

Trinity Catholic High School

Curriculum Guide



2024 - 2025

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Our Mission

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

Our Vision

A Trinity Catholic graduate will be a person of integrity and faith who is inspired by a 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 500 students in grades 9 - 12
Faculty	37
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 Advanced Placement Dual Enrollment
Clubs	Full complement of clubs and student organizations including Student Government, Honor Societies, Service Organizations, and Social Clubs

Trinity Catholic High School Diploma

To receive a Trinity Catholic High School (TCHS) diploma a student must complete 28 specified credits (7 credits per year), earn a minimum unweighted cumulative GPA of 2.0, and meet all TCHS mandatory course requirements. In addition to the credits listed below, students are required to complete 25 hours of community service per year of attendance at TCHS. All community service hours must be logged electronically with TCHS by the student.

It is the student's responsibility to be aware of his/her credit status and to select an appropriate course sequence leading toward graduation. The minimum requirements for high school graduation do not fulfill the minimum requirements for admission to all colleges.

Subject	Minimum Graduation Requirement Credit/Year	Requirements
English	4 credits	1 per year
Mathematics	4 credits	1 per year
Science	3 credits	
Social Studies	3 credits	
Religion	4 credits	1 per year
Practical/Fine Arts**	1 credit	
HOPE*	1 credit	
World Language**	2 credits	
Electives	6 credits	
Total	28 credits	7 per year

*Must be completed by the end of the student's sophomore year.

**Must be completed by the end of the student's junior year.

Non-Trinity Catholic Course Work

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.

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. All students are required to complete 7 credits a year.

Graduation Requirements

Math

- Algebra 1, Geometry, Algebra 2, and a fourth-year math are required.
- Competitive college preparatory students should include Pre-Calculus and Calculus.

Science

- Biology and Chemistry are required.
- Competitive college preparatory students should take 4.0 credits of science, to include Physics.

World Language

- World Language credits must be sequential and in the same language.
- Competitive college preparatory students should take 4.0 credits of the same World Language.

Transfer Students

- Transfer student credit requirements are pro-rated appropriately.
- Students must finish their current semester (including semester exams) at their previous school before enrolling in classes at TCHS.

Community Service Requirement

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

- Transfer students are given requirements on an individual basis.
- Current seniors must complete their community service hours by the date indicated by the Campus Ministry Office in order to take part in any graduation activities and receive a TCHS diploma.
- Students will earn an "I" for Incomplete in Religion, a graduation requirement, if they do not submit their full 25 community service hours by the designated date.

Grading Scale

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

Class Type	GPA Point Scale
Advanced Placement/Dual Enrollment	5.0
Honors	4.5
College Preparatory	4.0

TCHS utilizes semester and letter grading on report cards and transcripts. Students will receive a first semester final grade and a second semester final grade. If a student earns an F for first or second semester, they will be credit deficient and must remediate the grade immediately through FLVS. FLVS may charge a fee for course remediation. TCHS is not responsible for FLVS fees/charges.

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

Honors Courses

Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work. Honors courses are meant to serve as preparation for the Advanced Placement courses offered by TCHS.

Advanced Placement Courses

Admission to Advanced Placement courses is by established prerequisites, which includes teacher recommendation. Advanced Placement courses are college-level courses for the academically capable student which are taken on the TCHS campus. Advanced Placement courses are offered in Mathematics, Science, English, World Languages, Social Studies and some elective classes.

A summer assignment will be required for all AP courses. In addition, a writing sample may be required by select AP courses. If this applies, a prompt will be provided to the student in advance.

In order to receive a final grade for the course, each student must take the designated AP exam for that course. College credit or placement may be awarded at the discretion of the college or university a student attends.

Students must have a B average in an Honors level course and receive instructor permission to register for an AP course. A student must earn either an A or B in the current AP course to move on to other AP or Dual Enrollment courses. A student may be required to earn a passing score on the current AP exam in order to receive consideration for enrollment in the next level AP course.

Families will be billed per Advanced Placement course they are enrolled.

AP Biology	AP Human Geography	AP Spanish Language & Culture
AP Calculus AB	AP Language & Composition	AP Statistics
AP Capstone Research	AP Literature & Composition	AP Studio Art 2D
AP Capstone Seminar	AP Macroeconomics	AP United States Government & Politics
AP Chemistry	AP Music Theory	AP United States History
AP Environmental Science	AP Pre-Calculus	AP World History

Dual Enrollment Courses

TCHS students may choose to earn college credit while attending high school through our Dual Enrollment agreements with Barry University, College of Central Florida and Embry-Riddle Aeronautical University.

There is a fee for some Dual Enrollment classes. This fee is limited to three Dual Enrollment courses. If a student chooses to take additional courses, the full tuition amount charged to TCHS, will be the responsibility of the parent/guardian.

If any Dual Enrollment course is dropped after the penalty-free period (usually referred to as Add/Drop) the parent/guardian will be responsible for the remaining balance of the tuition for that course.

To be considered for Dual Enrollment courses, students must have a minimum 3.0 **unweighted** cumulative GPA. In addition, students will be required to submit minimal scores for acceptance in the Dual Enrollment program. Please see test score requirements in the course descriptions. **All Dual Enrollment students and parents must attend the January mandatory information meeting and sign a Dual Enrollment contract with TCHS.**

Students participating in Dual Enrollment courses are expected to do college-level work and will be held to college standards for grading. Students need to self-monitor Dual Enrollment coursework and grades taken through College of Central Florida.

All grades earned in Dual Enrollment classes are recorded on an official College transcript, as well as their high school transcript. A student must earn either a C or higher in the current course to move on to other Dual Enrollment courses. Students who earn a D or F will be dropped from the Dual Enrollment program, by the university. Grades of D's and F's and W/D (withdraw) can affect your college financial aid standards of progress.

All credits earned may be transferred at the discretion of the college or university a student attends.

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

Courses chosen are General Elective classes that count for approved high school credit. Students do not take extra elective Dual Enrollment courses because Dual Enrollment course must be included in the the student's college pre professional program or a student can end up paying for excess hours.

Barry University	College of Central Florida	Embry-Riddle University
History of the US	Freshman Composition I	Principles of Aeronautical Science
Sacraments	Freshman Composition II	Private Pilot Operations
Freedom and Virtue	Introduction to Literature	Unmanned Aircraft Systems
Catholic Social Teaching	College Algebra	Unmanned Aircraft Systems - System Security
Comparative Religion		Unmanned Aircraft Systems - System Operations

Course Selection Process

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

Current Trinity Catholic High School Students

Course selection for the following school year begins in the spring when school counselors review the Curriculum Guide and the course selection process with current freshmen, sophomores and juniors.

Students are asked to complete their course selections through the Family Portal in FACTS using the grade level Course Guides. This will allow the students to submit preferred courses for the upcoming school year for Guidance Department and teacher approval.

Teachers make recommendations for the next school year once students have submitted their course requests through the Family Portal.

The school counselors will verify that students have met all course prerequisites and will make any adjustments in any case where it is necessary.

All course selections, for both semesters of the following year, are finalized by the spring.

It is imperative that students be fully prepared to attend the one-on-one course selection meeting with their counselor. Students must have researched options and college admission requirements, identified personal interests, and completed their course selections in the Family Portal.

Incoming Trinity Catholic High School Students

An informative meeting will be held each spring where students can meet individually with members of the guidance department to plan their schedule.

Florida Virtual or Dual Enrollment Course Work

Students may not take courses for academic advancement (including summer school courses) outside of the TCHS program.

Only in certain pre-approved circumstances are students permitted to enroll in a Virtual School course. Approval from Guidance prior to Dual Enrollment and FLVS enrollment is required.

TCHS does not guarantee a designated class period for FLVS or Dual Enrollment courses.

No coursework completed under a tutor will be accepted for credit.

Florida private school students must provide proof of residency prior to enrollment in a FLVS course. The family, not TCHS, is responsible for any FLVS course fees and are paid directly to FLVS. Fees are charged per 0.5 credit.

Student Schedules

Schedules may be changed during the first week of school for the following reasons: course level too high or too low. Schedule changes are only possible if there is space available in the newly requested course.

Schedules will not be changed for the following reasons: desire for a different teacher, lunch, or class section. Instructor permission may be required for a course change at the discretion of the Administration.

Student Academic Support

TCHS provides support for students with diverse learning needs and assistance to all students, through FLEX and/or NHS tutoring, who may be experiencing academic difficulties. A collaborative team approach allows for both teachers and parents to facilitate the student's academic progress and success.

Academic Support Plans may be provided to students with proper documentation to ensure the needs of each student are met.

Academic Probation

Students who are unable to demonstrate adequate academic progress are placed on Academic Probation. Academic Probation establishes a plan to assist the student and to impress upon the student the need for academic improvement. A student is placed on Academic Probation if:

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

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

- Sign an Academic Probation contract
- Attend FLEX for tutoring as scheduled
- Complete/comply with other expectations that will assist in helping the student improve.

NOTE: For students on Academic Probation, participation in extracurricular activities, including athletics, may be limited or denied.

Grade Forgiveness Policy

Each student may use Grade Forgiveness for a maximum of 3 total credits in Grades 9-12. Only grades of D's or F's will be eligible for Grade Forgiveness, or a student may inquire about Grade Forgiveness if their GPA is below a 2.0.

Both grades (the original grade and the forgiveness grade) will appear on the student's transcript. The new grade will be averaged into the cumulative GPA.

Only regular level credit will be given when any course is taken for Grade Forgiveness.

Students must submit written request to their school counselor to take courses for Grade Forgiveness prior to the enrolling in the course.

Students who receive an F at the end of a semester will be required to remediate immediately. All courses for grade forgiveness must be made up within a semester. Students not completing grade forgiveness by the specified deadline will be placed on academic probation.

Incomplete Grades

A student's work that is Incomplete at the end of a grading period must be completed within two weeks of the close of the grading period unless other arrangements have been made with their school counselor and approved by the Administration. After the second week, any incomplete grade will become an F.

Exceptions to this policy must be cleared with the Administration. When a plan is developed for a student, it is the responsibility of the student to follow it in order to close the grades in a reasonable timeframe.

College Planning

College planning begins when the student enters ninth grade. It is the expectation of both the school and families that each student will be preparing for college upon admittance to TCHS.

Colleges and universities vary in their entrance requirements. Therefore, students should familiarize themselves with the requirements of the college or university they may be considering. It is important that this be kept in mind when selecting courses throughout high school. Students should select challenging courses based upon ability and prior academic performance.

As stated in this guide and in the Student Handbook, it is the responsibility of the students and their parents to become familiar with the number of academic credits, the GPA, SAT and ACT scores required for entrance into colleges and universities.

The Guidance Department provides opportunities for parents and students to become aware of the best way to prepare for college. Refer to the school calendar to plan ahead on attending the evening sessions for parents.

Florida State Colleges and Universities

Florida state colleges and universities require students to have completed two consecutive years of the same World Language, four years of mathematics (Algebra 1, Geometry, Algebra 2, and a fourth year of higher-level math), four years of English, three years of Social Studies (World History, US History, and Government/Economics), and four years of Science (Biology, Chemistry, and two equally rigorous Science courses, one of which should be Physics).

Each post-secondary institution, whether a state or private school, has its own entrance requirements; students should consult individual college websites for accurate information.

Florida Bright Futures Scholarship Program

Bright Futures offers lottery-funded scholarships for Florida graduates who demonstrate high academic achievement and enroll in eligible Florida public or private post-secondary institutions.

Florida high school graduates will be required to submit a state application prior to graduation to be eligible for Florida's Bright Futures Scholarship program. Students will apply with the assistance of their school counselor in January of their senior year.

Student transcripts will be forwarded to the Department of Education by the high school counselor shortly after graduation.

Notification of eligibility will be sent to the individual. Please allow 4-6 weeks for eligibility determination.

More information can be found at www.floridastudentfinancialaid.org.

Information Portals - Parent & Student

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

Student User ID and Password

Student user ID and password will be used to gain access to FACTS and Naviance. This will also be used for students to gain access to the school Wifi when they have to complete the Network Authentication.

Course Specific Information

FACTS provides course specific information such as assignments, exams, and general course information.

Student Grades/ FACTS

FACTS is a tool that gives students/parents/guardians secure online access to academic information, including grades and report cards. This service allows parents and students to check academic progress on demand. Some assignments (essays, lab reports, research papers, etc.) may take longer than a week to grade.

An "M" indicates that an assignment/test is missing and counts as a zero.

Since parents and students have the ability to check FACTS, academic progress, attendance, and conduct reports will **not** be sent home.

Progress Reports and Report Cards are sent electronically each quarter.

Naviance

Naviance is a comprehensive website that students can use to help in making decisions about colleges, scholarships and careers. The program allows for gathering information related to college admissions and the application process, college search tools, career planning tools, scholarship searches and pre-college summer programs. Seniors will utilize this program to request transcripts and letters of recommendation for colleges and universities.

School Website/ FACTS Family Portal

The TCHS website can be found at www.trinitycatholics.org. Please visit the website for teacher contact and general school information; the school academic calendar is also posted on the website and available for both download in pdf format and as a Google calendar. In addition, school information (forms, links, announcements, calendar, etc.) is available in FACTS Family Portal.

Standardized Testing

Students complete a standardized exam through TCHS for each of their first three years. Students in 9th and 10th grades take the PSAT/NMSQT and Pre-ACT. Students in 11th Grade take the PSAT/NMSQT and the ACT.

Students who have appropriate documentation on file may be eligible for accommodations on the PSAT, SAT, ACT, and AP exams. Accommodations must be granted by the College Board and ACT services after students have applied for them. (Note: Obtaining approval for accommodations may take several months depending on the student's situation. Planning well in advance is critical.)

Honor Roll

The Principal's List consists of two categories: First Honors and Second Honors.

Students who achieve a weighted GPA of 4.0 to 5.0 with no class grade lower than 90 are eligible for FIRST HONORS.

Those having a weighted GPA of 3.0 to 3.99 with no class grade lower than 80 are eligible for SECOND HONORS.

Students receiving this honor will be recognized appropriately per grading period.

National Honor Society

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

Membership is by selection only; it is not conferred automatically. Membership is extended to juniors and seniors only.

In order to be selected to the National Honor Society, a student must meet several criteria. Students must have a 3.7 or higher weighted, cumulative GPA. If selected, all members must maintain a 3.7 cumulative GPA until they graduate. Students who meet the GPA requirement must also meet the standards of outstanding character, generous service, and positive leadership.

Students may be required to interview with the Faculty Council. Students will be required to submit recommendations from other teachers in order to paint a more complete picture of whether or not a student meets the standards.

Graduation With Honors

Seniors will be awarded graduation honors designated by their weighted, cumulative GPA following the third quarter of their senior year.

Dual Enrollment classes do not calculate into the cumulative GPA until a final grade has been posted to the student's transcript.

The cumulative GPA will not be rounded up.

The GPA associated with the honor are listed below.

Summa Cum Laude	4.000 and above
Magna Cum Laude	3.500 - 3.999
Cum Laude	3.000 - 3.499

Florida High School Athletic Association (FHSAA)

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

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

National Collegiate Athletic Association (NCAA) Eligibility

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

Division I Qualifier Requirements

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

Division II Qualifier Requirements

- Complete 16 core courses (English, Math, Science, Social Studies, World Language).
- Earn a core-course unweighted GPA of at least 2.2.
- Earn the ACT/SAT score matching your core-course GPA on the Division II full qualifier sliding scale (see NCAA website).
- Graduate high school.

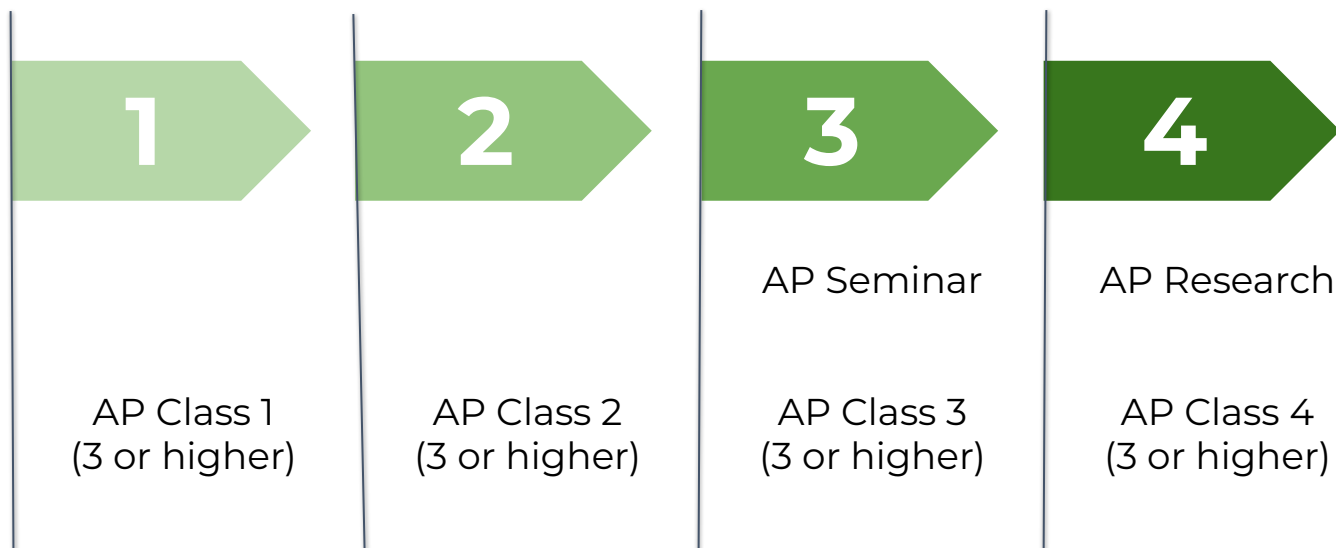
For further questions please contact the eligibility center directly using the following information:

NCAA Eligibility Center P.O. Box 7136
Indianapolis, IN 46207
(877) 262-1492
(317) 223-0700

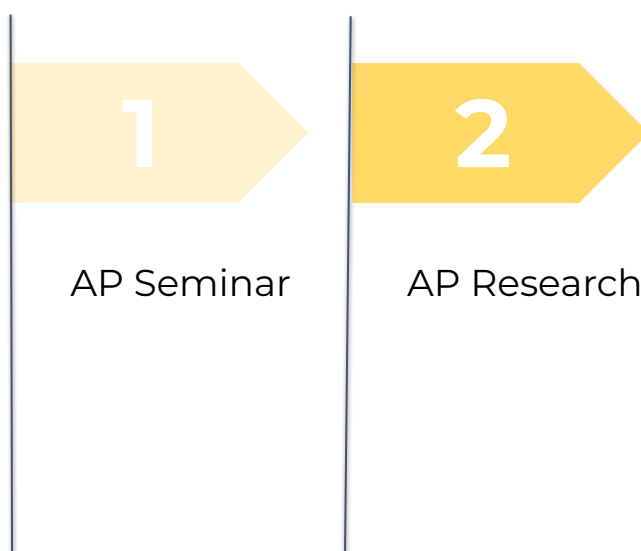
Call Center Hours: 8:00am-6:00pm EST, Monday-Friday

www.eligibilitycenter.org

AP Capstone Diploma™



AP Seminar & Research Certificate™



Advanced Placement Capstone Diploma and Certificate

AP Capstone™ is a College Board program that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. AP Capstone comprises of two AP courses—AP Seminar (Junior Year) and AP Research (Senior Year)—and is designed to complement and enhance the discipline-specific study in other AP courses.

In AP Seminar, students will investigate topics in a variety of subject areas, write research-based essays, and design and give presentations both individually and as part of a team.

In AP Research, students will build on what they learned in AP Seminar to design, plan, and conduct a yearlong research-based investigation on a topic of their choice.

AP Capstone Diploma™

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

AP Seminar and Research Certificate™

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

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

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

College Application Process - Common Application and Coalition Application

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

English Core

1	2	3	4
English 1	English 2	English 3	English 4
English 1 Honors	English 2 Honors	English 3 Honors	English 4 Honors OR AP Language OR DE English Composition
English 1 Honors	English 2 Honors	AP Language and Composition OR DE English Composition	AP Literature and Composition OR DE English Literature
English 2 Honors	AP Language and Composition	AP Literature and Composition	DE English OR English Elective

English Electives

Creative Writing 1 & 2

Speech 1
(Performing/Fine Arts)

Journalism 5 & 6
Honors
(Yearbook)

ENGLISH 1

Grades: 9	Credit: 1.0	Course Length: 2 semesters
Prerequisite	None	

This course defines what students should understand and be able to do by the end of 9th 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 1 HONORS

Grades: 9	Credit: 1.0	Course Length: 2 semesters
Prerequisite	Score in the 72nd percentile on the standardized testing/entrance exam in reading. A in English in the 8th grade.	

This course defines what students should understand and be able to do by the end of 9th 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 2

Grades: 10	Credit: 1.0	Course Length: 2 semesters
Prerequisite	Completion of 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.

ENGLISH 2 HONORS

Grades: 10	Credit: 1.0	Course Length: 2 semesters
Prerequisite	B average in English 1 Honors or an A average in English 1. Teacher recommendation. Overall IXL Diagnostic score of 950.	

This course defines what students in an honors setting 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.

Grades: 11	Credit: 1.0	Course Length: 2 semesters
Prerequisite	Completion of 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

Grades: 11	Credit: 1.0	Course Length: 2 semesters
Prerequisite	B average in English 2 Honors or A average in English 2. Teacher recommendation. Overall IXL Diagnostic score of 1050.	

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

ADVANCED PLACEMENT LANGUAGE AND COMPOSITION

Grades: 10-11	Credit: 1.0	Course Length: 2 semesters
Prerequisite	A average in English 2 Honors. 550 or above reading score on PSAT/SAT or 25 or above reading score on PreACT/ACT. Teacher recommendation. Overall IXL Diagnostic score of 1150, Submit writing sample on teacher-provided prompt.	

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods. **All students are required to complete a summer assignment and take the Advanced Placement Exam. Students will receive a teacher-provided prompt in advance of a Spring meeting with the AP teacher. Their written response is required for consideration.**

ENGLISH 4

Grades: 12	Credit: 1.0	Course Length: 2 semesters
Prerequisite	Completion of 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.

Grades: 12	Credit: 1.0	Course Length: 2 semesters
Prerequisite	B average in English 3 Honors or A average in English 3. Teacher recommendation. Overall IXL Diagnostic score of 1150.	

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

ADVANCED PLACEMENT LITERATURE AND COMPOSITION

Grades: 11-12	Credit: 1.0	Course Length: 2 semesters
Prerequisite	B average in AP Language and Composition and AP test score of 2 or higher. 550 or above reading score on PSAT/SAT or 25 or above reading score on PreACT/ACT. Teacher recommendation. Overall IXL Diagnostic score of 1250, Submit writing sample on teacher-provided prompt.	

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. **All students are required to complete a summer assignment and take the Advanced Placement Exam. Students will receive a teacher-provided prompt in advance of a Spring meeting with the AP teacher. Their written response is required for consideration.**

ENC 1101 FRESHMAN COMPOSITION SKILLS 1

Grades: 11-12	Credit: 1.0 HS / 3.0 College	Course Length: 1 semester
Prerequisite	3.0 cumulative UGPA. Appropriate test scores. Attend mandatory Dual Enrollment meeting in January.	

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

TEST NAME	READING	ENGLISH	MATH
ACT	19	17	19
Pre-ACT	22	18	11
SAT/PSAT	24	25	24
PERT	106	103	114

ENC 1102 FRESHMAN COMPOSITION SKILLS 2

Grades: 11-12	Credit: 1.0 HS / 3.0 College	Course Length: 1 semester
Prerequisite	3.0 cumulative UGPA. B average in ENC 1101. Attend mandatory Dual Enrollment meeting in January.	

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

LIT 1000 INTRODUCTION TO LITERATURE

Grades: 12	Credit: 1.0 HS / 3.0 College	Course Length: 1 semester
Prerequisite	3.0 cumulative UGPA. B average in ENC 1101 Attend mandatory Dual Enrollment meeting in January.	

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

SPEECH 1

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

This course is designed to build student facility 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. **Meets the performing/fine arts requirement.**

CREATIVE WRITING 1

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

The purpose of this course is to enable students to develop and use writing and 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.

CREATIVE WRITING 2 (COMBINED WITH CREATIVE WRITING 1)

Grades: 9-12	Credit: 0.5	Course Length: 1 semester
Prerequisite	Completion of Creative Writing 1.	

The purpose of this course is to enable students to continue developing and applying writing and 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/MEDIA – JOURNALISM 5 HONORS

Grades: 11-12	Credit: 1.0	Course Length: 2 semesters
Prerequisite	Teacher recommendation. Interview.	

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

YEARBOOK/MEDIA LEADERSHIP – JOURNALISM 6 HONORS

Grades: 11-12	Credit: 1.0	Course Length: 2 semesters
Prerequisite	B average in Journalism 5 Honors. Teacher recommendation.	

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.

Mathematics Core

1	2	3	4
Algebra 1	Geometry	Algebra 2	Math for College Algebra
PreAP Algebra 1	PreAP Geometry	PreAP Algebra 2	Precalculus Honors OR Statistics Honors OR AP Precalculus
Geometry	Algebra 2	Math for College Algebra	Precalculus Honors OR Statistics Honors
PreAP Geometry	PreAP Algebra	Precalculus Honors OR AP Precalculus	Calculus Honors OR AP Calculus OR DE College Algebra

Grades: 9	Credit: 1.0	Course Length: 2 semesters
Prerequisite	None	

In Algebra 1, instructional time will emphasize five areas: (1) performing operations with polynomials and radicals, and extending the Laws of Exponents to include rational exponents; (2) extending understanding of functions to linear, quadratic and exponential functions and using them to model and analyze real-world relationships; (3) solving quadratic equations in one variable and systems of linear equations and inequalities in two variables; (4) building functions, identifying their key features and representing them in various ways and (5) representing and interpreting categorical and numerical data with one and two variables.

PRE-ADVANCED PLACEMENT ALGEBRA 1 (HONORS LEVEL)

Grades: 9	Credit: 1.0	Course Length: 2 semesters
Prerequisite	Score in the 72nd percentile on the standardized testing/entrance exam. A in Mathematics in the 8th grade.	

In Pre=AP 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

Grades: 9-10	Credit: 1.0	Course Length: 2 semesters
Prerequisite	Completion of Algebra 1.	

In Geometry, instructional time will emphasize five areas: (1) proving and applying relationships and theorems involving two-dimensional figures using Euclidean geometry and coordinate geometry; (2) establishing congruence and similarity using criteria from Euclidean geometry and using rigid transformations; (3) extending knowledge of geometric measurement to two-dimensional figures and three-dimensional figures; (4) creating and applying equations of circles in the coordinate plane and (5) developing an understanding of right triangle trigonometry.

PRE-ADVANCED PLACEMENT GEOMETRY (HONORS LEVEL)

Grades: 9-10	Credit: 1.0	Course Length: 2 semesters
Prerequisite	B average in Algebra 1 Honors or A average in Algebra 1. Teacher recommendation. Score in the 72nd percentile on the standardized testing/entrance exam (for incoming 9th graders)	

Pre-AP 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.

Grades: 10-11	Credit: 1.0	Course Length: 2 semesters
Prerequisite	Completion of Geometry.	

In Algebra 2, instructional time will emphasize five areas: (1) extending arithmetic operations with algebraic expressions to include radical and rational expressions and polynomial division; (2) graphing and analyzing functions including polynomials, absolute value, radical, rational, exponential and logarithmic; (3) building functions using compositions, inverses and transformations; (4) extending systems of equations and inequalities to include non-linear expressions and (5) developing understanding of the complex number system, including complex numbers as roots of polynomial equations.

PRE ADVANCED PLACEMENT ALGEBRA 2 (HONORS LEVEL)

Grades: 10-11	Credit: 1.0	Course Length: 2 semesters
Prerequisite	B average in Algebra 1 Honors or A average in Algebra 1. B average in Geometry Honors or A average in Geometry. Teacher recommendation.	

In Pre AP 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.

PRE-CALCULUS HONORS

Grades: 11-12	Credit: 1.0	Course Length: 2 semesters
Prerequisite	B average in Algebra 2 Honors or A average in Algebra 2. Teacher recommendation.	

In Precalculus Honors, instructional time will emphasize six areas: (1) extending right triangle trigonometry to unit circle trigonometry and trigonometric functions; (2) extending understanding of functions to trigonometric; (3) developing understanding of conic sections; (4) representing and performing operations with complex numbers and vectors in the coordinate plane; (5) extending understanding of relations in the plane using parametric representations, including polar coordinates and (6) analyzing arithmetic and geometric sequences and series.

ADVANCED PLACEMENT PRE-CALCULUS

Grades: 11-12	Credit: 1.0	Course Length: 2 semesters
Prerequisite	A average in Algebra 2 Honors. 550 math score on PSAT/SAT or 25 math score on PreACT/ACT. Teacher recommendation.	

In AP Precalculus, instructional time will emphasize six areas: (1) extending right triangle trigonometry to unit circle trigonometry and trigonometric functions; (2) extending understanding of functions to trigonometric; (3) developing understanding of conic sections; (4) representing and performing operations with complex numbers and vectors in the coordinate plane; (5) extending understanding of relations in the plane using parametric representations, including polar coordinates and (6) analyzing arithmetic and geometric sequences and series. **All students are required to take the AP exam and complete a summer assignment.**

CALCULUS HONORS

Grades: 11-12	Credit: 1.0	Course Length: 2 semesters
Prerequisite	B average in Precalculus Honors. Teacher recommendation.	

In Calculus Honors, instructional time will emphasize four areas: (1) developing understanding of limits and continuity of functions; (2) finding derivatives and applying them to motions, slopes, related rates and optimizations; (3) applying limits and derivatives to graph and analyze functions and (4) evaluating integrals and applying them to areas, volumes, average values and differential equations.

ADVANCED PLACEMENT CALCULUS AB

Grades: 11-12	Credit: 1.0	Course Length: 2 semesters
Prerequisite	B average in AP Precalculus or A average in Precalculus Honors. 550 math score on PSAT/SAT or 25 math score on PreACT/ACT. Teacher recommendation.	

AP Calculus AB and AP Calculus BC focus on students' understanding of calculus concepts and provide 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. Both courses require 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.**

PROBABILITY & STATISTICS HONORS

Grades: 11-12	Credit: 1.0	Course Length: 2 semesters
Prerequisite	C average in Algebra 2. Teacher recommendation.	

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 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.

ADVANCED PLACEMENT STATISTICS

Grades: 11-12	Credit: 1.0	Course Length: 2 semesters
Prerequisite	A average in Precalculus Honors or Probability & Statistics Honors. 550 math score on PSAT/SAT or 25 math score on PreACT/ACT. Teacher recommendation.	

AP Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions.

MATH FOR COLLEGE ALGEBRA

Grades: 11-12	Credit: 1.0	Course Length: 2 semesters
Prerequisite	Completion of 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.

MAC 1105 COLLEGE ALGEBRA

Grades: 11-12	Credit: 1.0 HS/3.0 College	Course Length: 1 semester
Prerequisite	3.0 cumulative UGPA. Appropriate test scores. Attend mandatory Dual Enrollment meeting in January.	

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

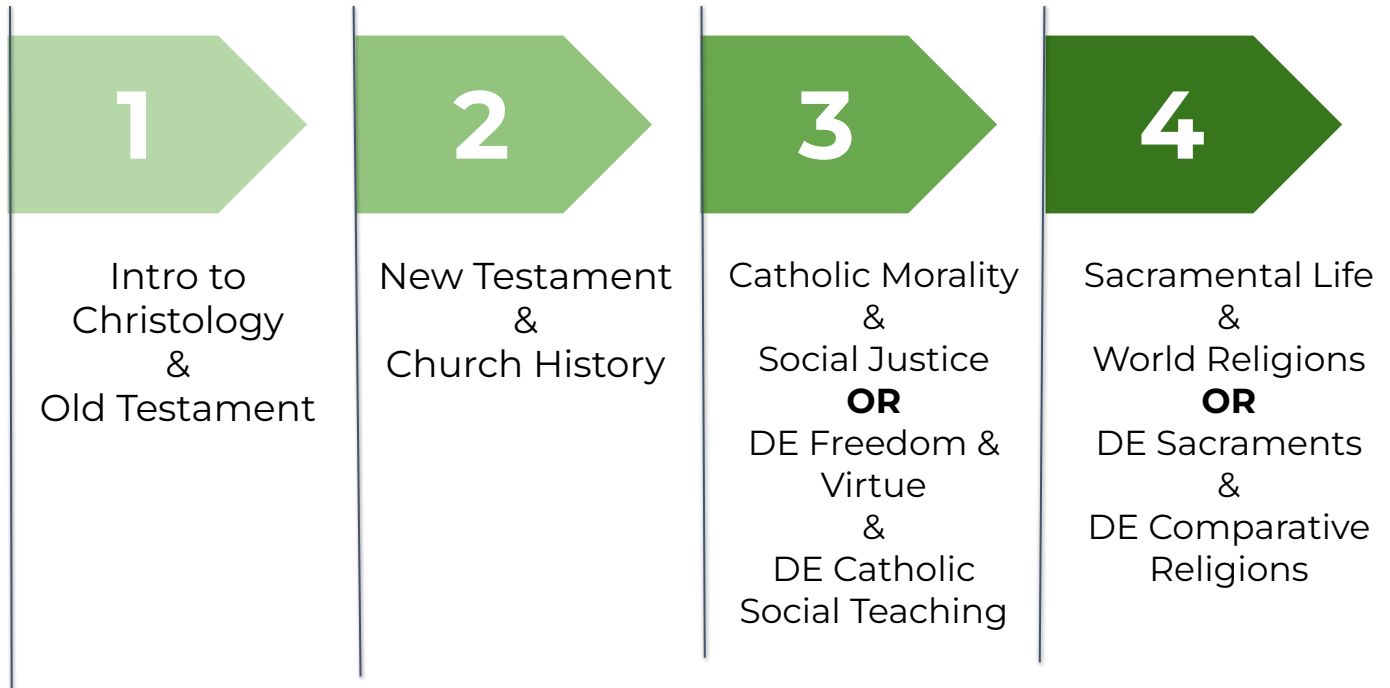
TEST NAME	READING	ENGLISH	MATH
ACT	19	17	25.5
SAT	24	25	26.5
PERT	106	103	123

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES

Grades: 11-12	Credit: 1.0	Course Length: 1 semester
Prerequisite	A average in Algebra 2 Honors. 550 math score on PSAT/SAT or 25 math score on PreACT/ACT. Teacher recommendation.	

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems - including the internet - work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. **Students wishing to remain competitive for universities should take this course as an academic elective and not as one of their four required math courses.**

Religion Core



Religion Elective

Servant Leadership and Missionary Discipleship

Universal Call to Holiness

Religion Courses

INTRODUCTION TO CHRISTOLOGY/OLD TESTAMENT

Grades: 9	Credit: 1.0	Course Length: 2 semesters
Prerequisite	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 study of the Bible they will come to encounter the living Word of God, Jesus Christ. They will learn about the Bible, authored by God through Inspiration, and its value to people throughout the world. Students will learn how to read the Bible and will become familiar with the major sections of the Old Testament and the books included in each section.

NEW TESTAMENT/CHURCH HISTORY

Grades: 10	Credit: 1.0	Course Length: 2 semesters
Prerequisite	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 Church's 2000 years of history and about how the Church is led and governed by the successors of the Apostles.

CATHOLIC MORALITY/SOCIAL JUSTICE

Grades: 11	Credit: 1.0	Course Length: 2 semesters
Prerequisite	None	

The purpose of this course is 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.

SACRAMENTAL LIFE/WORLD RELIGIONS

Grades: 12	Credit: 1.0	Course Length: 2 semesters
Prerequisite	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 3752 FREEDOM AND VIRTUE

Grades: 11	Credit: 0.5 HS/ 3.0 College	Course Length: 1 semester
Prerequisite	3.0 cumulative UGPA. Appropriate test scores - 24 reading score on SAT, 19 reading score on ACT, or 106 reading score on PERT. Attend mandatory Dual Enrollment meeting in January.	

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

REL 3565 CATHOLIC SOCIAL TEACHING (COMBINED WITH REL 3752)

Grades: 11	Credit: 0.5 HS/ 3.0 College	Course Length: 1 semester
Prerequisite	3.0 cumulative UGPA. Appropriate test scores - 24 reading score on SAT, 19 reading score on ACT, or 106 reading score on PERT.	

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.

REL 2300 COMPARATIVE RELIGION

Grades: 12	Credit: 0.5 HS/ 3.0 College	Course Length: 1 semester
Prerequisite	3.0 cumulative UGPA. Appropriate test scores - 24 reading score on SAT, 19 reading score on ACT, or 106 reading score on PERT. Attend mandatory Dual Enrollment meeting in January.	

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

REL 2770 SACRAMENTS (COMBINED WITH REL 2300)

Grades: 12	Credit: 0.5 HS/ 3.0 College	Course Length: 1 semester
Prerequisite	3.0 cumulative UGPA. Appropriate test scores - 24 reading score on SAT, 19 reading score on ACT, or 106 reading score on PERT.	

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

Grades: 10-12	Credit: 1.0	Course Length: 2 semesters
Prerequisite	Must be accepted into Peer Ministry. Active participation in Peer Ministry and Campus Ministry activities. Campus Minister recommendation.	

This course prepares our students to be servant leaders on the TCHS 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. To prepare our students, this course will cover leadership, Catholic apologetics, liturgical formation, prayer, evangelization, spiritual gifts, decision-making, morality, and other topics chosen to reflect the needs of the students and school community. They will be prepared to plan and run retreats and especially Catholic Schools Week.

UNIVERSAL CALL TO HOLINESS

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

Students will learn to explore their spiritual being, the importance of prayer, repentance and lifelong conversion to become a saint.

Science Core

1	2	3	4
	Biology	Chemistry	Environmental Science
Biology	Chemistry	Environmental Science	
Biology Honors	Chemistry Honors	Physics Honors OR Anatomy/Physiology Honors	
Biology Honors	Chemistry Honors	AP Chemistry OR AP Biology OR AP Environmental Science	

Science Elective

Science through Film

*More science options can be found under the Agriscience Pathways

AERO 1: INTRODUCTION TO AERONAUTICS

Grades: 9-12	Credit: 1.0	Course Length: 2 semesters
Prerequisite	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 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.

BIOLOGY

Grades: 9-10	Credit: 1.0	Course Length: 2 semesters
Prerequisite	Concurrent with or have completed Algebra 1.	

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

BIOLOGY HONORS

Grades: 9-10	Credit: 1.0	Course Length: 2 semesters
Prerequisite	Score in the 72nd percentile on the reading section of the standardized testing or entrance exam. A in eighth grade science, Concurrent with or have completed Algebra 1/Algebra 1 Honors. Teacher recommendation for 10th graders.	

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

Grades: 11-12	Credit: 1.0	Course Length: 2 semesters
Prerequisite	A average in Biology Honors. Completed Chemistry Honors and Geometry Honors 550 math score on the PSAT/SAT or 25 math score on the PreACT/ACT. Teacher recommendation.	

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

Grades: 10-11	Credit: 1.0	Course Length: 2 semesters
Prerequisite	Completion of Biology. Completion of Algebra 1.	

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

CHEMISTRY HONORS

Grades: 10-11	Credit: 1.0	Course Length: 2 semesters
Prerequisite	B average in Biology Honors or A average in Biology. Completion of Algebra 1 or Algebra 1 Honors. Teacher recommendation.	

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

ADVANCED PLACEMENT CHEMISTRY

Grades: 11-12	Credit: 1.0	Course Length: 2 semesters
Prerequisite	A average in Chemistry Honors. Taken concurrently or have taken Precalculus Honors. 550 math score on the PSAT/SAT or a 25 math score on the PreACT/ACT. Teacher recommendation.	

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

Grades: 11-12	Credit: 1.0	Course Length: 2 semesters
Prerequisite	A average in Biology Honors. A average in Chemistry Honors. Teacher recommendation.	

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

PHYSICS HONORS

Grades: 11-12	Credit: 1.0	Course Length: 2 semesters
Prerequisite	B average in Chemistry Honors. B average in Precalculus Honors recommended or taking Precalculus Honors concurrently. Teacher recommendation.	

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

ENVIRONMENTAL SCIENCE

Grades: 11-12	Credit: 1.0	Course Length: 2 semesters
Prerequisite	Completion of Biology or Biology Honors.	

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

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

Grades: 11-12	Credit: 1.0	Course Length: 2 semesters
Prerequisite	Completion of Biology Honors and Chemistry Honors. Completion of Algebra 1 Honors. 550 evidence-based reading score on the PSAT/SAT or 25 reading score on the PreACT/ACT. 550 math score on the PSAT/SAT or 25 math score on the PreACT/ACT. Teacher recommendation.	

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. **Note:** 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

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

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

Social Studies Core

1	2	3	4
	World History	US History	US Government and Economics
World Geography <i>(optional)</i>	World History Honors	US History Honors	US Government Honors and Economics Honors
AP Human Geography	AP World History	AP US History OR DE US History	AP US Government & AP Macroeconomics

Social Studies Electives

AP Human Geography
(9th grade only)

World Geography
(9th grade only)

Modern History & Florida History

WORLD HISTORY

Grades: 10	Credit: 1.0	Course Length: 2 semesters
Prerequisite	None	

The grade 9-12 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

WORLD HISTORY HONORS

Grades: 10	Credit: 1.0	Course Length: 2 semesters
Prerequisite	B average in English 1 Honors or A average in English 1. Teacher recommendation.	

The grade 9-12 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

ADVANCED PLACEMENT WORLD HISTORY

Grades: 10	Credit: 1.0	Course Length: 2 semesters
Prerequisite	A average in English 1 Honors. 550 evidence-based reading score on the PSAT/SAT or 25 reading score on the PreACT/ACT. Teacher recommendation. Submit writing sample on teacher-provided prompt.	

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the 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

Grades: 11	Credit: 1.0	Course Length: 2 semesters
Prerequisite	None	

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

UNITED STATES HISTORY HONORS

Grades: 11	Credit: 1.0	Course Length: 2 semesters
Prerequisite	B average in World History Honors or A average in World History. Teacher recommendation.	

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

ADVANCED PLACEMENT UNITED STATES HISTORY

Grades: 11	Credit: 1.0	Course Length: 2 semesters
Prerequisite	B average in AP World History and AP exam score of 2 or higher or A average in World History Honors. 550 evidence-based reading score on the PSAT/SAT or 25 reading score on the PreACT/ACT. Teacher recommendation. Submit writing sample on teacher-provided prompt.	

In AP U.S. History, students 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.**

AMH 2010 HISTORY OF THE US

Grades: 11	Credit: 0.5 HS/3.0 College	Course Length: 1 semester
Prerequisite	3.0 cumulative UGPA. Appropriate test score - reading score of 24 on SAT, reading score of 19 on ACT, or reading score of 106 on PERT. Attend mandatory Dual Enrollment meeting in January.	

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

AMH 2020 HISTORY OF THE US (COMBINED WITH AMH 2010)

Grades: 11	Credit: 0.5 HS/3.0 College	Course Length: 1 semester
Prerequisite	3.0 cumulative UGPA. C average in AMH 2010.	

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

UNITED STATES GOVERNMENT

Grades: 12	Credit: 0.5	Course Length: 1 semester
Prerequisite	None	

The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.

ECONOMICS WITH FINANCIAL LITERACY (COMBINED WITH US GOVERNMENT)

Grades: 12	Credit: 0.5	Course Length: 1 semester
Prerequisite	None	

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

UNITED STATES GOVERNMENT HONORS

Grades: 12	Credit: 0.5	Course Length: 1 semester
Prerequisite	B average in US History Honors or A average in US History. Teacher recommendation.	

The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.

ECONOMICS WITH FINANCIAL LITERACY HONORS (COMBINED WITH US GOVT H)

Grades: 12	Credit: 0.5	Course Length: 1 semester
Prerequisite	B average in US History Honors or A average in US History. Teacher recommendation.	

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

Grades: 12	Credit: 0.5	Course Length: 1 semester
Prerequisite	B average in AP US History and an AP exam score of 2 or higher or A average in US History Honors. 550 evidence-based reading score on the PSAT/SAT or 25 reading score on the PreACT/ACT. Teacher recommendation. Submit writing sample on teacher-provided prompt.	

AP U.S. Government and Politics 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 U.S. 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. **Students enrolled in this course are required to complete a summer assignment and take the AP Exam.**

ADVANCED PLACEMENT MACROECONOMICS (COMBINED WITH AP US GOVT)

Grades: 12	Credit: 0.5	Course Length: 1 semester
Prerequisite	B average in AP US History and an AP exam score of 2 or higher or A average in US History Honors. 550 evidence-based reading score on the PSAT/SAT or 25 reading score on the PreACT/ACT. Teacher recommendation. Submit writing sample on teacher-provided prompt.	

AP Macroeconomics 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.**

ADVANCED PLACEMENT HUMAN GEOGRAPHY

Grades: 9	Credit: 1.0	Course Length: 2 semesters
Prerequisite	A average in 8th grade history course. A average in 8th grade English course. 92nd percentile in reading on the standardized testing or entrance exam. Submit writing sample on teacher-provided prompt.	

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 socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012). **Students enrolled in this course are required to complete a summer assignment and take the Advanced Placement Exam.**

WORLD CULTURAL GEOGRAPHY

Grades: 9	Credit: 1.0	Course Length: 2 semesters
Prerequisite	None	

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

MODERN (CONTEMPORARY) HISTORY

Grades: 12	Credit: 0.5	Course Length: 1 semester
Prerequisite	None	

The Contemporary History course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the development of the contemporary world within the context of history in order to analyze current events. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings. Content should include, but is not limited to, world events and trends in the 20th and 21st centuries with emphasis on the past two decades, historical antecedents of contemporary political, social, economic and religious issues, impact of religious thought on contemporary world issues, interaction among science, technology and society, influence of significant historical and contemporary, figures and events on the present, and projection of current trends and movements.

FLORIDA HISTORY (COMBINED WITH MODERN HISTORY)

Grades: 12	Credit: 0.5	Course Length: 1 semester
Prerequisite	None	

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

World Languages Core

1

Spanish 1

Spanish 1

2

Spanish 2

Spanish 2

3

Spanish 3
Honors

4

AP Spanish
Language

World Language Courses

SPANISH 1

Grades: 9-11	Credit: 1.0	Course Length: 2 semesters
Prerequisite	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

Grades: 9-12	Credit: 1.0	Course Length: 2 semesters
Prerequisite	Completion of 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

Grades: 9-12	Credit: 1.0	Course Length: 2 semesters
Prerequisite	B average in Spanish 2. Teacher recommendation.	

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

Grades: 11-12	Credit: 1.0	Course Length: 2 semesters
Prerequisite	A average in Spanish 3 Honors. 550 reading score on PSAT/SAT or 25 reading score on PreACT/ACT. Teacher recommendation.	

The AP Spanish Language and Culture 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 Test.**

Agriscience Pathway

1

Agriscience
Foundations
Honors
(Science)

2

Horticulture
Honors
(Practical Arts)

3

Animal Science
and Services
(Elective)

Agriscience Courses

AGRISCIENCE FOUNDATIONS 1 HONORS

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

This course is designed to develop competencies in the areas of agricultural history and the global impact of agriculture; career opportunities; scientific and research concepts; biological and physical science principles; environmental principles; agriscience safety; principles of leadership; and agribusiness, employability, and human relations skills in agriscience. Laboratory-based activities are an integral part of this course. These include the safe use and application of appropriate technology, scientific testing and observation equipment. **This course completes a science graduation requirement. This course is not approved as a science for NCAA.**

INTRODUCTORY HORTICULTURE HONORS

Grades: 10-12	Credit: 1.0	Course Length: 2 semesters
Prerequisite	Completion of Agriscience Foundations Honors.	

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

ANIMAL SCIENCE AND SERVICES

Grades: 11-12	Credit: 1.0	Course Length: 2 semesters
Prerequisite	Completion of Horticulture Honors.	

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 description of complex problems facing the animal industry today, and explore and apply knowledge in rapidly growing global industries.

Aeronautical Program

Through Embry-Riddle University



1

Aero 1:
Introduction to
Aeronautics
(*Science*)

2

Principles of
Aeronautical
Science
AND
Unmanned
Aircraft
Systems
(*Elective*)

3

Private Pilot
Operations
(*Elective*)

4

Unmanned
Aircraft System
Operations
AND
Unmanned
Aircraft System
Security
(*Elective*)

Aeronautical Program

AS 120 - DE PRINCIPLES OF AERONAUTICAL SCIENCE

Grades: 10-11	Credit: 1.0 HS/3.0 College	Course Length: 1 semester
Prerequisite	2.75 cumulative UGPA.	

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

AS 220 - DE UNMANNED AIRCRAFT SYSTEMS (COMBINED WITH AS 120)

Grades: 10-11	Credit: 1.0 HS/3.0 College	Course Length: 1 semester
Prerequisite	2.75 cumulative UGPA. Completion of 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 235 - DE UNMANNED AIRCRAFT SYSTEMS OPERATION & CROSS-COUNTRY DATA ENTRY

Grades: 11-12	Credit: 1.0 HS/3.0 College	Course Length: 1 semester
Prerequisite	2.75 cumulative UGPA. Completion of AS 120 and AS 220.	

This course provides an understanding of the core technologies of unmanned aircraft systems. It will include examinations of the design concepts, power plants, control systems, and communication technologies utilized in current unmanned aircraft systems and/or likely to be used in the next few years. Particular attention will be given to the technical capabilities, best applications, and operational best practices of cross-country flight planning for today's UASs.

AS 222 – DE UNMANNED AIRCRAFT SYSTEMS SECURITY (COMBINED WITH AS 235)

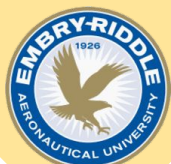
Grades: 11-12	Credit: 1.0 HS/3.0 College	Course Length: 1 semester
Prerequisite	2.75 cumulative UGPA. Completion of AS 120 and AS 220.	

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

AS 121 - DE PRIVATE PILOT OPERATIONS

Grades: 11-12	Credit: 1.0 HS/5.0 College	Course Length: 2 semesters
Prerequisite	2.75 cumulative UGPA. Completion of 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**

Grades: 11-12	Credit: 1.0	Course Length: 2 semesters
Prerequisite	Completion of Precalculus Honors or taken concurrently.	

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

The Arts Electives

Fulfills graduation requirement

VISUAL

2D Studio
Art 1

AP Art
& Design

Ceramics/Pottery
1 & 2

Creative Photography

PERFORMANCE

AP Music Theory

Band

Gospel Choir

Jazz Ensemble

Men's Choir

Music Appreciation

Music Theater

Theater 1

Women's Choir

The Arts Electives (Visual)

2D STUDIO ART

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

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

CERAMICS/POTTERY 1

Grades: 10-12	Credit: 1.0	Course Length: 2 semesters
Prerequisite	Completion of 2D Studio Art.	

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

CERAMICS/POTTERY 2

Grades: 11-12	Credit: 1.0	Course Length: 2 semesters
Prerequisite	Completion of Ceramics/Pottery 1.	

Students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Instructional focus should be on ceramics and/or pottery. Processes and techniques for substitution may include, but are not limited to, wheel-thrown clay, glaze formulation and application. Media may include, but are not limited to, clay and/or plaster with consideration of the workability, durability, cost, and toxicity of the media used. Ceramic and/or pottery artists experiment with and manipulate space-producing devices, including overlapping, transparency, interpenetration, vertical and horizontal axis, inclined planes, disproportionate scale, fractional or abstracted representation, and spatial properties of the structural art elements. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the ceramics and/or pottery art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

CREATIVE PHOTOGRAPHY

Grades: 10-12	Credit: 1.0	Course Length: 2 semesters
Prerequisite	Completion of 2D Studio Art.	

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

ADVANCED PLACEMENT ART AND DESIGN

Grades: 11-12	Credit: 1.0	Course Length: 2 semesters
Prerequisite	Completion of 2D Studio Art and one other visual arts elective. Teacher recommendation.	

This course is intended for highly motivated students who are seriously interested in the study of art. Students will need to work outside the classroom and beyond scheduled periods. The course addresses three major skills: 1) Investigation - Investigating the materials, processes, and ideas that artists and designers use; 2) Experimentation - Practicing, experimenting, and revising as you create your own work; and 3) Communication - Communicating your ideas about works of art and design.

You'll create a portfolio of college-level work and submit it for evaluation (instead of taking a year-end paper-and-pencil AP Exam). A qualifying portfolio score can earn you college credit and/or advanced placement.

Grades: 9-12	Credit: 1.0	Course Length: 2 semesters
Prerequisite	Band Director's approval.	

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

BAND 5 - 6 HONORS

Grades: 11-12	Credit: 1.0	Course Length: 2 semesters
Prerequisite	Band Director's referral.	

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

JAZZ ENSEMBLE

Grades: 9-12	Credit: 1.0	Course Length: 2 semesters
Prerequisite	Band Director's referral.	

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

GOSPEL CHOIR

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

Student musicians focus on building foundational music techniques, music literacy, listening skills, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

CHORUS 1 - 4 (MEN'S AND WOMEN'S)

Grades: 9-12	Credit: 1.0	Course Length: 2 semesters
Prerequisite	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 periodic public performances.

CHORUS 5 - 6 HONORS (MEN'S AND WOMEN'S)

Grades: 11-12	Credit: 1.0	Course Length: 2 semesters
Prerequisite	Choir Director's referral.	

This year-long, advanced class is designed for students with previous participation in a high school chorus who have demonstrated a capacity for developing advanced listening/aural skills and advanced knowledge of vocal techniques, musical literacy, and choral performance. Chorus V 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

Grades: 11-12	Credit: 1.0	Course Length: 2 semesters
Prerequisite	Band Director's approval.	

AP Music Theory is an introductory college-level music theory course. Students cultivate their understanding of music theory through analyzing performed and notated music as they explore concepts like pitch, rhythm, form, and musical design. **Students enrolled in this course are required to complete a summer assignment and take the Advanced Placement Exam.**

MUSIC APPRECIATION

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

Students explore the musical traditions of 20th- and 21st-century American and global communities around the world through study of current trends, focusing on the function of music within various cultures. Students examine and report on human activities involving music, technology- and culture-related influences on music, and the sounds and structures of music composition. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

MUSICAL THEATER 1

Grades: 9-12	Credit: 1.0	Course Length: 2 semesters
Prerequisite	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.

THEATER 1

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

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

Physical Education Electives

REQUIRED

Health Opportunities and Physical Education (HOPE)

Basketball
Teams Sports 1 & 2

Care and Prevention of Athletic Injuries & First Aid and Safety

Physical Education Electives

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

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

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. Students will realize the full benefit of this course when it is taught with an integrated approach. In addition to the physical education content represented in the benchmarks below, specific health education topics within this course include, but are not limited to: Mental/Social Health, Physical Activity, Components of Physical Fitness, Nutrition and Wellness Planning, Diseases and Disorders, Health Advocacy, First Aid/CPR, Alcohol, Tobacco, and Drug Prevention, Human Sexuality including Abstinence and HIV, Internet Safety.

BASKETBALL 1 WITH BASKETBALL 2

Grades: 11-12	Credit: 1.0	Course Length: 2 semesters
Prerequisite	Completion of H.O.P.E.	

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

TEAM SPORTS 1

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

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.

TEAM SPORTS 2 (COMBINED WITH TEAM SPORTS 1)

Grades: 10-12	Credit: 0.5	Course Length: 1 semester
Prerequisite	Completion of Team Sports 2	

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

CARE AND PREVENTION OF ATHLETIC INJURIES

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

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

FIRST AID AND SAFETY (COMBINED WITH CARE AND PREVENTION)

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

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

SOCCER WITH INDIVIDUAL AND DUAL SPORTS 1

Grades: 10-12	Credit: 1.0	Course Length: 2 semesters
Prerequisite	Completion of H.O.P.E.	

This course provides a basic overview of the rules and techniques associated with soccer.

SOFTBALL WITH INDIVIDUAL AND DUAL SPORTS 1

Grades: 10-12	Credit: 1.0	Course Length: 2 semesters
Prerequisite	Completion of H.O.P.E.	

This course provides a basic overview of the rules and techniques associated with softball..

Weight Training Pathway

1

Health
Opportunities
and Physical
Education
(H.O,P,E.)

2

Weight
Training 1
&
Personal
Fitness

3

Weight
Training 2
&
Comprehensive
Fitness

4

Weight
Training 3
&
Power Weight
Training

Physical Education
Electives

WEIGHT TRAINING 1

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

The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement as it relates to weight training. The integration of fitness concepts throughout the content is critical to the success of this course.

PERSONAL FITNESS (COMBINED WITH WEIGHT TRAINING 1)

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

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

WEIGHT TRAINING 2

Grades: 11-12	Credit: 0.5	Course Length: 1 semester
Prerequisite	Completion of Weight Training 1.	

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

COMPREHENSIVE FITNESS (COMBINED WITH WEIGHT TRAINING 2)

Grades: 11-12	Credit: 0.5	Course Length: 1 semester
Prerequisite	Completion of Weight Training 1.	

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

WEIGHT TRAINING 3

Grades: 12	Credit: 0.5	Course Length: 1 semester
Prerequisite	Completion of Weight Training 2.	

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

POWER WEIGHT TRAINING (COMBINED WITH WEIGHT TRAINING 3)

Grades: 12	Credit: 0.5	Course Length: 1 semester
Prerequisite	Completion of Weight Training 2.	

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

Miscellaneous Electives

SKILLS DEVELOPMENT

Learning Strategies

Peers as Partners
in Learning

LEARNING STRATEGIES

Grades: 9-12	Credit: 1.0	Course Length: 2 semesters
Prerequisite	Counselor 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.

PEERS AS PARTNERS IN LEARNING

Grades: 12	Credit: 1.0	Course Length: 2 semesters
Prerequisite	Completed application. Good academic, behavior, and attendance standing. Teacher and/or Student Services Team recommendation.	

This course is designed to provide reciprocal academic and social benefits to students with disabilities and their peers without disabilities. Students enrolled in this course will learn and apply knowledge and skilled practices in the areas of academic engagement, communication, social barriers, leadership, problem solving, and other disability-related topics such as historical perspectives, inclusion, Universal Design for Learning, person-first language, presumed competence, social justice for minority populations, and media representation of diverse people.