Performing Arts

Two-Dimensional Studio Art 1 (#0101300)

Credit: 1.0

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing, painting, printmaking, collage, and/or design. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

Ceramics/Pottery 1 (#0102300)

Credit: 1.0

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

Drawing 1 (#0104340)

Credit: 1.0

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

Drawing 2 (#0104350)

Credit: 1.0

Students develop and refine technical skills and create 2-D compositions with a variety of media in drawing. Student artists sketch, manipulate, and refine the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

Creative Photography 1 (#0108310)

Credit: 1.0

Students explore the aesthetic foundations of art making using beginning photography techniques. This course may include, but is not limited to, color and/or black and white photography via digital media and/or traditional photography. Students become familiar with the basic mechanics of a camera, including lens and shutter operation, compositional foundations, printing an image for display, and evaluating a successful print. Student photographers may use a variety of media and materials, such as 35mm black and white film, single lens reflex camera, digital camera, darkroom, computer application, filters, various papers, digital output, photogram, cyanotypes, Sabatier effect, and pinhole photography. Craftsmanship and quality are reflected in the surface of the prints and the care of the materials. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

Creative Photography 2 (#0108320)

Credit: 1.0

Students experiment with a variety of photographic media and techniques, and make connections with historical and contemporary photographers to develop a focused body of work. This course may include, but is not limited to, researching the history of photography, making connections to contemporary and community photographers, critiquing with varied techniques, and experimenting with a variety of photographic media. Processes and techniques include, but are not limited to, handcrafted pinhole cameras, hand-tinted photographs, mixed media, cyanotypes, medium format, photo collage, cross-processing, creative filters, infrared and slide film, night photography, macro, panoramic, and/or digital output via a variety of media. Craftsmanship and quality are reflected in the surface of the prints,

care of the materials, attention to compositional conventions, and expression of ideas and feelings. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

Advanced Placement Studio Art Two-Dimensional Design Portfolio (#0109350)

Credit: 1.0

The course description for this Advanced Placement courses is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

Advanced Placement Art-Drawing Portfolio (#0104300)

Credit: 1.0

The course description for this Advanced Placement courses is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

Career/Technical Ed

Articulation

For details on articulation agreements which correlate to programs and industry certifications refer to http://www.fldoe.org/workforce/dwdframe/artic_frame.asp .

Bright Futures/Gold Seal Scholarship

Course substitutions as defined in the Comprehensive Course Table for this program area may be used to qualify a student for Florida's Gold Seal Vocational Scholarship, providing all other eligibility requirements are met. Eligibility requirements are available online at https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx.

Fine Arts/Practical Arts Credit

Many courses in CTE programs meet the Fine Arts/Practical Arts credit for high school graduation (http://www.fldoe.org/articulation/CCD/files/pacourses1314.pdf). A listing of approved CTE courses is published each year as a supplemental resource to the Course Code Directory (http://www.fldoe.org/articulation/CCD/default.asp).

Laboratory Activities

Laboratory investigations, including the use of scientific research, measurement, and laboratory technologies are an integral part of this course. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Career and Technical Student Organization (CTSO)

DECA is the appropriate career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

Cooperative Training – OJT

On-the-job training is appropriate but not required for this program. Whenever offered, the rules, guidelines, and requirements specified in the OJT framework apply.

Academy of Finance (DECA)

Introduction to Information Technology (#8207310)

Credit: 1.0

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

Accounting Applications 1 (#8203310)

Credit: 1.0

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

Personal Financial Planning (#8815120)

Credit: 1.0

This course develops an awareness of the need for care and organization in planning for the wise use of economic resources and financial products available through a study of savings, credit, insurance, banking, investing and financial goals. The students are also made aware of the career opportunities offered by lending institutions.

Financial Internship (#8815130)

Credit: 1.0

The financial internship course provides students with authentic learning experiences in which they demonstrate human relations, technical, communication, and career development skills through entry level employment in the financial services industry. Through hands-on

project management, major tasks outlined in a training plan, mentors supervise student learning in specific skill attainment and professional development. Students earn high school credit and financial compensation.

Fashion Marketing (DECA)

Fashion Essentials (#8806010)

Credit: 1.0

The purpose of this course is to develop the competencies essential to fashion marketing. These competencies include employability, human relations, communication, math, and economic skills. The fundamentals of fashion marketing and selling are also included. There is not an occupational completion point after the completion of this course.

Fashion Applications (#8806020)

Credit: 1.0

This course is designed to provide students with an in-depth study of fashion marketing in a free enterprise society and provide the knowledge, skills, and attitudes required for employment in a wide variety of fashion marketing occupations. After successful completion of the core (Fashion Essentials and Fashion Applications), students will have met occupational completion point, data code A, Salesperson, Retail, Fashion - SOC 41-2031.00.

Fashion Marketing Management (#8806030)

Credit: 1.0

This course provides instruction for career sustaining level employment in the fashion industry. The content includes applied skills related to the fashion marketing functions and industries including employment skills required for success in fashion and career planning as related to the fashion industry. After successful completion of the core (Fashion Essentials and Fashion Applications) and Fashion Marketing Management, students will have met occupational completion point, data code B, Retail Manager, Fashion - SOC 41-1011.

Marketing Education Directed Study (#8800100)

Credit: 1.0

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

The purpose of this course is to provide students with learning opportunities in a prescribed program of study within the Marketing, Sales and Service cluster that will enhance opportunities for employment in the career field chosen by the student.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Course Structure

The content is prescribed by the instructor based upon the individual student's assessed needs for directed study.

This course may be taken only by a student who has completed or is currently completing a specific secondary job preparatory program or occupational completion point for additional study in this career cluster. A student may earn multiple credits in this course.

Common Career Technical Core – Career Ready Practices

Career Ready Practices describe the career-ready skills that educators should seek to develop in their students. These practices are not exclusive to a Career Pathway, program of study, discipline or level of education. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health and financial well-being.
4. Communicate clearly, effectively and with reason.
5. Consider the environmental, social and economic impacts of decisions.
6. Demonstrate creativity and innovation.
7. Employ valid and reliable research strategies.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership and effective management.
10. Plan education and career path aligned to personal goals.
11. Use technology to enhance productivity.
12. Work productively in teams while using cultural/global competence.

Marketing Management (DECA)

Marketing Essentials (#8827110)

Credit: 1.0

The student will be able to:

Demonstrate human relations skills necessary for success in marketing occupations; Demonstrate proficiency in applying communication and

technology skills; Demonstrate proficiency in applying math skills unique to marketing; Identify economic principles; Identify effective selling techniques and procedures; Identify marketing and business fundamentals; Use Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in this program; Use Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in this program.; Use Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in this program.

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Marketing Applications (#8827120)

Credit: 1.0

Marketing Applications focuses on the functional implementation of strategic marketing within a variety of industries. Students will develop the critical thinking skills necessary for understanding the roles of marketing within a given organization; students will learn and apply the primary concepts of strategic marketing (e.g., distribution, financing, product/service planning, marketing-information management, pricing and promotion applications, purchasing, safety and risk management, selling).

Marketing Management (#8827130)

Credit: 1.0

This course provides instruction for career sustaining level employment in the industry. The content includes applied skills related to the marketing functions including employment skills required for success in marketing and career planning as related to a marketing industry. After successful completion of the core and this course, the student will have attained occupational completion point - data code B, Marketing Managers - SOC 11-2021.

Drafting/Illustrative Design Technology

Drafting/Illustrative Design Technology I (#8600810)
Drafting/Illustrative Design Technology II (#8600820)
Drafting/Illustrative Design Technology III (#8600830)

Credit: 1.0 per course

This courses provides students with an introduction to the knowledge, human relations, and technical skills of drafting technology.

Digital Media/Multimedia Design TVemphasis

Digital Video Production 1 (#8772410)
Digital Video Production 2 (#8772420)
Digital Video Production 3 (#8772430)
Digital Video Production 4 (#8772430)

Credit: 1.0 each

This courses cover competencies in safe work practices, planning a production set, lighting planning, camera operation, and audio/ video recording, mixing, and editing.

Computer Science (code.org)

*Exploring Computer Science 8207310C

Prerequisite: Algebra 1 Honors

Exploring Computer Science is a yearlong course consisting of 6 units, approximately 6 weeks each. The course was developed around a framework of both computer science content and computational practice. Assignments and instruction are contextualized to be socially relevant and meaningful for diverse students. Units utilize a variety of tools/platforms, and culminate with final projects around the following topics:

http://www.exploringcs.org/curriculum

AP Computer Principles 9007210C

Credit: 1.0

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

Please visit the Advanced Placement and code.org websites below:

https://advancesinap.collegeboard.org/stem/computer-science-principles

https://code.org/educate/csp

AP Computer Science A 02003200

The AP Computer Science A course is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes object-oriented and imperative problem solving and design using the Java language. These techniques represent proven approaches for developing solutions that can scale up
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from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.
Please visit the College Board and Code.org websites below:

- https://apstudent.collegeboard.org/apcourse/ap-computer-science-a
- https://code.org/educate/csp

Foundations of Robotics (#9410110)

Credit: 1.0

This course provides students with a foundation in content and skills associated with robotics and automation, including artificial intelligence, electronics, physics, and principles of engineering.
http://www.cpalms.org/Public/PreviewCourse/PrintCourse/11048?IsPrintPreview=true

Early Child Care

Early Childhood Education 1 (#8405110)

This course covers the competencies that support the DCF mandated training coursework. Also included are components on communication skills, methods of guidance, and literacy activities.

Early Childhood Education 2 (#8405120)

This course covers competencies on professionalism, community resources, the importance of relationship skills and communicating with children's families, use of technology in the child care profession, and observing and recording methods.

Early Childhood Education 3 (#8405130)

This course includes competencies in developing lesson plans, child development theories, factors that affect the development of a child, and developmentally appropriate practices and activities for infants/toddlers, preschoolers, and school-age children. Also covered are components on working with students with special needs, classroom management techniques and creating optimum environments for all children.

Early Childhood Education 4 (#8405140)

In this course students will acquire competence in the areas of creating a successful developmentally appropriate curriculum, mentoring, developing the ability to motivate children, recognizing cultural differences when planning activities, including children with special needs, recent trends and issues in early childhood education, and professionalism.

Language Arts

English 2 (#1001340)

Credit: 1.0

The purpose of this course is to provide grade 10 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.
GENERAL NOTES
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 using text- based evidence and reasoning; writing to sources using text- based evidence and reasoning; 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

English Honors 2 (#1001350)

Credit: 1.0

The purpose of this course is to provide grade 10 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language in preparation for college and career readiness.
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.
GENERAL NOTES
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 using text- based evidence and reasoning; writing to sources using text- based evidence and reasoning; 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

English 2 Through ESOL (#1002310)

Credit: 1.0

The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Language Arts. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link:http://www.cpalms.org/uploads/docs/standards/eld/la.pdf

English 3 (#1001370)

The purpose of this course is to provide grade 11 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

English Honors 3 (#1001380)

Course Description: The purpose of this course is to provide grade 11 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language in preparation for college and career readiness.
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.

English 3 Through ESOL (#1002320)

The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness.

Advanced Placement English Language and Composition (#1001420)

The course description for this Advanced Placement courses is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

English 4: Florida College Prep (#1001405)

This course incorporates reading and writing study through writing a variety of informative texts using grade-level writing craft and through the in-depth reading and analysis of informational selections in order to develop critical reading and writing skills necessary for success in college courses. This course prepares students for successful completion of Florida college English courses. The benchmarks reflect the Florida Postsecondary Readiness Competencies necessary for entry-level college courses.
The content should include, but not be limited to, the following: demonstrating successful reading of argument, including recognizing bias and supporting details; demonstrating successful reading of fact and opinion, including recognizing inferences and main ideas; demonstrating knowledge of a variety of organizational patterns and their relationships in the comprehension of text, including recognizing purpose and tone of informational reading; demonstrating successful understanding of vocabulary in context and through writing effective sentence structures; effectively implementing patterns of paragraph development; recognizing and solving common sentence development

problems; reading and modeling mentor essays; and understanding and using language, grammar, and mechanics effectively.

English Honors 4 (#1001410)

The purpose of this course is to provide grade 12 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

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.

English 4 Through ESOL (#1002520)

The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness.

Advanced Placement English Literature and Composition (#1001430)

The course description for this Advanced Placement courses is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

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

Course Requirements: After successfully completing this course, the student will:

1. Demonstrate knowledge of connotation, metaphor, irony, syntax, and tone as resources of language.
2. Apply critical standards independently, orally and in writing, to specific literary works.
3. Use effective rhetorical strategies in writing tasks.
4. Write for a variety of purposes, and in a variety of modes and styles.
5. Explain the relationships among styles, subjects, and audiences in writing and in literature.
6. Recognize relationships between literary works and the contemporary experience and/or historical contexts.

Language Arts Electives

Acting 1 (#0400370)

Through improvisation, simple scripted scenes, performance projects, and/or practical application, students learn to identify what makes performances believable and explore the tools used to create, articulate, and execute them. Upon completion of this course, students have a strong foundation for future scene work, script analysis, and play production. 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.

Acting 2 (#0400380)

Students examine the various dimensions of characters through analysis, discussion, and classroom performance, working with scripts from a variety of time periods and cultures. They learn to break down a scene from a character's point of view, and also learn to sustain a character and build the relationship between actor and audience. 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.

Acting 3 (#0400390)

Students focus on development of significant acting skills and knowledge of the actor's literature, compiling a working actor's portfolio for exhibition and/or the interview process. They research potential job opportunities in the film, television, game animation, and theatre industries, as well as scholarships and opportunities available at the university level. An inquiry-based capstone project may be required. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support,

extend, and assess learning in the classroom.

Acting 4 (#0400400)

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

Advanced Placement Capstone Seminar (#1700500)

The course description for this Advanced Placement courses is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

Advanced Placement Capstone Research (#1700510)

The course description for this Advanced Placement courses is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

Film 1 (#0107410)

Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. The instructional focus will be on film. Students produce digital animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

Film 2 (#0107420)

Students explore and develop concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional animations. The instructional focus will be on film. As they become more adept at using the tools and techniques available to them, students design digital animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

Film 3 Honors (#0107430)

Students explore advanced topics through project-based work, becoming more self-directed in their acquisition and use of concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional animations in video formats. The instructional focus will be on film. As they become more adept at using the tools and techniques available to them, students design and produce digital animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication and independence to promote risk-taking in the completion of conceptually based, self-directed work. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

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.

Debate 1 (#1007330)

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

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

- delivering and analyzing a variety of argument and debate formats such as
    - Lincoln-Douglas

  - team debate
  - extemporaneous
- delineating and evaluating the argument and specific claims in an oral or written text by
  - citing specific text evidence
  - assessing the validity of the evidence and soundness of the reasoning
  - determining the sufficiency of evidence for success
  - recognizing when irrelevant evidence or faulty reasoning is introduced
- demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
  - eye contact and body movements
  - voice register and choices of language
  - use of standard English
- using research and writing skills to support selected topics and points of view
  - across a range of disciplines
  - using a range of sources, including digital
- assessing the veracity of claims and the reliability of sources
  - determining different types of evidence (e.g., documentary evidence in the social sciences, experimental evidence in the realm of natural sciences)
  - determining reliable print and digital sources
- demonstrating use of techniques for timing and judging debates and other forensic activities
- collaboration amongst peers, especially during the drafting and practicing stages

Debate 2 (#1007340)

The purpose of this course is to continue to develop students' awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies for public debate in a variety of given settings. Some work outside of the regular school day may be required.

Debate 3 Honors (#1007350)

The purpose of this course is to develop students' enhanced awareness, understanding, and application of language arts as it applies to advanced oral communication concepts and strategies for public debate in a variety of given settings. Some work outside of the regular school day may be required.

Journalism 1 (#1006300)

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

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

- demonstrating entry-level skills in telling stories and packaging them across the platforms/mediums of print, multimedia, online, and broadcast/radio;
- demonstrating fundamental skills in layout design, organization/management skills, and use of technology for the successful production of journalistic media;
- using writing strategies to craft various forms of journalistic writing, including news writing, feature writing, sports writing, and editorial writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context;
- using fundamental research skills and networking formats;
- demonstrating awareness of the history of journalism and changes in the responsible and ethical use of information, including the use of print and non-print photojournalism; and
- demonstrating awareness of the varied careers within the multiple formats of 21st century journalism.

Journalism 2 (#1006310)

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.

Journalism 3 Honors (#1006330)

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

Mathematics

Geometry (#1206310)

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. The critical areas, organized into five units are as follows.

Unit 1-Congruence, Proof, and Constructions: In previous grades, students were asked to draw triangles based on given measurements. They also have prior experience with rigid motions: translations, reflections, and rotations and have used these to develop notions about what it means for two objects to be congruent. In this unit, students establish triangle congruence criteria, based on analyses of rigid motions and formal constructions. They use triangle congruence as a familiar foundation for the development of formal proof. Students prove theorems using a variety of formats and solve problems about triangles, quadrilaterals, and other polygons. They apply reasoning to complete geometric constructions and explain why they work.

Unit 2- Similarity, Proof, and Trigonometry: Students apply their earlier experience with dilation and proportional reasoning to build a formal understanding of similarity. They identify criteria for similarity of triangles, use similarity to solve problems, and apply similarity in right triangles to understand right triangle trigonometry, with particular attention to special right triangles and the Pythagorean theorem. Students develop the Laws of Sines and Cosines in order to find missing measures of general (not necessarily right) triangles, building on students work with quadratic equations done in the first course. They are able to distinguish whether three given measures (angles or sides) define 0, 1, 2, or infinitely many triangles.

Unit 3- Extending to Three Dimensions: Students' experience with two-dimensional and three-dimensional objects is extended to include informal explanations of circumference, area and volume formulas. Additionally, students apply their knowledge of two-dimensional shapes to consider the shapes of cross-sections and the result of rotating a two-dimensional object about a line.

Unit 4- Connecting Algebra and Geometry Through Coordinates: Building on their work with the Pythagorean theorem in 8th grade to find distances, students use a rectangular coordinate system to verify geometric relationships, including properties of special triangles and quadrilaterals and slopes of parallel and perpendicular lines, which relates back to work done in the first course. Students continue their study of quadratics by connecting the geometric and algebraic definitions of the parabola.

Unit 5-Circles With and Without Coordinates: In this unit students prove basic theorems about circles, such as a tangent line is perpendicular to a radius, inscribed angle theorem, and theorems about chords, secants, and tangents dealing with segment lengths and angle measures. They study relationships among segments on chords, secants, and tangents as an application of similarity. In the Cartesian coordinate system, students use the distance formula to write the equation of a circle when given the radius and the coordinates of its center. Given an equation of a circle, they draw the graph in the coordinate plane, and apply techniques for solving quadratic equations, which relates back to work done in the first course, to determine intersections between lines and circles or parabolas and between two circles.

Liberal Arts Mathematics 1 (#1207300)
Liberal Arts Mathematics 2 (#1207310)

Algebra 2 (1200330)
Algebra 2 Honors (#1200340)

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions.2 Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards 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. The critical areas for this course, organized into four units, are as follows:

Unit 1- Polynomial, Rational, and Radical Relationships: This unit develops the structural similarities between the system of polynomials and the system of integers. Students draw on analogies between polynomial arithmetic and base-ten computation, focusing on properties of operations, particularly the distributive property. Students connect multiplication of polynomials with multiplication of multi-digit integers, and division of polynomials with long division of integers. Students identify zeros of polynomials, including complex zeros of quadratic polynomials, and make connections between zeros of

polynomials and solutions of polynomial equations. The unit culminates with the fundamental theorem of algebra. A central theme of this unit is that the arithmetic of rational expressions is governed by the same rules as the arithmetic of rational numbers.

Unit 2- Trigonometric Functions: Building on their previous work with functions, and on their work with trigonometric ratios and circles in Geometry, students now use the coordinate plane to extend trigonometry to model periodic phenomena.

Unit 3- Modeling with Functions: In this unit students synthesize and generalize what they have learned about a variety of function families. They extend their work with exponential functions to include solving exponential equations with logarithms. They explore the effects of transformations on graphs of diverse functions, including functions arising in an application, in order to abstract the general principle that transformations on a graph always have the same effect regardless of the type of the underlying function. They identify appropriate types of functions to model a situation, they adjust parameters to improve the model, and they compare models by analyzing appropriateness of fit and making judgments about the domain over which a model is a good fit. The description of modeling as "the process of choosing and using mathematics and statistics to analyze empirical situations, to understand them better, and to make decisions" is at the heart of this unit. The narrative discussion and diagram of the modeling cycle should be considered when knowledge of functions, statistics, and geometry is applied in a modeling context.

Unit 4- Inferences and Conclusions from Data: In this unit, students see how the visual displays and summary statistics they learned in earlier grades relate to different types of data and to probability distributions. They identify different ways of collecting data—including sample surveys, experiments, and simulations—and the role that randomness and careful design play in the conclusions that can be drawn.

Unit 5- Applications of Probability: Building on probability concepts that began in the middle grades, students use the languages of set theory to expand their ability to compute and interpret theoretical and experimental probabilities for compound events, attending to mutually exclusive events, independent events, and conditional probability. Students should make use of geometric probability models wherever possible. They use probability to make informed decisions.

Pre-Calculus (#1202340)

AP Calculus AB (1202310)
AP Calculus BC (1202320)

AP Statistics (1210320)

The course description for this Advanced Placement courses is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

Probability & Statistics with Applications Honors (#1210300)

Music

Guitar 1 (#1301320)

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

Chorus 1 (#1303300)

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

Chorus 2 (#1303310)

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

skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.

Chorus 3 (#1303320)

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

Chorus 4 (#1303330)

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

AP Music Theory (1300330)

The course description for this Advanced Placement courses is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

Concert Band Level 1 (13023001)

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

Symphonic Band Level 2 (13023100)

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

Wind Ensemble Level 3 (13023200)

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

Percussion Jazz Band (13025000)

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

Color Guard - Eurhythmics (13053000)

Student dancers develop basic skills in performing and evaluating choreographed performances as an independent ensemble and in cooperation with a music ensemble. Emphasis is placed on dance, equipment manipulation, precision, and the relationship between music and dance. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Naval JROTC

Naval Science 1 Leadership Development (#1802300)

The purpose of this course is to introduce students to the precepts of citizenship, the elements of leadership, and the value of scholarship in attaining life goals. This course will also enable students to develop appreciation for the heritage and traditions of America, to recognize the importance of the role of sea power in America's future, and to develop a sense of pride in his/her organization, associates, and self. These elements are pursued at a fundamental level
04.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives
04.01 Employ leadership skills to accomplish organizational goals and objectives.
04.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
04.03 Conduct and participate in meetings to accomplish work tasks.
04.04 Employ mentoring skills to inspire and teach others.
04.05 Employ critical thinking skills independently and in teams to solve problems and make decisions.
04.06 Employ critical thinking and interpersonal skills to resolve conflicts.
04.07 Identify and document workplace performance goals and monitor progress toward those goals.
04.08 Conduct technical research to gather information necessary for decision-making.

Naval Science 2 Leadership Development (#1802310)

The purpose of this course is to engender a sound appreciation of the heritage and traditions of America, with recognition that the historically significant role of sea power will be important in America's future. This course will also enable students to develop a sense of pride in his/her organization, associates, and self. This course will further enable students to develop understanding of maritime geography as it relates to our natural resources, land forms, climate, soil, bodies of water, people, governments, the military, and geopolitics.

Naval Science 3 Leadership Development (#1802320)

The purpose of this course is to enable students to further develop understanding the importance of sea power and national security, naval operations and support functions, military law, international law, and the sea. This course will also enable students to develop understanding of the technical area of naval science study.

Naval Science 4 Leadership Development (#1802330)

The purpose of this course is to enable students to develop leadership skills including knowledge of individual needs and group dynamics, leadership principles and responsibilities, and effective communication strategies.

Science

Biology 1 Honors (#2000320)

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

Biology 2 Honors (#2000330)

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).

Advanced Placement Biology (#2000340)

The course description for this Advanced Placement courses is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

Chemistry 1 Honors (#2003350)

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

Advanced Placement Chemistry (#2003370)

The course description for this Advanced Placement courses is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

Advanced Placement Environmental Science (#2001380

The course description for this Advanced Placement courses is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

Marine Science 1 Honors (#2002510)

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

Marine Science 2 Honors (#2002530)

While the content focus of this course is consistent with the Marine Science 2 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).

Anatomy and Physiology Hon. (#2000360)

Physics 1 Honors (#2003390)

Advanced Placement Physics 1 (#2003421)

The course description for this Advanced Placement courses is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

Social Studies

World History Honors (#2109320)

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/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).

Advanced Placement World History (#2109420)

The course description for this Advanced Placement courses is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

United States History Honors (#2100320)

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

Honors/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).

Advanced Placement World History (#2109420)

The course description for this Advanced Placement courses is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

Economics Honors (#2102320)

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

Mathematics Benchmark Guidance - Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Honors/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).

United States Government Honors (#2106320)

United States Government - The grade 9-12 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/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).

Advanced Placement Macroeconomics (#2102370)

The course description for this Advanced Placement courses is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

Advanced Placement Human Geography (#2103400)

The course description for this Advanced Placement courses is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

Law Studies (#2106350)

The grade 9-12 Law Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the study of the American legal system as the foundation of American society by examining those laws which have an impact on citizens' lives and an introduction to fundamental civil and criminal justice procedures. Content should include, but is not limited to, the need for law, the basis for our legal system, civil and criminal law, adult and juvenile courts, family and consumer law, causes and consequences of crime, individual rights and responsibilities, and career opportunities in the legal system.

Ethics (#2105350)

The grade 9-12 Ethics 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 the foundations of ethical thought and theories and the process of moral development. Content should include, but is not limited to, the sources of ethical beliefs and practices, traditional ethical theories, the strengths and weaknesses of the principal models of moral development, the typical fallacies in flawed moral arguments, the difference between an ethical choice and a legal decision, major ethical questions in American society such as public service, law, the workplace, bioethics, and new technologies, and current ethical issues in the local and national arena.

Florida History (#2100350)

The grade 9-12 Florida History course consists of the following content area strands: World History, American History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of the state of Florida by examining the political, economic, social, military and cultural events that affected the state. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the progression of Florida including, but not limited to, the evolution of Florida's diverse heritage through Spanish, French, British and American occupations, Florida's Native American population, United States annexation and territorial experience, statehood and an analysis of Florida's first constitution, Florida's system of slavery, Florida under the Confederacy and Reconstruction, Florida's role as a part of the new South, technological and urban transformations of the state, the evolution of Florida lifestyles and ideals over the centuries, the historic evolution of the Florida economy, Florida's diverse geographic regions and population groups, state government, modern day Florida's successes and challenges, and the projection of Florida's future development.

Advanced Placement Psychology (#2107350)

The course description for this Advanced Placement courses is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

Sociology (#2108300)

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.

Multicultural Studies (#2104600)

The grade 9-12 Multicultural Studies 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 the chronological development of multicultural and multiethnic groups in the United States and their influence on the development of American culture. Content should include, but is not limited to, the influence of geography on the social and economic development of Native American culture, the influence of major historical events on the development of a multicultural American society and a study of the political, economic and social aspects of Native American, Hispanic American, African American and Asian American culture.

History of Holocaust (#2109430)

The grade 9-12 Holocaust course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the examination of the events of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany. Content will include, but is not limited to, the examination of twentieth century pogroms and of twentieth century and twenty-first century genocides, investigation of human behavior during this period, and an understanding of the ramifications of prejudice, racism, and stereotyping.

Multicultural Studies (#2104600)

The grade 9-12 Multicultural Studies 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 the chronological development of multicultural and multiethnic groups in the United States and their influence on the development of American culture. Content should include, but is not limited to, the influence of geography on the social and economic development of Native American culture, the influence of major historical events on the development of a multicultural American society and a study of the political, economic and social aspects of

Native American, Hispanic American, African American and Asian American culture.