



St. Augustine High School  
Registration Handbook

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As principal of St. Augustine High School, it is my pleasure to welcome you to “The High School”, St. Augustine High School! It has definitely been a unique year for all of us. I hope that you and your families are safe and healthy. We are all excited to have students back in our classrooms and hallways filling them with energy and enthusiasm for learning. It is our mission to help every child feel welcomed, connected, and a part of our St. Augustine family. Our **mission** at SAHS is to prepare all students for college and careers through rigorous and diverse programs of study which inspire good character and individual talents and abilities via an accepting and rewarding environment. Additionally, we strive to challenge each student to grow in his or her academic abilities and to be college and career ready by the end of four years. We believe that all students should graduate from high school prepared for the demands of postsecondary education, meaningful careers, and effective citizenship. At St. Augustine High School we are **Committed to Excellence!**

Although St. Augustine High School has clearly been identified as an outstanding school in Florida, our true success comes through our dedication to important details, such as relationship building, communication, and our school’s core values of, *Academic Excellence, Respect for Human Differences, Cooperative and Caring Relationships, and Commitment to Community*. These principles represent the non-negotiable belief system which serves as the bedrock of our school community. I hope that you will join me in honoring and emphasizing these high ideals at all times.

On behalf of the entire school community, I am delighted to welcome you to an exciting new year at St. Augustine High School! **#TogetherWeShine is our theme for this school year!**  
**Be the Sun, Not the Salt!**

Sincerely,

DeArmas L. Graham, Ed. D.

Principal, St. Augustine High School

# The SAHS Student Support Team



Principal	Dr. DeArmas Graham
Assistant Principal of Discipline and Facilities	Trevor Abbs
Assistant Principal of Curriculum and Instruction, School Counseling	Michelle Davis
Assistant Principal of Exceptional Student Education	Jill Lee
Career Program Specialist	Sherry Gaynor
School Counselor (AICE)	Dena Bechtle
School Counselor (Last names A-G)	Melody Cashwell
School Counselor (Last names H-P)	Cammy Barber
School Counselor (Last names Q-Z)	Marjorie Bennett
School Counselor (College and Career)	Dawn Eakins
School Registrar	Ashley Wimpelberg
Computer Operator	Karen Evans
Testing Coordinator	Heather Naughton
Math Coach	Jenna Yow
Literacy Coach	Danielle Woodall



## SAHS Mission

St. Augustine High School will prepare all students for college and careers through rigorous and diverse programs of study which inspire good character and individual talents and abilities via an accepting and rewarding environment.

## SAHS Vision

JACKET PRIDE! Trust, Teamwork, Tenacity, Triumph...Tradition

## SAHS Registration Policies

WHEN	WHAT	WHERE
January - February	Students will select elective options on-line through HAC  Student/Counselor Registration Meetings	English Classes  English Classes
Within 48 Hours of Registration Meetings	Course <b>Requests</b> Uploaded (Not a schedule)	HAC
January - March	Window to make course change requests for following school year	Use link on SAHS homepage
Late July – Early August	View Student Schedule	HAC
Late July – Early August	Make schedule change requests for academic courses <b>ONLY</b>	Online form (Link on the SAHS homepage)

Below are the **ONLY APPROVED REASONS** for a change to your schedule; (any other requests will **not** be considered)

- You are in a class for which you have already received a passing grade
- You are a senior and your schedule is missing a class you need for graduation
- You have a hole in your schedule (missing a class during a period you are on campus)
- You are missing the next course in the progression from a course already taken (For example: You passed Spanish 1 last year, but Spanish 2 is missing from your schedule.)

Schedule changes **WILL NOT** be approved for:

- Teacher preference
- Class period preference (this includes changing your modified period(s))
- Lunch Preference
- Students who do not meet Honors Criteria and request advanced level courses.

Please note the following:

- Off campus SJRSC Dual Enrollment course will not be reflected on your SAHS schedule on the first day of school
  - Class periods and teachers **MAY CHANGE** through the first week of school due to balancing of classes, however student course placement will not change.
  - Newly hired teachers may be represented by a placeholder on your student's schedule. These placeholders will include non-instructional SAHS employees.
  - Please note that if you previously requested a course change and did not see any adjustments made, then your request was not approved. **Do not submit another request as it will not be considered.**
- 
- Room numbers on schedules could potentially change on schedules on the 1<sup>st</sup> day of school.

## REGARDING REGISTRATION: SJCSD Student Progression Plan states:

### Dropping/Transferring Courses

#### Schedule Correction Request

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

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

#### Course Level Change

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

- grade of D or F
- completion of a parent/legal guardian conference
- demonstration of the student seeking consistent academic assistance (as well as consistently submitting course work)

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

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

Please Note:

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

After 21 days, students who change their schedule will receive the Withdrew Passing (WP) or Withdrew Failing (WF) determined by their average in the course to that point. A student with a 54% at the time of withdrawal, would receive a WF while a student with an 84% at the time of withdrawal would receive a WP.

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

Withdrawing from an honors, AICE, OR AP course is also denoted with the WP or WF designation but cannot be done until after midpoint of the course.

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

# SAHS Course Registration FAQ

1. Do all students meet with a counselor for a registration appointment?
  - Yes, all students, including rising 9<sup>th</sup> graders will meet with a counselor for a registration appointment
2. How can I change my class to a less rigorous one?
  - We follow the SJCSD high school progression plan regarding course changes
3. I am in the 9<sup>th</sup> or 10<sup>th</sup> grade and want to apply for an academy, can I?
  - Yes, please refer to the SJCSD CTE webpage for application and deadline
  - You may also speak with the SAHS Career Specialist
4. I am in the 11<sup>th</sup> or 12<sup>th</sup> grade and want to apply for an academy, can I?
  - No, students may only apply in the 9<sup>th</sup> or 10<sup>th</sup> grade years
5. I am in an academy and would like to drop the courses. What do I do?
  - Students who are in an academy and wish to drop, must speak with our Career Specialist for next steps
  - Please keep in mind that a student who is attending SAHS out-of-zone for an academy will return to their home school if the academy courses are dropped from the student schedule
6. What do I do if I want to take a class virtually?
  - Students who wish to take a class that is not offered on the SAHS campus, may request a virtual period during their registration appointment with their school counselor
  - After approval, it is the student's responsibility to sign up for the course through SJVS or FLVS
7. Am I required to take two years of a foreign language?
  - Two years of a foreign language is required for both college admission and the Bright Futures Scholarship
8. Am I eligible to receive a modified schedule?
  - Only students in the 12<sup>th</sup> grade are eligible for a modified schedule
  - Students must have a 2.5 GPA and have earned 19 credits
  - All modified schedule students must provide their own transportation to and from school
  - You may request a modified period during your registration appointment with your school counselor
9. How can I earn community service hours during the school day?
  - Qualifying students may enroll in a "Peer Pal" period for no credit. This will earn the student 50 community service hours, per semester
  - Peer Pal is only available to students in the 11<sup>th</sup> and 12<sup>th</sup> grade
10. I earned a D or F in a required course. How can I recover that grade?
  - Students who earn a final grade of D or lower on their transcript in a high school core course can take the course again to improve their GPA. Students can take the course through our APEX Recovery lab
11. I scored a level 1 or 2 on the literacy portion of the FSA. How will that impact my schedule next year?
  - Students who score a level 1 will be required to enroll in Reading for Success, a course designed to help students improve their literacy skills



- Students who score a level 2 may be enrolled in Reading for Success OR in an English course that is facilitated by a teacher who is extensively trained in reading education
12. I am a junior or senior with a job/internship, can I earn high school credit while working?
- Yes, students who enroll in an Executive Internship period must log 25 work hours per month (per enrolled period) to earn credit
  - 11<sup>th</sup> grade students may enroll in one period of Executive Internship
  - 12<sup>th</sup> grade students may enroll in up to four periods of Executive Internship
  - Executive Internship may be assigned a maximum of four times

## CHOOSING ELECTIVE COURSES ONLINE

Students complete the steps below to choose four elective courses that interest you.

1. Log into your HAC account using YOUR username and password. Ask your English teacher for assistance if you are unsure of your username and password
2. Select “Classes”
3. Select “Request” tab
4. You will see the core classes that have been recommended for you
5. Choose 4 additional classes you would like to take. **These choices are not final.** Not all courses will work in your final schedule. However, it is important that you choose what interests YOU!
6. To choose a course, click edit on the “Elective” row and select the check box next to the class or classes you wish to ADD. Then select SAVE.
7. Once you have selected 4 additional courses you may logout

Below are the elective choices that are available to you. Please be mindful of the grade level requirements for each course.

Course Name	2021-2022 Grade Level
Team Sports	ALL GRADES
Women's Weight Training	ALL GRADES
Weight Training	ALL GRADES
Spanish I	9 <sup>th</sup> , 10 <sup>th</sup> , or 11 <sup>th</sup>
American Sign Language I	10 <sup>th</sup> and 11 <sup>th</sup>
Theatre I	9 <sup>th</sup> and 10 <sup>th</sup>
Theatre, Cinema & Film	ALL GRADES
Musical Theater	ALL GRADES
Guitar I	ALL GRADES
Keyboard I	ALL GRADES
Dance I	ALL GRADES
Two-Dimensional Studio Art I	ALL GRADES
Three-Dimensional Studio Art I	ALL GRADES
Digital Art Imaging I	ALL GRADES
Play Writing	ALL GRADES
Peer Counseling 2	10 <sup>th</sup> GRADE
Psychology	ALL GRADES
Law Studies Honors	11 <sup>th</sup> and 12 <sup>th</sup>
Lead Education and Training I – ROTC	ALL GRADES
AICE Psychology	10-12 <sup>th</sup> grader with Qualifying Scores
AICE PE	10-12 <sup>th</sup> grader with Qualifying Scores
AICE Thinking	10-12 <sup>th</sup> grader with Qualifying Scores
AICE Economics	10-12 <sup>th</sup> grader with Qualifying Scores
Modified Schedule	12 <sup>th</sup>
Voluntary Public Service “Peer Pal”	11 <sup>th</sup> and 12 <sup>th</sup>
Executive Internship	11th (only one period) and 12th

# SJCSD Graduation Requirements



Students may choose from one of four State options to earn a diploma:

- a four-year 24-credit standard program, with optional participation in:
  - o Scholar Designation
  - o Merit Designation
- an Advanced International Certificate of Education curriculum, or
- a three-year 18-credit ACCEL program (Academically Challenging Curriculum to Enhance Learning)

## Diploma Options

### 24-Credit Diploma

24-Credit Program takes the traditional four years to complete high school and requires students to take at least 24 credits in core content areas. Foreign language credit is not required for this program, although it is recommended for Florida college preparation and is required for admission to Florida's state universities. At least one of the courses to meet graduation requirements must be an online course. Additionally, a financial literacy course is available to all students via St. Johns Virtual School. Students may fulfill the online course graduation requirement by taking a virtual course in middle or high school, online drivers' education. Students may also fulfill this requirement by: completion of a course in which a student earns a nationally recognized industry certification in information technology that is identified on the Career and Professional Education Act (CAPE) Industry Certification Funding List (1008.44, F.S.) or passage of the information technology certification without enrollment in or completion of the corresponding course(s).

Students who complete a minimum of 24 credits in courses designated as meeting the specified requirements, achieve a cumulative grade point average (GPA) of a 2.0 on a 4.0 scale, and earn a passing score on the statewide assessments required for high school graduation have an option to graduate in fewer than eight semesters (four years). A student who graduates from high school midyear may receive an initial Bright Futures Scholarship Award. The student must apply no later than December 31 of the student's graduation year.

Some standard high school diplomas may include, as applicable:

- a Merit designation reflecting one or more industry certifications from the approved list by Workforce Florida, Inc. 1003.492 F.S.
- a Scholar Designation for 9th grade cohorts 2014-2015 and forward – in addition to meeting the 24-credit standard high school diploma requirements, a student must:

- Earn 1 credit in Algebra 2 or an equally rigorous math course
- Pass the Geometry EOC
- Earn 1 credit in Statistics or an equally rigorous math course
- Pass the Biology EOC\*
- Earn 1 credit in Chemistry or Physics or earn 1 credit in a course equally rigorous to Chemistry or Physics
- Pass the U.S. History EOC\*
- Earn 2 credits in the same world language, and
- Earn at least 1 credit in AP, IB, AICE in a dual enrollment course.

\*For the Scholar Designation, 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 (1) takes the respective AP, IB, or AICE assessment and (2) earns the minimum score to earn college credit.

- A Florida Seal of Biliteracy (1003.432 F.S.) – beginning in the 2016-2017 and forward – denoting attainment of a high level of competency in listening, speaking, reading, and writing in one or more foreign languages in addition to English, which is signified on the diploma and transcript as either a Gold Seal of Biliteracy or a Silver Seal of Biliteracy. A student must satisfy the following criteria:

- Silver Seal of Biliteracy
  - o earn four foreign language course credits in the same foreign language with a cumulative 3.0 GPA, or
  - o achieve a score of 600 or higher on the Scholastic Achievement Test (SAT) II foreign language exam or
  - o pass a foreign language AICE exam
- Gold Seal of Biliteracy
  - o earn four foreign language course credits in the same foreign language with a cumulative 3.0 GPA, and Level 4 or higher on the Grade 10 English Language Arts (ELA) Florida Standards Assessment (FSA) or
  - o achieve a score of 700 or higher on the Scholastic Achievement Test (SAT) II foreign language exam or
  - o pass a foreign language AICE exam

## Advanced International Certificate of Education (AICE)

The AICE program is a rigorous pre-university courses of study, leading to internationally standardized examinations under the auspices of Cambridge International Examinations. AICE program students complete their AICE courses by sitting for a battery of comprehensive written, and in the case of foreign language, oral examinations at the end of the school year, which are sent to Cambridge University for scoring. See the AICE information further in this handbook.

The Cambridge course of study is delineated in the State Course Code Directory and supersedes the requirements of other programs. AICE students must complete the AICE curriculum, including a minimum of seven AICE courses to satisfy Florida's high school diploma requirements. Students who earn the AICE Diploma Award from Cambridge, by passing at least seven AICE examinations, and complete 100 hours of community service, will qualify for the Florida Bright Futures Academic Scholar Award, the higher level of that scholarship.

AICE students may earn up to 45 credits toward a college degree by successfully passing exams. The specific course for which a student receives credit shall be determined by the postsecondary institution that accepts the student for admission. The State Board of Education has established rules that specify the cutoff scores on AICE examinations that will be used to grant postsecondary credit at Florida public community colleges and universities.

Students who complete the Cambridge AICE program are exempt from the following courses:

- HOPE
- Economics and American Government
- Performing/Practical Arts
- The online course requirement

Note: If a student exits the AICE program, these courses will be required for a standard diploma.

## 18-Credit ACCEL Program

The requirements of this program are identical to the 24-credit standard diploma program option except:

- 1 credit in PE is not required
- 3 electives are required instead of 8
- Online course is not required
- 18 total credits (student may earn additional credits)

This diploma program may be completed in three years, but students may take longer to complete it. All other graduation requirements for a 24-credit standard diploma must be met. Students selecting the 18-credit program shall be treated equally with students graduating via the minimum 24-credit general high school graduation program in all ways, including eligibility for valedictorian, salutatorian, Talented 20, and Bright Futures. Students enrolled in the 18-credit graduation program shall not be excluded from activities traditionally provided for graduating students during their anticipated graduation year. A student choosing the 18-credit graduation program must attend high school as a full-time student for three full school years, which may include virtual school. Students who choose the 18-credit graduation program may still qualify for acceleration programs (e.g., Advanced Placement, dual enrollment, International Baccalaureate and AICE) and for a Florida Bright Futures Scholarship if they meet the eligibility and/or admissions requirements for those programs and scholarships.

Selection of an accelerated high school graduation program may be completed by a student at any time and is entirely up to the student and parent/legal guardian. Students who fail to select the 18-credit graduation program shall be considered to have selected the 24-credit graduation program.

## High School Awards and Honors

If a school chooses to delineate honor graduates, the following criteria shall be used based on weighted grade point average (GPA) calculated at the end of the seventh semester with no rounding up:

- Summa Cum Laude: students with a weighted GPA of 4.5000 or above,
- Magna Cum Laude: students with a weighted GPA of 4.0000 to 4.4999,
- Cum Laude: students with a weighted GPA of 3.5000 to 3.9999.

# SJCSD Dual Enrollment



Through an articulation agreement, SJCSD students attend dual enrollment courses at St. Johns River State College (SJRSC). A student may request an exception to the SJRSC attendance requirement by filing a dual enrollment waiver. Steps for obtaining a dual enrollment waiver include the following:

- Upon consultation with the school counselor, the student must complete a Dual Enrollment Waiver Request Form provided by the school counselor. Completing the petition process does not guarantee approval of the waiver.
- The student must write a statement requesting an exception be made to the policy requiring his/her participation in Dual Enrollment at SJRSC, which serves the St. Johns County School District. In this statement, an explanation must be given describing the rationale for the request.
- The school counselor must submit the waiver request form to the principal for approval/disapproval.
- If approved, the principal must submit the waiver to the Director for Secondary Instructional Services for approval.
- The Director for Secondary Instructional Services must submit the approved waiver to the Director of Dual Enrollment at SJRSC.

Dual enrollment courses may be taken during school hours, after school hours and during the summer term. A student shall be granted credit toward high school graduation requirements for appropriate courses taken through dual enrollment. Without prior approval, there is no guarantee that high school credit will be granted for non-SJRSC courses.

Vocation-preparatory instruction, college-preparatory instruction, and other forms of pre-collegiate instruction, as well as physical education courses that focus on the physical execution of skills rather than the intellectual attributes of the activity are ineligible for inclusion in the dual enrollment program.

Dual enrollment shall be offered on the high school campus whenever possible. Students should take DE courses on their zoned high school campus if they are offered there, as opposed to the SJRSC campus. Taking a dual enrollment course through a 4-year state university is not an option if the course is offered on the local high school campus or SJRSC. A waiver would be needed when the advanced studies progression of the student requires a third-year college curriculum. The district has an articulation agreement with UNF for these very unusual circumstances. Dual enrollment courses receive the same weighting for GPA calculation as International Baccalaureate (IB), Advanced International Certificate of Education (AICE), and Advanced Placement (AP).

## Prerequisites for Dual Enrollment

- Students must first meet district qualifications for honors course placement to be considered for dual enrollment.
- Students must demonstrate readiness for college-level coursework if the student is to be enrolled in college courses.
- Career dual enrollment is limited to students enrolled in courses/programs leading to industry certification.
- Public school students must have a 3.0 unweighted GPA for college-credit dual enrollment courses, or a 2.0 unweighted GPA for career certificate dual enrollment courses.
- Exceptions to the required GPAs may be granted if the school and community college agree and the terms of the agreement are contained within the dual enrollment articulation agreement.
- Participation in the career early admission program shall be limited to students who have completed a minimum of four semesters of full-time secondary enrollment, including studies undertaken in the ninth grade.
- A High School GPA may not be required for home education students to participate in dual enrollment courses who meet the minimum score on a common placement test or other qualifying placement test adopted by the State Board of Education which indicates that the student is ready for college-level coursework.

To continue participation in college-credit dual enrollment, students must maintain a 3.0 unweighted high school GPA and the minimum postsecondary GPA established by SJRSC. To continue participation in career certificate dual enrollment courses, students must maintain a 2.0 unweighted high school GPA.



# Course Weighting

GRADING SCALE		
Grades	Descriptor	GPA Unweighted Value (High School)
A = 90 -100	Outstanding Progress	4.0
B = 80 - 89	Above Average Progress	3.0
C = 70 - 79	Average Progress	2.0
D = 60 - 69	Lowest Acceptable Progress	1.0
F = 0 - 59	Failure	0
I = 0	Incomplete	0

The district weighting policy:

- AICE, Dual Enrollment and AP courses will receive an academic weighting of 1.0
- Pre-AICE and Level 3 courses (except PE) will receive an academic weighting of 0.5

## Honors Criteria

Honors or Advanced Course Definition The following types of courses are deemed honors or advanced level and are subject to the placement criteria cited:

- Pre-AICE/International General Certificate of Secondary Education (IGCSE) courses,
- Advanced International Certificate of Education (AICE) courses,
- Dual Enrollment (DE) courses,
- Advanced Placement (AP) courses,
- honors level courses designated in the SJCSD High School Course Catalog, or
- honors level and AP courses offered by Florida Virtual School that are taken as part of a student's Customized Learning Path (CLP).

## Honors or Advanced Course Placement

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

**Grades** - A grade of C or better in the previous honors course or a grade of A in the previous standard course

**FSA** - Level 4 or 5 in appropriate area and not less than a Level 3 in any area

- on Mathematics FSA for placement in honors mathematics classes
- on Reading FSA for placement in honors English, social studies and science or foreign language

**PSAT** – A score of 480 or higher on the appropriate assessment

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

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

## EXCEPTIONAL STUDENT EDUCATION

Placement for Students with Disabilities Students with disabilities shall be placed in appropriate courses as dictated by their Individual Education Plan (IEP). Specially designed instruction will be provided by an ESE teacher or other service provider in the Least Restrictive Environment (LRE) as determined by the IEP team. In most cases, this will be in the regular education classroom with their non-disabled peers, but some ESE students may require instruction in a separate environment for some portion of the day.

# St. Augustine High School

## Academies and Programs of Choice



To apply for an academy go to: <https://cte.stjohns.k12.fl.us/join/>

# AICE Program



*St. Augustine High School*

## **Advanced International Certificate of Education (AICE) Fact Sheet**

**<http://www.sahs.stjohns.k12.fl.us/aice/> and <https://www.cambridgeinternational.org/>**

### *What does AICE stand for?*

A.I.C.E. stands for Advanced International Certificate of Education.

### *What is the AICE Program?*

The AICE Program is an International Pre-University Preparation Program, part of the Cambridge Assessment Group, a not-for-profit organization, and a department of the University of Cambridge in England. Pre-AICE courses taken primarily during the 9<sup>th</sup> & 10<sup>th</sup> grade prepare students for AICE-level (college level) courses. Students will take their first AICE level courses during 9<sup>th</sup> grade, and more are added each successive year. Each AICE-level course culminates with a Cambridge exam. Students can earn college credit for passing scores in every AICE-level exam they take. AICE courses are among the highest level, most rigorous available to students in St. Johns County Schools and across the world.

### *How well-known and widespread is the AICE Program?*

More than 10,000 schools offer Cambridge programs worldwide. Cambridge operates in 160 countries across 6 regions: Americas, Asia Pacific, Europe, the Middle East and North Africa, South Asia, and Southern Africa. Over 150 schools in Florida and over 200 across the U.S. offer the Cambridge Program, while more are being added each year. The 800<sup>th</sup> anniversary of Cambridge University was celebrated in 2009, and Cambridge Assessment, which is the *world's largest provider* of international examinations, celebrates 162 years in 2020. **All 12 public colleges/universities in the state of Florida, 100% of Ivy League universities, and over 640 universities across the U.S. accept AICE (or "GCE A-Levels") credits-by-exam, with varying policies.**

### *How can I participate in the AICE Program?*

Current St. Johns County 9<sup>th</sup> or 10<sup>th</sup> grade students complete an online application for AICE through their Home Access Account. All others will access the online application through the St. Johns County Public School District Academics website. Online application deadlines and decision notification dates are available on the St. Johns County Public School (SJCPS) District Career Academics website.

### **Optimal Indicators for Success in the AICE Program**

- FSA Reading and Writing scores at level 4 or higher
- Successful completion of Algebra 1 (not required, but strongly recommended)
- A/B Student, challenging themselves with advanced level courses
- Highly motivated for academic success
- Positive Teacher Recommendations
- Willingness to complete assignments beyond the regular school day

### What courses am I required to take if I'm in the AICE Program?

Students in the AICE Program must successfully complete at least seven AICE-level (college) courses and exams during 9<sup>th</sup> – 12<sup>th</sup> grade, with at least one from each of 3 subject categories **in addition to** the Core (Cambridge International AS Global Perspectives). The three categories are: 1) Math/Science, 2) Language, and 3) Arts & Humanities.

### How are the courses in the AICE Program different than other high school courses?

AICE courses are college-level courses, emphasizing more analytical reasoning, collaboration, and research with a heavy emphasis on clear, concise writing skills. Because these courses require a higher-level analysis than the typical high school course, students can expect them to move at a faster pace and to spend more time studying than other high school courses.

### How does the AICE Program differ from the IB program?

Students in the AICE program choose courses which emphasize their areas of academic strength, while enjoying the flexibility to pursue other areas of interest as well, rather than requiring every student to take the same courses, at the same level in all subjects. Students may be able to achieve a higher overall GPA with courses that are a better match to their abilities. Although the rigor and academic expectations of an AICE course are at the highest level, the AICE Program does not emphasize memorization as much as immersion in the subject utilizing critical analysis, reasoning and writing skills. AICE-level courses in a diverse range of subjects, allowing students to pursue their unique interests on a college level.

### How much time can I expect to spend on homework in the AICE Program?

Many students who have never had to spend much time studying in middle school find that to be successful in the AICE Program, they now have to put forth more effort. Students can expect an average of 90 to 120 minutes of homework per night. Students will need to be committed to nightly studying and completing all assignments; counting on test scores or last minute “cramming” will not bring success.

### Are the Pre-AICE and AICE courses weighted for GPA calculation?

One extra half G.P.A. quality point (.5) is awarded for grades in Pre-AICE courses. One extra G.P.A. quality point (1.0) is awarded for grades in AICE courses.

### Is there an advantage to being in the AICE Program for the Bright Futures Scholarship Program?

YES! Students who are able to pass a minimum of seven AICE exams, with one in each of the academic categories, will earn the AICE Diploma Award (ADIP) from Cambridge. These students are automatically eligible for the Florida Academic Scholars Award (the highest level) of the Bright Futures Scholarships (the one that pays 100% of tuition!) as long as they have documented 100 hours of community service, two years of foreign language and have completed the academic course requirements. However, for ADIP earners, Bright Futures **waives the SAT/ACT score AND the GPA requirements!**

### What is the advantage of being in AICE for college admissions?

A FACTS.org study of High School Acceleration Programs (AICE, IB, AP and Dual Enrollment) showed that **AICE and DE students earn the highest percentage of postsecondary (college) credit - 98% for each program.** Colleges award additional admissions points for the academic rigor of Pre-AICE and AICE-level courses, preferring that students challenge themselves with the AICE-level course and examination process over standard or honors. Regardless of a student's AICE Exam scores (and therefore, college credit-by-exam earned), college admissions boards are more interested in a student's overall performance in the subject coursework (i.e., grades) when admissions decisions are being made.

*How many colleges in Florida and across the US accept AICE college credit?*

The Cambridge exams are recognized around the world as “AS and A Level” courses/credits – AICE is what the Cambridge program is called in the U.S. All 12 public colleges/universities in the state of Florida accept AICE Exam credits as mandated by the Florida Department of Education. 100% of Ivy League universities and over 640 private and out-of-state universities in the U.S. recognize & accept AS and A Level exam credits (with varying policies regarding AICE, AP, IB or Dual Enrollment credits earned) with more being added each year.

*Where does the course content for AICE courses come from?*

AICE courses follow a course syllabus that is designed by Cambridge Assessment International Education.

*What type of training do the AICE teachers go through?*

Ongoing specialized training for AICE teachers is provided by Cambridge Assessment International Education. SAHS AICE teachers attend yearly trainings to ensure that they are on track with new methods and teaching materials, and to encourage increased success in the courses, and exam passing rates.

**Cambridge AICE Program Planning Sheet – Course Progression Options**  
**(For the Class of 2024 and beyond)**

Student Name: \_\_\_\_\_ Class of: \_\_\_\_\_

College Plan/Major: \_\_\_\_\_

**Planning Your Schedule**

High School Credits earned in Middle School: \_\_\_\_\_ Course(s): \_\_\_\_\_

The AICE curriculum requires completing **seven AICE courses** from the Freshman to Senior years, with at least one course and exam from each of three subject groupings, AND the “Core” (see back page). Students may take as many AICE courses as desired, as long as there is a teacher recommendation and the minimum requirement (7) is met (at least 8 is preferred). Required courses/subjects are in bold.

**Freshman Year Schedule**

\_\_\_\_\_ **AICE English Language 1 (AS)**  
\_\_\_\_\_ **Pre-AICE Global Perspectives**  
\_\_\_\_\_ **Math**  
\_\_\_\_\_ Algebra 1 Honors OR  
\_\_\_\_\_ Geometry Honors OR  
\_\_\_\_\_ Algebra 2 Honors  
\_\_\_\_\_ **Pre-AICE Biology**  
\_\_\_\_\_ **Pre-AICE World Language 1**  
\_\_\_\_\_ **(Spanish, French)**  
\_\_\_\_\_ Academic Elective(s) \_\_\_\_\_  
\_\_\_\_\_ Elective(s) \_\_\_\_\_

Total AICE Courses/Credits \_\_\_\_\_

**Sophomore Year Schedule**

\_\_\_\_\_ **AICE English Language 2 (AL)**  
\_\_\_\_\_ **AICE International History**  
\_\_\_\_\_ **Math**  
\_\_\_\_\_ Algebra 2 Honors OR  
\_\_\_\_\_ AICE Math OR  
\_\_\_\_\_ Pre-Calc. OR  
\_\_\_\_\_ Statistics Honors  
\_\_\_\_\_ **Pre-AICE Chemistry**  
\_\_\_\_\_ **Pre-AICE World Language 2**  
\_\_\_\_\_ Academic Elective(s) \_\_\_\_\_  
\_\_\_\_\_ Elective(s) \_\_\_\_\_

Total AICE Courses/Credits \_\_\_\_\_

**Junior Year Schedule**

\_\_\_\_\_ **AICE English Literature 1 (AS)**  
\_\_\_\_\_ **AICE US History**  
\_\_\_\_\_ **Math**  
\_\_\_\_\_ Pre-Calc., Stat. Honors OR  
\_\_\_\_\_ AICE Math OR  
\_\_\_\_\_ AP Calc. AB OR  
\_\_\_\_\_ AP Stat.  
\_\_\_\_\_ **Science** (AICE Physics, Bio.,  
Chem., Env. Mgt., Marine, P.E.)  
\_\_\_\_\_ **AICE AS Global Perspectives**  
\_\_\_\_\_ Pre-AICE World Language 3 (honors weighting)  
\_\_\_\_\_ Elective(s) \_\_\_\_\_

Total AICE Courses/Credits: \_\_\_\_\_

**Senior Year Schedule**

\_\_\_\_\_ **AICE English Literature 2 (AL)**  
\_\_\_\_\_ **Math** (AP Calc. AB, AP Calc. BC,  
AP Stat.  
DE College Alg./Pre-Calc.)  
\_\_\_\_\_ **Science** (AICE Physics, Bio, Chem.,  
Env. Mgt., Marine, P.E.)  
\_\_\_\_\_ AICE European History (AL)  
\_\_\_\_\_ AICE AL Global Perspectives  
\_\_\_\_\_ AICE World Language  
\_\_\_\_\_ Academic Elective(s) \_\_\_\_\_  
\_\_\_\_\_ Elective(s) \_\_\_\_\_

Total AICE Courses/Credits: \_\_\_\_\_

Deviations from this plan require prior approval by the AICE Counselor and/or Assistant Principal.

**AICE Exam Tracking and Course Options**

Student Name: \_\_\_\_\_ Class of: \_\_\_\_\_

## **AICE Program Curriculum Requirements**

The AICE Curriculum requires students to successfully complete a minimum of seven AICE level courses **and** the corresponding examinations, with at least one course and exam from each of three subject groupings AND the “Core”:

AICE level courses and exams offered at SAHS within each subject grouping:

### **Math & Science**

\_\_\_\_\_ Biology  
\_\_\_\_\_ Math  
\_\_\_\_\_ Physics (AS/AL)  
\_\_\_\_\_ Chemistry (ASAL)  
\_\_\_\_\_ \*Environmental Management  
\_\_\_\_\_ \*Psychology (AS/AL)  
\_\_\_\_\_ Marine Science  
\_\_\_\_\_ \*Physical Education

### **Languages**

\_\_\_\_\_ English Language AS  
\_\_\_\_\_ English Language AL  
\_\_\_\_\_ Spanish Language AS

### **Arts & Humanities**

\_\_\_\_\_ English Literature AS  
\_\_\_\_\_ English Literature AL  
\_\_\_\_\_ US History  
\_\_\_\_\_ International History  
\_\_\_\_\_ European Hist. (AL)  
\_\_\_\_\_ Geography  
\_\_\_\_\_ \*Psychology (AS/AL)  
\_\_\_\_\_ Art & Design (AS/AL)  
\_\_\_\_\_ Dig. Media & Design  
\_\_\_\_\_ Drama  
\_\_\_\_\_ Music (AS/AL)

### **Core (required)**

\_\_\_\_\_ Global Perspectives

### **Optional**

#### **Interdisciplinary Category**

\_\_\_\_\_ General Paper  
\_\_\_\_\_ Thinking Skills  
\_\_\_\_\_ Global Perspectives AL  
\_\_\_\_\_ Global Perspectives AL

Art & Design is offered in  
Draw/Paint or Ceramics

**\*AICE Psychology** is a Social Science course and can count in either the Math/Sci. or Humanities categories for AICE and is considered an academic elective to colleges. However, it counts as an elective credit on the high school transcript, not as a math or science credit.

## **AICE Diploma Award (earned from/awarded by Cambridge – not SAHS):**

In order to be on track toward completion of the AICE Diploma Award, you must **pass** a minimum of seven exams, with at least one exam from each of the three subject groupings AND the “Core”. Students who **pass** the required seven exams will earn the AICE Diploma Award from Cambridge International Examinations (not to be confused with your SAHS High School Diploma).

### **Academic course options with increased rigor:** **(All Pre-AICE courses are “honors” weighted (+.5 GPA point)** **all DE & AP courses = additional 1.0 GPA point):**

#### **English**

Eng. Honors 1 & 2  
American Lit. Hon.

#### **Math**

Alg./Geom. Honors  
Statistics Honors  
AP Statistics  
AP Calculus AB/BC  
Pre-Calculus

#### **Science**

Physical Sci. Hon.  
Bio. Honors  
Chem Honors  
Anatomy Honors  
Physics Honors

#### **Arts & Humanities**

Economics Honors  
Amer. Gov’t Honors  
WH/Am. Hist. Hon.  
SJCCA Honors  
AP Art (Drawing)  
AP 3D Art (Ceram.)  
AP 2D Art (Digital)

#### **World Language**

Any Pre-AICE, Level 3, or above



# SJCCA

St. Johns County Center for the Arts  
*AT ST. AUGUSTINE HIGH SCHOOL*

The **St. Johns County Center for the Arts** provides artistically gifted students with a pre-professional program of study designed to develop their unique talents in the performing and visual arts. In an environment that is supportive and intellectually challenging, SJCCA prepares students to be members of an artistic society. Commitment and self-discipline are necessary to advance through the school's academic and artistic studies. SJCCA has four strands: **Music** (band, jazz band, vocal/chorus, guitar, orchestra, piano), **Dance**, **Theater** (theater, musical theatre and theater tech) and **Fine Arts** (2D, 3D and digital art). SJCCA students must audition before they are accepted into the program.

SJCCA will train students in their chosen art(s) to be competitive in pre-professional and higher education experiences. Students are able to take multiple art classes, in different arts areas, in order to fulfill their passion and interests in the arts.

There is a recommended course of study recommended for students during all four years of their high school career.

SJCCA allows students to shine on stage, in a performance, in the community or in an art showcase. All students who are accepted are expected to perform at the highest level and work to grow as artists.

<https://www.sjcca.org/>



The Academy of Law and Homeland Security provides opportunity to learn technical knowledge and practical skills related to professions in the field of Law and Homeland Security such as Law Enforcement Officer, Public Service Aide, Forensic Science Technicians, Paralegals and Legal Assistants, and 911 Dispatch Telecommunicator. Instructors bring a combined 50 years of professional experience in Criminal Justice/Education and engage students actively through their career student technical organization, the Florida Public Service Association (FPSA). The Academy is supported and counseled by an advisory board that includes St. Johns County Sheriff's Office, St. Augustine Police Department, St. Johns County Clerk of Court, Florida Highway Patrol, St. Johns River State College, FCTC, and the National Parks Service.

Level one of Criminal Justice Operations is a study of theory, best practices, courts, jails, the U.S. juvenile justice system, and participate in a mock court trial.

Level two of Criminal Justice Operations exposes the student to law enforcement skills such as patrolling techniques, report writing, traffic crash investigations, and use of force regulations and tactics.

Level three of Criminal Justice Operations offers the first weighted high school credit in the program. The student will learn crime scene investigation procedures, evidence collection techniques, and the processing of evidence.

Level four of Criminal Justice Operations provides weighted high school credit and 2 tracks for opportunity for either Public Service Aide or Certified Legal Assistant. Students can complete the requirements for the Florida Class D Security Guard license, the Police Service Aide, and be exposed to the 911 Telecommunicator program.

Public Safety Telecommunication course is a supplemental course in the Academy preparing students with training through 911 simulator dispatch technology. Students earn nationally recognized industry certification, satisfying training requirements in the lab and completing Florida state dispatch license.

Summer internships are available for students and sponsored by St. Johns County Office of Career and Technical Education. Students enjoy guest speakers from industry, conduct field studies to local agencies, and engage in cross-curricular studies. <https://cte.stjohns.k12.fl.us/academies/sahs-security/>



The four-year curriculum, rich with dual enrollment opportunities, embraces a core of exploratory teaching courses which allow students the advantage to begin student teaching while in high school. In addition, the program provides a seamless articulation with and transition to teacher preparation programs in Florida's University system. Through the academy concept, students are offered small learning communities, college-preparatory curriculum with a career theme, and partnerships with employers and/or mentors.

The Academy of Future Teachers partners with St. Johns County Schools to provide opportunity to conduct their field work during throughout the year, attending classrooms 1-2 classes per week. Level one, *Introduction to the Teaching Profession* students work with elementary school teachers and students, focusing one semester in Early Childhood Development, grades Pre-K to Kindergarten and the second semester working with grades 1-5. Level two, *Human Growth and Development* students work with middle school and high school aged students. Level three, *Foundations of Curriculum and Instruction* students work in Exceptional Student Education classrooms and Career and Technical Education classrooms. At senior level, *Principles of Teaching Internship* students choose their educational setting for internship. Throughout each classroom field study, students effectively observe, aide and assist, develop lesson plans and deliver a lesson.

St. Augustine High School works collaboratively with Creekside Academy of Future Teachers. We are supported and counseled by a shared advisory board including members such as St. Johns County School District, University of North Florida, St. Johns River State College, Flagler College, National Parks Service and Department of Environmental Protection. Summer internship opportunities are available to students and hosted by St. Johns County Office of Career and Technical Education. St. Johns County Schools offers seniors a Memorandum of Understanding contracting a higher rate of pay and preferential hiring upon completion of bachelor's degree and educational certification.

Teachers in the Academy of Future Teachers bring a combined 30 years of classroom experience and engage students actively through career and technical student organization, Florida Future Educators of America (FFEA).

<https://cte.stjohns.k12.fl.us/academies/sahs-teachers/>



## JROTC's Mission is to motivate young people to be better citizens.

The U.S. Army Junior Reserve Officers' Training Corps (JROTC) is one of the largest character development and citizenship programs for youth in the world. The National Defense Act of 1916 established organized JROTC programs at public and private educational institutions. In 1964, Congress expanded the program to all military services and changed from active duty to shared support from the services and schools. As congressionally mandated by Title 10 United States Code, Section 2031, each military service must have a JROTC program to "instill in students in United States secondary educational institutions the values of citizenship, service to the United States, and personal responsibility and a sense of accomplishment." JROTC's mission, "To Motivate Young People to be Better Citizens", is the guidepost for the program's success.

JROTC Lead Education Development courses and extracurricular team competitions such as: Knowledge Bowl, Raiders, Rifle, Color Guard /Honor Guard, Saber, and Drill Team to build character and camaraderie within the cadet companies and battalion. Students work with professional and decorated military leaders 1<sup>st</sup> Sergeants and Colonels who teach core values of teamwork and leadership and bring a combined 70 years of military and JROTC teaching experience into the JROTC classroom and field. Students learn leadership skills transferable to any professional career pathway and make lifelong friends along the way.

Leadership Education and Training (LET) level 1 students learn technical knowledge and practical skills related to Citizenship in Action, Leadership Theory, Foundations for Success and Mandatory Core Service. LET level 2 students learn knowledge and practice in Wellness, Fitness and First Aid; Geography and Earth Science; Citizenship in American History and Government; and, Mandatory Core Service. LET level 3 students learn to practice Citizenship in Action; Leadership Theory and Application; Foundations for Success; Citizenship in American History and Government; and, Mandatory Core Service. LET level 4 students practice Service to the Nation; Leadership Principles; Teaching Skills; and Mandatory Core Service.

The program offers the opportunity for students to be more competitive when applying for a military Academy, college SJROTC, or just a college. Completing three years of this program also allows a student to enter the military at a higher rank and grade than what someone who does not complete this program enters at.



The Aerospace Academy is a STEM academy, preparing students for Aerospace industry through practical application of Science, Technology, Engineering, and Mathematics. Students learn fundamentals of principles of flight, aircraft fabrication and mechanics, engineering, unmanned aircraft system (UAS) piloting, and practice simulated flight. Students have opportunity for nationally recognized industry certification in engineering applications including Fusion 360, AutoCAD, and SolidWorks 2020. Embry-Riddle enrolled students have opportunity to earn Small UAS Safety Certification and potentially part 107 Commercial Drone Pilot certification. St. Augustine High School has established an approved airspace, Area 17, where students can fly licensed unmanned aircraft systems (“drones”).

Academy instructors bring a combined 76 years of professional aviation experience and engage students actively through classroom, lab, and outdoor flight activities. Students engage in extracurricular and competition activities through their student-led career and technical student organization, Aerospace Club and sub-group, Astrology Club.

The Aerospace Academy is supported and counseled by our advisory board, including members from St. Augustine Airport Authority, Civil Air Patrol, Nothrup Grumman, Embry Riddle, FCTC, Jacksonville University, St. Johns River State College, Carlisle Technologies, NAS JAX Fleet Readiness Center, and Space-X.

St. Augustine High School has partnered with the finest aviation and aeronautical university in the world, Embry-Riddle Aeronautical University, to provide students with a concurrent enrollment model that offers:

- Dual enrollment courses
- Weighted high school credit
- FAA-approved training

Classes are taught by Embry-Riddle professors at St. Augustine High School, providing opportunity to:

- Save up to \$10,000 in tuition at ERAU
- Earn free college credit up to 12 credits
- Learn flying techniques using flight simulators

<https://cte.stjohns.k12.fl.us/academies/sahs-aerospace/>

# SAHS Course Progressions

## The Core

### ENGLISH

	Standard	Honors	AICE
9 <sup>th</sup>	English 1	English 1 H	AICE English Language AS
10 <sup>th</sup>	English 2	English 2 H	AICE English Language A
11 <sup>th</sup>	English 3	AICE General Paper	AICE English Literature AS
12 <sup>th</sup>	English 4	AICE English Language AS OR <i>American Literature H</i>	AICE English Literature A

### MATH

	Standard	Honors	AICE
9 <sup>th</sup>	Algebra 1	Algebra 1 Honors OR Geometry Honors	Geometry Honors OR Algebra 2 Honors
10 <sup>th</sup>	Geometry OR LAM	Geometry Honors OR Algebra 2 Honors OR Pre-Calculus Honors	AICE Math OR Pre-Calculus OR Algebra 2 Honors
11 <sup>th</sup>	Geometry, Algebra 2 OR Financial Algebra	Algebra 2 Honors, Pre- Calculus Honors, OR Statistics Honors or Pre- Calculus Honors	AP Calculus AB OR AICE Math or Pre- Calculus Honors, Statistics Honors
12 <sup>th</sup>	Algebra 2 OR Financial Algebra OR MCR	Pre-Calculus Honors, Statistics Honors, AP Statistics, OR AP Calculus AB	AP Calculus BC OR AP Calculus AB or AP Statistics

## SCIENCE

	Standard	Honors	AICE
9 <sup>th</sup>	Earth Space Science	Physical Science H (Algebra 1 Honors)	<i>Biology Honors</i> (Geometry Honors) OR Pre-AICE Chemistry (Algebra 2 Honors)
10 <sup>th</sup>	Environmental Science	Biology Honors (Geometry Honors)	<i>Pre-AICE Chemistry</i> (Algebra 2 Honors) OR AICE Chemistry AS (AICE Math or Pre-Calculus)
11 <sup>th</sup>	Biology	Pre-AICE Chemistry (Algebra 2 Honors)	<i>AICE Chemistry AS</i> (AICE Math or Pre-Calculus) OR AICE Physics AS (AP Calculus AB or AICE Math)
12 <sup>th</sup>	Marine Science Chemistry (Algebra 2)	Anatomy Honors, AICE Marine Science, AICE Environmental AICE Chemistry AS AP Biology (Recommended: Pre-Calculus, Statistics Honors, or AP Statistics)	AICE Physics AS (AP Calculus AB or AP Statistics) OR AICE Physics A (AP Calculus BC)

## SOCIAL STUDIES

	Standard	Honors	AICE
9 <sup>th</sup>	X	X	Pre-AICE Global Perspectives
10 <sup>th</sup>	World History	World History Honors	AICE International History AS Level <i>Recommended Students: AICE Global Perspectives</i>
11 <sup>th</sup>	US History	US History Honors	AICE US History <i>Required by Cambridge</i> AICE Global Perspectives
12 <sup>th</sup>	American Government AND Economics	American Government Honors AND Economics Honors	AICE International A Level OR AICE European

## Education Enhancement Courses

### MUSIC EDUCATION

#### Band

Grade Level	Band	Jazz Band
9 <sup>th</sup> Grade	Band 1	Jazz Ensemble 1
10 <sup>th</sup> Grade	Band 2	Jazz Ensemble 2
11 <sup>th</sup> Grade	Band 3	Jazz Ensemble 3
12 <sup>th</sup> Grade	Band 4	Jazz Ensemble 4

#### Piano

Grade Level	Keyboarding (Non-Audition)
9 <sup>th</sup> Grade	Keyboarding 1
10 <sup>th</sup> Grade	Keyboarding 2
11 <sup>th</sup> Grade	Keyboarding 3
12 <sup>th</sup> Grade	Keyboarding 4

#### Guitar

	SJCCA Audition Folk Path	SJCCA Audition Ensemble Path	Non-Audition Courses
9 <sup>th</sup>	Instrumental Techniques 1	Instrumental Ensemble 1	Guitar 1
10 <sup>th</sup>	Instrumental Techniques 2	Instrumental Ensemble 2	Guitar 2
11 <sup>th</sup>	Instrumental Techniques 3	Instrumental Ensemble 3	Guitar 3
12 <sup>th</sup>	Instrumental Techniques 4H	Instrumental Ensemble 4H	Guitar 4H

- Additional music elective: Music of the World



## THEATRE/DRAMA

	SJCCA Audition Students Course Progression	Additional SJCCA Course	Non-Audition Courses
9 <sup>th</sup>	Theatre 3 Honors	Theatre Tech 1	Theatre 1 (Progress to A4H)
10 <sup>th</sup>	Acting 4 Honors (Beginning & Advanced)	Theatre Tech 2	Acting 4 Honors Theatre 1 then may Progress to A4H)
11 <sup>th</sup>	Theatre 4 Honors OR Pre- AICE Drama	Theatre Tech 3	Progress to A4H
12 <sup>th</sup>	AICE Drama (AS Level)	Theatre Tech 4H	

## MUSICAL THEATRE

	SJCCA Audition Students Course Progression	Additional SJCCA Course	Non-Audition Courses
9 <sup>th</sup>	Musical Theatre 1	Theatre Tech 1	Theatre 2
10 <sup>th</sup>	Musical Theatre 2 OR Dance	Theatre Tech 2	
11 <sup>th</sup>	Musical Theatre 2 OR Dance	Theatre Tech 3	
12 <sup>th</sup>	Musical Theatre 3 (Broadway Ensemble)	Theatre Tech 4H	

\*9<sup>th</sup> grade MT students will enroll in Chorus 1 as a co-requisite.

## CHORUS

	SJCCA Audition Students Course Progression	Additional Audition SJCCA Course “Treble Choir”	Non-Audition Courses
9 <sup>th</sup>	Chorus 5 Honors	Ensemble 1	Chorus 1 <i>Students may audition for SJCCA after this year</i>
10 <sup>th</sup>	Chorus 6 Honors “Chamber”	Ensemble 2	Chorus 2
11 <sup>th</sup>	AICE Music 1 AS Level “Chamber”	Ensemble 3	Chorus 3
12 <sup>th</sup>	AICE Music 3 AS Level “Chamber”	Ensemble 4 Honors	Chorus 4

\*AICE students who do not sit for an exam must have a 10% weighted exam created by the teacher

DANCE- All courses are audition Only

	Beginning	Intermediate	Advanced	The Collective
9 <sup>th</sup>	Dance Techniques 1b	Dance Techniques 1ia	Dance Techniques 1a	
10 <sup>th</sup>	Dance Repertory 1b	Dance Repertory 1ia	Dance Repertory 1a	Dance Techniques 3 Honors
11 <sup>th</sup>		Dance Techniques 2ia	Dance Techniques 2a	Dance Repertory 4 Honors
12 <sup>th</sup>		Dance Repertory 2ia	Dance Repertory 2a	Dance Techniques 4 Honors

2D ART

	Non-Audition	Audition
9 <sup>th</sup>	Two-Dimensional Studio Art	Pre-AICE Art and Design Painting: Painting and related Media
10 <sup>th</sup>	<i>Pre-AICE Art and Design Painting with teacher recommendation</i>	AP Art Drawing Portfolio
11 <sup>th</sup>	<i>AICE Art and Design 1 AS Level</i>	AICE Art and Design 1 AS Level
12 <sup>th</sup>	<i>AICE Art and Design 2 A Level</i>	AICE Art and Design 2 A Level

3D ART

	Non-Audition	Audition
9 <sup>th</sup>	3-D Art Studio Art	Pre-AICE Art and Design & 3D Studies
10 <sup>th</sup>	<i>Pre-AICE Art and Design with teacher recommendation</i>	AP 3D Art & Design
11 <sup>th</sup>	<i>AP 3D Art</i>	AICE Art and Design AS
12 <sup>th</sup>	<i>AICE Art and Design AS</i>	AICE Art and Design A

DIGITAL ART

	Non-Audition	Audition
9 <sup>th</sup>	Digital Art Imagining 1	Portfolio Honors
10 <sup>th</sup>	Portfolio Honors	AP 2D Art and Design
11 <sup>th</sup>	AP 2D Art and Design	AICE Digital Media and Design 1 AS Level
12 <sup>th</sup>	AICE Digital Art 1 AS Level	AICE Digital Media and Design 2 A Level

## Academy of Law and Homeland Security

	Traditional Path	Additional Courses Offered
9 <sup>th</sup>	Criminal Justice Operations 1	
10 <sup>th</sup>	Criminal Justice Operations 2	
11 <sup>th</sup>	Criminal Justice Operations 3	
12 <sup>th</sup>	Criminal Justice Operations 4	Public Safety Telecommunications (911 Certification)

## Aerospace Academy

	Engineering Path	Dual Enrollment Path
9 <sup>th</sup>	Aerospace Technologies 1	Aerospace Technologies 1
10 <sup>th</sup>	Aerospace Technologies 2	ERAU: Principles of Aeronautical Science <u>AND</u> Unmanned Aircraft Systems
11 <sup>th</sup>	Aerospace Technologies 3	ERAU: UAS Operations and Cross-Country Data Entry <u>AND</u> Unmanned Aircraft Systems
12 <sup>th</sup>	Aerospace Technologies 4	ERAU: UAS Applications in Aerial Photography <u>AND</u> Principles of Management <u>OR</u> Private Pilot Operations <i>***Please note that these courses will be added to the academy in the future and may not be available for the upcoming school year.***</i>

## Academy of Future Teachers

	Traditional Path
9 <sup>th</sup>	Introduction to the Teaching Profession
10 <sup>th</sup>	Human Growth and Development
11 <sup>th</sup>	Foundations of Curriculum and Instruction
12 <sup>th</sup>	Principles of Teaching Internship



# Course Code Catalog

## THE CORE



### English/Language Arts

#### AICE English General Paper 1

Course Number: 1009400

Credit: 1.00

Weight: Honors 1.0

Term: Yearlong

Prerequisite: None

#### Course Description:

The Cambridge International AS Level English General Paper encourages learners to engage with a variety of topics, including knowledge and understanding gained from study of other subjects. They learn to become confident in analyzing knowledge and opinion from a variety of sources, to build arguments and to communicate through written English.

#### AICE English Language AS Level

Course Number: 1001550

Credit: 1.00

Weight: Honors 1.0

Term: Yearlong

Prerequisite: None

#### Course Description:

Students will explore a rich range of contemporary texts including speeches, reviews, editorials, brochures, blogs, diaries, biographies, essays, advertisements, and even voiceovers and podcasts to fully understand and appreciate the power of language. Students who successfully complete AICE English Language find themselves ready to meet the demands of college writing tasks while improving their ability to communicate effectively in college and beyond.

#### AICE English Literature 1 AS Level

Course Number: 1005370

Credit: 1.00

Weight: Honors 1.0

Term: Yearlong

Prerequisite: AICE Placement.

#### Course Description:

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.

### AICE English Literature 2 A Level

**Course Number:** 1005375

**Credit:** 1.00

**Weight:** Honors 1.0

**Term:** Yearlong

**Prerequisite:** AICE English Language and Literature AS Level (#1001555)

#### **Course Description:**

The aim of this course is to develop skills of reading and analysis of texts. Students are encouraged to undertake wider reading to aid understanding of the texts studied. They will learn skills of effective and appropriate communication including the ability to discuss the critical context of texts. Students will answer questions on a range of poems, prose and plays, with options from the canon of English Literature and modern texts in English. Close study of all the texts chosen is needed in preparation for a choice of essay and passage-based questions.

### American Literature Honors (English 3 Honors Equivalent)

**Course Number:** 1020810

**Credit:** 1.00

**Weight:** Standard 0.5

**Term:** Yearlong

**Prerequisite:** Meet

#### **Course Description:**

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.

### English 1

**Course Number:** 1001310

**Credit:** 1.00

**Weight:** Standard 0.0

**Term:** Yearlong

**Prerequisite:** None

#### **Course Description:**

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

## English 2

**Course Number:** 1001340

**Credit:** 1.00

**Weight:** Standard 0.0

**Term:** Yearlong

**Prerequisite:** English I

### **Course Description:**

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

## English 3

**Course Number:** 100137

**Credit:** 1.00

**Weight:** Standard 0.0

**Term:** Yearlong

**Prerequisite:** English II

### **Course Description:**

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

## English 4

**Course Number:** 1001400

**Credit:** 1.00

**Weight:** Standard 0.0

**Term:** Yearlong

**Prerequisite:** English III

### **Course Description:**

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

### English Honors 1

Course Number: 1001320

Credit: 1.00

Weight: Honors 0.5

Term: Yearlong

Prerequisite: Meet Honors Criteria

#### **Course Description:**

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

### English Honors 2

Course Number: 1001350

Credit: 1.00

Weight: Honors 0.5

Term: Yearlong

Prerequisite: English I and Meet Honors Criteria

#### **Course Description:**

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. \*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.

### Reading for Success (IR)

Course Number: 1000410

Credit: 0.05

Weight: Standard 0.0

Term: Semester/Yearlong

Prerequisite: Administrative Placement

#### **Course Description:**

The instruction and practice in reading skills for students reading below grade level.

### Journalism 5 Honors YEARBOOK

Course Number: 1006331

Credit: 1.00

Weight: Honors 0.5

Term: Yearlong

Prerequisite: None

#### **Course Description:**

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

### Journalism 6 Honors YEARBOOK

Course Number: 1006332

Credit: 1.00

Weight: Honors 0.5

Term: Yearlong

Prerequisite: None

#### **Course Description:**

The purpose of this course is to enable students to perform advanced work in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop advanced knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media. School and professional publication efforts are expected.

### Journalism 7 Honors YEARBOOK

Course Number: 1006333

Credit: 1.00

Weight: Honors 0.5

Term: Yearlong

Prerequisite: None

#### **Course Description:**

The purpose of this course is to enable students to perform advanced work in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop extended knowledge of journalism history, ethics use and management techniques related to the production of journalistic media. School and professional publication efforts are expected.

### Play Writing

Course Number: 1009350

Credit: 1.00

Weight: Standard 0.0

Term: Yearlong

Prerequisite: None

#### **Course Description:**

The purpose of this course is to enable students to develop knowledge of and use the principles and techniques employed in dramatic writing for the stage.

### Theatre, Cinema, & Film Production

Course Number: 0400660

Credit: 1.00

Weight: Standard 0.0

Term: Yearlong

Prerequisite: None

#### **Course Description:**

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



# Mathematics

## Advanced Placement Calculus AB

Course Number: 1202310

Credit: 1.00

Weight: Honors 1.0

Term: Yearlong

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

### Course Description:

Calculus AB is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The courses emphasize a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. Major topics include: Functions, Graphs, and Limits, Derivatives, and, Integrals. Extensive out of class preparation is required. Students are expected to take a final AP exam.

## Advanced Placement Calculus BC

Course Number: 1202320

Credit: 1.00

Weight: Honors 1.0

Term: Yearlong

Prerequisite: AP Calculus AB, Meet Honors Criteria and Teacher Recommendation

### Course Description:

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

## Advanced Placement Statistics

Course Number: 1210320

Credit: 1.00

Weight: Honors 1.0

Term: Yearlong

Prerequisite: Algebra 2, Meet Honors Criteria and Teacher Recommendation

### Course Description:

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: Exploring Data: Describing patterns and departures from patterns, Sampling and Experimentation: Planning and conducting a study, and Anticipating Patterns: Exploring random phenomena using probability and simulation.

### AICE Mathematics

Course Number: 1202352

Credit: 1.00

Weight: Honors 1.0

Term: Yearlong

Prerequisite: Algebra 2 Honors

**Course Description:** Cambridge International A Level Mathematics develops a set of transferable skills. These include the skill of working with mathematical information, as well as the ability to think logically and independently, consider accuracy, model situations mathematically, analyse results and reflect on findings. Learners can apply these skills across a wide range of subjects and these skills equip them well for progression to higher education or directly into employment.

### AICE Mathematics and Mechanics and Probability and Statistics 2A

Course Number: 1202366

Credit: 1.00

Weight: Honors 1.0

Term: Yearlong

Prerequisite: Calculus AB

**Course Description:** Cambridge International A Level Mathematics develops a set of transferable skills. These include the skill of working with mathematical information, as well as the ability to think logically and independently, consider accuracy, model situations mathematically, analyse results and reflect on findings. Learners can apply these skills across a wide range of subjects and these skills equip them well for progression to higher education or directly into employment.

### Algebra 1

Course Number: 1200310

Credit: 1.00

Weight: Standard 0.0

Term: Yearlong

Prerequisite: M/J Grade 8 Pre-Algebra

**Course Description:**

This course, or its equivalent, is a required course for graduation. The critical areas of this course deepen and extend understanding of the number system and of linear and exponential relationships by contrasting them with each other and by applying linear models to statistical data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The standards for these critical areas fall into three reporting categories: Algebra and Modeling, Functions and Modeling, and, Statistics and the Number System. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of real-world scenarios. Students must participate in the End-of-Course examination.

### Algebra 1 Honors

**Course Number:** 1200320

**Credit:** 1.00

**Weight:** Honors 0.5

**Term:** Yearlong

**Prerequisite:** Meet Honors Criteria and Teacher Recommendation

#### **Course Description:**

This course is a rigorous study designed for the student who excels in both ability and performance in mathematics. The critical areas of this course deepen and extend understanding of the number system and of linear and exponential relationships by contrasting them with each other and by applying linear models to statistical data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The standards for these critical areas fall into three reporting categories: Algebra and Modeling, Functions and Modeling, and, Statistics and the Number System. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of real-world scenarios. Students must participate in the End-of-Course examination.

### Algebra 1-A

**Course Number:** 1200370

**Credit:** 1.00

**Weight:** Standard 0.0

**Term:** Yearlong

**Prerequisite:** M/J Grade 8 Pre-Algebra

#### **Course Description:**

The purpose of this course is to develop the algebraic concepts and processes that can be used to solve a variety of real-world and mathematical problems. This is the first of a two-year sequence of courses, Algebra 1-A and Algebra 1-B. Together, the two courses fulfill the Algebra 1 requirements (Course Number 1200310). There are two critical areas of this course: Relationships Between Quantities and Reasoning with Equations and Linear and Exponential Relationships. These critical areas deepen and extend understanding of the number system and of linear and exponential relationships by contrasting them with each other and by applying linear models to statistical data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of real-world scenarios.

## Algebra 2

**Course Number:** 1200330

**Credit:** 1.00

**Weight:** Standard 0.0

**Term:** Yearlong

**Prerequisite:** Algebra 1, Geometry and Teacher Recommendation

### **Course Description:**

This second course in algebra is designed for college bound students. This course builds on work with linear, quadratic, and exponential functions, and extends student repertoire of functions to include polynomial, rational, and radical functions. Students will work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The standards for this course fall into three reporting categories: Algebra and Modeling, Functions and Modeling, and, Statistics and the Number System. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of real-world scenarios.

## Algebra 2 Honors

**Course Number:** 1200340

**Credit:** 1.00

**Weight:** Honors 0.5

**Term:** Yearlong

**Prerequisite:** Algebra 1, Geometry, Meet Honors Criteria and Teacher Recommendation

### **Course Description:**

This course is a rigorous study designed for the student who excels both in ability and performance in college preparatory mathematics. This course builds on work with linear, quadratic, and exponential functions, and extends student repertoire of functions to include polynomial, rational, and radical functions. Students will work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The standards for this course fall into three reporting categories: Algebra and Modeling, Functions and Modeling, and, Statistics and the Number System. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of real-world scenarios.

## Financial Algebra

**Course Number:** 1200387

**Credit:** 1.00

**Weight:** Standard 0.0

**Term:** Yearlong

**Prerequisite:** Algebra 1, Geometry

### **Course Description:**

This course is targeted for students who need additional instruction in content to prepare them for success in upper-level mathematics. This course incorporates the Florida Standards for Mathematical Practices as well as the following Florida Standards for Mathematical Content: Algebra, Geometry, Number and Quantity, and Statistics, and the Florida Standards for High School Modeling. The course also includes many Financial Literacy Standards found in Social Studies curriculum.

### Geometry

**Course Number:** 1206310

**Credit:** 1.00

**Weight:** Standard 0.0

**Term:** Yearlong

**Prerequisite:** Algebra 1 and Teacher Recommendation

#### **Course Description:**

Geometry is a course designed for college bound students. In this course, students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The standards for this course fall into three critical areas (reporting categories): Congruence, Similarity, Right Triangles and Trigonometry, Circles, Geometric Measurement and Geometric Properties with Equations, and, Modeling with Geometry. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of real-world scenarios. This course emphasizes the relationship between Algebra and Geometry in preparation for Algebra 2.

### Geometry Honors

**Course Number:** 1206320

**Credit:** 1.00

**Weight:** Honors 0.5

**Term:** Yearlong

**Prerequisite:** Algebra 1, Meet Honors Criteria and Teacher Recommendation

#### **Course Description:**

This course is designed for the student who excels in both ability and performance in college preparatory mathematics. This is a rigorous study in which students will explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The standards for this course fall into three critical areas (reporting categories): Congruence, Similarity, Right Triangles and Trigonometry, Circles, Geometric Measurement and Geometric Properties with Equations, and, Modeling with Geometry. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of real-world scenarios. Extensive out-of-class preparation is required. This course emphasizes the relationship between Algebra and Geometry in preparation for Algebra 2 Honors.

### Liberal Arts Mathematics I

**Course Number:** 1207300

**Credit:** 1.00

**Weight:** Standard 0.0

**Term:** Yearlong

**Prerequisite:** Algebra 1 and Teacher Recommendation

#### **Course Description:**

The purpose of this course is to strengthen skills taught in Algebra 1 while providing a foundation for Geometry. Major topics include: Quantities, Seeing Structure in Expressions, Arithmetic with Polynomials and Rational Expressions, Creating Equations, Reasoning with Equations and Inequalities, Interpreting Functions, Congruence, Similarity, Right Triangles, and Trigonometry, Geometric Measurement and Dimension, Modeling with Geometry, and, Interpreting Categorical and Quantitative Data.

### Mathematics for College Readiness

**Course Number:** 1200700

**Credit:** 1.00

**Weight:** Standard 0.0

**Term:** Yearlong

**Prerequisite:** 3 credits in math, and in 12th grade

#### **Course Description:**

This course is recommended for students who simply need some additional instruction in content to prepare them for success in college level mathematics. This course incorporates the Florida Standards for Mathematical Practices as well as the following Florida Standards for Mathematical Content: Expressions and Equations, The Number System, Functions, Algebra, Geometry, Number and Quantity, Statistics and Probability, and the Florida Standards for High School Modeling. The standards align with the Mathematics Postsecondary Readiness Competencies deemed necessary for entry-level college courses.

### Pre-Calculus Honors

**Course Number:** 1202340

**Credit:** 1.00

**Weight:** Honors 0.5

**Term:** Yearlong

**Prerequisite:** Algebra 2, Meet Honors Criteria and Teacher Recommendation

#### **Course Description:**

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

### Probability & Statistics with Applications Honors

**Course Number:** 1210300

**Credit:** 1.00

**Weight:** Honors 0.5

**Term:** Yearlong

**Prerequisite:** Meet Honors Criteria and Teacher Recommendation

#### **Course Description:**

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

# Science

## Advanced Placement Biology

**Course Number:** 2000340

**Credit:** 1.00

**Weight:** Honors 1.0

**Term:** Yearlong

**Prerequisite:** Honors Biology, Honors Chemistry suggested, meet Honors Criteria and Teacher Recommendation

### **Course Description:**

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

## AICE Chemistry (AS Level)

**Course Number:** 2003371

**Credit:** 1.00

**Weight:** Honors 1.0

**Term:** Yearlong

**Prerequisite:** Pre-AICE Chemistry and Teacher recommendation

### **Course Description:**

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.

## AICE Environmental Management

**Course Number:** 2001381

**Credit:** 1.00

**Weight:** Honors 1.0

**Term:** Yearlong

**Prerequisite:** Pre-AICE Biology and Algebra 1

### **Course Description:**

Co-Requisites: None. AICE Environmental Science develops scientific knowledge and understanding of global environmental issues and theories, and of the policies and strategies for managing the environment. The course covers the sustainable use and management of resources, and strategies that aim to protect environments. Learners will interpret and analyze data and do investigative work. Case studies allow teachers to choose their own examples to investigate, which may be local, regional or global.

### AICE Marine Science AS Level

**Course Number:** 2002515

**Credit:** 1.00

**Weight:** Honors 1.0

**Term:** Yearlong

**Prerequisite:** Pre-AICE Chemistry or AICE Environmental Science

#### **Course Description:**

The purpose of this course is to give a thorough introduction to the study of Marine Science. Topics covered will include: Marine ecosystems and biodiversity, Energy flow amongst food chains and webs, Nutrient cycles in the Marine Ecosystem, Coral Reefs and Lagoon systems, Physical and Chemical Oceanography.

### AICE Physics AS Level

**Course Number:** 2003431

**Credit:** 1.00

**Weight:** Honors 1.0

**Term:** Yearlong

**Prerequisite:** Pre-AICE Biology

#### **Course Description:**

Co-Requisites: AICE Math or higher math. 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.

### AICE Physics A Level

**Course Number:** 2003433

**Credit:** 1.00

**Weight:** Honors 1.0

**Term:** Yearlong

**Prerequisite:** Pre-AICE Chemistry or AICE Physics AS Level

#### **Course Description:**

Co-Requisites: AICE Math or higher math. In addition to greater depth of topics covered in AICE Physics IAS, students will learn about: circular motion, gravitational fields, ideal gases, temperature, thermal properties of materials, oscillations, electronics, magnetic fields and quantum physics.

### Anatomy and Physiology Honors

**Course Number:** 2000360

**Credit:** 1.00

**Weight:** Honors 0.5

**Term:** Yearlong

**Prerequisite:** Honors Biology, meet honors criteria

#### **Course Description:**

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.



### Biology 1

**Course Number:** 2000310

**Credit:** 1.00

**Weight:** Standard 0.0

**Term:** Yearlong

**Prerequisite:** Environmental Science

#### **Course Description:**

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

### Biology 1 Honors

**Course Number:** 2000230

**Credit:** 1.00

**Weight:** Honors 0.5

**Term:** Yearlong

**Prerequisite:** Meet Honors Criteria and teacher recommendation

#### **Course Description:**

Co-requisite: Geometry Honors or higher. This course provides greater depth of topic and faster pace than Biology 1. Among topics covered are: Molecular and cellular biology, classification, heredity and evolution, ecosystems. Students who complete this course will take the state end of course exam which comprises 30% of their grade for the year.

### Chemistry 1

**Course Number:** 2003340

**Credit:** 1.00

**Weight:** Honors 1.0

**Term:** Yearlong

**Prerequisite:** Biology, Algebra 1 with a grade of C or higher, FSA reading score no less than a strong 3, teacher recommendation.

#### **Course Description:**

Corequisite: Algebra 2: This rigorous course studies the composition and changes associated with matter. Math is an integral part of the course.

### Pre-AICE Chemistry THIS COURSE IS EQUAL TO CHEMISTRY I HONORS

**Course Number:** 2003372

**Credit:** 1.00

**Weight:** Honors 0.5

**Term:** Yearlong

#### **Prerequisite:**

Pre-AICE Biology and Teacher recommendation

#### **Course Description:**

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

### Earth/Space Science

**Course Number:** 2001310

**Credit:** 1.00

**Weight:** Standard 0.0

**Term:** Yearlong

**Prerequisite:** Biology

#### **Course Description:**

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.

### Environmental Science

**Course Number:** 2001340

**Credit:** 1.00

**Weight:** Standard 0.0

**Term:** Yearlong

**Prerequisite:** None

#### **Course Description:**

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

### Marine Science I

**Course Number:** 2002500

**Credit:** 1.00

**Weight:** Standard 0.0

**Term:** Yearlong

**Prerequisite:** Biology

#### **Course Description:**

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

### Physical Science Honors

**Course Number:** 2003320

**Credit:** 1.00

**Weight:** Honors 0.5

**Term:** Yearlong

**Prerequisite:** Meet Honors Criteria and Teacher Recommendation

#### **Course Description:**

Co-Requisite Algebra I Honor. This purpose of this course is to provide students with the introductory concepts of physics and chemistry. Math is an integral part of this course.

# Social Studies

## AICE Economics I

Course Number: 2102321

Credit: 1.00

Weight: Honors 1.0

Term: Yearlong

Prerequisite: None

### **Course Description:**

The syllabus covers a range of basic economic ideas, including an introduction to the price system and government intervention, international trade and exchange rates, the measurement of employment and inflation, and the causes and consequences of inflation. Learners also study the price system, the theory of the firm, market failure, macroeconomic theory and policy, and economic growth and development.

## AICE European History I AS Level

Course Number: 2109371

Credit: 1.00

Weight: Honors 1.0

Term: Yearlong

Prerequisite: Corequisite: AICE Placement

### **Course Description:**

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.

## AICE International History I AS Level

Course Number: 2100490

Credit: 1.00

Weight: Honors 1.0

Term: Yearlong

Prerequisite: None

### **Course Description:**

The purpose of this course is to engage students in some of the major international issues of the nineteenth and twentieth centuries, analyzing the history of particular regions in more depth. The emphasis is on both historical knowledge and on the skills required for historical research. Learners develop an understanding of the nature of cause and effect, continuity and change, similarity and difference and find out how to use and understand historical evidence as part of their studies.

### AICE Psychology 1 AS Level

**Course Number:** 2107360

**Credit:** 1.00

**Weight:** Honors 1.0

**Term:** Yearlong

**Prerequisite:** Placement in AICE Program and Meet Honors Criteria

**Course Description:** Students in this course develop their appreciation of psychology by exploring the ways in which psychology is conducted. As part of their studies, learners also review important research, this provides an insight into the ways in which psychology has been applied, thereby leading to a better understanding of key approaches, research methods and issues and debates. This course includes four core areas of psychology, namely biological, cognitive, learning and social, it also relates psychology to abnormality, consumer behavior, health and organizations.

### AICE Psychology 2 A Level

**Course Number:** 2107370

**Credit:** 1.00

**Weight:** Honors 1.0

**Term:** Yearlong

**Prerequisite:** AICE Psychology 1 AS Level

**Course Description:** Students in this course deepen their appreciation of psychology by exploring the ways in which psychology is conducted. As part of their studies, learners also review important research, this provides an insight into the ways in which psychology has been applied, thereby leading to a better understanding of key approaches, research methods and issues and debates. This course includes four core areas of psychology, namely biological, cognitive, learning and social, it also relates psychology to abnormality, consumer behavior, health and organizations.

### AICE United States History 1 AS Level

**Course Number:** 2100500

**Credit:** 1.00

**Weight:** Honors 1.0

**Term:** Yearlong

**Prerequisite:** AICE Placement

**Course Description:**

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 Number: 2102335

Credit: 0.50

Weight: Standard 0.0

Term: Semester

Prerequisite: None

#### **Course Description:**

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 Number: 2102345

Credit: 0.50

Weight: Honors 0.5

Term: Semester

Prerequisite: Meet Honors Criteria and Teacher Recommendation

#### **Course Description:**

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.

### Law Studies Honors

Course Number: 2106375

Credit: 0.50

Weight: Honors 0.5

Term: Semester

Prerequisite: None

#### **Course Description:**

Students learn that the American legal system is the foundation of American society. Students examine those laws that have an impact on citizens' lives and are provided with an introduction to fundamental civil and criminal justice procedures.

### Psychology I

Course Number: 2107300

Credit: 0.50

Weight: Standard 0.0

Term: Semester

Prerequisite: 1.5 Credits in Social Science

#### **Course Description:**

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.

### United States Government

Course Number: 2106310

Credit: 0.50

Weight: Standard 0.0

Term: Semester

Prerequisite: None

#### **Course Description:**

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.

### United States Government Honors

Course Number: 2106320

Credit: 0.50

Weight: Honors 0.5

Term: Semester

Prerequisite: Meet Honors Criteria and Teacher Recommendation

#### **Course Description:**

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.

### United States History

Course Number: 2100310

Credit: 1.00

Weight: Standard 0.0

Term: Yearlong

Prerequisite: None

#### **Course Description:**

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 Number: 2100320

Credit: 1.00

Weight: Honors 0.5

Term: Yearlong

Prerequisite: Meet Honors Criteria and Teacher Recommendation

#### **Course Description:**

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.

### World History

**Course Number:** 2109310

**Credit:** 1.00

**Weight:** Standard 0.0

**Term:** Yearlong

**Prerequisite:** None

#### **Course Description:**

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 Number:** 2109320

**Credit:** 1.00

**Weight:** Honors 0.5

**Term:** Yearlong

**Prerequisite:** Meet Honors Criteria and Teacher Recommendation

#### **Course Description:**

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.



## THE NON-CORE



### Arts/Visual Arts

#### Advanced Placement Studio Art Drawing Portfolio

**Course Number:** 0104300

**Credit:** 1.00

**Weight:** Honors 1.0

**Term:** Yearlong

**Prerequisite:** Drawing/Painting II or Portfolio and Teacher Recommendation

**Course Description:**

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. A fair share fee of \$50.00 is required.

#### Advanced Placement Studio Art Two-Dimensional Design

**Course Number:** 0109350

**Credit:** 1.00

**Weight:** Honors 1.0

**Term:** Yearlong

**Prerequisite:** Teacher Recommendation

**Course Description:**

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. A fair share fee of \$50.00 is required. A fair share fee of \$50.00 is required.

#### AP 3-D Art and Design

**Course Number:** 0109360

**Credit:** 1.00

**Weight:** 1.00

**Term:** Yearlong

**Prerequisite:** Teacher Recommendation

**Course Description:** AP 3-D Art and Design is an introductory college-level three-dimensional design course. Students refine and apply skills and ideas they develop throughout the course to produce three-dimensional art and design. A fair share fee of \$50.00 is required.



### AICE Art and Design 1 AS Level

**Course Number:** 0101370

**Credit:** 1.00

**Weight:** Honors 1.0

**Term:** Yearlong

**Prerequisite:** Placement in AICE Program and Meet Honors Criteria

#### **Course Description:**

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. A fair share fee of \$50.00 is required.

### AICE Art and Design 2 A Level

**Course Number:** 0101371

**Credit:** 1.00

**Weight:** Honors 1.0

**Term:** Yearlong

**Prerequisite:** AICE Art & Design 1

#### **Course Description:**

Art and Design covers a broad range of related activities, areas, and approaches to study. All assessments follow the assessment objectives regardless of the chosen area of study. Centres can design their own course of study, by selecting from one of the following areas of study: Painting and Related Media, Sculpture, Printmaking, Textiles, Graphic Design, Ceramics, Fashion Design, Photography, Digital and Lens Media. For Components 2 and 3 candidates must specialize in one of the above areas. This list is not exhaustive and other areas of study – e.g. jewelry, puppetry – are quite acceptable. The following details are to be used for guidance only and are not prescriptive or comprehensive. The intention is for candidates to follow a field of study in research, development, and realization, at some depth. A fair share fee of \$50.00 is required.

### AICE Digital Media & Design 1 AS Level

**Course Number:** 0108400

**Credit:** 1.00

**Weight:** Honors 1.0

**Term:** Yearlong

**Prerequisite:** None

#### **Course Description:**

The Cambridge International A Level Art and Design syllabus considers expression and communication. Learners gain an understanding of visual perception and aesthetic experience, and the ways in which art and design creates a language of its own. Most of the work is practical or studio based, so that learners can develop their abilities of observation and analysis of the visual world, sensitivity, skill, personal expression, and imagination. They also learn how to relate their skills to an enhanced knowledge of their own cultures, past and present, as well as an appreciation of practical design problems.

## AICE Digital Media & Design 2 A Level

**Course Number:** 0108410

**Credit:** 1.00

**Weight:** Honors 1.0

**Term:** Yearlong

**Prerequisite:** None

**Course Description:** This syllabus is for learners who want to explore a range of processes and techniques in digital media. The subject content is grouped into three broad areas of study: digital photography, moving image through film and animation, and mobile and multimedia applications including games design. You can structure a course around a single area of study or create a course that includes a combination of two or three areas of study.

Cambridge International AS & A Level Digital Media & Design helps learners develop the knowledge and skills that will prepare them for further study and to work in a collaborative industry. They will develop an awareness of the world of digital media and design and the factors and contexts that influence it. Learners will:

- develop creative processes and the ability to critically evaluate their work to continually review and refine ideas
- learn how to combine innovative approaches and techniques to solve problems creatively
- expand their knowledge of digital media by exploring different designers, processes, and concepts.

## Digital Art Imaging I

**Course Number:** 0108370

**Credit:** 1.00

**Weight:** Standard 0.0

**Term:** Yearlong

**Prerequisite:** None

**Course Description:**

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.

## Pre-AICE Art and Design: 3D Studies IGCSE Level

**Course Number:** 0101375

**Credit:** 1.00

**Weight:** Honors 0.5

**Term:** Yearlong

**Prerequisite:** Placement in AICE Program and Meet Honors Criteria

**Course Description:**

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. A fair share fee of \$30.00 is required.

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

**Course Number:** 0104415

**Credit:** 1.00

**Weight:** Honors 0.5

**Term:** Yearlong

**Prerequisite:** Drawing/Painting II or Portfolio and Teacher Recommendation

#### **Course Description:**

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. A fair share fee of \$30.00 is required.

### Two-Dimensional Studio Art I

**Course Number:** 0101300

**Credit:** 1.00

**Weight:** Standard 0.0

**Term:** Yearlong

**Prerequisite:** None

#### **Course Description:**

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

### Three-Dimensional Studio Art I

**Course Number:** 0101330

**Credit:** 1.00

**Weight:** Standard 0.0

**Term:** Yearlong

**Prerequisite:** None

#### **Course Description:**

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 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. A fair share fee of \$20.00 is required.

## Portfolio Development: Two-Dimensional Design Honors

**Course Number:** 0109320

**Credit:** 1.00

**Weight:** Honors 0.5

**Term:** Yearlong

**Prerequisite:** Teacher Recommendation

### **Course Description:**

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.

## Applied, Combined, and Integrated Course

### AICE Physical Education I AS Level

Course Number: 3026020

Credit: 1.00

Weight: Honors 1.0

Term: Yearlong

Prerequisite: None

#### Course Description:

The Cambridge International AS Physical Education course is both practical and theoretical. As well as fostering enjoyment in physical activity, it will encourage students to develop an understanding of the interaction between theory and practice by focusing on the performer and performance. Students learn about anatomy and physiology, movement skills and contemporary studies at Cambridge International AS Level. This provides a firm foundation for the further advanced study of exercise, physiology, psychology of sport performance and the study of the Olympic Games from a global perspective.

### HOPE-Physical Education (Core)

Course Number: 3026010

Credit: 1.00

Weight: Standard 0.0

Term: Yearlong

Prerequisite: None

#### Course Description:

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

## Career and Technical Education

### Aerospace Technologies 1/Level 3

Course Number: 8600580

Credit: 1.00

Weight: Honors 0.5

Term: Yearlong

Prerequisite: Acceptance to Aerospace Academy

#### Course Description:

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

### Aerospace Technologies 2/Level 3

Course Number: 8600680

Credit: 1.00

Weight: Honors 0.5

Term: Yearlong

Prerequisite: Acceptance to Aerospace Academy

#### Course Description:

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 ERAU dual enrollment course and carries a full honors weight just as other dual enrollment course.

### Aerospace Technologies 3/Level 3

Course Number: 8601780

Credit: 1.00

Weight: Honors 0.5

Term: Yearlong

Prerequisite: Acceptance to Aerospace Academy

#### Course Description:

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.

### Criminal Justice Operations 1/Level 2

Course Number: 8918010

Credit: 1.00

Weight: Standard 0.0

Term: Yearlong

Prerequisite: None

#### Course Description:

This course is designed to introduce students to the fields of law enforcement, the court system, and the correctional system. The content includes career opportunities in these fields, court system, correctional system, interpersonal and communication skills, and employability skills.

### Criminal Justice Operations 2/Level 2

Course Number: 8918020

Credit: 1.00

Weight: Standard 0.0

Term: Yearlong

Prerequisite: Criminal Justice Operations 1

#### **Course Description:**

This course is designed to develop competencies in patrol, traffic control, defensive tactics and physical proficiency skills, and first aid and cardiopulmonary resuscitation skills.

### Criminal Justice Operations 3/Level 3

Course Number: 8918030

Credit: 1.00

Weight: Honors 0.5

Term: Yearlong

Prerequisite: Criminal Justice Operations 2

#### **Course Description:**

This course is designed to develop competencies in crime and accident investigation procedures, forensic science tasks, crime prevention, and property control procedures.

### Criminal Justice Operations 4/Level 3

Course Number: 8918040

Credit: 1.00

Weight: Honors 0.5

Term: Yearlong

Prerequisite: None

#### **Course Description:**

This course will prepare students to become a Dispatch Operator for the police, EMS, security firms, etc. They will pursue obtaining the 911 Public Service Aide industry certification.

### Dispatcher: Police, Fire, Ambulance

Course Number: 9101100

Credit: 1.50

Weight: Standard 0.0

Term: Yearlong

Prerequisite: None

#### **Course Description:**

911 Dispatch Criminal Justice Academy Class

### Foundations of Curriculum and Instruction/Level 3

**Course Number:** 8909030

**Credit:** 1.00

**Weight:** Honors 0.5

**Term:** Yearlong

**Prerequisite:** None

**Course Description:**

This course is designed to develop competencies related to supporting the learning activities of students that involve literacy and multiple intelligences, it includes job related math skills and the ability to prepare classroom materials.

### Human Growth and Development/Level 2

**Course Number:** 8909020

**Credit:** 1.00

**Weight:** Standard 0.0

**Term:** Yearlong

**Prerequisite:** None

**Course Description:**

This course is designed to develop competencies in the legal factors related to education, creating assessments, the supervision of student health and safety, the reporting of child abuse and drug abuse, working with exceptional students, diversity awareness, and strategies to support students' learning activities.

### Introduction to the Teaching Profession/Level 2

**Course Number:** 8909010

**Credit:** 1.00

**Weight:** Standard 0.0

**Term:** Yearlong

**Prerequisite:** None

**Course Description:**

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 competencies in the areas of use and maintenance

### Principles of Teaching Internship/Level 2

**Course Number:** 8909040

**Credit:** 1.00

**Weight:** Standard 0.0

**Term:** Yearlong

**Prerequisite:** None

**Course Description:**

This course is designed to develop competencies related to employability skills, developing relationships between school and the home, intrapersonal skills and professionalism.



**Dance** (The SJCCA Dance program requires the following fair share fees: Beginning and Intermediate Dance- \$150.00, Advanced Dance- \$200.00, and Honors Dance- \$600.00)

**Dance Repertory 1**

**Course Number:** 0300400

**Credit:** 1.00

**Weight:** Standard 0.0

**Term:** Yearlong

**Prerequisite:** By Audition

**Course Description:**

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 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 2**

**Course Number:** 0300410

**Credit:** 1.00

**Weight:** Standard 0.0

**Term:** Yearlong

**Prerequisite:** By Audition

**Course Description:**

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.

### Dance Repertory 4 Honors

**Course Number:** 0300430

**Credit:** 1.00

**Weight:** Honors 0.5

**Term:** Yearlong

**Prerequisite:** By Audition

#### **Course Description:**

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 Techniques I

**Course Number:** 0300310

**Credit:** 1.00

**Weight:** Standard 0.0

**Term:** Yearlong

**Prerequisite:** None

#### **Course Description:**

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 2

**Course Number:** 0300320

**Credit:** 1.00

**Weight:** Standard 0.0

**Term:** Yearlong

**Prerequisite:** Dance Techniques I and Teacher Recommendation

#### **Course Description:**

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 3 Honors

Course Number: 0300330

Credit: 1.00

Weight: Honors 0.5

Term: Yearlong

Prerequisite: By Audition

#### **Course Description:**

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 Techniques 4 Honors

Course Number: 0300334

Credit: 1.00

Weight: Honors 0.5

Term: Yearlong

Prerequisite:

Dance Tech III and Teacher Recommendation

#### **Course Description:**

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.

## Drama/Theatre Arts

### Acting 4 Honors

Course Number: 0400400

Credit: 1.00

Weight: Honors 0.5

Term: Yearlong

Prerequisite: Acting III, Teacher Recommendation and Audition

#### **Course Description:**

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.

### AICE Drama AS Level

Course Number: 0400346

Credit: 1.00

Weight: Honors 1.0

Term: Yearlong

Prerequisite: None

**Course Description:** Cambridge International AS & A Level Drama encourages learners to develop their skills in performing, devising and researching a wide range of theatrical styles and genres. They learn to communicate with an audience through practical and creative work on performance texts and their own devised material, both as individuals and in groups. Underpinned by theoretical and practical study, they learn to research, analyse, create and interpret, and to become skilled, well-informed, and reflective theatrical practitioners who enjoy drama.

### AICE Drama A Level

Course Number: 0400347

Credit: 1.00

Weight: Honors 1.0

Term: Yearlong

Prerequisite: None

**Course Description:** Cambridge International AS & A Level Drama encourages learners to develop their skills in performing, devising and researching a wide range of theatrical styles and genres. They learn to communicate with an audience through practical and creative work on performance texts and their own devised material, both as individuals and in groups. Underpinned by theoretical and practical study, they learn to research, analyse, create and interpret, and to become skilled, well-informed, and reflective theatrical practitioners who enjoy drama.

### Musical Theatre 1

Course Number: 0400700

Credit: 1.00

Weight: Standard 0.0

Term: Yearlong

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

#### **Course Description:**

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. A fair share fee of \$150.00 is required.

### Musical Theatre 2

Course Number: 0400710

Credit: 1.00

Weight: Standard 0.0

Term: Yearlong

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

**Course Description:** 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. A fair share fee of \$150.00 is required.

### Musical Theatre 3

Course Number: 0400720

Credit: 1.00

Weight: Standard 0.0

Term: Yearlong

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

**Course Description:** 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. A fair share fee of \$150.00 is required.

### Pre-AICE Drama IGCSE Level

Course Number: 0400345

Credit: 1.00

Weight: Honors 0.5

Term: Yearlong

Prerequisite: None

#### **Course Description:**

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

### Technical Theatre: Design & Production I

Course Number: 0400410

Credit: 1.00

Weight: Standard 0.0

Term: Yearlong

Prerequisite: Drama I or Teacher Recommendation

**Course Description:** 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. A fair share fee of \$150.00 is required.

### Technical Theatre: Design & Production 2

Course Number: 0400420

Credit: 1.00

Weight: Standard 0.0

Term: Yearlong

Prerequisite: Technical Theatre Design & Production I and Teacher Recommendation

#### **Course Description:**

Students focus on the design and safe application of basic tools and procedures to create elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Students develop assessment and problem-solving skills, the ability to connect selected literature to a variety of cultures, history, and other content areas. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom. A fair share fee of \$150.00 is required.

### Technical Theatre: Design & Production 3

Course Number: 0400430

Credit: 1.00

Weight: Standard 0.0

Term: Yearlong

Prerequisite: Technical Theatre Design & Production II and Teacher Recommendation

#### **Course Description:**

Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre. Student designers and technicians assemble a portfolio that showcases a body of work representing artistic growth over time, growing command of theatre skills and techniques in one or more areas, and evidence of significant oral and written analytical and problem-solving skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom. A fair share fee of \$150.00 is required.

### Technical Theatre: Design & Production 4 Honors

Course Number: 0400440

Credit: 1.00

Weight: Honors 0.5

Term: Yearlong

Prerequisite: Meet Honors Criteria, Stagecraft III and Teacher Recommendation (Acting IV or audition – SAHS)

#### **Course Description:**

Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre in ways that are progressively more innovative. Students analyze increasingly more sophisticated theatre literature to inform the work of developing technical design and production pieces for one-acts or a larger production. Students assemble a portfolio that showcases an extensive body of work representing personal vision and artistic growth over time. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. A fair share fee of \$150.00 is required.

### Theatre I

Course Number: 0400310

Credit: 1.00

Weight: Standard 0.0

Term: Yearlong

Prerequisite: None

#### **Course Description:**

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. A fair share fee of \$35.00 (no event or shows) or \$165.00 (All events included) is required.

## Theatre 2

**Course Number:** 0400320

**Credit:** 1.00

**Weight:** Standard 0.0

**Term:** Yearlong

**Prerequisite:** Drama I, Teacher Recommendation and Audition.

### **Course Description:**

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

## Theatre 3 Honors

**Course Number:** 0400330

**Credit:** 1.00

**Weight:** Honors 0.5

**Term:** Yearlong

**Prerequisite:** Drama II and Teacher Recommendation

### **Course Description:**

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. A fair share fee of \$35.00 (no event or shows) or \$165.00 (All events included) is required.

## Theatre 4 Honors

**Course Number:** 0400340

**Credit:** 1.00

**Weight:** Honors 0.5

**Term:** Yearlong

**Prerequisite:** Drama III and Teacher Recommendation

### **Course Description:**

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. A fair share fee of \$35.00 (no event or shows) or \$165.00 (All events included) is required.



# Experiential Education

## Executive Internship 1

Course Number: 0500300

Credit: 1.00

Weight: Standard 0.0

Term: Yearlong

Prerequisite: Teacher Recommendation

### Course Description:

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 2

Course Number: 0500310

Credit: 1.00

Weight: Standard 0.0

Term: Yearlong

Prerequisite: Teacher Recommendation

### Course Description:

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 3

Course Number: 0500320

Credit: 1.00

Weight: Standard 0.0

Term: Yearlong

Prerequisite: Teacher Recommendation

### Course Description:

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

## Executive Internship 4

Course Number: 0500330

Credit: 1.00

Weight: Standard 0.0

Term: Yearlong

Prerequisite: Teacher Recommendation Credit: 1.0

### Course Description:

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 (Peer Pal)

**Course Number:** 0500370

**Credit:** Non-Credit (Students may receive service hours while enrolled in this course)

**Weight:** Standard 0.0

**Term:** Semester

**Prerequisite:** Teacher Recommendation

#### **Course Description:**

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.

# J.R.O.T.C. and Military Training

## Army: Leadership Education and Training 1

Course Number: 1801300

Credit: 1.00

Weight: Standard 0.0

Term: Yearlong

Prerequisite: None

### Course Description:

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.

## Army: Leadership Education and Training 2

Course Number: 1801310

Credit: 1.00

Weight: Standard 0.0

Term: Yearlong

Prerequisite: Leadership Education and Training I and Teacher Recommendation

### Course Description:

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.

## Army: Leadership Education and Training 3

Course Number: 1801320

Credit: 1.00

Weight: Standard 0.0

Term: Yearlong

Prerequisite: Leadership Education and Training II and Teacher Recommendation

### Course Description:

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.

#### Army: Leadership Education and Training 4

Course Number: 1801330

Credit: 1.00

Weight: Standard 0.0

Term: Yearlong

Prerequisite: Leadership Education and Training III and Teacher Recommendation

#### **Course Description:**

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.

# Music Education

## Band 1

**Course Number:** 1302300

**Credit:** 1.00

**Weight:** Standard 0.0

**Term:** Yearlong

**Prerequisite:** Director's Approval

### **Course Description:**

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. **A fair share fee of \$500.00 is required.**

## Band 2

**Course Number:** 1302310

**Credit:** 1.00

**Weight:** Standard 0.0

**Term:** Yearlong

**Prerequisite:** Band I and Director's Approval

### **Course Description:**

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. **A fair share fee of \$500.00 is required.**

## Band 3

**Course Number:** 1302320

**Credit:** 1.00

**Weight:** Standard 0.0

**Term:** Yearlong

**Prerequisite:** Band II and Director's Approval

### **Course Description:**

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. **A fair share fee of \$500.00 is required.**

#### Band 4

Course Number: 1302330

Credit: 1.00

Weight: Standard 0.0

Term: Yearlong

Prerequisite: Band III and Director's Approval

#### Course Description:

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. A fair share fee of \$500.00 is required.

#### Chorus 1

Course Number: 1303300

Credit: 1.00

Weight: Standard 0.0

Term: Yearlong

Prerequisite:

#### Course Description:

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. A fair share fee of \$150.00 is required.

#### Chorus 2

Course Number: 1303310

Credit: 1.00

Weight: Standard 0.0

Term: Yearlong

Prerequisite:

#### Course Description:

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. A fair share fee of \$150.00 is required.

### Chorus 3

Course Number: 1303320

Credit: 1.00

Weight: Standard 0.0

Term: Yearlong

Prerequisite: Audition

#### **Course Description:**

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. A fair share fee of \$150.00 is required.

### Chorus 4

Course Number: 1303330

Credit: 1.00

Weight: Standard 0.0

Term: Yearlong

Prerequisite: Audition

#### **Course Description:**

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. A fair share fee of \$150.00 is required.

### Chorus 5 Honors

Course Number: 1303340

Credit: 1.00

Weight: Honors 0.5

Term: Yearlong

Prerequisite: Meet Honors Criteria Audition

#### **Course Description:**

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. A fair share fee of \$150.00 is required.

### Chorus 6 Honors

Course Number: 1303350

Credit: 1.00

Weight: Honors 0.5

Term: Yearlong

Prerequisite: Meet Honors Criteria Audition

#### **Course Description:**

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. A fair share fee of \$150.00 is required.

### AICE Music AS 1

**Course Number:** 1300395

**Credit:** 1.00

**Weight:** Honors 1.0

**Term:** Yearlong

**Prerequisite:** Teacher recommendation

**Course Description:** At AS Level, learners focus on listening, composing and performing. For listening, they study set works. These are chosen to support learners in developing their listening skills and understanding of music, including compositional techniques and performance practice. They learn to work with Western notation. Learners also listen to and explore other music of their choice and identify and learn to communicate connections across a wide variety of music. Learners are also encouraged to build on their own personal musical interests as they study composing and performing. Through this, they learn to develop their own range of compositions and performance programme. A fair share fee of \$150.00 is required.

### AICE Music 3 AL

**Course Number:** 1300397

**Credit:** 1.00

**Weight:** Honors 1.0

**Term:** Yearlong

**Prerequisite:** AICE Music AS

**Course Description:** At A Level, learners have the opportunity to build on their AS Level studies. They choose two areas of interest from composing, performing, and investigating music. Learners have the opportunity to develop their musical knowledge, skills and understanding and to communicate these through music and academic writing of more depth. Throughout the course, learners are encouraged to analyse and evaluate and to present work which is underpinned by practical and theoretical understanding. By learning to listen attentively and with purpose, to create and perform, and present understanding of music through academic writing, learners are developing transferable skills. These will help equip them for higher education or employment. A fair share fee of \$150.00 is required.

### Music Theory 1

**Course Number:** 1300300

**Credit:** 1.00

**Weight:** Standard 0.0

**Term:** Yearlong

**Prerequisite:** None

**Course Description:**

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.



### Guitar 1

Course Number: 1301320

Credit: 1.00

Weight: Standard 0.0

Term: Yearlong

Prerequisite: None

#### **Course Description:**

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. A fair share fee of \$40.00 is required.

### Guitar 2

Course Number: 1301330

Credit: 1.00

Weight: Standard 0.0

Term: Yearlong

Prerequisite: Guitar I and Director's Approval

**Course Description:** The purpose of this course is to provide instruction in guitar using varied performance techniques. A fair share fee of \$40.00 is required.

### Guitar 3

Course Number: 1301340

Credit: 1.00

Weight: Standard 0.0

Term: Yearlong

Prerequisite: Guitar II and Director's Approval

#### **Course Description:**

The purpose of this course is to provide instruction in the development of musicianship and technical skills through the study of varied guitar literature. A fair share fee of \$40.00 is required.

### Guitar 4 Honors

Course Number: 1301350

Credit: 1.00

Weight: Honors 0.5

Term: Yearlong

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

#### **Course Description:**

The purpose of this course is to provide advanced instruction in individual guitar performance. A fair share fee of \$40.00 is required.

### Instrumental Ensemble 1

Course Number: 1302460

Credit: 1.00

Weight: Standard 0.0

Term: Yearlong

Prerequisite: Director's Approval

#### **Course Description:**

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. A fair share fee of \$40.00 is required.

### Instrumental Ensemble 2

Course Number: 1302470

Credit: 1.00

Weight: Standard 0.0

Term: Yearlong

Prerequisite: Instrumental Ensemble I and Director's Approval

#### **Course Description:**

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. A fair share fee of \$40.00 is required.

### Instrumental Ensemble 3

Course Number: 1302480

Credit: 1.00

Weight: Standard 0.0

Term: Yearlong

Prerequisite: Instrumental Ensemble II and Director's Approval

#### **Course Description:**

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. A fair share fee of \$40.00 is required.

### Instrumental Ensemble 4 Honors

Course Number: 1302490

Credit: 1.00

Weight: Honors 0.5

Term: Yearlong

Prerequisite: Meet Honors Criteria, Instrumental Ensemble III and Director's Approval

#### **Course Description:**

The purpose of this course is to develop advanced performance skills on a selected instrument in an ensemble setting using varied high school literature. A fair share fee of \$40.00 is required.

### Instrumental Techniques 1

Course Number: 1302420

Credit: 1.00

Weight: Standard 0.0

Term: Yearlong

Prerequisite: Director's Approval

#### **Course Description:**

The purpose of this course is to enable students to develop basic performance skills on a selected instrument in a solo or small ensemble setting using varied high school literature. Performance techniques, music knowledge, critical analysis and aesthetic response are emphasized. A fair share fee of \$40.00 is required.

### Instrumental Techniques 2

Course Number: 1302430

Credit: 1.00

Weight: Standard 0.0

Term: Yearlong

Prerequisite: Instrumental Techniques I and Director's Approval

#### **Course Description:**

The purpose of this course is to enable students to develop intermediate-level performance skills on a selected instrument in a solo or small ensemble setting using varied high school literature. Performance techniques, music knowledge, critical analysis and aesthetic response are emphasized. A fair share fee of \$40.00 is required.

### Instrumental Techniques 3

Course Number: 1302440

Credit: 1.00

Weight: Standard 0.0

Term: Yearlong

Prerequisite: Instrumental Techniques II and Director's Approval

#### **Course Description:**

The purpose of this course is to provide instrumental instruction for solo performance in a class situation. A fair share fee of \$40.00 is required.

### Instrumental Techniques 4 Honors

Course Number: 1302450

Credit: 1.00

Weight: Honors 0.5

Term: Yearlong

Prerequisite: Meet Honors Criteria, Instrumental Techniques III and Director's Approval (Guitar IV or Jazz Ensemble IV or audition – SAHS)

#### **Course Description:**

The purpose of this course is to provide advanced instrumental instruction for solo performance in a class situation. A fair share fee of \$40.00 is required.

### Jazz Ensemble 1

Course Number: 1302500

Credit: 1.00

Weight: Standard 0.0

Term: Yearlong

Prerequisite: Director's Approval

**Course Description:** 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. A fair share fee of \$200.00 is required.

### Jazz Ensemble 2

Course Number: 1302510

Credit: 1.00

Weight: Standard 0.0

Term: Yearlong

Prerequisite: Jazz Ensemble I and Director's Approval

**Course Description:** 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. A fair share fee of \$200.00 is required.

### Jazz Ensemble 3

Course Number: 1302520

Credit: 1.00

Weight: Standard 0.0

Term: Yearlong

Prerequisite: Jazz Ensemble II and Director's Approval

**Course Description:** 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. A fair share fee of \$200.00 is required.

### Jazz Ensemble 4 Honors

Course Number: 1302530

Credit: 1.00

Weight: Honors 0.5

Term: Yearlong

Prerequisite: Meet Honors Criteria Jazz Ensemble III and Director's approval

**Course Description:** The purpose of this course is to develop independence in knowledge of styles and performance techniques of varied contemporary music and jazz literature. A fair share fee of \$200.00 is required.

### Keyboard 1

Course Number: 1301360

Credit: 1.00

Weight: Standard 0.0

Term: Yearlong

Prerequisite: None

#### **Course Description:**

The purpose of this course is to enable students to develop basic keyboard skills, including interpretation of notation and performance in varied styles. A fair share fee of \$30.00 is required.

### Keyboard 2

Course Number: 1301370

Credit: 1.00

Weight: Standard 0.0

Term: Yearlong

Prerequisite: Keyboard I

#### **Course Description:**

The purpose of this course is to provide instruction in varied performance techniques on the keyboard. A fair share fee of \$30.00 is required.

### Keyboard 3

Course Number: 1301380

Credit: 1.00

Weight: Standard 0.0

Term: Yearlong

Prerequisite: Keyboard II and Teacher Recommendation

#### **Course Description:**

The purpose of this course is to provide instruction in the development of musicianship and technical skills through the study of varied keyboard literature. A fair share fee of \$30.00 is required.

### Keyboard 4 Honors

Course Number: 1301390

Credit: 1.00

Weight: Honors 0.5

Term: Yearlong

Prerequisite: Meet Honors Criteria Keyboard III and Teacher Recommendation

#### **Course Description:**

The purpose of this course is to provide advanced instruction in individual keyboard performance. A fair share fee of \$30.00 is required.

### Vocal Ensemble 1

Course Number: 1303440

Credit: 1.00

Weight: Standard 0.0

Term: Yearlong

Prerequisite: Audition

**Course Description:** 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. A fair share fee of \$150.00 is required

### Vocal Ensemble 2

Course Number: 1303450

Credit: 1.00

Weight: Standard 0.0

Term: Yearlong

Prerequisite: Audition

**Course Description:** 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. A fair share fee of \$150.00 is required

### Vocal Ensemble 3

Course Number: 1303460

Credit: 1.00

Weight: Standard 0.0

Term: Yearlong

Prerequisite: Audition

**Course Description:** 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. A fair share fee of \$150.00 is required

### Vocal Ensemble 4 Honors

Course Number: 1303470

Credit: 1.00

Weight: Honors 0.5

Term: Yearlong

Prerequisite: Meet Honors Criteria Audition

**Course Description:** 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. A fair share fee of \$150.00 is required

## Peer Counseling

### Peer Counseling 1

Course Number: 1400300

Credit: 0.50

Weight: Standard 0.0

Term: Semester

Prerequisite: Teacher Recommendation

**Course Description:** The purpose of this course is to provide students with an understanding of the elements of communication and group processes.

### Peer Counseling 2

Course Number: 1400310

Credit: 0.50

Weight: Standard 0.0

Term: Semester

Prerequisite: Teacher Recommendation

**Course Description:**

The purpose of this course is to provide an understanding of the components of personal development and to facilitate personal and group growth and fulfillment through individual and group processes.

### Peer Counseling 3

Course Number: 1400320

Credit: 0.50

Weight: Standard 0.0

Term: Semester

Prerequisite: Teacher Recommendation

**Course Description:** The purpose of this course is to provide instruction in the development and implementation of small and large-group presentations on the concerns of youth.

### Peer Counseling 4

Course Number: 1400330

Credit: 0.50

Weight: Standard 0.0

Term: Semester

Prerequisite: Teacher Recommendation

**Course Description:** The purpose of this course is to provide students with varied experiences in program continuity and development.

## Critical Thinking and Study Skills

**Course Number:** 1700370

**Credit:** 0.50

**Weight:** Standard 0.0

**Term:** Semester

**Prerequisite:** None

### **Course Description:**

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.



**Physical Education - *Courses are offered on a rotation- all courses listed below are not offered each year.***

**Aerobics 1**

**Course Number:** 1503400

**Credit:** 0.50

**Weight:** Standard 0.0

**Term:** Semester

**Prerequisite:** None

**Course Description:**

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 Number:** 1503410

**Credit:** 0.50

**Weight:** Standard 0.0

**Term:** Semester

**Prerequisite:** None

**Course Description:**

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 Number:** 1503420

**Credit:** 0.50

**Weight:** Standard 0.0

**Term:** Semester

**Prerequisite:** None

**Course Description:**

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

**Basketball**

**Course Number:** 1503310

**Credit:** 0.50

**Weight:** Standard 0.0

**Term:** Semester

**Prerequisite:** None

**Course Description:**

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

### Comprehensive Fitness

Course Number: 1501390

Credit: 0.50

Weight: Standard 0.0

Term: Semester

Prerequisite: None

Course Description: Semester long PE Elective

### Power Weight Training I

Course Number: 1501410

Credit: 0.50

Weight: Standard 0.0

Term: Semester

Prerequisite: Teacher Recommendation

Course Description:

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

### Soccer

Course Number: 1503320

Credit: 0.50

Weight: Standard 0.0

Term: Semester

Prerequisite: None

Course Description:

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

### Team Sports I

Course Number: 1503350

Credit: 0.50

Weight: Standard 0.0

Term:

Semester

Prerequisite:

None

Course Description:

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 Number: 1503360

Credit: 0.50

Weight: Standard 0.0

Term: Semester

Prerequisite: None

#### **Course Description:**

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.

### Volleyball 1

Course Number: 1505500

Credit: 0.50

Weight: Standard 0.0

Term: Semester

Prerequisite: None

#### **Course Description:**

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 Number: 1505510

Credit: 0.50

Weight: Standard 0.0

Term: Semester

Prerequisite: None

#### **Course Description:**

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 Number: 1505520

Credit: 0.50

Weight: Standard 0.0

Term: Semester

Prerequisite: None

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

### Weight Training 1

Course Number: 1501340

Credit: 0.50

Weight: Standard 0.0

Term: Semester

Prerequisite: None

#### **Course Description:**

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 Number: 1501350

Credit: 0.50

Weight: Standard 0.0

Term: Semester

Prerequisite: None

#### **Course Description:**

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 Number: 1501360

Credit: 0.50

Weight: Standard 0.0

Term: Semester

Prerequisite: None

#### **Course Description:**

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.

## Research and Critical Thinking

### AICE Global Perspectives & Independent Research 1 AS Level

**Course Number:** 1700364

**Credit:** 1.00

**Weight:** Honors 1.0

**Term:** Yearlong

**Prerequisite:** AICE Placement

#### **Course Description:**

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.

### AICE Global Perspectives & Independent Research 2 A Level

**Course Number:** 1700365

**Credit:** 1.00

**Weight:** Honors 1.0

**Term:** Yearlong

**Prerequisite:** AICE Placement

#### **Course Description:**

### AICE Thinking Skills 1 AS Level

**Course Number:** 1700372

**Credit:** 1.00

**Weight:** Honors 1.0

**Term:** Yearlong

**Prerequisite:** Placement in AICE Program and Meet Honors Criteria

#### **Course Description:**

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.

## Pre-AICE Global Perspectives IGCSE Level

**Course Number:** 1700362

**Credit:** 1.00

**Weight:** Honors 0.5

**Term:** Yearlong

**Prerequisite:** None

### **Course Description:**

Cambridge IGCSE Global Perspectives provided opportunities for enquiry into, and reflection on, key global issues from different perspectives; personal, local/national, and global. The course encourages awareness of global problems and offers a range of opportunities to explore solutions through cooperation and collaboration.

# World Languages

## AICE Spanish Literature AS Level

Course Number: 0708540

Credit: 1.00

Weight: Honors 1.0

Term: Yearlong

Prerequisite: Placement in AICE Program

### Course Description:

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 1

Course Number: 0717300

Credit: 1.00

Weight: Standard 0.0

Term: Yearlong

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

### Course Description:

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 2

Course Number: 0717310

Credit: 1.00

Weight: Standard 0.0

Term: Yearlong

Prerequisite: ASL I and Teacher Recommendation

### Course Description:

The purpose of this course is to further develop students' knowledge of American Sign Language (ASL). ASL 2 may be substituted for the foreign language university requirement.

### Pre-AICE Spanish 1 IGCSE Level

**Course Number:** 0708532

**Credit:** 1.00

**Weight:** Honors 0.5

**Term:** Yearlong

**Prerequisite:** Placement in AICE Program

#### **Course Description:**

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.

### Pre-AICE Spanish 2 IGCSE Level

**Course Number:** 0708534

**Credit:** 1.00

**Weight:** Honors 0.5

**Term:** Yearlong

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

#### **Course Description:**

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.

### Pre-AICE Spanish 3 IGCSE Level

**Course Number:** 0708536

**Credit:** 1.00

**Weight:** Honors 0.5

**Term:** Yearlong

**Prerequisite:** Spanish language 2 and Placement in AICE Program

**Course Description:** Pre-AICE Spanish Language is the third 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.



### Spanish 1

**Course Number:** 0708340

**Credit:** 1.00

**Weight:** Standard 0.0

**Term:** Yearlong

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

#### **Course Description:**

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 2

**Course Number:** 0708350

**Credit:** 1.00

**Weight:** Standard 0.0

**Term:** Yearlong

**Prerequisite:** Spanish I and Teacher Recommendation

#### **Course Description:**

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 3 Honors

**Course Number:** 0708360

**Credit:** 1.00

**Weight:** Honors 0.5

**Term:** Yearlong

**Prerequisite:** Spanish II and Teacher Recommendation

#### **Course Description:**

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.

## Spanish 4 Honors

**Course Number:** 0708370

**Credit:** 1.00

**Weight:** Honors 0.5

**Term:** Yearlong

**Prerequisite:** Spanish III and Teacher Recommendation

### **Course Description:**

Spanish 4 expands the skills acquired by the students in Spanish 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills.

There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.



## Exceptional Student Education



### Access Algebra 1A

**Course Number:** 7912080

**Credit:** 0.05

**Weight:** Standard 0.0

**Term:** Semester/Yearlong

**Prerequisite:** None

**Course Description:**

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 1B

**Course Number:** 7912090

**Credit:** 0.05

**Weight:** Standard 0.0

**Term:** Semester/Yearlong

**Prerequisite:** None

**Course Description:**

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.

### Access Geometry

**Course Number:** 7912065

**Credit:** 1.0

**Weight:** 0.0

**Perquisite:** Algebra 1

**Course Description:**

The purpose of this course is to develop the geometry concepts and process that can be used in a variety of real world and mathematical problems.

### **Access Biology I**

**Course Number:** 7920015

**Credit:** 0.05

**Weight:** Standard 0.0

**Term:** Semester/Yearlong

**Prerequisite:** None

#### **Course Description:**

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 Chemistry I**

**Course Number:** 7920011

**Credit:** 0.05

**Weight:** Standard 0.0

**Term:** Semester/Yearlong

**Prerequisite:** None

#### **Course Description:**

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 Earth/Space Science**

**Course Number:** 7920020

**Credit:** 1.00

**Weight:** Standard 0.0

**Term:** Semester/Yearlong

**Prerequisite:** None

#### **Course Description:**

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 English I**

**Course Number:** 7910120

**Credit:** 1.00

**Weight:** Standard 0.0

**Term:** Semester/Yearlong

**Prerequisite:** None

#### **Course Description:**

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 English 2**

**Course Number:** 7910125

**Credit:** 0.05

**Weight:** Standard 0.0

**Term:** Semester/Yearlong

**Prerequisite:** None

#### **Course Description:**

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 English 3**

**Course Number:** 7910130

**Credit:** 0.05

**Weight:** Standard 0.0

**Term:** Semester/Yearlong

**Prerequisite:** None

#### **Course Description:**

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 English 4**

**Course Number:** 7910135

**Credit:** 1.00

**Weight:** Standard 0.0

**Term:** Semester/Yearlong

**Prerequisite:** None

#### **Course Description:**

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 Health Opportunities through Physical Education 9-12**

**Course Number:** 7915015

**Credit:** 0.05

**Weight:** Standard 0.0

**Term:** Semester/Yearlong

**Prerequisite:** None

#### **Course Description:**

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 Physical Science**

**Course Number:** 7920022

**Credit:** 0.05

**Weight:** Standard 0.0

**Term:** Semester/Yearlong

**Prerequisite:** None

#### **Course Description:**

The purpose of this course is to provide a general knowledge of physical 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 United States Government**

**Course Number:** 7921015

**Credit:** 0.05

**Weight:** Standard 0.0

**Term:** Semester/Yearlong

**Prerequisite:** None

#### **Course Description:**

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 Number:** 7921027**Credit:** 0.05**Weight:** Standard 0.0**Term:** Semester/Yearlong**Prerequisite:** None

**Course Description:** 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.

**Career Preparation: 9-12****Course Number:** 7980110**Credit:** 0.05**Weight:** Standard 0.0**Term:** Semester/Yearlong**Prerequisite:** None**Course Description:**

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.

**Learning Strategies 9-12****Course Number:** 7963080**Credit:** 0.05**Weight:** Standard 0.0**Term:** Semester/Yearlong**Prerequisite:** None**Course Description:**

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.

**Unique Skills: 9-12****Course Number:** 7963130**Credit:** 0.05**Weight:** Standard 0.0**Term:** Semester/Yearlong**Prerequisite:** None**Course Description:**

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.

**Unique Skills: Social & Emotional 9-12**

**Course Number:** 7963070

**Credit:** 0.05

**Weight:** Standard 0.0

**Term:** Semester/Yearlong

**Prerequisite:** None

**Course Description:**

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