

Course Offerings (by grade level and subject) Revised 01/2017

## Middle School Offerings

### Sixth Grade:

#### M/J Math 1

Course Number: 1205010  
 Credit: 1.0  
 Grade Level; 6

The purpose of this course is to provide instruction and understanding of the sixth grade Florida Standards Assessment which are aligned to National Standards. This year in Math 1 we will focus on providing grade 6 students with instruction in areas that build a critical foundation for understanding complex mathematical ideas and applying them to real-world situations. Students will master grade 6 Florida Standards for Mathematics through content that includes, but is not limited to, the following mathematical topics:

- Integers
- Rational Numbers
- Factors and Multiples
- Operations with Fractions
- Operations with Decimals
- Representing Ratios and Rates
- Applying Ratios and Rates
- Percents
- Generating Equivalent Numerical Expressions
- Generating Equivalent Algebraic Expressions
- Equations and Relationships
- Relationship in Two Variables
- Area and Polygons
- Distance and Area in the Coordinate Plane
- Surface Area and Volume of Solids
- Displaying, Analyzing, and Summarizing Data

#### M/J Math 1 Advanced

Course Number: 1205020  
 Credit: 1.0  
 Grade Level; 6

The purpose of this course is to provide instruction and understanding of the sixth grade Florida Standards Assessment which are aligned to National Standards. This year in Math 1 Advanced we will focus on providing grade 6 students with instruction in areas that build a critical foundation for understanding complex mathematical ideas and applying them to real-world situations. Due to the advanced nature of the course, topics will be studied in depth and course will progress quickly. Students will master grade 6 Florida Standards for Mathematics through content that includes, but is not limited to, the following mathematical topics:

- Integers

- Rational Numbers
- Factors and Multiples
- Operations with Fractions
- Operations with Decimals
- Representing Ratios and Rates
- Applying Ratios and Rates
- Percents
- Generating Equivalent Numerical Expressions
- Generating Equivalent Algebraic Expressions
- Equations and Relationships
- Relationship in Two Variables
- Area and Polygons
- Distance and Area in the Coordinate Plane
- Surface Area and Volume of Solids
- Displaying, Analyzing, and Summarizing Data

## **M/J LANGUAGE ARTS 1**

Course Number: 1001010  
 Credit: 1.0  
 Grade Level: 6

The purpose of this course is to provide grade 6 students, using texts of appropriate complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The content should include, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources (short and longer research) using text based claims and evidence
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

## **M/J LANGUAGE ARTS Advanced**

Course Number: 1001020  
 Credit: 1.0  
 Grade Level: 6

The purpose of this course is to provide grade 6 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

*Advanced Level Course Note:* Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning. The content should include, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources (short and longer research) using text based claims and evidence
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers.

### **M/J Comprehensive Science 1**

Course Number: 2002040  
 Credit: 1.0  
 Grade Level: 6

Comprehensive Science 1 is the first in a series of three consecutive science classes. This course provides an introduction to science, energy, forces, weather, climate, Earth's systems, and the living world. Some topics are explored in depth while others are introduced to serve as building blocks for M/J Comprehensive Science 2 and 3. Students explore science through everyday examples and experiences and participate in activities and laboratory experiences to apply what they have learned.

### **M/J Comprehensive Science 1, Advanced**

Course Number: 2002050  
 Credit: 1.0  
 Grade Level: 6

Comprehensive Science 1 is the first in a series of three consecutive science classes. This course provides an introduction to science, energy, forces, weather, climate, Earth's systems, and the living world. Some topics are explored in depth while others are introduced to serve as building blocks for M/J Comprehensive Science 2 and 3. Students explore science through everyday examples and experiences and participate in activities and laboratory experiences to apply what they have learned.

*Advanced Level Course Note:* Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

### **M/J World Geography**

Course Number: 2103010

Credit: 1.0

Grade Level: 6

The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the usage of geographic concepts, tools, and skills to draw conclusions about physical and human patterns. Content should include, but not be limited to understanding world political regions in terms of location, physical characteristics, population and culture, historical change, economic activity, and land use. Students will be exposed to the multiple dynamics of geography including economics and world history. Students will study methods of historical inquiry and primary and secondary historical documents.

### **M/J World Geography, Advanced**

Course Number: 2103020

Credit: 1.0

Grade Level: 6

The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the usage of geographic concepts, tools, and skills to draw conclusions about physical and human patterns. Content should include, but not be limited to understanding world political regions in terms of location, physical characteristics, population and culture, historical change, economic activity, and land use. Students will be exposed to the multiple dynamics of geography including economics and world history. Students will study methods of historical inquiry and primary and secondary historical documents.

*Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).*

*Following our textbook adoption, our department has discussed transitioning to the World History course for 6th grade. The following are those course descriptions:*

### **M/J World History**

Course Number: 2109010

Credit: 1.0

Grade Level: 6

The primary content for this course pertains to the world's earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history including economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents.

### **M/J World History, Advanced**

Course Number: 2109020  
 Credit: 1.0  
 Grade Level: 6

The primary content for this course pertains to the world's earliest civilizations to the ancient and classical civilizations of Africa, Asia, and Europe. Students will be exposed to the multiple dynamics of world history including economics, geography, politics, and religion/philosophy. Students will study methods of historical inquiry and primary and secondary historical documents.

*Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).*

### **Digital Literacy Skills (Research 1)**

Course Number: 1700300  
 Credit: 1.0  
 Grade Level: 6

Students will develop skills in the research process while using digital tools/media and traditional literature. In this interdisciplinary class, students will be able to plan, design, and complete projects using research, analysis, and synthesis, close reading, and critical thinking skills. Students will develop skills that utilize literary and informational text, writing, grammar, media literacy, research methods, technology, and debate and speech.

## **Seventh Grade:**

### **M/J Civics**

Course Number: 2106010  
 Credit: 1.0  
 Grade Level: 7

Major Content:

The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and

methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction.

### **M/J Civics, Advanced**

Course Number: 2106020

Credit: 1.0

Grade Level: 7

#### Major Concepts/Content

The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction

*Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).*

### **M/J Language Arts 2**

Course Number: 1001040

Credit: 1.0

Grade Level: 7

#### Major Concepts/Content

The purpose of this course is to provide grade 7 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

### **M/J Language Arts, Advanced**

Course Number: 1001050

Credit: 1.0

Grade Level: 7

The purpose of this course is to provide grade 7 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

*Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.*

**\*NOTE: 7<sup>th</sup> grade students who have taken ELA II can take ELA III. See 8<sup>th</sup> grade for course descriptions.\***

## **M/J Math 2**

Course Number: 1205040

Credit: 1.0

Grade Level: 7

### Major Concepts/Content

In Grade 7, instructional time should focus on four critical area: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

1. Students extend their understanding of ratios and develop understanding of proportionality to solve single- and multi-step problems. Students use their understanding of ratios and proportionality to solve a wide variety of percent problems, including those involving discounts, interest, taxes, tips, and percent increase or decrease. Students solve problems about scale drawings by relating corresponding lengths between the objects or by using the fact that relationships of lengths within an object are preserved in similar objects. Students graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line, called the slope. They distinguish proportional relationships from other relationships.
2. Students develop a unified understanding of number, recognizing fractions, decimals (that have a finite or a repeating decimal representation), and percents as different representations of rational numbers. Students extend addition, subtraction, multiplication, and division to all rational numbers, maintaining the properties of operations and the relationships between addition and subtraction, and multiplication and division. By applying these properties, and by viewing negative numbers in terms of everyday contexts (e.g., amounts owed or temperatures below zero), students explain and interpret the rules for adding, subtracting, multiplying, and dividing with negative numbers. They use the arithmetic of rational numbers as they formulate expressions and equations in one variable and use these equations to solve problems.
3. Students continue their work with area from Grade 6, solving problems involving area and circumference of a circle and surface area of three-dimensional objects. In preparation for work on congruence and similarity in Grade 8 they reason about relationships among two-dimensional figures using scale drawings and informal geometric constructions, and they gain familiarity with the relationship between angles formed by intersecting lines. Students work with three-dimensional figures, relating them to two-dimensional figures by examining cross-sections. They solve real-world and mathematical problems involving area, surface area, and volume of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes and right prisms.
4. Students build on their previous work with single data distributions to compare two data distributions and address questions about difference between populations. They begin informal work with random

sampling to generate data sets and learn about the importance of representative samples for drawing inferences.

### M/J Math 2, Advanced

Course Number: 1205050

Credit: 1.0

Grade Level: 7

#### Major Concepts/Content

In this Grade 7 Advanced Mathematics course, instructional time should focus on five critical areas: (1) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; (2) drawing inferences about populations based on samples; (3) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (4) grasping the concept of a function and using functions to describe quantitative relationships; and (5) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

1. Students continue their work with area from Grade 6, solving problems involving area and circumference of a circle and surface area of three-dimensional objects. In preparation for work on congruence and similarity in Grade 8 they reason about relationships among two-dimensional figures using scale drawings and informal geometric constructions, and they gain familiarity with the relationship between angles formed by intersecting lines. Students work with three-dimensional figures, relating them to two-dimensional figures by examining cross-sections. They solve real-world and mathematical problems involving area, surface area, and volume of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes and right prisms.
2. Students build on their previous work with single data distributions to compare two data distributions and address questions about difference between populations. They begin informal work with random sampling to generate data sets and learn about the importance of representative samples for drawing inferences.
3. Students use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems. Students recognize equations for proportions ( $y/x = m$  or  $y = mx$ ) as special linear equations ( $y = mx + b$ ), understanding that the constant of proportionality ( $m$ ) is the slope, and the graphs are lines through the origin. They understand that the slope ( $m$ ) of a line is a constant rate of change, so that if the input or  $x$ -coordinate changes by an amount  $A$ , the output or  $y$ -coordinate changes by the amount  $m(A)$ . Students also use a linear equation to describe the association between two quantities in bivariate data (such as arm span vs. height for students in a classroom). At this grade, fitting the model, and assessing its fit to the data are done informally. Interpreting the model in the context of the data requires students to express a relationship between the two quantities in question and to interpret components of the relationship (such as slope and  $y$ -intercept) in terms of the situation.
4. Students strategically choose and efficiently implement procedures to solve linear equations in one variable, understanding that when they use the properties of equality and concept of

logical equivalence, they maintain the solutions of the original equation. Students solve systems of two linear equations in two variables and relate the systems to pairs of lines in the plane; these intersect, are parallel, or are the same line. Students use linear equations, systems of linear equations, linear functions, and their understanding of slope of a line to analyze situations and solve problems.

5. Students grasp the concept of a function as a rule that assigns to each input exactly one output. They understand that functions describe situations where one quantity determines another. They can translate among representations and partial representations of functions (noting that tabular and graphical representations may be partial representations), and they describe how aspects of the function are reflected in the different representations.
6. Students use ideas about distance and angles, how they behave under translations, rotations, reflections, and dilation, and ideas about congruence and similarity to describe and analyze two-dimensional figures and to solve problems. Students show that the sum of the angles in a triangle is the angle formed by a straight line, and that various configurations of lines give rise to similar triangles because of the angles created when a traversal cuts parallel lines. Students understand the statement of the Pythagorean Theorem and its converse, and can explain why the Pythagorean Theorem holds, for example, by decomposing a square in two different ways. They apply the Pythagorean Theorem to find distances between points on the coordinate plane, to find lengths, and to analyze polygons. Students complete their work on volume by solving problems involving cones, cylinders, and spheres.

*\*Note: 7<sup>th</sup> grade students who have taken M/J Math II regular can take math III (pre-algebra) and students who took M/J Math II advanced can take Algebra I Honors.\**

### **M/J Comprehensive Science II**

Course Number: 2002070

Credit: 1.0

Grade Level: 7

#### Major Concepts/Content

Comprehensive Science 2 is the second in a series of three consecutive science classes. This course deepens the knowledge of earth, space, biological, and physical sciences, which were introduced in M/J Comprehensive Science I. 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.

### **M/J Comprehensive Science II, Advanced**

Course Number: 2002080

Credit: 1.0

Grade Level: 7

#### Major Concepts/Content

Comprehensive Science 2 is the second in a series of three consecutive science classes. This course deepens the knowledge of earth, space, biological, and physical sciences, which were introduced in M/J Comprehensive Science I. 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.

*Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.*

*\*Note: 7<sup>th</sup> graders who have taken M/J Life Science can take Physical Science. See 8<sup>th</sup> grade courses.\**

## **Eighth Grade:**

### **M/J United States History & Career Planning**

Course Number: 2100015

Credit: 1.0

Grade Level: 8

Major Concepts/Content:

Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. 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 explore those fundamental ideas and events which occurred after Reconstruction.

**Career and Education Planning** - Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must provide information from the Department of Economic Opportunity's economic security report as described in section 445.07, Florida Statutes.

### **M/J United States History & Career Planning, Advanced**

Course Number: 2100025

Credit: 1.0

Grade Level: 8

Major Concepts/Content:

Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. 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 explore those fundamental ideas and events which occurred after Reconstruction.

*Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).*

**Career and Education Planning** - Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must provide information from the Department of Economic Opportunity's economic security report as described in section 445.07, Florida Statutes.

### **M/J Language Arts 3**

Course Number: 1001070

Credit: 1.0

Grade Level: 8

Major Concepts/Content:

The purpose of this course is to provide grade 8 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

### **M/J Language Arts 3, Advanced**

Course Number: 1001080

Credit: 1.0

Grade Level: 8

Major Concepts/Content:

The purpose of this course is to provide grade 8 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

*Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.*

### **M/J Physical Science**

Course Number: 2003010

Credit: 1.0

Grade: 8

Major Concepts/Content:

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 middle school level, all students should have multiple opportunities every week to explore science laboratory investigations (labs). School laboratory investigations 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 middle 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 (NRC 2006, p. 77; NSTA, 2007).

**M/J Physical Science Advanced**

Course Number: 2003020

Credit: 1.0

Grade: 8

Major Concepts/Content:

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 middle school level, all students should have multiple opportunities every week to explore science laboratory investigations (labs). School laboratory investigations 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 middle 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 (NRC 2006, p. 77; NSTA, 2007).

**Earth/Space Science, Honors**

Course Number: 2001320

Credit: 1.0 (High School Credit, goes to GPA)

Grade: 8 – 9

Major Concepts:

While the content focus of this course is consistent with the Earth/Space 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).

### **M/J Grade 8 Pre-Algebra**

Course Number: 1205070

Credit: 1.0

Grade Level: 8

Major Concepts/Content:

Content addressed on the Grade 8 NAEP Mathematics assessment includes:

Draw or sketch from a written description polygons, circles, or semicircles. (MAFS.7.G.1.2; include circles and semicircles)

Represent or describe a three-dimensional situation in a two-dimensional drawing from different views. (MAFS.6.G.1.4)

Demonstrate an understanding about the two- and three-dimensional shapes in our world through identifying, drawing, modeling, building, or taking apart. (MAFS.6.G.1.4, MAFS.7.G.1.3, MAFS.7.G.2.6)

Visualize or describe the cross section of a solid. (MAFS.7.G.1.3)

Represent geometric figures using rectangular coordinates on a plane. (MAFS.6.G.1.3)

Describe how mean, median, mode, range, or interquartile ranges relate to distribution shape. (MAFS.6.SP.2.5c)

Using appropriate statistical measures, compare two or more data sets describing the same characteristic for two different populations for subset of the same population. (MAFS.7.SP.2.3, MAFS.7.SP.2.4)

Given a sample, identify possible sources of bias in sampling. (MAFS.7.SP.1.1)

Distinguish between a random and nonrandom sample. (MAFS.7.SP.1.1)

Evaluate the design of an experiment. (MAFS.7.SP.1.2)

Determine the theoretical probability of simple and compound events in familiar contexts. (MAFS.7.SP.3.8a)

Estimate the probability of simple and compound events through experimentation or simulation. (MAFS.7.SP.3.8)

Use theoretical probability to evaluate or predict experimental outcomes. (MAFS.7.SP.3.6, MAFS.SP.3.7)

Describe relative positions of points and lines using the geometric ideas of midpoint, points on common line through a common point, parallelism, or perpendicularity.

Describe the intersection of two or more geometric figures in the plane (e.g., intersection of a circle and a line).

Make and test a geometric conjecture about regular polygons.

### **Algebra 1 Honors**

Course Number: 1200320  
 Credit: 1.0 (High School Credit, goes to GPA)  
 Grade Level: 7 – 9

Major Concepts/Content:

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

### **Geometry Honors**

Course Number: 1206320  
 Credit: 1.0 (High School Credit, Goes to GPA)  
 Grade Level: 8 – 10

Major Concepts/Content:

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school standards. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

## **Middle School Electives:**

### **Exploring Art**

Course Number: 0101005  
 Credit: 1.0  
 Grade Level: 6-8  
 Major Concepts/Content

This is a beginning art class in which students will explore a wide range of media and techniques, as they engage in the art-making processes of creating two-dimensional and three-dimensional artworks. These artworks may include drawing, painting, printmaking, and/or collage and ceramic clay. Student artists reflect on their own artwork and that of others. Beginning student goals are related to craftsmanship, technique, and digital artwork.

### **M/J Studio Art 1**

Course Number: 01010100  
 Credit: 1.0  
 Grade Level: 6-8

#### Major Concepts/Content

This is generally a seventh grade Art class. Students will be able to experience varied two dimensional and three dimensional art appreciation and production activities with emphasis on design principles, elements and craftsmanship. Production activities may include drawing, painting, printmaking, sculpting, and assemblage. Students will use various tools and materials, media and technology. Art processes include perception, observation, imagery, critical thinking and analysis, historical and cultural perspectives and connections.

### **M/J Studio Art 2**

Course Number: 01010200  
 Credit: 1.0  
 Grade Level: 6-8

#### Major Concepts/Content

This is generally an eighth grade Art class. Students will begin to refine their skills and craftsmanship and begin creative risk taking in varied two dimensional and three dimensional production activities with emphasis on design principles, elements. Production activities may include drawing, painting, printmaking, sculpting, and assemblage. Students will use various tools and materials, media and technology.

### **M/J Studio Art 3 Advanced**

Course Number: 01010260  
 Credit: 1.0  
 Grade Level: 7-8

#### Major Concepts/Content

This is a studio class that promotes the enjoyment and appreciation of art as students strengthen their use of media and techniques to create both teacher-assigned and self-directed two-dimensional (2-D) and 3-dimensional (3-D) artworks which may include drawing, painting, printmaking, collage, and more. Students will regularly reflect on aesthetics and issues related to art and reinforce their knowledge of the structural elements of art and organizational principles of design, manipulating them to create works of art that are progressively more innovative. As they work, students develop and apply advanced understanding of the principles of design, AP (advanced placement) structure and vocabulary and are on a tract to prepare them for AP Art and college credit in high school.

***PREREQUISITES: Successful completion of Exploring Art and M/J Studio Art 1 prior to entering this class. Including the following:***

***Demonstrated serious work ethic, demonstrated higher level craftsmanship, demonstrated problem solving and analytical skills. Students must be self-starters and be able to manage their time for deadlines as well as follow directions.***

### **M/J Theatre I**

Course Number: 0400000

Credit: 1.0

Grade Level: 7-8

Major Concepts/Content:

Students learn the basics of building a character through such activities as pantomime, improvisation, and effective speaking using articulation, projection, and breathing. Students also learn the importance of technical theatre and explore the use of such elements as costumes, props, and scenery. Students practice writing for the theatre and explore various theatre roles and functions. 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

### **M/J STEM Environmental Science**

Course Number: 2002200

Credit: 1.0

Grade: 7 – 8

Major Concepts/Content:

This course is a multidisciplinary field that integrates physical, biological and information sciences to study the environment and the solution of environmental problems using STEM practices and is taught at an accelerated level. STEM incorporates science, technology, engineering and mathematics (STEM). M/J STEM Environmental Science includes STEM problem solving using environmental knowledge and science and engineering practices to address issues such as biomedical engineering, energy conversions, and bioremediation.

*PREREQUISITE: Comprehensive Science I, plus Science Dept. approval.*

### **Middle School Men's Chorus**

Course Number: 1303020

Credit: 1.0

Grade Level: 6-8

Major Concepts/Content:

This is a year-long course offered to middle school male students. It is a performance based class. Students are expected to perform rhythms, sight-sing, and sing their own part independently. We will also cover periods of music history, musical genres and famous composers. The final evaluation of a students' knowledge are the tests, concerts and Music Assessments in which they participate

### **Middle School Women's Chorus**

Course Number: 1303010

Credit: 1.0

Grade Level: 6-8

Major Concepts/Content:

This is a year-long course offered to middle school female students. It is a performance based class. Students are expected to perform rhythms, sight-sing, and sing their own part independently. We will also cover periods of music history, musical genres and famous composers. The final evaluation of a students' knowledge are the tests, concerts and Music Assessments in which they participate.

### **Introduction to Publications**

Course Number: 1006020

Credit: 1.0

Grade Level: 8-11

Major Concepts/Content:

The purpose of this course is to enable students to develop skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to become aware of journalism history, careers, ethics use, and management techniques related to the production of journalistic media. Some activities may be required outside of the school day.

*PREREQUISITES: Teacher approval and an A or B in most recent Language Arts/English course.*

## **High School Offerings**

### **English/Language Arts:**

#### **English I**

Course Number: 1001310

Credit: 1.0

Grade Level: 9

Major Concepts/Content:

Join us in English I for a series of journeys. In each unit of the course, we embark on a new journey. Through the study of literature, nonfiction, and life, we will explore the unknown, search for identity and equality, and seek achievement, opportunity, and understanding. You will read to analyze the way language is used to express human motivation and will research to examine the results of actions in the real world. The lessons in each unit will give you the tools you need to gain insights from what you read and to use your knowledge in creative and analytical writing.

#### **English I, Honors**

Course Number: 10013200

Credit: 1.0

Grade Level: 9

**Major Concepts/Content:**

English Honors I promotes academic excellence in English language arts through the strands of reading process, literary analysis, writing process, writing applications, communication, and information and media literacy. This course provides instruction in critical analysis of major literary genres. Composition instruction focuses upon using the writing process in creative, technical, and traditional academic modes in both times and untimed settings. All stages of the writing process are addressed: prewriting, drafting, revising, editing, and publishing. Formal speaking experiences are provided. Technology is incorporated into all aspects of the course.

**PREREQUISITE:** None.

**Special Notes:** Meets graduation requirement for English. NCAA.

**English II**

Course Number: 1001340

Credit: 1.0

Grade Level: 9-10

**Major Concepts/Content:**

Join us in English II to see how the human experience – real life, your life – is the foundation of the best stories, plays, poems, films, and articles. In each unit of the course, we explore a specific aspect of the human experience such as Laughter, Obstacles, Betrayal, and Fear. Through the study of literature, nonfiction, and life, we will explore what it means to be human, what it means to be fulfilled, triumphant, empowered, and transformed.

**English II, Honors**

Course Number: 10013500

Credit: 1.0

Grade Level: 9-10

**Major Concepts/Content:**

English Honors II promotes excellence in English language arts through the study of world literature. This course provides instruction in universal themes found in world literature as well as in the critical analysis of various genres in that literature. Composition instruction emphasizes the creative, technical, and traditional academic modes of writing through the writing process (prewriting, drafting, revising, editing, and publishing); frequent timed and untimed practice is provided. The study of language includes usage, mechanics, and other conventions of standard written English as they relate to students' writing. Formal and informal speaking opportunities are provided. Vocabulary study is done in conjunction with reading and literature. Technology is incorporated into all aspects of the course.

**PREREQUISITE:** One English credit.

**Special Notes:** Meets graduation requirement in English. NCAA.

**English III**

Course Number: 1001370

Credit: 1.0

Grade Level: 10-11

**Major Concepts/Content:**

In this course, students will acquire the language, reading, writing, and speaking/listening skills necessary for success in college, career, and beyond. Students will become critical readers and thinkers as they dive deeply into the texts presented throughout this course. Students will learn how to effectively research and integrate their findings, as well as cite their sources.

**English III, Honors**

Course Number: 10013800  
 Credit: 1.0  
 Grade Level: 11

Major Concepts/Content:

This course promotes excellence in English language arts through enriched experiences through the strands of reading process, literary analysis, writing process, writing applications, communication, and information and media literacy. Instruction includes frequent practice in writing various types of multi-paragraph essays, including documented papers; written and oral analysis of American literature representing the ethnic and cultural diversity of the American experience; and analysis of American dialects reflected in the literature. Reference skills and methods of summarizing are taught in the production of documented papers/projects. All phases of the writing process are utilized where appropriate (prewriting, drafting, revising, editing, and publishing). Formal and informal speech experiences are provided. Technology is incorporated into all aspects of the course.

*PREREQUISITES: Two English credits.*

*Special Notes: Meets graduation requirement in English. NCAA*

### **From Slavery to Integration**

Course Number: 1700320  
 Credit: 1.0  
 Grade Level: 11-12

Major Concepts/Content:

In this course students will read informational and historical fiction texts to examine the documented events related to issues from the 1700's to the mid 1960's with particular emphasis on the African American experience. Students will research, analyze, write, present, and debate issues that apply to various topics within these centuries. We will also explore the music, film, television news broadcasts, customs, cultures, and other areas of interest. In this interdisciplinary class, students will be able to plan, design and complete research projects, writings and publications using research and analysis. Students will develop skills that incorporate literary and informational text, writing, grammar, media literacy, research methods, technology, and debate and speech.

### **English IV: College Preparedness**

Course Number: 1001400  
 Credit: 1.0  
 Grade Level: 11-12

Major Concepts/Content:

In English 4: Florida College Prep, you will develop the skills you need to gain insights from what you read and to use your knowledge in creative and analytical writing. The course begins with fundamentals in reading and writing. From there, you will apply those concepts to closely read and analyze contemporary and historical informational text. The texts you read provide the background for narrative, informative/explanatory, and argument writing. The strategies you practice in this course will prepare you for the demands of reading, writing, and communicating in college and the workplace.

### **Dual Enrollment English Composition I**

Course Number: ENC1101D  
 Credit: 1.0  
 Grade Level: 11-12

Major Concepts/Content:

This course is an introduction to writing at the college level in which the student writes expository themes in various modes. Research methods are introduced and a documented paper is required.

*PREREQUISITE: Teacher Recommendation. Must score a 106 in Reading and a 103 in Writing on the PERT Test*  
*Special Notes: Meets graduation requirement in English. NCAA*

### Dual Enrollment English Composition II

Course Number: ENC1102D  
 Credit: 1.0  
 Grade Level: 12

#### Major Concepts/Content:

This composition course stresses structural and analytical writing, including narration and argumentation. Selected readings in prose, drama, and poetry supplement the course and provide topics for discussion and written assignments. Students use a variety of research and investigative techniques to produce a documented paper.

*PREREQUISITE: Teacher Recommendation.*  
*Special Notes: Meets graduation requirement in English. NCAA*

### Intensive Reading

Course Number: 1000410  
 Credit: 1.0  
 Grade Level: 10-12

#### Major Concepts/Content:

The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text and is removed as the reading and writing abilities of students improve over time.

## Mathematics:

### Algebra 1

Course Number: 1200310  
 Credit: 1.0  
 Grade Level: 9

#### Major Concepts/Content:

Algebra I emphasizes the importance of algebra in everyday life through hundreds of real-world examples. Assessments are designed to ensure that your understanding goes beyond rote memorization of steps and procedures. Upon successful course completion, you will have a strong foundation in Algebra I and will be prepared for other higher level math courses. The content shall include, but not be limited to, perform set

operations, use fundamental concepts of logic including Venn diagrams, describe the concept of a function, use function notation, solve real-world problems involving relations and functions, determine the domain and range of relations and functions, simplify algebraic expressions, solve linear and literal equations, solve and graph simple and compound inequalities, solve linear equations and inequalities in real-world situations, rewrite equations of a line into slope-intercept form and standard form, graph a line given any variation of information, determine the slope, x- and y- intercepts of a line given its graph, its equation or two points on the line, write an equation of a line given any variation of information, determine a line of best fit and recognize the slope as the rate of change, factor polynomial expressions, perform operations with polynomials, simplify and solve algebraic ratios and proportions, simplify and perform operations with radical and rational expressions, simplify complex fractions, solve rational equations including situations involving mixture, distance, work and interest, solve and graph absolute value equations and inequalities, graph systems of linear equations and inequalities in two and three variables and quadratic functions, and use varied solution strategies for quadratic equations and for systems of linear equations, linear regression, two way table probabilities and inequalities in two and three variables.

### Algebra I, Honors

Course Number: 12003200

Credit: 1.00

Grade Level: 9

Major Concepts/Content:

Algebra I Honors is a rigorous course designed to develop the algebraic concepts and processes that can be used to solve a variety of real-world and mathematical problems. The content shall include, but not be limited to, perform set operations, use fundamental concepts of logic including Venn diagrams, describe the concept of a function, use function notation, solve real-world problems involving relations and functions, determine the domain and range of relations and functions, simplify algebraic expressions, solve linear and literal equations, solve and graph simple and compound inequalities, solve linear equations and inequalities in real-world situations, rewrite equations of a line into slope-intercept form and standard form, graph a line given any variation of information, determine the slope, x- and y- intercepts of a line given its graph, its equation or two points on the line, write an equation of a line given any variation of information, determine a line of best fit and recognize the slope as the rate of change, factor polynomial expressions, perform operations with polynomials, simplify and solve algebraic ratios and proportions, simplify and perform operations with radical and rational expressions, simplify complex fractions, solve rational equations including situations involving mixture, distance, work and interest, solve and graph absolute value equations and inequalities, graph systems of linear equations and inequalities in two and three variables and quadratic functions, and use varied solution strategies for quadratic equations and for systems of linear equations, linear regression, two way table probabilities and inequalities in two and three variables.

*PREREQUISITE: Teacher Recommendation.*

### Geometry

Course Number: 1206310

Credit: 1.0

Grade Level: 9-10

Major Concepts/Content:

Geometry exists everywhere in the world around you. We use it to build bridges, to design maps, or to create perspective in paintings. Throughout this course, you will use problem solving and real world application to gain the knowledge of geometric concepts and their practical uses. The content will include, but not be limited to, geometric constructions, terminology and fundamental properties of geometry, deductive and inductive reasoning and their application to formal and informal proof, properties and applications of polygons and circles, formulas pertaining to the measurement of plane and solid figures, coordinate geometry involving circles, apply transformations to polygons, use and apply vectors, explore and use sequences,

applications of the inequality and Pythagorean Theorems, exploration of geometric relationships such as cross sections of solid objects, parallelism, perpendicularity, congruence, and similarity, and right triangle trigonometry.

*Pre-Requisites: Recommended for students that have completed Algebra I or its equivalent.*

### **Geometry, Honors**

Course Number: 1206320

Credit: 1.0

Grade Level: 9-10

Major Concepts/Content:

Geometry Honors is a rigorous course designed to develop the geometric relationships and deductive strategies that can be used to solve a variety of real world and mathematics problems. The content will include, but not be limited to, geometric constructions, terminology and fundamental properties of geometry, deductive and inductive reasoning and their application to formal and informal proof, properties and applications of polygons and circles, formulas pertaining to the measurement of plane and solid figures, coordinate geometry involving circles, apply transformations to polygons, use and apply vectors, explore and use sequences, applications of the inequality and Pythagorean Theorems, exploration of geometric relationships such as cross sections of solid objects, parallelism, perpendicularity, congruence, and similarity, and right triangle trigonometry.

*PREREQUISITE: Algebra I or Algebra I Honors and Teacher Recommendation.*

### **Algebra II**

Course Number: 1200330

Credit: 1.0

Grade Level: 9-11

Major Concept/Content:

Starting with a review of basic algebra, you will learn polynomials, quadratic equations, exponential and logarithmic relations, and probability and statistics. Throughout the course, these mathematical concepts are applied to everyday occurrences to get a better understanding of how the world around us functions. Topics shall include, but not be limited to, structure and properties of the complex number system, arithmetic and geometric sequences and series including partial sums, study of conic sections, identify and graph transformations of functions such as linear, rational, quadratic, cubic, radical, absolute value, piece-wise, polynomial, exponential, and logarithmic, describe end behavior of polynomial functions, identify discontinuities and asymptotes of rational functions, perform operations and compositions of functions, apply the Binomial Theorem, varied solution strategies for linear equations, inequalities, and systems of equations and inequalities, and varied solution strategies for variations, non-linear systems of equations, quadratic, polynomial, rational, radical, experimental design, compound probabilities and exponential and logarithmic equations.

### **Algebra II, Honors**

Course Number: 1200340

Credit: 1.0

Grade Level: 9-11

Major Concepts/Content:

Algebra II Honors is a rigorous course designed to continue the study algebra and to provide the foundation for applying these skills to other mathematical and scientific fields. This course provides the necessary preparation for College Algebra. Topics shall include, but not be limited to, structure and properties of the complex number system, arithmetic and geometric sequences and series including partial sums, study of conic sections, identify and graph transformations of functions such as linear, rational, quadratic, cubic,

radical, absolute value, piece-wise, polynomial, exponential, and logarithmic, describe end behavior of polynomial functions, identify discontinuities and asymptotes of rational functions, perform operations and compositions of functions, apply the Binomial Theorem, varied solution strategies for linear equations, inequalities, and systems of equations and inequalities, and varied solution strategies for variations, non-linear systems of equations, quadratic, polynomial, rational, radical, experimental design, compound probabilities and exponential and logarithmic equations.

*PREREQUISITE: Algebra I or Algebra I Honors and Teacher Recommendation.*

### **Liberal Arts Mathematics 1**

Course Number: 1207300

Credit: 1.0

Grade Level: 9-11

Major Concept/Content:

Liberal Arts Mathematics 1 is meant to be a bridge from Algebra I to formal Geometry. This course is meant to be taken after a student completes the Algebra I curriculum to help strengthen their knowledge and prepare them for geometry. Topics include all of Algebra I concepts (linear, quadratic, polynomial, exponential functions) and a sampling of geometry.

### **Math for College Readiness**

Course Number: 1200700

Credit: 1.0

Grade Level: 10-12

Major Concepts/ Content:

Acquire skills needed for success in college level mathematics. You will explore expressions, equations, statistics, and probability to learn Algebra and Geometry skills required for entry into college-level courses. Topics include, but are not limited to, linear functions, quadratic functions, exponential functions, use function notation, solve real-world problems involving relations and functions, determine the domain and range of relations and functions, simplify algebraic expressions, solve linear and literal equations, solve and graph simple and compound inequalities, solve linear equations and inequalities in real-world situations, rewrite equations of a line into slope-intercept form and standard form, graph a line given any variation of information, determine the slope, x- and y- intercepts of a line given its graph, its equation or two points on the line, write an equation of a line given any variation of information, determine a line of best fit and recognize the slope as the rate of change, factor polynomial expressions, perform operations with polynomials, simplify and solve algebraic ratios and proportions, simplify and perform operations with radical and rational expressions, simplify complex fractions, solve rational equations including situations involving mixture, distance, work and interest, solve and graph absolute value equations and inequalities, graph systems of linear equations and inequalities in two and three variables and quadratic functions, and use varied solution strategies for quadratic equations and for systems of linear equations, linear regression, two way table probabilities and inequalities in two and three variables.

### **Pre-Calculus, Honors**

Course Number: 1202340

Credit: 1.0

Grade Level: 10-12

Major Concepts/Content:

The purpose of this course is to emphasize the study of functions and other skills necessary for the study of calculus. Topics shall include, but not be limited to, polynomial, rational, exponential, inverse, logarithmic, trigonometric and circular functions, understand and use the Intermediate Value and Extreme Value Theorems, find partial sums of arithmetic and geometric series, understand and find limits, understand and

apply vectors, applications of parametric and trigonometric equations, graph and apply conic sections, polar coordinates, complex numbers, and mathematical induction.

*PREREQUISITE: Geometry or Geometry Honors and Algebra II or Algebra II Honors or Integrated Mathematics III or Analysis of Functions and Teacher Recommendation.*

### Dual Enrolled Intermediate Algebra

Course Number: MAT 1033

Credit: 0.5

Grade Level: 11-12

Major Concepts/Content

Major topics include linear equations, linear inequalities and their graphs; systems of linear equations, inequalities and their graphs; introduction to relations and functions; rational exponents; operations with rational expressions, complex fractions and rational equations; operations with radical expressions and radical equations and quadratic equations.

*PREREQUISITE: Minimum of 114 on PERT, 440 on SAT, or 19 on ACT*

### Dual Enrolled College Algebra

Course Number: MAC 1105

Credit: 1.0

Grade Level: 11-12

Major Concepts/Content

Topics include characteristics of functions in general; inverse functions; linear, quadratic, absolute value, exponential and logarithmic functions and equations; systems of equations and inequalities; and applications. Some topics will require a graphing calculator. With successful completion students will receive 3 hours of math credit at the college level.

*PREREQUISITE: MAT 1033, Minimum of 123 on PERT, 550 on SAT, or 21 on ACT*

### Advanced Placement Calculus AB

Course Number: 1202310

Credit: 1.0

Grade Level: 11-12

Major Concepts/Content:

AP Calculus AB is a course designed to offer students college level mathematics under the guidelines of the Advanced Placement Program. Topics shall include, but not be limited to, elementary functions, hyperbolic functions, limits and continuity, derivatives, differentiation including partial differentiation, applications of the derivative, antiderivatives, definite integrals, indeterminate forms, and applications of the integral. The student enrolled in this course will be expected to take the Advanced Placement Examination in Calculus AB.

Download a complete course description from the College Board website.

*PREREQUISITE: Calculus or Pre-Calculus and Teacher Recommendation.*

### Advanced Placement Calculus BC

Course Number: 1202320

Credit: 1.0

Grade Level: 11-12

Major Concepts/Content:

Advanced Placement Calculus BC is a course designed to offer students college level mathematics under the guidance of the Advanced Placement Program. Topics shall include, but not be limited to, elementary functions, hyperbolic functions, limits and continuity, derivatives, differentiation including partial differentiation, applications of the derivative, antiderivatives, definite integrals, indeterminate forms, applications of the integral, sequences of real numbers, convergence, and elementary differential equations. The student enrolled in this course will be expected to take the Advanced Placement Examination in Calculus BC. Download a complete course description from the College Board website.

*PREREQUISITE: Pre-Calculus or Advanced Placement Calculus AB and Teacher Recommendation.*

*SPECIAL NOTE: This course meets an academic unit for some Bright Futures Scholarship Program. NCAA*

### Advanced Placement Statistics

Course Number: 1210320

Credit: 1.0

Grade Level: 11-12

Major Concepts/Content:

AP Statistics is a course designed to give students college level mathematics under the guidance of the Advanced Placement Program. The Common Core Mathematical Practice Standards apply throughout the course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

- \* Exploring Data: Describing patterns and departures from patterns
- \* Sampling and Experimentation: Planning and conducting a study
- \* Anticipating Patterns: Exploring random phenomena using probability and simulation
- \* Statistical Inference: Estimating population parameters and testing hypotheses

The student enrolled in this course will be expected to take the Advanced Placement Examination in Statistics. Students who successfully complete the course and examination may receive credit and/or advanced placement for a one-semester introductory college statistics course. Download a complete course description from the College Board website.

*PREREQUISITE: Algebra II or Algebra II Honors*

*SPECIAL NOTE: Earning credit in this course precludes earning credit in Probability and Statistics with Applications. This course meets an academic unit for some Bright Futures Scholarship Programs. NCAA*

## Science:

### Earth-Space Science

Course Number: 2001310

Credit: 1.0

Grade Level: 9

Major Concepts/Content:

Earth and Space Science is a laboratory course focusing on the study of space, and the geologic and atmospheric forces that shape our world. Through experimentation and investigations, students will explore the earth cycles. Students will learn about scientific inquiry, geological time, space exploration, the solar system and the universe. Students will use interactive experiences, higher order thinking, collaborative projects, and real world application through labs, ADIs and a variety of assignments. Upon completion of this course, students will have a clear understanding of the dynamic forces at work in the world around them, becoming better caretakers of our planet.

### Earth-Space Science, Honors

Course Number: 2001320  
 Credit: 1.0  
 Grade Level: 9

#### Major concepts/Content

Earth and Space Science is a laboratory course focusing on the study of space, and the geologic and atmospheric forces that shape our world. Through experimentation and investigations, students will explore the earth cycles. Students will learn about scientific inquiry, geological time, space exploration, the solar system and the universe. Students will use interactive experiences, higher order thinking, collaborative projects, and real world application through labs, ADIs and a variety of assignments. Upon completion of this course, students will have a clear understanding of the dynamic forces at work in the world around them, becoming better caretakers of our planet.

*Honors Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.*

### Biology

Course Number: 2000310  
 Credit: 1.0  
 Grade Level: 10

#### Major Concepts/Content:

Biology is a laboratory course focusing on nature of science ideas and skills; molecular and cellular biology; organisms, populations and ecosystems; and classification, heredity and evolution. This knowledge is tested through the Biology end of course exam. As stated by the Florida Department of Education – “For students enrolled in Biology 1 for high school graduation, scores must be used to calculate 30 percent of the final course.” Scores range from 1-5. A score of 3 or better is passing.

### Biology, Honors

Course Number: 2000320  
 Credit: 1.0  
 Grade Level: 10

#### Major Concepts/Content:

Biology is a laboratory course focusing on nature of science ideas and skills; molecular and cellular biology; organisms, populations and ecosystems; and classification, heredity and evolution. This knowledge is tested through the Biology end of course exam. As stated by the Florida Department of Education – “For students enrolled in Biology 1 for high school graduation, scores must be used to calculate 30 percent of the final course.” Scores range from 1-5. A score of 3 or better is passing.

*Honors Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.*

### Integrated Science with an Emphasis in Forensics.

Course Number: 2002400

Credit: 1.0

Grade Level: 10-12

Major Concepts/Content:

In this course, students will be learning the big ideas in all areas of science with the incorporation of all things forensics. Forensic science is a senior-level course that is rich in exploration and lab investigation. This applies to many disciplines of scientific study such as biology/anatomy, chemistry, and physics to solving crimes. We will research and conduct investigations as scientists do rather than through paper and pencil textbook activities. Students will be expected to give their best effort and to reflect on their learning daily. Learners must be able to provide daily evidence of their understanding of the concepts taught. This requires that each learner come prepared and ready to learn.

### **Chemistry**

Course Number: 2003340

Credit: 1.0

Grade Level: 10-12

Major Concepts/Content:

This course is to provide students with a fundamental understanding of basics inorganic chemistry to include atomic structure, nomenclature, gas laws, molecular equations, stoichiometry, nuclear chemistry and an introduction to organic chemistry. This program also covers laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies. During this course students will be required to defining problems, develop and use models, plan and carry out investigations, analyze and interpret data, use mathematics, information and computer technology, and learn computational thinking. Additionally students will be required to engage in argument driven inquiry derived from experimental evidence, obtain, evaluate, and communicate information.

### **Chemistry, Honors**

Course Number: 2003350

Credit: 1.0

Grade Level: 10-12

Major concepts/Content:

This course is to provide students with a fundamental understanding of basics inorganic chemistry to include atomic structure, nomenclature, gas laws, molecular equations, stoichiometry, nuclear chemistry and an introduction to organic chemistry. This program also covers laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies. During this course students will be required to defining problems, develop and use models, plan and carry out investigations, analyze and interpret data, use mathematics, information and computer technology, and learn computational thinking. Additionally students will be required to engage in argument driven inquiry derived from experimental evidence, obtain, evaluate, and communicate information.

*Honors Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.*

### **Care and Prevention of Athletic Injuries**

Course Number: 1502490

Credit: 0.5  
 Grade Level: 10-12  
 Major Concepts/Content:

The purpose of this course is to enable students to develop knowledge of the anatomy and physiology related to athletic injuries and skills related to the nature, prevention, care, and rehabilitation of athletic injuries. The content of the course should include but not limited to such things as injury prevention, anatomy and physiology related to athletic injuries, conditioning methods, identification, management, rehabilitation, athletic training, career opportunities, benefits of knowing issues pertaining to athletic injuries.

### **Anatomy and Physiology Honors (Health Science I):**

Course Number: 2000360  
 Credit: 1.0  
 Grade Level: 10-12  
 Major Concepts/Content:

The purpose of this course is to enable students to develop understanding of the relationships between the structures and functions of the human body. The content will include, but not be limited to, the following: implementation of scientific habits of mind, application of scientific knowledge, methodology, and historical context to solve problems, use of laboratory technologies, terminology, cells and tissues, homeostasis, growth and development, body composition, structure and function of body organs, internal and external changes and responses, connections between anatomy, physiology, medicine, technology and society.

### **Health Science II (First Responder)**

Course Number: 8417110  
 Credit: 1.0  
 Grade Level: 11-12  
 Major concepts/Content:

This is an instructional program that prepares students to provide initial care to sick or injured persons. The Emergency Medical First Responder is the first to arrive at the scene of an injury, this course includes identifying and practicing correct medical procedures for various emergency situations, proficiency in the appropriate instruments used, as well as a foundation in the anatomy and pathophysiology. This program is approved by the Department of Education utilizing standards from the Bureau of Emergency Medical Services. Students that successfully complete this program receive state certification as a Florida Emergency Medical Responder and American Heart Association Basic Medical CPR provider. (This open course is limited to high school juniors and seniors only)

### **Health Science III (Certified Nursing Assistant)**

Course Number: 8417211  
 Credit: 1.0  
 Grade Level: 12  
 Major concepts/Content:

This is a course designed to prepare the student to provide/assist with all aspects of activities of daily living for the adult patient in both hospital, critical care centers and nursing home settings. The course, which is taught by a registered nurse, includes didactic instruction, skills practice in the laboratory and clinical experience. Emphasis is also placed on the development of communication, interpersonal, problem solving and critical thinking skills. Upon successful completion, the student is eligible to apply to sit for the Florida State Certified Nursing Assistant exam which qualifies as industry certification. Students must have successfully completed Honors Anatomy and Physiology and Health Science II, be a high school senior, and complete an application process to be accepted into the program.

### Principles of Technology – Robotics

Course Number: 2003600  
 Credit: 1.0  
 Grade Level: 10-12

#### Major Concepts/Content:

Principles of Technology is a high school-level course of engineering and robotics. The course exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study. Students will learn the basics of circuits, Arduino programming, engineering, and design in this project-based course. As these skill are developed, students will be able to create and program increasingly complex and useful devices.

### Advanced Placement Environmental

Course Number: 2001380  
 Credit: 1.0  
 Grade Level: 9-12

#### Major Concepts/Content:

Advanced Placement Environmental Science will provide students with a college level course in environmental science and will prepare students to seek credit and /or appropriate placement in college environmental science courses. Topics will include but not be limited to: ecosystem dynamics, biodiversity, dimensions and causes of population growth, natural cycles, pollution, and resources Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.

*PREREQUISITE: Integrated Science I and II, or Biology I, Biology Technology, or Biology Honors, plus Science Dept. approval.*

### Advanced Placement Biology

Course Number: 2000340  
 Credit: 1.0  
 Grade Level: 10-12

#### Major Concepts/Content:

Advanced Placement Biology will provide students with a college level course in biology and will prepare the student to seek credit and/or appropriate placement in college biology courses. Topics will include but not be limited to: molecular and cellular biology, organismal biology, and population biology. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.

*PREREQUISITE: Integrated Science I and II, or Biology I, Biology Technology, or Biology Honors, and Chemistry 1, plus Science Dept. approval.*

### Advanced Placement Physics 1

Course Number:  
 Credit: 1.0  
 Grade Level: 11-12

#### Major Concepts/Content:

The AP Physics 1 course is designed to be taught over the course of a full academic year and may be taken as a first-year physics course with no prior physics course work necessary. Through inquiry-based learning, students will develop critical thinking and reasoning skills, as defined by the AP Science Practices. Students will cultivate their understanding of physics and science practices as they explore the following topics:

Kinematics, Dynamics: Newton's laws, circular motion and universal law of gravitation, simple harmonic motion: simple pendulum and mass-spring systems, impulse, linear momentum, and conservation of linear momentum: collisions, work, energy, and conservation of energy, rotational motion: torque, rotational kinematics and energy, rotational dynamics, and conservation of angular momentum, electrostatics: electric charge and electric force, DC circuits: resistors only, and mechanical waves and sound.

*PREREQUISITE: Students should have completed geometry and be concurrently taking algebra II, or an equivalent course. Although the Physics 1 course includes basic use of trigonometric functions, this understanding can be gained either in the concurrent math course or in the AP Physics 1 course itself.*

## Advanced Placement Chemistry

Course Number: 2003370

Credit: 1.0

Grade Level: 10-12

Major Concepts/Content:

Advanced Placement Chemistry will provide students with a college level course in chemistry and will prepare the student to seek credit and/or appropriate placement in college chemistry courses. Topics will include but not be limited to: structure of matter, states of matter, chemical reactions, and descriptive chemistry.

Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.

*PREREQUISITE: Integrated Science I and II, or Chemistry I, plus Algebra I, and Science Dept. approval*

## Social Sciences:

### World Cultural Geography

Course Number: 2103300

Credit: 1.0

Grade Level: 9

Major Concepts/Content:

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

*PREREQUISITE: M/J U.S. History*

*SPECIAL NOTE: SUS/BF/Medallion & Scholar only/NCAA*

### World History

Course Number: 2109310

Credit: 1.0

Grade Level: 10

Major Concepts/ Content:

The 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.

*PREREQUISITE: World Cultural Geography or AP Human Geography*

### **World History, Honors**

Course Number: 2109320

Credit: 1.0

Grade Level: 10

Major Concepts/Content:

The 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.

*Honors courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).*

*PREREQUISITE: World Cultural Geography or AP Human Geography*

*SPECIAL NOTE: SUS/BF/NCAA*

### **US History**

Course Number: 2100310

Credit: 1.0

Grade Level: 11

Major Concepts/Content:

The 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.

*PREREQUISITE: World History, World History Honors, or AP World*

*Pre-Requisites: English I recommended*

### **US History, Honors**

Course Number: 2100320

Credit: 1.0

Grade Level: 11

Major Concepts/Content:

The 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.

*Honors courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).*

**PREREQUISITE:** *World History, World History Honors, or AP World History*

**SPECIAL NOTE:** *SUS/BF/NCAA*

## US Government

Course Number: 2106310

Credit: 0.5

Grade Level: 12

Major Concepts/Content:

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

**PREREQUISITE:** *U.S. History, U.S History Honors, or AP U.S. History (Recommended for 12th Grade)*

*Pre-Requisites: English I & II recommended*

## US Government, Honors

Course Number: 2106320

Credit: 0.5

Grade Level: 12

Major Concepts/Content

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

*Honors courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship*

*project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).*

*PREREQUISITE: U.S. History, U.S History Honors, or AP U.S. History (Recommended for 12th Grade)*

*SPECIAL NOTE: SUS/BF/NCAA*

### **Economics with Financial Literacy**

Course Number: 2102335

Credit: 0.5

Grade Level: 12

Major Concepts/Content:

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

*PREREQUISITE: U.S. History, U.S History Honors, or AP U.S. History (Recommended for 12th Grade; Successful completion of English 1 and Algebra I is strongly recommended.)*

### **Economics with Financial Literacy, Honors**

Course Number: 2102345

Credit: 0.5

Grade Level: 12

Major Concepts/Content:

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

*Honors courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).*

*PREREQUISITE: U.S. History, U.S History Honors, or AP U.S. History (Recommended for 12th Grade; Successful completion of English 1 and Algebra I is strongly recommended.)*

### **Sociology**

Course Number: 2108300

Credit: 0.5

Grade Level: 10-12

Major Concepts/Content:

Through the study of sociology, students acquire an understanding of group interaction and its impact on individuals in order that they may have a greater awareness of the beliefs, values and behavior patterns of others. In an increasingly interdependent world, students need to recognize how group behavior affects both the individual and society.

*Recommended for: 10-12<sup>th</sup> grade*

### **Psychology 1**

Course Number: 2107300

Credit: 0.5

Grade Level: 10-12

Major Concepts/Content:

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.

*Recommended for: 10-12<sup>th</sup> grade*

### **Law studies**

Course Number: 2106350

Credit: 0.5

Grade Level: 9-12

Major Concepts / Content:

The Law Studies content pertains to the study of the American legal system as the foundation of American society by examining those laws which have an impact on citizens' lives and an introduction to fundamental civil and criminal justice procedures. Content will include the need for law, and how it is the basis for our legal system, civil and criminal law, adult and juvenile courts, family and consumer law, cause and consequences of crime, individual rights and responsibilities, and career opportunities in the legal system.

### **Comparative Political Systems**

Course Number: 2106360

Credit: 0.5

Grade Level: 9-12

Major Concepts/Content:

The content for Comparative Political Systems involves the study of the major political systems of the world (communism, socialism, fascism, parliamentary, etc.), and compare and contrast their operation with the American democratic system. Concepts will also include a comparison of the major political ideas, from historical and ideological perspectives, and the role and function of the government and the citizens in each political system, as well as geographic practice with maps to understand where each ideology has a base.

### Advanced Placement Psychology

Course Number: 21073500

Credit: 1.0

Grade Level: 9-12

#### Major Concepts/Content:

Advanced Placement Psychology, an elective, will provide students an opportunity to acquire a comprehensive understanding of the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major sub-fields within psychology. They also learn about the methods that psychologists use in their science and practice. Content will include, but not be limited to, methods, biological basis of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing for intelligence and personality, abnormal psychology, treatment of disorders, and social psychology. Course outline will adhere to the guidelines of the College Board. Students may receive college credit after testing.

### Advanced Placement United States History

Course Number: 21003300

Credit: 1.0

Grade Level: 11

#### Major Concepts/Content

Advanced Placement American History will provide students with the opportunity to develop the analytic skills and factual knowledge necessary to deal critically with the problems, content, and materials of American historic development. This is done by focusing on persistent themes and change in history and by applying historical reasoning to seek solutions to contemporary problems. Integral components of this course will include, but not be limited to, the formation of generalizations from primary sources in history, the synthesis and evaluation of information, the development of a set of criteria for judging proposed courses of action in terms of actual and projected consequences, the comparison of eras with similar trends, and analysis of the impact of major historical figures and groups on American and world events, the detection of bias in making conclusions, and the emergence of patterns in historical development. Reference will be made to the current advanced placement course description for American History published annually by the College Board. This course will prepare students for possible college credit. Students enrolled must take the AP exam. One credit of American history is required for graduation.

*SPECIAL NOTE: SUS/BF/NCAA*

### Advanced Placement Human Geography

Course Number: 21034000

Credit: 1.0

Grade Level: 9-12

#### Major Concepts/Content

The AP Human Geography course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. AP Human Geography is an introductory college-level course that studies human interaction across cultural, political, and environmental boundaries. Students will examine the deeper issues behind current events in order to gain a better understanding of why the world operates the way it does and why people live where they do. The purpose of this AP course is to provide students with a learning experience equivalent to that of a college-level introductory human geography course, and the College Board Advanced Placement program offers an end-of-course examination to qualified students who wish to earn college credit. Throughout this course, a strong emphasis will be placed on reading skills, writing skills, and the submission of quality work. Students will be

expected to read and comprehend texts written at a college reading level to submit work to be measured by higher university standards.

*SPECIAL NOTE: SUS/BF/Medallion & Scholar only/NCAA*

### **Advanced Placement World History**

Course Number: 21094200

Credit: 1.0

Grade Level: 10

Major Concepts/Content

The AP World History course offers motivated students the opportunity to immerse themselves in the processes that, over time, have resulted in the knitting of the world into a tightly integrated whole. The course highlights five themes that allow the students, throughout the course, to make comparisons, construct and evaluate arguments, assess issues of change and continuity, handle diverse interpretations through analysis of context, bias and frame of reference, and using documents and primary data in developing the skills necessary to analyze point of view, context and bias. These themes will cover 6 chronological periods from approximately 1000 AD to the present with careful preparation in terms of previous developments known as the Foundations segment.

The themes include:

- Interaction between Humans and the ENVIRONMENT
- Development and Interaction of CULTURES and RELIGIONS
- POLITICAL State Building, Expansion, and Conflict
- Creation, Expansion, and Interaction of ECONOMIC Systems
- Development and Transformation of SOCIAL Structures

### **Advanced Placement European History**

Course Number: 2109380

Credit: 1.0

Grade Level: 11-12

Major Concepts/Content

The AP European History course focuses on developing students' understanding of European history from approximately 1450 to the present. The course has students investigate the content of European history for significant events, individuals, developments, and processes in four historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides five themes (interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; and individual and society) that students explore throughout the course in order to make connections among historical developments in different times and places.

### **Advanced Placement United States Government and Politics**

Course Number: 21064200

Credit: 0.5

Grade Level: 12

Major Concepts/Content

This course will give students a critical perspective on politics and government in the United States. It requires familiarity with the various institutions, groups, beliefs, and ideas that make up the American political reality. Specific content to be covered will include, but not be limited to, an understanding of federalism and the separation of powers, the development of the constitution, the process of politics, the nature of public

opinion, the role of political parties and interest groups, the major formal and informal institutional arrangement of powers, and the development of civil liberties and civil rights. Course outline will adhere to guidelines of The College Board. Completion of this course may qualify student for college credit. Students enrolled must take the AP Exam. One-half credit of American government is required for graduation.

*SPECIAL NOTE: SUS/BF/NCAA*

## World Languages:

### Latin 1

Course Number: 0706300

Credit: 1.0

Grade Level: 7-12

Major Concepts/Content:

Latin 1 introduces students to the target language and its culture. The student will develop a thorough understanding of the written language as well as of the influence the language and culture has had on other world languages, culture, government, arts and laws. Emphasis is placed on proficient understanding in the reading of the language. An introduction to writing is also included as well as culture, connections, comparisons, and communities.

Special Note: Latin students will focus more on reading and interpreting written passages rather than using oral modes of communication.

### Latin 2

Course Number: 07063100

Credit: 1.0

Grade Level: 8-12

Major Concepts/Content:

Latin 2 expands the skills acquired by students in Latin 1. Specific content includes, but is not limited to, expansion of vocabulary and translation skills through comprehension of selected readings. Vocabulary and grammar stresses activities which are important to prepare for translating the works of authentic authors in the target language. In presentational speaking and presentational writing, Latin students will present projects and reports of the research they have done about the culture, arts, history, politics, literature and mythology of the target language in English.

\*Special Note: Latin students will focus more on reading and interpreting written passages rather than using oral modes of communication. *Pre-requisite: Latin 1*

### Latin 3, Honors

Course Number: 0706320

Credit: 1.0

Grade Level: 9-12

Major Concepts/Content:

Latin 3 expands the skills acquired by students in Latin 2. Specific content includes, but is not limited to, expansion of vocabulary and translation skills through comprehension of selected readings. Vocabulary and grammar stress activities which are important to authors such as Caesar, Cicero, Plautus, Ovid, Catullus, Horace, Pliny, Sallust, Juvenal and Vergil. In presentational speaking, Latin students will present projects and reports of the research they have done about the culture, arts, history, politics, literature and mythology of the target language in English. For presentational writing, students will write essays of literary criticism to prepare for those expected in Advanced Placement and college classes.

\*Special Note: Latin students will focus more on reading and interpreting written passages rather than using oral modes of communication. *Pre-Requisites: Latin 2*

### Latin 4, Honors

Course Number: 0706330  
 Credit: 1.0  
 Grade Level: 10-12

Major Concepts/Content:

Latin 4 expands the skills acquired by students in Latin 3. Specific content includes, but is not limited to, expansion of vocabulary and translation skills through comprehension of selected readings. Vocabulary and grammar stress activities which are important to authors such as Caesar, Cicero, Plautus, Ovid, Catullus, Horace, Pliny, Sallust, Juvenal and Vergil. In presentational speaking, Latin students will present projects and reports of the research they have done about the culture, arts, history, politics, literature and mythology of the target language in English. For presentational writing, students will write essays of literary criticism to prepare for those expected in Advanced Placement and college classes.

\*Special Note: Latin students will focus more on reading and interpreting written passages rather than using oral modes of communication. *Pre-Requisites: Latin 3*

### Advanced Placement Latin

Course Number: 0706375  
 Credit: 1.0  
 Grade Level: 10-12

Major Concepts/Content:

Students will improve their fluency in reading Latin through daily vocabulary preparation and in-class sight-reading (Vergil and Caesar as well as other authors), in addition to nightly passage preparation. Regular review of grammatical forms and uses will further assist in increasing reading fluency. Significant sections of both works will be read in English as well, which, when combined with historical lectures and additional assigned essays of literary criticism, will help the student develop a sense of the historical and literary context of the works. During class discussions and in writing essays concerning major themes, historical relevance, and literary technique, students will come to appreciate the authors' mastery of prose and poetry, as well as to understand the politics and culture of the ancient Roman world. Accuracy and speed in translation will be expected of the AP candidate, as well as the concise communication of ideas in critical analysis. Students are required to take the AP Latin Exam.

\*Special Note: Latin students will focus more on reading and interpreting written passages rather than using oral modes of communication. *Pre-Requisites: Latin 3 and Teacher Recommendation*

### Spanish I

Course Number: 07083400  
 Credit: 1.00  
 Grade Level: 7-12

Spanish I introduces students to the target language and its culture. The student will develop communicative skills, cross-cultural understanding, beginning skills in listening and speaking with special attention to pronunciation. An introduction to reading and writing is also included as well as the fundamentals of grammar and culture.

*PREREQUISITES: Middle school students must be on or above grade level for language arts/mathematics (FSA) and have math and language arts teacher approval for academic readiness.*

### Spanish II

Course Number: 07083500  
 Credit: 1.00  
 Grade Level: 7-12

Spanish II reinforces the fundamental skills acquired by the students in Spanish I. 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 I. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language- speaking people is continued.

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

- Conversational expression of feelings, ideas, and opinions in the target language
- Comprehension of spoken and written target language
- Oral and written presentation of information and ideas, in the target language, to an audience
- Social interaction patterns within the target language culture(s)
- Connections between the target language and culture(s) and other disciplines

*PREREQUISITES: Spanish I or mastery of Student Performance Standards and teacher recommendation.*

### **Spanish III Honors**

Course Number: 07083600  
 Credit: 1.00  
 Grade Level: 8-12

Spanish III provides mastery and expansion of skills acquired by the students in Spanish II. Specific content includes, but is not limited to, expansion of vocabulary and conversational skills through discussions of selected readings. Students' acquisition of grammatical concepts is strengthened by analyzing reading selections. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people. The content should include, but not be limited to, the following:

- Conversational expression of feelings, ideas, and opinions in the target language
- Comprehension of spoken and written target language
- Oral and written presentation of information and ideas, in the target language to an audience
- Social interaction patterns within Spanish speaking culture(s)
- Connections between the target language and culture(s) and other disciplines

*PREREQUISITES: Spanish II or mastery of Student Performance Standards and teacher recommendation.*

### **Spanish IV Honors**

Course Number: 07083700  
 Credit: 1.00  
 Grade Level: 10-12

Spanish IV expands the skills acquired by the students in Spanish III. 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 newspapers, magazines, and literary works. The content should include, but not be limited to, the following:

- Conversational expression of feelings, ideas, and opinions in the target language
- Comprehension of spoken and written target language
- Oral and written presentation of information and ideas, in the target language to an audience
- Connections between the target language and culture(s) and other disciplines

*PREREQUISITES: Spanish III or mastery of Student Performance*

### **Advanced Placement Spanish Language and Culture**

Course Number: 07084000  
 Credit: 1.00  
 Grade Level: 10-12

Advanced language learning offers social, cultural, academic, and workplace benefits that will serve students throughout their lives. The proficiencies acquired through the study of languages at this level endow language learners with cognitive, analytical, and communication skills that carry over into many other areas of their academic studies.

The three modes of communication (Interpersonal, Interpretive, and Presentational) defined in the *Standards for Foreign Language Learning the 21<sup>st</sup> Century* are foundational to the AP Spanish Language and Culture class. The AP course provides students with opportunities to demonstrate their proficiency in each of these three modes in the Intermediate to Pre-Advanced range as described in the *ACTFL Performance Guidelines for K-12 Learners*.

Advanced Placement Spanish Language and Culture develops oral and written fluency in the language and prepares students to take the Advanced Placement test. The course is comparable to the first course of third year university level language study.

*PREREQUISITES: Spanish IV or mastery of Student Performance Standards and teacher recommendation.*

### **Spanish V Honors**

Course Number: 0708380  
 Credit: 1.00  
 Grade Level: 10-12

Major Concepts/Content

Spanish 5 expands the skills acquired by students in Spanish 4. Specific content to be covered includes, but is not limited to, developing communication skills through oral reports on literary and cultural topics, current events, and personal experiences. Reading selections include newspaper and magazine articles, adaptations of short stories and plays, and surveys of target language literature. Writing is enhanced through compositions using correct language structures.

*PREREQUISITES: Spanish IV or mastery of Student Performance Standards and teacher recommendation.*

### **Spanish VI Honors**

Course Number: 0708390  
 Credit: 1.00  
 Grade Level: 10-12

Major Concepts/Content

Spanish VI expands the skills acquired by students in Spanish 4 and 5. Specific content to be covered includes, but is not limited to, developing communication skills through oral reports on literary and cultural topics, current events, and personal experiences. Reading selections include newspaper and magazine articles, adaptations of short stories and plays, and surveys of target language literature. Writing is enhanced through compositions using correct language structures.

*PREREQUISITES: Spanish V or mastery of Student Performance Standards and teacher recommendation*

## High School Electives:

### Art

#### Two-Dimensional Art 1

Course Number: 0101300

Credit: 1.0

Grade Level: 9-12

##### Major Concepts/Content

This year-long, entry-level class promotes the enjoyment and appreciation of art as students experiment with the media and techniques used to create two-dimensional (2-D) artworks, including drawing, painting, printmaking, collage, and more. Students regularly reflect on aesthetics and issues related to art and anchor the structural elements of art and organizational principles of design, experimenting with them as they create.

They use analytical and problem-solving skills to improve their work and that of their peers, self-diagnosing and experimenting with potential solutions to art challenges based on their foundational structural, historical, and cultural knowledge. Students investigate, analyze, and learn to honor the art of Western and non-Western cultures, which informs their own choices when creating works of art and their understanding of the role of art in global culture. As they work, students develop and apply, at a basic level, 21st-century skills that will help them be successful after high school graduation, including time management, self-assessment, the ability to solve problems, the ability to perceive both the whole of an idea or concept and its parts, and critical analysis.

#### Two-Dimensional Art II

Course Number: 0101310

Credit: 1.0

Grade Level: 10-12

##### Major Concepts/Content

This year-long, intermediate-level class promotes the enjoyment and appreciation of art as students strengthen their use of media and techniques to create both teacher-assigned and self-directed two-dimensional (2-D) artworks, which may include drawing, painting, printmaking, collage, and more. Students regularly reflect on aesthetics and issues related to art and reinforce knowledge of the structural elements of art and organizational principles of design, manipulating them to create works of art that are progressively more innovative. They use increasingly sophisticated oral and written analytical and problem-solving skills to improve their work and that of their peers, self-diagnosing and selecting solutions to art challenges based on their growing structural, historical, and cultural knowledge. Students analyze and honor the art of Western and non-Western cultures, comparing art styles and the people and other influences that molded them, which informs their own choices when creating works of art. As they work, students develop and apply 21st-century skills that will help them be successful after high school graduation, including time management, self-assessment, the ability to solve problems, the ability to perceive both the whole of an idea or concept and its parts, and critical analysis.

*PREREQUISITE: Successful completion of Two-Dimensional Art I*

### **Two Dimensional Art III, Honors**

Course Number: 0101320

Credit: 1.0

Grade Level: 11-12

#### Major Content/Concepts

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. Honors and Advanced Level Course

Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

*PREREQUISITE: Successful completion of Two-Dimensional Art I and II, recommendation from instructor based on grades and work ethic in Art 2D II*

### **Sculpture I**

Course Number: 0111310

Credit: 1.0

Grade Level: 9-12

#### Major Concepts/ Content

Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Media may include, but are not limited to cardboard, clay, wood, plaster, glass and natural materials with consideration of techniques best suited to each material. Student artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space, visual weight, and lift to create low/high relief or freestanding structures for personal intentions or public places. Projects include design problems to be solved while paying attention to craftsmanship and quality in the surface and structural. Students in the sculpture studio focus on form, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works.

### **Sculpture II**

Course Number: 0111320

Credit: 1.0

Grade Level: 10-12

#### Major Concepts/ Content

Students work with materials to solve advanced design problems in 3-dimensional form. Students learn to use equipment such as the slab roller and extruder and develop advanced building skills for structural strength in clay. Students will also work with alternative surfaces such as stains, raku firing and saggar firing.

*PREREQUISITE: Sculpture I (recommendations given based on grades and strong work ethic)*

### **Sculpture III Honors**

Course Number: 0111330

Credit: 1.0

Grade Level: 11-12

### Major Concepts/ Content

In the first semester some new techniques are taught such as creating plaster molds to produce clay multiples and creating clay molds for glass casting/slumping. Students present the best images of work from all the media and techniques they have used in levels 1, 2 and beginning of 3. Then students develop a series of sketches and present ideas for work they wish to explore and a scope of work is developed. Second semester the students work independently on their ideas with assistance from the instructor. This course transitions the students from project-driven work to the independent portfolio development necessary to be eligible for AP Studio Art 3D.

*PREREQUISITE: Sculpture I and II and acceptance from instructor based on work ethic of Sculpture II*

### Portfolio I, Honors

Course Number: 0109310

Credit: 1.0

Grade Level: 11-12

#### Major Concepts/Content

The purpose of this course is to develop a portfolio containing an artist's statement and a diverse range of the student's own works of art. The content should include but not be limited to the following: Characteristics and uses of portfolios, portfolio management and inventory, artist's statements, criteria for selecting works of art for inclusion, media, technology, processes, techniques, quality, concentration and breadth, critical evaluation, presentation of works of art, historical, cultural and other influences, career opportunities.

*PREREQUISITE: Successful completion of Art 2D I & II, or Sculpture I & II and the recommendation from instructor based on work ethic of previous art classes. Note: This course is often taken in conjunction with AP Studio Art 2D or 3D if the student has room in their schedule and needs an additional period to work on their portfolio.*

### Portfolio II, Honors

Course Number: 0109320

Credit: 1.0

Grade Level: 12

#### Major Concepts/Content

The purpose of this course is to develop a portfolio containing an artist's statement and a diverse range of the student's own advanced works of art. The content should include but not be limited to the following: Characteristics and uses of portfolios, portfolio management and inventory, artist's statements, criteria for selecting works of art for inclusion, media, technology, processes, techniques, quality, concentration and breadth, critical evaluation, presentation of works of art, historical, cultural and other influences, career opportunities.

*PREREQUISITE: Portfolio I Honors and recommendation from instructor based on work ethic in Portfolio I. Note: This course is often taken in conjunction with AP Studio Art 2D or 3D if the student has room in their schedule and needs an additional period to work on their portfolio.*

### Commercial Art Technology I

Course Number: 8718010

Credit: 1.0

Grade Level: 9-12

#### Major Contents/Concepts

The purpose of this 3-year program sequence is to prepare students for employment in the arts and related fields such as graphic design, illustration, and commercial design. Level 1 focuses on Visual Communication through Adobe **Photoshop**. The content includes, but is not limited to, basic art skills, principles of design, composition, digital design, digital photography, studio lighting, client communication, copyright laws, project

management, illustrations, printing specifications, and development of other specialized skills. Students will prepare for and take the Adobe Certified Associate (ACA) for Photoshop certification.

### Commercial Art Technology II

Course Number: 8718020  
 Credit: 1.0  
 Grade Level: 10-12

#### Major Contents/Concepts

The purpose of this 3-year program sequence is to prepare students for employment in the arts and related fields such as graphic design, illustration, and commercial design. Level 2 focuses on Visual Communication through Adobe **Illustrator**. The content includes, but is not limited to, logo design, identity branding, vector based graphics, digital illustrations, development of specialized skills including the tablet. Students will prepare for and take the Adobe Certified Associate (ACA) for Adobe Illustrator certification.

*PREREQUISITE: Successful completion of Commercial Art Technology I. (Note: Drawing skills are not required, but students who love to draw will find this course extremely helpful to take their drawings to industry level quality)*

### Commercial Art Technology III

Course Number: 8718030  
 Credit: 1.0  
 Grade Level: 11-12

#### Major Contents/Concepts:

The purpose of this 3-year program sequence is to prepare students for employment in the arts and related fields such as graphic design, illustration, and commercial design. Level 3 focuses on Visual Communication through Adobe **InDesign**. The content includes, but is not limited to document design, layout design, digital photography, studio lighting, printing specifications, web publishing, client communication, copyright laws, preparation of camera ready paste-up, and development of specialized skills. Students will prepare for and take the Adobe Certified Associate (ACA) for Adobe InDesign certification.

*PREREQUISITE: Successful completion of Commercial Art Technology I and II*

***Special: Completion of all 3 levels and passing at least one certification test will result in a credit for Tallahassee Community College in addition to the 3 high school credits.***

### Advanced Placement Two-Dimensional Studio Art

Course Number: 0109350  
 Credits: 1.0  
 Grade Level: 11-12

#### Major Concepts/Content:

AP Studio Art students work with diverse media, styles, subjects, and content. 2D portfolios relate to flat work. Students may work in drawing, painting, collage, printmaking, photography, computer graphics or any combination depending on what media the student has been working with in previous years. Each of the three portfolios consists of three sections:

The breadth section illustrates a range of ideas and approaches to art-making.

The concentration section shows sustained, deep, and multi-perspective investigation of a student-selected topic. The quality section represents the student's most successful works with respect to form and content.

Works in this section may be selected from the other two sections. Students' work is informed and guided by observation, research, experimentation, discussion, critical analysis, and reflection, relating individual practices to the art world. Students are asked to document their artistic ideas and practices to demonstrate conceptual and technical development over time. The AP Studio Art Program supports student in becoming inventive artistic scholars who contribute to visual culture through art making.

*PREREQUISITE: Art 2D I and II or Commercial Art Tech I and II, or Digital Photography I & II.*

### **Advanced Placement Three-Dimensional Studio Art**

Course Number: 0109360

Credit: 1.0

Grade Level: 12

#### Major Concepts/Content

This portfolio is intended to address sculptural issues. Design involves purposeful decision making about using the elements of art principles in an integrative way. In the 3-D design portfolio, students should demonstrate their understanding of the Elements of Art and Design Principles as they relate to depth and space. The Principles of Design (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, and figure/ground relationship) can articulated through the visual Elements of Art (mass, volume, color/light, form, plane, line, texture). These issues can be explored through additive, subtractive, and/or fabrication processes, figurative or nonfigurative sculpture, architectural models, site-specific work, use of multiples, casting, assemblage and construction, jewelry, etc. Almost any material can be used in almost any combination: wood, paper, metals, rubber, Styrofoam, plaster, fabric, rope, acrylic, found objects, wax, clay, stone, earth, and concrete, among others.

*PREREQUISITE: Sculpture I and II. Due to the number of artworks required, it is recommended that students have also completed Sculpture III before attempting AP 3D Studio Art. However, seniors who have completed Sculpture I and II may request placement based on prior work.*

## **MUSIC**

### **Marching Braves and Color Guard\***

The Marching Braves are an all-volunteer group of students in 8<sup>th</sup>-12<sup>th</sup> grade. Membership is open to all students and includes a time commitment. Marching band is active in the fall, aligning with football season, with a few pep band opportunities over the winter and spring. The band performs for all home and away games, 2 competitions, and local parades. Rehearsals are held after school from 3:30-6pm every Tuesday and Thursday from August through December.

\*No school credit is given for Marching Band, however, most Band members are enrolled in one of the following Band courses.

### **Symphonic Band**

Course Number: 1305510

Credit: 1.0

Grade Level: 9-12

#### Major Concepts/Content:

The Symphonic Band is comprised of the most advanced band students at FSUS and students are placed in Symphonic Band by audition. Generally made up of high school students, this ensemble will perform at all assessment events and in numerous concerts throughout the year. Students in Symphonic Band are encouraged to participate in Solo and Ensemble Assessment and audition for All-State and All-District Band. Symphonic members are encouraged to take private lessons to develop at a higher level on their individual

instrument. Symphonic Band rehearses on Tuesdays from 3:30-5:30 in Spring semester and rehearsals are for a grade.

### **Concert Band**

Course Number: 1305500

Credit: 1.0

Grade Level: 9-12

#### Major Concepts/Content

Concert Band is designed for students who have had 2 years on their instrument, or students who are advanced for their experience level. Students are placed in Concert Band by audition. This ensemble will perform at FBA Assessment events and in numerous concerts throughout the year. Concert Band students are encouraged to participate in private lessons as well as Solo and Ensemble, All-State, and All-Region auditions. Concert Band rehearses on Thursdays in February from 3:30-5pm and rehearsals are for a grade.

### **Intermediate Band**

Course Number: 1305500

Credit: 1.0

Grade Level: 9-12

#### Major Concepts/Content

Intermediate Band is designed for students who have had one year of study on a band instrument and students are placed by audition. This class will use the Essential Elements Book 2 method to develop basic technique. The intermediate band will play music from the FBA Approved Literature list as well as more well-known tunes. The intermediate band will participate in seasonal concerts during the school year.

### **Beginning Band**

Course Number: 1302300

Credit: 1.0

Grade Level: 9-12

#### Major Concepts/Content

Beginning Band is designed for middle school students who have had NO study on a band instrument. This class will use the Essential Elements Book 1 method to develop basic technique. Students in beginning band

will start on the “wheel” and be assigned instruments based on the results of a test once they have chosen to remain in band class. The beginning band will play music from the FBA Approved Literature list as well as more well-known tunes. The intermediate band will participate in seasonal concerts during the school year.

### **Jazz Band\***

Jazz Band is an auditioned, all-volunteer, after-school group that meets from Winter to Spring. Students in jazz band will play music from multiple genres and use improvisation to create music individually and in groups. Jazz Band attends FBA Jazz Music Performance Assessment. Rehearsals are Mondays and Wednesdays from 3:30-5pm in Winter and Spring.

### **Winter Guard\***

Winter guard is the more involved, indoor version of color guard that spins and dances with Marching Band. This group is open to anyone who can attend rehearsals. This group participates in FBA Auxiliary Assessment. They rehearse from 3:30-6:00pm on Tuesdays and Thursdays in the Winter and Spring.

\*Winter Guard and Jazz Band are Volunteer Groups and are afterschool activities. No course credit is given for Winter Guard nor Jazz Band.

### **Women’s High School Chorus**

Course Number: 1303300

Credit: 1.0

Grade Level: 9-12

#### Major Concepts/Content

This is a year-long course offered to high school female students as a continuation in the choral sequence. The core curriculum is a deeper exploration of vocal technique, music theory, and music history through the study of a wide variety of choral music written for women’s voices. Students in Women’s High School Chorus are expected to participate in some after school rehearsals, as well as, several evening concerts and daytime performances as a major part of their grade.

### **High School Concert Choir**

Course Number: 1303310

Credit: 1.0

Grade Level: 9-12

#### Major Concepts/Content:

This is a year-long, medium-level performance opportunity offered to music students who would like to become accomplished in vocal performance. Students will continue to develop vocal technique and musicianship as well as develop critical thinking skills through the analysis of musical elements, including form and text. Students are expected to participate in in after school rehearsals, as well as, several evening concerts and daytime performances as a major part of their grade.

### **Beginning Orchestra**

Course Number: 1302360

Credit: 1.0

Grade Level: 9-12

#### Major Concepts/Content

The purpose of this course is to develop beginning level musicianship skills in music ensembles on orchestral instruments. The content should include, but not be limited to, enabling students to develop basic fundamental skills in characteristic tone production, orchestral performing techniques, musical literacy, and music appreciation.

### **Intermediate Orchestra**

Course Number: 1302370

Credit: 1.0

Grade Level: 9-12

#### Major Concepts/Content

The purpose of this course is to extend musicianship and ensemble experiences on orchestra instruments. The content should include, but not be limited to, extending skill development in characteristic tone production, orchestral performance techniques, musical literacy and music appreciation. This ensemble will perform in several concerts throughout the year. Intermediate Orchestra students are encouraged to participate in private lessons as well as Solo and Ensemble and All-District auditions.

### **Concert Orchestra**

Course Number: 1302380

Credit: 1.0

Grade Level: 9-12

#### Major Concepts/Content

The purpose of this course is to provide students with instruction in the development of technical skills through the study of varied string orchestral literature. The content should include, but not be limited to, interpreting medium level orchestral music; establishing appropriate tone production and performance techniques; identifying simple musical form and varied style periods; formulating aesthetic awareness. This ensemble will perform at FOA Assessment events and in numerous concerts throughout the year. Concert Orchestra students are encouraged to participate in private lessons as well as Solo and Ensemble, All-State, and All-District auditions.

### **Chamber Orchestra**

Course Number: 1302390

Credit: 1.0

Grade Level: 9-12

#### Major Concepts/Content

The purpose of this course is to provide students with instruction in the development of technical skills through the study of varied string orchestral literature. The content should include, but not be limited to, interpreting medium-upper level orchestral music; establishing appropriate tone production and performance techniques; identifying more advanced musical forms and style periods; formulating aesthetic awareness. Educational emphasis is placed on the advancement of instrumental technique, further development of music reading and comprehension skills, independent musicianship, style, and a deeper understanding of small group ensemble music, and orchestral literature. Literature will contain both Classical and Popular music. Students will perform both in small group ensemble projects and as a large group. This ensemble will

perform at FOA Assessment events and in numerous concerts throughout the year. Concert Orchestra students are encouraged to participate in private lessons as well as Solo and Ensemble, All-State, and All-District auditions.

### **Guitar 1**

Course Number: 1301320

Credit: 1.0

Grade Level: 9-12

#### Major Concepts/Content

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 scale, 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 serve as a culmination of specific instructional goals. Students will be required to attend and participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course will also require students to obtain a musical instrument (e.g. borrow, rent, purchase) from an outside source.

### **Guitar 2**

Course Number: 1301330

Credit: 1.0

Grade Level: 9-12

#### Major Concepts/Content

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. Guitarists explore the careers and music of significant performers in a variety of styles. Public performances serve as a culmination of specific instructional goals. Students will be required to attend and participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course will also require students to obtain a musical instrument (e.g. borrow, rent, purchase) from an outside source.

### **Guitar 3**

Course Number: 1301340

Credit: 1.0

Grade Level: 9-12

#### Major Concepts/Content

Students with previous guitar experience build on their skills and knowledge, adding chords, new strumming and finger-picking patterns, new scales, additional music theory, more complex bass lines and lead sheets, and ensemble skills for a variety of music. Guitarists explore the careers and music of significant performers in a variety of styles. Public performances serve as a culmination of specific instructional goals. Students will be

required to attend and participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course will also require students to obtain a musical instrument (e.g. borrow, rent, purchase) from an outside source.

### **Theatre 1:**

Course Number: 04003100

Credit: 1.0

Grade Level: 9-12

Major Concepts/Content:

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.

### **Introduction to Publications**

Course Number: 1006020

Credit: 1.0

Grade Level: 8-11

Major Concepts/Content:

The purpose of this course is to enable students to develop skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to become aware of journalism history, careers, ethics use, and management techniques related to the production of journalistic media. Some activities may be required outside of the school day.

*PREREQUISITES: Teacher approval and an A or B in most recent Language Arts/English course.*

### **Journalism I**

Course Number: #1006300

Credit: 1.0

Grade Level: 9-12

Major Concepts/Content:

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

*PREREQUISITES: Successful completion of Introduction to Publications prior to entering this class and teacher approval.*

### **Journalism II**

Course Number: 1006310

Credit: 1.0

Grade Level: 9-12

Major Concepts/Content:

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

*PREREQUISITE: Successful completion of Journalism I prior to entering this class and teacher approval.*

### **Journalism III**

Course Number: 1006320

Credit: 1.0

Grade Level: 9-12

Major Concepts/Content:

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

*PREREQUISITE: Successful completion of Journalism II prior to entering this class and teacher approval.*

### **Journalism IV**

Course Number: 1006330

Credit: 1.0

Grade Level: 9-12

Major Concepts/Content:

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

*PREREQUISITE: Successful completion of Journalism III prior to entering this class and teacher approval.*

### **Yearbook I**

Course Number: #0107440

Credit: 1.0

Grade Level: 9-12

Major Concepts/Content:

Students in the Yearbook class are the leaders and decision-makers of the yearbook staff of FSUS. Students will complete the myriad of tasks to create a quality yearbook that reflects the pictorial history of the activities

for the present school year. Students will learn basic principles of yearbook production and develop skills that include writing copy, captions and headlines; digital photography; advertising; desktop publishing and using appropriate technology tools for media production.

*PREREQUISITES: Successful completion of Introduction to Publications prior to entering this class and teacher approval.*

## **Yearbook II**

Course Number: # 0107450

Credit: 1.0

Grade Level: 9-12

Major Concepts/Content:

Students in the Yearbook class are the leaders and decision-makers of the yearbook staff of FSUS. Students will complete the myriad of tasks to create a quality yearbook that reflects the pictorial history of the activities for the present school year. Students will continue to develop principles of yearbook production and develop skills that include writing copy, captions and headlines; digital photography; advertising; desktop publishing and using appropriate technology tools for media production.

*PREREQUISITES: Successful completion of Yearbook I prior to entering this class and teacher approval.*

## **Yearbook III**

Course Number: # 0107460

Credit: 1.0

Grade Level: 9-12

Major Concepts/Content:

Students in the Yearbook class are the leaders and decision-makers of the yearbook staff of FSUS. Students will complete the myriad of tasks to create a quality yearbook that reflects the pictorial history of the activities for the present school year. Students will continue to develop principles of yearbook production and develop skills that include writing copy, captions and headlines; digital photography; advertising; desktop publishing and using appropriate technology tools for media production.

*PREREQUISITES: Successful completion of Yearbook II prior to entering this class and teacher approval.*

## **Yearbook IV**

Course Number: # 0108390

Credit: 1.0

Grade Level: 9-12

Major Concepts/Content:

Students in the Yearbook class are the leaders and decision-makers of the yearbook staff of FSUS. Students will complete the myriad of tasks to create a quality yearbook that reflects the pictorial history of the activities for the present school year. Students will continue to develop principles of yearbook production and develop skills that include writing copy, captions and headlines; digital photography; advertising; desktop publishing and using appropriate technology tools for media production.

*PREREQUISITES: Successful completion of Yearbook III prior to entering this class and teacher approval.*