

# Trinity Catholic High School

## Curriculum Guide



2026 - 2027

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# Mission & Vision

## 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 Catholic 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 or 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	Over 550 students in grades 9 - 12
Faculty	40
Affiliation	Diocese of Orlando National Catholic Educational Association Florida High School Athletic Association Member of College Board Interscholastic Equestrian Association American School Counseling Association National Association for College Admission Counseling
Accreditation	Cognia and Florida Catholic Conference
Curriculum	College Preparatory Honors PreAdvanced Placement Advanced Placement Dual Enrollment
Clubs	Full complement of clubs and student organizations including Student Government, Honor Societies, Service Organizations, and Social Clubs

## **College Preparatory**

College Preparatory (CP) courses are designed for students whose skill development supports success in a rigorous college preparatory program. These courses move at an accelerated pace appropriate to college-bound expectations. The amount and type of independent work will vary by subject and course.

Additional study at home may be needed to reinforce previously taught concepts to support mastery, or to introduce new material necessary for engagement in class. Independent work is purposeful and aligned with course content and learning objectives, typically requiring one to two hours per week per course.

## **Honors/PreAdvanced Placement**

Honors (H) or PreAdvanced Placement (PreAP) courses are designed for academically strong students who are capable of engaging in in-depth study and who are willing to commit additional time to independent learning outside of class. These courses require more advanced reading, writing, and analytical assignments.

While the nightly workload may vary by subject, students can expect a substantial amount of independent work, typically two to four hours per week per course. Students are expected to manage their time effectively in order to meet both nightly expectations and long-term deadlines.

Enrollment in an Honors/PreAP course represents a full-year commitment. Students scheduled for an Honors/PreAP course are expected to remain in the course for the entire academic year.

## **Advanced Placement**

Trinity Catholic High School offers 20 Advanced Placement (AP) courses, providing students the opportunity to experience college-level coursework and potentially earn college credit. AP course syllabi are prescribed by the College Board. Enrollment in these courses is reserved for students who have demonstrated strong academic achievement, motivation, and readiness to take responsibility for extensive independent reading and writing.

Any student enrolled in an AP course is required to sit for the AP examination in May. Exams are ordered in November, at which time families will be charged a \$95 fee per AP exam. Students who are unable to take the AP examination at the designated time due to illness or emergency are responsible for any additional fees associated with late testing.

Students who do not complete either the AP examination or a cumulative final assessment will have the AP course designation and grade weighting adjusted to the Honors level on their transcript.

The nightly and weekly workload for AP courses varies by subject; however, students should anticipate a significant amount of independent work, generally four to six hours per week per AP course. To meet College Board timelines, some AP courses may require summer work, with expectations varying by course.

Enrollment in an AP course represents a full-year commitment. Students scheduled for an AP course are expected to remain in the course for the entire academic year. Students considering enrollment in more than three AP courses should carefully evaluate the time commitment required to meet the demands of these rigorous classes.

## Dual Enrollment

Trinity Catholic High School partners with Barry University, College of Central Florida (CF), and Embry-Riddle Aeronautical University to offer eligible students the opportunity to enroll in college-level courses during their junior and/or senior year. (Embry-Riddle offers opportunities to sophomores.) Students may enroll in one Dual Enrollment (DE) course per semester per university and must meet all college and Trinity Catholic eligibility requirements to participate.

Interested students are required to attend the mandatory DE meeting during the course selection process and must meet with the Student Services team prior to registration to review eligibility, application procedures, tuition, and course registration timelines. Fall term registration occurs early in the spring semester, and spring term registration occurs early in the fall semester.

If a student does not meet enrollment criteria or misses a university deadline, a Trinity Catholic course will be added to the student's schedule to ensure completion of the required semester credits and continued progress toward graduation.

Student progress in DE courses taken through CF is not monitored by Trinity Catholic. It is the responsibility of the student to proactively notify the school counselor if they are at risk of failing a DE course so appropriate academic planning and support can be provided.

School	Unweighted GPA	Qualifying Scores			
		Test	Reading	English	Algebra
Barry University & College of Central Florida	3.0	ACT	19	17	19
		PreACT	22	18	22
		SAT/PSAT	24	25	24
		PERT	106	103	114
Embry-Riddle	2.75				

## Movement Between Academic Levels

Students are not permanently placed in a specific course level at Trinity Catholic. Students may move from CP to Honors/PreAP, or from Honors/PreAP to AP, provided they earn a 90% (A) or higher and receive a teacher recommendation. To support accurate course placement, the school may also consider multiple data points, including IXL performance, AP Potential reports, and/or standardized assessment scores.

Students may not move directly from CP to AP courses.

Additionally, students who do not maintain an 80% or higher in one or both semesters of an Honors/PreAP or AP course may be subject to placement at a lower level.

## IXL Score Analysis

An IXL Diagnostic score reflects a student’s overall academic readiness, with numerical values corresponding to grade levels (for example, a score of 900 indicates readiness at the 9th-grade level). The score measures current proficiency and identifies specific skills for growth through personalized action plans.

A single number indicates that the student’s level has been precisely identified, while a score range (such as 350–400) means additional data is needed to determine an exact level. A star next to the score signifies that the diagnostic is fully updated and the level has been accurately pinpointed.

Grade Level	CP Score Range	Honors/PreAP Score Range	AP Score Range
<b>9th</b>	900 - 950	950 - 1000	1000 - 1050
<b>10th</b>	1000 - 1050	1050 - 1100	1100 - 1150
<b>11th</b>	1100 - 1150	1150 - 1200	1200 - 1250
<b>12th</b>	1200 - 1250	1250 - 1300	1300 - 1350

## Course Request Overview

The course request process is vital for ensuring the academic success of each student. Students will achieve their highest potential when they are engaged and challenged by the courses they select.

Students and parents must complete course request forms meticulously and within the specified timeline. If questions arise regarding academic courses or electives, the student should reach out to the school counselor prior to filling out the course request form.

When selecting courses, students and parents should evaluate the student's entire academic load. PreAdvanced Placement/Honors, Advanced Placement, and Dual Enrollment courses demand greater time and study commitments. Certain electives may require additional time commitments outside of the traditional school day, which is listed in the course description.

The process of course selection begins in February of the year previous to the upcoming school year. Decisions made at this time determine the instructional needs for the following school year. Therefore, there is no drop/add period. The only course changes that will be considered are those that are a result of classes not being offered, schedule conflicts and/or teacher recommendations.

## Parental Involvement

Parents are encouraged to assist their students with course requests by:

- Reviewing Trinity Catholic's Graduation Requirements, the Honors/PreAP/AP Requirements, the State University System requirements, the Florida Bright Futures Scholarship Program, and the NCAA Clearinghouse criteria with their child.
- Reading the Course Descriptions to ensure the student comprehends the course expectations, including any before or after-school requirements.
- Encouraging the student to take charge of their own educational plan while considering the academic advice of teachers, counselors, and student services team.
- Communicating and collaborating with the student's assigned teachers and school counselors during the course selection process.
- Considering the student's overall academic load in relation to their well-being and time commitments.

## Course Request Process

The following process is used for the course selection process:

- The Curriculum Guide is updated to reflect changes to course requirements, graduation requirements, and course offerings.
- The Student Services Team hosts a Course Selection Family Night for students and parents that outlines the course selection process.
  - A mandatory Dual Enrollment Meeting follows the Course Selection Family Night for any students wishing to dual enroll at CF, Barry, and/or Embry Riddle.
- There will be a time period in which the course selection window is open to students.
  - Students discuss their course selections with their teachers and obtain recommendation signatures
    - Students who do not obtain signatures for Honors/PreAP or AP/DE courses will be placed in the CP level
  - Students discuss their course selections with their parents and obtain a parent approval signature
    - Parents and students who do not agree with the teacher recommendations can submit a course waiver form
- After the Course Selection window closes, the Student Services Team will meet with each student to review the course selection form and enter the information into FACTS.

## Transcript Evaluations

State universities, Florida Bright Futures, and the NCAA will recalculate a student's GPA according to their own requirements. As of December 2023, these agencies use the following information:

### State University System

State universities add one-half additional point per Honors course and one additional point per AP course.

<b>English</b>	4 units (3 with substantial writing)	<b>Social Studies</b>	3 units
<b>Mathematics</b>	4 units (Algebra 1 and above)	<b>World Language</b>	2 units (same language)
<b>Natural Science</b>	3 units	<b>Academic Electives</b>	2 units

### Florida Bright Futures Scholarship Program

Bright Futures adds one-half additional point per Honors/AP course except World Language.

<b>English</b>	4 units (3 with substantial writing)	<b>Social Studies</b>	3 units
<b>Mathematics</b>	4 units (Algebra 1 and above)	<b>World Language</b>	2 units (same language)
<b>Natural Science</b>	3 units		

*Students may use up to 2 additional units from courses in the above academic areas and/or AP fine arts courses to raise the GPA.*

Type	High School Weighted GPA	College Entrance Exams
<b>Florida Academic Scholarship</b>	3.50	ACT: 29 CLT: 95 SAT: 1330
<b>Florida Medallion Scholarship</b>	3.00	ACT: 24 CLT: 82 SAT: 1190

<https://floridabrightfutures.gov/>

### National Collegiate Athletic Association (NCAA)

<b>English</b>	4 units	<b>Social Studies</b>	2 units
<b>Mathematics</b>	3 units (Algebra 1, Geometry, or higher)	<b>Additional English, Math, or Natural Science</b>	1 unit
<b>Natural Science</b>	2 units	<b>Additional Academic Courses</b>	4 units (from previous categories or World Language)

# Graduation Requirements

## Trinity Catholic High School Diploma

Trinity Catholic High School offers a college preparatory curriculum. Twenty-eight credits in the following subject areas are required for graduation:

Subject	Minimum Graduation Requirement Credit/Year	Requirements
English	4 credits	1 per year
Mathematics*	4 credits	1 per year
Science**	3 credits	
Social Studies	3.5 credits	
Religion	4 credits	1 per year
Practical/Fine Arts	1 credit	
HOPE	1 credit	
World Language	2 credits (in same language)	
Electives	5.5 credits	
<b>Total</b>	<b>28 credits</b>	<b>7 per year</b>
<b>Christian Service Hours</b>	100 total	25 per year
<b>Cumulative GPA</b>	2.0	

\*Must include Algebra 1, Geometry, and Algebra 2

\*\*Must include Biology and Chemistry

High school courses taken in middle school will not be calculated into the student's Trinity Catholic High School GPA and will not count towards the 28 required credits for graduation. They will be placed on the student's transcript and used for proper academic placement.

A student may not fulfill the overall credit requirement prior with the intent of a reduced schedule senior year. All students are required to complete 7 credits or more each year of attendance.

All FLVS courses approved by the Student Services Team will be placed on the student's transcript and calculated in their TCHS GPA. FLVS is utilized for credit recovery. Families are charged for each course by semester by FLVS.

Transfer student credit requirements are pro-rated appropriately. A student's graduation requirements are based upon the year in which the student entered high school.

## Advanced Placement Capstone

The AP Capstone program equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by college. AP Capstone is comprised of two AP Courses, AP Seminar and AP Research, and is designed to complement and enhance the discipline-specific study in other AP courses. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing receive the AP Capstone Diploma™. Students who earn scores of 3 or higher in both AP Seminar and AP Research but not on four additional AP Exams receive the AP Seminar and Research Certificate™.

### AP Seminar

<b>Grades:</b> 10-12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	English 1 Honors	

AP Seminar is an interdisciplinary course that fosters critical thinking, collaboration, and academic research skills. This course engages students in cross-curricular conversations that open topics to various perspectives, including ethical, environmental, economic, historical, scientific, and cultural contexts. Built around topics of their choosing, the course teaches students to synthesize information from multiple sources, such as articles, research studies, literary and philosophical texts, speeches, broadcasts, personal accounts, as well as artistic works and performances. AP Seminar is organized around open-ended questions that encourage students to think deeply about a topic, ask additional questions and investigate solutions, and develop a deeper conceptual understanding. The AP Seminar assessment consists of three parts: two performance tasks and the end-of-course AP Exam. AP Seminar is a prerequisite for AP Research. AP Seminar, when successfully completed alongside AP Research and four other AP courses, constitutes the AP Capstone Diploma distinction.

### AP Research

<b>Grades:</b> 11-12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	AP Seminar	

AP Research, the second course in the AP Capstone series, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement an independent yearlong investigation to address a research question. Through this inquiry, they build on the foundational skills of AP Seminar by honing their 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.

## English 1

<b>Grades:</b> 9	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	None	

In English 1, students will analyze novels, poetry, plays, short stories, and more. Goals include increasing reading comprehension, expanding vocabulary, improving grammar, developing writing style, and maximizing communication skills. Through exposure to classic and contemporary literature, students will have the opportunity to ponder some of the fundamental questions of life and broaden their horizons.

## PreAdvanced Placement English 1

<b>Grades:</b> 9	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	None	

The aim of this course is to provide students with the knowledge and skills-set that will be needed for success in the AP English courses offered to Juniors and Seniors. This course will have more independent work than CP English 1 and will move at a faster pace. The reading materials will also be at a higher reading level. These reading materials will include classic literature, plays, and poetry as mentor texts. Students will be introduced to annotation and will be encouraged to participate in class discussions - making their own connections, comparisons, and conclusions. These critical thinking skills will be used to write formal academic papers throughout the course, with at least one paper incorporating scholarly research with parenthetical references.

## English 2

<b>Grades:</b> 9-10	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	English 1	

This course defines what students should understand and be able to do by the end of 10th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

## PreAdvanced Placement English 2

<b>Grades:</b> 9-10	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	English 1 or English 1 Honors	

This course continues to provide students with the knowledge and skills-set that will be needed for success in the AP English courses offered to Juniors and Seniors. This course will have more independent work than CP English 2 and will move at a faster pace. The reading materials will also be at a higher reading level. These reading materials will represent classic world literature, most of which will not be contemporary nor American. Consequently, students will be exposed to unfamiliar language styles and themes. Students will be required to annotate what they read as well as lead class discussions - making their own connections, comparisons, and conclusions. These critical thinking skills will be used to write formal academic papers throughout the course, with at least one paper incorporating scholarly research with parenthetical references.

## English 3

<b>Grades:</b> 10-11	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	English 2	

This course defines what students should understand and be able to do by the end of 11th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

## English 3 Honors

<b>Grades:</b> 10-11	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	English 2 or English 2 Honors	

This course allows students to continue developing the knowledge and skills-set that will be needed for success in the AP English courses offered to Juniors and Seniors. This course will have more independent work than CP English 3 and will move at a faster pace. The reading materials will be at a comparable level to the selections used in Honors English 2, however, they will include mostly American authors. Students will be required to annotate what they read as well as lead class discussions - making their own connections, comparisons, and conclusions. These critical thinking skills will be used to write formal academic papers throughout the course, with at least one paper incorporating scholarly research with parenthetical references. This course is ideal for students who are wanting to be challenged and are willing to work hard but are not yet ready for the rigors of an AP class.

## Advanced Placement Language and Composition

<b>Grades:</b> 11-12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	English 2 Honors or English 3 Honors	

AP English Language is a rigorous, fast-paced course, resembling a college-level classroom. Students will 1) explore how skilled writers use persuasive techniques and 2) adopt such techniques into their own writing. In addition to grammar and vocabulary homework, students will read high-level nonfiction literature for at least 25 minutes a night (including weekends). Students will write numerous full-length essays per semester and prepare for the AP exam by taking AP-style multiple-choice tests. Students are required to complete a summer assignment and take the Advanced Placement Exam. Students will receive a teacher-provided prompt before a Spring meeting with the AP teacher. Their written response is required for consideration.

## English 4

<b>Grades:</b> 11-12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	English 3	

This course defines what students should understand and be able to do by the end of 12th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

## English 4 Honors

<b>Grades:</b> 11-12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	English 3 or English 3 Honors	

The pace and curriculum of this honors level course resembles a high-level university environment. Students will read a collection of classic British Literature, ranging from 450 AD to the modern era, often exposing students to unfamiliar language and writing styles. These texts require advanced reading skills as students will be reading these works at home for 25 minutes each night. Teachers will review the reading homework with students in class, but honors-level students are expected to fully comprehend high-level literature independently. In addition to reading critically, students will master a forty-minute timed argumentative essay, write a research paper in MLA format, practice grammar and vocabulary for homework, and complete creative projects. A short unit in August will be dedicated to the college application essay.

## Advanced Placement Literature and Composition

<b>Grades:</b> 12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	AP English Language and Composition English 3 Honors Cannot have completed English 4 or English 4 Honors	

The AP English Literature and Composition course focuses on reading, analyzing, and writing about literature from various periods and cultures. Students will have 30 minutes of reading homework each night (including weekends) and should be able to independently analyze the literature. Classroom discussions will focus on determining an author's purpose, explaining universal themes, exploring the use of figurative language, and contrasting writing styles. In addition to reading critically, students will write several forty-minute timed essays, write a research paper in MLA format, practice grammar and vocabulary for homework, take AP-style multiple-choice practice tests, and complete creative projects. All students are required to complete a summer assignment and take the Advanced Placement Exam. A short unit in August will be dedicated to the college application essay. Students will receive a teacher-provided prompt before a Spring meeting with the AP teacher. Their written response is required for consideration.

## CF Dual Enrollment Courses

<b>Grades:</b> 11-12	<b>Credit:</b> 1.0	<b>Course Length:</b> 1 semester
<b>Course Prerequisite</b>	Completion of two years of English on campus	

Students can apply as a dual enrollment student at CF. The State of Florida determines which courses meet the English Graduation Requirements. Students enrolled in the dual enrollment program are assuming the responsibility of a college student. Students and parents should fully understand how academic progress in these courses affects both their high school and college transcripts.

## Speech 1 (Elective)

<b>Grades:</b> 11-12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	None	
<b>Graduation Requirement</b>	Meets the performing/fine arts requirement	

This course is designed to build student facilities in structuring various types of speeches, researching information, audience analysis, presentation of speeches and building self confidence in public speaking situations. Students will critique speeches, paying attention to content, organization, language, and delivery style, and produce and present well-structured, developed speeches.

## Creative Writing 1 and 2 (Elective)

<b>Grades:</b> 9-12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	None	

The purpose of this course is to enable students to develop and use writing language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing.

## Yearbook - Journalism 5 Honors (Elective)

<b>Grades:</b> 11-12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	None	

This course provides students hands-on experience in photojournalism, story-writing, and layout design in the production and annual publishing of the school's yearbook, Echoes. Students develop graphic design skills in digital photography, typography and layout, utilizing technological tools and applications including Adobe InDesign and Photoshop. Students explore traditional and contemporary design strategies and principles in order to visually communicate effectively. Along with ongoing practice in interviewing, writing, and editing, students combine their visual and verbal skills to recapture student life through a theme. Students are expected to attend school functions outside of class time.

## Yearbook Leadership - Journalism 6 Honors (Elective)

<b>Grades:</b> 12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	Journalism 5 Honors	

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

## Ancient Legends

<b>Grades:</b> 9-12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	None	

This course explores the rich traditions of Greek mythology and the legends of King Arthur, examining their origins, major characters, and enduring influence on literature and culture. Students will study epic heroes, gods, quests, and moral themes while analyzing classic texts and modern interpretations. Emphasis is placed on storytelling, symbolism, and the ways these myths and legends continue to shape contemporary narratives.

## Algebra 1

<b>Grades:</b> 9	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	None	

This course provides the foundation for more advanced mathematics and develops skills needed to solve mathematical problems. Content includes: solving equations, functions, linear equations and rate of change, inequalities and linear inequalities, systems of equations and inequalities, exponents and exponential functions, factoring, quadratic equations, inverses, radical functions, rational functions, and basic statistics.

## PreAdvanced Placement Algebra 1

<b>Grades:</b> 9	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	None	

In PreAP Algebra 1, students develop a deep understanding of linear relationships emphasizing patterns of change, multiple representations of functions and equations, modeling real world scenarios with functions, and methods for finding and representing solutions of equations and inequalities. Taken together, these ideas provide powerful conceptual tools that students can use to make sense of their world through mathematics.

## Geometry

<b>Grades:</b> 9-10	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	Algebra 1	

This course emphasizes critical thinking involving the discovery of geometric relationships and applying deductive reasoning skills to solve problems. Content includes lines and angles, triangles and right triangle trigonometry, polygons, transformations, similarity and scaling, area, volume, and surface area.

## PreAdvanced Placement Geometry

<b>Grades:</b> 9-10	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	Algebra 1 or PreAP Algebra 1	

PreAP Geometry with Statistics provides students with a conceptual bridge between algebra and geometry that deepens their understanding of mathematics. The course includes a unit of statistics and probability to support students' understanding of concepts essential to quantitative literacy. Throughout the course, students solve problems across the domains of algebra, geometry, and statistics. The following are the shared principles included in this course: Close Observation and Analysis, Higher-Order Questioning, Evidence-Based Writing, and Academic Conversation.

## Algebra 2

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

This course continues the study of the structure of algebra and provides the foundation for applying these skills to other mathematical and scientific fields. Content includes the review and extension of the structure and properties of the real number system, relations, functions and graphs, polynomials and rational expressions, quadratic equations and inequalities, polynomial functions, rational and irrational exponents, logarithms and complex numbers.

## PreAdvanced Placement Algebra 2

<b>Grades:</b> 10-11	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	Geometry or PreAP Geometry	

In PreAP Algebra 2, students solidify and extend the understanding of functions and data analysis developed in prior courses. Students build upon linear, quadratic, and exponential functions as they work to define logarithmic, polynomial, rational, square root, cube root, and trigonometric functions. Quantitative literacy is developed by weaving data sets, contextual scenarios, and mathematical modeling throughout the course.

## Precalculus Honors

<b>Grades:</b> 11-12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	Algebra 2 or PreAP Algebra 2	

This course expands on mathematical processes covered in prior courses, culminating in deeper analysis of linear, quadratic, polynomial, exponential and trigonometric functions. Students focus on solving equations involving combination, composition, transformations, piecewise functions, and the theory of limits. This course is intended as preparation for Calculus Honors.

## Advanced Placement Precalculus

<b>Grades:</b> 11-12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	PreAP Algebra 2	

AP Precalculus fosters the development of a deep conceptual understanding of five main functions. Semester one will focus on (1) Polynomial, (2) Rational, (3) Exponential and (4) Logarithmic. Semester two is dedicated to trigonometry, sinusoidal functions and the wide use of the Unit Circle. With each function type, students develop and validate function models based on the characteristics of a data sets, related rates of change, and characteristics such as zeros, asymptotes, and extrema. All students are required to take the AP exam and complete a summer assignment.

## Probability & Statistics Honors

<b>Grades:</b> 11-12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	Algebra 2 or PreAP Algebra 2	

This course introduces students to the concepts used to collect, analyze, and draw conclusions from data. Statistical methods are presented with a focus on understanding both the suitability of the method and the meaning of the result. Methods and measurements are developed in the context of applications. Topics covered are averages and variation, correlation and regression, probability, data distribution, and hypothesis testing.

## Advanced Placement Calculus AB

<b>Grades:</b> 11-12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	Precalculus Honors or AP Precalculus	

AP Calculus AB focuses on students' understanding of calculus concepts and provides experience with methods and applications. Through the use of big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), each course becomes a cohesive whole, rather than a collection of unrelated topics. This course requires students to use definitions and theorems to build arguments and justify conclusions. All students are required to take the AP exam and complete a summer assignment.

## Advanced Placement Calculus BC

<b>Grades:</b> 12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	AP Calculus AB	

In Probability and Statistics Honors, instructional time will emphasize four areas: (1) creating and interpreting data displays for univariate and bivariate categorical and numerical data; (2) comparing and making observations about populations using statistical data, including confidence intervals and hypothesis testing; (3) extending understanding of probability and probability distributions and (4) developing an understanding of methods for collecting statistical data, including randomized trials.

## Math for College Algebra

<b>Grades:</b> 11-12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	Algebra 2 or PreAP Algebra 2	

In Mathematics for College Algebra, instructional time will emphasize five areas: (1) developing fluency with the Laws of Exponents with numerical and algebraic expressions; (2) extending arithmetic operations with algebraic expressions to include rational and polynomial expressions; (3) solving one-variable exponential, logarithmic, radical and rational equations and interpreting the viability of solutions in real-world contexts; (4) modeling with and applying linear, quadratic, absolute value, exponential, logarithmic and piecewise functions and systems of linear equations and inequalities; (5) extending knowledge of functions to include inverse and composition.

## CF Dual Enrollment Courses

<b>Grades:</b> 11-12	<b>Credit:</b> 1.0	<b>Course Length:</b> 1 semester
<b>Course Prerequisite</b>	Algebra 2 or PreAP Algebra 2	

Students can apply as a dual enrollment student at CF. The State of Florida determines which courses meet the Math Graduation Requirements. Students enrolled in the dual enrollment program are assuming the responsibility of a college student and should fully understand how academic progress in these courses affects both their high school and college transcripts.

## Introduction to Christology with Old Testament

<b>Grades:</b> 9	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	None	

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 student 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.

## New Testament with Church History

<b>Grades:</b> 10	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	None	

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 the Church's 2000 years of history and about how the Church is led and governed by the successors of the Apostles.

## Catholic Morality with Social Justice

<b>Grades:</b> 11	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	None	

The purpose of this course is to help students understand that it is only through Christ that they can fully live out God's plans for their lives. Students learn the moral concepts and precepts that govern the lives of Christ's disciples. This course examines the methods of moral decision-making and the foundations of morality within the Catholic Christian tradition. The second part of the course is to introduce students to the Church's Social Teaching. In this course, students 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 thoroughly examine the principles of Catholic Social Teaching and how they apply to contemporary issues.

## REL 3752: Freedom and Virtue with REL 3565: Catholic Social Teaching

<b>Grades:</b> 11	<b>Credit:</b> 1.0 HS/6.0 College	<b>Course Length:</b> 1 semester
<b>Course Prerequisite</b>	None	

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 and conscience. 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.

## World Religions with Sacramental Life

<b>Grades:</b> 12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	None	

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. The second part of this course is to help the students understand the way the Catholic Church relates to non-Catholic Christians as well as to other religions of the world. This 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. This study will lead the students to a better understanding of their own faith and knowledgeable respect for the beliefs of other faith groups.

## Rel 2300: Comparative Religion with Rel 2770: Sacraments

<b>Grades:</b> 12	<b>Credit:</b> 0.5 HS/3.0 College	<b>Course Length:</b> 1 semester
<b>Course Prerequisite</b>	None	

An examination of select religious traditions in cross cultural and interfaith dialogue through comparison of scriptures, rituals, beliefs and practices. An examination of Catholic sacraments particularly through the Eucharist. Students will examine each of the Sacraments in detail so as to learn how they may encounter Christ throughout life.

## Servant Leadership and Missionary Discipleship (Elective)

<b>Grades:</b> 11-12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	Must be accepted into Peer Ministry	

This course prepares our students to be servant leaders on campus, in the community, and in their career. Students will also have the opportunity to have direct involvement in the planning and executing of various Campus Ministry activities (retreats, Liturgical events, and Catholic Schools Week). This course will cover leadership skills, retreat skills, Catholic apologetics, liturgical formation, prayer, evangelization, spiritual gifts, and other topics chosen to reflect the needs of the community. Students will miss at least three days of school in the fall and at least two in the spring.

## Biology

<b>Grades:</b> 9	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	Concurrent with or have completed Algebra 1	

The course provides students with general exploratory experiences and activities in the fundamental concepts of life. Content includes scientific method and measurement, ecology, review of basic chemistry, cell biology and reproduction, basic principles of genetics, biological changes through time and classification, structure and function of the human body with comparisons to animals within each system.

## PreAdvanced Placement Biology

<b>Grades:</b> 9	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	Concurrent with or have completed PreAP Algebra 1	

While the content of this course is consistent with the Biology 1 course, students will explore these concepts with greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data.

## Advanced Placement Biology

<b>Grades:</b> 11-12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	PreAP Chemistry and PreAP Geometry	

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. Students enrolled in this course are required to complete a summer assignment and take the Advanced Placement Exam.

## Chemistry

<b>Grades:</b> 10	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	Biology and Algebra 1	

This course applies the concepts of physics to atoms and molecules. The course provides students with the study of concepts as well as laboratory experience in the study of matter and the changes associated with matter. The topics include classification of matter and its changes, atomic structure, the periodic table, bonding, formation of compounds, nomenclature, reactions and equations, the kinetic theory, gasses and their behavior, the mole concept, water and its solutions, acids and bases, oxidation-reduction reactions, and nuclear chemistry.

## PreAdvanced Placement Chemistry

<b>Grades:</b> 10	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	Biology or PreAP Biology and Algebra 1 or PreAP Algebra 1	

While the content of this course is consistent with the Chemistry 1 course, students will explore these concepts with greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data.

## Advanced Placement Chemistry

<b>Grades:</b> 11-12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	PreAP Chemistry Concurrent with or have taken Precalculus Honors or AP Precalculus	

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. Students enrolled in this course are required to complete a summer assignment and take the Advanced Placement Exam.

## Anatomy and Physiology Honors

<b>Grades:</b> 11-12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	Chemistry or PreAP Chemistry	

This course provides students with general exploratory activities in the structures and functions of the components of the human body. Content includes anatomical terminology, cells and tissues, integumentary system, skeletal system, muscular system, nervous system, special sensory organs, endocrine system, circulatory system, respiratory system, digestive system, excretory system and reproductive system. Dissections are an integral part of this course.

## Physics Honors

<b>Grades:</b> 11-12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	Chemistry or PreAP Chemistry Concurrent with or have taken Precalculus Honors or AP Precalculus	

This course provides a rigorous mathematical and conceptual background in the fundamental laws of nature that govern forces and matter. The course provides students with advanced lecture and laboratory experiences. The content includes kinematics, dynamics, energy, work and power, heat and thermodynamics, wave characteristics, light, sound, electricity, magnetism and atomic physics. Laboratory work is an integral part of this course.

## Environmental Science

<b>Grades:</b> 11-12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	Biology and Chemistry	

This course surveys key topic areas including the application of scientific process to the environment; ecology; energy flow; ecological structures; earth systems; and atmospheric, land and water science. Topics also include the management of natural resources and analysis of private and governmental decisions involving the environment.

## Advanced Placement Environmental Science

<b>Grades:</b> 11-12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	PreAP Biology, PreAP Chemistry, and PreAP Algebra 1	

Explore and investigate the interrelationships of the natural world and analyze environmental problems, both natural and human made. You'll take part in laboratory investigations and field work. You will learn to: explain environmental concepts and processes; apply quantitative methods in solving problems; analyze a research study to identify a hypothesis; analyze data, visual representations, and writing; and propose a solution for an environmental problem and support your idea with evidence. Save your lab notebooks and reports; colleges may ask to see them before granting you credit. Students enrolled in this course are required to complete a summer assignment and take the Advanced Placement Exam.

## Science Through Film (Elective)

<b>Grades:</b> 11-12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Prerequisite</b>	None	

Explore and investigate the connections between and history through based-on-true events movies. The students will be required to watch movies that depict various aspects of science. The students will make connections to historical events and complete project-based assignments.

## World History

<b>Grades:</b> 10	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Prerequisite</b>	None	

This course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

## World History Honors

<b>Grades:</b> 10	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	English 1 Honors	

This course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

## Advanced Placement World History

<b>Grades:</b> 10	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	English 1 Honors	

Students will investigate significant events, individuals, developments, and processes from 1200 to present. Students develop and use the same skills, practices, and methods employed by historians analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. Students enrolled in this course are required to complete a summer assignment and take the Advanced Placement Exam.

## United States History

<b>Grades:</b> 11	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	World History	

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

## United States History Honors

<b>Grades:</b> 11	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Prerequisite</b>	World History or World History Honors	

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

## Advanced Placement United States History

<b>Grades:</b> 11	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	World History Honors or AP World History	

Students will investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. Students enrolled in this course are required to complete a summer assignment and take the Advanced Placement Exam.

## Economics with United States Government

<b>Grades:</b> 12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Prerequisite</b>	US History	

This course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process. This course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

## Economics Honors with United States Government Honors

<b>Grades:</b> 12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	US History or US History Honors	

This course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process. This course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

## Advanced Placement United States Government

<b>Grades:</b> 12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	US History Honors or AP US History	

This course provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study US foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project. This course is a college-level course that introduces students to the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination. It also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. Students enrolled in this course are required to complete a summer assignment and take the Advanced Placement Exam.

## Personal Finance with Global Studies

<b>Grades:</b> 11-12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	None	

In Personal Finance and Money Management, instruction focuses on informed financial decision-making, including understanding income, taxes, budgeting, saving, credit, investing, and risk management. Students explore career and postsecondary options, compare financial products, and analyze the benefits and risks of saving, borrowing, and investing for the future. Across all subjects, the curriculum integrates critical thinking, problem solving, communication, literacy, mathematics, collaboration, applied learning, technology, workforce readiness, media literacy, and civic engagement skills. Global Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content emphasis for this course pertains to the study of the commonalities and differences among the peoples and cultures of the world and the complex nature of individual, group and national interactions in today's world. Content should include, but is not limited to, global interdependence and challenges, culture, international systems and policies, pluralism, transnationalism, and cultural diffusion, global economics, and human-environment interactions.

## Advanced Placement Human Geography (Elective)

<b>Grades:</b> 9	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	None	

This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socio economic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. Students enrolled in this course are required to complete a summer assignment and take the Advanced Placement Exam.

## Modern History with Florida History

<b>Grades:</b> 12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	None	

This survey course provides students the opportunity to acquire an understanding of the chronological development of the contemporary world through an investigation of the significant events and trends which have occurred in the recent past.

**Spanish 1**

<b>Grades:</b> 9-11	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	None	

Spanish 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities. Students cannot skip or exempt out of Spanish 1.

**Spanish 2**

<b>Grades:</b> 9-12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	Spanish 1	

Spanish 2 reinforces the fundamental skills acquired by the students in Spanish 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Spanish 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

**Spanish 3 Honors**

<b>Grades:</b> 9-12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	Spanish 2	

Spanish 3 provides mastery and expansion of skills acquired by the students in Spanish 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

**Advanced Placement Spanish Language and Culture**

<b>Grades:</b> 11-12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	Spanish 3 Honors	

This course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. Students enrolled in this course are required to complete a summer assignment and take the Advanced Placement Exam.

## Agriscience Foundations 1 Honors

<b>Grades:</b> 9-12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	None	
<b>Graduation Requirement</b>	Meets the science requirement Is not approved as a science for NCAA	

This course is an introduction to Agriculture Science. Content areas discussed include Agriculture's relationship with and effect on the environment, the different and main types of Agriculture industries – Beef Cattle, Dairy, Grain, Horticulture, Floriculture, Swine, and Equine, and the FFA organization and its role in the agriscience curriculum.

## Animal Science and Services 2 (Elective)

<b>Grades:</b> 10-12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	Agriscience Foundations 1 Honors	
<b>Graduation Requirement</b>	Meets the performing/practical arts requirement	

This course is designed to develop competencies in the areas of safety; animal behavior; animal welfare; animal control; and employability skills. Students will be able to describe the symbiotic relationship of animals and humans, provide descriptions of complex problems facing the animal industry today, and explore and apply knowledge in rapidly growing global industries.

## Animal Science and Services 3 (Elective)

<b>Grades:</b> 11-12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	Animal Science and Services 2	

This course is a continuation of Animal Science and Services 2. It is designed to go more in depth to develop competencies in the areas of safety; animal behavior; animal welfare; animal control; and employability skills. Students will be able to describe the symbiotic relationship of animals and humans, provide descriptions of complex problems facing the animal industry today, and explore and apply knowledge in rapidly growing global industries.

**Aero 1: Introduction to Aeronautics (Elective)**

<b>Grades:</b> 9	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Prerequisite</b>	None	

Provides the foundation for advanced exploration in flying, aerospace engineering, and unmanned aircraft systems. Students will learn about engineering practices, problem-solving, and the innovations and technological developments that have made today's aviation and aerospace industries possible. Students will look at the problem-solving practices and innovative leaps that transformed space exploration from the unimaginable to the common in a single generation. Students will also gain a historical perspective, from the earliest flying machines to various modern aircraft. Students will begin to drill down into the various sectors of aviation and the elements that make up the aerospace ecosystem. They will discover how advances in aviation created a need for regulation and learn about the promulgation of civil aviation oversight. Students will explore the modern innovations and develop innovative ideas to address the aviation industry's real-world challenges. They will be exposed to various career options in aviation and aerospace and take an in-depth look at available opportunities.

**AS 120 - DE Principles of Aeronautical Science (Elective)**

<b>Grades:</b> 10-11	<b>Credit:</b> 1.0 HS/3.0 College	<b>Course Length:</b> 1 semester
<b>Course Prerequisite</b>	None	

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.

**AS 220 - DE Unmanned Aircraft Systems (Combined with AS 120 - Elective)**

<b>Grades:</b> 10-11	<b>Credit:</b> 1.0 HS/3.0 College	<b>Course Length:</b> 1 semester
<b>Course Prerequisite</b>	AS 120	

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 241 - DE Unmanned Aircraft Systems Architecture and Integration**

<b>Grades:</b> 11-12	<b>Credit:</b> 1.0 HS/3.0 College	<b>Course Length:</b> 1 semester
<b>Course Prerequisite</b>	AS 120 and AS 220	

Basic autonomous aerial vehicle systems, including ground control systems; communications and datalinks; airframe; propulsion; navigation; flight control and autopilot; electrical; sensors and payload; launch and recovery. Explores UAS system integration and interoperability; emphasis on component interoperability, effects on system performance, capabilities, and limitations.

**AS 222 - DE Unmanned Aircraft Systems Security (Combined with AS 241 - Elective)**

<b>Grades:</b> 11-12	<b>Credit:</b> 1.0 HS/3.0 College	<b>Course Length:</b> 1 semester
<b>Course Prerequisite</b>	AS 241	

Unmanned Aircraft System Security is a sophomore level seminar course focused on the concepts of UAS security and protection. Through a combination of instructor led 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 121 - DE Private Pilot Operations (Elective)**

<b>Grades:</b> 11-12	<b>Credit:</b> 1.0 HS/3.0 College	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	AS 120 and AS 220	

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.

**Applied Engineering Technology 1 Honors (Elective)**

<b>Grades:</b> 11-12	<b>Credit:</b> 1.0 HS	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	Taken concurrently or have taken Precalculus Honors or AP Precalculus	
<b>Graduation Requirement</b>	Meets the performing/practical arts requirement	

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 the 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, robots, instruments, materials, processes and systems in business and industry.

**Computer Science Essentials (Elective)**

<b>Grades:</b> 10-12	<b>Credit:</b> 1.0 HS	<b>Course Length:</b> 2 semesters
<b>Prerequisite</b>	None	

This course will expose students to a diverse set of computational thinking concepts, fundamentals, and tools, allowing them to gain understanding and build confidence. Students will start with visual, block-based programming and smoothly transition to text-based languages like Python ®. They will apply computational thinking practices, enrich their vocabulary, and engage in collaborative projects, reflecting the methodologies of computing professionals. Ultimately, they'll develop products that tackle topics and challenges significant to them. This course creates a strong foundation to advance in Computer Science Principles.

**Advanced Placement Computer Science Principles**

<b>Grades:</b> 11-12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	Computer Science Essentials	
<b>Graduation Requirement</b>	Meets the math requirement	

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

## 2D Studio Art with 3D Studio Art (Elective)

<b>Grades:</b> 9-10	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Prerequisite</b>	None	
<b>Graduation Requirement</b>	Meets the performing/fine arts requirement.	

Students experiment with the media and techniques used to create a variety of two-dimensional artworks through the development of skills in drawing, painting, printmaking, collage, and/or design. Students practice, sketch, and manipulate the structural elements of art and principles of design to improve mark making, composition, and the ability to communicate through art to others. 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.

## Portfolio Development: 2D Design Honors with 3D Design Honors (Elective)

<b>Grades:</b> 10-12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	2D Studio Art with 3D Studio Art	

Building on previous knowledge and experience, students work in a self-directed environment to develop a body of artwork that visually explores a theme or concept, articulated and supported by the creative process and a written artist statement. Students may work in materials and media they've previously studied, as well as expand on skills through research. Students demonstrate an increasingly more sophisticated understanding of concept, composition, and design principles as applied to a 2D surface or a 3D product. Students regularly analyze and reflect on aesthetics and art issues individually or as a group. In keeping with the rigor expected in an advanced setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical and cultural knowledge.

## PreAdvanced Placement Visual Arts (Elective)

<b>Grades:</b> 11-12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	Portfolio Development 2D Design Honors with 3D Design Honors	

PreAP Visual Arts emphasizes the process of producing creative work, in addition to highlighting the culminating finished products or performances. Assessments are relevant and accessible, assessing a range of skills, habits, and/or dispositions that are central to arts-based learning. Instructional materials are flexible enough for a variety of settings.

## Advanced Placement Art and Design (Elective)

<b>Grades:</b> 11-12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	PreAP Visual Arts	

The AP Art and Design course is designed for advanced art students who desire in-depth artistic experiences and growth toward mastery in the concept, composition, and execution of their ideas. Maximizing prior arts experiences and particular strengths, students choose either the 2D Design, 3D Design, or Drawing portfolio to focus the direction of their artistic growth. In building a labor-intensive portfolio, students strengthen and expand their abilities through experience with a variety of concepts, techniques and approaches. The creative process also becomes deeply integrated into students' studio habits: the inception of the idea, formulation of the expressive and formal intentions, execution showing technical versatility and skill development, completion of the work, and evaluation. In the concentration section of the portfolio, students develop a body of work that investigates an idea of personal interest, finding their unique artistic voice and creative autonomy. Students are required to present an exhibit reflecting a highly accomplished level of visual and verbal articulation of ideas and submit a portfolio to the College Board in the spring.

## Band 1, 2, 3, and 4 (Elective)

<b>Grades:</b> 9-12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	None	

This year-long beginning-intermediate course teaches students to read and play music, as individuals and as an ensemble. It is designed for students on varying levels, from little or no previous band experience with woodwind, brass, or percussion instruments, to advanced musicians looking to major in music. In band, students perform as a part of the concert and marching band, enriching the culture of the school and the community. After school rehearsals and performances are a part of the curriculum and are required.

## Band 5 and 6 Honors (Elective)

<b>Grades:</b> 11-12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	Band 1, 2, 3, or 4	

This year-long, advanced course, is designed for wind and percussion students with extensive experience. Band Honors promotes significant depth of engagement and lifelong appreciation of music through performance and other experiences with sophisticated instrumental music. In order to participate, students complete the Band 1-4 curriculum side-by-side, with additional requirements of honor band auditions, extracurricular musical activities, and advanced-level solo participation. The course includes the development of advanced instrumental ensemble techniques and skills. Musical independence and leadership and particularly encouraged.

## Jazz Ensemble (Elective)

<b>Grades:</b> 9-12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	None	

Students with experience on an instrument suited for jazz ensemble (saxophone, trumpet, trombone, guitar, drums, bass guitar, and piano) explore the fundamentals of jazz performance, improvisation, and music theory through a diverse repertoire of jazz literature. Students learn the basics of foundational jazz styles, use chord symbols, and study the history of jazz and its iconic musicians. Public performances serve as a culmination of specific instructional goals. Students will be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

## Chorus 1, 2, 3, and 4 (Elective)

<b>Grades:</b> 9-12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Prerequisite</b>	None	

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

## Chorus 5 and 6 Honors (Elective)

<b>Grades:</b> 11-12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	Chorus 1, 2, 3, or 4	

This year-long, advanced class is designed for students with previous participation in high school chorus who have demonstrated a capacity for developing advanced listening/aural skills and advanced knowledge of vocal techniques, musical literacy, and choral performances. Chorus 5 and 6 focuses on development and application of these skills and provides opportunities for aesthetic engagement and making individual musical choices, where appropriate, while preparing a variety of high-quality choral literature.

## Advanced Placement Music Theory (Elective)

<b>Grades:</b> 11-12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	Band or Chorus	

AP Music Theory is a college-level course for highly motivated students with a serious interest in analyzing music. Students will complete coursework equivalent to that of a first-year college course in music theory. Students will engage in written work as well as sight-singing, ear-training, and melodic and harmonic dictation practice. Through these practices' students will develop the ability to recognize, understand, and describe the basic processes that are heard and presented in an advanced music score.

## Fundamentals of Music and Choir (Elective)

<b>Grades:</b> 9-10	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	None	
<b>Graduation Requirement</b>	Meets the performing/practical arts requirement.	

Students receive an introductory education on choral and instrumental music. This course is intended for those with little to no musical training and/or experience.

## Acting (Elective)

<b>Grades:</b> 9-12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	None	

This course introduces students to acting for the stage. Students are taught that acting is the study of human behavior. It lays the groundwork for building students' confidence when acting. Students learn the basics of theatre, the basic tools for acting, how to create a character, how to prepare for an audition, perform and grow as an ensemble actor as well as an individual actor. Through improvisation and scripted scenes and monologues, performances and one semester project students identify what makes performances believable and explore the tools used to create and execute them. Upon completion of this course, students have confidence and a strong foundation in acting. One stage performance is required towards the end of the semester. Students enrolled in a performing arts course are expected to participate in outside of the regular school day commitments as part of their coursework.

## TV Production (Elective)

<b>Grades:</b> 9-12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	None	

This course is a comprehensive introduction to the basic tools and procedures for creating technical elements of the theatre process including lighting, properties (props), scenery, paint and sound. It will also have a strong emphasis on the importance of safety procedures and respectful and safe operation of theatre equipment, tools, and materials. Students will learn the basics of design, including presentation and documentation, the organizational structure of theatre production, and how to work creatively in a collaborative environment. Students enrolled in a performing arts course are expected to participate in outside of the regular school day commitments as part of their coursework.

## Guitar (Elective)

<b>Grades:</b> 9-12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	None	

Students' course work focuses on, but is not limited to, acting, vocal performance, dance, non-dance movement, and staging, which transfer readily to performances in musicals and other venues. Students survey the evolution of music in theater from ancient Greece to modern Broadway through a humanities approach and representative literature. Music theater students explore the unique staging and technical demands of musicals in contrast to non-musical plays.

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

<b>Grades:</b> 9-11	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	None	
<b>Graduation Requirement</b>	Meets the physical education requirement.	

This course provides students with opportunities to develop an individual optimal level of physical fitness. This involves classroom activities as well as physical activities. Passing Health Opportunities through Physical Education (HOPE) is a graduation requirement. Students will be required to purchase a PE uniform for \$30. Please see your instructor if this is an issue

**Team Sports 1 with Team Sports 2 (Elective)**

<b>Grades:</b> 10-12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	HOPE	

The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course.

**Care and Prevention of Athletic Injuries with First Aid and Safety (Elective)**

<b>Grades:</b> 10-12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	HOPE	

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. The second semester focuses on a basic overview of the causes and preventions of unintentional injuries, appropriate emergency responses to those injuries and crisis response planning.

**Basketball with Individual and Dual Sports 1 (Elective)**

<b>Grades:</b> 10-12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	Completion of HOPE	

This course introduces students to the fundamental skills, strategies, and rules of basketball. Students will develop abilities in dribbling, passing, shooting, defense, and teamwork through drills, skill development activities, and structured gameplay. Emphasis is placed on sportsmanship, communication, physical fitness, and understanding game strategy. By the end of the course, students will demonstrate improved athletic performance, knowledge of the game, and the ability to work effectively as part of a team.

**Softball with Individual and Dual Sports 1 (Elective)**

<b>Grades:</b> 10-12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	HOPE	

This course introduces students to the fundamental skills and strategies of softball. Students will learn and practice proper techniques for throwing, catching, hitting, fielding, and base running through drills, skill-building activities, and game play. The course also covers rules of the game, teamwork, sportsmanship, and game strategy. Emphasis is placed on physical fitness, skill development, and cooperation while building confidence and appreciation for the sport.

**Football with Individual and Dual Sports 1 (Elective)**

<b>Grades:</b> 10-12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	HOPE	

This course introduces students to the basic skills, rules, and strategies of football. Students will practice techniques such as passing, catching, route running, blocking, and defensive positioning through drills, conditioning, and structured gameplay. The class emphasizes teamwork, communication, sportsmanship, and physical fitness while helping students develop a stronger understanding of offensive and defensive strategies. By the end of the course, students will demonstrate improved skills, knowledge of the game, and the ability to work effectively as part of a team.

**Weight Training 1 with Personal Fitness (Elective)**

<b>Grades:</b> 10-12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	HOPE	

The purpose of this course is to develop 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.

**Weight Training 2 with Comprehensive Fitness (Elective)**

<b>Grades:</b> 11-12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	Weight Training 1	

This course is a continuation from weight training 1 with the added component of cardiovascular conditioning. This course is designed to give students the opportunity to learn fitness concepts and conditioning techniques used for obtaining optimal physical fitness.

**Weight Training 3 with Power Weight Training (Elective)**

<b>Grades:</b> 12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	Weight Training 2	

This course is a continuation from weight training 2 with the added component of goal setting, bi-weekly testing in certain areas, and with a personal training component. This course includes safety procedures, nutrition, and consumer issues. Students develop muscular strength through weight training with free weights. Cardiovascular conditioning is also included.

**Learning Strategies (Elective)**

<b>Grades:</b> 9-12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Prerequisite</b>	Student Services Team recommendation only.	

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.

**Intensive Reading with Foundations in Math (Elective)**

<b>Grades:</b> 9	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	Student Services Team recommendation only.	

This course is designed to strengthen essential reading and math skills needed for success in high school coursework and beyond. Students will develop reading comprehension, vocabulary, and critical thinking while building confidence in foundational math concepts such as number sense, problem-solving, and basic operations. Instruction includes targeted practice, small-group support, and real-world applications to help students improve academic performance. Emphasis is placed on skill development, persistence, and strategies that support learning across all subject areas.

**College Readiness Test Prep (Elective)**

<b>Grades:</b> 10-12	<b>Credit:</b> 1.0	<b>Course Length:</b> 2 semesters
<b>Course Prerequisite</b>	None	

This course prepares students for success on the PSAT and ACT while strengthening the academic skills needed for college readiness. Students will practice test-taking strategies, time management, and problem-solving techniques for reading, writing, language, and math sections of both exams. Through guided instruction, practice tests, and targeted skill development, students will build confidence and familiarity with standardized testing formats. The course also emphasizes goal setting, score improvement, and using test results to plan for future academic opportunities.