

Trinity Catholic High School

CURRICULUM GUIDE



2022 - 2023

General Information

Mission and Vision	1
Facts in Brief	1
Graduation Requirements	2
Grading Scale	4
Advanced Placement	5
Dual Enrollment	6
Course Selection Process	7
Student Academic Support	8
College Planning	9
Information Portals	10
Academic Honors	11
FHSAA	12
NCAA Eligibility	13

Course Descriptions

AP Capstone	14
English	16
Mathematics	21
Religion	27
Science	32
Social Studies	35
World Languages	41
Agriscience Pathway	42
Computer Science/Engineering	43
Aeronautical Program	44
The Arts (Visual & Musical)	46
Physical Education	52
Miscellaneous	56

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
 Member of College Board
 Florida High School Athletic Association
 Interscholastic Equestrian Association
 ACCREDITATION: Cognia and Florida Catholic Conference
 CURRICULUM: Academic offerings

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

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

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

Math

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

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 Trinity Catholic.

Community Service Requirement

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

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

Grading Scale

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

In accordance with Diocesan policy, Trinity Catholic will be moving to semester and letter grading on report cards and transcripts. Students will now receive a first semester final grade and a second semester final grade. If a student earns a 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.

Trinity Catholic 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 Trinity Catholic system consists of some honors courses that are not weighted by the Florida legislature for purposes of State University System admission or Bright Futures Scholarship qualification.

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 Trinity Catholic.

Advanced Placement Courses

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

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

Dual Enrollment Courses

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

Dual Enrollment courses are college courses for academically capable students taught by qualified Trinity Catholic High School faculty members on the Trinity Catholic campus, except for the College of Central Florida and online Saint Leo classes. Students will need to provide their own transportation to and from the College of Central Florida. To be considered for 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.

Students participating in Dual Enrollment courses are expected to do college-level work and will be held to college standards for grading. All grades earned in Dual Enrollment classes are recorded on an official College transcript. A student must earn either an A or B in the current course to move on to other Dual Enrollment courses. All credits earned may be transferred at the discretion of the college or university a student attends. The Florida Department of Education determines high school credit hours earned for Dual Enrollment courses. Three credit (or equivalent) postsecondary courses taken through Dual Enrollment that are not listed on the *Dual Enrollment Course-High School Subject Equivalency List* shall be awarded at least 0.5 high school credits either as an elective or subject area credit as designated in the local dual enrollment articulation agreement.

Barry University	College of Central Florida	Embry-Riddle University
History of the US	Freshman Composition I & II	Principles of Aeronautical Science
Sacraments	Introduction to Literature	Private Pilot Operations
Freedom and Virtue	College Algebra	Unmanned Aircraft Systems
Catholic Social Teaching	AA Degree Options	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 recommends, past performance, and future goals. Parents and students are encouraged to make careful decisions when selecting courses, as schedule changes are done on a very limited basis once school begins.

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

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

Florida Virtual or Non-Trinity Catholic Course Work: Students may not take courses for academic advancement (including summer school courses) outside of the Trinity Catholic High School program. Only in certain pre-approved circumstances are students permitted to enroll in a Virtual School course. Approval from Guidance prior to enrollment is required. Trinity Catholic does not guarantee a designated class period for virtual courses. No coursework completed under a tutor will be accepted for credit. Courses taken in middle school will receive Trinity Catholic High School credit but they will not be included in the students' GPA. Florida private school students must provide proof of residency within the first 30 days of enrollment. Students receiving state funded scholarships will be responsible for the cost of FLVS courses. The current cost for a FLVS course is \$267 per .05 credit.

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

Student Academic Support

Trinity Catholic provides support for students with diverse learning needs and assistance to all students, 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 in order to establish a plan to assist the student and to impress upon the student the need for the academic improvement needed as well as the required expectations. A student is placed on Academic Probation if:

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

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

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

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

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

Incomplete Grades: A student's work that is Incomplete at the end of a grading period must be completed by the end of the second week of the next 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. Students who fail to complete work in the expected timeframe will earn an F. Exceptions to this policy must be cleared with the Administration. When a plan is developed for a student, it is the responsibility of the student to follow it in order to close the grades in a reasonable timeframe.

College Planning

College planning begins when the student begins ninth grade. It is the expectation of both the school and families that each student will be preparing for college upon admittance to Trinity Catholic High School. Colleges and universities vary in their entrance requirements. Therefore, students should familiarize themselves with the requirements of the college or university they may be considering. It is important that this be kept in mind when selecting courses throughout high school. Students should select challenging courses based upon ability and prior academic performance. As stated in this guide and in the Student Handbook, it is the responsibility of the students and their parents to become familiar with the number of academic credits, the GPA, SAT and ACT scores required for entrance into colleges and universities. The Guidance Department provides opportunities for parents and students to become aware of the best way to prepare for college. Refer to the school calendar to plan ahead on attending the evening sessions for parents.

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

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

Information Portals - Parent & Student

10

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

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

Course Specific Information: FACTS 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 Family Connection: Naviance Family Connection is a comprehensive website that students and parents can use to help in making decisions about colleges, scholarships and careers. The program allows for gathering information related to college admissions and the application process, college search tools, career planning tools, scholarship searches and pre-college summer programs. You can access this website by clicking on [Naviance Family Connection](#).

School Website/ FACTS Family Portal: The Trinity Catholic High School website can be found at www.trinitycatholichs.org. 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 Trinity Catholic High School for each of their first three years. Students in 9th Grade 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 for extra time, larger print, readers, computer use, or other accommodations must be granted by the College Board and ACT services after students have applied for them. Students must make an appointment with the school counselor before applying for standardized testing accommodations. (Note: Obtaining approval for accommodations may take several months depending on the student's situation. Planning well in advance is critical.)

11

Honor Roll

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

National Honor Society

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

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

Graduation With Honors

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

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

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

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:

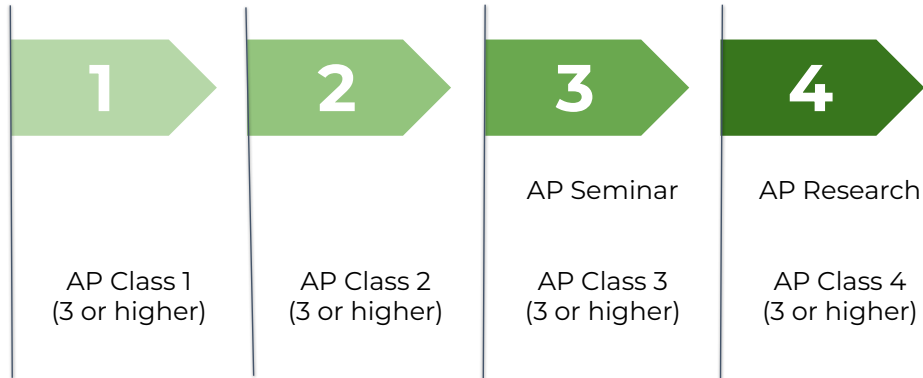
- Complete 16 core courses (English, Math, Science, Social Studies, World Language)
 - Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school
 - Seven of the 10 core courses must be in English, math, or science
- Earn a core-course GPA of at least 2.3
-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

Division II Qualifier Requirements:

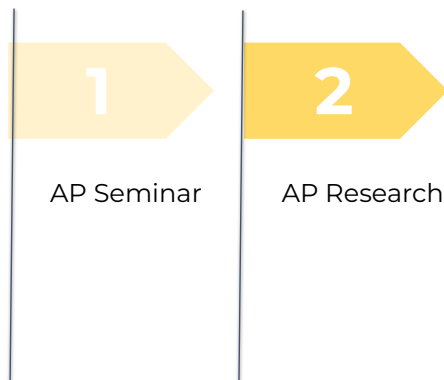
- Complete 16 core courses (English, Math, Science, Social Studies, World Language)
- Earn a core-course GPA of at least 2.2
- Earn the ACT/SAT score matching your core-course GPA on the Division II full qualifier sliding scale (see NCAA website)
- Graduate high school
- For further questions please contact the eligibility center directly using the following information:

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

AP Capstone Diploma™



AP Seminar & Research Certificate™



AP Capstone Diploma

Advanced Placement Capstone Diploma and Certificate

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

AP Capstone Diploma™

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

AP Seminar and Research Certificate™

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

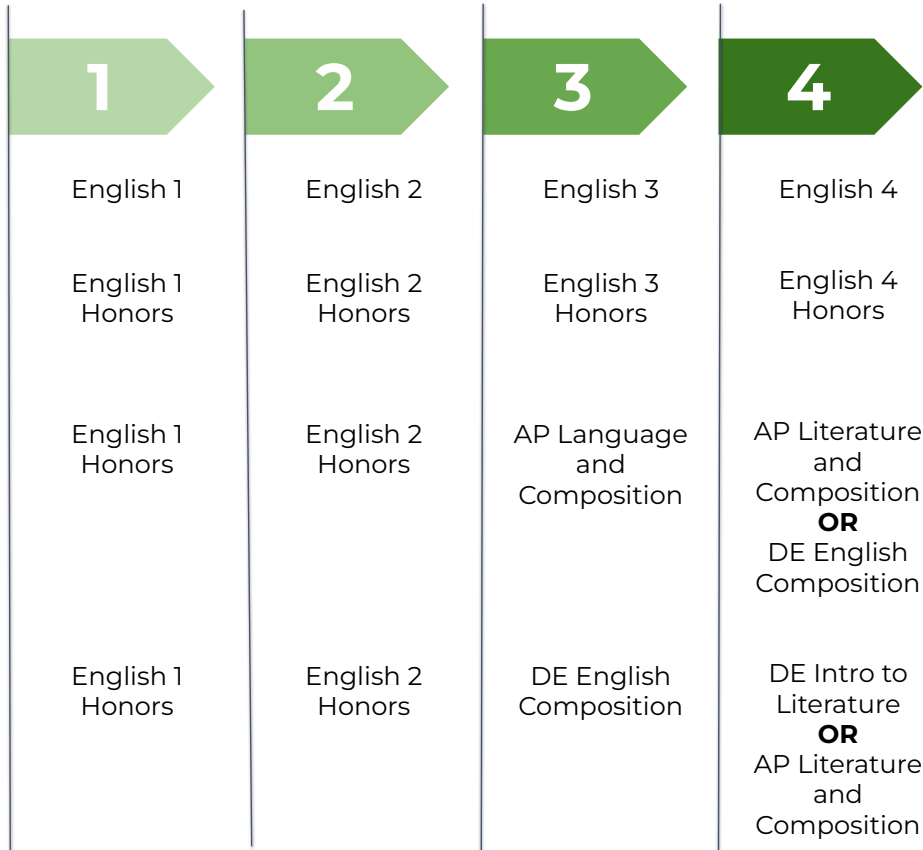
Many colleges recognize AP Capstone awards in their admissions process. AP Capstone candidates stand out:

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

College Application Process - Common Application and Coalition Application

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

English Core



English Electives



English Courses

ENGLISH 1

Prerequisite: None

Grades: 9	Credit: 1.0	Course Length: 2 semesters
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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

Prerequisite: Incoming 9th grade students must score in the 72nd percentile or above on the standardized testing or entrance exam in reading and an A in their previous school year language arts course.

Grades: 9	Credit: 1.0	Course Length: 2 semesters
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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

Prerequisite: Completion of English 1

Grades: 10	Credit: 1.0	Course Length: 2 semesters
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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

Prerequisite: B average in English 1 Honors or an A average in English 1 and teacher recommendation

Grades: 10	Credit: 1.0	Course Length: 2 semesters
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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.

ENGLISH 3*Prerequisite: Completion of English 2*

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

Grades: 11	Credit: 1.0	Course Length: 2 semesters
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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*Prerequisite: A average in English 2 Honors, and 550 or above evidence-based reading score on the PSAT/SAT or a 25 or above reading score on the PreACT/ACT and teacher recommendation*

Grades: 10-11	Credit: 1.0	Course Length: 2 semesters
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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 enrolled students are REQUIRED to complete a summer assignment and take the Advanced Placement Exam.**

ENGLISH 4*Prerequisite: Completion of English 3*

Grades: 12	Credit: 1.0	Course Length: 2 semesters
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This course defines what students should understand and be able to do by the end of 12th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

ENGLISH 4 HONORS*Prerequisite: B average in English 3 Honors or an A average in English 3 and teacher recommendation*

Grades: 12	Credit: 1.0	Course Length: 2 semesters
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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*Prerequisite: B average in AP Language and Composition and 550 or above evidence-based reading score on the PSAT/SAT or a 25 or above reading score on the PreACT/ACT and teacher recommendation.*

Grades: 11-12	Credit: 1.0	Course Length: 2 semesters
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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 enrolled students are REQUIRED to complete a summer assignment and take the Advanced Placement Exam.**

ENC 1101 FRESHMAN COMPOSITION SKILLS I*Prerequisite: 3.0 cumulative UGPA and appropriate test scores*

Grades: 11-12	Credit: 1.0 HS / 3.0 College	Course Length: 1 semester
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The first course in college composition designed to develop skills in writing multi-paragraph essays with emphasis on exposition, including the selection, restriction, organization, development and revision of essays. The student examines selected writing samples as models of form and sources of ideas for the student's own writing. The following table shows the required standardized test scores needed in order to enroll in ENC 1101:

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

ENC 1102 FRESHMAN COMPOSITION SKILLS II*Prerequisite: 3.0 cumulative UGPA and earned credit for ENC 1101*

Grades: 11-12	Credit: 1.0 HS / 3.0 College	Course Length: 1 semester
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This course builds upon the compositional skills (including grammar and rhetoric) introduced in [ENC 1101](#) in writing expository and argumentative essays. Editing and revising techniques and MLA format are emphasized. The course is also an introduction to the basic concepts used in reading and thinking critically about primary texts.

LIT 1000 INTRODUCTION TO LITERATURE

Prerequisite: 3.0 cumulative UGPA and completion of ENC 1101

Grades: 12	Credit: 1.0 HS / 3.0 College	Course Length: 1 semester
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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

Prerequisite: None

Grades: 9-12	Credit: 0.5	Course Length: 1 semester
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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.

DEBATE 1

Prerequisite: Completion of Speech 1

Grades: 9-12	Credit: 0.5	Course Length: 1 semester
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This course is focused on the use of correct and effective language and organizational skills in preparing, delivering, and evaluating argument and debate. Students will critique debates, paying attention to content, organization, language, and delivery style, and produce and present well-structured, developed arguments, applying oral communication concepts and strategies for public debate in a variety of given settings.

CREATIVE WRITING 1

Prerequisite: None

Grades: 9-12	Credit: 0.5	Course Length: 1 semester
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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

Prerequisite: Creative Writing 1

Grades: 9-12	Credit: 0.5	Course Length: 1 semester
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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.

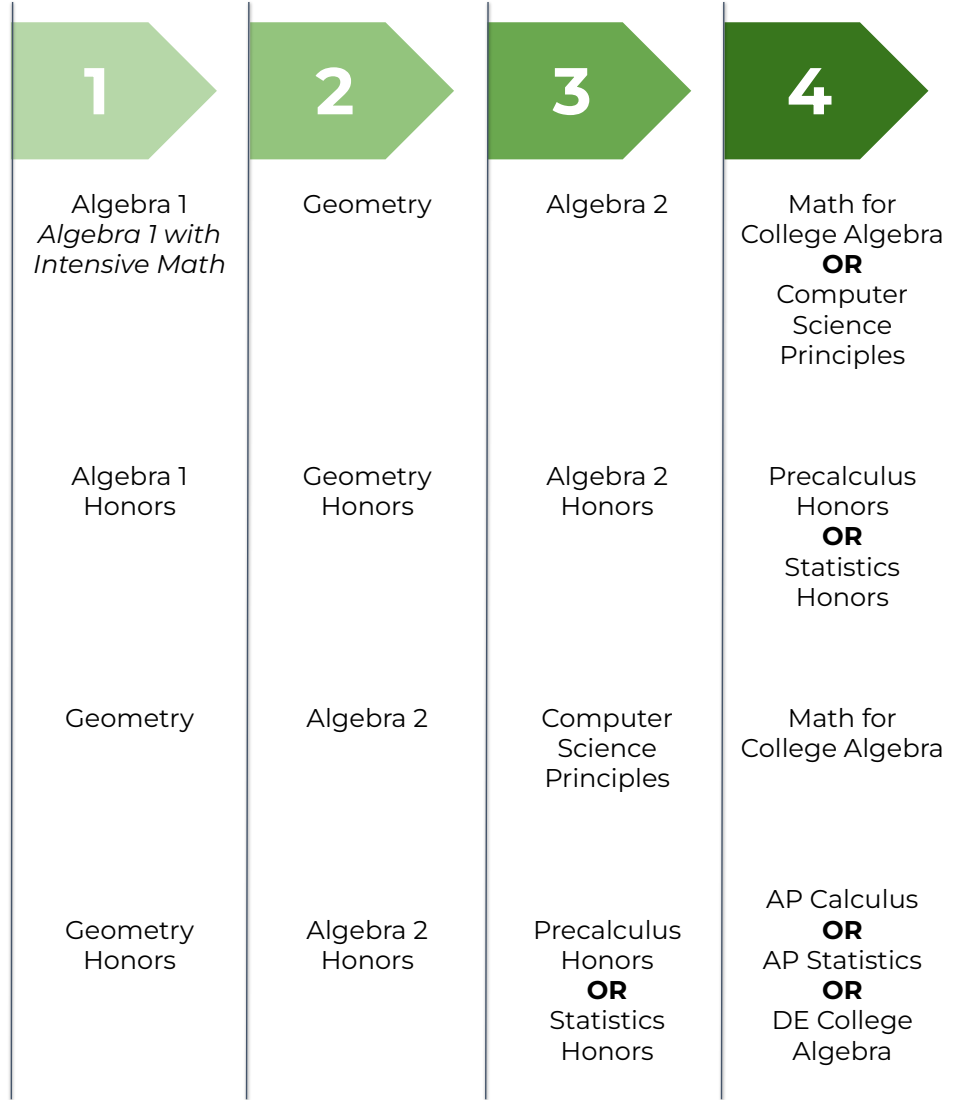
YEARBOOK/MEDIA – JOURNALISM 5 HONORS

Prerequisite: Teacher recommendation

Grades: 11-12	Credit: 1.0	Course Length: 2 semesters
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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,

Mathematics Core



ALGEBRA 1

Prerequisite: None

Grades: 9	Credit: 1.0	Course Length: 2 semesters
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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.

INTENSIVE MATH

Prerequisite: Counselor recommendation. Must be taken concurrently with Algebra 1 or Geometry.

Grades: 9-10	Credit: 1.0	Course Length: 2 semesters
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This course supports students who need additional instruction in foundational mathematics skills as it relates to core instruction. Instruction will use explicit, systematic, and sequential approaches to mathematics instruction addressing all strands including number sense & operations, algebraic reasoning, functions, geometric reasoning and data analysis & probability. Teachers will use the listed benchmarks that correspond to each students' needs.

ALGEBRA 1 HONORS

Prerequisite: Incoming 9th grade students must score in the 72nd percentile or above on the standardized testing or entrance exam in math and an A average in their previous school year math course

Grades: 9	Credit: 1.0	Course Length: 2 semesters
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In Algebra 1 Honors, 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.

GEOMETRY

Prerequisite: Completion of Algebra 1

Grades: 9-10	Credit: 1.0	Course Length: 2 semesters
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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.

GEOMETRY HONORS

Prerequisite: A average in Algebra 1 or B average in Algebra 1 Honors with teacher recommendation. If Algebra 1 was not taken at TCHS, placement into this course is determined by placement exam score and Algebra 1/Algebra 1 Honors grade.

Grades: 9-11	Credit: 1.0	Course Length: 2 semesters
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In Geometry Honors, 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.

ALGEBRA 2

Prerequisite: Completion of Geometry

Grades: 10-11	Credit: 1.0	Course Length: 2 semesters
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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.

ALGEBRA 2 HONORS

Prerequisite: A average in Geometry or B average in Geometry Honors with teacher recommendation.

Grades: 10-11	Credit: 1.0	Course Length: 2 semesters
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In Algebra 2 Honors, instructional time will emphasize six areas: (1) developing understanding of the complex number system, including complex numbers as roots of polynomial equations; (2) extending arithmetic operations with algebraic expressions to include polynomial division, radical and rational expressions; (3) graphing and analyzing functions including polynomials, absolute value, radical, rational, exponential and logarithmic; (4) extending systems of equations and inequalities to include non-linear expressions; (5) building functions using compositions, inverses and transformations and (6) developing understanding of probability concepts.

PRE-CALCULUS HONORS

Prerequisite: Completion of Algebra 2/Algebra 2 Honors and teacher recommendation.

Grades: 11-12	Credit: 1.0	Course Length: 2 semesters
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In 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.

CALCULUS HONORS

Prerequisite: B average in Pre-Calculus Honors and teacher recommendation.

Grades: 10-11	Credit: 1.0	Course Length: 2 semesters
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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

Prerequisite: A average in Pre-calculus Honors, a 550 or above math score on the PSAT/SAT or a 25 or above math score on the PreACT/ACT and teacher recommendation.

Grades: 11-12	Credit: 1.0	Course Length: 2 semesters
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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.**

ADVANCED PLACEMENT CALCULUS BC

Prerequisite: B average in AP Calculus AB and teacher recommendation.

Grades: 12	Credit: 1.0	Course Length: 2 semesters (FLVS)
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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.**

PROBABILITY & STATISTICS HONORS

Prerequisite: Completion of Algebra 2 and/or Pre-calculus Honors and teacher recommendation.

Grades: 11-12	Credit: 1.0	Course Length: 2 semesters
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ta 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

Prerequisite: A average in Pre-Calculus Honors or Algebra 2 Honors, a 550 or above evidence-based reading score on the PSAT/SAT or a 25 or above reading score on the PreACT/ACT and a 550 or above math score on the PSAT/SAT or a 25 or above math score on the PreACT/ACT and teacher recommendation.

Grades: 11-12	Credit: 1.0	Course Length: 2 semesters
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The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. **Students enrolled in this course are REQUIRED to complete a summer assignment and take the Advanced Placement Exam.**

MATH FOR COLLEGE ALGEBRA

Prerequisite: Completion of Algebra 1, Geometry, and Algebra 2

Grades: 12	Credit: 1.0	Course Length: 2 semesters
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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.

COMPUTER SCIENCE PRINCIPLES

Prerequisite: Completion of or concurrent with Algebra 1

Grades: 9-12	Credit: 1.0	Course Length: 2 semesters
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This course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. Computing is so fundamental to understanding and participating in society that it is valuable for every student to learn as part of a modern education. Computer science can be viewed as a liberal art, a subject that provides students with a critical lens for interpreting the world around them. Computer science prepares all students to be active and informed contributors to our increasingly technological society whether they pursue careers in technology or not. Computer science can be life-changing, not just skill training.

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES

Prerequisite: Completion of Algebra 1, a 550 or above evidence-based reading score on the PSAT/SAT or a 25 or above reading score on the PreACT/ACT and a 550 or above math score on the PSAT/SAT or a 25 or above math score on the PreACT/ACT and teacher recommendation.

Grades: 9-12	Credit: 1.0	Course Length: 2 semesters
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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. **All students are REQUIRED to take the AP exam.**

MAC 1105 COLLEGE ALGEBRA

Prerequisite: 3.0 cumulative UGPA and appropriate test scores

Grades: 11-12	Credit: 1.0 HS/3.0 College	Course Length: 1 semester
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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

Religion Core

1

Intro to Christology & Old Testament

2

New Testament & Church History

3

Morality & Social Justice
OR
 DE Freedom & Virtue &
 DE Catholic Social Teaching

4

Social Justice & World Religions
OR
 DE Catholic Social Teaching &
 DE Comparative Religions

Religion Elective

Servant Leadership and Missionary Discipleship

INTRODUCTION TO CHRISTOLOGY/OLD TESTAMENT

Prerequisite: None

Grades: 9	Credit: 1.0	Course Length: 2 semesters
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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.

FOUNDATIONS IN CHRISTIAN THEOLOGY/OLD TESTAMENT

Prerequisite: None

Grades: 9	Credit: 1.0	Course Length: 2 semesters
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The purpose of this course is to introduce students to the basics of the Mystery of Jesus Christ, the Living Word of God, the second Person of the Blessed Trinity. In this course, students will understand that Jesus Christ is the ultimate revelation to us from God. In learning about who He is, the students will also learn who He calls them to be. Students will focus on the foundations of the Catholic Faith in this course.

NEW TESTAMENT/CHURCH HISTORY

Prerequisite: None

Grades: 10	Credit: 1.0	Course Length: 2 semesters
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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

Prerequisite: None

Grades: 11	Credit: 1.0	Course Length: 2 semesters
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Students will learn the moral concepts and precepts that govern the lives of Christ's disciples. They will examine the methods of moral decision-making and the foundations of morality within the Catholic Christian tradition. The second purpose of this course is to introduce students to the Church's Social Teaching. In this course students are to learn how Christ's concern for others, especially the poor and needy, is present today in the Church's social teaching and mission. Students will examine thoroughly the Seven Principles of Catholic Social Teaching.

SOCIAL JUSTICE/WORLD RELIGIONS

Prerequisite: None

Grades: 12	Credit: 1.0	Course Length: 2 semesters
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The purpose of this course is to introduce students to the Church's Social Teaching. In this course students are to learn how Christ's concern for others, especially the poor and needy, is present today in the Church's social teaching and mission. Students will examine thoroughly the Seven Principles of Catholic Social Teaching. Students will better understand the manner in which the Catholic Church relates to non-Catholic Christians as well as to other religions of the world. Building on the foundational truth that Jesus Christ established the Catholic Church and entrusted to her the fullness of God's Revelation, the course is intended to help students recognize the ways in which important spiritual truths can also be found in non-Catholic Christian churches and ecclesial communities as well as in non-Christian religions. It is also intended to help them to recognize the ways in which other systems of belief and practice differ from the Catholic faith. This study will lead the students to a better understanding of their own faith and knowledgeable respect for the beliefs of other faith groups.

REL 3752 FREEDOM AND VIRTUE

Prerequisite: 3.0 cumulative UGPA and appropriate test scores (SAT Reading score of 24, an ACT Reading score of 19, or a PERT Reading score of 106).

Grades: 11	Credit: 0.5 HS/ 3.0 College	Course Length: 1 semester
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An examination of the meaning of human freedom, the nature and search for virtue as a means and goal of human behavior and as a consequence of our actions. Accountability as part of free human action will be considered in the context of decisions of conscience.

REL 2300 COMPARATIVE RELIGION

Prerequisite: 3.0 cumulative UGPA and appropriate test scores (SAT Reading score of 24, an ACT Reading score of 19, or a PERT Reading score of 106).

Grades: 12	Credit: 0.5 HS/ 3.0 College	Course Length: 1 semester
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An examination of select religious traditions in cross cultural and interfaith dialogue through comparison of scriptures, rituals, beliefs and practices.

REL 3565 CATHOLIC SOCIAL TEACHING

Prerequisite: 3.0 cumulative UGPA and appropriate test scores (SAT Reading score of 24, an ACT Reading score of 19, or a PERT Reading score of 106).

Grades: 11-12	Credit: 0.5 HS/ 3.0 College	Course Length: 1 semester
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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.

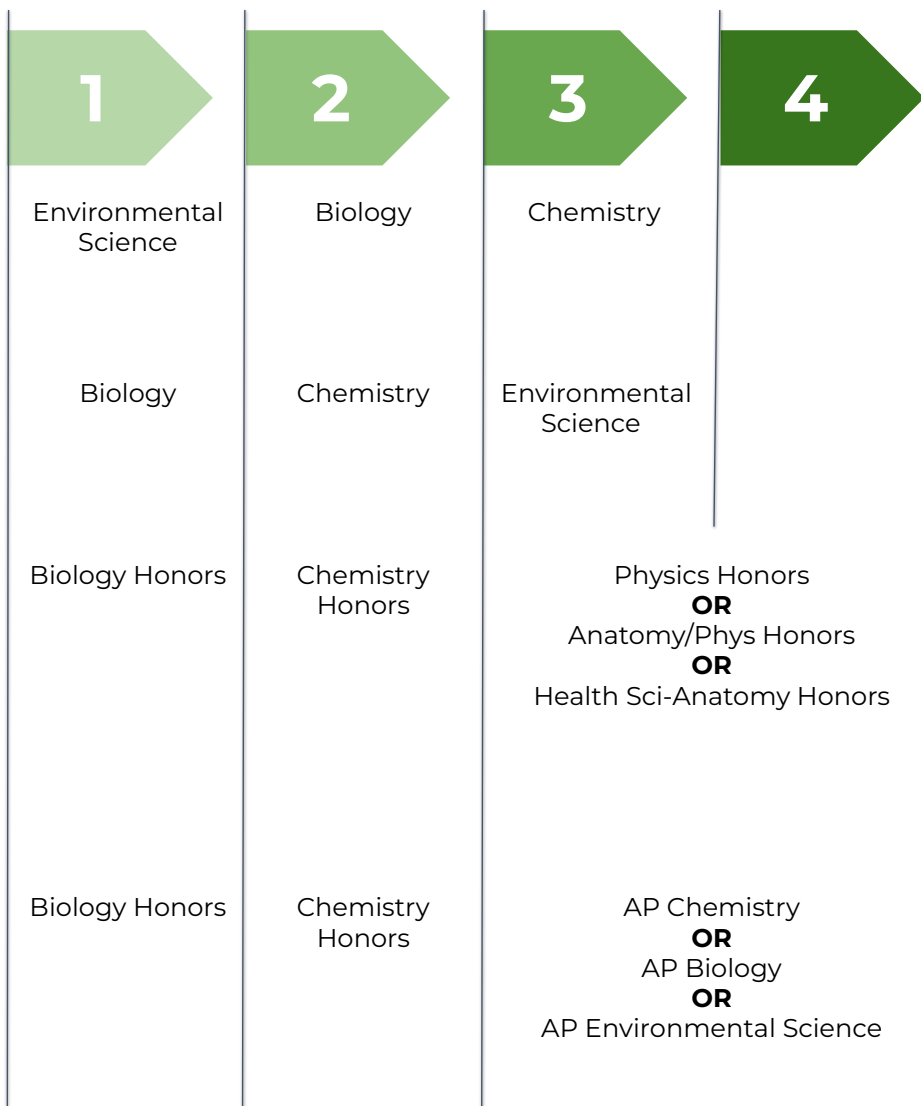
SERVANT LEADERSHIP AND MISSIONARY DISCIPLESHIP

Prerequisite: Active participation in Campus Ministry activities and Campus Minister recommendation.

Grades: 10-12	Credit: 1.0	Course Length: 2 semesters
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This course prepares our students to be servant leaders in their community as well as equipping our students to be witnesses of hope for service in ministry. Students will also have the opportunity to serve our school community through various Campus Ministry activities. To prepare our students, this course will cover leadership, Catholic apologetics, liturgical formation, prayer, decision-making, morality, and other topics chosen to reflect the needs of the students and school community.

Science Core



*More science options can be found under the Agriscience and Aerospace Pathways

Science Courses

INTRODUCTION TO AEROSPACE TECHNOLOGIES HONORS (PRE-DUAL ENROLLMENT)

Prerequisite: None

Grades: 9-12	Credit: 1.0	Course Length: 2 semesters
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This course provides students with an introduction to the knowledge, human relations, and technological skills found today in Aerospace Technologies.

BIOLOGY

Prerequisite: Concurrent with or have completed Algebra 1

Grades: 9-10	Credit: 1.0	Course Length: 2 semesters
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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

Prerequisite: Incoming 9th grade students must score in the 72nd percentile or better on the reading section of the standardized testing or entrance exam and an A in eighth grade science. Students should be concurrent or have completed Algebra 1 Honors.

Current students must have an A average in Physical Science and teacher recommendation. Student should be concurrent or have completed Algebra 1/Algebra 1 Honors.

Grades: 9-10	Credit: 1.0	Course Length: 2 semesters
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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).

ADVANCED PLACEMENT BIOLOGY

32

Prerequisite: Completion of Biology Honors with an A average. Completed Chemistry Honors and Geometry Honors, a 550 or above math score on the PSAT/SAT or a 25 or above math score on the PreACT/ACT, and teacher recommendation.

Grades: 11-12	Credit: 1.0	Course Length: 2 semesters
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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

Prerequisite: Completion of Biology and Algebra 1

Grades: 10-11	Credit: 1.0	Course Length: 2 semesters
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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

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

Grades: 10-11	Credit: 1.0	Course Length: 2 semesters
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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

33

Prerequisite: Completion of Chemistry Honors with an A average, have taken or concurrently taking Pre-Calculus Honors, a 550 or above math score on the PSAT/SAT or a 25 or above math score on the PreACT/ACT and teacher recommendation.

Grades: 11-12	Credit: 1.0	Course Length: 2 semesters
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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.**

HEALTH SCIENCE ANATOMY AND PHYSIOLOGY HONORS

Prerequisite: Completion of Care and Prevention of Athletic Injuries

Grades: 11-12	Credit: 1.0	Course Length: 2 semesters
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This course is part of the secondary Health Core consisting of an overview of the human body, both structurally and functionally with emphasis on the pathophysiology and transmission of disease. Medical terminology is an integral part of the course.

ANATOMY AND PHYSIOLOGY HONORS

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

Grades: 11-12	Credit: 1.0	Course Length: 2 semesters
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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

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

Grades: 11-12	Credit: 1.0	Course Length: 2 semesters
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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

Prerequisite: None

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

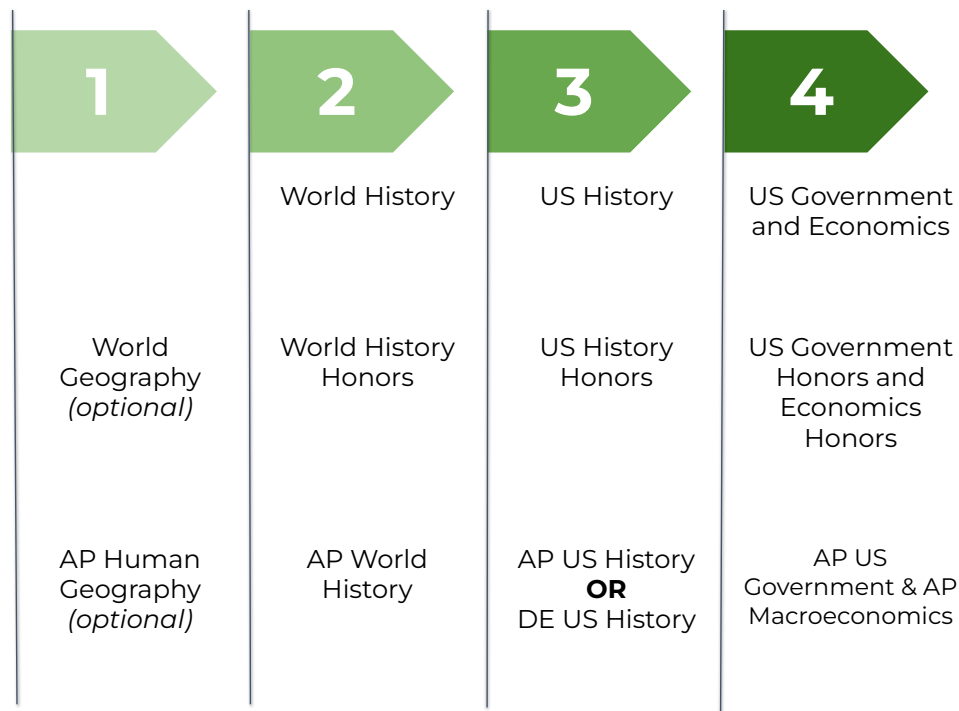
ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE

Prerequisite: Completion of Biology Honors, Chemistry Honors, and Algebra 1 Honors, a 550 or above evidence-based reading score on the PSAT/SAT or a 25 or above reading score on the PreACT/ACT and a 550 or above math score on the PSAT/SAT or a 25 or above math score on the PreACT/ACT and teacher recommendation.

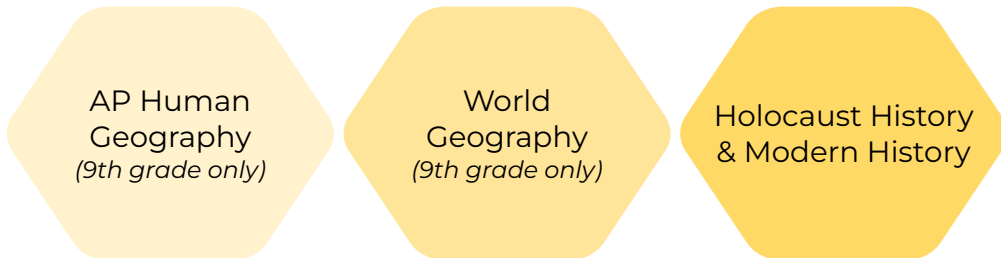
Grades: 11-12	Credit: 1.0	Course Length: 2 semesters
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Explore and investigate the interrelationships of the natural world and analyze environmental problems, both natural and human made. You'll take part in laboratory investigations and field work. 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.**

Social Studies Core



Social Studies Electives



WORLD HISTORY

36

Prerequisite: None

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

Grades: 10	Credit: 1.0	Course Length: 2 semesters
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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*Prerequisite: A average in English I Honors, a 550 or above evidence-based reading score on the PSAT/SAT or a 25 or above reading score on the PreACT/ACT and a teacher recommendation.*

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

Grades: 11	Credit: 1.0	Course Length: 2 semesters
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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

37

Prerequisite: B average in World History Honors or an A average in World History and teacher recommendation.

Grades: 11	Credit: 1.0	Course Length: 2 semesters
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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*Prerequisite: B average in AP World History or an A average in World History Honors and a 550 or above evidence-based reading score on the PSAT/SAT or a 25 or above reading score on the PreACT/ACT and teacher recommendation.*

Grades: 11	Credit: 1.0	Course Length: 2 semesters
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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 U.S. – People and Ideas to 1877*Prerequisite: 3.0 cumulative UGPA and appropriate test score (SAT Reading score of 24, an ACT Reading score of 19, or a PERT Reading score of 106).*

Grades: 11	Credit: 0.5 HS/3.0 College	Course Length: 1 semester
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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 U.S. – People and Ideas Since 187*Prerequisite: 3.0 cumulative UGPA and AMH 2010*

Grades: 11	Credit: 0.5 HS/3.0 College	Course Length: 1 semester
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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

Prerequisite: None

Grades: 12	Credit: 0.5	Course Length: 1 semester
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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

Prerequisite: None

Grades: 12	Credit: 0.5	Course Length: 1 semester
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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

Prerequisite: B average in United States History Honors or an A average in United States History and teacher recommendation.

Grades: 12	Credit: 0.5	Course Length: 1 semester
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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

Prerequisite: B average in United States History Honors or an A average in United States History and teacher recommendation.

Grades: 12	Credit: 0.5	Course Length: 1 semester
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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.

ADVANCED PLACEMENT UNITED STATES GOVERNMENT

Prerequisite: B average in AP United States History or an A average in United States History Honors, a 550 or above evidence-based reading score on the PSAT/SAT or a 25 or above reading score on the PreACT/ACT and teacher recommendation.

Grades: 12	Credit: 0.5	Course Length: 1 semester
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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 Advanced Placement Exam.**

ADVANCED PLACEMENT MACROECONOMICS

Prerequisite: B average in AP United States History or an A average in United States History Honors, a 550 or above evidence-based reading score on the PSAT/SAT or a 25 or above reading score on the PreACT/ACT and teacher recommendation.

Grades: 12	Credit: 0.5	Course Length: 1 semester
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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

Prerequisite: Incoming 9th grade students must have an A average in the prior year history and English courses and a 92nd percentile or above in reading on the standardized testing or entrance exam.

Grades: 9	Credit: 1.0	Course Length: 2 semesters
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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

Prerequisite: None

40

Grades: 9	Credit: 1	Course Length: 2 semesters
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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

Prerequisite: None

Grades: 12	Credit: 0.5	Course Length: 1 semester
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The grade 9-12 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.

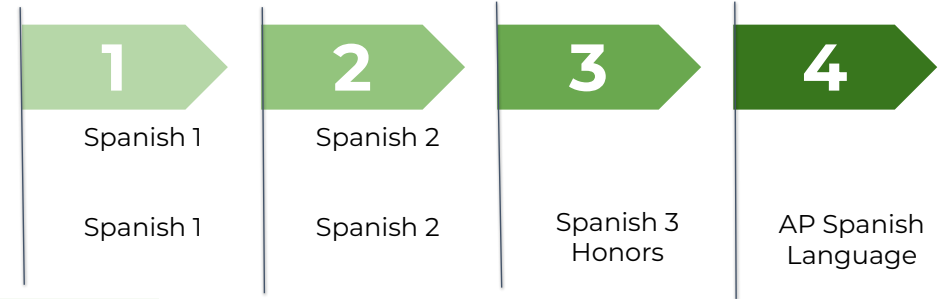
HOLOCAUST HISTORY

Prerequisite: None

Grades: 12	Credit: 0.5	Course Length: 1 semester
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The grade 9-12 Holocaust 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 examination of the events of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany. Content will include, but is not limited to, the examination of twentieth century pogroms and of twentieth century and twenty-first century genocides, investigation of human behavior during this period, and an understanding of the ramifications of prejudice, racism, and stereotyping.

World Languages Core



World Language Courses

SPANISH 1

Prerequisite: None

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

SPANISH 2

Prerequisite: Completion of Spanish 1

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

Prerequisite: B or above in Spanish 2 and teacher recommendation.

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

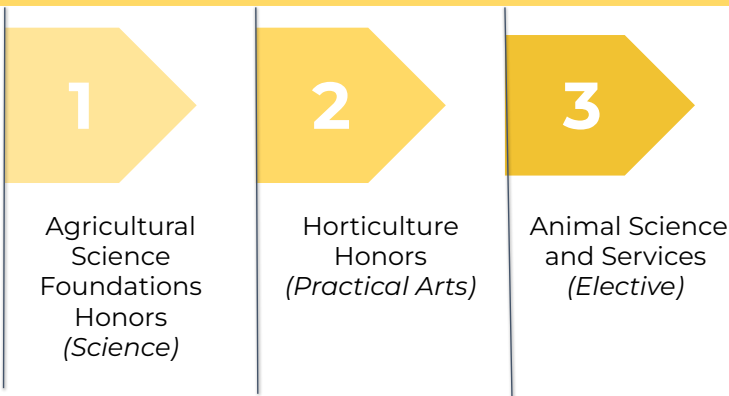
ADVANCED PLACEMENT SPANISH LANGUAGE AND CULTURE

Prerequisite: A average in Spanish 3 Honors, a 550 or above evidence-based reading score on the PSAT/SAT or a 25 or above reading score on the PreACT/ACT and teacher recommendation.

Grades: 11-12	Credit: 1.0	Course Length: 2 semesters
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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



Agriscience Courses

AGRISCIENCE FOUNDATIONS 1 HONORS

Prerequisite: None

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

Prerequisite: Completion of Agriscience Foundations

Grades: 10-12	Credit: 1.0	Course Length: 2 semesters
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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.**

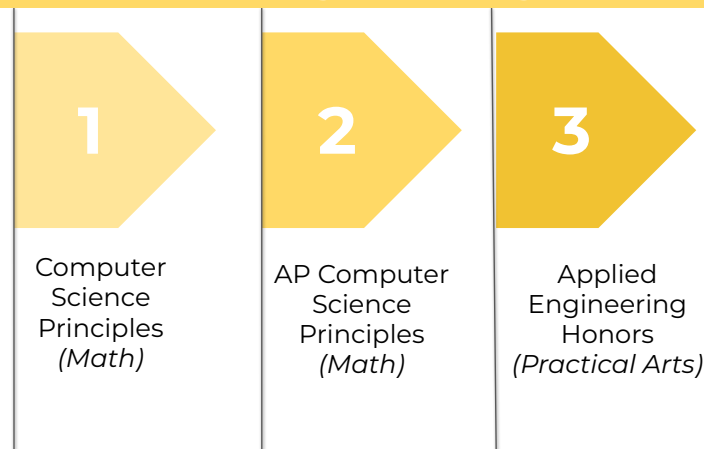
ANIMAL SCIENCE AND SERVICES

Prerequisite: Completion of Horticulture Honors

Grades: 10-12	Credit: 1.0	Course Length: 2 semesters
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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.

Computer Science/Engineering Pathway



Computer Science/Engineering Courses

COMPUTER SCIENCE PRINCIPLES

Prerequisite: Completion of or concurrent with Algebra 1

Grades: 9-12	Credit: 1.0	Course Length: 2 semesters
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Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. More than a traditional introduction to programming, it is a rigorous, engaging, and approachable course that explores many of the foundational ideas of computing, so all students understand how these concepts are transforming the world we live in.

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES

Prerequisite: Completion of Algebra 1, a 550 or above evidence-based reading score on the PSAT/SAT or a 25 or above reading score on the PreACT/ACT and a 550 or above math score on the PSAT/SAT or a 25 or above math score on the PreACT/ACT and teacher recommendation.

Grades: 9-12	Credit: 1.0	Course Length: 2 semesters
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Learn the principles that underlie the science of computing and develop the thinking skills that computer scientists use. You'll work on your own and as part of a team to creatively address real-world issues using the tools and processes of computation. **All students are REQUIRED to take the AP exam.**

APPLIED ENGINEERING TECHNOLOGY 1 HONORS

Prerequisite: None

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

Aeronautical Program

Through Embry-Riddle University



1

Aerospace Technologies Honors (Science)

2

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

3

Private Pilot Operations (Elective)

4

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

AS 120 - DE PRINCIPLES OF AERONAUTICAL SCIENCE

Prerequisite: UGPA of 2.75+

Grades: 10-11	Credit: 1.0 HS/3.0 College	Course Length: 1 semester
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An introductory course in Aeronautical Science designed to provide the student with a broad-based aviation orientation in flight-related areas appropriate to all non-Aeronautical Science degree programs. Subjects include historical developments in aviation and the airline industry; theory of flight; airport operations; aircraft systems and performance; elements of air navigation; basic meteorology theory; air traffic principles; flight physiology; and aviation regulations and safety. This course provides elective credit only and cannot be used to fulfill a science requirement for high school graduation.

AS 220 - DE UNMANNED AIRCRAFT SYSTEMS

Prerequisite: Completion of Principles of Aeronautical Science and UGPA of 2.75+

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

Aeronautical Program



Aeronautical Program

AS 222 - DE UNMANNED AIRCRAFT SYSTEMS SECURITY

Prerequisite: Completion of Principles of Aeronautical Science and Unmanned Aircraft Systems and UGPA of 2.75+

Grades: 11-12	Credit: 1.0 HS/3.0 College	Course Length: 1 semester
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Unmanned Aircraft System Security is a sophomore level seminar course focused on the concepts of UAS security and protection. Through a combination of instructor lead discussion, assigned readings, and projects students will examine the concepts of security engineering, vulnerability, and malicious attack. Students will formulate opinions and strategies for protecting systems and assets from danger while understanding the implications of ignoring security concerns.

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

Prerequisite: Completion of Principles of Aeronautical Science and Unmanned Aircraft Systems and UGPA of 2.75+

Grades: 11-12	Credit: 1.0 HS/3.0 College	Course Length: 1 semester
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This course provides an understanding of the core technologies of unmanned aircraft systems. It will include examinations of the design concepts, power plants, control systems, and communication technologies utilized in current unmanned aircraft systems and/or likely to be used in the next few years. Particular attention will be given to the technical capabilities, best applications, and operational best practices of cross-country flight planning for today's UASs.

AS 121 - DE PRIVATE PILOT OPERATIONS

Prerequisite: Completion of Principles of Aeronautical Science and UGPA of 2.75+

Grades: 11-12	Credit: 1.0 HS/5.0 College	Course Length: 2 semesters
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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.



The Arts Electives

Fulfills graduation requirement

VISUAL

2D Studio
Art 1

AP Art
& Design

Ceramics/Pottery
1 & 2

Creative Photography

MUSICAL

AP Music Theory

Band

Guitar 1 & 2

Men's Choir

Women's Choir

2D STUDIO ART

Prerequisite: None

Grades: 9-12

Credit: 1.0

Course Length: 2 semesters

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

CERAMICS/POTTERY 1

Prerequisite: Completion of 2D Studio Art

Grades: 10-12

Credit: 1.0

Course Length: 2 semesters

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

Prerequisite: Completion of Ceramics/Pottery 1

Grades: 11-12

Credit: 1.0

Course Length: 2 semesters

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

Prerequisite: Completion 2D Studio Art

Grades: 10-12

Credit: 1.0

Course Length: 2 semesters

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

Prerequisite: Completion of 2D Studio Art and teacher recommendation.

Grades: 11-12

Credit: 1.0

Course Length: 2 semesters

This course is intended for highly motivated students who are seriously interested in the study of art. Students will need to work outside the classroom and beyond scheduled periods. The course addresses three major 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.

BAND 1

48

Prerequisite: Band Director's approval

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

Grades: 9-12	Credit: 1.0	Course Length: 2 semesters
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This year-long, beginning-level class, designed for students with at least one year of woodwind, brass, and/or percussion ensemble experience, promotes the enjoyment and appreciation of music through performance of high-quality wind and percussion literature. Rehearsals focus on the development of critical listening skills, instrumental and ensemble technique and skills, expanded music literacy, and aesthetic awareness culminating in periodic public performances.

BAND 3*Prerequisite: Band Director's approval*

Grades: 9-12	Credit: 1.0	Course Length: 2 semesters
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This year-long, formative class, designed for students ready to build on skills and knowledge previously acquired in a middle or high school instrumental ensemble, promotes the enjoyment and appreciation of music through performance of high-quality, intermediate-level wind and percussion literature. Rehearsals focus on development of critical listening/aural skills, individual musicianship, instrumental technique, refinement of ensemble skills, and aesthetic engagement culminating in periodic public performances.

BAND 4*Prerequisite: Band Director's approval*

Grades: 9-12	Credit: 1.0	Course Length: 2 semesters
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This year-long, intermediate-level course, designed for students who demonstrate proficiency in woodwind, brass and/or percussion techniques, music literacy, critical listening/aural skills, and ensemble performance skills, promotes greater engagement with and appreciation for music through performance and other experiences with a broad spectrum of music, as well as creativity through composition and/or arranging. Study includes cultivation of well-developed instrumental ensemble techniques and skills, music literacy and theory, and deeper aesthetic engagement with a wide variety of high-quality repertoire.

BAND 5 HONORS

49

Prerequisite: Band Director's approval

Grades: 11-12	Credit: 1.0	Course Length: 2 semesters
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This year-long, advanced course, designed for wind and percussion students with extensive experience in solo performance and larger performing ensembles, promotes significant depth of engagement and lifelong appreciation of music through performance and other experiences with sophisticated instrumental music, as well as creativity through composition and/or arranging. The course includes the development of advanced instrumental ensemble techniques and skills, extended music literacy and theory, and deep aesthetic engagement with a broad spectrum of high-quality repertoire, ranging from early music to the contemporary. Musical independence and leadership are particularly encouraged in this setting.

BAND 6 HONORS*Prerequisite: Band Director's approval*

Grades: 11-12	Credit: 1.0	Course Length: 2 semesters
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This year-long, highly advanced course, designed for students with substantial experience in solo performance and larger performing ensembles, promotes significant engagement with and appreciation for music through performance of sophisticated wind and percussion literature. Study focuses on mastery of highly advanced music skills, techniques, and processes, as well as creativity through composition and/or arranging and use of current technology to enhance creativity and performance effectiveness. This course also provides significant opportunities for student leadership through peer mentoring, solo work, and participation as a performer or coach in a small or large ensemble.

GUITAR 1*Prerequisite: None*

Grades: 9-12	Credit: 1.0	Course Length: 2 semesters
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Students with little or no experience develop basic guitar skills and knowledge, including simple and full-strum chords, bass lines and lead sheets, barre and power chords, foundational music literacy and theory, major scales, simple finger-picking patterns, and ensemble skills for a variety of music. Beginning guitarists explore the careers and music of significant performers in a variety of styles. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

GUITAR 2*Prerequisite: Completion of Guitar 1*

Grades: 9-12	Credit: 1.0	Course Length: 2 semesters
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Students with previous experience expand on basic guitar skills and knowledge, adding simple and full-strum chords, barre and power chords, and strumming patterns; adding more complex lead sheets and 1st-position chromatics; and building ensemble skills. Guitarists transfer between tablature and standard notation, study the work of significant musicians, and explore electric guitars, basses, and amplifiers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

CHORUS 1 (MEN'S AND WOMEN'S)

50

Prerequisite: None

Grades: 9-12	Credit: 1.0	Course Length: 2 semesters
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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 2 (MEN'S AND WOMEN'S)*Prerequisite: Choir Director's approval*

Grades: 9-12	Credit: 1.0	Course Length: 2 semesters
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This year-long, beginning-level class, designed for students with one year of experience or less in a choral performing group, promotes the enjoyment and appreciation of music through performance of basic, high-quality choral music. Rehearsals focus on the development of critical listening/aural skills; foundational instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.

CHORUS 3 (MEN'S AND WOMEN'S)*Prerequisite: Choir Director's approval*

Grades: 9-12	Credit: 1.0	Course Length: 2 semesters
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This year-long, formative class, designed for students with previous participation in a school chorus who have basic knowledge of note-reading and vocal technique, concentrates on providing students opportunities to strengthen existing skills in critical listening, vocal techniques, and ensemble performance using high-quality three- and four-part choral literature. Rehearsals focus on gaining independence in music literacy and aesthetic engagement through critical listening and thinking skills.

CHORUS 4 (MEN'S AND WOMEN'S)*Prerequisite: Choir Director's approval*

Grades: 9-12	Credit: 1.0	Course Length: 2 semesters
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This year-long, intermediate-level class is designed for students with previous participation in a high school chorus and moderate skills in critical listening, vocal techniques, music literacy, and choral performance. Rehearsals focus on enhancing these skills and students' aesthetic engagement with music through a variety of high-quality three- and four-part choral literature, providing students with the means to learn how to reflect and use a combination of analytical, assessment, and problem-solving skills consistently to improve their own and others' performance.

CHORUS 5 HONORS (MEN'S AND WOMEN'S)*Prerequisite: Choir Director's approval*

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

51

CHORUS 6 HONORS (MEN'S AND WOMEN'S)*Prerequisite: Choir Director's approval*

Grades: 11-12	Credit: 1.0	Course Length: 2 semesters
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This year-long, very advanced class is designed for students who have demonstrated a capacity for developing very advanced listening/aural skills and performance techniques, as well as very advanced knowledge of vocal techniques, musical literacy, ensemble skills, and related musical knowledge. Chorus VI focuses on managing, mastering, and refining these skills and techniques through a variety of high-quality choral literature at a high level of aesthetic engagement. Musical independence and student leadership are promoted through significant opportunities for peer mentoring, solo work, and participation as a performer, conductor, or coach in a small or large ensemble.

ADVANCED PLACEMENT MUSIC THEORY*Prerequisite: Band Director's approval*

Grades: 11-12	Credit: 1.0	Course Length: 2 semesters
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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.**

Physical Education Electives

REQUIRED

Health Opportunities and Physical Education (HOPE)

Basketball
Teams Sports 1 & 2
Individual/Dual Sports 1, 2, & 3
Recreational Activities

Care and Prevention of Athletic Injuries & First Aid and Safety

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

Prerequisite: None

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

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

Grades: 11-12	Credit: 1.0	Course Length: 2 semesters
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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

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

Grades: 9-12	Credit: 0.5	Course Length: 1 semester
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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.

Physical Education Electives

Physical Education Electives

TEAM SPORTS 2

Prerequisite: Completion of Team Sports 1

Grades: 9-12	Credit: 0.5	Course Length: 1 semester
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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

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

Grades: 10-12	Credit: 0.5	Course Length: 1 semester
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The purpose of this course is to provide information to students in the care and prevention of athletic injury. This is an introductory class that addresses how athletic and fitness injuries occur, how they are treated and how they can be prevented.

FIRST AID AND SAFETY

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

Grades: 10-12	Credit: 0.5	Course Length: 1 semester
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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.

INDIVIDUAL AND DUAL SPORTS 1

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

Grades: 10-12	Credit: 0.5	Course Length: 1 semester
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The purpose of this course is to develop the techniques for sports conditioning and fundamental skills used in teaching individual/dual sports. This course will also focus on the various stages of games skill development.

INDIVIDUAL AND DUAL SPORTS 2

Prerequisite: Completion of Individual and Dual Sports 1

Grades: 10-12	Credit: 0.5	Course Length: 1 semester
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The purpose of this course is to develop the techniques for sports conditioning and fundamental skills used in teaching individual/dual sports. This course will also focus on the various stages of games skill development.

INDIVIDUAL AND DUAL SPORTS 3

Prerequisite: Completion of Individual and Dual Sports 2

Grades: 11-12	Credit: 0.5	Course Length: 1 semester
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The purpose of this course is to develop the techniques for sports conditioning and fundamental skills used in teaching individual/dual sports. This course will also focus on the various stages of games skill development.

RECREATIONAL ACTIVITIES

Prerequisite: Completion of Individual and Dual Sports 3

Grades: 11-12	Credit: 0.5	Course Length: 1 semester
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The purpose of this course is to develop the techniques for sports conditioning and fundamental skills used in teaching recreational activities. This course will also focus on the various stages of games skill development.

Weight Training Pathway



Physical Education Electives

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

Prerequisite: None

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

WEIGHT TRAINING 1

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

Grades: 9-12	Credit: 0.5	Course Length: 1 semester
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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.

Physical Education Electives

PERSONAL FITNESS (COMBINED WITH WEIGHT TRAINING 1)

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

Grades: 9-12	Credit: 0.5	Course Length: 1 semester
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The purpose of this course is to provide students with the knowledge, skills, and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill-related components of physical fitness which are critical for students' success.

WEIGHT TRAINING 2

Prerequisite: Completion of Weight Training 1

Grades: 10-12	Credit: 0.5	Course Length: 1 semester
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This course is a continuation from weight training 1 with the added component of cardiovascular conditioning.

COMPREHENSIVE FITNESS (COMBINED WITH WEIGHT TRAINING 2)

Prerequisite: Completion of Weight Training 1

Grades: 10-12	Credit: 0.5	Course Length: 1 semester
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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

Prerequisite: Completion of Weight Training 2

Grades: 11-12	Credit: 0.5	Course Length: 1 semester
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This course is the continuation from weight training 2 with the added component of goal setting, bi-weekly testing in certain areas, and with a personal training component.

POWER WEIGHT TRAINING (COMBINED WITH WEIGHT TRAINING 3)

Prerequisite: Completion of Weight Training 3

Grades: 11-12	Credit: 0.5	Course Length: 1 semester
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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

Critical Thinking
& Study Skills with
Leadership Skills
Development

INDEPENDENT STUDY

11th/12th Grade
Study Hall

Virtual Learning Lab

Miscellaneous Electives

LEARNING STRATEGIES

Prerequisite: Counselor Recommendation Only

Grades: 9-12

Credit: 1.0

Course Length: 2 semesters

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

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

Prerequisite: None

Grades: 9-11

Credit: 0.5

Course Length: 1 semester

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

LEADERSHIP SKILLS DEVELOPMENT

Prerequisite: None

Grades: 9-11

Credit: 0.5

Course Length: 1 semester

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

11TH/12TH GRADE STUDY HALL

Prerequisite: Counselor Recommendation Only

Grades: 11-12

Credit: 0.0

Course Length: 2 semesters

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