



Curriculum Guide

2021-2022

# Trinity Catholic High School

**Trinity Catholic High School**  
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NURTURING GREAT HEARTS AND MINDS TO GLORIFY GOD

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## OUR MISSION

Trinity Catholic High School, a Christ-centered community, provides students an opportunity to deepen their relationship with God, to excel academically and to commit to a life of service to others.

## OUR VISION

A Trinity Catholic graduate will be a person of integrity and faith who is inspired by a Christian worldview that fosters a respect for all faith traditions.

A Trinity Catholic graduate will actively bring about the kingdom of God and will use his/her unique talents to spread love to others through good citizenship and service.

A Trinity Catholic graduate will be a critical thinker who is committed to lifelong learning and is academically prepared for the challenges of society.

## FACTS IN BRIEF

SCHOOL CODE:	101616
ENROLLMENT:	500
FACULTY:	37
AFFILIATION:	Diocese of Orlando National Catholic Educational Association Member of College Board Florida High School Athletic Association Interscholastic Equestrian Association
ACCREDITATION:	Cognia and Florida Catholic Conference
CURRICULUM:	Academic Offerings – College Prep Level, Honors Level, Advanced Placement, and Dual Enrollment
CLUBS:	Full complement of clubs and student organizations including Student Government, Honor Societies, Service Organizations and Social Clubs
ATHLETICS:	24 teams compete in FHSAA and IEA programs and sports

**NOTE: ALL INFORMATION IN THIS GUIDE IS SUBJECT TO CHANGE.**

## EXPECTATIONS FOR STUDENT LEARNING

1. The Trinity Catholic student will read effectively. Each student will:
  - a. Read a variety of literature types and technical writing to discern meaning.
  - b. Understand the divine inspiration of biblical texts and the lessons contained therein.
  - c. Extract, understand, evaluate and relate information to prior knowledge.
  - d. Read for a determined purpose (e.g., critical analysis and research).
  - e. Understand the structure and characteristics of fictional and nonfictional literature.
  - f. Understand vocabulary and structure in the target language.
  - g. Interpret data from graphs, charts, tables and maps.
  
2. The Trinity Catholic student will write effectively. Each student will:
  - a. Use Standard English and standard forms of the target language with appropriate writing mechanics.
  - b. Write for a variety of purposes and audiences.
  - c. Write clearly, coherently and succinctly with a well-organized and logically sequenced product.
  - d. Develop a clear point that is supported by relevant and sufficient evidence.
  - e. Include content that consistently focuses on topic and contains accurate facts and information.
  - f. Write with appropriate word choice and variety of sentence structure.
  
3. The Trinity Catholic student will communicate effectively. Each student will:
  - a. Respect the dignity of those communicating by engaging in kind and non-slanderous communication.
  - b. Take effective notes, give others time to talk and respond appropriately.
  - c. Speak coherently to individuals and groups, in Standard English and in a target language, for a variety of purposes.
  - d. Establish and maintain effective nonverbal communication skills when speaking.
  - e. When listening or reading, comprehend main ideas and details and recall and retell important information.
  - f. Employ a variety of media using appropriate technology.
  - g. Use technology to find, organize and communicate information.
  - h. Communicate mathematically.
  
4. The Trinity Catholic student will problem solve effectively. Each student will:
  - a. Use moral judgment in understanding the problems of the secular world.
  - b. Determine whether or not to accept, reject or suspend judgment about a claim.
  - c. Identify and design techniques for solving problems in science or technology.
  - d. Utilize evidence to formulate, support and present positions.
  - e. Use logical reasoning skills to solve theoretical and practical problems.
  - f. Use mathematical reasoning skills.
  - g. Apply a repertoire of problem solving strategies in a variety of situations.
  - h. Make inferences and predictions and assess outcomes.

5. The Trinity Catholic student will help to build the Kingdom of God. Each student will:
  - a. Exhibit moral development by showing kindness, honesty and good sportsmanship.
  - b. Exhibit integrity while participating in all academic, extracurricular, and social activities.
  - c. Exhibit personal spiritual development by recognizing self-worth (created in the image and likeness of God) and awareness of vocation (develop full human potential).
  - d. Respect fellow students, faculty and staff, and all others in the school and community.
  - e. Develop healthy relationships and a balanced and healthy lifestyle.
  - f. Serve others before self through volunteerism and community/political involvement.
  - g. Identify and exhibit loving and Christ-like behavior in a variety of settings.
  
6. The Trinity Catholic student will broaden her or his horizons through participation in a variety of subjects and activities. Each student will:
  - a. Convey ideas and/or feelings through a chosen area of the fine and practical arts.
  - b. Demonstrate an understanding, and apply the basic principles, of biological and physical science.
  - c. Understand and appreciate artistic expression in society.
  - d. Work as a part of a group or team in a leadership or supportive role.
  - e. Reach compromise/consensus.
  - f. Set goals, determine a course of action, evaluate progress and achieve completion of goals.
  - g. Make informed decisions about planning for career growth and development.

# GRADUATION REQUIREMENTS

## TRINITY CATHOLIC HIGH SCHOOL DIPLOMA

To receive a Trinity Catholic High School diploma a student must complete 28 specified credits and a minimum cumulative GPA of 2.0. Courses taken during middle school will be awarded credit for completion and used for proper academic placement for the 9th Grade year. However, this credit will not be calculated into the high school GPA, nor will it exclude the student from the graduation requirements noted in this document that must be completed while enrolled at the high school level. Transfer student credit requirements are pro-rated appropriately. This catalog may change from year to year. A student's graduation requirements are based upon the year in which the student entered high school.

In addition to the credits listed below, students are required to complete 100 Community Service Hours (25 hours each year). It is the student's responsibility to be aware of his/her credit status and to select an appropriate course sequence leading toward graduation. The minimum requirements for high school graduation DO NOT fulfill the minimum requirements for admission to ALL colleges. Students who receive an F at the end of a year will be required to remediate in the summer.

Subject	Minimum Graduation Requirement Credit/Year	Requirements
English	4 Credits	1 per year
Mathematics	4 Credits	1 per year
Science	3 Credits	
Social Studies	3 Credits	
Theology	4 Credits	1 per year
Practical/Fine Arts	1 Credit	
Physical Education/HOPE	1 Credit	
World Language	2 Credits	
Electives	6 Credits	

### NOTES:

1. Algebra 1, Geometry, Algebra II and a fourth-year math are required.
2. Biology and Chemistry are required. Competitive college preparatory students should take 4.0 credits of Science, to include Physics, when possible.
3. World Language credits must be sequential and in the same language. Competitive college preparatory students should take 4.0 credits of the same World Language when possible.
4. A student needs 1 credit combined between Performing/Fine Arts and Practical Arts

## **TRANSFER STUDENTS**

- A student who transfers to Trinity Catholic from another school in which Theology was not taught must earn credit in Theology for every semester in attendance at Trinity Catholic.
- A transfer student must earn a minimum of 24 high school credits for graduation.
- Students must finish their current semester (including semester exams) at their previous school before enrolling in classes at Trinity Catholic.

## **COMMUNITY SERVICE REQUIREMENT**

As part of our commitment to the spiritual and social growth of our students, Trinity Catholic High School requires community service of all students. Each student is required to complete 100 hours of community service at a non-profit agency in order to graduate. Community Service hours are administered by the Campus Ministry Office.

- Transfer students are given requirements on an individual basis.
- Current seniors must complete their community service hours by the date indicated by the Campus Ministry Office in order to take part in any graduation activities and receive a Trinity Catholic High School diploma.

# FOUR-YEAR CURRICULUM PLAN

No two students are alike; likewise, no two curriculum plans will be alike. This information is provided as a guide to show how a student may progress through high school. This guide will not replace personal advising from a guidance counselor. Students will take 7 credits per academic year.

## Sample Grade Level Core Course Choices

	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>Theology</b> <b>(4 credits; 1 per year)</b>	Theology 9	Theology 10	Theology 11 DE Sacraments 2770 DE Freedom & Virtue 3752	Theology 12 DE Comparative Religion 2300 DE Catholic Social Teaching 3565
<b>English</b> <b>(4 credits; 1 per year)</b>	English I English I Honors English II English II Honors	English II English II Honors English III English III Honors AP English Language	English III English III Honors English IV English IV Honors AP English Language AP English Literature DE English Composition 1101 DE English Composition 1102	English IV English IV Honors AP English Literature DE English Composition 1101 DE English Composition 1102 DE Intro to Literature 1000
<b>Math</b> <b>(4 credits; 1 per year)</b>	Algebra I Algebra I Honors Geometry Geometry Honors Computer Science Principles	Geometry Geometry Honors Algebra II Algebra II Honors Computer Science Principles	Algebra II Algebra II Honors Pre-Calculus Honors Calculus Honors AP Calculus AB Statistics Honors AP Statistics Computer Science Principles DE College Algebra 1105	Pre-Calculus Honors Calculus Honors AP Calculus AB Statistics Honors AP Statistics Math for College Readiness DE College Algebra Computer Science Principles



<b>Science</b> <b>(3 credits, minimum)</b>	Biology	Chemistry	AP Biology	AP Biology
	Biology Honors	Chemistry Honors	Anatomy Honors	Anatomy Honors
	Agricultural Science	Biology	Chemistry	Chemistry
	Physical Science	Biology Honors	Chemistry Honors	Chemistry Honors
	Introduction to Aerospace Technologies	Agricultural Science	AP Chemistry	AP Chemistry
			Agricultural Science	Health Science – Anatomy/Physiology
			Health Science – Anatomy/Phys.	Physics
			Physics	Physics Honors
			Physics Honors	Environmental Science
			Environmental Science	
<b>Social Studies</b> <b>(3 credits, minimum)</b>		World History	U.S. History	U.S. Government
		World History Honors	U.S. History Honors	U.S. Government Honors
		AP World History	AP U.S. History	AP U.S. Government
			DE U.S. History 2010 & 2020	Economics
				Economics Honors
				AP Macroeconomics
<b>World Language</b> <b>(2 credits, minimum)</b>	Spanish I	Spanish I	Spanish I	Spanish II
	Spanish II	Spanish II	Spanish II	Spanish III
		Spanish III Honors	Spanish III Honors	Spanish IV Honors
			Spanish IV Honors	AP Spanish
<b>Physical Education</b> <b>(1 credit)</b>	H.O.P.E. (Health Opportunities through Physical Education)			
<b>Electives</b> <b>(1 credit must be performing or practical art)</b>	*See elective course offerings chart	*See elective course offerings chart	*See elective course offerings chart	*See elective course offerings chart

# Elective Course Offerings for 2021-2022

<p><b><u>Language Arts</u></b> Yearbook/Media - Journalism 5 Honors (1 Cr.)</p> <p><b><u>Social Studies</u></b>  World Geography (1 Cr.)  AP Human Geography (1 Cr.) Holocaust History with Modern History (.5 Cr/ea)</p> <p><b><u>Practical Arts</u></b> Horticulture (1 Cr.) Applied Engineering (1Cr.) Speech (.5 Cr.)/Debate (.5 Cr.)</p>	<p><b><u>Performing / Fine Arts</u></b> 2D Studio Art I (1 Cr.) 2D Studio Art II (1 Cr.) 3D Studio Art (1 Cr.) Ceramics (1 Cr.) AP Music Theory (1 Cr.) AP Studio Art (1 Cr.) Band (1 Cr.) Cantabile (Men’s Choir) (1 Cr.) Bel Canto (Women’s Choir) (1Cr.) Music Tech. &amp; Sound Engineering (1 Cr.) Guitar I (1 Cr.) Guitar II (1 Cr.) Eurhythmics (1 Cr.)</p>	<p><b><u>Physical Education</u></b> Basketball (1 Cr.) Weight Training 1 (.5 Cr.)/Personal Fitness (.5 Cr.) Weight Training 2 (.5 Cr.)/Comprehensive Fitness (.5 Cr.) Weight Training 3 (.5Cr.)/Power Weight Training (.5 Cr.) Team Sports I (.5 Cr.)/Team Sports II (.5 Cr.) Care and Prevention of Athletic Injuries (.5 Cr.)/First Aid and Safety (.5 Cr.)</p>
<p><b><u>General Electives</u></b> Learning Strategies (1 Cr.) English Language Development (1 Cr.) Critical Thinking and Study Skills with ACT and SAT Test Prep (.5 Cr.)/Leadership Skills Development (.5 Cr.) 11<sup>th</sup>/12<sup>th</sup> Grade Study Hall (no credit) Virtual Learning Lab (credit awarded through FLVS) Animal Science and Services (1 Cr.) AP Capstone Seminar (1Cr.) AP Capstone Research (1 Cr.) Creative Writing I/II (.5/ea)</p>	<p><b><u>Dual Enrollment Options</u></b> <b><u>Saint Leo Business Mini-Track</u></b> Basic Computer Skills Finite Mathematics Principles of Accounting I Academic Writing I Academic Writing II Business Law I <b><u>Saint Leo Criminal Justice Mini-Track</u></b> Intro to Law and the Legal System Intro to Crime Scene Investigation Forensic Science and Criminal Justice <b><u>Saint Leo Cybersecurity Mini-Track</u></b> Basic Computer Skills Computer Systems Principles of Networking Fundamentals of Cybersecurity <b><u>Saint Leo Future Educators Mini-Trac</u></b> Teaching Diverse Populations Human Growth and Development Educational Technology</p>	<p><b><u>Barry University DE</u></b> U.S. History I/II World Religions/Intro to Catholicism/Sacraments/Freedom &amp; Virtue  <b><u>College of Central Florida DE</u></b> Freshman Composition College Algebra AA Degree Options  <b><u>Embry-Riddle Program</u></b> Principles of Aeronautics Private Pilot Operations Unmanned Aircraft Systems I/II/III</p>

## GENERAL ACADEMIC INFORMATION

### GRADING SCALE/CLASS RANKING

Trinity Catholic does not rank students. Honors courses carry 0.5 in added weight value over College-Prep level courses. Advanced Placement and Dual Enrollment courses carry 1.0 in added weight value over College-Prep level courses. The Trinity Catholic system consists of some Honors courses that are not weighted by the Florida legislature for purposes of State University System admission or Bright Futures Scholarship qualification.

90 – 100	A Excellent and superior work
80 – 89	B Good work
70 – 79	C Satisfactory work
60 – 69	D Below average work
0 - 59	F Failure

### HONORS COURSES

Honors courses are offered in Mathematics, Science, English, World Languages, Social Studies, and some elective courses. Since these are accelerated, in-depth courses of study, students must have an A average in a College-Prep level course and receive instructor permission to register for an Honors course. Honors courses carry a weighted designation. Prerequisites may vary (see course descriptions for more information), but all Honors-level courses consider maturity level, self-discipline and self-motivation as characteristics students must possess in order to be recommended. Honors courses are meant to serve as preparation for the Advanced Placement courses offered by Trinity Catholic.

### ADVANCED PLACEMENT COURSES

Admission to Advanced Placement courses is by established prerequisites, which includes teacher recommendation. Advanced Placement courses are college-level courses for the academically capable student which are taken on the Trinity Catholic High School campus. Advanced Placement courses are offered in Mathematics, Science, English, World Languages, Social Studies and some elective classes. A summer assignment will be required for all AP courses. At the end of each course, students are **REQUIRED** to sit for an exam written by the College Board. College credit or placement may be awarded at the discretion of the college or university a student attends. Students must have an A average in an Honors level course and receive instructor permission to register for an AP course. A student must earn either an A or B in the current AP course to move on to other AP or Dual Enrollment courses. In order to receive a final grade for the course, each student must also take the designated AP exam for that course.

### ADVANCED PLACEMENT CAPSTONE DIPLOMA AND CERTIFICATE

AP Capstone™ is a College Board program that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. AP Capstone comprises two AP courses—AP Seminar (Junior Year) and AP Research (Senior Year)—and is designed to complement and enhance the discipline-specific study in other AP courses. In AP Seminar, students will investigate topics in a variety of subject areas, write research-based essays, and design and give presentations both individually and as part of a team. In AP Research, students will build on what they learned in AP Seminar to design, plan, and conduct a yearlong research-based investigation on a topic of their choice.

### **AP Capstone Diploma™**

Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choice will qualify for the AP Capstone Diploma. Students can take the four additional AP Exams anytime during high school.

### **AP Seminar and Research Certificate™**

Students who earn scores of 3 or higher in AP Seminar and AP Research will qualify for the AP Seminar and Research Certificate. No additional AP classes are required for this option.

Many colleges recognize AP Capstone awards in their admissions process. AP Capstone candidates stand out:

- On college applications and essays because they demonstrate critical thinking, communication, and research skills associated with AP Capstone.
- In college interviews because of the confidence, expertise, and passion they show when they talk about their unique academic projects.
- To college admission officers, who recognize that AP Capstone students know how to build evidence-based arguments, apply research methods, work in teams, deliver professional presentations, and complete long-term academic projects.

### **College Application Process - Common Application and Coalition Application**

The Common Application and Coalition Application forms now include the AP Capstone Diploma Candidate distinction. Counselors can identify AP Capstone Diploma candidates on the counselor form, and eligible students should continue to self-identify as AP Capstone Diploma candidates in the “Honors and Distinctions” section. Colleges and universities that use these forms can quickly see AP Capstone™ students among their applicants.

### **DUAL ENROLLMENT COURSES**

Trinity Catholic students may choose to earn college credit while attending high school through our Dual Enrollment agreements with Saint Leo University, Barry University, College of Central Florida and Embry-Riddle Aeronautical University. There is a fee for Dual Enrollment classes. This fee is limited to three Dual Enrollment courses. If a student chooses to take additional courses, the full tuition amount charged to Trinity Catholic, will be the responsibility of the parent/guardian. If any Dual Enrollment course is dropped after the penalty-free period (usually referred to as Add/Drop) the parent/guardian will be responsible for the remaining balance of the tuition for that course.

Dual Enrollment courses are college courses for academically capable students taught by qualified Trinity Catholic High School faculty members on the Trinity Catholic campus, except for the College of Central Florida and online Saint Leo classes. Students will need to provide their own transportation to and from the College of Central Florida. To be considered for DE courses, students must have a minimum 3.0 unweighted cumulative GPA. See additional requirements in course descriptions.

Students participating in Dual Enrollment courses are expected to do college-level work and will be held to college standards for grading. All grades earned in Dual Enrollment classes are recorded on an official College transcript. A student must earn either an A or B in the current course to move on to other Dual Enrollment courses. All credits earned may be transferred at the discretion of the college or university a student attends. The Florida Department of Education determines high school credit hours earned for Dual Enrollment courses. Three credit (or

equivalent) postsecondary courses taken through Dual Enrollment that are not listed on the *Dual Enrollment Course-High School Subject Equivalency List* shall be awarded at least 0.5 high school credits either as an elective or subject area credit as designated in the local dual enrollment articulation agreement.

## **COURSE SELECTION PROCESS**

Please take the time to thoroughly review this Curriculum Guide. Choosing classes is an important activity that should not be taken lightly. Take into consideration teacher and counselor recommends, past performance, and future goals. Parents and students are encouraged to make careful decisions when selecting courses, as schedule changes are done on a very limited basis once school begins.

**Current Trinity Catholic High School Students:** Course selection for the following school year begins in the spring when school counselors review the Curriculum Guide and the course selection process with current freshmen, sophomores and juniors. Students are asked to complete their course selections through the Family Portal in FACTS (RenWeb) using the grade level Course Guides. This will allow the students to submit preferred courses for the upcoming school year for Guidance Department and teacher approval. Teachers make recommendations for the next school year once students have submitted their course requests through the Family Portal. The school counselors will verify that students have met all course prerequisites and will make any necessary adjustments in any case where it is necessary. All course selections and elective changes for both semesters of the following year are finalized by the spring. It is imperative that students be fully prepared to attend the one-on-one course selection meeting with their counselor. Students must have researched options and college admission requirements, identified personal interests, and completed their course selections in the Family Portal.

**Incoming Trinity Catholic High School Students:** An informative meeting will be held each spring where students can meet individually with members of the guidance department to plan their schedule.

**Florida Virtual or Non-Trinity Catholic Course Work:** Students may not take courses for academic advancement (including summer school courses) outside of the Trinity Catholic High School program. Only in certain pre-approved circumstances are students permitted to enroll in a Virtual School course. Approval from Guidance prior to enrollment is required. Trinity Catholic does not guarantee a designated class period for virtual courses. No coursework completed under a tutor will be accepted for credit. Courses taken in middle school will receive Trinity Catholic High School credit but they will not be included in the students' GPA. Students are encouraged to discuss options with their school counselor.

**Student Schedules:** Schedules may be changed during the first two weeks of school for the following reasons: course level too high or too low, or dislike of elective choice. Schedule changes are only possible if there is space available in the newly requested course. Schedules will not be changed for the following reasons: desire for a different teacher or desire for a different class section. Instructor permission may be required for a course change at the discretion of the Administration.

## **STUDENT ACADEMIC SUPPORT**

Trinity Catholic provides support for students with diverse learning needs and assistance to all students who may be experiencing academic difficulties. All students have access to a variety of

academic support options depending on individual student need. A collaborative team approach allows for both teachers and parents to facilitate the student's academic progress and success. Academic Service Plans are provided to each of the student's teachers to ensure the needs of each student are met.

### **ACADEMIC PROBATION**

Students who are unable to demonstrate adequate academic progress are placed on Academic Probation in order to establish a plan to assist the student and to impress upon the student the need for the academic improvement needed as well as the required expectations. A student is placed on Academic Probation if:

- The student has failed one or more courses during any quarter.
- The student has earned 3 or more D's during any quarter.
- The student has a cumulative GPA below 2.0.

Students who are placed on Academic Probation are expected to comply with the actions listed below. Failure to comply with the expectations established to assist the student in achieving success may jeopardize the student's ability to remain a student at Trinity Catholic High School.

- Sign an Academic Contract
- Attend bi-weekly or weekly meeting with a School Counselor, ESE Coordinator, or other as deemed necessary.
- Attend Flextime tutoring as scheduled
- Complete/comply with other expectations that will assist in helping the student improve.

**NOTE:** Participation in co-curricular activities including athletics for students who are on academic probation may be affected.

**Grade Forgiveness Policy:** Each student may use Grade Forgiveness for a maximum of 3 total credits in Grades 9- 12. Both grades (the original grade and the forgiveness grade) will appear on the student's transcript. The new grade will be averaged into the cumulative GPA. Only regular level credit will be given when any course is taken for Grade Forgiveness. Only grades of D's or F's will be eligible for Grade Forgiveness. A student may inquire about Grade Forgiveness if their GPA is below a 2.0. Students must submit written request to their school counselor to take courses for Grade Forgiveness prior to the enrolling in the course.

**Incomplete Grades:** A student's work that is Incomplete at the end of a grading period must be completed by the end of the 2nd week of the next grading period unless other arrangements have been made with their school counselor and approved by the Administration. After the 2nd week, any incomplete grade will become an F. Students who fail to complete work in the expected timeframe will earn an F. Exceptions to this policy must be cleared with the Administration. When a plan is developed for a student, it is the responsibility of the student to follow it in order to close the grades in a reasonable timeframe.

### **COLLEGE PLANNING**

College planning begins when the student begins ninth grade. It is the expectation of both the school and families that each student will be preparing for college upon admittance to Trinity Catholic High School. Colleges and universities vary in their entrance requirements. Therefore, students should familiarize themselves with the requirements of the college or university they may be considering. It is important that this be kept in mind when selecting courses throughout

high school. Students should select challenging courses based upon ability and prior academic performance. As stated in this guide and in the Parent & Student Handbook, it is the responsibility of the students and their parents to become familiar with the number of academic credits, the GPA, SAT and ACT scores required for entrance into colleges and universities. The Guidance Department provides opportunities for parents and students to become aware of the best way to prepare for college. Refer to the school calendar to plan ahead on attending the evening sessions for parents.

**Florida State Colleges and Universities:** Florida state colleges and universities require students to have completed two consecutive years of the same World Language, four years of mathematics (Algebra I, Geometry, Algebra II, and a fourth year of higher level math), four years of English, three years of Social Studies (World History, US History and Government/Economics), and Science (Biology, Chemistry and two equally rigorous Science courses, one of which should be Physics). Each post-secondary institution, whether a state or private school, has its own entrance requirements; students should consult individual college websites for accurate information.

**Florida Bright Futures Scholarship Program:** Bright Futures offers lottery-funded scholarships for Florida graduates who demonstrate high academic achievement and enroll in eligible Florida public or private post-secondary institutions. Florida high school graduates will be required to submit a state application prior to graduation to be eligible for Florida's Bright Futures Scholarship program. Students will apply with the assistance of their school counselor in January or February of their senior year. Student transcripts will be forwarded to the Department of Education by the high school counselor shortly after graduation. Notification of eligibility will be sent to the individual. Please allow 4-6 weeks for eligibility determination. More information can be found at [www.floridastudentfinancialaid.org](http://www.floridastudentfinancialaid.org).

### **INFORMATION PORTALS – PARENT & STUDENT**

Parents/students are provided with login information to access student academic information at the beginning of the school year. Due to the fact that the portals are not integrated systems each will have its own login information.

**Student User ID and Password** will be used to gain access to FACTS (RenWeb) and Naviance. This will also be used for students to gain access to the school Wi-Fi when they have to complete the Network Authentication.

**Course Specific Information:** FACTS (RenWeb) provides course specific information such as assignments, exams, and general course information.

**Student Grades/ FACTS (RenWeb):** FACTS (RenWeb) is a tool that gives students/parents/guardians secure online access to academic information, including grades and report cards. This service allows parents and students to check academic progress on demand. Some assignments (essays, lab reports, research papers, etc.) may take longer than a week to grade. An "M" indicates that an assignment/test is missing and counts as a zero. Since parents and students have the ability to check FACTS (RenWeb), academic progress, attendance, and conduct reports will not be sent home.

**Naviance Family Connection:** Naviance Family Connection is a comprehensive website that students and parents can use to help in making decisions about colleges, scholarships and careers. The program allows for gathering information related to college admissions and the

application process, college search tools, career planning tools, scholarship searches and pre-college summer programs. You can access this website by clicking on [Naviance Family Connection](#).

**School Website/ FACTS Family Portal:** The Trinity Catholic High School website can be found at [www.trinitycatholichs.org](http://www.trinitycatholichs.org). Please visit the website for teacher contact and general school information; the school academic calendar is also posted on the website and available for both download in pdf format and as a Google calendar. In addition, school information (forms, links, announcements, calendar, etc.) is available in FACTS Family Portal.

## **HONOR ROLL**

The Principal's List consists of two categories: First Honors and Second Honors. Students who achieve a weighted GPA of 4.0 to 5.0 with no class grade lower than 90 are eligible for FIRST HONORS. Those having a weighted GPA of 3.0 to 3.99 with no class grade lower than 80 are eligible for SECOND HONORS. Students receiving this honor will be recognized appropriately per grading period.

## **NATIONAL HONOR SOCIETY**

The National Honor Society (NHS) is the nation's premier organization established to recognize outstanding high school students. More than just an honor roll, NHS serves to honor those students who have demonstrated excellence in the areas of Scholarship, Leadership, Service, and Character.

Membership is by selection only; it is not conferred automatically. Membership is extended to juniors and seniors only. In order to be selected to the National Honor Society, a student must meet several criteria. Students must have a 3.7 or higher unweighted, cumulative GPA. If selected, all members must maintain a 3.7 cumulative GPA until they graduate. Students who meet the GPA requirement must also meet the standards of outstanding character, generous service, and positive leadership. Students may be required to interview with the Faculty Council. Students will be required to submit recommendations from other teachers in order to paint a more complete picture of whether or not a student meets the standards.

## **GRADUATION WITH HONORS**

Seniors will be awarded graduation honors designated by their weighted, cumulative GPA following the third quarter of their senior year. Dual Enrollment classes do not calculate into the cumulative GPA until a final grade has been posted to the student's transcript. The cumulative GPA will not be rounded up. The GPA, honor, and merit cord associated with the honor are listed below.

**Summa Cum Laude – 4.000 and above (gold merit cord)**

**Magna Cum Laude – 3.500 – 3.999 (green merit cord)**

**Cum Laude – 3.000 – 3.499 (white merit cord)**

## **STANDARDIZED TESTING**

Students complete a standardized exam through Trinity Catholic High School for each of their first three years. Students in 9<sup>th</sup> Grade and 10<sup>th</sup> grades take the PSAT/NMSQT and Pre-ACT. Students in 11<sup>th</sup> Grade take the PSAT/NMSQT and the ACT. Students who have appropriate



documentation on file may be eligible for accommodations on the PSAT, SAT, ACT, and AP exams. Accommodations for extra time, larger print, readers, computer use, or other accommodations must be granted by the College Board and ACT services after students have applied for them. Students must make an appointment with the school counselor before applying for standardized testing accommodations. (Note: Obtaining approval for accommodations may take several months depending on the student's situation. Planning well in advance is critical.)

## FLORIDA HIGH SCHOOL ATHLETIC ASSOCIATION

Trinity Catholic High School is a member of the Florida High School Athletic Association (FHSAA). The FHSAA has established eligibility rules and policies for participation in interscholastic athletics. All Trinity Catholic High School students must satisfy these requirements to take part in any interscholastic event. Trinity Catholic High School conforms to all FHSAA bylaws, policies and procedures as documented in their manual. Some of the guidelines for participation which relate to Grades are listed below:

- A student must have a cumulative high school grade point average of 2.0 or above (on a 4.0 unweighted scale or its equivalent in all courses taken that are required by Florida Statutes) at the conclusion of each semester to be eligible for the following semester. A student whose cumulative grade point average is below 2.0 on a 4.0 unweighted scale or its equivalent (in all courses required by Florida statutes at the conclusion of a semester) shall not be eligible during the following semester.
- Transfer students must contact the Athletic Office for eligibility and transfer guidelines before participation in any athletic practice or competition. Please note that an official transcript must be received by Trinity Catholic High School BEFORE the student is eligible for participation. Please contact the Athletic Office for all rules and regulations.

## NCAA ELIGIBILITY

Students who want to play a sport at any NCAA Division I or II university as a freshman must register and be certified by the NCAA Eligibility Center. All high school student-athletes should be aware of and understand the NCAA Eligibility Center rules.

### **Division I Qualifier Requirements:**

- Complete 16 core courses (English, Math, Science, Social Studies, World Language)
  - Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school
  - Seven of the 10 core courses must be in English, math, or science
- Earn a core-course GPA of at least 2.3
- Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see NCAA website)
- Graduate high school

### **Division II Qualifier Requirements:**

- Complete 16 core courses (English, Math, Science, Social Studies, World Language)
- Earn a core-course GPA of at least 2.2

- Earn the ACT/SAT score matching your core-course GPA on the Division II full qualifier sliding scale (see NCAA website)
- Graduate high school
- For further questions please contact the eligibility center directly using the following information:

NCAA Eligibility Center P.O. Box 7136 / Indianapolis, IN 46207 (877) 262-1492 + (317) 223-0700 Call Center Hours: 8:00am-6:00pm EST Mon-Fri [www.eligibilitycenter.org](http://www.eligibilitycenter.org)

# THEOLOGY COURSES

*Our vision is to build the kingdom of God in the hearts of our students through knowledge, prayer and service to others.*

All students are required to take Theology for every semester that they attend Trinity Catholic High School, in accordance with diocesan and school standards. As an integral part of the Theology curriculum, Christian service is required of every student. The minimum number of service hours is as follows: Freshmen-25; Sophomores-25; Juniors-25; Seniors-25. A total of 100 hours is required for graduation.

## **THEOLOGY 9 – INTRODUCTION TO CHRISTOLOGY/OLD TESTAMENT**

**Prerequisite:** None  
**Grades:** 9  
**Credit:** 1  
**Course Length:** 2 Semesters

The purpose of this course is to introduce students to the Mystery of Jesus Christ, the Living Word of God, and the second Person of the Blessed Trinity. In this course, students will understand that Jesus Christ is the ultimate revelation to us from God. In learning about who He is, the students will also learn who He calls them to be. Through their study of the Bible they will come to encounter the living Word of God, Jesus Christ. They will learn about the Bible, authored by God through Inspiration, and its value to people throughout the world. Students will learn how to read the Bible and will become familiar with the major sections of the Old Testament and the books included in each section.

## **THEOLOGY 9 – FOUNDATIONS IN CHRISTIAN THEOLOGY/OLD TESTAMENT**

**Prerequisite:** None  
**Grades:** 9  
**Credit:** 0.5  
**Course Length:** 2 Semesters

The purpose of this course is to introduce students to the basics of the Mystery of Jesus Christ, the Living Word of God, the second Person of the Blessed Trinity. In this course, students will understand that Jesus Christ is the ultimate revelation to us from God. In learning about who He is, the students will also learn who He calls them to be. Students will focus on the foundations of the Catholic Faith in this course.

## **THEOLOGY 10 – NEW TESTAMENT/CHURCH HISTORY**

**Prerequisite:** None  
**Grades:** 10  
**Credit:** 1  
**Course Length:** 2 Semesters

The purpose of this course is to help students understand all that God has done for us through his Son, Jesus Christ as portrayed in the New Testament. Through this course of study, students will learn that for all eternity, God has planned for us to share eternal happiness with him, which is accomplished through the redemption Christ won for us. Students will learn that they share in this redemption only in and through Jesus Christ. Through their study of the New Testament, students will also be introduced to what it means to be a disciple of Christ and what life as a disciple entails. Students will be introduced to the fact that the Church was founded by Christ through the Apostles and is sustained by him through the Holy Spirit. The students will come to

know that the Church is the living Body of Christ today and, as such, has both Divine and human elements. Students will learn about Church's 2000 years of history and about how the Church is led and governed by the successors of the Apostles.

### **THEOLOGY 11 – SACRAMENTAL LIFE/CATHOLIC MORALITY**

**Prerequisite:** None  
**Grades:** 11  
**Credit:** 1  
**Course Length:** 2 Semesters

The purpose of this course is to help students understand that they can encounter Christ today in a full and real way in and through the Sacraments, and especially through the Eucharist. Students will examine each of the Sacraments in detail so as to learn how they may encounter Christ throughout life. Students will also examine the vocations of life: how Christ calls us to live. They will understand the importance of the Sacraments supporting their vocational call. Students should learn what it means to live life for the benefit of others and the value in considering a vocation in service to the Christian community. Students will learn the moral concepts and precepts that govern the lives of Christ's disciples. They will examine the methods of moral decision-making and the foundations of morality within the Catholic Christian tradition

### **THEOLOGY 12 – SOCIAL JUSTICE/WORLD RELIGIONS**

**Prerequisite:** None  
**Grades:** 12  
**Credit:** 1  
**Course Length:** 2 Semesters

The purpose of this course is to introduce students to the Church's Social Teaching. In this course students are to learn how Christ's concern for others, especially the poor and needy, is present today in the Church's social teaching and mission. Students will examine thoroughly the Seven Principles of Catholic Social Teaching. Students will better understand the manner in which the Catholic Church relates to non-Catholic Christians as well as to other religions of the world. Building on the foundational truth that Jesus Christ established the Catholic Church and entrusted to her the fullness of God's Revelation, the course is intended to help students recognize the ways in which important spiritual truths can also be found in non-Catholic Christian churches and ecclesial communities as well as in non-Christian religions. It is also intended to help them to recognize the ways in which other systems of belief and practice differ from the Catholic faith. This study will lead the students to a better understanding of their own faith and knowledgeable respect for the beliefs of other faith groups.

# ENGLISH COURSES

## ENGLISH I

**Prerequisite:** None  
**Grades:** 9  
**Credit:** 1.0  
**Course Length:** 2 Semesters

This course focuses on the elements of writing, grammar, and literature. Students work on the development of writing skills, the review and application of grammar, and the study of vocabulary skills. The study of literature emphasizes the genres of the short story, poetry, drama, the novel, and nonfiction. Students are required to write essays that follow MLA format and that focus on the entire writing process. Students are also required to actively participate in group projects and to contribute meaningfully to class discussions. In addition to summer reading, students will be expected to read and analyze books over the course of the year.

## ENGLISH I HONORS

**Prerequisite:** Incoming 9th Grade students must score an A average in Language Arts and above average on their reading HSPT.  
**Grades:** 9  
**Credit:** 1.0  
**Course Length:** 2 Semesters

This course is designed for freshmen who have demonstrated above Grade level skills in prior work and test scores. This course focuses on the elements of writing, grammar, and literature. Students work on the development of analytical writing skills and critical thinking, the review and application of grammar, and the study of vocabulary skills. The study of literature stresses identifying and understanding the use of literary elements in the genres of short story, poetry, nonfiction, drama, and the novel. Students are required to write essays that follow MLA format and that focus on the entire writing process, including revision. Students are also required to actively participate in group projects and to contribute meaningfully to class discussions. In addition to summer reading, students will be expected to read and analyze books over the course of the year.

## ENGLISH II

**Prerequisite:** Completion of English I  
**Grades:** 10  
**Credit:** 1.0  
**Course Length:** 2 Semesters

This course includes continued instruction in writing, grammar, and literature. Students concentrate on the development of larger pieces of writing, with emphasis on form and analysis of literary elements, and the entire writing process from planning through revision. Students continue the review of grammar and the development of skills in vocabulary acquisition. Literature and informative texts from varied literary periods will be examined. In addition to summer reading, students will be expected to read and analyze books over the course of the year.

## ENGLISH II HONORS

**Prerequisite:** B average in English I Honors or an A average in English I and teacher recommendation  
**Grades:** 10  
**Credit:** 1.0  
**Course Length:** 2 Semesters

This course is designed for sophomores who have demonstrated above Grade level skills in English I. This course emphasizes writing, application and analyzing literature. The written component will focus on the entire writing process, including research and revision. Students will be expected to write, evaluate, and create complex ideas that are abstract and multifaceted. Literature and informative texts will be analyzed from varied literary periods. In addition to summer reading, students will be expected to read and analyze books over the course of the year.

### **ENGLISH III**

**Prerequisite:** Completion of English II  
**Grades:** 11  
**Credit:** 1.0  
**Course Length:** 2 Semesters

This course stresses the continued development of writing skills that focus on multi-paragraph essays and a documented research paper using the MLA format. Grammar review continues as correct usage, mechanics, and all conventions of standard American English are required. Vocabulary study includes an emphasis on the components of standardized tests as well as words in context. Literature study centers on American writers and the American culture. Each quarter students are expected to read and analyze an outside-of-class book, and they are required to write essays that focus on the entire writing process. In addition to summer reading, students will be expected to read and analyze books over the course of the year.

### **ENGLISH III HONORS**

**Prerequisite:** B average in English II Honors or an A average in English II and teacher recommendation  
**Grades:** 11  
**Credit:** 1.0  
**Course Length:** 2 Semesters

This course is designed for juniors who have demonstrated above Grade level skills in English II. This course provides students with an understanding of the chronological or thematic development of the American people by examining the political, social, religious, cultural, artistic, and literary movements that have shaped and molded this country. A sampling of major American literary works are studied and an emphasis is made on writing assignments that concentrate on the ability to analyze critically. Multi-paragraph essays and a documented research paper using the MLA format are required. Speaking and listening skills are incorporated into class assignments, and students are expected to actively participate in seminars. Grammar review and vocabulary studies are a continuing emphasis in this course. In addition to summer reading, students will be expected to read and analyze books over the course of the year.

### **ADVANCED PLACEMENT LANGUAGE AND COMPOSITION**

**Prerequisite:** A average in English II Honors and teacher recommendation  
**Grades:** 10-11  
**Credit:** 1.0  
**Course Length:** 2 Semesters

This course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays. Students will be able to read text with critical understanding and to write effectively. Students can expect a high-level of nonfiction text in various forms, including graphic images as forms of text, comic strips, advertisements, and graphs, as well as supplemental fictional text. Writing is an integral part of this course. These assignments will range from major research papers to more brief critical responses and primarily involve the three main styles required by College Board: writing

arguments synthesizing from different sources, analyzing excerpts for rhetorical strategies from a variety of literary periods, and voicing opinions on current issues. In-class writings, in particular, will be assigned often in preparation for the College Board AP Exam. Students enrolled in this course must be able to budget their time, work both independently and cooperatively, and be extremely self-disciplined. ***All enrolled students are REQUIRED to complete a summer assignment and take the Advanced Placement Exam.***

#### **ENGLISH IV**

**Prerequisite:** Completion of English III  
**Grades:** 12  
**Credit:** 1.0  
**Course Length:** 2 Semesters

This course includes a general grammatical overview with specific emphasis placed on the writing process related to the development of style. Papers of varied lengths are required in addition to a documented research paper. Shorter writing assignments are geared toward the analysis and application of literary elements used in conjunction with literature read. A chronological or thematic study of major British and world literary works from the Anglo-Saxon period through the twentieth century is included. Students are required to conduct discussions based on major literary components. In addition to summer reading, students will be expected to read and analyze books over the course of the year.

#### **ENGLISH IV HONORS**

**Prerequisite:** B average in English III Honors or an A average in English III and teacher recommendation  
**Grades:** 12  
**Credit:** 1.0  
**Course Length:** 2 Semesters

This course is designed for seniors who have demonstrated above Grade level skills in English 3. This course includes a vocabulary development program and a general grammatical overview with specific emphasis placed on the writing process related to the development of style, sentence structure, and critical analyses. Papers of varied lengths are required in addition to an MLA formatted, documented research paper. Shorter writing assignments are geared toward critical thinking in the analysis of literary works, literary elements, and author style. An in-depth chronological or thematic study of major British and world literary works from the Anglo-Saxon period through the twentieth century is included in the course. Students are required to participate in discussions based on close readings of literary works, to recognize major literary components, to compose effective analyses of given genres, and to demonstrate an understanding of the works read. Papers of varied lengths are required in addition to an MLA formatted and documented research paper. In addition to summer reading, students will be expected to read and analyze books over the course of the year.

#### **ADVANCED PLACEMENT LITERATURE AND COMPOSITION**

**Prerequisite:** B average in AP Language and Composition and teacher recommendation  
**Grades:** 11-12  
**Credit:** 1.0  
**Course Length:** 2 Semesters

This course will allow for students enrolled in this course to acquire an understanding of the resources of the English language and of the writes craft, developing critical standards for the appreciation of college-level literary works throughout history and increasing their sensitivity to literature as a shared experience. Students can expect to spend considerable time in analytical study of fictional literature, specifically novels and poetry, as this course provides intellectual

challenge and the workload consistent with a typical undergraduate English Literature or Humanities course. Writing is an integral part of the course. These assignments will range from a major analytical research paper to more brief critical responses. In-class writings, in particular, will be assigned often in preparation for the College Board AP Exam. Students enrolled in this course must be able to budget their time, work both independently and cooperatively, and be extremely self-disciplined. ***All enrolled students are REQUIRED to complete a summer assignment and take the Advanced Placement Exam.***

## MATHEMATICS COURSES

### ALGEBRA I

**Prerequisite:** None  
**Grades:** 9  
**Credit:** 1.0  
**Course Length:** 2 Semesters

Algebra I provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses. Topics covered include sets, real number system, variables and algebraic expressions, solving and graphing linear equations, and inequalities, polynomials, factoring, rational expressions, application problems, solving quadratic equations and problem solving. A combination of hands on exploration of content and collaboration are critical components of this very important and enriching course. This course meets the graduation requirement for Mathematics.

### ALGEBRA I HONORS

**Prerequisite:** A average in prior math course and an above average on the HSPT  
**Grades:** 9  
**Credit:** 1.0  
**Course Length:** 2 Semesters

Algebra I Honors prepares students for more advanced mathematics courses. Topics include algebraic tools, functions, equations and inequalities, graphs, linear systems, quadratics, polynomials, radicals, exponents. The course is expanded with an in-depth level of instruction, an accelerated pace, challenging assessments, and a cooperative learning environment. The course guides students in the development of critical thinking skills and algebraic problem-solving skills which provide the foundation for real world problem-solving. It is targeted to highly motivated students who have previous work with Pre-algebra. This course meets the graduation requirement for Mathematics.

### GEOMETRY

**Prerequisite:** Completion of Algebra I  
**Grades:** 9-11  
**Credit:** 1.0  
**Course Length:** 2 Semesters

This course develops a logical system of Geometry using the inductive and deductive processes of reasoning. Topics include lines, planes, angles, polygons, congruencies, geometric inequalities, parallel lines and perpendicular lines, areas of polygonal regions, similarity, circle and spheres, constructions, areas of circles and sectors, volumes of solids, plane coordinate geometry, two-column proofs, and an introduction to trigonometry. This course meets the graduation requirement for Mathematics.



## **GEOMETRY HONORS**

<b>Prerequisite:</b>	<b>A average in Algebra I or B average in Algebra I Honors with teacher recommendation. If Algebra I was not taken at TCHS, placement into this course is determined by placement exam score and Algebra I/Algebra I Honors grade</b>
<b>Grades:</b>	<b>9-11</b>
<b>Credit:</b>	<b>1.0</b>
<b>Course Length:</b>	<b>2 Semesters</b>

Geometry Honors is a rigorous and in-depth study of Geometry with emphasis on methods of proof and the formal language of mathematics. Inductive and deductive thinking skills are used in problem solving situations, and applications to the real world are stressed. This course is designed for Students who are advanced in mathematics and excel at mathematical problem solving.

## **ALGEBRA II**

<b>Prerequisite:</b>	<b>Completion of Geometry</b>
<b>Grades:</b>	<b>10-11</b>
<b>Credit:</b>	<b>1.0</b>
<b>Course Length:</b>	<b>2 Semesters</b>

Algebra II is designed to build on previously learned algebraic and geometric concepts. The course is designed to revisit the linear and quadratic families of functions introduced in Algebra I and introduce more complicated families of functions such as exponential, logarithmic, radical, and rational. Topics learned in this course are important for students' success on the ACT, SAT, and college mathematics entrance exams. This course meets the graduation requirement for Mathematics.

## **ALGEBRA II HONORS**

<b>Prerequisite:</b>	<b>A average in Geometry or B average in Geometry Honors with teacher recommendation.</b>
<b>Grades:</b>	<b>10-11</b>
<b>Credit:</b>	<b>1.0</b>
<b>Course Length:</b>	<b>2 Semesters</b>

In this course, students will extend topics introduced in Algebra I and learn to manipulate and apply more advanced functions and algorithms. Topics include functions, polynomials, rational expressions, systems of functions and inequalities, work with advanced families of functions. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relations and use those representations to solve problems. Students will also work with complex numbers, conic sections, and data analysis. Foundational work with trigonometry will be introduced. Appropriate technology, from manipulatives to calculators and application software, will be used regularly for instruction and assessment. Upon successful completion of this course, students will be prepared for honors pre-calculus and other higher-level mathematics courses.

## **PRE-CALCULUS HONORS**

<b>Prerequisite:</b>	<b>Completion of Algebra II/Algebra II Honors and teacher recommendation</b>
<b>Grades:</b>	<b>11-12</b>
<b>Credit:</b>	<b>1.0</b>
<b>Course Length:</b>	<b>2 Semesters</b>

This course is designed to cover topics in Algebra ranging from polynomial, rational, and exponential functions to conic sections. Trigonometry concepts such as Law of Sines and Cosines will be introduced. Students will then begin analytic geometry and prepare for calculus

concepts such as limits, derivatives, and integrals. This course is intended for the serious college-prep student.

### **CALCULUS HONORS**

**Prerequisite:** B average in Pre-Calculus Honors and teacher recommendation  
**Grades:** 11-12  
**Credit:** 1.0  
**Course Length:** 2 Semesters

This course is designed for advanced math students who want a foundation in Calculus before taking it at the college level. This course involves the study of functions, rates of change, and accumulation. The topics covered are limits, continuity, derivatives, applications of derivatives (motion, related rates, graph analysis, and optimization), integrals, and applications of integrals (accumulation and area).

### **AP CALCULUS AB**

**Prerequisite:** A average in Pre-calculus Honors and teacher recommendation  
**Grades:** 11-12  
**Credit:** 1.0  
**Course Length:** 2 Semesters

AP courses in calculus consist of a full high school academic year of work and are comparable to calculus courses in colleges and universities. Students will be studying the ideas of functions, graphs, limits, derivatives and integrals as outlined in the AP Calculus Course description (as it appears on the AP Central website). The intent is for students to master the fundamentals of calculus in order to succeed on the AP Calculus AB exam and be adequately prepared to be successful in higher mathematics courses. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. *All students are REQUIRED to take the AP exam.*

### **AP CALCULUS BC**

**Prerequisite:** B average in AP Calculus AB and teacher recommendation  
**Grades:** 12  
**Credit:** 1.0  
**Course Length:** 2 Semesters (FLVS)

This highest-level course reviews all the topics of AP Calculus AB and progresses through the study of more advanced topics in calculus in preparation for the BC exam. AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AB to different types of equations and introduces the topic of sequences and series. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. *All students are REQUIRED to take the AP exam.*

### **AP STATISTICS**

**Prerequisite:** A average in Pre-Calculus Honors or Algebra II Honors and teacher recommendation  
**Grades:** 11-12  
**Credit:** 1.0  
**Course Length:** 2 Semesters (FLVS)

This course provides college-level work in statistics and will include the topics of data analysis, probability and interdisciplinary statistics. Technology will be an integral part of the course. This course is based on suggested materials from the College Board and has four broad conceptual themes: 1. Exploring data - observing patterns and departures from patterns, 2. Planning a study - deciding what and how to measure, 3. Anticipating patterns in advance - producing models using probability and simulation, and 4. Statistical interference - confirming models. Students are

required to take the Advanced Placement Statistics Examination upon successful completion of this course. A TI-84+ Silver graphing calculator is required for this course. ***Students enrolled in this course are REQUIRED to complete a summer assignment and take the Advanced Placement Exam.***

### **STATISTICS HONORS**

**Prerequisite:** Completion of Algebra II and/or Pre-calculus Honors and teacher recommendation

**Grades:** 11-12

**Credit:** 1.0

**Course Length:** 2 Semesters

This course will explore the topics of probability and statistics through the use of hands-on activities, projects, and technology. The topics will include the counting principles, theoretical and experimental probability, conditional probability, descriptive statistics, creating and analyzing graphical displays of data, probability distributions, single-sample and two-sample hypothesis testing and regression and correlation. This course meets the graduation requirement for Mathematics.

### **MATH FOR COLLEGE READINESS**

**Prerequisite:** Completion of Algebra I, Geometry, and Algebra II

**Grades:** 12

**Credit:** 1.0

**Course Length** 2 Semesters

This course is targeted for students who are not yet "college ready" in mathematics or 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.

### **COMPUTER SCIENCE PRINCIPLES**

**Prerequisite:** Completion of or concurrent with Algebra I

**Grades:** 9-12

**Credit:** 1.0

**Course Length** 2 Semesters

Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. More than a traditional introduction to programming, it is a rigorous, engaging, and approachable course that explores many of the foundational ideas of computing, so all students understand how these concepts are transforming the world we live in.

## **SCIENCE COURSES**

### **INTRODUCTION TO AEROSPACE TECHNOLOGIES (PRE-DUAL ENROLLMENT)**

**Prerequisite:** None

**Grades:** 9-12

**Credit:** 1.0

**Course Length:** 2 semesters

Aerospace covers a broad range of subjects: aviation and space history, principles of flight and navigation, technology, military and civil aircraft, aerospace careers, meteorology and its impact on aviation, rocketry, drones, and space travel. **PHYSICAL SCIENCE**

**Prerequisite:** Counselor Recommendation

**Grades:** 9

**Credit:** 1.0

**Course Length:** 2 Semesters

This course introduces students to scientific processes related to physical science. Topics will include properties, composition, structure and interactions of matter as well as the relationship between matter and energy. Course will include active labs and technology-based activities.

### **AGRISCIENCE FOUNDATIONS I**

**Prerequisite:** None

**Grades:** 9-11

**Credit:** 1.0

**Course Length:** 2 Semesters

This course is designed to develop competencies in the areas of agricultural history and the global impact of agriculture; career opportunities; scientific and research concepts; biological and physical science principles; environmental principles; agriscience safety; principles of leadership; and agribusiness, employability, and human relations skills in agriscience.

Laboratory-based activities are an integral part of this course. These include the safe use and application of appropriate technology, scientific testing and observation equipment. *This course is not approved as a science for NCAA.*

### **BIOLOGY**

**Prerequisite:** Student should be concurrent or have completed Algebra 1

**Grades:** 9-10

**Credit:** 1.0

**Course Length:** 2 Semesters

This course provides students with exploratory experiences and activities in the fundamental concepts of life. Content includes scientific processes, human anatomy, structure and function of cells, genetics, classification and taxonomy, structure and function of plants and animals, ecological relationships, and biological changes through time. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. Laboratory investigations should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data.

### **BIOLOGY HONORS**

**Prerequisite:** Incoming ninth grade students must have an A average in science and an above average score on the HSPT Language. Current students must have an A average in Physical Science and teacher recommendation. Student should be concurrent or have completed Algebra I/Algebra 1 Honors

**Grades:** 9-10

**Credit:** 1.0

**Course Length:** 2 Semesters

This course provides students with an in-depth general exploratory experiences and activities in the fundamental concepts of life. This course expands and refines biological concepts and presents additional facts, concepts, and generalizations. The course gives students more in-depth

experience than in the regular biology course, and additional reading is required. Students are required to analyze material and prepare extensive lab reports. The academic rigor and pace of this course is greatly increased from that of standard Biology.

### **ADVANCED PLACEMENT BIOLOGY**

**Prerequisite:** Completion of Biology Honors with an A average. Completed Chemistry Honors. Completed Geometry Honors. Teacher recommendation

**Grades:** 11-12

**Credit:** 1.0

**Course Length:** 2 Semesters

This course is equivalent to a college level course in Biology. This course will expand on biology and chemistry coursework. Students will be required to take the Advanced Placement Biology Examination upon successful completion of this course. In addition to the regular schedule, this course will require additional lab meeting times, these will be scheduled before school or during ninth hour. Every nine weeks a calendar of meeting dates and times will be provided to the students. *Students enrolled in this course are REQUIRED to complete a summer assignment and take the Advanced Placement Exam.*

### **CHEMISTRY**

**Prerequisite:** Completion of Biology and Algebra 1

**Grades:** 10-11

**Credit:** 1.0

**Course Length:** 2 Semesters

This course provides students with the study of the composition, properties, and changes associated with matter. Content includes a conceptual approach to the classification and structure of matter, atomic theory, periodic table, bonding, chemical formulas, chemical reactions, balanced equations, behavior of gases, physical changes, acids, bases, and salts, and energy associated with physical and chemical changes. Laboratory activities are an integral part of this course.

### **CHEMISTRY HONORS**

**Prerequisite:** Completion of Biology Honors with a B average or an A average in Biology and completion of Algebra 1 or Algebra I Honors and teacher recommendation

**Grades:** 10-11

**Credit:** 1.0

**Course Length:** 2 Semesters

This course provides students with the study of the composition, properties, and changes associated with matter. This course gives a more mathematical explanation of chemistry. Topics include heat, changes of matter, atomic structure, periodic table, bonding, formulas and equations, mole concept, gas laws, energy and order, reaction rates and equilibrium, and solutions: acids, bases, salts, nuclear chemistry, oxidation, reduction, and organic chemistry. Laboratory activities are an integral part of this course. The academic rigor and pace of this course is greatly increased from that of standard Chemistry.

### **ADVANCED PLACEMENT CHEMISTRY**

**Prerequisite:** Completion of Chemistry Honors with an A average and teacher recommendation

**Grades:** 11-12

**Credit:** 1.0

**Course Length:** 2 Semesters

This course is equivalent to a first-year course in college Chemistry. It will expand on those topics covered in Honors Chemistry with an emphasis on application of the concepts. In addition to the regular schedule, this course will require additional lab meeting times, these will be scheduled before school or during ninth hour. Every nine weeks a calendar of meeting dates and times will be provided to the students. ***Students enrolled in this course are REQUIRED to complete a summer assignment and take the Advanced Placement Exam.***

### **HEALTH SCIENCE ANATOMY AND PHYSIOLOGY**

**Prerequisite:** Completion of Care and Prevention of Athletic Injuries

**Grades:** 11 - 12

**Credit:** 1.0

**Course Length:** 2 Semesters

This course is part of the secondary Health Core consisting of an overview of the human body, both structurally and functionally with emphasis on the pathophysiology and transmission of disease. Medical terminology is an integral part of the course.

### **HUMAN ANATOMY AND PHYSIOLOGY HONORS**

**Prerequisite:** A average in Biology Honors and Chemistry Honors and teacher recommendation

**Grades:** 11 - 12

**Credit:** 1.0

**Course Length:** 2 Semesters

This course provides students with rigorous in-depth activities in the structures and functions of the components of the human body with an emphasis on anatomical terminology. Much of the content requires analytical skills in reading. Content includes cellular processes, tissues, special senses, as well as skeletal, muscular, nervous, cardiovascular, respiratory, digestive, urinary and reproductive systems. Laboratory investigations are an integral part of this course. This course is designed for students thinking about biology and/or health-related careers or majors.

### **PHYSICS**

**Prerequisite:** Completion of Chemistry with a C average and concurrent with Algebra 2

**Grades:** 11-12

**Credit:** 1.0

**Course Length:** 2 Semesters

This course provides students with an introductory study of the theories and laws governing the interaction of matter, energy, and forces. Content includes classical mechanics, sound & light, and electricity & magnetism. Scientific inquiry, through laboratory activities and computer simulations, is an integral part of this course. Students will gain a better appreciation of nature by learning its rules. Laboratory investigations are implemented to help students understand the complexity of Physics.

### **PHYSICS HONORS**

**Prerequisite:** Completion of Chemistry Honors with a B average. Completion of Pre-Calculus Honors with a B or above is highly recommended; however, students can be concurrent in Pre-Calculus Honors and teacher recommendation

**Grades:** 11-12

**Credit:** 1.0

**Course Length:** 2 Semesters

This course is laboratory based and provides students with a rigorous introductory study of the laws and theories that govern the interaction of matter, energy, and the forces of nature. The course content includes kinematics, dynamics, work, energy, power, wave theory, sound, light,

optics, electricity and magnetism, nuclear and modern physics. This course will require students to implement critical thinking skills and high level problem solving skills. Laboratory activities are an integral part of this course. Introductory differential and integral calculus is used throughout the course.

### **ENVIRONMENTAL SCIENCE**

**Prerequisite:** Completion of Biology and Chemistry

**Grades:** 11-12

**Credit:** 1.0

**Course Length:** 2 Semesters

This course provides students with a study of the natural mutual relationships between organisms and other factors compromising the environment. This course includes air, water, and land pollution, man's impact on the environment, resource use, recycling, and ecosystems analysis. Laboratory investigations are in integral part of this course

## **SOCIAL STUDIES COURSES**

### **ADVANCED PLACEMENT HUMAN GEOGRAPHY**

**Prerequisite:** Incoming ninth grade students must have an A average in the prior year History and English courses and an above average score on the HSPT Language

**Grades:** 9

**Credit:** 1.0

**Course Length:** 2 Semesters

This course will introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. The course will emphasize the importance of spatial organization - the location of places, people and events, and the connections among places and landscapes - in the understanding of human life on Earth. Geographic concepts emphasized throughout the course are location, place, space, scale, pattern, regionalization and globalization. Students will learn how to use and make maps. They will also learn how to apply mathematical formulas, models, and qualitative data to geographical concepts. A significant outcome of the course is student's awareness of the relevance of geography to everyday life and decision making. ***Students enrolled in this course are REQUIRED to complete a summer assignment and take the Advanced Placement Exam.***

### **WORLD CULTURAL GEOGRAPHY**

**Prerequisite:** None

**Grades:** 9

**Credit:** 1.0

**Course Length:** 2 Semesters

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

human activity, patterns of population growth and settlement in different cultures and environments, the interaction between culture and technology in the use, alteration and conservation of the physical environment, and the interrelationships and interdependence of world cultures.

### **WORLD HISTORY**

**Prerequisite:** None  
**Grades:** 10  
**Credit:** 1.0  
**Course Length:** 2 Semesters

This course exposes students to the historical method and provides them with a basic understanding of the chronological development of humanity by examining political, economic, social, religious, military, dynastic, scientific, technical, cultural, and artistic events that have shaped and molded humanity. Content includes the history of civilizations and societies of North and South America, specifically the development of humanity from the earliest time, cradles of civilization, the contributions of classical cultures, the Middle Ages, the rise of nationalism in Europe, the Renaissance and Reformation, the worldwide Commercial Revolution, the Age of Enlightenment, the Napoleonic Era, the Industrial Revolution, the Age of Imperialism, World War I, global depression and rise of Totalitarianism, World War II, the Cold War Era, diversification of Communism, the development of the Third World, and contemporary world events.

### **WORLD HISTORY HONORS**

**Prerequisite:** B average in English I Honors or an A average in English I and a teacher recommendation  
**Grades:** 10  
**Credit:** 1.0  
**Course Length:** 2 Semesters

This course provides the opportunity to acquire a comprehensive understanding of the past in terms of what has been interpreted about change or progress as it relates to the development of humanity. This is done by analyzing the political, economic, social, religious, military, dynastic, scientific, and cultural events that have shaped and molded humanity. Implicit in this is an understanding of the historical method, the inquiry process, historical reasoning and interpretation, and the issues of external and internal validity. Appropriate concepts and skills will be developed in connection with the content. Content includes geo-historic development in time/space, comparative views of history, the origin and development of contrasting civilizations, an analysis of cultural universals, the role of religion in historical change, the varieties of contrasting political theories and philosophies, the role of science and technology as a social catalyst, nationalism, a cohesive force in history, the diversity of economic thought and practices in the world, and analysis of the influence of major figures, events, and interpretations concerning the historical development of our present world order. The academic rigor and pace of this course is greatly increased from that of standard World History.

### **ADVANCED PLACEMENT WORLD HISTORY**

**Prerequisite:** A average in English I Honors and a teacher recommendation  
**Grades:** 10  
**Credit:** 1.0  
**Course Length:** 2 Semesters

This course develops a greater understanding of global processes and contacts in the interaction of different types of human societies. The course highlights the nature of changes in international



frameworks and their causes and consequences. Comparisons among major societies will be an additional focus. Concentrating primarily on the past thousand years of the global experience, the course builds an understanding of cultural, institutional, and technological achievements. Periodization will form the organizing principle for dealing with change and continuity from 1000 C.E. to the present. ***Students enrolled in this course are REQUIRED to complete a summer assignment and take the Advanced Placement Exam.***

### **UNITED STATES HISTORY**

**Prerequisite:** None  
**Grades:** 11  
**Credit:** 1.0  
**Course Length:** 2 Semesters

This course exposes students to historical methods and provides them with an understanding of the chronological development of the American people by examining political, economic, social, religious, military, scientific, technical, cultural, and artistic events that have shaped and molded this country. Primary content emphasis includes sectionalism and the growth of slavery, the Civil War and Reconstruction, Western expansion and the settlement of the West, industrialization, the Progressive era, American Imperialism, World War I, the Twenties, the Great Depression, the New Deal era, World War II, the Cold War Years, and the issues in the Middle East including The Gulf Wars and Terrorism. Students will examine cause and effect relationships between historical events in these time periods and explore the historic, political, and sociological events which influenced the development of America.

### **UNITED STATES HISTORY HONORS**

**Prerequisite:** B average in World History Honors or an A average in World History and teacher recommendation  
**Grades:** 11  
**Credit:** 1.0  
**Course Length:** 2 Semesters

This course exposes students to historical methods and provides them with an understanding of the chronological development of the American people by examining political, economic, social, religious, military, scientific, technical, cultural, and artistic events that have shaped and molded this country. Primary content emphasis includes sectionalism and the growth of slavery, the Civil War and Reconstruction, Western expansion and the settlement of the West, industrialization, the Progressive era, American Imperialism, World War I, the Twenties, the Great Depression, the New Deal era, World War II, and the Cold War years. Students will examine cause and effect relationships between historical events and explore the historic, political and sociological events which influenced the development of America. The Honors level course demands more in-depth research and examination of issues in a reflective setting. Students are required to read primary source accounts of events and analyze these in light of their research. Additional written and project-based activities are required to ensure students develop the essential skills of synthesis, analysis, and evaluation of historical events and documents.

### **ADVANCED PLACEMENT UNITED STATES HISTORY**

**Prerequisite:** B average in AP World History or an A average in World History Honors and teacher recommendation  
**Grades:** 11  
**Credit:** 1.0  
**Course Length:** 2 Semesters

This course provides a college-level course in United States history. This course challenges the student who is academically capable in concepts of United States history. It will cover

exploration and colonization of America, the American Revolution and the Confederation period, Jeffersonian Democracy, the Jacksonian Era, western expansion, the growth of slavery, Civil War Reconstruction, industrialization and urbanization of America, the Progressive Era, World War I and II, the Great Depression, the New Deal, the Cold War years, and the Korean and Vietnam Wars. This course also addresses major events of the presidential administrations of the 1980s through the present. ***Students enrolled in this course are REQUIRED to complete a summer assignment and take the Advanced Placement Exam.***

### **UNITED STATES GOVERNMENT**

**Prerequisite:** None  
**Grades:** 12  
**Credit:** 0.5  
**Course Length:** 1 Semester

This course gives students an understanding of United States government and political behavior. Content includes an understanding of government concepts and foundations, the Constitution, powers and duties of the legislative, executive, and judicial branches, state/local governments, political participation and influence, and the American legal process.

### **UNITED STATES GOVERNMENT HONORS**

**Prerequisite:** B average in United States History Honors or an A average in United States History and teacher recommendation  
**Grades:** 12  
**Credit:** 0.5  
**Course Length:** 1 Semester

This course provides students with the opportunity to acquire a comprehensive understanding of United States government and political behavior. Appropriate concepts and skills will be developed in connection with the content that follows: evaluation of those documents which shape our political traditions (the Declaration of Independence, the Constitution, and the Bill of Rights); an analysis of the roles of the three branches of government at the local, state, and national levels; a comparative view of the changing nature of political parties and interest groups over time in determining government policy; an evaluation of the changing nature of citizen rights and responsibilities in a democratic state; and the importance of civic participation in the democratic political process.

### **ADVANCED PLACEMENT UNITED STATES GOVERNMENT**

**Prerequisite:** B average in AP United States History or an A average in United States History Honors and teacher recommendation  
**Grades:** 12  
**Credit:** 0.5  
**Course Length:** 1 Semester

This course provides a college-level course in United States government. This course provides students with the opportunity to acquire a comprehensive understanding of American government and political behavior. Appropriate concepts and skills will be developed in connection with the content. Specific content to be covered will include evaluation of those documents which shape our political tradition (the Declaration of Independence, the Constitution, and the Bill of Rights); an analysis of the roles of the three branches of government at the local, state, and national levels; a comparative view of the changing nature of political parties and interest groups over time in determining government policy; an evaluation of the changing nature of citizen rights and responsibilities in a democratic state; and the importance of civic participation in the democratic political process. ***Students enrolled in this course are REQUIRED to complete a summer assignment and take the Advanced Placement Exam.***

## **ECONOMICS WITH FINANCIAL LITERACY**

**Prerequisite:** None  
**Grades:** 12  
**Credit:** 0.5  
**Course Length:** 1 Semester

This course emphasizes the study of the concepts and processes of the national and international economic systems. Content will 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**

**Prerequisite:** B average in United States History Honors or an A average in United States History and teacher recommendation  
**Grades:** 12  
**Credit:** 0.5  
**Course Length:** 1 Semester

This course emphasizes the study of the concepts and processes of the national and international economic systems. Content will 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. Students will analyze historical documents and supplementary readings in a more rigorous and reflective academic setting.

## **ADVANCED PLACEMENT MACROECONOMICS**

**Prerequisite:** B average in AP United States History or an A average in United States History Honors and teacher recommendation  
**Grades:** 12  
**Credit:** 0.5  
**Course Length:** 1 Semester

This course challenges students to acquire a thorough understanding of the principles of economics that apply to an economic system as a whole. It places primary emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. *Students enrolled in this course are REQUIRED to complete a summer assignment and take the Advanced Placement Exam.* **Special Note:** If students take this course as a junior, it will not replace the required senior economics course. Macro and Micro Economics may not be taken concurrently.

## **WORLD LANGUAGE COURSES**

### **SPANISH I**

**Prerequisite:** None  
**Grades:** 9-11  
**Credit:** 1.0  
**Course Length:** 2 Semesters

This course provides the students with the general introduction of the Spanish language. Focus is on all four basic communicative skills: listening, speaking, writing and reading. Emphasis will be placed on building essential vocabulary with an introduction to grammar necessary for spoken and written communication. Oral/ aural practice is conducted on a daily basis to reinforce content. Culture is integrated throughout the course and relates directly to the topics studied.

## **SPANISH II**

**Prerequisite:** Completion of Spanish I

**Grades:** 9-12

**Credit:** 1.0

**Course Length:** 2 Semesters

This course builds upon the grammar foundation acquired in Spanish 1. There is continued practice in the areas of Speaking, Listening, Reading, and Writing in the target language. This course also exposes students to different Spanish-speaking countries, and will allow students to become familiar with the country's traditions, history, geography and other cultural elements. Additional literary materials and a workbook will supplement the textbook.

## **SPANISH III HONORS**

**Prerequisite:** B or above in Spanish II and teacher recommendation

**Grades:** 9-12

**Credit:** 1.0

**Course Length:** 2 Semesters

This course allows for students to develop language skills are the main focus of this honors level course intended for highly motivated students who are committed to becoming proficient in the Spanish language. Communication in Spanish is refined as the student is guided to becoming conversational. Grammar concepts are reviewed and expanded to get students ready for Spanish 4 Honors and Spanish AP Language. Class work includes discussion of current events and assigned readings as well as oral and written presentations which are designed to elicit personal expression. Compositions or essays increasing in length are turned in throughout the year.

## **SPANISH IV HONORS**

**Prerequisite:** B or above in Spanish III Honors and teacher recommendation

**Grades:** 10-12

**Credit:** 1.0

**Course Length:** 2 Semesters

This course allows student to interact comfortably and logically in a variety of situations in the target language. Students refine their language skills through an extensive grammar and vocabulary review, by writing essays, delivering oral reports, and working on listening practice. This course provides a sampling of Spanish and Spanish- American literary works with an emphasis on advanced vocabulary, oral, listening and written expression, and response to world literary styles. Students will be expected to spend time in the language lab, be able to use word processing programs, and do Internet research.

## **ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE**

**Prerequisite:** A average in Spanish III Honors or Spanish IV Honors and teacher recommendation

**Grades:** 11-12

**Credit:** 1.0

**Course Length:** 2 Semesters

This course requires students to do extensive practice in listening comprehension, recording, and composition writing in a variety of topics. Several Spanish and Latin- American authors are studied. A rigorous vocabulary program is implemented. Students should expect to spend time listening and recording in the language lab. This course stresses oral skills, reading comprehension and grammar, as well as extensive training in the organization and writing of essays. The students speaking, reading, and writing skills will be developed to attain fluency. *Students enrolled in this course are REQUIRED to complete a summer assignment and take the Advanced Placement Test.*

## PHYSICAL EDUCATION COURSES

### H.O.P.E – HEALTH OPPORTUNITIES THROUGH PHYSICAL EDUCATION

**Prerequisite:** None  
**Grades:** 9-11  
**Credit:** 1  
**Course Length:** 2 Semesters

This course is to provide students with opportunities to develop and to acquire knowledge of physical fitness concepts and to understand the impact of lifestyle on one's health and fitness. Course content to include: physical activity, physical fitness assessments, knowledge of nutrition and wellness planning, health and skill related components of fitness, first aid/safety/CPR practices. It will also provide health information in such a way that it influences students to take positive action concerning their physical, emotional and social health.

## LANGUAGE ARTS ELECTIVES

### SPEECH I

**Prerequisite:** None  
**Grades:** 9-12  
**Credit:** 0.5  
**Course Length:** 1 Semester

This course is performance based and it provides instruction in the fundamentals of formal and informal oral communication and public speaking. This includes techniques of group discussion, effective listening, audience analysis, communication styles, body language, motivational techniques, impromptu speaking, memorization, demonstrative, informative and persuasive speeches.

### DEBATE I

**Prerequisite:** Completion of Speech I  
**Grades:** 9-12  
**Credit:** 0.5  
**Course Length:** 1 Semester

This course is performance based and it provides instruction in the fundamentals of argumentation, problem-solving, advocacy oriented research, organization of facts, oral communication concepts and strategies for public debate in a variety of given settings. Students will enhance their leadership skills, critical thinking and analysis as well as their ability to think effectively. The students will debate in the impromptu, parliamentary and Public-Forum debate

format styles. Students will use research and writing skills to support selected topics and points of view.

### **CREATIVE WRITING 1**

**Prerequisite:** None  
**Grades:** 9-12  
**Credit:** 0.5  
**Course Length:** 1 Semester

This course focuses on writing short stories, poetry, memoirs, scripts and/or other creative pieces as well as learning the elements of each writing genre. Students will act as peer editors critiquing and suggesting improvements. Students will also examine a variety of literary collections for text, structure, language choices, tone, grammar, and content.

### **CREATIVE WRITING 2**

**Prerequisite:** Creative Writing 1  
**Grades:** 9-12  
**Credit:** 0.5  
**Course Length:** 1 Semester

This course will build upon the concepts learned in CreativeWriting 1. Students will examine short literary collections for analysis. This course focuses on writing varied genres, listening, speaking strategies and collaborative skills used to edit writing. These activities will be enhanced through the use of a variety of multimedia and technological tools and resources.

### **YEARBOOK/MEDIA – JOURNALISM V HONORS**

**Prerequisite:** Teacher recommendation and application filed and accepted by the teacher of this course  
**Grades:** 11-12  
**Credit:** 1.0  
**Course Length:** 2 Semesters

The purpose of this course is the production of the yearbook and various other forms of media. A digital camera and flash drive are encouraged but not required. Students will be required to work individually and as part of a team. Units of study include concept and thematic development, section development, reporting and writing stories, headlines and captions, graphic design and marketing. Students will be required to work outside of class on photo or journalistic stories based on school events and happenings. It is important to recognize that yearbook submission deadlines must be met. Failure to comply with the needs of this class is unacceptable and will result in failure of the class. Self-motivation and the ability to be creative and organized are essential. This course meets the graduation requirement for Performing/Fine Arts.

## **FINE ARTS ELECTIVES**

### **2D STUDIO ART I**

**Prerequisite:** None  
**Grades:** 9-12  
**Credit:** 1.0  
**Course Length:** 2 Semesters

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

own work and that of their peers. This course incorporates hands-on activities and consumption of art materials. This is an elective course which will fulfill the graduation requirement for Fine Arts.

## **2D STUDIO ART II**

**Prerequisite:** Completion of 2D Studio Art I  
**Grades:** 10-12  
**Credit:** 1.0  
**Course Length:** 2 Semesters

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

## **3D STUDIO ART I**

**Prerequisite:** Completion of 2D Studio Art I and II  
**Grades:** 11-12  
**Credit:** 1.0  
**Course Length:** 2 Semesters

In this course, students communicate a sense of 4-D, motion, and/or time, based on creative use of spatial relationships and innovative treatment of space and its components. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Students address 4-D, the inter-relatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium (i.e., natural, artificial, or reflective), or flexible, entered, or activated space. Other concepts for exploration include tension, compression or expansion, intrusions or extrusions, grouping, proximity, containment, closure, contradiction, and continuity. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group.

## **CERAMICS/POTTERY I**

**Prerequisite:** Completion of 2D Studio Art I and II  
**Grades:** 11-12  
**Credit:** 1.0  
**Course Length:** 2 Semesters

Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instructional focus will be on ceramics and/or pottery. Media may include, but are not limited to, clay and/or plaster, with consideration of the workability, durability, cost, and toxicity of the media used.

## **ADVANCED PLACEMENT STUDIO ART**

**Prerequisite:** Completion of 2D/3D Studio Art and teacher recommendation  
**Grades:** 11-12  
**Credit:** 1.0  
**Course Length:** 2 Semesters

This course is intended for highly motivated students who are seriously interested in the study of art. Students will need to work outside the classroom and beyond scheduled periods. The course addresses three major concerns that are constant in the teaching of art: 1) a sense of quality in a

students work; 2) the student's concentration on a particular visual interest or problem and 3) the students need for the breadth of experience in the formal, technical, and expressive means of the artist. The portfolio will enable the students to show a fundamental competence and range of understanding in visual concerns (and methods). *Students enrolled in this course are required to complete a summer assignment and take the Advanced Placement Exam.*

## PERFORMING ARTS ELECTIVES

### **BAND 1**

**Prerequisite:** Band director's approval  
**Grades:** 9-12  
**Credit:** 1.0  
**Course Length:** 2 Semesters

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

### **BAND 2**

**Prerequisite:** Band director's approval  
**Grades:** 9-12  
**Credit:** 1.0  
**Course Length:** 2 Semesters

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

### **BAND 3**

**Prerequisite:** Band director's approval  
**Grades:** 9-12  
**Credit:** 1.0  
**Course Length:** 2 Semesters

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

### **BAND 4**

**Prerequisite:** Band director's approval  
**Grades:** 9-12  
**Credit:** 1.0  
**Course Length:** 2 Semesters

This year-long, intermediate-level course, designed for students who demonstrate proficiency in woodwind, brass and/or percussion techniques, music literacy, critical listening/aural skills, and ensemble performance skills, promotes greater engagement with and appreciation for music through performance and other experiences with a broad spectrum of music, as well as creativity



through composition and/or arranging.. Study includes cultivation of well-developed instrumental ensemble techniques and skills, music literacy and theory, and deeper aesthetic engagement with a wide variety of high-quality repertoire.

### **BAND 5 HONORS**

**Prerequisite:** Band director's approval  
**Grades:** 9-12  
**Credit:** 1.0  
**Course Length:** 2 Semesters

This year-long, advanced course, designed for wind and percussion students with extensive experience in solo performance and larger performing ensembles, promotes significant depth of engagement and lifelong appreciation of music through performance and other experiences with sophisticated instrumental music, as well as creativity through composition and/or arranging. The course includes the development of advanced instrumental ensemble techniques and skills, extended music literacy and theory, and deep aesthetic engagement with a broad spectrum of high-quality repertoire, ranging from early music to the contemporary. Musical independence and leadership are particularly encouraged in this setting.

### **BAND 6 HONORS**

**Prerequisite:** Band director's approval  
**Grades:** 9-12  
**Credit:** 1.0  
**Course Length:** 2 Semesters

This year-long, highly advanced course, designed for students with substantial experience in solo performance and larger performing ensembles, promotes significant engagement with and appreciation for music through performance of sophisticated wind and percussion literature. Study focuses on mastery of highly advanced music skills, techniques, and processes, as well as creativity through composition and/or arranging and use of current technology to enhance creativity and performance effectiveness. This course also provides significant opportunities for student leadership through peer mentoring, solo work, and participation as a performer or coach in a small or large ensemble.

### **Cantabile (Men's Choir)**

**Prerequisite:** None  
**Grades:** 9-12  
**Credit:** 1.0  
**Course Length:** 2 Semesters

A come one, come all men's choral ensemble comprised of any level of tenor or bass voice part. This class would teach basic theory and men's repertoire, as well as repertoire for a combined group of singers after school. Students in this class are required to participate in the annual Music Performance Assessment.

### **Bel Canto (Women's Choir)**

**Prerequisite:** None  
**Grades:** 9-12  
**Credit:** 1.0  
**Course Length:** 2 Semesters

A come one, come all women's choral ensemble comprised of any level of soprano and alto voice parts. This class would teach basic theory and women's repertoire, as well as repertoire for a combined group of singers after school. Students in this class are required to participate in the annual Music Performance Assessment.

## **MUSIC TECHNOLOGY AND SOUND ENGINEERING I**

**Prerequisite:** None  
**Grades:** 11-12  
**Credit:** 1.0  
**Course Length:** 2 Semesters

Students explore the fundamental applications and tools of music technology and sound engineering. As they create and learn its terminology, students also learn the history and aesthetic development of technology used to capture, create, and distribute music. Students may be required to attend public performances that may serve as a resource for specific instructional goals.

## **ADVANCED PLACEMENT MUSIC THEORY**

**Prerequisite:** Band director's approval  
**Grades:** 11-12  
**Credit:** 1.0  
**Course Length:** 2 Semesters

This course requires that students demonstrate previous vocal or instrumental musical ability. Open to all approved juniors and seniors with instructor permission only. The purpose of this course is to further develop student abilities to recognize and understand basic materials and processes in music, while integrating aspects of melody, harmony, texture, form rhythm, musical analysis and elementary composition. The development of musicianship skills such as dictation, sight-singing, keyboard harmony, and other listening skills will be emphasized.

*Students enrolled in this course are **REQUIRED** to complete a summer assignment and take the Advanced Placement Exam.*

## **GUITAR I**

**Prerequisite:** None  
**Grades:** 9-12  
**Credit:** 1.0  
**Course Length:** 2 Semesters

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

## **GUITAR II**

**Prerequisite:** Guitar I  
**Grades:** 9-12  
**Credit:** 1.0  
**Course Length:** 2 Semesters

Students with previous experience expand on basic guitar skills and knowledge, adding simple and full-strum chords, barre and power chords, and strumming patterns; adding more complex lead sheets and 1st-position chromatics; and building ensemble skills. Guitarists transfer between tablature and standard notation, study the work of significant musicians, and explore electric guitars, basses, and amplifiers. 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.

### **EURHYTHMICS (COLOR GUARD/DANCE)**

**Prerequisite:** Completion of H.O.P.E.  
**Grades:** 9-12  
**Credit:** 1.0  
**Course Length:** 2 Semesters

Student dancers develop basic skills in performing and evaluating choreographed performances as an independent ensemble and in cooperation with a music ensemble. Emphasis is placed on dance, equipment manipulation, precision, and the relationship between music and dance. Public performances may serve as a culmination of specific instructional goals. Students are required to attend and participate in rehearsals and performances outside of the school day to support, extend and assess learning in the classroom. Student grade will be a result of the full participation of the student in all of the required activities, rehearsals and classroom instruction. Class may be taken multiple times.

## **PHYSICAL EDUCATION ELECTIVES**

### **BASKETBALL**

**Prerequisite:** Completion of H.O.P.E.  
**Grades:** 11-12  
**Credit:** 1.0  
**Course Length:** 1 Semester

This course students will study the rules and regulations of Basketball as well as offensive, defensive and transition strategies as they play the game. Emphasis on risks and safety procedures as well as good sportsmanship will be present.

### **TEAM SPORTS I**

**Prerequisite:** Completion of H.O.P.E.  
**Grades:** 9-12  
**Credit:** 0.5  
**Course Length:** 1 Semester

This course will provide students with the opportunity to acquire knowledge of strategies of team sports play, to develop skills in selected team sports, and to maintain and /or improve their personal fitness. Activities will include: basketball, flag football, soccer, softball, track and field, volleyball and other sports. This class includes developing individual skill drills and learning team concepts.

### **TEAM SPORTS II**

**Prerequisite:** Completion of Team Sports I  
**Grades:** 9-12  
**Credit:** 0.5  
**Course Length:** 1 Semester

The purpose of this course is to acquire knowledge of strategies of team sports play, develop skills in selected team sports, and maintain/or improve personal fitness. The content will include, but not be limited to: skills, techniques, strategies, rules, safety practices, maintenance,

and/or improvement of personal fitness. This class challenges students to organize games and activities.

### **WEIGHT TRAINING 1**

**Prerequisite:** Completion of H.O.P.E.

**Grades:** 9-12

**Credit:** 0.5

**Course Length:** 1 Semester

This course will provide students with opportunities to acquire basic knowledge and skills in weight training that may be used in physical fitness pursuits today as well as later in life, to improve muscular strength and endurance and to enhance body image. The content will include muscular strength and endurance, knowledge of health problems, knowledge of skeletal muscles, knowledge of sound nutrition, and knowledge of safety issues related to weight training.

### **PERSONAL FITNESS (COMBINED WITH WEIGHT TRAINING 1)**

**Prerequisite:** Completion of H.O.P.E.

**Grades:** 9-12

**Credit:** 0.5

**Course Length:** 1 Semester

The purpose of this course is to provide students with the knowledge, skills, and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill-related components of physical fitness which are critical for students' success.

### **WEIGHT TRAINING 2**

**Prerequisite:** Completion of Weight Training 1

**Grades:** 10-12

**Credit:** 0.5

**Course Length:** 1 Semester

This course is a continuation from weight training 1 with the added component of cardiovascular conditioning.

### **COMPREHENSIVE FITNESS (COMBINED WITH WEIGHT TRAINING 2)**

**Prerequisite:** Completion of Weight Training 1

**Grades:** 10-12

**Credit:** 0.5

**Course Length:** 1 Semester

This course is designed to give students the opportunity to learn fitness concepts and conditioning techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will learn the basic fundamentals of strength training, aerobic training, and overall fitness training and conditioning.

### **WEIGHT TRAINING 3**

**Prerequisite:** Completion of Weight Training 2

**Grades:** 11-12

**Credit:** 0.5

**Course Length:** 1 Semester

This course is the continuation from weight training 2 with the added component of goal setting, bi-weekly testing in certain areas, and with a personal training component.

### **POWER WEIGHT TRAINING (COMBINED WITH WEIGHT TRAINING 3)**

**Prerequisite:** Completion of Weight Training 3  
**Grades:** 11-12  
**Credit:** 0.5  
**Course Length:** 1 Semester

This course includes safety procedures, nutrition, and consumer issues. Students develop muscular strength through weight training with free weights. Cardiovascular conditioning is also included. It will help develop the physical skills necessary to be competent in many forms of movement as it relates to weight training. The integration of fitness concepts throughout the content is critical to the success of this course.

### **CARE AND PREVENTION OF ATHLETIC INJURIES**

**Prerequisite:** Completion of H.O.P.E.  
**Grades:** 10-12  
**Credit:** 0.5  
**Course Length:** 1 Semester

The purpose of this course is to provide information to students in the care and prevention of athletic injury. This is an introductory class that addresses how athletic and fitness injuries occur, how they are treated and how they can be prevented.

### **FIRST AID AND SAFETY**

**Prerequisite:** Completion of H.O.P.E.  
**Grades:** 10-12  
**Credit:** 0.5  
**Course Length:** 1 Semester

This course provides a basic overview of the causes and preventions of unintentional injuries, appropriate emergency responses to those injuries and crisis response planning. Safety education should include cardiopulmonary resuscitation (CPR) and the use of an automatic external defibrillator (AED), first aid for obstructed airway, and injury prevention.

<h2><b>PRACTICAL ART ELECTIVE</b></h2>
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### **APPLIED ENGINEERING TECHNOLOGY I HONORS**

**Prerequisite:** None  
**Grades:** 9 - 12  
**Credit:** 1  
**Course Length:** 2 Semesters

This course provides students with a foundation of knowledge and technically oriented experiences in the study of the applications of engineering and its effect upon our lives and the choosing of an occupation. The content and activities will also include the study of entrepreneurship, safety, and leadership skills. This program focuses on transferable skills and stresses understanding and demonstration of the technological tools, machines, instruments, materials, processes and systems in business and industry.

## **INTRODUCTORY HORTICULTURE**

**Prerequisite:** Completion of Agriscience Foundations  
**Grades:** 10-12  
**Credit:** 1.0  
**Course Length:** 2 Semesters

This course is designed to develop competencies in the areas of career opportunities; global importance of agriculture; plant classification; propagation; growing media; nutritional needs; fertilization; irrigation; pest identification; pest control, pruning; plant installation; transplanting; safe hand-tool use; and employability skills.

## **GENERAL ELECTIVES**

### **AP SEMINAR COURSE**

**Prerequisite:** None  
**Grades:** 11  
**Credit:** 1.0  
**Course Length:** 2 Semesters

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

### **AP RESEARCH COURSE**

**Prerequisite:** Completion of AP Seminar course  
**Grades:** 12  
**Credit:** 1.0  
**Course Length:** 2 Semesters

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

### **ANIMAL SCIENCE AND SERVICES**

**Prerequisite:** Completion of Agriscience Foundations and Introductory Horticulture  
**Grades:** 10-12  
**Credit:** 1.0  
**Course Length:** 2 Semesters

This course is designed to develop competencies in the areas of safety; animal behavior; animal welfare; animal control; and employability skills.

## **MODERN (CONTEMPORARY) HISTORY (1945 – present)**

**Prerequisite:** None  
**Grades:** 12  
**Credit:** .5

**Course Length:** 1 semester

The primary content emphasis for this course pertains to the study of the development of the contemporary world within the context of history in order to analyze current events. Students 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. Content should include, but is not limited to, world events and trends in the 20th and 21st centuries with emphasis on the past two decades, historical antecedents of contemporary political, social, economic and religious issues, impact of religious thought on contemporary world issues, interaction among science, technology and society, influence of significant historical and contemporary, figures and events on the present, and projection of current trends and movements.

## **HOLOCAUST HISTORY**

**Prerequisite:** None  
**Grades:** 12  
**Credit:** .5

**Course Length:** 1 semester

The primary content emphasis for this course pertains to the examination of the events of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany. Content will include, but is not limited to, the examination of twentieth century pogroms and of twentieth century and twenty-first century genocides, investigation of human behavior during this period, and an understanding of the ramifications of prejudice, racism, and stereotyping.

## **LEARNING STRATEGIES**

**Prerequisite:** Counselor Recommendation Only  
**Grades:** 9-12  
**Credit:** 1.0  
**Course Length:** 2 Semesters

This course is designed to assist students in developing learning and study strategies that they will apply independently across the curriculum. During the course, students analyze their individual learning styles and learning modes and how these impact the student's approach to study. Other topics presented and applied to daily schoolwork include goal-setting, organization and time management, listening skills, note-taking techniques, reading textbooks, writing strategies, memory strategies, and preparation for taking tests.

## **ENGLISH LANGUAGE DEVELOPMENT**

**Prerequisite:** Counselor Recommendation Only  
**Grades:** 9-12  
**Credit:** 1.0  
**Course Length:** 2 Semesters

The purpose of this course is to enable high school students who are native speakers of languages other than English to accelerate the development of communication and literacy skills that will promote English proficiency. This course will strengthen English listening, speaking, reading and writing skills so that students are able to successfully comprehend high school grade-level text independently, as well as communicate for social and instructional purposes within the

school setting. Instruction will emphasize reading comprehension, writing fluency, and academic vocabulary through various levels of complexity

### **CRITICAL THINKING AND STUDY SKILLS (including ACT and SAT test prep)**

**Prerequisite:** None

**Grades:** 9 - 11

**Credit:** 0.5

**Course Length:** 1 Semester

This course is designed to develop skills related to critical thinking, learning and problem solving, enabling students to enhance their performance in both academic and non-academic areas. Strategies for acquiring, storing and retrieving information, time management and organizational skills, critical thinking operations and processes, strategies for oral and written communication, and problem-solving skills including test taking skills are an integral part of this course.

### **LEADERSHIP SKILLS DEVELOPMENT**

**Prerequisite:** None

**Grades:** 9 - 11

**Credit:** 0.5

**Course Length:** 1 Semester

The purpose of this course is to teach leadership skills, parliamentary procedure, problem solving, decision making, communication skills, group dynamics, time and stress management, public speaking, human relations, public relations, team building, and other group processes.

### **11<sup>TH</sup>/12<sup>TH</sup> GRADE STUDY HALL**

**Prerequisite:** Counselor Recommendation Only

**Grades:** 11 - 12

**Credit:** no credit

**Course Length:** 2 Semesters

The purpose and intent of this course is to allow students to complete outside assignments within the period of the school day. Student must be on track to graduate and be enrolled in at least 3 AP and/or DE classes.



## **DUAL ENROLLMENT OPTION**

### **Embry-Riddle Aeronautical University**

#### **AS 120 - DE PRINCIPLES OF AERONAUTICAL SCIENCE**

**Prerequisite:** UGPA of 2.75+  
**Grades:** 10-11  
**Credit:** 1.0 High School / 3.0 College  
**Course Length:** Semester 1

An introductory course in Aeronautical Science designed to provide the student with a broad-based aviation orientation in flight-related areas appropriate to all non-Aeronautical Science degree programs. Subjects include historical developments in aviation and the airline industry; theory of flight; airport operations; aircraft systems and performance; elements of air navigation; basic meteorology theory; air traffic principles; flight physiology; and aviation regulations and safety. This course provides elective credit only and cannot be used to fulfill a science requirement for high school graduation.

#### **AS 220 - DE UNMANNED AIRCRAFT SYSTEMS**

**Prerequisite:** Completion of Principles of Aeronautical Science and UGPA of 2.75+  
**Grades:** 10-11  
**Credit:** 1.0 High School / 3.0 College  
**Course Length:** Semester 2

This course is a survey of unmanned aircraft systems (UAS), emphasizing the military and commercial history, growth, and application of UASs. The course will include basic acquisition, use, and operation of UASs with an emphasis on operations.

#### **AS 222 – DE UNMANNED AIRCRAFT SYSTEMS SECURITY**

**Prerequisite:** Completion of Principles of Aeronautical Science and Unmanned Aircraft Systems and UGPA of 2.75+  
**Grades:** 11-12  
**Credit:** 1.0 High School / 3.0 College  
**Course Length:** Semester 2

Unmanned Aircraft System Security is a sophomore level seminar course focused on the concepts of UAS security and protection. Through a combination of instructor lead discussion, assigned readings, and projects students will examine the concepts of security engineering, vulnerability, and malicious attack. Students will formulate opinions and strategies for protecting systems and assets from danger while understanding the implications of ignoring security concerns.

#### **AS 235 - DE UNMANNED AIRCRAFT SYSTEMS OPERATION & CROSS-COUNTRY DATA ENTRY**

**Prerequisite:** Completion of Principles of Aeronautical Science and Unmanned Aircraft Systems and UGPA of 2.75+  
**Grades:** 11-12  
**Credit:** 1.0 High School / 3.0 College  
**Course Length:** Semester 1

This course provides an understanding of the core technologies of unmanned aircraft systems. It will include examinations of the design concepts, power plants, control systems, and communication technologies utilized in current unmanned aircraft systems and/or likely to be

used in the next few years. Particular attention will be given to the technical capabilities, best applications, and operational best practices of cross-country flight planning for today's UASs.

### **AS 121 - DE PRIVATE PILOT OPERATIONS**

**Prerequisite:** Completion of Principles of Aeronautical Science and UGPA of 2.75+  
**Grades:** 11-12  
**Credit:** 1.0 High School / 5.0 College  
**Course Length:** 2 Semesters

This course develops the aeronautical knowledge required for certification as a Private Pilot with an Airplane Single Engine Land rating. Topics include: regulations, safety, pre-solo operations, cross-country planning, airspace, chart use, communications, weather, performance, weight and balance, aerodynamics, and decision-making.

## **DUAL ENROLLMENT OPTION**

### **Barry University**

### **AMH 2010 UNITED STATES HISTORY I**

**Prerequisite:** 3.0 cumulative UGPA  
**Grades:** 11  
**Credit:** 0.5 High School / 3.0 College  
**Course Length:** 1 Semester

A consideration of the development of the United States from its colonial origins to the Civil War with an emphasis on the ideas, institutions, economic, social, and political forces that have contributed to this development.

### **AMH 2020 UNITED STATES HISTORY II**

**Prerequisite:** 3.0 cumulative UGPA  
**Grades:** 11  
**Credit:** 0.5 High School / 3.0 College  
**Course Length:** 1 Semester

A consideration of the development of the United States from the Civil War through the present, with an emphasis on the ideas, institutions, economic, social, and political forces that have contributed to this development.

### **REL 2770 SACRAMENTS**

**Prerequisite:** 3.0 cumulative UGPA  
**Grades:** 11  
**Credit:** 0.5 High School / 3.0 College  
**Course Length:** 1 Semester

An examination of the Christian sacraments from the perspective of religious experience and symbol, Christ as the primordial sacrament, the Church as the fundamental sacrament, and the historical--theological development of each sacrament. Although primary focus will be on the Roman Catholic tradition, attention will also be given to Orthodox and Protestant understanding and practice.

### **REL 3752 FREEDOM AND VIRTUE**

**Prerequisite:** 3.0 cumulative UGPA  
**Grades:** 11  
**Credit:** 0.5 High School / 3.0 College  
**Course Length:** 1 Semester

An examination of the meaning of human freedom, the nature and search for virtue as a means and goal of human behavior and as a consequence of our actions. Accountability as part of free human action will be considered in the context of decisions of conscience.

### **REL 2300 COMPARATIVE RELIGION**

**Prerequisite:** 3.0 cumulative UGPA  
**Grades:** 12  
**Credit:** 0.5 High School / 3.0 College  
**Course Length:** 1 Semester

An examination of select religious traditions in cross cultural and interfaith dialogue through comparison of scriptures, rituals, beliefs and practices.

### **REL 3565 CATHOLIC SOCIAL TEACHING**

**Prerequisite:** 3.0 cumulative UGPA  
**Grades:** 12  
**Credit:** 0.5 High School / 3.0 College  
**Course Length:** 1 Semester

An examination and evaluation of the teaching on major social issues in the papal encyclicals, conciliar documents, and episcopal pronouncements from Leo xiii to the present day.

## **DUAL ENROLLMENT OPTION** **Saint Leo University**

**PLEASE NOTE: Saint Leo Dual Enrollment classes are offered online in 8-week increments.**

### **Business Elective Mini-Track**

#### **COM 140 BASIC COMPUTER SKILLS**

**Prerequisite:** 3.0 cumulative UGPA  
**Grades:** 11-12  
**Credit:** 1.0 High School / 3.0 College  
**Course Length:** 1 Semester

An introduction to computer applications including basic computer concepts and terminology. Students gain hands-on experience in using the operating system and word processing, spreadsheet, presentation management, and database management software. Course fee may apply.

#### **MAT 141 FINITE MATHEMATICS**

**Prerequisite:** 3.0 cumulative UGPA  
**Grades:** 11-12  
**Credit:** 1.0 High School / 3.0 College  
**Course Length:** 1 Semester

Topics in mathematics that are especially applicable to business such as linear models, linear programming, mathematics of finance, and probability.

### **ACC 201 PRINCIPLES OF ACCOUNTING I**

**Prerequisite:** 3.0 cumulative UGPA/COM 140 and MAT 141

**Grades:** 11-12

**Credit:** 1.0 High School / 3.0 College

**Course Length:** 1 Semester

An introduction to the preparation and use of accounting information found in financial statements. Topics include the analysis of transactions and accounting for assets, liabilities, revenues, and expenses. This course takes a user perspective in which interpretations of financial statements for measuring performance and making business decisions are emphasized.

### **ENG 121 – ACADEMIC WRITING I**

**Prerequisite(s):** 3.0 cumulative UGPA

**Grades:** 11-12

**Credit:** 1.0 High School / 3.0 College

**Course Length:** 1 Semester

The techniques of effective writing, logical thinking, and intelligent reading, with special emphasis on expository writing.

### **ENG 122 – ACADEMIC WRITING II**

**Prerequisite(s):** 3.0 cumulative UGPA/ENG 121

**Grades:** 11-12

**Credit:** 1.0 High School / 3.0 College

**Course Length:** 1 Semester

A continuation of ENG 121 . Expository writing based on analytical study of literary genres and an introduction to the research process.

### **GBA 231 BUSINESS LAW I**

**Prerequisite:** 3.0 cumulative UGPA/ ENG 122

**Grades:** 11-12

**Credit:** 1.0 High School / 3.0 College

**Course Length:** 1 Semester

The U.S. legal system (constitutional framework), the judicial system, the administrative agency system, the legal theory of the organization (agency law, forms of organization), an organizations legal obligations (torts, contracts, common law, and the Uniform Commercial Code), and public law (employment, securities, antitrust, consumer and environmental protection) are reviewed.

## **Criminal Justice Elective Mini-Track**

### **CRM 123 INTRODUCTION TO LAW AND THE LEGAL SYSTEM**

**Prerequisite:** 3.0 cumulative UGPA

**Grades:** 12

**Credit:** 1.0 High School / 3.0 College

**Course Length:** 1 Semester

This course is an introductory survey of the history, structures, and processes of the U.S. legal system. It is designed to be taken as a first University-level course in law and should precede more specialized courses such as criminal, business, or constitutional law. Covered are basic legal concepts such as due process, the structure of the U.S. court system, and the major subdivisions of law such as civil procedure, criminal procedure, and the law of torts. The role of law in society, the analysis of judicial reasoning, and the application of legal concepts to factual situations are stressed. Offered annually.

### **CRM 230 INTRODUCTION TO CRIME SCENE INVESTIGATION**

**Prerequisite:** 3.0 cumulative UGPA  
**Grades:** 12  
**Credit:** 1.0 High School / 3.0 College  
**Course Length:** 1 Semester

This course covers the various methods associated with investigating a crime scene. Special emphasis is placed on sequential processing of the crime scene to avoid the loss and/or the contamination of evidence. Students successfully completing this course will be aware of the critical concerns of crime scene processing and the methods that are employed to eliminate those concerns, proper crime scene search patterns, and the appropriate methods to plot the location of evidence when it is discovered.

### **CRM 231 FORENSIC SCIENCE AND CRIMINAL JUSTICE**

**Prerequisite:** 3.0 cumulative UGPA/CRM 231  
**Grades:** 12  
**Credit:** 1.0 High School / 3.0 College  
**Course Length:** 1 Semester

This course is a comprehensive overview of those areas of practice that are useful for determining the evidential value of a crime scene and other crime-related circumstances. The major contributions to the development of the use of the forensic sciences in criminal prosecution will be presented. The student who successfully completes this course will have obtained a working knowledge in this field and will understand the principles and techniques needed to identify or compare physical evidence in a criminal investigation.

## **Cybersecurity Elective Mini-Track:**

### **COM 140 BASIC COMPUTER SKILLS**

**Prerequisite:** 3.0 cumulative UGPA  
**Grades:** 11-12  
**Credit:** 1.0 High School / 3.0 College  
**Course Length:** 1 Semester

An introduction to computer applications including basic computer concepts and terminology. Students gain hands-on experience in using the operating system and word processing, spreadsheet, presentation management, and database management software. Course fee may apply.

### **COM 203 – COMPUTER SYSTEMS**

**Prerequisite/Co-requisite:** 3.0 cumulative UGPA/COM 140  
**Grades:** 11-12  
**Credit:** 1.0 High School / 3.0 College  
**Course Length:** 1 Semester

A technical introduction to computer hardware, software, and networking. Hardware includes processor technology, data representation, storage, and I/O devices. Software includes both application and systems software.

### **COM 215 – PRINCIPLES OF NETWORKING**

**Prerequisite(s):** 3.0 cumulative UGPA/COM 203  
**Grades:** 11-12  
**Credit:** 1.0 High School / 3.0 College  
**Course Length:** 1 Semester

This course will introduce the fundamental computer networking concepts. Students will gain knowledge in the following areas: network media, the Open System Interconnection (OSI) model, the TCP/IP protocol stack, the configurations of switches and routers, and networking protocols.

### **COM 221 – FUNDAMENTALS OF CYBERSECURITY**

**Prerequisite(s):** 3.0 cumulative UGPA/COM 215  
**Grades:** 11-12  
**Credit:** 1.0 High School / 3.0 College  
**Course Length:** 1 Semester

The advent of global networks has provided communication capabilities for businesses and individuals unparalleled in the history of the world. This course provides an introduction to the field of information security that provides the necessary foundation in Cybersecurity

### **Future Educators Elective Mini-Track:**

### **EDU 222 – TEACHING DIVERSE POPULATIONS**

**Prerequisite(s):** 3.0 cumulative UGPA/EDU 226 or taken concurrently  
**Grades:** 11-12  
**Credit:** 1.0 High School / 3.0 College  
**Course Length:** 1 Semester

This course provides a foundation for analyzing cultural differences in a multicultural society. An emphasis will be on dimensions of diversity such as culture, ethnicity, race, language, social class, exceptionality, gender, age, and religion. Implications of these elements will be discussed as they relate to adapting to differing needs and diversity of all students.

### **EDU 226 – HUMAN GROWTH AND DEVELOPMENT**

**Prerequisite(s):** 3.0 cumulative UGPA  
**Grades:** 11-12  
**Credit:** 1.0 High School / 3.0 College  
**Course Length:** 1 Semester

This survey course emphasizes (1) the interdisciplinary contributions to the study of development from psychology, sociology, education, and other fields; (2) the multi-dimensional nature of development: physical, cognitive, emotional, and social; (3) multiple interacting influences on development: biological, psychological, social, community, societal, and cultural. Special emphasis is placed on infancy through adolescence, particularly as applicable to the helping professions.

### **EDU 228 – EDUCATIONAL TECHNOLOGY**

**Prerequisite(s):** 3.0 cumulative UGPA  
**Grades:** 11-12  
**Credit:** 1.0 High School / 3.0 College  
**Course Length:** 1 Semester

The three-credit course introduces the student to the effective integration of various technologies to engage and support meaningful learning within the educational setting. Reflecting the principles of the TPACK Model (Technological, Pedagogical, and Content Knowledge), the course reflects a constructivist view of teaching and learning. The uses of technology tools are explored through themes including inquiring, experimenting, writing, modeling, visualizing, and assessing. Specific topics pertinent to K-12 teachers are also addressed such as digital citizenship, Internet safety, copyright/fair use, and the use of assistive technologies to support learning.

## DUAL ENROLLMENT OPTION

### College of Central Florida

#### MAC 1105 COLLEGE ALGEBRA

**Prerequisite:** 3.0 cumulative UGPA and appropriate test scores

**Grades:** 11-12

**Credit:** 1.0 High School / 3.0 College

**Course Length:** 1 Semester

This course is designed as a foundational course for those students who must take additional mathematics in their chosen majors and do not yet have an appropriate background. The emphasis is the study of mathematics from a functional perspective, including linear, quadratic, rational, absolute value, radical, exponential and logarithmic functions. Systems of equations and inequalities and applications such as curve fitting, mathematical modeling, optimization and exponential growth and decay are included. The following table shows the required standardized test scores needed in order to enroll in MAC 1105:

TEST NAME	READING	ENGLISH	MATH (for MAC1105)
ACT	19	17	25.5
SAT	24	25	26.5
PERT	106	103	123

#### ENC 1101 FRESHMAN COMPOSITION SKILLS I

**Prerequisite:** 3.0 cumulative UGPA and appropriate test scores

**Grades:** 11-12

**Credit:** 1.0 High School / 3.0 College

**Course Length:** 1 Semester

The first course in college composition designed to develop skills in writing multi-paragraph essays with emphasis on exposition, including the selection, restriction, organization, development and revision of essays. The student examines selected writing samples as models of form and sources of ideas for the student's own writing. The following table shows the required standardized test scores needed in order to enroll in ENC 1101:

TEST NAME	READING	ENGLISH	MATH
ACT	19	17	19
SAT	24	25	24
PERT	106	103	114

#### ENC 1102 FRESHMAN COMPOSITION SKILLS II

**Prerequisite:** 3.0 cumulative UGPA and earned credit for ENC 1101

**Grades:** 11-12

**Credit:** 1.0 High School / 3.0 College

**Course Length:** 1 Semester

This course builds upon the compositional skills (including grammar and rhetoric) introduced in [ENC 1101](#) in writing expository and argumentative essays. Editing and revising techniques and MLA format are emphasized. The course is also an introduction to the basic concepts used in reading and thinking critically about primary texts.

**LIT 1000 INTRODUCTION TO LITERATURE****Prerequisite:** 3.0 cumulative UGPA and completion of ENC 1101**Grades:** 12**Credit:** 1.0 High School / 3.0 College**Course Length:** 1 Semester

This course is an introduction to the three principal literary genres, fiction, poetry and drama, and the terms that apply to an understanding of these genres. This course is also an introduction to the critical thinking components used in reading, writing and analyzing literature.

**There is also the potential to earn an associate degree through courses completed at College of Central Florida. See School Counselor for more information.**