

2015-2016

St. Augustine HIGH SCHOOL COURSE



Principal:

Asst. Principal (Operations):

Asst. Principal (Curriculum):

Athletic Director:

Academy Specialist:

Registrar:

Testing Coordinator:

Dr. DeArmis Graham

George Mastoridis

Travis Brown

Jeff Holland

Katie Maltby

Earl Brown

Parker Raimann

**MASTER CALENDAR**  
**2015-2016 School Year**  
Board Approved December 9, 2014

Friday	July 31, 2015	Optional Teacher Planning Day
Monday - Friday	August 3 - 7, 2015	Teacher Pre-Planning
<b>Monday</b>	<b>August 10, 2015</b>	<b>Students Report to Class</b>
Monday	September 7, 2015	Labor Day- Student/Teacher Holiday ✓
Friday	October 16, 2015	First Quarter Ends
Monday	October 19, 2015	Teacher Planning Day-Student Holiday ✓
Wednesday	November 11, 2015	Veterans Day - Student/Teacher Holiday ✓
Thursday - Friday	November 26-27, 2015	Thanksgiving Break - Student/Teacher Holiday
Friday	December 18, 2015	Second Quarter/First Semester Ends (Friday Dec 18*)
Monday-Monday	Dec. 21, 2015-Jan. 4, 2016	Winter Break - Student/Teacher Holiday
Tuesday	January 5, 2016	Teacher Planning Day-Student Holiday ✓
Wednesday	January 6, 2016	Classes Resume for Students/Second Semester Begins
Monday	January 18, 2016	Martin Luther King Day - Student/Teacher Holiday ✓
Friday	February 5, 2016	Teacher Inservice Day - Student Holiday ✓
Monday	February 15, 2016	Presidents Day - Student/Teacher Holiday ✓
Tuesday	February 16, 2016	Student /Teacher Holiday ✓
Thursday	March 17, 2016	Third Quarter Ends
Friday	March 18, 2016	Teacher Planning Day-Student Holiday ✓
Monday-Monday	March 21-28, 2016	Spring Break - Student/Teacher Holiday
Tuesday	March 29, 2016	Classes Resume for Students
Friday	April 29, 2016	Student /Teacher Holiday ✓
<b>Thursday</b>	<b>May 26, 2016</b>	<b>Last Day for Students*</b>
Friday	May 27, 2016	Last Day for Teachers - Teacher Planning Day
TBD	TBD	Graduations (Schools/Locations TBD)

\*\*For Testing Dates            See Testing Calendar            TBD

\***ALL Schools** will be dismissed **1 hour** early on Dec 18, 2015 and May 26, 2016

**All Schools** participate in a weekly early release on Wednesday: Elementary @ 1:50, Middle @ 1:00, High @ 2:45

Interims Issued: September 11, 2015	Report Cards: October 26, 2015
Interims Issued: November 13, 2015	Report Cards: January 11, 2016
Interims Issued: February 12, 2016	Report Cards: April 4, 2016
Interims Issued: April 28, 2016	Report Cards: May 26, 2016

✓ **Denotes hurricane make-up days**

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

CHARACTER COUNTS! In St. Johns County

Pillars of the Month

August - All Pillars    October - Responsibility    December - All Pillars    February - Caring    April - All Pillars  
September - Fairness    November - Citizenship    January - Respect    March - Trustworthiness    May - Citizenship  
(Emphasis on Patriotism)

**ST. JOHNS COUNTY SCHOOLS**  
40 Orange Street  
St. Augustine, Florida 32084  
(904) 547-7500  
[www.st.johns.k12.fl.us](http://www.st.johns.k12.fl.us)

**DISTRICT ADMINISTRATION**

Joseph Joyner, Ed.D.	Superintendent of Schools (904) 547-7502 <a href="mailto:joseph.joyner@stjohns.k12.fl.usu">joseph.joyner@stjohns.k12.fl.usu</a>
Martha Mickler	Deputy Superintendent for Academic Services (904) 547-7521 <a href="mailto:martha.mickler@stjohns.k12.fl.us">martha.mickler@stjohns.k12.fl.us</a>

**SCHOOL BOARD MEMBERS**

Beverly Slough	District 1 (904) 547-7509 <a href="mailto:beverly.slough@stjohns.k12.fl.us">beverly.slough@stjohns.k12.fl.us</a>
Tommy Allen	District 2 (904) 547-7505 <a href="mailto:tommy.allen@stjohns.k12.fl.us">tommy.allen@stjohns.k12.fl.us</a>
Bill Mignon	District 3 (904) 547-7506 <a href="mailto:Bill.mignon@stjohns.k12.fl.us">Bill.mignon@stjohns.k12.fl.us</a>
Kelly Barrera	District 4 (904) 547-7508 <a href="mailto:kelly.barrera@stjohns.k12.fl.us">kelly.barrera@stjohns.k12.fl.us</a>
Patrick Canan	District 5 (904) 547-7507 <a href="mailto:patrick.canan@stjohns.k12.fl.us">patrick.canan@stjohns.k12.fl.us</a>



## ST. JOHNS COUNTY SCHOOL DISTRICT GUIDING PRINCIPLES

*We believe that . . . . .*

- Trustworthiness, respect, responsibility, fairness, caring, and citizenship are essential to the well being of individuals and society.
- All individuals have intrinsic value.
- Every individual can contribute something of worth to society.
- Individuals are responsible and accountable for their choices and decisions.
- In order to grow and thrive, individuals need caring relationships and a nurturing environment.
- Supportive family relationships are the foundation of the community.
- High expectations lead to higher performance which, in turn, empowers the individual and strengthens society.
- Continuous learning is a lifelong process that is essential to a productive and enriched life.
- A safe and orderly environment is conducive to learning.

**The St. Johns County School District will inspire good character and a passion for lifelong learning in all students, creating educated and caring contributors to the world.**

**ST. JOHNS COUNTY SCHOOL DISTRICT**

## 2015-2016 St. Augustine High School Course Catalogue

The catalog is arranged with general information first. After the general information section, there is a complete list of all high school courses followed by a section devoted to the descriptions of each course.



The catalog may also be viewed online on the district web site <http://www.stjohns.k12.fl.us/depts/cis/>  
During the academic year, schools, through petition to the Instructional Services Department, may add courses.  
Once approved, the courses will be posted on the web version of the catalog.

## STUDENT PROGRESSION PLAN

For information on the various school issues listed below follow the link to the **Student Progression Plan**:  
<http://www.stjohns.k12.fl.us/depts/cis/>

- Instruction
- Assessment
- Remediation Requirements and Progress Monitoring Plans (PMPs)
- Placements
- Promotion
- Mid-Year Promotion
- Retention
- Acceleration
- Parent, Student and Teacher Notifications
- Reporting
- Home Education Programs
- Elementary School Program
- Middle School Program
- High School Program
- Additional Programs



## TABLE OF CONTENTS

I.	School Information.....	8
II.	Programs of Study and Programs of Emphasis .....	11
III.	Scheduling Procedures.....	16
IV.	Complete Listing - All St. Augustine High School Courses.....	18
V.	Course Descriptions by Content Area	
	Art – Visual Arts .....	31
	Dance.....	38
	Drama – Theatre Arts .....	41
	Exceptional Student Education.....	45
	Experiential Education.....	50
	Foreign Languages.....	51
	Humanities .....	57
	Language Arts .....	58
	Leadership Skills Development.....	63
	Mathematics.....	64
	Music .....	68
	Peer Counseling.....	75
	Physical Education.....	76
	Research and Critical Thinking.....	78
	ROTC and Military Training.....	80
	Safety and Driver Education .....	83
	Science.....	84
	Social Studies.....	89
	Career and Professional Education Courses.....	94
	Dual Enrollment.....	114
VI.	Graduation Options and Planning Forms.....	119

**ST. JOHNS COUNTY SCHOOL DISTRICT**  
**ST. AUGUSTINE, FLORIDA**  
**<http://www.stjohns.k12.fl.us>**

**HIGH SCHOOLS**

St. Augustine High School

**St. Augustine High School**

<u>Location</u>	<u>Administration</u>
3205 Varella Avenue	Dr. DeArmas Graham, Principal
St. Augustine, Florida 32084	Travis Brown, Assistant Principal
(904) 547-8530	George Mastoridis, Assistant Principal
Fax (904) 547-8535	Earl Brwon, Registrar

St. Augustine High School is the home school for students in the central St. Augustine area. The first high school in St. Johns County, the school offers a comprehensive high school program. Details about the school can be obtained by accessing the school's web site at <http://www-sahs.stjohns.k12.fl.us>



## PROGRAMS OF STUDY AND PROGRAMS OF EMPHASIS

### PROGRAMS OF STUDY

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Definition: Programs of Study are defined as multi-year, specialized programs that are available to students from across the district. Students must apply for a Program of Study. For additional information regarding Academies please check the St. Johns County School District web site at [www.stjohns.k12.fl.us](http://www.stjohns.k12.fl.us) or contact those listed below.

#### **St. Augustine High School**

##### **St. Augustine High School Advanced International Certificate of Education (AICE)**

AICE is a rigorous, internationally recognized pre-university curriculum and examination program designed for highly motivated, academically able students in grades 9-12. The AICE curriculum is written and administered throughout the world by Cambridge International Examinations (CIE), a non-profit department of the University of Cambridge in England. The AICE curriculum encourages independent research and investigation, initiative and creativity and the application of skills and knowledge. AICE offers an examination program modeled on the British pre-college curriculum and "A-Level" exams. Florida's public community colleges and universities provide college credit for successfully passed exams. For information, visit [www.cie.org.uk](http://www.cie.org.uk) and click on "Qualifications and Awards," then "AICE."

##### **Army ROTC**

The United States Army's Junior Reserve Officers' Training Corps, or JROTC, is designed to teach high school students the value of citizenship, leadership service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork, and self-discipline. Its focus is reflected in its mission statement, "To motivate young people to be better citizens." It prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities and privileges as American citizens. The program is a stimulus for promoting graduation from high school, and it provides instruction and rewarding opportunities that will benefit the student, community and nation.

##### **St. Johns County Aerospace Academy**

This academy partners with Embry-Riddle Aeronautical University which is one of the top aeronautical universities in the world. ERAU professors will teach dual enrollment courses on the SAHS campus in curriculum area. Students may receive up to 9 credits from ERAU upon graduation from high school, which could result in a savings of \$20,000.

##### **St. Johns County Center for the Arts (*additional auditions are required*)**

Students participate in an arts-focused curriculum. The Center offers students an in-depth exposure to the fine arts through a rigorous, challenging curriculum. This environment provides the skills necessary for success in higher education and the workplace through a comprehensive, hands-on focus in each course of study. The Center consists of four strands: music (both vocal and instrumental), dance, theatre, and visual arts. While students ultimately select one strand as their concentration, they are also encouraged to explore areas outside their selected strand.

##### **St. Johns County Academy of Future Teachers**

Students participate in a rigorous college preparatory curriculum which focuses on a career in education. Students will earn their credits towards their Associate of Arts (AA) degree from St. Johns River State College's teacher preparation program while earning their high school diploma which translates to a savings of over \$6000. Students may be able to enter a Bachelor's Degree program with 60 college credits after high school graduation.

##### **First Coast Technical College at St. Johns Technical High School**

Students participate in a program of study that builds strong business skills in an area of interest which includes the following: Commercial Art, Cosmetology, Culinary Arts, Early Childhood Education, Web Design Support/Network Support, Landscaping, Horticulture/Turfgrass Management/Landscaping, Printing and Graphic Communications, Cabinet Making and Small Engine Repair. All courses are hands-on and students may dually enroll through the First Coast Technical College.

## **SCHEDULING PROCEDURES**

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

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

For these reasons, it is crucial that the student completes the "alternate selections" section of the course request form. Please note that if this section is not completed, the student will be scheduled for available electives.

Procedure is to fill openings in courses in the following priority order:

1. ESE students
2. Career Academy students
3. Intensive Reading and Intensive Math students
4. Ninth graders' Major Area of Interest courses
5. AP, IB, AICE, ASP students
6. Other 12<sup>th</sup>, 11<sup>th</sup>, 9<sup>th</sup>, 8<sup>th</sup> grade students

It is recommended that each student schedule a conference with his or her guidance counselor during the second semester of the junior year to ensure proper registration for all the courses needed to meet any remaining graduation requirement.

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

### **Schedule Change Procedures**

Please be aware of the Schedule Change Procedure when course selections and their alternates are made. Student-initiated schedule changes must take place prior to the 5<sup>th</sup> meeting of the student's enrollment in class. All students who register for a full credit course are expected to remain in the course for both semesters as scheduling is done on a full year basis. A student's schedule may only be changed under the following conditions:

- A student is mis-scheduled because of inadequate or erroneous information
- Administrative action becomes necessary because of imbalance of class loads, loss of a teaching unit, unique or unforeseen constraints
- An additional course is needed to meet graduation requirements
- A schedule adjustment is required because a student already has received credit in a scheduled class

St. Johns County School District employs teachers certified by the Florida Department of Education. The school administration will decide the instructor for each course section. Students and parents are expected to abide by the choice of instructor. Course content is consistent in all sections with the same course number and description.

## Grade Forgiveness

State law requires a cumulative 2.0 GPA to graduate. Forgiveness policies for **required** courses will be limited to replacing a grade of "D" or "F", or the equivalent, with a grade of "C" or higher, or its equivalent, earned subsequently in the **same** or **comparable** course. (FS 1003.43)

Forgiveness policies for **elective** courses will be limited to replacing a grade of "D" or "F", or the equivalent, with a grade of "C" or higher, or its equivalent, earned subsequently in the **same**, a **comparable** or **another** course. Any course credit not replaced according to the district's forgiveness policy will be included in the calculation of the cumulative GPA required for graduation.

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

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



**2015-2016**  
**SJCSD HIGH SCHOOL COURSE OFFERINGS**

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**ART -VISUAL ARTS**

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**Advanced Placement (AP) Art – Drawing Portfolio**

Course No.: 0104300

**Advanced Placement (AP) Art - History of Art**

Course No.: 0100300

**Advanced Placement (AP) Studio Art:**

**2-D Design Portfolio**

Course No.: 0109350

**Advanced Placement (AP) Studio Art:**

**3-D**

Course No.: 0109360

**AICE Art and Design**

Course No.: 0101370

**Pre-AICE Art and Design and 3D Studies**

0101375

**Pre-AICE Art and Design & Painting and Related Media IGCSE**

0104415

**Pre-AICE Art and Design & Graphic Communication IGCSE**

0106315

**AICE Art and Design Sculpture**

Course No: 011340 S

**Art/2-D and 3-D Comprehensive**

Course No.: 0101360

**Art/2D Comprehensive 1**

Course No: 0101300

**Art/2D Comprehensive 2**

Course No: 0101310

**Ceramics/Pottery I**

Course No.: 0102300

**Ceramics/Pottery II**

Course No.: 0102310

**Ceramics/Pottery III**

Course No.: 0102320

**Digital Art Imaging 2**

Course No.: 0108380

**Digital Art Imaging 3 Honors**

Course No.: 0108390

**Drawing 1**

Course No.: 0104340

**Drawing 2**

Course No.: 0104350

**Drawing 3 Honors**

Course No.: 0104360

**Film 2**

Course No.: 0107420

**Painting II**

Course No.: 0104380

**Portfolio I**

Course No.: 0109310

**Portfolio II**

Course No.: 0109320

**Portfolio III**

Course No.: 0109330

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**DANCE**

---

**Dance 1- International Baccalaureate**

Course No.: 0300655

**Dance Choreography/Performance I**

Course No.: 0300380

**Dance Choreography/Performance II**

Course No.: 0300390

**Dance Repertory I**

Course No.: 0300400

**Dance Repertory II**

Course No.: 0300410

**Dance Repertory III**

Course No.: 0300420

**Dance Repertory IV**

Course No.: 0300430

**Dance Techniques I**

Course No.: 0300310

**Dance Techniques II**  
Course No.: 0300320  
**Dance Techniques III**  
Course No.: 0300330  
**Dance Techniques IV Honors**  
Course No.: 0300334

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**DRAMA – THEATRE ARTS**

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**Acting I**  
Course No.: 0400370  
**Acting II**  
Course No.: 0400380  
**Acting III**  
Course No.: 0400390  
**Acting IV**  
Course No.: 0400400  
**Comprehensive Theater III**  
Course No.: 0400470  
**Comprehensive Theater IV**  
Course No.: 0400480  
**Drama I**  
Course No.: 0400310  
**Drama II**  
Course No.: 0400320  
**Drama III**  
Course No.: 0400330  
**Drama IV**  
Course No.: 0400340  
**Introduction to Drama**  
Course No.: 0400300  
**Pre-AICE Drama**  
Course No.: 0400345  
**Stagecraft I**  
Course No.: 0400410  
**Stagecraft II**  
Course No.: 0400420  
**Stagecraft III**  
Course No.: 0400430  
**Stagecraft IV**  
Course No.: 0400440

**EXCEPTIONAL STUDENT EDUCATION**

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**Access English 1 & 2**  
Course 7910111  
**Fundamental English 1**  
Course No.: 7910115  
**Access Liberal Arts Math**  
Course No.: 7912070  
**Access Algebra 1A**  
Course No.: 7912080

**Access Algebra IB**  
Course No.: 7912090  
**Fundamental Algebraic Skills**  
Course No.: 7912100  
**Fundamental Consumer Mathematics**  
Course No.: 7912105  
**Access HOPE**  
Course 7915015  
**Access Biology I**  
Course No.: 7920015  
**Access Earth/Space Science**  
Course No.: 7920020  
**Access Earth Space Science**  
Course No.: 7920020  
**Access Integrated Science**  
Course No.: 7920025  
**Fundamental Integrated Science 1**  
Course 7920030  
**Fundamental Integrated Science 2**  
Course 7920035  
**Access World History**  
Course 7921027  
**Career Education: 9-12**  
Course No.: 7921330  
**Fundamental World History**  
Course 7921030  
**Career Preparation**  
Course No.: 7980110  
**Career Experiences**  
Course No.: 7980120  
**Career Placement**  
Course No.: 7980130  
**Health and Safety: 9-12**  
Course No.: 7920050  
**Hospital/Homebound Instructional Services**  
Course No.: 7900030  
**Health Science Education**  
**Language Therapy**  
Course No.: 7966040  
**Learning Strategies**  
Course No.: 7963080  
**Life Management and Transition: 9-12**  
Course No.: 7960010  
**Occupational Therapy**  
Course No.: 7966020  
**Orientation and Mobility Skills**  
Course No.: 7963060  
**Preparation for Postschool Adult Living**  
Course No.: 7963010  
**Physical Therapy**  
Course No.: 7966010

**Skills for Students Who Are Gifted**  
Course No.: 7963090

**Skills for Students Who Are Deaf or Hard of Hearing**

Course No.: 7963040

**Skills for Visually Impaired Students**

Course No.: 7963050

**Social and Personal Skills**

Course No.: 7963070

**Specially Designed Physical Education**

Course No.: 7915010

**Speech Therapy**

Course No.: 7966030

**Supported Competitive Employment**

Course No.: 7980150

**Therapeutic Instructional Support**

Course No.: 7900010

**Visual and Performing Arts**

Course No.: 7967010

**EXPERIENTIALE EDUCATION****Executive Internship I**

Course No.: 0500300

**Executive Internship II**

Course No.: 0500310

**Executive Internship III**

Course No.: 0500320

**Executive Internship IV**

Course No.: 0500330

**Personal, Career, and School Development Skills I**

Course No.: 0500500

**Personal, Career, and School Development Skills II**

Course No.: 0500510

**Voluntary Public Service**

Course No.: 0500370N

**FOREIGN LANGUAGES****AICE French Language**

Course No.: 0701391

**AICE French Literature**

Course No.: 0701392

**AICE Spanish Literature**

Course No.: 0708540

**American Sign Language I**

Course No.: 0717300

**American Sign Language II**

Course No.: 0717310

**American Sign Language III**

Course No.: 0717312

**American Sign Language IV**

Course No.: 0717314

**French I**

Course No.: 0701320

**French II**

Course No.: 0701330

**French III**

Course No.: 0701340

**Pre AICE French Language I**

Course No.: 0701394

**Pre AICE French Language II**

Course No.: 0701396

**Pre AICE Spanish Language I**

Course No.: 0708532

**Pre AICE Spanish Language II**Course No.: 0708534 **Spanish****I**

Course No.: 0708340

**Spanish II**

Course No.: 0708350

**Spanish III**

Course No.: 0708360

**Spanish IV**

Course No.: 0708370

**Spanish V**

Course No.: 0708380

**HEALTH****Advanced Health Explorations**

Course No.: 0800360

**Health I – Life Management Skills**

Course No.: 0800300

**LANGUAGE ARTS****AICE English Language**

Course No.: 1001550

**AICE English Literature I**

Course No.: 1005370

**AICE General Paper**

Course No.: 1009360

**Creative Writing I**

Course No.: 1009320

**Creative Writing II**

Course No.: 1009330

**English I**

Course No.: 1001310

**English Honors I**

Course No.: 1001320

**English II**

Course No.: 1001340

**English Honors II**

Course No.: 1001350

**English III**

Course No.: 1001370

**English Honors III**

Course No.: 1001380

**English IV**

Course No.: 1001400

**English Honors IV**

Course No.: 1001410

**Intensive Reading**

Course No.: 1000410

**American Literature**

Course No.: 1005310

**Journalism I**

Course No.: 1006300

**Journalism II**

Course No.: 1006310

**Journalism III Honors**

Course No.: 1006320

**Journalism IV Honors**

Course No.: 1006330

**Pre-AICE English**

**Language**

Course No.: 1001560

**Pre-AICE English Literature**

Course No.: 1005380

**Writing for College Success**

Course No. 1009370

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**LEADERSHIP SKILLS DEVELOPMENT**

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**Leadership Skills Development**

Course No.: 2400300

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**MATH**

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**Advanced Placement (AP) Statistics**

Course No.: 1210320

**Advanced Topics in Mathematics**

Course No.: 1298310

**Algebra I**

Course No.: 1200310

**Algebra I Honors**

Course No.: 1200320

**Algebra II**

Course No.: 1200330

**Algebra II Honors**

Course No.: 1200340

**Algebra Ia**

Course No.: 1200370

**Algebra Ib**

Course No.: 1200380

**Advanced Placement (AP) Calculus AB**

Course No.: 1202310

**Advanced Placement (AP) Calculus BC**

Course No.: 1202320

**AICE Mathematics**

Course No.: 1202360

**Applied Mathematics III**

Course No.: 1205420

**Calculus I Honors**

Course No.: 1202300

**Geometry**

Course No.: 1206310

**Geometry Honors**

Course No.: 1206320

**Informal Geometry**

Course No.: 1206300

**Integrated Math III**

Course No.: 1207330

**Intensive Math**

Course No.: 1200400

**Liberal Arts Mathematics**

Course No.: 1208300

**Mathematical Analysis**

Course No.: 1201400

**Math for College Success**

Course No: 1200410

**Mathematics for College Readiness**

Course No: 1200700

**Pre-Calculus**

Course No.: 1202340

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**MUSIC**

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**Band I**

Course No.: 1302300

**Band II**

Course No.: 1302310

**Band III**

Course No.: 1302320

**Band IV**

Course No.: 1302330

**Band V**

Course No.: 1302340

**Band VI**

Course No.: 1302350

**Chorus High/Low Range I**

Course No.: 1303360

**Chorus High/Low Range II**

Course No.: 1303370

**Chorus High/Low Range III**

Course No.: 1303380

**Chorus High/Low Range IV**

Course No.: 1303390

**Chorus I**

Course No.: 1303300

**Chorus II**

Course No.: 1303310

**Chorus III**

Course No.: 1303320

**Chorus IV**

Course No.: 1303330

**Chorus V**

Course No.: 1303340

**Chorus VI**

Course No.: 1303350

**Comprehensive Musicianship III**

Course No.: 1300370

**N Eurhythmics I**

Course No.: 1305300

**Eurhythmics II**

Course No.: 1305310

**Eurhythmics III**

Course No.: 1305320N

**Eurhythmics IV**

Course No.: 1305330

**Guitar I**

Course No.: 1301320

**Guitar II**

Course No.: 1301330

**Guitar III**

Course No.: 1301340

**Guitar IV**

Course No.: 1301350

**Instrumental Techniques I**

Course No.: 1302420

**Instrumental Techniques II**

Course No.: 1302430

**Instrumental Techniques III** Course No.:  
1302440**Instrumental Techniques IV**

Course No.: 1302450

**Instrumental Ensemble I**

Course No.: 1302460

**Instrumental Ensemble II**

Course No.: 1302470

**Instrumental Ensemble III**

Course No.: 1300480

**Instrumental Ensemble IV**

Course No.: 1302490

**Jazz Ensemble I**

Course No.: 1302500

**Jazz Ensemble II**

Course No.: 1302510

**Jazz Ensemble III**

Course No.: 1302520

**Jazz Ensemble IV**

Course No.: 1302530

**Keyboard I**

Course No.: 1301360

**Keyboard II**

Course No.: 1301370

**Keyboard III**

Course No.: 1301380

**Keyboard IV**

Course No.: 1301390

Course No.: 1300830

**Orchestra I**

Course No.: 1302360

**Vocal Techniques I**

Course No.: 1303400

**Vocal Techniques II**

Course No.: 1303410

**Vocal Techniques III**

Course No.: 13034120

**Vocal Techniques IV**

Course No.: 1303430

**Vocal Ensemble I**

Course No.: 1303440

**Vocal Ensemble II**

Course No.: 1303450

**Vocal Ensemble III**

Course No.: 1303460

**Vocal Ensemble IV**

Course No.: 1303470

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**PEER COUNSELING**

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**Peer Counseling I**

Course No.: 1400300

**Peer Counseling II**

Course No.: 1400310

**Peer Counseling III**

Course No.: 1400320

**Peer Counseling IV**

Course No.: 1400330

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**PHYSICAL EDUCATION**

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**Comprehensive****Fitness**

Course No.: 1501390

**Power Weight Training**

1 Course No.: 1501410

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

Course No.: 3026010

**Adv. Volleyball**

Course No.: 1505520

**Softball**

Course No.: 1503330



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**RESEARCH AND CRITICAL THINKING**

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**Advancement Via Individual Determination (AVID) I**

Course No.: 1700390

**Advancement Via Individual Determination (AVID) II**

Course No.: 1700400

**Advancement Via Individual Determination (AVID) III**

Course No.: 1700410

**Advancement Via Individual Determination (AVID) IV**

Course No.: 1700420

**AICE Thinking Skills I**

Course No.: 1700372

**Critical Thinking and Study Skills**Course No.: 1700370

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**ROTC AND MILITARY TRAINING**

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**Aerospace Science I**

Course No.: 1800300

**Aerospace Science II**

Course No.: 1800310

**Aerospace Science III**

Course No.: 1800320

**Aerospace Science IV**

Course No.: 1800330

**Leadership Education and Training I**

Course No.: 1801300

**Leadership Education and Training II**

Course No.: 1801310

**Leadership Education and Training III**

Course No.: 1801320

**Leadership Education and Training IV**

Course No.: 1801330

**SAFETY AND DRIVER  
EDUCATION**

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**Drivers Education**Course No.: 1900310

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**SCIENCE**

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**Anatomy and****Physiology** Course No.:  
2000350**Anatomy and Physiology Honors**

Course No.:

2000360 **AICE****Biology I** Course

No.: 2000321

**AICE Chemistry 1**

Course No.: 2003371

**AICE Physics**

Course No.: 2003431

**Biology I**

Course No.:

2000310 **Biology I****Honors**

Course No.: 2000320

**Chemistry I**

Course No.: 2003340

**Chemistry I Honors**

Course No.: 2003350

**Chemistry II Honors**

Course No.: 2003360

**Chemistry I – Preliminary International Baccalaureate (Pre IB)**

Course No.: 2003800

**Chemistry II –International Baccalaureate (IB)**

Course No.: 2003810

**Chemistry III–International Baccalaureate (IB)**

Course No.: 2003820

**Earth/Space Science**

Course No.: 2001310

**Earth/Space Science Honors**

Course No.: 2001320

**Experimental Science** CourseNo.: 2002340 **Marine****Science I**

Course No.: 2002500

**Marine Science I Honors**

Course No.: 2002510

**Physical Science**

Course No.: 2003310

**Physical Science Honors**

Course No.: 2003320

**Physics I**

Course No.: 2003380

**Physics I Honors**

Course No.: 2003390

**Physics International Baccalaureate (IB)**

Course No.: 2003840

**Physics International Baccalaureate (IB)**

Course No.: 2003845

**Physics III–International Baccalaureate (IB)**

Course No.: 2003850

**Pre-AICE Biology**

Course No.: 2000322

**Pre-AICE Chemistry**

Course no.: 2003372

**Pre-AICE Physics**Course No.: 2003432

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**SOCIAL STUDIES**

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**AICE Global Perspectives and Research 1 AS Level  
1700364****Advanced Placement (AP) Comparative Government and  
Politics**

Course No.: 2106430P

**Advanced Placement (AP) European History**

Course No.: 2109380

**Advanced Placement (AP) Human Geography**

Course No.: 2103400

**Advanced Placement (AP) Macroeconomics**

Course No.: 2102370

**Advanced Placement (AP) Microeconomics**

Course No.: 2102360

**Advanced Placement (AP) Psychology**

Course No.: 2107350  
**Advanced Placement (AP) United States History**  
Course No.: 2100330

**African-American History**  
Course No.: 2100340  
**AICE European History**  
Course No.: 2109371  
**AICE US History**  
Course No.: 2100500  
**AICE International History 1 AS Level**  
Course No.: 2100490  
**American Government**  
Course No.: 2106310  
**American Government Honors**  
Course No.: 2106320  
**American History**  
Course No.: 2100310  
**American History Honors**  
Course No.: 2100320  
**Psychology I**  
Course No.: 2107300  
**Psychology II**  
Course No.: 2107310  
**Volunteer School/Community Service**  
Course No.: 2104330  
**World Cultural Geography**  
Course No.: 2103300  
**World History**  
Course No.: 2109310  
**World History Honors**  
Course No.: 2109320

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**CAREER AND PROFESSIONAL EDUCATION COURSES**

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**Aerospace Technologies I**

Course No.: 8600580

**Aerospace Technologies II**

Course No.: 8600680

**Aerospace Technologies III**

Course No.: 8600780

**Digital Design**

Course no: 8209600

**Digital Design 1**

Course No.: 8209510

**Digital Design 2**

Course No.: 8209520

**Digital Design 3**

Course No.: 8209530

**Game & Simulation Design**

Course No.: 8208120

**Teacher Assisting 1**

Course No: 8909010

**Teacher Assisting 2**

Course No: 8909020

**Teacher Assisting 3**

Course No: 8909030

**Teacher Assisting 4**

Course No: 8909040

**Advanced Placement (AP) Art - History of Art**

Course No.: 0100300

Prerequisite: Meet Honors Criteria and Teacher Recommendation

Credit: 1.0

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

**Two-Dimensional Studio Art 1**

Course No.: 0101300

Prerequisite: None

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

**Two-Dimensional Studio Art 2** Course No.: 0101310

Prerequisite: Two-Dimensional Studio Art 1 or equivalent

Credit: 1.0

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

**Two-Dimensional Studio Art 3 Honors**

Course No.: 0101320

Prerequisite: Two-Dimensional Studio Art 2 or equivalent

Credit: 1.

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,

SJCSD HIGH SCHOOL COURSE DESCRIPTIONS

**ART - VISUALARTS**

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.

**Three-Dimensional Studio Art 1** Course No. 0101330

**Prerequisite: None**

**Credit: 1.0**

Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Media may include, but are not limited to, clay, wood, plaster, and paper maché with consideration of the workability, durability, cost, and toxicity of the media used. Student artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail, size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftsmanship and quality in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works.

**Three-Dimensional Studio Art 2**

**Course No.: 0101340**

**Prerequisite: Three-Dimensional Studio Art 1 or equivalent**

**Credit: 1.0** Students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Processes and techniques for substitution include wheel-thrown clay, glaze formulation and application, or extruded, cast, draped, molded, laminated, or soft forms. Media may include, but are not limited to, clay, wood, metal, plaster, paper maché, and plastic with consideration of the

workability, durability, cost, and toxicity of the media used. 3-D artists experiment with and manipulate space- producing devices, including overlapping, transparency, interpenetration, vertical and horizontal axis, inclined planes, disproportionate scale, fractional or abstracted representation, and spatial properties of the structural art elements. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques.

Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works.

### **Three-Dimensional Studio Art 3- Honors**

Course No.: 0101350

Prerequisite: Three-Dimensional Studio Art 2 or equivalent

Credit: 1.0

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

### **AICE Art and Design 1 AS Level**

Course No.: 0101370

Credit: 1.0

Prerequisite: Placement in AICE Program and Meet Honors Criteria

The purpose of this course is to enable students to communicate ideas or concepts through the use of design and composition while making critical judgments and showing an appreciation and cultural awareness of the world around them. It is concerned with independent visual perception and aesthetic execution in the development of an idea, theme or subject. They will demonstrate their ability to select and control materials while analytically recording from direct observation and personal experience.

### **Pre-AICE Art and Design 1- 3D Studies, IGCSE Level**

Course No.: 0101375

Credit: 1.0

Prerequisite: Placement in AICE Program and Meet Honors Criteria

The purpose of this course is to enable students to communicate ideas or concepts through the use of design and composition while making critical judgments and showing an appreciation and cultural awareness of the world around them. It is concerned with independent visual perception and aesthetic execution in the development of an idea, theme or subject. They will demonstrate their ability to select and control materials while analytically recording from direct observation and personal experience.

### **AICE Art and Design- Sculpture AS Level**

Course No: 0111340

Prerequisite: Sculpture III and Teacher Recommendation

Credit: 1.0

The purpose of this course is to enable students to communicate and express themselves through visual perception and aesthetic experiences. In addition, students should learn to relate these skills to an enhanced knowledge of their own and other cultures, past and present, and an appreciation of practical design problems.

### **Ceramics/Pottery I**

Course No.: 0102300

Prerequisite: None

Credit: 1.0

The purpose of this course is to enable students to recognize the properties, possibilities and limitations of clay by creating functional and nonfunctional works of ceramics and pottery using basic hand-building techniques.

### **Ceramics/Pottery II**

Course No.: 0102310

Prerequisite: Ceramics/Pottery I and Teacher Recommendation

Credit: 1.0

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

### **Ceramics/Pottery III Honors**

Course No.: 0102320

Prerequisite: Ceramics/Pottery II and Teacher Recommendation

Credit: 1.0

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

### **Digital Art Imaging 1**

Course No.: 108370

Credit: 1.0

Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still images through the single or combined use of computers, digital 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.

### **Digital Art Imaging 2**

Course No.: 0108380

Prerequisite: teacher recommendation or Digital Art Imaging 1

Credit: 1.0

Students explore and develop concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional graphic and fine works of art. As they become more adept at using the tools and techniques available to them, students design digital still images through the single or combined use of computers, digital 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.

### **Digital Art Imaging 3 Honors**

Course No.: 0108390

Credit: 1.0

Prerequisite: teacher recommendation or Digital Art Imaging 1 & 2

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 graphic and fine works of art in print and web formats. As they become more adept at using the tools and techniques available to them, students design and produce digital still images through the single or combined use of computers, digital 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.

### **Advanced Placement (AP) Art – Drawing Portfolio**

Course No.: 0104300

Prerequisite: Drawing/Painting II or Portfolio and Teacher Recommendation

Credit: 1.0

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

### **Drawing 1**

Course No: 0104340

Prerequisite: None

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.

### **Drawing 2**

Course No.: 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.

### **Drawing 3 Honors**

Course No.: 0104360

Credit: 1.0

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

### **Pre-AICE Art and Design: Painting and Related Media IGCSE Level**

Course No: 0104415

Prerequisite: Drawing/Painting II or Portfolio and Teacher Recommendation

Credit: 1.0

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

### **Pre-AICE Art and Design: Graphic Communication IGCSE Level**

Course No: 0106315

Prerequisite: Digital Art Imaging II or Portfolio and Teacher Recommendation

Credit: 1.0

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

**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.

### **Portfolio Development: Drawing-Honors**

Course No.: 0109310

Prerequisite: Teacher Recommendation

Credit: 1.0

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

### **Portfolio Development: Two-Dimensional Design-Honors**

Course No.: 0109320

Prerequisite: Teacher Recommendation Credit: 1.0

Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in drawing, painting, printmaking, mixed media, traditional photography, digital photography, and/or new media and emerging technologies that demonstrate understanding of design principles as applied to a 2-dimensional surface. Students regularly reflect on aesthetics and art issues individually and as a group, and manipulate the structural elements of art and organizational principles of design to create 2-dimensional works of art that are progressively more innovative and representative of the student's artistic and cognitive growth.

In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking.

#### **Portfolio Development: Three-Dimensional Design-Honors**

Course No.: 0109330

Prerequisite: Teacher Recommendation

Credit: 1.0

The purpose of this course is to study and produce a variety of sophisticated, original and creative two- and three-dimensional works of art.

#### **Advanced Placement (AP) Studio Art: 2-D Design Portfolio**

Course No.: 0109350

Prerequisite: Teacher

Recommendation Credit: 1.0

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

#### **Advanced Placement (AP) Studio Art: 3D**

Course No.: 0109360

Prerequisite: Teacher

Recommendation Credit: 1.0

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

#### **Sculpture I**

Course No.: 0111310

Prerequisite: Teacher Recommendation

Credit: 1.0

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, clay, wood, plaster, and paper maché with consideration of the workability, durability, cost, and toxicity of the media used. Student artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail, size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftsmanship and quality in the surface and structural qualities of the completed art forms. Students in the sculpture 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.



**Dance Techniques I**

Course No.: 0300310

Prerequisite: None

Credit: 1.0

Students in this year-long, entry-level

course, designed for those having no prior dance instruction, learn foundational skills in two or more dance styles. Their development of fundamental dance technique is enriched and enlivened through study of works by a variety of diverse artists, developing genre-specific movement vocabulary and dance terminology, and building knowledge and skills related to somatic practices, dance composition, analysis of effort and outcomes, dance history and culture, collaborative work, and rehearsal and performance protocols.

**Dance Techniques II**

Course No.: 0300320

Prerequisite: Dance Techniques I and Teacher Recommendation

Credit: 1.0

Students in Dance Techniques II, a year-long course, build on previously acquired knowledge and fundamental technical skills in two or more dance forms, focusing on developing the aesthetic quality of movement in the ensemble and as an individual.

**Dance Techniques III Honors**

Course No.: 0300330

Prerequisite: By Audition

Credit: 1.0

Students in this year-long, intermediate-level course, designed for dancers who have mastered the basics in two or more dance forms, build technical and creative skills with a focus on developing the aesthetic quality of movement in the ensemble and as an individual.

SJCS HIGH SCHOOL  
COURSE DESCRIPTIONS

**DANCE**

**Dance Techniques IV****Honors**

Course No.: 0300334

Prerequisite: Dance Tech III and Teacher Recommendation

Credit: 1.0

Students in this year-long, intermediate-level course, designed for dancers who have mastered the basics in two or more dance forms, build technical and creative skills with a focus on developing the aesthetic quality of movement in the ensemble and as an individual.

**Dance Choreography/Performance I**

Course No.: 0300380

Prerequisite: By Audition Credit:

1.0

Students explore key concepts of dance making with a focus on improvisation, composition, and choreographic processes and principles. Students study the works and creative techniques of highly respected choreographers in varied performance genres. They also examine the social, political, and cultural forces that influenced significant or exemplary works, and consider the innovations that came out of them. 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, purchase) appropriate footwear and/or dance attire from an outside source.

**Dance Choreography/Performance II**

Course No.: 0300390

Prerequisite: Meet Honors Criteria, By Audition

Credit: 1.0

Students explore key concepts of designing dance works with a focus on improvisation, composition, and choreographic processes and principles. Students study the works and creative techniques of highly respected choreographers in varied performance genres as guidance and a source of inspiration. They also examine

the social, political, and cultural forces that influenced their works, and consider the innovations that came out of them. 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, purchase) appropriate footwear and/or dance attire from an outside source.

### **Dance Repertory I**

Course No.: 0300400

Prerequisite: By

Audition Credit: 1.0

Students study the historical works of professional choreographers in one or more genres, such as ballet, modern, jazz, or other traditional dance forms. Students learn to understand and apply each choreographer's movement design and artistic intent, respecting the work as each choreographer's intellectual property, and gain skills for group and self-assessment, analysis, and problem solving. Public performances may serve as a culmination of specific instructional goals. Students may be required to

### **Dance Repertory III Honors**

Course No.: 0300420

Prerequisite: By Audition Credit:

1.0

Students study the historical works of professional choreographers in one or more genres, learning to understand, apply, and respect each choreographer's movement design, artistic intent, and intellectual property. Students expand on Narrative, Literal, Non-Literal and Abstract dance, refining skills for group and self-assessment, analysis, and problem solving. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend

### **Dance Repertory IV Honors**

Course No.: 0300430 Prerequisite: By Audition

Credit: 1.0

Students study the historical background and works of professional choreographers in one or more genres, and have the ability to apply, and respect each choreographer's movement design, artistic intent, and intellectual property. Students may demonstrate Narrative, Literal, Non-Literal and Abstract dance, advancing skills for group and self-assessment, analysis, and problem solving. Dancers assess their skills and techniques in the context of careers in theatrical, commercial and concert dance. Students may be required to 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, purchase) appropriate footwear and/or dance attire from an outside source.

### **Dance Repertory II**

Course No.: 0300410

Prerequisite: By Audition

Credit: 1.0

Students study the historical works of exemplary professional choreographers in one or more genres, learning to understand and apply each choreographer's movement design and artistic intent, and respecting the work as each choreographer's intellectual property. Students learn about Narrative, Literal, Non-Literal and Abstract dances, gaining skills for group and self-assessment, analysis, and problem solving. 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, purchase) appropriate footwear and/or dance attire from an outside source. 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, purchase) appropriate footwear and/or dance attire from an outside source.

SJCS D HIGH SCHOOL COURSE DESCRIPTIONS  
**DRAMA – THEATRE ARTS**

**Introduction to Drama**

Course No.: 0400300

Prerequisite: None

Credit: 1.0

Students explore various performance, technical, and administrative aspects of theatre. Students learn about basic characterization through physical activity, reading selected theatre literature, reading and writing theatrical reviews, and analysis of such tools as scripts, costuming, and theatrical makeup. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

**Theatre I**

Course No.: 0400310

Prerequisite: None

Credit: 1.0

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

**Theatre II**

Course No.: 0400320

Prerequisite: Drama I, Teacher Recommendation and Audition.

Credit: 1.0

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

**Theatre III Honors**

Course No.: 0400330

Prerequisite: Drama II and Teacher Recommendation

Credit: 1.0

This course is designed for students with significant experience in theatre, and promotes depth of engagement and lifelong appreciation for theatre through a broad spectrum of teacher-assigned and self-directed study and performance. Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre in ways that are progressively more innovative. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge.

**Theatre IV Honors**

Course No.: 0400340

Prerequisite: Drama III and Teacher Recommendation

Credit: 1.0

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

**Pre-AICE Drama**

Course No.: 0400345

Prerequisite: None

Credit: 1.0

The purpose of this course is to develop student understanding of drama through practical and theoretical study.

**Acting I**

Course No.: 0400370

Prerequisite: Drama I, Teacher Recommendation and Audition

Credit: 1.0

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 II**

Course No.: 0400380

Prerequisite: Acting I, Teacher Recommendation and Audition

Credit: 1.0

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 III**

Course No.: 0400390

Prerequisite: Acting II, Teacher Recommendation and Audition

Credit: 1.0

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 IV Honors**

Course No.: 0400400

Prerequisite: Acting III, Teacher Recommendation and Audition

Credit: 1.0

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

**Musical Theatre I**

Course No.: 0400700

Prerequisite: Drama 1, "C" or above, Teacher Recommendation

Credit: 1.0

Students learn from the styles and techniques used by well-known singer-actor-dancers and choreographers to build a performance portfolio for auditions and/or interviews. Students examine the contributions of major writers, composers, lyricists, and choreographers of musical theatre and learn to analyze the structures, stories, and settings of musical theatre exemplars to understand how those components serve the story and concept. Students extend their dance and movement techniques required to sing and dance at the same time. 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.

**Musical Theatre II**

Course No.: 0400710

Prerequisite: Musical Theatre I, "C" or above, Teacher Recommendation

Credit: 1.0

Students learn from the styles and techniques used by well-known singer-actor-dancers and choreographers to build a performance portfolio for auditions and/or interviews. Students examine the contributions of major writers, composers, lyricists, and choreographers of musical theatre and learn to analyze the structures, stories, and settings of musical theatre exemplars to understand how those components serve the story and

concept. Students extend their dance and movement techniques required to sing and dance at the same time. 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.

### **Musical Theatre III**

Course No.: 0400720

Prerequisite: Musical Theatre II, "C" or above, Teacher Recommendation

Credit: 1.0

Students refine their audition techniques and performance/audition portfolio, and consider the contributions of musical theatre in the community and beyond. Students select a number of pieces to showcase their abilities and become conversant about individuals who, currently and in the past, are considered major contributors to the field. Students refine their dance and movement techniques required to sing and dance for long periods of time in rehearsals and performance.

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.

SJCS D HIGH SCHOOL COURSE DESCRIPTIONS

## EXCEPTIONAL STUDENT EDUCATION

### **Access Chemistry I**

Course No: 7920011

Credit: Multiple

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

### **Access Biology I**

Course No: 7920015

Credit: Multiple

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

### **Access Earth/Space Science**

Course No: 7920020

Credit: Multiple

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

### **Access Hope**

Course No.: 7915015

Credit: Multiple

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

### **Access Integrated Science**

Course No: 7920025

Credit: Multiple

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

### **Access Liberal Arts Math**

Course No: 7912070

Credit: Multiple

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

### **Access Algebra 1A**

Course No: 7912080

Credit: Multiple

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

### **Access Algebra IB**

Course No: 7912090

Credit: Multiple

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

### **Access English 1 & 2**

Course No: 7910111

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

### **Access World History**

Course No: 7921027

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

### **Therapeutic Instructional Support**

Course No.: 7900010

Credit: Multiple

The purpose of this course is to provide instructional support for student with disabilities who require counseling and mental health treatment in either individual or small group settings in order to achieve the Annual Goals and Short-Term Objectives or Benchmarks specified in the student's Individual Educational Plan (IEP).

### **Hospital/Homebound Instructional Services**

Course No.: 7900030

Credit: Multiple

The purpose of this course is to enable students with disabilities to acquire skills when served in a hospital or homebound setting in order to achieve the Annual Goals and Short-Term Objectives or Benchmarks specified in the student's Individual Educational Plan (IEP).

### **Fundamental English 1**

Course No.: 7910115

The purpose of this course is to provide students with disabilities using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language in preparation for college and career readiness. Students with disabilities may earn elective credit towards a standard diploma for the successful completion of a fundamental course. For students (10-12) who are working on a special diploma, may earn credit toward the special diploma with this course.



### **Fundamental Consumer Mathematics**

Course No.: 7912105

Credit: 1

The purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. It is a skill-building course which supports a student with a disability providing more time to build the necessary skills for success in the general education curriculum. Students with disabilities may earn elective credit towards a standard diploma for the successful completion of a fundamental course. For students (10-12) who are working on a special diploma, may earn credit toward the special diploma with this course.

### **Fundamental Algebraic Skills**

Course No.: 7912100

Credit: 1

The purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. It is a skill-building course which supports a student with a disability providing more time to build the necessary skills for success in the general education curriculum. Students with disabilities may earn elective credit towards a standard diploma for the successful completion of a fundamental course. For students (10-12) who are working on a special diploma, may earn credit toward the special diploma with this course.

### **Specially Designed Physical Education**

Course No.: 7915010

Credit: Multiple

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

### **Fundamental Integrated Science 1**

Course 7920030

Credit 1

The purpose of this course is to providing students with disabilities the opportunity to learn the investigations of scientific inquiry, research, measurement, problem solving experimental procedures . Students with disabilities may earn elective credit towards a standard diploma for the successful completion of a fundamental course. For students (10-12) who are working on a special diploma, may earn credit toward the special diploma with this course.

### **Fundamental Integrated Science 2**

Course 7920035

Credit 1

The purpose of this course is to provide students with disabilities the opportunity to learn the investigations of scientific inquiry, research, measurement, problem solving experimental procedures. Students with disabilities may earn elective credit towards a standard diploma for the successful completion of a fundamental course. For students (10-12) who are working on a special diploma, may earn credit toward the special diploma with this course.

#### **Health and Safety: 9-12**

Course No.: 7920050

Credit: Multiple

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

#### **Fundamental World History**

Course No: 7921030

The purpose of this course is to provide instruction to students with disabilities as a continuation of in depth study of the history of civilizations and societies and consists of areas of World History, Geography, and Humanities. Students with disabilities may earn elective credit towards a standard diploma for the successful completion of a fundamental course. For students (10-12) who are working on a special diploma, may earn credit toward the special diploma with this course.

#### **Career Education: 9-12**

Course No.: 7921330

Credit: Multiple

The purpose of this course is to enable students with disabilities to apply the knowledge and skills needed to design and implement personal plans for achieving their desired post-school outcomes. The personal plans may address all critical transition service areas, including instruction, related services, community experiences, employment, post-school adult living, and, if needed, daily living skills and functional vocational evaluation.

#### **Life Management and Transition: 9-12**

Course No.: 7960010

Credit: Multiple

The purpose of this course is to enable students with disabilities to apply the knowledge and skills needed to design and implement personal plans for achieving their desired post-school outcomes. These plans will address all critical transition service areas, including instruction, related services, community experiences, employment,

post-school adult living, and, if needed, daily living skills and functional vocational evaluation.

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

Course No.: 7963010

Credit: Multiple

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

#### **Skills for Students who are Deaf or Hard of Hearing**

Course No.: 7963040

Credit: Multiple

The purpose of this course is to enhance the acquisition, comprehension, and use of language for students who are deaf or hard of hearing.

#### **Skills for Visually Impaired Students**

Course No.: 7963050

Credit: Multiple

The purpose of this course is to provide instruction for students who have visual impairments that affect their ability to function in the home, community or educational setting.

#### **Orientation and Mobility Skills**

Course No.: 7963060

Credit: Multiple

The purpose of this course is to provide instruction in skills involving orientation and mobility. Orientation is the collection and organization of information concerning the environment and one's relationship to it. Mobility is the ability to move efficiently within that environment.

#### **Social and Personal Skills**

Course No.: 7963070

Credit: Multiple

The purpose of this course is to provide instruction related to environmental, interpersonal and task-related behaviors of students with disabilities.

#### **Learning Strategies**

Course No.: 7963080

Credit: Multiple

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



**Skills for Students who are Gifted**

Course No.: 7963090

Credit: Multiple

The purpose of this course is to enable students who are gifted to acquire and apply the knowledge and skills needed to enhance personal and academic achievement.

**Unique Skills: 9-12**

Course No.: 7963130

Credit: Multiple

The purpose of this course is to enable students with disabilities to acquire skills that are needed to achieve the maximum level of independent functioning.

**Self-Determination: 9-12**

Course No.: 7963140

Credit: Multiple

The purpose of this course is to enable students with disabilities to develop and apply self-determination skills in school, home, community, and work settings. These skills will assist students with achieving their desired school and post-school outcomes, participating actively and effectively in planning meetings, and self-advocating in multiple settings.

**Physical Therapy**

Course No.: 7966010

Credit: Multiple

The purpose of this course is to provide instruction to students with disabilities who have physically disabling conditions, including sensor motor or neuromuscular deficits that substantially limit one or more major life activities and require adaptation of the school environment or curriculum in order to benefit from an educational program.

**Occupational Therapy**

Course No.: 7966020

Credit: Multiple

The purpose of this course is to provide instruction to students with disabilities whose physical, motor, or neurological deficits results in significant dysfunction in daily living or academic learning skills to the extent that they require adaptation of the school environment or curriculum in order to benefit from an educational program.

**Speech Therapy**

Course No.: 7966030

Credit: Multiple

The purpose of this course is to provide students exhibiting communication disorders that negatively impact their ability to benefit from the educational

process appropriate instruction in the communication skills necessary for academic learning, social interaction and vocational success.

**Language Therapy**

Course No.: 7966040

Credit: Multiple

The purpose of this course is provide students exhibiting language disorders that negatively impact their ability to benefit from the educational process appropriate instruction in language skills, both oral and written, necessary for academic learning, social interaction and vocational success.

**Visual and Performing Arts**

Course No.: 7967010

Credit: Multiple

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

**Career Preparation**

Course No.: 7980110

Credit: Multiple

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

**Career Experiences**

Course No.: 7980120

Credit: Multiple

The purpose of this course is to enable students with disabilities to further develop the career knowledge and skills necessary to identify career options, access community resources, and practice work-related

behaviors. The course will provide guided practice and experiences in school and community work situations aimed at further progress toward achieving the student's desired post-school outcomes related to a career.

**Career Placement**

Course No.: 7980130

Credit: Multiple

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

**Supported Competitive Employment**

Course No.: 7980150

Credit: Multiple

The purpose of this course is to enable students with moderate and severe disabilities who are functioning at supported levels to acquire skills necessary for successful individual supported competitive employment.

SJCS D HIGH SCHOOL COURSE DESCRIPTIONS  
**EXPERIENTIAL EDUCATION**

**Executive Internship I**

Course No.: 0500300

Prerequisite: Teacher Recommendation

Credit: 1.0

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

**Executive Internship II**

Course No.: 0500310

Prerequisite: Teacher Recommendation

Credit: 1.0

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

**Executive Internship IV**

Course No.: 0500330

Prerequisite: Teacher Recommendation Credit: 1.0

The purpose of this course is to continue to provide students with an opportunity to apply technical skills and competencies to real-life career processes and settings.

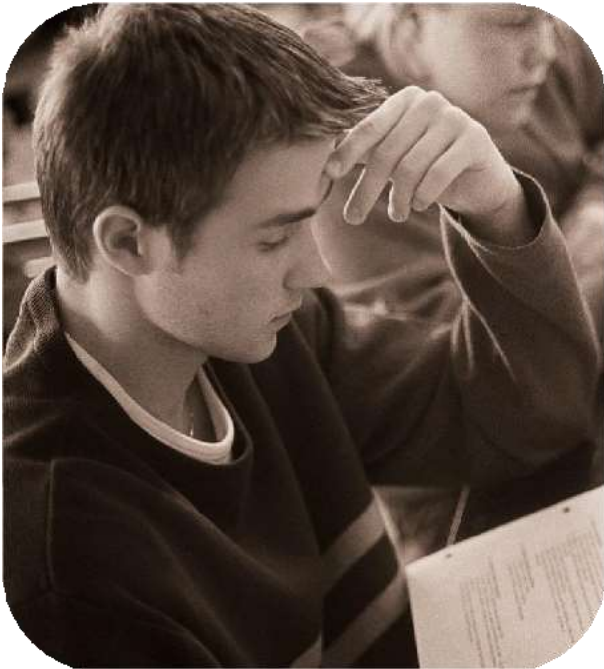
**Voluntary Public Service**

Course No.: 0500370

Prerequisite: Teacher Recommendation Student must provide off-campus transportation.

Credit: 0.5

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



**Executive Internship III**

Course No.: 0500320

Prerequisite: Teacher Recommendation

Credit: 1.0

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

**French I**

Course No.: 0701320  
 Prerequisite: Middle School Teacher Recommendation or Successful Completion of English I  
 Credit: 1.0

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

**French II**

Course No.: 0701330  
 Prerequisite: French I and Teacher Recommendation  
 Credit: 1.0

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

**French III**

Course No.: 0701340  
 Prerequisite: French II and Teacher Recommendation  
 Credit: 1.0

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

SJCS HIGH SCHOOL  
 COURSE DESCRIPTIONS

**FOREIGN  
 LANGUAES**

**French IV**

Course No.: 0701350  
 Prerequisite: French III and Teacher Recommendation  
 Credit: 1.0  
 The purpose of this course is to enable students to enhance

proficiency in French through a linguistic, communicative and cultural approach to language learning. There is continued emphasis on the development of listening, speaking, reading and writing skills. Experiences with French literature are broadened. Cross-cultural understanding is fostered, and real-life applications are emphasized throughout the course.

**French V**

Course No.: 0701360  
 Prerequisite: French IV and Teacher Recommendation  
 Credit: 1.0  
 The purpose of this course is to expand previously acquired skills.

**AICE French Language**

Course No.: 0701391  
 Prerequisite: Placement in AICE Program  
 Credit: 1.0

The purpose of this course is to develop students' ability to understand and communicate confidently and clearly in speech and written language. Students will be encouraged to read widely; to use relevant vocabulary; employ correct grammar, spelling and punctuation. The students will develop the ability to analyze, synthesize, make inferences and organize arguments and ideas logically.

**Pre AICE French Language I**

**Course No.: 0701394**  
**Prerequisite:** Placement in AICE Program Credit: 1.0

Pre-AICE French Language I covers the first half of the International General Certificate of Secondary Education (IGCSE) syllabus written and administered by the University of Cambridge's International Examinations Program. The purpose of this course is to enable students to begin to acquire proficiency in French through a linguistic, communicative and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading and writing skills and on the acquisition of the fundamentals of applied grammar.

### **Pre AICE French Language II**

**Course No.:** 0701396

**Prerequisite:** Pre AICE French Language I and Placement in AICE Program

**Credit:** 1.0

Pre-AICE French Language II covers the second half of the International General Certificate of Secondary Education (IGCSE) syllabus written and administered by the University of Cambridge's International Examinations Program. The purpose of this course is to enable students to begin to acquire proficiency in French through a linguistic, communicative and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading and writing skills and on the acquisition of the fundamentals of applied grammar.

### **French I – Preliminary Baccalaureate (Pre IB)**

**Course No.:** 0701800

**Prerequisite:** Placement in Pre IB Program

**Credit:** 1.0

The purpose of this course is to introduce students to French and French culture and to develop communication skills and cross-cultural understanding.

### **Spanish I**

**Course No.:** 0708340

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

**Credit:** 1.0

The purpose of this course is to enable students to begin to acquire proficiency in Spanish through a linguistic, communicative and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading and writing skills and on acquisition of the fundamentals of applied grammar.

Cross-cultural understanding is fostered, and real-life applications are emphasized throughout the course.

### **Spanish II**

**Course No.:** 0708350

**Prerequisite:** Spanish I and Teacher Recommendation **Credit:** 1.0

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

emphasized throughout the course.

### **Spanish III**

**Course No.:** 0708360

**Prerequisite:** Spanish II and Teacher Recommendation

**Credit:** 1.0

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

### **Pre AICE Spanish Language I**

**Course No.:** 0708532

**Prerequisite:** Placement in AICE Program

**Credit:** 1.0

Pre-AICE Spanish Language covers the first half of the International General Certificate of Secondary Education (IGCSE) Language (Spanish) syllabus written and administered by the University of Cambridge's International Examinations Program. The purpose of this course is to enable students to begin to acquire proficiency in Spanish through a linguistic, communicative and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading and writing skills and on the acquisition of the fundamentals of applied grammar. S

### **Pre AICE Spanish Language II**

**Course No.:** 0708534

**Prerequisite:** Spanish language I and Placement in AICE Program

**Credit:** 1.0

Pre-AICE Spanish Language is the second course in the University of Cambridge's International Examinations Program. The purpose of this course is to enable students to being to acquire proficiency in Spanish through a linguistic, communicative and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading and writing skills and on the acquisition of the fundamentals of applied grammar.

### **AICE Spanish Literature**

Course No.: 0708540

Prerequisite: Placement in AICE Program

Credit: 1.0

The purpose of this course is to develop students' ability to present an informed personal response to works of literature read or heard confidently and clearly in written language. Students will be encouraged to read widely; to use relevant vocabulary; employ correct grammar, spelling and punctuation. The students will develop the ability to analyze, synthesize, make inferences and organize arguments and ideas logically.

### **American Sign Language I**

Course No.: 0717300

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

Credit: 1.0

The purpose of this course is to teach hearing students basic conversational skills in American Sign Language (ASL) and awareness of various aspects of deafness.

**ASL I may be substituted for the foreign language university requirement.**

### **American Sign Language II**

Course No.: 0717310

Prerequisite: ASL I and Teacher Recommendation

Credit: 1.0

The purpose of this course is to further develop students' knowledge of American Sign Language (ASL).

**ASL II may be substituted for the foreign language university requirement.**

### **American Sign Language III**

Course No.: 0717312

Prerequisite: ASL II and Teacher Recommendation

Credit: 1.0

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

### **American Sign Language IV**

Course No.: 0717314

Prerequisite: ASL III and Teacher Recommendation

Credit: 1.0

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



SJCS D HIGH SCHOOL COURSE DESCRIPTIONS

## LANGUAGE ARTS

### **American Literature**

Course No.: AML2010

Prerequisite:

Credit:

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

### **Writing for College Success**

Course No. 1009370

Prerequisite: 3 credits in language arts, and in 12<sup>th</sup> grade

Credit: 0.5

This course is recommended for 12<sup>th</sup> graders who do not meet the "college ready" scores on the state approved assessments (CPT, ACT, SAT)

### **\*English Honors II**

Course No.: 1001350

Prerequisite: English I and Meet Honors Criteria

Credit: 1.0

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

### **Intensive Reading**

Course No.: 1000410

Prerequisite: Administrative Placement Credit: Multiple

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

### **\*English III**

Course No.: 1001370

Prerequisite: English II

Credit: 1.0

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

### **\*English I**

Course No.: 1001310

Prerequisite: None

Credit: 1.0

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

### **\*English Honors III**

Course No.: 1001380

Prerequisite: English II and Meet Honors Criteria

Credit: 1.0

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

### **\*English Honors I**

Course No.: 1001320

Prerequisite: Meet Honors Criteria

Credit: 1.0

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

### **\*English IV**

Course No.: 1001400

Prerequisite: English III

Credit: 1.0

The purpose of this course is to build upon previous years' language arts experiences and to emphasize a survey of British literature and post-secondary writing applications.

### **\*English II**

Course No.: 1001340

Prerequisite: English I

Credit: 1.0

### **\*English Honors IV**

Course No.: 1001410

Prerequisite: English III and Meet Honors Criteria

Credit: 1.0

The purpose of this course is to build upon previous years' language arts experiences through accelerated, in-depth studies emphasizing a survey of British literature and post-secondary writing applications.

**\*The English courses of St. Johns County each incorporate the language arts strands of reading, writing, listening, language, literature, viewing and speaking as designated in the Sunshine State Standards.**

#### **AICE English Language**

Course No.: 1001550  
Prerequisite: AICE Placement.  
Credit: 1.0

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

#### **Pre-AICE English Language**

Course No.: 1001560  
Prerequisite: AICE Placement.  
Credit: 1.0

The purpose of this course is to enable students to communicate accurately, appropriately and effectively in speech and writing. Students will also be able to understand and respond appropriately to what they hear, read and experience. The course also provides a variety of writing opportunities calling for the use of different styles and tones.

#### **American Literature**

Course No.: 1005310  
Prerequisite: None  
Credit: 1.0

The purpose of American Literature is to provide students integrated language arts study in reading, writing, speaking, listening, and language, in preparation for college and career readiness through analysis of high complexity American literary texts. Students will engage in active reading of varied American literary texts for what they express explicitly, as well as the logical inferences that can be drawn with analysis of text craft and structure, arguments and claims supported by textual evidence, power and impact of language, influence of history, culture, and setting and with equal focus on writing for varied purposes.

#### **AICE English Literature I**

Course No.: 1005370  
Prerequisite: AICE Placement.  
Credit: 1.0

The purpose of this course is to engage students in the careful reading and critical analysis of imaginative literature of various styles, genres, and periods, thus developing independent critical competency in the study of literature and fostering a high level of achievement in reading, writing and speaking. Students will also acquire an understanding of the resources of the language and of the writer's craft.

#### **Pre-AICE English Literature Course**

No.: 1005380 Prerequisite: AICE Placement. Credit: 1.0

The purpose of this course is to engage students to communicate accurately, appropriately, and effectively in speech and writing. Students will also be able to understand and respond imaginatively to what they hear, read and experience in a variety of media. Students will study in detail texts from a variety of genres to include poetry, prose and drama. The selections will explore areas of universal human concern, thus leading students to a greater understanding of themselves and others.

#### **Journalism I**

Course No.: 1006300  
Prerequisite: Permission of Instructor  
Credit: 1.0

The purpose of this course is to provide instruction in basic aspects of journalism and workshop experiences in journalistic production.

**\*This course will satisfy the high school graduation requirement**

#### **Journalism II**

Course No.: 1006310  
Prerequisite: Permission of Instructor  
Credit: 1.0

The purpose of this course is to provide practical experience in news gathering techniques, practice in journalistic writing and opportunities to explore careers in journalism.

#### **Journalism III Honors**

Course No.: 1006320  
Prerequisite: Permission of Instructor and Meet Honors Criteria  
Credit: 1.0

The purpose of this course is to provide intermediate instruction in writing and production skills related to various journalistic media.



**Journalism IV Honors**

Course No.: 1006330

Prerequisite: Permission of Instructor and Meet Honors

Criteria

Credit: 1.0

The purpose of this course is to provide advanced instruction in journalistic writing and production techniques.

**Creative Writing I**

Course No.: 1009320

Prerequisite: Teacher

Recommendation Credit: 0.5

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

**Creative Writing II**

Course No.: 1009330

Prerequisite: Creative Writing I and Permission of Instructor

Credit: 0.5

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

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

**AICE General Paper**

Course No. 1009360

Prerequisite: successful completion of English 1 and English 2

Credit: 1.0

This course encourages students to achieve an understanding of the English Language which enables them to express arguments, ideas, and opinions in a reflective and academic manner. The curriculum includes an AICE exam.

SJCSD HIGH SCHOOL COURSE DESCRIPTIONS

## LEADERSHIP SKILLS DEVELOPMENT

### Leadership Skills Development

Course No.: 2400300

Prerequisite: Teacher Placement

Credit: 1.0

The purpose of this course is to teach leadership skills, parliamentary procedure, problem solving, decision making, communication skills, group dynamics, time and

stress management, public speaking, human relations, public relations, team building and other group processes.



## SJCSD HIGH SCHOOL COURSE DESCRIPTIONS

# MATHEMATICS

### Algebra I

Course No.: 1200310

Prerequisite: Teacher Recommendation

Credit: 1.0

This course, or its equivalent, is a required course for graduation. Topics include number systems, polynomial operations, solving linear equations and inequalities, coordinate graphing, solving simultaneous linear equations, factoring, exponents, square roots and simple radical equations.

### Algebra I Honors

Course No.: 1200320

Prerequisite: Meet Honors Criteria and Teacher Recommendation

Credit: 1.0

This course is a rigorous study designed for the student who excels in both ability and performance in mathematics. Topics include enriched and extended study of number systems, polynomial operations, solving linear equations and inequalities, coordinate graphing, solving systems of equations, factoring, exponents, square roots and simple radical equations.

### Algebra II

Course No.: 1200330

Prerequisite: Algebra I, Geometry and Teacher Recommendation

Credit: 1.0

This second course in algebra is designed for college bound students. Topics include number systems, polynomials and factoring, rational expressions, solving rational equations, radicals, logarithmic functions and conic sections.

### Algebra II Honors

Course No.: 1200340

Prerequisite: Meet Honors Criteria and Teacher Recommendation

Credit: 1.0

This course is designed for the student who excels both in ability and performance in college preparatory mathematics. Algebra II Honors is a rigorous study of polynomials and rational algebraic expressions, matrices, irrational numbers, complex numbers and polynomial functions, logarithms and quadratics.



### Algebra 1a

Course No.: 1200370

Prerequisite: None

Credit: 1.0

The purpose of this course is to develop the algebraic concepts and processes that can be used to solve a variety of real world and mathematical problems. This is the first of a two year sequence of courses, Algebra 1a and Algebra 1b. Together, the two courses have the same requirements as Algebra I, Course Number 1200310.

### Algebra 1b

Course No.: 1200380

Prerequisite: Algebra 1a

Credit: 1.0

The purpose of this course is to develop the algebraic concepts and processes that can be used to solve a variety of real world and mathematical problems. This is the second of a two year sequence of courses, Algebra 1a and Algebra 1b. Together, the two courses have the same requirements as Algebra I, Course Number 1200310.

### Intensive Math

Course No.: 1200400

Prerequisite: Administrative Placement

Credit: 1.0

This course is required for students who did not pass the math portion of the FCAT. The course focuses on remediation of FCAT topics.

**Calculus**

Course No.: 1202300

Prerequisite: Meet Honors Criteria and Teacher Recommendation

Credit: 1.0

The purpose of this course is to provide a foundation for the study of advanced mathematics.

**Advanced Placement (AP) Calculus AB**

Course No.: 1202310

Prerequisite: Meet Honors Criteria and Teacher Recommendation

Credit: 1.0

This course is designed for the student considering a math and/or science major at a four-year college. Topics include antiderivatives, definite integrals and applications of the integral. Extensive out of class preparation is required. Students are expected to take a final AP exam.

**Advanced Placement (AP) Calculus BC**

Course No.: 1202320

Prerequisite: Meet Honors Criteria and Teacher Recommendation

Credit: 1.0

The purpose of this course is to provide an extensive study of the general theory and techniques of calculus.

**Pre-Calculus**

Course No.: 1202340

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

Credit: 1.0

This course is designed for the student who excels both in ability and performance in college preparatory mathematics and strengthens the student's skill in preparation for calculus. Topics include extension of polynomial functions, exponential and logarithmic functions, sequences and series, trigonometry, mathematical induction, matrix algebra, elementary functions and limits.

**NOTE: Students earning credit in pre-calculus may not earn credit in both trigonometry and analytic geometry.**

**AICE Mathematics**

Course No.: 1202360

Prerequisite: AICE Placement

Credit: 1.0

The intent of this course is that students will obtain a thorough understanding of algebraic, trigonometric and calculus concepts.

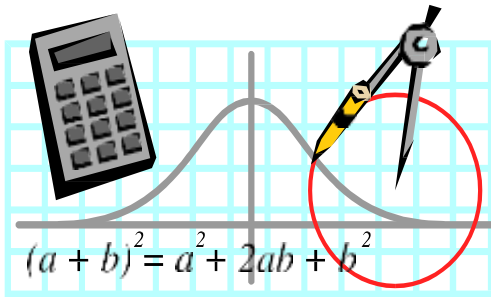
### Mathematics for College Readiness

Course No.: 1200700

Prerequisite: 3 credits in math, and in 12<sup>th</sup> grade

Credit: 1.0

This course is recommended for 12<sup>th</sup> graders who do not meet the “college ready” scores on the state approved assessments (CPT, ACT, SAT)



### Geometry

Course No.: 1206310

Prerequisite: Algebra I and Teacher Recommendation

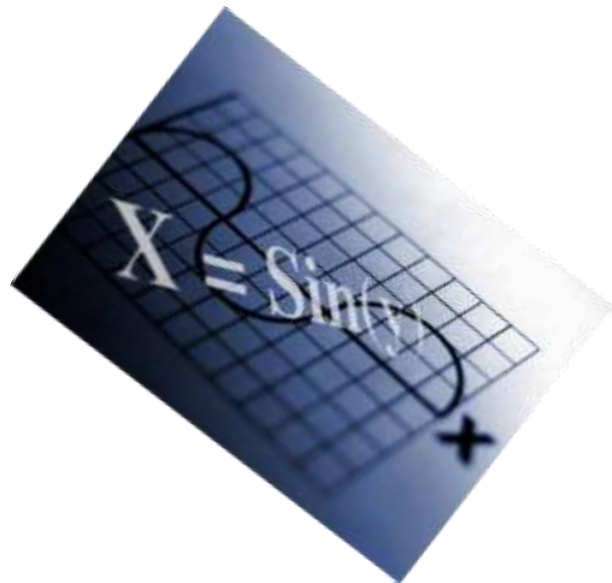
Credit: 1.0

Geometry is a course designed for college bound students. The course introduces the basic concepts of Euclidean geometry and illustrates basic logic and its use in problem solving. Topics include congruence, similarity, perpendicularity, parallelism, circles and quadrilaterals, proof writing, Pythagorean Theorem and areas of polygons. This course emphasizes the relationship between algebra and geometry in preparation for Algebra II.

### Geometry Honors

Course No.: 1206320 Prerequisite: Meet Honors Criteria, Teacher Recommendation and Algebra I or Algebra I Honors Credit: 1.0

This course is designed for the student who excels in both ability and performance in college preparatory mathematics. This is a rigorous study of the concepts of Euclidean geometry and illustrates basic logic and its use in problem solving. Extensive out-of-class preparation is required. This course emphasizes the relationship between algebra and geometry in preparation for Algebra II.



**Advanced  
Placement (AP)  
Statistics**

Course No.: 1210320

Prerequisite: Algebra II Standard or Honors, Meet Honors Criteria and Teacher Recommendation

Credit: 1.0

The course will include, but will not be limited to, the following: exploratory data, observing patterns and departures from patterns, planning a study, deciding what and how to measure, anticipating patterns in advance, producing models using probability and simulation statistical inference, confirming models. Students are expected to take a final AP exam.

SJCSD HIGH SCHOOL COURSE DESCRIPTIONS

## MUSIC

### **Music Theory I**

Course No.: 1300300

Prerequisite: None

Credit: 1.0

The purpose of this course is to enable students to develop knowledge of basic music structures and elements and their uses in varied music styles and genres.

### **Music Theory II**

Course No.: 1300310

Prerequisite: Music Theory I and Meet Honors Criteria

Credit: 1.0

The purpose of this course is to teach students analysis and application of musical fundamentals as practiced in the various historical periods.

### **Advanced Placement (AP) Music Theory**

Course No.: 1300330

Prerequisite: Music Theory I

Credit: 1.0

The purpose of this course is to develop the student's ability to recognize and understand the basic materials and processes in any music that is heard or read in score. Students are expected to take a final AP exam.

### **Comprehensive Musicianship III**

Course No.: 1300370

Prerequisite: None

The purpose of this course is to provide career-minded students of music further study of recognized, historical periods of music, interpretive style, critique and evaluation of musical performances, and the potential of music careers.

### **Music III – International Baccalaureate (IB)**

Course No.: 1300820

Prerequisite: Placement in IB Program

Credit: 1.0

The purpose of this course is to develop the International Baccalaureate students' understanding of the techniques of listening, analysis, performing and composing through the use of keyboard, computer-assisted writing and student preferred applied instrument or voice medium.

### **Music IV – International Baccalaureate (IB)**

Course No.: 1300830

Prerequisite: Placement in IB Program

Credit: 1.0

The purpose of this course is to develop the International Baccalaureate students' mastery of techniques in the areas of listening, analysis, performing and composing through the use of keyboard, computer-assisted writing and student preferred applied instrument or voice medium.

### **Guitar I**

Course No.: 1301320

Prerequisite: None

Credit: 1.0

The purpose of this course is to enable students to develop basic skills in guitar performance, including interpretation of notation and performance in varied styles.

### **Guitar II**

Course No.: 1301330

Prerequisite: Guitar I and Director's Approval

Credit: 1.0

The purpose of this course is to provide instruction in guitar using varied performance techniques.

### **Guitar III**

Course No.: 1301340

Prerequisite: Guitar II and Director's Approval

Credit: 1.0

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

### **Guitar IV Honors**

Course No.: 1301350

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

Credit: 1.0

The purpose of this course is to provide advanced instruction in individual guitar performance.

### **Keyboard I**

Course No.: 1301360

Prerequisite: None

Credit: 1.0

The purpose of this course is to enable students to develop basic keyboard skills, including interpretation of notation and performance in varied styles.

**Keyboard II**

Course No.: 1301370

Prerequisite: Keyboard I

Credit: 1.0

The purpose of this course is to provide instruction in varied performance techniques on the keyboard.

**Keyboard III**

Course No.: 1301380

Prerequisite: Keyboard II and Teacher Recommendation

Credit: 1.0

The purpose of this course is to provide instruction in the development of musicianship and technical skills through the study of varied keyboard literature.

**Keyboard IV Honors**

Course No.: 1301390

Prerequisite: Meet Honors Criteria Keyboard III and Teacher Recommendation

Credit: 1.0

The purpose of this course is to provide advanced instruction in individual keyboard performance.

**Band I**

Course No.: 1302300

Prerequisite: Director's Approval

Credit: 1.0

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

**Band II**

Course No.: 1302310

Prerequisite: Band I and Director's Approval

Credit: 1.0

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

**Band III**

Course No.: 1302320

Prerequisite: Band II and Director's Approval

Credit: 1.0

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

**Band IV**

Course No.: 1302330

Prerequisite: Band III and Director's Approval

Credit: 1.0

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

**Band V Honors**

Course No.: 1302340

Prerequisite: Meet Honors Criteria Band IV and Director's Approval

Credit: 1.0

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

**Band VI**

Course No.: 1302350

Prerequisite: Meet Honors Criteria Band V and Director's Approval

Credit: 1.0

The purpose of this course is to enable students to develop independent, advanced technical skills on wind or percussion instruments through the refinement and



performance of high school band literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, critical listening and aesthetic response. Students enrolled in this course are members of the Marching Band. This course includes after school and weekend activities.

#### **Instrumental Ensemble I**

Course No.: 1302460  
Prerequisite: Director's Approval  
Credit: 1.0

The purpose of this course is to enable students to develop basic performance skills on a selected instrument in an ensemble setting using varied high school literature. Performance techniques, music knowledge, critical analysis and aesthetic response are emphasized.

#### **Instrumental Ensemble II**

Course No.: 1302470  
Prerequisite: Instrumental Ensemble I and Director's Approval  
Credit: 1.0

The purpose of this course is to enable students to develop intermediate-level performance skills on a selected instrument in an ensemble setting using varied high school literature. Performance techniques, music knowledge, critical analysis and aesthetic response are emphasized.

#### **Instrumental Ensemble III**

Course No.: 1302480  
Prerequisite: Instrumental Ensemble II and Director's Approval  
Credit: 1.0

The purpose of this course is to enable students to develop proficient performance skills on a selected instrument in an ensemble setting using high school literature.

#### **Instrumental Ensemble IV Honors**

Course No.: 1302490  
Prerequisite: Meet Honors Criteria, Instrumental Ensemble III and Director's Approval  
Credit: 1.0

The purpose of this course is to develop advanced performance skills on a selected instrument in an ensemble setting using varied high school literature.

#### **Jazz Ensemble I**

Course No.: 1302500 Prerequisite:  
Director's Approval Credit: 1.0

The purpose of this course is to enable students to develop basic skills in jazz performance through knowledge of styles and performance techniques of varied jazz and contemporary literature.

#### **Jazz Ensemble II**

Course No.: 1302510  
Prerequisite: Jazz Ensemble I and Director's Approval  
Credit: 1.0

The purpose of this course is to enable students to develop intermediate-level skills in jazz performance through knowledge of styles and performance techniques of varied jazz and contemporary literature.

#### **Jazz Ensemble III**

Course No.: 1302520  
Prerequisite: Jazz Ensemble II and Director's Approval  
Credit: 1.0

The purpose of this course is to develop the ability to apply the knowledge of styles and techniques of varied contemporary, popular and jazz literature.

#### **Jazz Ensemble IV**

Course No.: 1302530  
Prerequisite: Meet Honors Criteria Jazz Ensemble III and Director's approval  
Credit: 1.0

The purpose of this course is to develop independence in knowledge of styles and performance techniques of varied contemporary music and jazz literature.

#### **Vocal Techniques I**

Course No.: 1303400  
Prerequisite: Vocal techniques or audition  
Credit: 1.0

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

#### **Vocal Techniques II**

Course No.: 1303410  
Prerequisite: Vocal techniques or audition  
Credit: 1.0

The purpose of this course is to enable students to develop intermediate-level performance skills in a solo or

small ensemble setting using varied high school literature. Emphasis will be placed on healthy and expressive singing, performance techniques, music knowledge, and development of critical analysis and aesthetic response to music.

### **Vocal Techniques III**

Course No.: 1303420

Prerequisite: Vocal Techniques II or audition

Credit: 1.0

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

### **Vocal Techniques IV Honors**

Course No.: 1303430

Prerequisite: Meet Honors Criteria, Vocal Techniques III or audition

Credit: 1.0

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

**Chorus classes are arranged in four categories: *Chorus High/Low Range I-IV* classes are for the developing singer; *Chorus I-VI* classes are for the intermediate/advanced singer; *Ensemble I-IV* classes are for specialized groups with intermediate/advanced singers; and *Vocal Techniques* is for the solo performer. Director's approval and an audition may be required for placement.**

### **Chorus Register Specific I**

Course No.: 1303360

Prerequisite: Audition may be requested. Credit: 1.0

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

### **Chorus Register Specific 2**

Course No.: 1303370

Prerequisite: Audition may be requested.

Credit: 1.0

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

### **Chorus Register Specific 3**

Course No.: 1303380

Prerequisite: Audition may be requested.

Credit: 1.0

The purpose of this course is to enable students to develop independence in musicianship, high/low range vocal performance techniques and aesthetic awareness through the rehearsal and performance of varied idiomatic high/low range choral literature.

### **Chorus High/Low Range 4 Honors**

Course No.: 1303390

Prerequisite: Meet Honors Criteria Audition may be requested.

Credit: 1.0

The purpose of this course is to enable students to foster internalization and independence in musicianship, high/low range vocal performance techniques and aesthetic awareness through the rehearsal and performance of idiomatic high/low range choral literature.

### **Chorus I**

Course No.: 1303300

Prerequisite: Audition Credit: 1.0

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

### **Chorus II**

Course No.: 1303310

Prerequisite: Audition

Credit: 1.0

The purpose of this course is to enable students to develop intermediate-level individual and ensemble skills

in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation and development of critical and aesthetic response to music.

### **Chorus III**

Course No.: 1303320  
Prerequisite: Audition  
Credit: 1.0

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

### **Chorus IV**

Course No.: 1303330  
Prerequisite: Audition  
Credit: 1.0

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

### **Chorus V Honors**

Course No.: 1303340  
Prerequisite: Meet Honors Criteria Audition  
Credit: 1.0

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

### **Chorus VI Honors**

Course No.: 1303350  
Prerequisite: Meet Honors Criteria Audition  
Credit: 1.0

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

### **Vocal Ensemble I Course**

No.: 1303440  
Prerequisite: Audition  
Credit: 1.0

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

### **Vocal Ensemble II**

Course No.: 1303450  
Prerequisite: Audition  
Credit: 1.0

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

### **Vocal Ensemble III**

Course No.: 1303460  
Prerequisite: Audition  
Credit: 1.0

The purpose of this course is to develop creativity and refine performance techniques in vocal ensembles through the study of widely varied and appropriate choral literature.

### **Vocal Ensemble IV Honors**

Course No.: 1303470  
Prerequisite: Meet Honors Criteria Audition Credit: 1.0

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

### **Vocal Techniques I**

Course No.: 1303400 Prerequisite:  
Director's Approval Credit: 1.0

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

### **Eurhythmics I**

Course No.: 1305300

Prerequisite: Director's

Approval Credit: 1.0

The purpose of this course is to enable students to develop basic skills in creating, performing and evaluating choreographed performances as an independent ensemble and in cooperation with the marching band. Emphasis is placed on dance, equipment manipulation precision and the relationship between music and dance. This course may include after school and weekend activities.

### **Eurhythmics II**

Course No.: 1305310

Prerequisite: Eurhythmics I and Director's Approval

Credit: 1.0

The purpose of this course is to enable students to develop intermediate-level skills in creating, performing and evaluating choreographed performances as an independent ensemble and in cooperation with the marching band. Emphasis is placed on dance, equipment manipulation precision and the relationship between music and dance. This course may include after school and weekend activities.

### **Eurhythmics III**

Course No.: 1305320

Prerequisite: Eurhythmics II and Director's Approval

Credit: 1.0

The purpose of this course is to enable students to develop advanced-level skills in creating, performing and evaluating choreographed performances as an independent ensemble and in cooperation with the marching band. Emphasis is placed on dance, equipment manipulation precision and the relationship between music and dance. This course may include after school and weekend activities.

### **Eurhythmics IV**

Course No.: 1305330

Prerequisite: Eurhythmics III and Director's

Approval Credit: 1.0

The purpose of this course is to enable students to develop advanced-level skills in creating, performing and evaluating choreographed performances as an independent ensemble and in cooperation with the marching band. Emphasis is placed on dance, equipment manipulation, precision and the relationship between music and dance. This course may include after school and weekend activities.

### **Music Techniques 1**

Course No: 1305500

Prerequisite: Audition

Credit: 1.0

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

### **Music Techniques 2**

Course No: 1305510

Prerequisite: Audition

Credit: 1.0

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

### **Music Techniques 3**

Course No: 1305520

Prerequisite: Audition

Credit: 1.0

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

#### **Music Techniques 4**

**Honors** Course No:

1305520 Prerequisite:

Audition Credit: 1.0

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

SJCSD HIGH SCHOOL COURSE DESCRIPTIONS

## PHYSICAL EDUCATION

### **Weight Training 1**

Course No.: 1501340

Prerequisite: None

Credit: 0.5

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

### **Weight Training 2**

Course No.: 1501350

Prerequisite: Weight Training 1

Credit: 0.5

The purpose of this course is to enable students to develop intermediate-level knowledge and skills in weight training, further improve muscular strength and endurance and further enhance self-image.

### **Weight Training 3**

Course No.: 1501360

Prerequisite: Weight Training 1-2

Credit: 0.5

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

### **Power Weight Training 1**

Course No.: 1501410

Prerequisite: Teacher Recommendation

Credit: 0.5

The purpose of this course is to enable students to acquire basic knowledge and skills in power weight training and improve health-related fitness.

### **Individual and Dual Sports 1**

Course No.: 1502410

Prerequisite: None

Credit: 0.5

The purpose of this course is to enable students to acquire basic knowledge and skills in specified individual and dual sports and improve health-related fitness.

### **Individual and Dual Sports 2**

Course No.: 1502420

Prerequisite: Individual and Dual Sports 1

Credit: 0.5

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

### **Individual and Dual Sports III**

Course No.: 1502430

Prerequisite: Individual and Dual Sports 1-2

Credit: 0.5

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

### **Basketball**

Course No.: 1503310

Prerequisite: None

Credit: 0.5

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

### **Soccer**

Course No.: 1503320

Prerequisite: None

Credit: 0.5

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

### **Team Sports 1**

Course No.: 1503350

Prerequisite: None

Credit: 0.5

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

### **Team Sports 2**

Course No.: 1503360

Prerequisite: Team Sports 1

Credit: 0.5

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

**Aerobics 1**

Course No.: 1503400

Prerequisite: None

Credit: 0.5

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

**Aerobics 2**

Course No.: 1503410

Prerequisite: Beginning Aerobics

Credit: 0.5

The purpose of this course is to enable students to extend their knowledge of aerobic activities and fitness and to maintain or improve an individualized level of fitness.

**Aerobics 3**

Course No.: 1503420

Prerequisite: Intermediate Aerobics

Credit: 0.5

This course is designed to help students develop an optimal level of health-related fitness and acquire additional knowledge of fitness concepts.

**Volleyball 1**

Course No.: 1505500

Prerequisite: None

Credit: 0.5

The purpose of this course is to enable students to acquire basic knowledge and skills in volleyball and to improve health-related fitness.

**Volleyball 2**

Course No.: 1505510

Prerequisite:

Volleyball 1

Credit: 0.5

The purpose of this course is to enable students to develop intermediate-level knowledge and skills in volleyball and to improve

health-related fitness.

**Volleyball 3**

Course No.: 1505520

Prerequisite: Volleyball 1-2

Credit: 0.5

The purpose of this course is to enable students to continue knowledge of and skills in volleyball at the advanced level.

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

Course No.: 3026010

Prerequisite: None

Credit: 1.0

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

## RESEARCH AND CRITICAL THINKING

### **Critical Thinking and Study Skills**

Course No.: 1700370

Prerequisite: None

Credit: 0.5

The purpose of this course is to provide the foundation for, and practice of, good study habits and to develop the skills needed to process information, complete assignments accurately and perform well on tests.

### **AICE Thinking Skills I**

Course No. 1700372

Prerequisite: Placement in AICE Program and Meet Honors Criteria

Credit: 1.0

The purpose of this course involves the development of a range of transferable thinking skills and processes. These skills are valuable and relevant within other subjects as well as being essential for further and higher education. It should engage students in the study of the language of reasoning by identifying reasons, evaluating reasoning of different kinds, recognizing and evaluating assumptions, clarifying expressions and ideas, and the production of reasoning appropriate to a given task.

### **AICE Thinking Skills II**

Course No. 1700374

Prerequisite: Placement in AICE Program and Meet Honors Criteria

Credit: 1.0

The purpose of this course involves the development of a range of transferable thinking skills and processes for solving problems, critical thinking and reasoning. These skills are valuable and relevant within other subjects as well as being essential for further and higher education. This course aims to encourage students to apply these skills to realistic scenarios and to develop students' abilities to understand and engage confidently in argument and reasoning. This course should engage students in the study of the language of reasoning by identifying reasons, evaluating reasoning of different kinds, recognizing and evaluating assumptions, clarifying expressions and ideas, and the production of reasoning appropriate to a given task.

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

Course No. 1700390

Prerequisite: Placement into program.

Credit: 1.0

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

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

Course No. 1700400

Prerequisite: Placement into program.

Credit: 1.0

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



**Advancement Via Individual Determination**

**(AVID) III** Course No. 170041 Prerequisite:

Placement into program.

Credit: 1.0

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

**Advancement Via Individual Determination**

**(AVID) IV**

Course No. 1700420

Prerequisite: Placement into program. Credit: 1.0

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



SJCS D HIGH SCHOOL COURSE DESCRIPTIONS  
**ROTC AND MILITARY TRAINING**

**Aerospace Science I: Frontiers of Aviation History and Building a Better Citizen**

Course No.: 1800300

Prerequisite: None

Credit: 1.0

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

**Aerospace Science II: The Science of Flight and Interpersonal Communication**

Course No.: 1800310

Prerequisite: Aerospace Science I

Credit: 1.0

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

**Aerospace Science III: The Exploration of Space and Life Skills**

Course No.: 1800320

Prerequisite: Meet Honors Criteria & Aerospace I and II

Credit: 1.0

The purpose of this course is to enable students to develop knowledge of the space environment, space programs and technology, and manned space flight. Students develop knowledge and skills related to planning for postsecondary education or employment, financial planning and career opportunities.

**Aerospace Science IV: Geography and Principles of Management**

Course No.: 1800330

Prerequisite: Meet Honors Criteria and Aerospace III

Credit: 1.0

The purpose of this course is to enable students to develop knowledge of physical and human geography in the major regions of the world. Students develop fundamental management concepts and skills and apply them in corps activities.

**Leadership Education and Training I**

Course No.: 1801300

Prerequisite: None

Credit: 1.0

The purpose of this course is to provide secondary school students with opportunities for total development. Total development is achieved through development of life management skills, personal fitness and character building activities designed to promote good citizenship and patriotism. The course provides instruction that will benefit the individual student, the community and our nation. The Junior R.O.T.C. learning experience is intended to be useful to students in any future career, military or civilian. Satisfactory completion of the program may lead to advanced placement credit in Senior R.O.T.C. or advance rank in the active or reserve military services or National Guard.

**Leadership Education and Training II**

Course No.: 1801310

Prerequisite: Leadership Education and Training I and Teacher Recommendation

Credit: 1.0

The purpose of this course is to provide secondary school students with opportunities for total development. Total development is achieved through development of life management skills, personal fitness and character building activities designed to promote good citizenship and patriotism. The course provides instruction that will benefit the individual student, the community and our nation. The Junior R.O.T.C. learning experience is intended to be useful to students in any future career, military or civilian. Satisfactory completion of the program may lead to advanced placement credit in Senior R.O.T.C. or advance rank in the active or reserve military services or National Guard.

**Leadership Education and Training III**

Course No.: 1801320

Prerequisite: Leadership Education and Training II and Teacher Recommendation

Credit: 1.0

The purpose of this course is to provide secondary school students with opportunities for total development. Total development is achieved through development of life management skills, personal fitness and character building activities designed to promote good citizenship and patriotism. The course provides instruction that will benefit the individual student, the community and our nation. Satisfactory completion of the program may lead to advanced placement credit in Senior R.O.T.C. or advance rank in the active or reserve military services or National Guard.

**Leadership Education and Training IV**

Course No.: 1801330

Prerequisite: Leadership Education and Training III and Teacher Recommendation

Credit: 1.0

The purpose of this course is to provide secondary school students with opportunities for total development. Total development is achieved through development of life management skills, personal fitness and character building activities designed to promote good citizenship and patriotism. The course provides instruction that will benefit the individual student, the community and our nation. The Junior R.O.T.C. learning experience is intended to be useful to students in any future career, military or civilian. Satisfactory completion of the program may lead to advanced placement credit in Senior R.O.T.C. or advance rank in the active or reserve military services or National Guard.

SJCSD HIGH SCHOOL COURSE DESCRIPTIONS  
**SAFETY AND DRIVER EDUCATION**

**Drivers Education**

Course No.: 1900310

Prerequisite: None

Credit: .5

The purpose of this course is to introduce students to the highway transportation system and to strategies that will develop driving knowledge and skills related to today's and tomorrow's motorized society. It will also provide an in-depth study of the scope and nature of accident problems and their solutions. **OFFERED THROUGH SJVS.**

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### **Biology I**

Course No.: 2000310

Prerequisite: None

Credit: 1.0

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

### **Biology I Honors**

Course No.: 2000320

Prerequisite: Meet Honors Criteria and Teacher Recommendation

Credit: 1.0

This course provides greater depth of topic and faster pace than Biology 1. Among topics covered are: Molecular and cellular biology, classification, heredity and evolution, ecosystems. Students who complete this course will take the state end of course exam.

### **Biology II Honors**

Course No.: 2000330

Prerequisite: Biology I

Honors Credit: 1.0

This course enables students to expand and apply the biological concepts acquired in AP Biology.

This course receives honors credit and is a co-requisite of AP Biology and only offered at Ponte Vedra High School.

### **AICE Biology I**

Course No.: 2000321

Prerequisite: AICE

Placement Credit: 1.0

The purpose of this course is to provide exploratory experiences, laboratory experiences and real-life applications in the biological sciences in an accelerated fashion.

### **Pre-AICE Biology**

Course No.: 2000322

Prerequisite: AICE

Placement Credit: 1.0

The purpose of this course is to provide exploratory experiences, laboratory, and real-life applications in the biological sciences.

### **Anatomy and Physiology**

Course No.: 2000350

Prerequisite: Two Previous Science Credits and Teacher Recommendation

Credit: 1.0

The purpose of this course is to provide students with

exploratory activities in the structure and functions of the human body. The content includes anatomical terminology, cells and tissues, systems of the body, genetics and disease processes.

### **Anatomy and Physiology Honors**

Course No.: 2000360

Prerequisite: Meet Honors Criteria and Teacher Recommendation

Credit: 1.0

This course provides greater depth of topic on the structure and functions of the human body. The content includes anatomical terminology, histology, systems of the body, organization and development of living things, genetics and disease processes.

### **Earth/Space Science**

Course No.: 2001310

Prerequisite: None

Credit: 1.0

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

### **Physical Science**

Course No.: 2003310

Prerequisite: Teacher Recommendation

Credit: 1.0

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

### **Physical Science Honors**

Course No.: 2003320

Prerequisite: Meet Honors Criteria and Teacher Recommendation

Credit: 1.0

This purpose of this course is to provide students with the introductory concepts of physics and chemistry. This course includes some rigorous standards that are not part of the standard course.

### **Chemistry I**

Course No.: 2003340

Prerequisite: Algebra I and One Science Credit, teacher recommendation

Credit: 1.0

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

**Chemistry I Honors**

Course No.: 2003350

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

Corequisite: Algebra II Honors

Credit: 1.0

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

**Pre-AICE Chemistry**

Course No: 2003372

Prerequisite: Pre-AICE Biology and Teacher recommendation

Credit: 1.0

Laboratory investigations which include the use of scientific inquiry, research, measurement, problem solving and experimental procedures are an integral part of this course.

Term: Year long

**AICE Chemistry 1**

Course No: 2003371

Prerequisite: Pre-AICE Chemistry and Teacher recommendation

Credit: 1.

This course includes theoretical concepts which are fundamental to the subject, a section on some current applications of chemistry and a strong emphasis on advanced practical skills. The course will foster creative thinking and problem-solving skills which are transferable to any future career path.

Term: Year long

**Pre-AICE Physics**

Course No.: 2003432

Prerequisite: AICE Placement

Credit: 1.0

The purpose of this course is to provide opportunities to study the concepts, theories, and laws governing the interaction of matter, energy, and forces, and their applications through exploratory investigations and activities.

**Physics Honors**

Course No.: 2003390

Prerequisite: Meet Honors Criteria and Teacher Recommendation, Chemistry and Trigonometry (or higher)

Credit: 1.0

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

**AICE Physics**

Course No.: 2003431

Prerequisite: AICE Placement

Credit: 1.0

The purpose of this course is to provide opportunities to study the concepts, theories and laws governing the interaction of matter; energy and forces; and their applications through exploratory investigations and activities.

SJCSJ HIGH SCHOOL COURSE DESCRIPTIONS

## SOCIAL STUDIES

### **AICE Global Perspectives and Independent Research**

Course No.: 1700364

Prerequisite: AICE Placement

Credit: 1.0

The purpose of this course is to prepare learners for positive engagement with our rapidly changing world. Learners broaden their outlook through the critical analysis of – and reflection on – issues of global significance. The Cambridge International syllabus is based on skills rather than on specific content. Learners develop research, thinking, reasoning, and communication skills by following an approach to analyzing and evaluating arguments and perspectives called the Critical Path. Collaborative skills are enhanced through participation in a team project.

### **United States History**

Course No.: 2100310

Prerequisite: None

Credit: 1.0

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

### **United States History Honors**

Course No.: 2100320

Prerequisite: Meet Honors Criteria and Teacher Recommendation

Credit: 1.0

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

### **AICE International History 1 AS Level**

Course No.:

2100490

Prerequisite: None

Credit:

### **AICE US History**

Course No. 2100500

Prerequisite: AICE Placement

Credit: 1.0

The purpose of this course is to enable students to understand the development of the United States within the context of history with a major focus on the transformation of the USA from an isolated agrarian society of the 1840's to the world's leading superpower.

### **Economics with Financial Literacy**

Course No.: 2102335 Prerequisite:

None

Credit: 0.5

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

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

Course No.: 2102345

Prerequisite: Meet Honors Criteria and Teacher Recommendation

Credit: 0.5

The purpose of this more rigorous 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.

### **Pre AICE Economics**

Course No. 2102323

Corequisite: AICE Placement

Credit: 1.0

The purpose of this course is to provide students with the knowledge and decision-making tools necessary for understanding how society organizes its limited resources to satisfy its wants. Students will gain understanding of choices they must make as producers, consumers, investors, and taxpayers.

### World Cultural Geography

**Course No.: 2103300 Prerequisite: None**

Credit: 1.0

Students develop multicultural understanding and use geographical concepts and skills to acquire information and systematically apply decision-making processes to real-life situations. They will acquire an understanding of interrelationships between people and the environment.

### **Advanced Placement (AP) Human Geography**

Course No.: 2103400

Prerequisite: Meet Honors Criteria and Teacher Recommendation

Credit: 1.0

The purpose of this course is to enable students to develop higher levels of concepts and skills related to human geography. Students are expected to take a final AP exam. Students will actively participate in meaningful service-learning experiences of at least 30 hours' duration.

### **Volunteer School/ Community Service**

Course No.: 2104330

Prerequisite: Teacher Recommendation Credit: 0.5

Students engage in activities that help them develop an appreciation for the concept of service to the school or community. Through an issues approach, students are expected to examine topics, make informed judgments and apply problem-solving skills within a context of how they might best serve a local school or community.

Teachers encourage and challenge students to plan for the future and to act in the present.

### **American Government**

Course No.: 2106310

Prerequisite: None Credit: 0.5

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

### **American Government Honors**

Course No.: 2106320

Prerequisite: Meet Honors Criteria and Teacher Recommendation

Credit: 0.5

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



**Psychology I**

Course No.: 2107300

Prerequisite: 1.5 Credits in Social Science

Credit: 0.5

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

**Psychology II**

Course No.: 2107310

Prerequisite: Teacher Recommendation and 1.5 Credits in Social Science

Credit: 0.5

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

**World History**

Course No.: 2109310

Prerequisite: None

Credit: 1.0

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

**World History Honors**

Course No.: 2109320

Prerequisite: Meet Honors Criteria and Teacher Recommendation

Credit: 1.0

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

**AICE European History Course**

No. 2109371 Corequisite: AICE

Placement Credit: 1.0

The purpose of this course is to enable students to understand the developments that shaped Modern European History. This will be achieved with a holistic understanding of Europe as a geographic region from 1789 to 1939.

SJCS D HIGH SCHOOL COURSE DESCRIPTIONS  
**CAREER AND PROFESSIONAL EDUCATION  
COURSES**

**Aerospace Technologies I**

Course No. 8600580

Prerequisite: Acceptance to Aerospace Academy Credit: 1.0

This course provides students with an introduction to the knowledge, human relations, and technological skills found today in Aerospace Technologies.

**Engineering Technology II**

Course No.: 8600670

Prerequisite: Engineering Technology I and Meet Dual Enrollment Criteria and Teacher Recommendation Credit: 0.5

An introductory course in Aeronautical Science designed to provide the student with a broad-based aviation orientation in flight-related areas appropriate to all non- Aeronautical Science degree programs. This is a dual enrollment course with Embry-Riddle Aeronautical University. Students will receive .5 credit in the engineering program of study.

**Aerospace Technologies II**

Course No. 8600680

Prerequisite: Acceptance to Aerospace Academy Credit: 1.0

This program provides students with an intermediate understanding of the knowledge, human relations, and technological skills found today in Aerospace Technologies.

*This course is used exclusively by the St. Johns Aerospace Academy. Starting with the 2007-2008 school year, this course represents an Embry Riddle Aeronautical University dual enrollment course and carries a full honors weight just as other dual enrollment course.*

**Aerospace Technologies III**

Course No. 8601780

Prerequisite: Acceptance to Aerospace Academy Credit: 1.0

This program provides students with an advanced understanding of the knowledge, human relations, and technological skills found today in Aerospace Technologies. *This course is used exclusively by the St. Johns Aerospace Academy. Starting with the 2007-2008 school year, this course represents an Embry Riddle Aeronautical University dual enrollment course and carries a full honors weight just as other dual enrollment course.*

**Teacher Assisting 1**

Course No.: 8909010 Prerequisite:

Credit: 1.0

This course is designed to develop competencies related to the role, regulations, and career path of teacher aides; the role of education; leadership and CTSO activities; interpersonal and communication skills; and educational- support tasks.

**Teacher Assisting 2**

Course No.: 8909020 Prerequisite:

Credit: 1.0

**Teacher Assisting 3**

Course No.: 8909030 Prerequisite:

Credit: 1.0

**Teacher Assisting 4**

Course No.: 8909040 Prerequisite:

Credit: 1.0

## DUAL ENROLLMENT-COURSES LEADING TO AN AA DEGREE, AN AS DEGREE OR A TECHNICAL CERTIFICATE

A complete list of approved courses is included in the articulation agreement with St. Johns River State College. The courses listed below have been approved but are offered on the high school campus only when the number of student requests meets minimum enrollment requirement and are indicated by students' customized learning paths (CLPs).

Some dual enrollment courses offered in one semester award one full high school credit. For a listing of those courses, Please refer to the State College website at [www.sjstate.edu](http://www.sjstate.edu)

St. Johns County students may take up to 10 college credits in any one college semester. Petition to take 11 credits in one semester may be made to the high school principal. If approved at the high school level, the principal, or designee, must obtain permission from the community college prior to the registration process.

### BUSINESS

#### Introduction to Business

Course No.: GEB 1011

Prerequisite: Meet Dual Enrollment Criteria  
Foundations of business.

#### Principles of Marketing

Course No.: MAR 2012

Prerequisite: Meet Dual Enrollment Criteria  
This is a study of basic marketing principles, theory, and functions of marketing.

#### Legal Environment of Business I

Course No.: BUL 1241

Prerequisite: Meet Dual Enrollment Criteria  
This is a study of the environment in which businesses operate. Consideration is given to legal and social constraints on business. The student is introduced to the judicial system; administrative, tort and contract law; agency; business organizations; and governmental regulations.

#### The Legal Environment to Business

Course No: BUL 3130

Prerequisite: International Business Systems  
For Marketing 2

Credit: 1.0

Introduction to law as it relates to and impacts upon the operation of business. Consideration is given to the Uniform Commercial Code, antitrust, employment laws, business ethics, international law and the social and political environment in which a business operates.



### CAREER

#### Life and Career Development

Course No: SLS 1301

Prerequisite: Meet Dual Enrollment Criteria and Teacher Recommendation

Credit: 1.0

A course designed to aid the college students in life and career planning. Areas of opportunity in the employment market, as well as appropriate educational programs in preparing for those employment areas are discussed.

### COMMUNICATIONS

#### Composition I

Course No.: ENC 1101

Prerequisite: Meet Dual Enrollment Criteria  
ENC 1101 is a course in paragraph and essay writing, incorporating some review of basic grammar. Students will learn to write essays that are unified, coherent and grammatically correct. An exit grade of "C" or higher is required.

## **Composition II**

Course No.: ENC 1102

Prerequisite: Meet Dual Enrollment Criteria, ENC 1101 with a grade of C or higher and REA 0002 (Reading) or the Reading CPT score of 83+, Reading ACT score of 18+, or Reading SAT score of 440+  
ENC 1102 is a continuation of ENC 1101. The course includes detailed training in the methods and applications of expository writing and the process of logical thinking. Emphasis is placed on descriptive, persuasive and argumentative writing. Students will write a documented research paper. An exit grade of "C" or higher is required. Composition II fulfills the senior English requirement.

*Note: Composition I and Composition II are one semester courses that carry one full high school credit.*

## **COMPUTER EDUCATION**

### **Microcomputer Applications Software**

Course No.: CGS 1100

Prerequisite: Meet Dual Enrollment Criteria  
Computer applications using MS Word, Excel, Access and PowerPoint.

### **Introduction to AutoCAD**

Course No. CGS 1470

Prerequisite: Meet Dual Enrollment Criteria; 11<sup>th</sup> or 12<sup>th</sup> grade at Nease in the Stellar Academy of Engineering  
Topics include an introduction to computer aided drafting, techniques for creating CAD drawings, hardware and software concepts, basic commands, techniques and editing, printing and plotting.

## **EDUCATION**

### **Introduction to Technology for Educators**

Course No: EME 2040

Prerequisite: Completion of CGS 1100  
Microcomputer Applications Software  
Credit: .5

An introduction to the classroom applications of educational technologies. Topics include multimedia, interactive media, ethics and legal issues on the internet.

## **ENGINEERING**

### **Introduction to Engineering Design**

Course No.: 8600550

Prerequisite:

### **Engineering Technology I/ Introduction to Engineering**

Course No.: 8600570/ EGR 101

Prerequisite: Meet Dual Enrollment Criteria and Teacher Recommendation

An introduction to the interdisciplinary aspects of the engineering of aerospace systems. This is a project-based course demonstrating how aerospace engineering, electrical engineering, computer engineering, civil engineering, and software engineering are combined to produce results. This is a dual enrollment course with Embry-Riddle Aeronautical University.

### **Engineering Technology II/ Principles of Aeronautical Science**

Course No.: 8600670/ AS 120

Prerequisite: Engineering Technology I, Meet Dual Enrollment Criteria and Teacher Recommendation

An introductory course in Aeronautical Science designed to provide the student with a broad-based aviation orientation in flight-related areas appropriate to all non-Aeronautical Science degree programs. This is a dual enrollment course with Embry-Riddle Aeronautical University.

### **Introduction to Engineering I**

Course No. EGN1001

Prerequisite: Drafting I and Meet Dual Enrollment Requirements

Credit: 0.5

Overview of academic and professional requirements in various engineering disciplines.

### **Introduction to Engineering II**

Course No. EGN2009

Prerequisite: Drafting I and Meet Dual Enrollment Requirements

Credit: 0.5

This course is the introduction to the use of computer and applications software in solving engineering.

## **HUMANITIES**

### **The Humanities I**

Course No.: HUM 2211

Prerequisite: Meet Dual Enrollment Criteria, satisfactory completion of ENC 1101 with a grade of "C" or higher and REA 0002 (Reading) or the Reading CPT score of 83+, Reading ACT score of 18+, or Reading SAT score of 440+  
The course focuses on the Ancient through the Medieval periods of man's culture and history. It is designed to acquaint the student with literature, philosophy, art, and music in the Prehistoric, Classical, and Medieval periods. Major emphasis is upon understanding and appreciation of man's cultural heritage.

### **Humanities 1**

Course No. HUM 2210

Prerequisite: ENC 1101 with a grade of "C" or higher and satisfactory completion of REA 0002, Reading and

Study Skills, or an appropriate reading placement score.

Credit: .5 high school 3.0 college

This course focuses on the ancient through medieval periods of culture and history. It is designed to acquaint the student with literature, philosophy, art and music in the Prehistoric, Classical and Medieval periods. **S**

## **INTERIOR DESIGN**

### **History of Interiors II**

Course No.: IND 1130

Prerequisite: Meet Dual Enrollment Criteria

Students will acquire the ability to identify furniture styles, architectural details, and ornamental motifs from the Renaissance Period through the 20<sup>th</sup> century. Research conducted by students is an integral segment of the course.

### **Basic Textiles**

Course No.: IND 1429

Prerequisite: Meet Dual Enrollment Criteria

This course is a study of fabrics used for clothing and home furnishings, emphasizes fibers, yarns, constructions, designs and finishes that determine qualities and the performance of a fabric. This course also includes the use and care of fabrics and cost factors.

## **LANGUAGE ARTS**

### **American Literature I**

Course No.: AML2010

Prerequisite:

### **MATHEMATICS**

#### **College Algebra**

Course No.: MAC 1105

Prerequisite: Meet Dual Enrollment Criteria

Topics include lines, parabolas, circles, functions and their graphs, polynomial functions, rational functions, exponential functions, logarithmic functions and systems of equations and inequalities.

#### **Elementary Statistics**

Course No.: STA 2023

Prerequisite: Meet Dual Enrollment Criteria and Teacher Recommendation

This course is an introduction to the fundamental concepts and methods of statistics and probability. Topics include graphs and numerical measures, probability, distributions, confidence intervals and hypothesis testing, correlation and regression and nonparametric methods.

## **SCIENCE**

### **General Physics I**

Course No.: PHY 1053

Prerequisite: Meet Dual Enrollment Criteria and Advanced Math Topics

Co requisite: PHY 1053L

Primarily for those not majoring in the physical sciences.

Concepts discussed are mechanics, waves and heat.

### **Laboratory for General Physics I**

Course No.: PHY 1053L

Prerequisite: Meet Dual Enrollment Criteria and Advanced Math Topics

Co requisite: PHY 1053

### **General Biology/General Biology Lab**

Course No.: BSC1005

Prerequisite:

### **General Biology/Human Biology Lab**

Course No.: BCS1020

Prerequisite:

### **Human Biology**

Course No: BSC 2020

Prerequisite: Principals of Biology BSC 2010

Credit: 1.0

This course is an introduction to the science of biology with an emphasis on cells and tissues, body organization, homeostasis, body systems, regulation and integration of body parts, reproduction, development and heredity, disease and disorder.

## **SOCIAL SCIENCES**

### **Florida Heritage**

Course No.: AMH 1070

Prerequisite: Meet Dual Enrollment Criteria and Teacher Recommendation

A survey of the culture, economy, government, geography, history and natural resources of Florida. Research emphasis in this course relates to the Marine Archeology and Digital History programs.

### **Macroeconomics**

Course No.: ECO 2014

Prerequisite: Meet Dual Enrollment Criteria

A course designed to introduce the student to economic theory and its social applications. Course content includes American capitalism; national income, employment, and fiscal policy; money, monetary policy, and economic stability; and economic growth.

**Microeconomics**

Course No.: ECO 2023

Prerequisite: Meet Dual Enrollment Criteria

A course designed to introduce the student to economic theory and its social applications. Course content includes economics of the firm and resource allocation; current domestic economic problems; international economics; and alternative economic systems.

**General Psychology**

Course No.: PSY 2014

Prerequisite: Meet Dual Enrollment Criteria

An introduction to psychology designed especially for transfer students. Major areas include: the nature of man, human development, motivation, abnormal behavior, brain-behavior, relationships, physiology and animal behavior.

**United States Federal Government**

Course No.: POS 1041

Prerequisite: Meet Dual Enrollment Criteria

Basic aspects of the Federal Government are studied. Emphasis is placed on content and interpretation of the Constitution, Federalism, the Congress, the Presidency, and the Federal Court System as related to current problems in civil rights, economics, and foreign policy.

**United States History to 1877**

Course No.: AMH 2010

Prerequisite: Meet Dual Enrollment Criteria and Teacher Recommendation

A study of the social, economic, political, religious, intellectual and cultural factors that contributed to the growth of the United States from European backgrounds to 1877.

**United States History since 1877**

Course No.: AMH 2020

Prerequisite: Meet Dual Enrollment Criteria and Teacher Recommendation

This is a continuation of AMH 2010, from 1877 to the present. Emphasis is placed upon the factors that have changed the United States from a rural-agricultural nation to an urban-industrial world power.

**State and Local Government**

Course No.: POS1112

Prerequisite:

**College Success Skills**

Course No.: SLS1101

Prerequisite:

**World Civilization I**

Course No.: WOH 1012

Prerequisite: Meet Dual Enrollment Criteria

A survey course tracing the development, growth and interaction of civilized societies from prehistoric times to the 18<sup>th</sup> century, showing their influences on each other and their contributions to human culture.

**World Civilization II**

Course No.: WOH 1022

Prerequisite: Meet Dual Enrollment Criteria

A survey of civilization from the 18<sup>th</sup> century to the present. Topics include industrialization, nationalism, imperialism, the emergence of the modern state system, U.S. constitutional development, revolutions and wars of the 20<sup>th</sup> century and present world structure.

**TECHNOLOGY****Presentation Technology**

Course No.: CGS 2525

Prerequisite: Meet Dual Enrollment Criteria

This course is designed to teach the principles, concepts, and techniques involved in developing effective presentations with desktop presentation graphics (Microsoft PowerPoint).

**WORLD LANGUAGES****American Sign Language I**

Course No.: SPA 1612

Prerequisite: Meet Dual Enrollment Criteria

An introduction to the linguistic structure and conceptual vocabulary of American Sign Language as used by deaf individuals. This course will emphasize the development of American Sign Language skills including receptive and expressive conversational skills. The course will describe the history and values and culture of deaf people in America. There will be additional costs required which will vary based on activity or projects.

**American Sign Language II**

Course No.: SPA 1613

Prerequisite: Meet Dual Enrollment Criteria

This course is a continuation of American Sign Language I and will emphasize intermediate level sign vocabulary, increasingly complex grammatical constructions, idioms, inflectional usage and the development of intermediate receptive and expressive conversational American Sign Language skills. There will be additional costs required which will vary based on activity or projects.

**Aviation Meteorology**

Course No.: ASC 1210

Prerequisite: Enrolled in Aerospace Academy

Credit: 3.0

This introductory level course acquaints the aviation student with the fundamentals of the earth's atmosphere, current theories on meteorology, and the effects of weather on aircraft and air traffic control. Particular emphasis will be given to the acquisition and interpretation of weather reports and forecasts from various weather information sources. Aviation Weather is specifically designed for the aviation student wishing to improve their knowledge and understanding of aviation weather necessary for any of the FAA Computer-Based Pilot Knowledge Tests. This course is offered through FCCJ. Three contact hours. (CBE) A.S.

**Environment of the Air Traffic Controller**

Course No.: ATT 1810

Prerequisite: Enrolled in Aerospace Academy

Credit: 3.0

This course is designed for both students of aviation or students interested in pursuing a career as an Air Traffic Controller. This course provides a better understanding of the Air Traffic Controller's mission and working environment. This course presents a candid view of the Air Traffic Controller's language, tools and profession. This course is offered through FCCJ. Three contact hours. (CBE) A.S., A.A.S.

**Aircraft Familiarization**

Course No: AMS102

Prerequisite: Teacher/Academy Coordinator Approval

Credit: .5 High School/2 College Credit Hours

Students will learn about the theory of aerodynamics and corrosion control involving the physical properties necessary as well as the types of structures they are found in.

**Tools, Materials and Processes**

Course No: AMS103

Prerequisite: Teacher/Academy Coordinator Approval

Credit: 1 High School/2 College Credit Hours

Students will develop skills in the use of basic mechanic's hand tools, hardware, safety methods and the fabrication and installation of fluid lines.

**Maintenance Mathematics and Physics**

Course No: AMS101

Prerequisite: Teacher/Academy Coordinator

Approval

Credit: .5 High School/2 College Credit Hours

Students will learn the fundamentals of mathematics and physics as it applies to an aviation format.

**Regulations, Documentation and Drawings**

Course No: AMS111

Prerequisite: Teacher/Academy Coordinator

Approval

Credit: .5 High School/3 College Credit Hours

Students will learn about the privileges and limitations of the Federal Aviation Regulations along with pertinent aircraft maintenance.

**Space Flight**

Course No: SP110

Prerequisite: Teacher/Academy Coordinator

Approval

Credit: .5 High School/3 College Credit Hours

Students will learn about the history of space flight, space shuttle operations, commercial and industrial applications in space.

**Principles of Aeronautical Science**

Course No: AS120

Credit: .5 High School/3 College Credit Hours

This course includes an introduction to Aeronautical Science that provides the students with a broad-based aviation orientation in flight-related areas appropriate to all non-Aeronautical Science degree programs.

**Introduction to Computing Engineers**

Course No: EGR115

Credit: .5 High School/3 College Credit Hours

This course includes an introduction to programming and computing for scientist and engineers. The course also introduces students to software engineering.

**Flight Physiology**

Course No: AS357

Credit: .5 High School/3 College Credit Hours

The purpose of this course is to teach students about flight physiology which include, altitude effects, spatial disorientation, body heat imbalance and other factors as they relate to pilot performance and survival effectiveness.



## Graduation Options and Planning Forms



# Advanced Academic Opportunities in St. Johns County School District High Schools

Each St. Johns County high school offers Academically Challenging Curriculum to Enhance Learning (ACCEL) options: whole-grade and mid-year promotion, subject matter acceleration, virtual instruction in higher grade-level subjects, early graduation, and the Credit by Acceleration Program. These options include both challenging academic programs recognized worldwide and advanced courses for which college credit is awarded upon successful completion of coursework and examinations. A rigorous high school schedule that includes advanced coursework is a major predictor for success in college. Numerous studies show that students who have had rigorous courses (honors, AP, IB, AICE, Dual Enrollment) while in high school are prepared for the challenges of a college education and are much more likely to earn their degree within five years.

Parents need to be involved in the course selection process. The courses you and your child select are the first steps in preparing for the next level. As students develop their Customized Learning Paths (CLPs) with their parents and guidance counselors, they are encouraged to consider the following opportunities for advancement.

## Honors Courses at All High Schools

Honors courses lay the academic foundation for advanced courses that can earn college credit while in high school. Honors courses include all those with an honors designation in the St. Johns County School District High School Course Catalog, Preliminary International Baccalaureate (Pre-IB) and Preliminary Advanced International Certificate of Education (Pre-AICE) courses, and Florida Virtual School Courses with an honors designation.

## Honors Course Placement Criteria

1. **Norm Referenced Test** – Students must score a stanine of 7, 8, or 9 on an appropriate assessment:
  - Math for mathematics and science honors class placement
  - Reading for English, social studies, science and foreign language honors class placement**OR**
2. **Grades** - A grade of “C” or better in the previous honors course. Students earning an “A” in the previous standard course may be recommended for honors course placement. Teachers will conference with students to offer guidance for appropriate placement  
**OR**
3. **FCAT** – Students must score a Level 4 or 5 in appropriate area and not less than a Level 3 in any area:
  - Mathematics FCAT 2.0 for placement in honors mathematics and science classes
  - Reading FCAT 2.0 for placement in honors English, social studies, science or foreign language**OR**
4. **PSAT** – A score of 48 or higher on the appropriate assessment:
  - Math for mathematics and science honors class placement
  - Reading and/or language for English, social studies, science and foreign languages honors class placement**OR**
5. **PLAN**- A score of 170 (English), 210 (mathematics) or higher on the appropriate assessment:

- Math for mathematics honors class placement
- Reading and/or language for English, social studies, science and foreign languages honors class placement

**OR**

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

### **Advanced International Certificate of Education (AICE) at St. Augustine High School**

The AICE Program is an international curriculum and examination program modeled on the British pre-college curriculum. To be considered for an AICE Diploma, a candidate must earn the equivalent of six credits by passing a combination of examinations at either the full (one credit) Advanced Subsidiary Level (AS) or double (two credits) International Advanced Level (A), with at least one course coming from each of the three curriculum areas. Florida's colleges and universities provide college credit for successfully passing the exams.

### **Advancement Via Individual Determination (AVID) at St. Augustine**

The AVID program is a college preparatory program designed for students in the academic "middle" to prepare for and succeed in the most rigorous course work. The core component of the program is the AVID "elective" where students receive instruction in academic "survival skills" and skills for college success. The AVID program teaches the student how to study, read for content, take and use Cornell notes, manage time and most importantly, think critically. AVID students participate in tutorials twice per week, led by college tutors, during the AVID elective, who use skillful questioning to bring students to a higher level of thinking.

### **Dual Enrollment at all schools**

Dual enrollment allows eligible high school students to enroll in postsecondary courses. They earn credit toward high school graduation and at the same time earn credit toward a college degree or technical certificate. All 28 public community colleges and some of the state universities in Florida participate in dual enrollment. Students are permitted to enroll in dual enrollment courses on a part-time basis during school hours, after school, or during the summer term. Most dual enrollment courses are offered through St. Johns River State College.

### **Early Admission at all schools**

Early admission is similar to dual enrollment, except that qualified students enroll in college/university courses full-time during their last year in high school. They earn credits simultaneously toward a college degree and a high school diploma.

### **Advanced Placement (AP) Courses at all schools**

The College Board's Advanced Placement (AP) Program is a nationwide program consisting of more than 30 college level courses and exams offered at participating high schools. Subjects range from art to statistics. Students who earn a qualifying grade of 3 or above on an AP exam may earn college credit, placement in higher level courses or both, depending on the college or university. There is no guarantee that a college will accept credits earned through this program.

## St. Johns Virtual School

St. Johns Virtual School (SJVS) offers high quality, online K-12 curriculum, including Advanced Placement (AP) courses, all taught by local St. Johns County teachers. Offerings are available for full-time virtual education for students in grades K-12 culminating in a SJVS diploma. SJVS can be a resource for students with limited access to AP or other course offerings in their zoned schools. For more information, visit <http://www-sjvs.stjohns.k12.fl.us> or call 904-547-7127.



**ST. JOHNS COUNTY SCHOOLS**  
**General Guidelines for Dual Enrollment Courses**  
**Leading to Associate of Arts (AA) Degree, an Associate of Science Degree (AS)**

- The St. Johns County School District maintains a dual enrollment articulation agreement with St. Johns River State College. Students wishing to participate in dual enrollment courses must do so through St. Johns River State College.
- Dual enrollment courses are weighted the same as Advanced Placement options.
- Students must first meet St. Johns County honors course criteria to be considered for dual enrollment (DE). (See advanced academic opportunities in SJCS D HS)

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

- After meeting district honors criteria, students pursuing an AA degree, AS degree or vocational, technical certificate must also meet the dual enrollment criteria set forth by St. Johns River State College. The criteria for enrollment at SJRSC are as follows:
  - demonstrate readiness for college or career level course work,
  - be seeking a vocational certificate, a college credit vocational/technical certificate, an associate in science college degree, or an associate in arts college degree,
  - have a minimum 3.0 unweighted cumulative GPA,
  - be classified as a high school junior or senior and have demonstrated academic, social and emotional maturity to ensure success in college level study,
  - have a counselor and principal's approval,
  - be limited to 10 hours of college credit enrollment per college semester,
  - maintain a "C" or better in each class to remain in the dual enrollment program,
  - be aware that receiving a "W", "D" or an "F" for any course results in ineligibility to remain in the dual enrollment program, and
  - provide acceptable results from the American College Test (ACT), the Scholastic Aptitude Test (SAT), the Common Placement Test (CPT) or another standardized placement test for college level English and math.

**MINIMUM PLACEMENTS**

English/Communications	Mathematics
ACT 19	ACT 21
SAT 440	SAT 450
CPT 83	CPT 85

Eligible dual enrollment students are exempt from the payment of registration, tuition, online access codes and laboratory fees.

- All courses for dual enrollment must be part of a student's Dual Enrollment Customized Learning Path (CLP) leading to a degree or vocational/technical certificate. Each dually enrolled student shall maintain a Dual Enrollment CLP with the assistance of Guidance Department personnel. (Exhibit D)
- Each dual enrollment course must also serve to satisfy a high school graduation requirement.
- Students approved for summer dual enrollment courses are limited to a maximum of six credit hours during each summer term.
- Students must take dual enrollment courses at their home-zone campus if they are offered there. Principals may waive this requirement on a case-by-case basis. (Exhibit A). Students granted permission to take a course off campus that is offered at their home zone school assume the responsibility for any costs.
- Students may take only 10 hours of dual enrollment per college semester (fall and spring).
- If a dual enrollment course appropriate for a student's CLP is not available through SJRCC, students must petition SJRCC for permission to take the course at another post-secondary institution (FCCJ). (Exhibit B)

- Courses taken at SJRCC must be taken in the prescribed order.
- Students should plan their dual enrollment courses carefully from both the high school and college perspective. SJCSJ students enrolled in dual enrollment courses may schedule college counseling sessions with St. Johns River State College guidance personnel by calling the State College counseling office.
- Transportation for dual enrollment courses taken on the SJRCC campus is the responsibility of the student, not the school district.
- Students must follow the procedure for obtaining and returning textbooks for all dual enrollment courses taken on the campus of St. Johns River State College. (Exhibit C)

### **State Law As It Relates to Dual Enrollment State Statute 1007.271**

- “The dual enrollment program is the enrollment of an **eligible** secondary student or home education student in a postsecondary course creditable toward a career certificate or an associate or baccalaureate degree.” Home education students may take a dual enrollment course in their home zoned school with approval of the principal.
- “Any student so enrolled is exempt from the payment of registration, tuition and laboratory fees.”
- “...the school district may only report the student for a maximum of 1.0 FTE.”
- “**Early admission** shall be a form of dual enrollment through which eligible secondary students enroll in a postsecondary institution on a **full-time basis (12 credits or more) in courses that are creditable toward the high school diploma and the associate or baccalaureate degree.**”
- “...Students enrolled in postsecondary instruction not creditable toward a high school diploma **shall not be considered dual enrollment and shall be required to assume the cost of instructional materials** necessary for such instruction.” Note: In this case, the student is also responsible for tuition and fees.
- “Vocational-preparatory instruction, college-preparatory instruction and other forms of precollegiate instruction, as well as physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, are ineligible for inclusion in the dual enrollment program.”

### **Dual Enrollment Textbook Acquisition Guidelines**

#### **Courses Taken on the High School Campus**

Students taking dual enrollment courses on their home campus will receive their dual enrollment textbooks the first day of class.

When a guidance counselor enrolls a student in a dual enrollment course, he/she must notify the school textbook manager who will arrange for the student books to be in class on the first day.

#### **Courses Taken on the College Campus**

Students taking dual enrollment courses off campus will receive their textbooks from the St. Johns River State College campus bookstore. Solution or skills manuals must be purchased by students and are not provided free by the district. When the guidance counselor enrolls a student for an off campus course at SJRCC, he/she must complete the SJRSC voucher form. This form (Exhibit C) must be copied in triplicate, with one copy sent to Melanie Tahan, Director for Media Services; one sent to the school level textbook manager; and one taken to the SJRCC bookstore.

Upon completion of any dual enrollment course on the SJRCC campus, students must return all textbooks to their home school dual enrollment coordinator.

# Graduation Options

Florida students may choose from one of six options to earn a diploma:

- A four-year 24-credit standard program
  - Scholar designation
  - Merit designation
- An Advanced International Certificate of Education (AICE) curriculum
- An 18-credit accelerated option

All of the graduation paths include opportunities to take rigorous academic courses to prepare students for their future academic and career choices. Students may graduate early by completing the 24 credits required for a standard diploma in less than 8 semesters. All students, regardless of the graduation program, must still earn a 2.0 grade point average on a 4.0 scale and achieve passing scores on the Grade 10 FCAT 2.0 Reading and the Algebra 1 End-of-Course assessment in order to graduate with a standard diploma.

## Students Entering Grade Nine in the 2012-2013 School Year

### Academic Advisement Flyer—What Students and Parents Need to Know

#### What are the diploma options?

Students must successfully complete one of the following diploma options:

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

#### What are the state assessment requirements\*?

Students must pass the following statewide assessments:

- Grade 10 reading (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) if Algebra I is taken after 2010–2011 or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the following EOC assessments:

- Algebra I (if enrolled after 2010-2011)
- Biology I (if enrolled after 2010-2011)
- Geometry (if enrolled after 2010-2011)
- U.S. History (if enrolled after 2011-2012) and performance on the EOC constitutes 30 percent of the final course grade

#### What are the graduation requirements for students with disabilities?

Two options are available only to students with disabilities. Both require the 24 credits listed in the table and both allow students to substitute a career and technical (CTE) course with related content for one credit in ELA IV, mathematics, science and social studies (excluding Algebra I, Geometry, Biology I and U.S. History).

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least .5 credit via paid employment.
- Certain students may earn a special diploma.

\* Policy adopted in rule by the district school board may require for any cohort of students that performance of a statewide, standardized EOC assessment constitute 30 percent of a student's final course grade.

#### What are the requirements for the 24-credit standard diploma?

<b>4 Credits English Language Arts (ELA)</b>
<b>4 Credits Mathematics</b>
<ul style="list-style-type: none"> <li>• One of which must be Algebra I and one of which must be Geometry</li> <li>• Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)</li> </ul>
<b>3 Credits Science</b>
<ul style="list-style-type: none"> <li>• One of which must be Biology I, two of which must have a laboratory component</li> <li>• An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I)</li> <li>• An identified rigorous computer science course with a related industry certification substitutes for up to one science credit (except for Biology I)</li> </ul>
<b>3 Credits Social Studies</b>
1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics
<b>1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts</b>
Eligible courses are specified in the Florida Course Code Directory at <a href="http://www.fldoe.org/policy/articulation/ccd">http://www.fldoe.org/policy/articulation/ccd</a> .
<b>1 Credit Physical Education</b>
To include the integration of health
<b>8 Elective Credits</b>
<b>1 Online Course</b>
Students must earn a 2.0 grade point average on a 4.0 scale.

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

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

All other graduation requirements for a 24-credit standard diploma must be met (per section 1003.4282(10)(d)1.-5., Florida Statutes [F.S.]).



What are the requirements for standard diploma designations?

Scholar Diploma Designation
<p>In addition to meeting the 24-credit standard high school diploma requirements, a student must</p> <ul style="list-style-type: none"><li>▪ Earn 1 credit in Algebra II;</li><li>▪ Earn 1 credit in statistics or an equally rigorous mathematics course;</li><li>▪ Pass the Biology I EOC;</li><li>▪ Earn 1 credit in chemistry or physics;</li><li>▪ Earn 1 credit in a course equally rigorous to chemistry or physics;</li><li>▪ Pass the U.S. History EOC;</li><li>▪ Earn 2 credits in the same world language; and</li><li>▪ Earn at least 1 credit in AP, IB, AICE or a dual enrollment course.</li></ul> <p>A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student</p> <ul style="list-style-type: none"><li>▪ Takes the respective AP, IB or AICE assessment; and</li><li>▪ Earns the minimum score to earn college credit.</li></ul>
Merit Diploma Designation
<ul style="list-style-type: none"><li>▪ Meet the standard high school diploma requirements</li><li>▪ Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)</li></ul>

Can a student who selects the 24-credit program graduate early?

Yes, a student who completes all the 24-credit program requirements for a standard diploma may graduate in fewer than eight semesters.

What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes a statewide course assessment without enrollment in the course. The courses include the following subjects:

- Algebra I
- Geometry
- U.S. History
- Biology I
- Algebra II

Where is information on Bright Futures Scholarships located?

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, visit

<http://www.floridastudentfinancialaid.org/SSFAD/bf/>.

What are the public postsecondary options?

SUS (State University System)
<p>Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements:</p> <ul style="list-style-type: none"><li>▪ High school graduation with a standard diploma</li><li>▪ Admission test scores</li><li>▪ 16 credits of approved college preparatory academic courses</li><li>▪ 4 English (3 with substantial writing)</li><li>▪ 4 Mathematics (Algebra I level and above)</li><li>▪ 3 Natural Science (2 with substantial lab)</li><li>▪ 3 Social Science</li><li>▪ 2 World Language (sequential, in the same language)</li><li>▪ 2 approved electives</li></ul> <p><a href="http://www.flbog.edu/forstudents/planning">http://www.flbog.edu/forstudents/planning</a></p>
The Florida College System
<p>The 28 state colleges offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor's degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program.</p> <p><a href="http://www.fldoe.org/schools/higher-ed/fl-college-system/index.stm">http://www.fldoe.org/schools/higher-ed/fl-college-system/index.stm</a></p>
Career and Technical Centers
<p>Florida also offers students 46 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.</p> <p><a href="#">Career and Technical Directors</a></p>

Where is information on financial aid located?

The Office of Student Financial Assistance State Programs administers a variety of postsecondary educational state-funded grants and scholarships. To learn more, visit <http://www.floridastudentfinancialaid.org/>.



## Students Entering Grade Nine in the 2013-2014 School Year Academic Advisement Flyer—What Students and Parents Need to Know

### What are the diploma options?

Students must successfully complete one of the following diploma options:

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

### What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 ELA (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the EOC assessments and the results constitute 30 percent of the final course grade. These assessments are in the following subjects:

- Algebra I\*
- Geometry\*
- U.S. History
- Biology I
- Algebra II (if enrolled)\*

\* Special Note: Thirty percent not applicable if enrolled in the 2014-2015 school year.

### What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes a statewide course assessment without enrollment in the course. The courses include the following subjects:

- Algebra I
- Geometry
- U.S. History
- Biology I
- Algebra II

### What are the graduation requirements for students with disabilities?

Two options are available only to students with disabilities. Both require the 24 credits listed in the table and both allow students to substitute a career and technical (CTE) course with related content for one credit in ELA IV, mathematics, science and social studies (excluding Algebra I, Geometry, Biology I and U.S. History).

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least .5 credit via paid employment.
- Certain students may earn a special diploma.

### What are the requirements for the 24-credit standard diploma option?

<b>4 Credits English Language Arts (ELA)</b>
<ul style="list-style-type: none"> <li>▪ ELA I, II III, IV</li> <li>▪ ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement</li> </ul>
<b>4 Credits Mathematics</b>
<ul style="list-style-type: none"> <li>▪ One of which must be Algebra I and one of which must be Geometry</li> <li>▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)</li> </ul>
<b>3 Credits Science</b>
<ul style="list-style-type: none"> <li>▪ One of which must be Biology I, two of which must be equally rigorous science courses.</li> <li>▪ Two of the three required credits must have a laboratory component.</li> <li>▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I)</li> <li>▪ An identified rigorous computer science course with a related industry certification substitutes for up to one science credit (except for Biology I)</li> </ul>
<b>3 Credits Social Studies</b>
1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics with Financial Literacy
<b>1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts<sup>†</sup></b>
<b>1 Credit Physical Education<sup>†</sup></b>
To include the integration of health
<sup>†</sup> Special Note: Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at <a href="http://www.fldoe.org/policy/articulation/ccd">http://www.fldoe.org/policy/articulation/ccd</a> .
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<b>1 Online Course</b>
Students must earn a 2.0 grade point average on a 4.0 scale.

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## Students Entering Grade Nine in the 2014-2015 School Year Academic Advisement Flyer—What Students and Parents Need to Know

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Students must successfully complete one of the following diploma options:

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### What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 ELA (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the EOC assessments and the results constitute 30 percent of the final course grade. These assessments are in the following subjects:

- Algebra I\*
- U.S. History
- Biology I
- Algebra II (if enrolled)\*
- Geometry\*

\*Special Note: Thirty percent not applicable if enrolled in the 2014-2015 school year.

### What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes a statewide course assessment without enrollment in the course. The courses include the following subjects:

- Algebra I
- Biology I
- Geometry
- Algebra II
- U.S. History

### What are the graduation requirements for students with disabilities?

Two options are available only to students with disabilities. Both require the 24 credits listed in the table and both allow students to substitute a career and technical (CTE) course with related content for one credit in ELA IV, mathematics, science and social studies (excluding Algebra I, Geometry, Biology I and U.S. History).

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least .5 credit via paid employment.

### What are the requirements for the 24-credit standard diploma option?

<b>4 Credits English Language Arts (ELA)</b>
<ul style="list-style-type: none"> <li>▪ ELA I, II, III, IV</li> <li>▪ ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement</li> </ul>
<b>4 Credits Mathematics</b>
<ul style="list-style-type: none"> <li>▪ One of which must be Algebra I and one of which must be Geometry</li> <li>▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)</li> </ul>
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<ul style="list-style-type: none"> <li>▪ One of which must be Biology I, two of which must be equally rigorous science courses.</li> <li>▪ Two of the three required credits must have a laboratory component.</li> <li>▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I)</li> <li>▪ An identified rigorous computer science course with a related industry certification substitutes for up to one science credit (except for Biology I)</li> </ul>
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## 24 Credit High School Program Checklist

One course must be an online course

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



### Dual Enrollment: Off Campus Courses Petition for Permission to Register

Please complete the following information to petition to take a dual enrollment course off campus when the same course is offered at your school. Upon completion of this form with the appropriate signatures, you may begin the process of registering for the course. You must provide a copy of this form with your St. Johns River State College registration form.

**Student and Course Information:**

Student name: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_

Off campus course requested: \_\_\_\_\_ Course #: \_\_\_\_\_

Explanation of how the requested off-campus course aligns with your CLP:

**Parent Approval:**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Guidance Department Action:**

Guidance Department Decision:      Approved     Denied       Date \_\_\_\_\_

If denied, reason for denial: \_\_\_\_\_

Counselor name: \_\_\_\_\_

Counselor signature: \_\_\_\_\_

**Administrative Action:**

Administration decision:      Approved     Denied       Date \_\_\_\_\_

If denied, reason for denial: \_\_\_\_\_

Administrator name: \_\_\_\_\_ Title \_\_\_\_\_

Administrator signature: \_\_\_\_\_

Comments:



***Students must attach a copy of this form to their St. Johns River State College registration form.***

## St. Johns County School District Dual Enrollment Community College Waiver Request

**Directions for Obtaining a DE Waiver:**

- The student must write a letter requesting an exception be made to the policy requiring his/her participation in Dual Enrollment at SJRCC, the community college which serves the St. Johns County School District. In this letter, an explanation must be given describing the rationale for the request.
- The student must complete Section I below and submit it with his/her letter to the high school guidance counselor for processing. Completing the petition process does not guarantee approval of waiver.
- Guidance must submit the waiver request to the Principal for approval/disapproval
- If approved, the Principal must submit the waiver to the Director for Instructional Services for approval.
- The Director for Instructional Services must submit the approved waiver to the Director of Dual Enrollment at SJRCC
- SJRSC will approve and send final approval form to requesting student’s school copying Director of Instructional Services

**Student Initiated Request:**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

High School: \_\_\_\_\_ Student ID # \_\_\_\_\_ H.S. Graduation Date \_\_\_\_\_

**I hereby request a waiver to attend FSCJ rather than SJRCC due to the following:**

- class or program of study not offered at SJRCC (indicate class or program) \_\_\_\_\_
- FSCJ is in closer proximity to my home or high school than SJRCC
- Other (explain) \_\_\_\_\_

**St. Johns County School District Approval:**

**High School Principal & School District Designee Approval**

**Recommend:**

- Approval
- Disapproval

Principal: \_\_\_\_\_

Date: \_\_\_\_\_

**Recommend:**

- Approval
- Disapproval

School District Designee: \_\_\_\_\_

Date : \_\_\_\_\_

**Comments:**

**St. Johns River State College Approval:**

**Director of Dual Enrollment & Open Campus Provost Approval**

**Recommend:**

- Approval
- Disapproval

**Recommend:**

- Approval
- Disapproval

Director of DE: \_\_\_\_\_  
Date: \_\_\_\_\_

Open Campus Provost: \_\_\_\_\_  
Date : \_\_\_\_\_

**Comments:**

**St. Johns County School District**

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**Dual Enrollment  
Textbook Checkout Agreement**

Student Name \_\_\_\_\_  
(Please Print)

e-mail Address \_\_\_\_\_

Phone \_\_\_\_\_

High School \_\_\_\_\_

Counselor's Name \_\_\_\_\_

I, \_\_\_\_\_ understand that it is my responsibility to return textbook(s) in good condition to The Fullerwood Center no later than the last public school day in December of the enrollment year.

or pay the **overdue fee of \$10.00 per book, per day**. Consumable materials such as workbooks, solutions & lab manuals are not to be written in. Full replacement price will be charged in this event. I am also responsible for paying the purchase price for any textbooks not returned, lost or unnecessarily damaged.

The failure to collect such sum upon reasonable effort by the high school principal may result in suspension of the pupil from participation in extracurricular activities or satisfaction of the debt by the pupil through community service activities at the school site as determined by the principal.

FS 1006.28 (3b)

**Exhibit D**

**St. Johns River State College  
Dual Enrollment Textbook Voucher**

Please issue one copy of the textbook(s) for the following course(s).

Student Name: \_\_\_\_\_

High School Name: \_\_\_\_\_

Identification Number: \_\_\_\_\_

Home Phone: \_\_\_\_\_ E-mail address: \_\_\_\_\_

Course name and number: \_\_\_\_\_

Course name and number: \_\_\_\_\_

Course name and number: \_\_\_\_\_

Course name and number: \_\_\_\_\_

Course name and number: \_\_\_\_\_

*Note: In order to avoid being charged the full price of the textbook, you are responsible for returning it in good condition to the Fullerwood Media Center, 10 Hildreth Drive, at the end of the first semester. Make sure that the book is recorded as returned!*

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

*The textbooks for the above course(s) are not available to the student from our inventory and I am therefore authorizing the purchase of the textbook(s). The applicable county school board will be billed for the book(s).*

Authorized by: \_\_\_\_\_

Date: \_\_\_\_\_