategies

Course No.: 7963080 Credit: Multiple

The purpose of this course is to enable students with disabilities to acquire and generalize strategies and skills across academic, community, and employment settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

This course is designed for students with disabilities who need intensive individualized intervention in learning strategies. The course may address academic skill deficits enabling students to learn strategies to access the general curriculum and close educational gaps.

A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis and relate to achievement of annual goals on the student's IEP. Instruction in subsequent courses should be designed to build upon students' previously mastered skills, not repeat previous course content.

Instructional activities involving practical applications of course requirements may occur in home, school, community, and employment settings for the purpose of practice, generalization, and maintenance of skills and strategies. These applications may require that the student be trained in the use of related technology, tools, and equipment.

This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

Access Visual & Performing Arts

Course No.: 7967010 Credit: 1.0

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.

EXPERIENTIAL EDUCATION

The following classes are for seniors only

Executive Internship I

Course No.: 0500300 Credit: 1.0

The purpose of this course is to provide a practical introduction to the work environment through direct contact with professionals in the community. The content should include, but not be limited to, the following:

- discussion of professional job requirements
- awareness and knowledge of career opportunities
- building vocabulary appropriate to the area of professional interest
- development of decision-making skills
- development of personal and educational job-related skills

Executive InternshipII

Course No.: 0500310 Credit: 1.0

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.

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

- study of a variety of career options
- written and oral communication skills
- higher-level thinking skills
- interpersonal relationship skills
- factors affecting job performance
- in-depth research study
- theories of executive management
- the influence of unions
- economic factors affecting free enterprise
- knowledge of professional organizations and their impact
- career planning

Executive InternshipIII

Course No.: 0500320 Credit: 1.0

The purpose of this course is to further refine and apply technical skills and competencies for leadership within specific professional areas. The content should include, but not be limited to, the following:

- more intensive study of a variety of career options
- written and oral communication skills
- higher level thinking skills
- interpersonal relationship skills
- factors affecting job performance
- in-depth research study
- theories of executive management
- the influence of unions
- economic factors affecting free enterprise
- knowledge of professional organizations and their impact
- career planning

Voluntary Public Service

Course No.: 0800370 Credit: 17.5 Service Hours

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

- identification of school community based needs
- organized response to identified needs
- the opportunity to examine and explore public service occupations and information regarding specific employment opportunities available
- methods that require students to identify, organize, and use resources appropriately
- interpersonal relationships and improved personal growth
- the ability to acquire and use information -an understanding of social, organizational, and technological systems
- acquiring skills to work with a variety of tools and equipment.
- improve personal qualities and higher-order thinking skills.
- development and implementation of a personal plan for involvement in school or community service

AP CAPSTONE DIPLOMA

What is AP Capstone?

AP Capstone is a diploma program from College Board based on two yearlong AP Courses: AP Seminar and AP Research.

Why It's Different:

Rather than teaching subject-specific content, these courses develop students' skills in research, analysis, evidence-based arguments, collaboration, writing, and presenting. Students who complete the two-year program can earn one of two different AP Capstone awards, which are valued by colleges across the United States and around the world.

Program Details

Students typically take AP Seminar in grade 10 or 11, followed by AP Research. Each course is yearlong, and AP Seminar is a prerequisite for AP Research.
In both courses, students investigate a variety of topics in multiple disciplines. Students may choose to explore topics related to other AP courses they're taking.
Both courses guide students through completing a research project, writing an academic paper, and making a presentation on their project.

Over the course of the two-year program, students are required to:

- Analyze topics through multiple lenses to construct meaning or gain understanding.
- Plan and conduct a study or investigation.
- Propose solutions to real-world problems.
- Plan and produce communication in various forms.
- Collaborate to solve a problem.
- Integrate, synthesize, and make cross-curricular connections.

Assessment

AP scores for both courses are based on teacher assessment of student presentation components and College Board scoring of student-written components plus an end-of-course exam (for AP Seminar only).

AP Capstone Seminar

Course No.: 1700500 Credit: 1.0

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students learn to investigate a problem or issue, analyze arguments, compare different perspectives, synthesize information from multiple sources, and work alone and in a group to communicate their ideas.

AP Capstone Research

Course No.: 1700510 Credit: 1.0

AP Research, the second course in the AP Capstone™ experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest.
Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio.
The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

LANGUAGE ARTS

English 1

Course No.: 1001310 Credit: 1.0

This course defines what students should understand and be able to do by the end of 9th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

English 1 Honors

Course No.: 1001320 Credit: 1.0

This course defines what students should understand and be able to do by the end of 9th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

English 2

Course No.: 1001340 Credit: 1.0

This course defines what students should understand and be able to do by the end of 10th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

English 2 Honors

Course No.: 1001350 Credit: 1.0

This course defines what students in an honors setting should understand and be able to do by the end of 10th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

English 3

Course No.: 1001370 Credit: 1.0

This course defines what students should understand and be able to do by the end of 11th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

English 3 Honors

Course No.: 1001380 Credit: 1.0

This course defines what students should understand and be able to do by the end of the grade level. Knowledge acquisition should be the primary purpose of any reading approach. The systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

English 4

Course No.: 1001400 Credit: 1.0

This course defines what students should understand and be able to do by the end of 12th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

AICE General Paper

Course No.: 1009400 Credit: 1.0

This syllabus builds learners' ability to understand and write in English through the study of a broad range of contemporary topics. They will analyse opinions and ideas and learn how to construct an argument. This syllabus develops highly transferrable skills including:

- how to develop arguments and present reasoned explanations
- a wider awareness and knowledge of current issues
- independent reasoning, interpretation and persuasion skills
- the ability to present a point of view clearly and reflect upon those of others.

AP English Language and Composition

Course No.: 1001420 Credit: 1.0

AP English Language and Composition is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situation, claims and evidence, reasoning and organization, and style.

AP English Literature and Composition

Course No.: 1001430 Credit: 1.0

AP English Literature and Composition is an introductory college-level literary analysis course. Students cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works.

Creative Writing 1

Course No.: 1009320 Credit: 0.5

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

Creative Writing 2

Course No.: 1009330 Credit: 0.5

The purpose of this course is to enable students to continue developing and applying writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing.

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.

Journalism 1-7 (Yearbook)

Credit: 1.0

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

MATHEMATICS

AP Calculus AB

Course No.: 1202310 Credit: 1.0

AP Calculus AB is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions.

AP Calculus BC

Course No.: 1202320 Credit: 1.0

Prerequisite: AP Calculus AB

AP Calculus BC is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions.

AP Pre Calculus

Course No.: 1202305 Credit: 1.0

Prerequisite: Algebra 2 Honors

AP Precalculus prepares students for other college-level mathematics and science courses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. The course framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science.

AP Statistics

Course No.: 1202305 Credit: 1.0

Prerequisite: Algebra 2

College Board is revising AP Statistics to align with current introductory college statistics courses. These revisions will launch, at the earliest, in the 2026-27 school year and will not impact the May 2026 exam.

AP Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions.

Algebra 1

Course No.: 1200310 Credit: 1.0

In Algebra 1, instructional time will emphasize five areas: (1) performing operations with polynomials and radicals, and extending the Laws of Exponents to include rational exponents; (2) extending understanding of functions to linear, quadratic and exponential functions and using them to model and analyze real-world relationships; (3) solving quadratic equations in one variable and systems of linear equations and inequalities in two variables; (4) building functions, identifying their key features and representing them in various ways and (5) representing and interpreting categorical and numerical data with one and two variables.

Algebra 1 Honors

Course No.: 1200320 Credit: 1.0

In Algebra 1 Honors, instructional time will emphasize five areas: (1) performing operations with polynomials and radicals, and extending the Laws of Exponents to include rational exponents; (2) extending understanding of functions to linear, quadratic and exponential functions and using them to model and analyze real-world relationships; (3) solving quadratic equations in one variable and systems of linear equations and inequalities in two variables; (4) building functions, identifying their key features and representing them in various ways and (5) representing and interpreting categorical and numerical data with one and two variables.

Algebra 2

Course No.: 1200330 Credit: 1.0

In Algebra 2, instructional time will emphasize five areas: (1) extending arithmetic operations with algebraic expressions to include radical and rational expressions and polynomial division; (2) graphing and analyzing functions including polynomials, absolute value, radical, rational, exponential and logarithmic; (3) building functions using compositions, inverses and transformations; (4) extending systems of equations and inequalities to include non-linear expressions and (5) developing understanding of the complex number system, including complex numbers as roots of polynomial equations.

Algebra 2 Honors

Course No.: 1200340 Credit: 1.0

In Algebra 2 Honors, instructional time will emphasize six areas: (1) developing understanding of the complex number system, including complex numbers as roots of polynomial equations; (2) extending arithmetic operations with algebraic expressions to include polynomial division, radical and rational expressions; (3) graphing and analyzing functions including polynomials, absolute value, radical, rational, exponential and logarithmic; (4) extending systems of equations and inequalities to include non-linear expressions; (5)building functions using compositions, inverses and transformations and (6) developing understanding of probability concepts.

Discrete Math Honors

Course No.: 1212300 Credit: 1.0

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.

Geometry

Course No.: 1206310 Credit: 1.0

In Geometry, instructional time will emphasize five areas: (1) proving and applying relationships and theorems involving two-dimensional figures using Euclidean geometry and coordinate geometry; (2) establishing congruence and similarity using criteria from Euclidean geometry and using rigid transformations; (3) extending knowledge of geometric measurement to two-dimensional figures and three-dimensional figures; (4) creating and applying equations of circles in the coordinate plane and (5)developing an understanding of right triangle trigonometry.

Geometry Honors

Course No.: 1206320 Credit: 1.0

In Geometry Honors, instructional time will emphasize five areas: (1) proving and applying relationships and theorems involving two-dimensional figures using Euclidean geometry and coordinate geometry; (2) establishing congruence and similarity using criteria from Euclidean geometry and using rigid transformations; (3) extending knowledge of geometric measurement to two-dimensional figures and three-dimensional figures; (4) creating and applying equations of circles in the coordinate plane and (5) developing an understanding of right triangle trigonometry.

Math for College Algebra

Course No.: 1200710 Credit: 1.0

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.

Math for College Liberal Arts

Course No.: 1207350 Credit: 1.0

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.

Math for Data and Financial Literacy

Course No.: 1200710 Credit: 1.0

In Mathematics for Data and Financial Literacy, instructional time will emphasize five areas: (1) extending knowledge of ratios, proportions and functions to data and financial contexts; (2) developing understanding of basic economic and accounting principles; (3) determining advantages and disadvantages of credit accounts and short- and long-term loans; (4) developing understanding of planning for the future through investments, insurance and retirement plans and (5) extending knowledge of data analysis to create and evaluate reports and to make predictions.

Probability & Statistics Honors

Course No.: 1210300 Credit: 1.0

In Probability and Statistics Honors, instructional time will emphasize four areas: (1) creating and interpreting data displays for univariate and bivariate categorical and numerical data; (2) comparing and making observations about populations using statistical data, including confidence intervals and hypothesis testing; (3) extending understanding of probability and probability distributions and (4) developing an understanding of methods for collecting statistical data, including randomized trials.

PERFORMING ARTS

Acting 4 Honors

Course No.: 0400400 Credit: 1.0

Students create characters for theatrical and film/video productions through scene, character, and technical analysis. Through improvisation, script writing, and aesthetic creation and collaboration, actors refine their working knowledge and independent thought, articulating and justifying their creative choices. Students' "critical eye" becomes more developed and significant mastery of artistic choices becomes evident. An inquiry-based capstone project may be required. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

AP Music Theory

Course No.: 1302300 Credit: 1.0

AP Music Theory is an introductory college-level music theory course. Students cultivate their understanding of music theory through analyzing performed and notated music as they explore concepts like pitch, rhythm, form, and musical design.

Band 1

Course No.: 1302300 Credit: 1.0

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

Band 2

Course No.: 1302310 Credit: 1.0

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

Band 3

Course No.: 1302320 Credit: 1.0

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

Band 4

Course No.: 1302330 Credit: 1.0

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

Chorus 1

Course No.: 1303300 Credit: 1.0

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

Chorus 2

Course No.: 1303310 Credit: 1.0

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

Chorus 3

Course No.: 1303320 Credit: 1.0

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

Chorus 4

Course No.: 1303330 Credit: 1.0

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

Guitar 1

Course No.: 1301320 Credit: 1.0

Students with little or no experience develop basic guitar skills and knowledge, including simple and full-strum chords, bass lines and lead sheets, barre and power chords, foundational music literacy and theory, major scales, simple finger-picking patterns, and ensemble skills for a variety of music. Beginning guitarists explore the careers and music of significant performers in a variety of styles. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

Guitar 2

Course No.: 1301330 Credit: 1.0

Students with previous guitar experience build on their skills and knowledge, adding chords, new strumming and finger-picking patterns, movable major and minor scales, basic music theory, more complex bass lines and lead sheets, and ensemble skills for a variety of music. Beginning guitarists explore the careers and music of significant performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

Guitar 3

Course No.: 1301340 Credit: 1.0

Students with previous experience strengthen their guitar skills and knowledge, adding a variety of chords; refining finger-picking and strumming patterns; reading notation in 1st, 2nd, and 5th position; and learning stylistic nuances, left-hand technique, and alternative fingering. Guitarists readily use tablature and standard notation, study the work of significant musicians, and develop significant self-assessment skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

Guitar 4 Honors

Course No.: 1301350 Credit: 1.0

Students with considerable experience broaden their guitar skills and knowledge, adding left- and right-hand techniques and stylistic nuances; work with classical etudes and ensemble performance literature; and become familiar with modes and jazz chords. Guitarists extend their reading and theory skills and add to their knowledge of significant musicians through history. In keeping with the rigor expected in an Honors course, students undertake independent study that includes synthesis of learning and experience. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

Instrumental Techniques 1

Course No.: 1302420 Credit: 1.0

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

Instrumental Techniques 2

Course No.: 1302430 Credit: 1.0

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

Instrumental Techniques 3

Course No.: 1302440 Credit: 1.0

Students in this intermediate-level class develop their musical and technical skills further on a specific instrument, and expand their technical and performance skills, enhanced by historical and cultural background knowledge of the music. Students explore more demanding solo literature, etudes, and technical exercises with increasing independence. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

Instrumental Techniques 4 Honors

Course No.: 1302450 Credit: 1.0

Students in this advanced class refine their musicianship and performance skills on a specified instrument. Students prepare for post-secondary and community music experiences and develop artistry independently through a variety of advanced solos, etudes, and excerpts. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

Jazz Ensemble 1

Course No.: 1302500 Credit: 1.0

Students with experience on an instrument suited for jazz ensemble explore the fundamentals of performance practices, improvisation, and music theory through a diverse repertoire of high-quality jazz literature. Students learn the basics of foundational jazz styles, use chord symbols, develop knowledge of musical structure, and study the history of jazz and its iconic musicians. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

Jazz Ensemble 2

Course No.: 1302510 Credit: 1.0

Students with jazz experience become conversant with basic chord progressions and the scale/chord relationship, strengthen aural skills, and learn to improvise and compose melodies over progressions as they rehearse, perform, and study high-quality jazz ensemble literature. Musicians study jazz history and become familiar with the cultural context of various compositions and artists. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

Jazz Ensemble 3

Course No.: 1302520 Credit: 1.0

Students with considerable jazz experience become conversant with more complex forms and harmonic progressions, and strengthen their aural and improvisational skills as they rehearse, perform, and study high-quality jazz ensemble literature. Musicians apply their theory skills to arranging, transposition, and composing; and study various periods, cultural contexts, compositions, and artists in jazz history. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

Jazz Ensemble 4 Honors

Course No.: 1302530 Credit: 1.0

Students with significant jazz experience become highly conversant with complex harmonic structures; compose or arrange for small groups; improvise over various forms, keys, and styles; and are knowledgeable about the professional jazz scene and its icons. Musicians study the impact of technology on jazz and the music industry, and learn the basics of sound reinforcement for solo and ensemble performance. In keeping with the rigor expected in an Honors course, students undertake independent study that includes synthesis of learning and experience. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

Technical Theatre Design & Production 2

Course No.: 0400420 Credit: 1.0

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

Technical Theatre Design & Production 3

Course No.: 0400430 Credit: 1.0

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

Technical Theatre Design & Production 4 Honors

Course No.: 0400440 Credit: 1.0

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. Students analyze increasingly more sophisticated theatre literature to inform the work of developing technical design and production pieces for one-acts or a larger production. Students assemble a portfolio that showcases an extensive body of work representing personal vision and artistic growth over time. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Theatrical Direction and Stage Management 2 Honors

Course No.: 0400510 Credit: 1.0

Students execute the responsibilities of director or stage manager by applying standard theatrical conventions in specialized, practical assignments. Coursework include, but is not limited to, play selection; justification, analysis, and the formation of a directorial concept; assembling a prompt book; assembling a cast, production team, and tech crew; effective team-building ensemble skills and communication practices; and successfully planning and running rehearsals leading toward one or more culminating projects. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Theatre 1

Course No.: 0400310 Credit: 1.0

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 2

Course No.: 0400320 Credit: 1.0

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 3 Honors

Course No.: 0400330 Credit: 1.0

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 4 Honors

Course No.: 0400340 Credit: 1.0

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, Cinema, & Film Production

Course No.: 0400660 Credit: 1.0

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.

Vocal Ensemble 1

Course No.: 1303440 Credit: 1.0

Students with little or no experience in a vocal ensemble develop basic musicianship and ensemble performance skills through the study of basic, high-quality music in diverse styles. Student musicians focus on building foundational music techniques, music literacy, listening skills, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Vocal Ensemble 2

Course No.: 1303450 Credit: 1.0

Students with previous vocal ensemble experience continue building musicianship and performance skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant musical styles and time periods. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Vocal Ensemble 3

Course No.: 1303460 Credit: 1.0

Students strengthen vocal ensemble performance skills, music literacy, and analytical skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant history and cultures. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Vocal Ensemble 4 Honors

Course No.: 1303470 Credit: 1.0

Students with extensive vocal ensemble experience refine their critical listening, music literacy, and ensemble skills through the study, rehearsal, and performance of high-quality, advanced literature. Students use reflection and problem-solving skills with increasing independence to improve their performance and musical expressivity. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Vocal Techniques 1

Course No.: 1303400 Credit: 1.0

Students in this entry-level class focus on the development of musical and technical skills on a specific voice through etudes, scales, and selected music literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Vocal Techniques 2

Course No.: 1303410 Credit: 1.0

Students in this novice-level class continue to develop musical and technical skills on a specific voice through developmentally appropriate solo literature, etudes, scales, and exercises. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills necessary to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Vocal Techniques 3

Course No.: 1303420 Credit: 1.0

Students in this intermediate-level class develop their musical and technical skills further on a specific voice, and expand their technical and performance skills, enhanced by historical and cultural background knowledge of the music. Students explore more demanding solo literature, etudes, and technical exercises with increasing independence. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Vocal Techniques 4 Honors

Course No.: 1303430 Credit: 1.0

Students in this advanced class refine their musicianship and performance skills on a specified voice. Students prepare for post-secondary and community music experiences and develop artistry independently through a variety of advanced solos, etudes, and excerpts. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

PHYSICAL EDUCATION

HOPE (Health Opportunities through Physical Education)

Course No.: 3026010 Credit: 1.0

The purpose of this course is to develop and enhance behaviors that influence healthy lifestyle choices, student health and physical fitness. The full benefit of this course is achieved when students are taught using a comprehensive approach.
In addition to the physical education content, specific health education topics within this course include, but are not limited to:

- Injury Prevention and Safety
- Internet Safety
- Nutrition
- Personal Health
- Prevention and Control of Disease
- Substance Use and Abuse Prevention
- Awareness of the Benefits of Abstinence
- Prevention of Teen Dating Violence and Abuse
- Resiliency Education

Team Sports 1

Course No.: 1503350 Credit: 0.5

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

Team Sports 2

Course No.: 1503360 Credit: 0.5

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

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

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

Aerobics 1

Course No.: 1503400 Credit: 0.5

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

AP Biology

Course No.: 2000340 Credit: 1.0

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore topics like evolution, cellular processes, energy and communication, genetic information transfer, ecology, and interactions.

AP Chemistry

Course No.: 2003370 Credit: 1.0

Prerequisite: Pre-Calculus

AP Chemistry is an introductory college-level chemistry course. Students cultivate their understanding of chemistry through inquiry-based investigations as they explore topics like atomic and molecular structure, chemical reactions, kinetics, equilibrium, and thermodynamics.

AP Environmental Science

Course No.: 2001380 Credit: 1.0

Students cultivate their understanding of the interrelationships of the natural world through inquiry-based lab investigations and field work as they explore concepts like the four Big Ideas; energy transfer, interactions between earth systems, interactions between different species and the environment, and sustainability.

AP Physics 1

Course No.: 2003421 Credit: 1.0

Corequisite: Pre-Calculus

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, and conservation.

AP Physics 2

Course No.: 2003422 Credit: 1.0

Corequisite: Pre-Calculus

AP Physics 2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like systems, fields, force interactions, change, conservation, and waves.

AP Physics C Electricity & Magnetism

Course No.: 2003425 Credit: 1.0

Prerequisite: Calculus AB

AP Physics C: Electricity and Magnetism is a calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in one of the physical sciences or engineering. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like change, force interactions, fields, and conservation.

AP Physics C Mechanics

Course No.: 2003430 Credit: 1.0

Prerequisite: Calculus AB

AP Physics C: Mechanics is a calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in one of the physical sciences or engineering. Students cultivate their understanding of physics through classroom study, in-class activity, and hands-on, inquiry-based laboratory work as they explore concepts like change, force interactions, fields, and conservation.

Anatomy and Physiology Honors

Course No.: 2000360 Credit: 1.0

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

Biology 1

Course No.: 2000310 Credit: 1.0

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

Biology 1 Honors

Course No.: 2000320 Credit: 1.0

Corequisite: Geometry Honors

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

Chemistry 1

Course No.: 2003340 Credit: 1.0

Corequisite: Algebra 2

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

Chemistry 1 Honors

Course No.: 2003350 Credit: 1.0

Corequisite: Algebra 2 Honors

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

Earth/Space Science

Course No.: 2001310 Credit: 1.0

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

Environmental Science

Course No.: 2001340 Credit: 1.0

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

Marine Science

Course No.: 2002500 Credit: 1.0

Prerequisite: Biology

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

Physical Science Honors

Course No.: 2003320 Credit: 1.0

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

Physics 1 Honors

Course No.: 2003390 Credit: 1.0

Corequisite: Algebra 2 Honors

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

SOCIAL STUDIES

AP European History

Course No.: 2109380 Credit: 1.0

AP European History is an introductory college-level European history course. Students cultivate their understanding of European history through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like interaction of Europe and the world; economic and commercial developments; cultural and intellectual developments; states and other institutions of power; social organization and development; national and European identity; and technological and scientific innovation.

AP Human Geography

Course No.: 2103400 Credit: 1.0

AP Human Geography is an introductory college-level human geography course. Students cultivate their understanding of human geography through data and geographic analyses as they explore topics like patterns and spatial organization, human impacts and interactions with their environment, and spatial processes and societal changes.

AP Macro Economics

Course No.: 2102370 Credit: 0.5

AP Macroeconomics is an introductory college-level macroeconomics course. Students cultivate their understanding of the principles that apply to an economic system as a whole by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like economic measurements, markets, macroeconomic models, and macroeconomic policies.

AP Micro Economics

Course No.: 2102360 Credit: 0.5

AP Macroeconomics is an introductory college-level macroeconomics course. Students cultivate their understanding of the principles that apply to an economic system as a whole by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like economic measurements, markets, macroeconomic models, and macroeconomic policies.

AP Psychology

Course No.: 2107350 Credit: 1.0

AP Psychology introduces students to the systematic and scientific study of human behavior and mental processes.
While considering the studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with major units of study, including biological bases of behavior, cognition, development, learning, social psychology, personality, and mental and physical health. Throughout the course, students apply psychological concepts and employ psychological research methods and data interpretation to evaluate claims, consider evidence, and effectively communicate ideas.

AP United States Government and Politics

Course No.: 2106420 Credit: 0.5

AP U.S. Government and Politics is an introductory college-level course in U.S. government and politics. Students cultivate their understanding of U.S. government and politics through analysis of data and text-based sources as they explore topics like constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis.

AP United States History

Course No.: 2100330 Credit: 0.5

AP U.S. History is an introductory college-level U.S. history course. Students cultivate their understanding of U.S. history from c. 1491 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

AP World History: Modern

Course No.: 2109420 Credit: 1.0

AP World History: Modern is an introductory college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

Economics

Course No.: 2102310 Credit: 0.5

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

Economics Honors

Course No.: 2102320 Credit: 0.5

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

Personal Finance and Money Management Honors

Course No.: 2102373 Credit: 0.5

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

Psychology 1

Course No.: 2107300 Credit: 0.5

Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. The content examined in this first introductory course includes major theories and orientations of psychology, psychological methodology, memory and cognition, human growth and development, personality, abnormal behavior, psychological therapies, stress/coping strategies, and mental health.

Psychology 2

Course No.: 2107310 Credit: 0.5

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

United States History

Course No.: 2100310 Credit: 1.0

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

United States History Honors

Course No.: 2100320 Credit: 1.0

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

World History

Course No.: 2109310 Credit: 1.0

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

World History Honors

Course No.: 2109320 Credit: 1.0

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

United States Government

Course No.: 2106310 Credit: 0.5

Civic education is essential in the development of informed citizenry who are equipped to participate in civic life and preserve a government of the people, by the people, and for the people. The Civics and Government (CG) standards in this class were revised in 2021 as a result of the House Bill (2019) civics standards review and reflect the following priorities for K-12 Civics and Government teaching and learning in Florida schools.

- Students study primary source documents to understand the philosophical underpinnings of the American Republic and the root cause of American exceptionalism.
- Students compare the success of the United States and the success or failure of other nations' governing philosophies to evaluate their past, present and likely future effects.
- Students have a sense of civic pride and participate regularly in all levels of government.
- Students reflect upon United States civic history, so they understand their rights and responsibilities as citizens, including the process of advocating properly with government officials.

This course must include a comparative discussion of political ideologies, such as communism and totalitarianism, that conflict with the principles of freedom and democracy essential to the founding principles of the United States.

United States Government Honors

Course No.: 2106320 Credit: 0.5

Civic education is essential in the development of informed citizenry who are equipped to participate in civic life and preserve a government of the people, by the people, and for the people. The Civics and Government (CG) standards in this class were revised in 2021 as a result of the House Bill (2019) civics standards review and reflect the following priorities for K-12 Civics and Government teaching and learning in Florida schools.

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- Students have a sense of civic pride and participate regularly in all levels of government.
- Students reflect upon United States civic history, so they understand their rights and responsibilities as citizens, including the process of advocating properly with government officials.

This course must include a comparative discussion of political ideologies, such as communism and totalitarianism, that conflict with the principles of freedom and democracy essential to the founding principles of the United States.

WORLD LANGUAGE

AP Spanish Language and Culture

Course No.: 0708400 Credit: 1.0

AP Spanish Language and Culture is equivalent to an intermediate level college course in Spanish. Students cultivate their understanding of Spanish language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges.

AP Spanish Literature and Culture

Course No.: 0708410 Credit: 1.0

AP Spanish Literature is equivalent to a college level introductory survey course of literature written in Spanish. Students continue to develop their interpretive, interpersonal, and presentational skills in Spanish language as well as critical reading and analytical writing as they explore short stories, novels, plays, essays, and poetry from Spain, Latin America, and U.S. Hispanic authors along with other non-required texts.

American Sign Language 1

Course No.: 0717300 Credit: 1.0

American Sign Language 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language with introductions to culture, connections, comparisons, and communities.

American Sign Language 2

Course No.: 0717310 Credit: 1.0

American Sign Language 2 reinforces the fundamental skills acquired by the students in American Sign Language 1. The course develops increased receptive and expressive, skills as well as cultural awareness. Specific content to be covered is a continuation of skills acquired in American Sign Language 1 while communication remains the primary objective. The cultural survey of the target language is continued.

American Sign Language 3 Honors

Course No.: 0717312 Credit: 1.0

American Sign Language 3 provides mastery and expansion of skills acquired by the students in American Sign Language 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected media. Contemporary vocabulary stresses activities which are important to the everyday life of people using the target language.

American Sign Language 4 Honors

Course No.: 0717314 Credit: 1.0

American Sign Language 4 expands the skills acquired by the students in American Sign Language 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. Media selections are varied and taken from authentic target language literary works.

Spanish 1

Course No.: 0708340 Credit: 1.0

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

Spanish 2

Course No.: 0708350 Credit: 1.0

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

Spanish 3 Honors

Course No.: 0708360 Credit: 1.0

Spanish 3 provides mastery and expansion of skills acquired by the students in Spanish 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

Spanish 4 Honors

Course No.: 0708360 Credit: 1.0

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.