

PROGRAM STUDIES



Cypress Lake High School

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Fort Myers, FL 33919

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How to use this

PROGRAM *of* STUDIES

The Cypress Lake High School Program of Studies has policies and procedures that are common to all Lee County High School Students. Below, we have listed all of the courses that we hope to offer for the coming school year. We reserve the right to add or discontinue elective and academic classes due to changes in staffing and student demand.

To navigate to a specific elective class try using the keyboard shortcut **CMD+F** which will bring up a search box where you can enter the name of the course you are choosing to learn more about. Or you can hyperlink to the categories below:

ELECTIVES

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[Business](#)

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[JROTC- Military Science](#)

[Media Arts](#)

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[Additional Cambridge Courses](#)

ACADEMICS

[English](#)

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OTHER

[Driver's Ed](#)

Yearbook

** Advanced Studies classes are color coded- **AICE CAMBRIDGE** and **AP**
For a list of high school academic plans in Lee County, click [HERE](#).

Graduation Requirements



Academic Advisement Students Entering Grade 9 in 2023-2024 and Thereafter

What Students and Parents Need to Know

What options lead to a standard diploma?

Successful completion of one of the following options:

- 24 credits
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) curriculum
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway (See section [s.] [1003.4282](#), Florida Statutes [F.S.])

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts (ELA) or a concordant score
- Algebra 1 end-of-course (EOC) or a comparative score

A waiver of assessment results is granted by the Individual Educational Plan (IEP) team for students with disabilities. Additionally, students who have been enrolled in an English for Speakers of Other Languages (ESOL) program for less than two years may meet the requirement for grade 10 ELA by satisfactorily demonstrating grade level expectations of formative assessments.

Refer to [Graduation Requirements for Florida's Statewide Assessments](#) for concordant and comparative scores.

Students enrolled in the following courses must participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade*:

- Algebra 1
- Geometry
- Biology
- U.S. History

*Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (Credit Acceleration Program [CAP]). (See s. [1008.22](#), F.S.)

What is the difference between the 18-credit ACCEL option and the 24-credit option?

- 2.5 elective credits instead of 7.5
- Physical Education is not required

What is the difference between the CTE Pathway option and the 24-credit option?

- At least 18 credits are required
- 3.5 elective credits instead of 7.5
 - 2 credits in CTE courses, must result in a program completion and industry certification
 - 1.5 credits in work-based learning programs; Physical Education is not required
- Fine and Performing Arts, Speech and Debate, CTE or Practical Arts is not required

24-Credit Standard Diploma Requirements

Available To All Students, Including Students With Disabilities

4 Credits ELA
<ul style="list-style-type: none"> • ELA 1, 2, 3, 4 • ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment may satisfy this requirement
4 Credits Mathematics*
<ul style="list-style-type: none"> • One of which must be Algebra 1 and one of which must be Geometry • Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) ** • An identified computer science*** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)
3 Credits Science*
<ul style="list-style-type: none"> • One of which must be Biology, two of which must be equally rigorous science courses • Two of the three required course credits must have a laboratory component • Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology)** • An identified computer science*** credit may substitute for up to one science credit (except for Biology)
3 Credits Social Studies
<ul style="list-style-type: none"> • 1 credit in World History • 1 credit in U.S. History • 0.5 credit in U.S. Government • 0.5 credit in Economics
0.5 Credit in Personal Financial Literacy****
1 Credit Fine and Performing Arts, Speech and Debate, Career and Technical Education, or Practical Arts*
1 Credit Physical Education*
<ul style="list-style-type: none"> • To include the integration of health
7.5 Elective Credits
Students must earn a 2.0 unweighted grade-point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments.

*Eligible courses are specified in the [Florida Course Code Directory](#).

**[Industry certifications](#) for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute for mathematics and science credit.

***A computer science credit may not be used to substitute for both a mathematics and science credit.

****This requirement was added for students entering grade nine 2023-2024 and thereafter.

Graduation Requirements

Academic Advisement Students Entering Grade 9 in 2023-2024 and Thereafter What Students and Parents Need to Know



Scholar Diploma Designation

In addition to the requirements of s. [1003.4282](#), F.S., a student must satisfy the following requirements:

- Earn 1 credit in Algebra 2 or an equally rigorous course
- Pass the Geometry EOC
- Earn 1 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC++
- Earn 1 credit in Chemistry or Physics
- Earn 1 credit in a course equally rigorous to Chemistry or Physics
- Pass the U.S. History EOC++
- Earn 2 credits in the same World Language
- Earn at least 1 credit in an AP, IB, AICE or a dual enrollment course

**Special note: A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB, or AICE Biology 1 or U.S. History course; takes the respective AP, IB or AICE assessment; and earns the minimum college credit.

Industry Scholar Diploma Designation

- Meet standard high school diploma requirements
- Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)

What is CAP?

The CAP allows a student to earn high school credit if the student passes an AP examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include:

- Algebra 1
- Geometry
- Biology
- U.S. History

What are the additional graduation options for students with disabilities?

Students, in collaboration with parents and the IEP team, may choose two additional standard diploma options available only to students with disabilities. Both allow students to substitute a CTE course with related content for one credit in ELA 4, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History). The two options are as follows:

- Students with a most significant cognitive disability may earn credits via access courses and be assessed via an alternate assessment.
- Students enrolled in the academic and employment option must earn at least 0.5 credit via paid employment in addition to meeting the standard diploma graduation requirements.

State University System

Admission into Florida's [State University System](#) (SUS) institutions is competitive. Prospective students should complete a rigorous course of study in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements (credit earned by industry certification does not count for SUS admission):

- High school graduation with a standard diploma, a minimum of a 2.5 GPA and admission test scores meeting minimum college-ready test scores per Board of Governors (BOG) Regulation 6.008
- 16 credits of approved college preparatory academic courses per BOG Regulation 6.002
- 4 English (3 with substantial writing)
- 4 Mathematics (Algebra 1 level and higher)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language or other equivalents)
- 2 approved electives

Florida College System

The 28 colleges of the [Florida College System](#) serve more than 650,000 students. Colleges offer affordable and stackable workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor's degree program. All colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who earned a standard high school diploma or an equivalent diploma, or earned college credit.

Career and Technical Colleges and Centers

Florida also offers students 49 accredited career and technical colleges or centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.

[Career, Adult and Technical Education District Postsecondary Institutions](#)

Where is information on financial aid located?

The Florida Department of Education's Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships.

[Office of Student Financial Assistance](#)

For more detailed information on Graduation Requirements visit the Florida Department of Education's webpage at <https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/>.

available courses

ART

CAMBRIDGE AICE ART & DESIGN

1 Credit

The Cambridge International AS Level Art and Design course considers expression and communication. Learners gain an understanding of visual perception and aesthetic experience, and the ways in which art and design creates a language of its own.

Most of the work for this course is practical or studio based, so that learners can develop their abilities of observation and analysis of the visual world. They also learn how to relate their skills to an enhanced knowledge of their own cultures, past and present, as well as an appreciation of practical design problems.

AP 3D ART AND DESIGN

1 Credit

The AP Art and Design course framework is composed of course skills, big ideas, essential questions and enduring understandings, learning objectives, and essential knowledge. AP Art and Design skill categories delineate overarching understandings central to the study and practice of art and design. Each of the three skill categories consists of skills that encompass foundational to advanced learning over the span of the course. Students need to develop, practice, and apply these skills in a variety of contexts.

AP STUDIO ART/2-D DESIGN PORTFOLIO

1 Credit

This Advanced Placement course is intended to address a very broad interpretation of two-dimensional (2-D) design issues. This type of design involves purposeful decision-making about how to use the elements and principles of art in an integrative way. It is for the advanced student who wishes to seek AP credit through submitting a Portfolio of work for consideration by the College Board.

TWO-DIMENSIONAL STUDIO ART 1

1 Credit

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.

TWO-DIMENSIONAL STUDIO ART 2

1 Credit

Students develop and refine technical skills and create 2-D compositions with a variety of media in drawing, painting, printmaking, collage, and/or design. Student artist's sketch, manipulate, and refine the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers.

TWO-DIMENSIONAL STUDIO ART 3 HONORS

1 Credit

Students produce works that show evidence of developing craftsmanship and quality in the composition. Through the critique process, students evaluate and respond to their own work and that of their peers. Through a focused investigation of traditional techniques, historical and cultural models, and individual expressive goals, students begin to develop a personal art style.

CERAMICS/POTTERY 1

1 Credit

Students explore how much 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,

available courses

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

1 Credit

Students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. 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. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works.

DRAWING 1

1 Credit

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. 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.

AP DRAWING

1 Credit

The AP Drawing Course corresponds to the equivalent of a one-semester, introductory college course in drawing and painting respectively. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented.

FILM

1 Credit

Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. The instructional focus will be on film. Students produce digital animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

PAINTING 1

1 Credit

Students experiment with the wet media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in painting. Students practice, 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.

PORTFOLIO DEVELOPMENT: DRAWING HONORS

1 Credit

Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in drawing, painting, printmaking, and/or mixed media. The specific curricula, with goals and assignments, for these courses, are written by the student with input by the instructor. This course is designed to be highly individualized programs of studio experiences. The work done in this course is evaluated in a variety of ways including extensive self-critiques. It is recommended that department head and teacher approval be given before the student is admitted into this course.

available courses

PORTFOLIO DEVELOPMENT: TWO-DIMENSIONAL DESIGN HONORS

1 Credit

This is an advanced level course in portfolio preparation. Students will concentrate in producing quality works for selection/ preparation/presentation in a portfolio format. Artists may work in, but are not limited to, content in drawing, painting, printmaking, mixed media, traditional photography, digital photography, and/or new media and emerging technologies that demonstrate understanding of design principles as applied to a 2-dimensional surface. The student will be required to participate in various critiques, evaluations and exhibitions. The ultimate goal of this course is to complete a finished portfolio.

PORTFOLIO DEVELOPMENT: THREE-DIMENSIONAL DESIGN HONORS

1 Credit

Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in clay, wood, wire, glass, metal, jewelry, fabrics/fibers, fashion design, green design, industrial design, and/or objects for interior design or architecture that integrate 3-dimensional design issues in a purposeful way.

SCULPTURE 1

1 Credit

Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Students in the sculpture 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

BUSINESS, MANAGEMENT & ADMINISTRATION

OJT – BUSINESS COOPERATIVE EDUCATION

Multiple Credits

This method of instruction provides job training for clerical, secretarial, accounting and business administration occupational areas. The program must be taken in conjunction with an advanced business education course and is supervised by the Business Cooperative teacher. Students must provide their own transportation to and from work.

BUSINESS OWNERSHIP

1 Credit

The purpose of this course is to prepare students as entrepreneurs, present entrepreneurship as a career path that is worth consideration, provide students with the skills needed to realistically evaluate their potential as a business owner, and develop the fundamental knowledge and skills necessary to start and operate a business.

MARKETING ESSENTIALS

1 Credit

This course blends theory and practice to facilitate immediate implementation and impact. Students will learn to develop strategic marketing with sales and customer plans. A review of the marketing environment is used to help develop the segmentation, targeting and market positioning strategy for implementation along with the marketing mix (product, price, place and promotion). The goal is the identification and delivery of organizational competitive advantage and customer satisfaction – key to long-term revenue growth, profitability and success.

DANCE

DANCE TECHNIQUES 1

1 Credit

Students learn foundational skills in two or more dance styles. Their development of fundamental dance technique is enriched and enlivened through study of works by a variety of diverse artists, developing genre-specific movement vocabulary and dance terminology, and building knowledge and skills related to somatic practices, dance composition, analysis of effort and outcomes, dance history and culture, collaborative work, and rehearsal and performance protocols.

DANCE TECHNIQUES 2

1 Credit

Students in Dance Techniques II build on previously acquired knowledge and fundamental technical skills in two or more dance forms, focusing on developing the aesthetic quality of movement in the ensemble and as an individual.

DANCE TECHNIQUES 3 HONORS

1 Credit

This course is designed for dancers who have mastered the basics in two or more dance forms, build technical and creative skills with a focus on developing the aesthetic quality of movement in the ensemble and as an individual.

DANCE TECHNIQUES 4 HONORS

1 Credit

The purpose of this course is to enable students to further develop advanced knowledge and skills in varied dance styles through acquisition and improvement of technique, choreographic process, aesthetic elements, performance quality, and expressive range. Emphasis shall be placed on staging techniques through independent work in solo and group choreography, culminating in a final performance project.

BALLET 1

1 Credit

The purpose of this course is to acquire knowledge and skills in basic ballet techniques. Acquisition of technique should be stressed. 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.

BALLET 2

1 Credit

Students develop intermediate-level classical dance techniques and terminology associated with the traditional class structure of ballet. 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.

BALLET 3

1 Credit

Students broaden their classical dance techniques and terminology associated with the traditional class structure of ballet. 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.

BALLET 4 HONORS

1 Credit

Students are challenged in their application of classical dance techniques and terminology associated with the traditional class structure of ballet. 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.

DANCE CHOREOGRAPHY/PERFORMANCE 1

1 Credit

Students explore key concepts of dance making with a focus on improvisation, composition, and choreographic processes and principles. Students study the works and creative techniques of highly respected choreographers in varied performance genres. They also examine the social, political, and cultural forces that influenced significant or exemplary works, and consider the innovations that came out of them.

DANCE CHOREOGRAPHY/PERFORMANCE 2 HONORS

1 Credit

Students explore key concepts of designing dance works with a focus on improvisation, composition, and choreographic processes and principles. Students study the works and creative techniques of highly respected choreographers in varied performance genres as guidance and a source of inspiration. They also examine the social, political, and cultural forces that influenced their works, and consider the innovations that came out of them.

DANCE REPERTORY 1

1 Credit

Students study the historical works of professional choreographers in one or more genres, such as ballet, modern, jazz, or other traditional dance forms. Students learn to understand and apply each choreographer's movement design and artistic intent, respecting the work as each choreographer's intellectual property, and gain skills for group and self-assessment, analysis, and problem solving.

DANCE REPERTORY 2

1 Credit

Students study the historical works of exemplary professional choreographers in one or more genres, learning to understand and apply each choreographer's movement design and artistic intent, and respecting the work as each choreographer's intellectual property. Students learn about Narrative, Literal, Non-Literal and Abstract dances, gaining skills for group and self-assessment, analysis, and problem solving.

DANCE REPERTORY 3 HONORS

1 Credit

Students study the historical works of professional choreographers in one or more genres, learning to understand, apply, and respect each choreographer's movement design, artistic intent, and intellectual property. Students expand on Narrative, Literal, Non-Literal and Abstract dance, refining skills for group and self-assessment, analysis, and problem solving.

DANCE REPERTORY 4 HONORS

1 Credit

Students study the historical background and works of professional choreographers in one or more genres, and have the ability to apply, and respect each choreographer's movement design, artistic intent, and intellectual property. Students may demonstrate Narrative, Literal, Non-Literal and Abstract dance, advancing skills for group and self-assessment, analysis, and problem solving. Dancers assess their skills and techniques in the context of careers in theatrical, commercial and concert dance. 181

DANCE HISTORY/AESTHETICS 1

1 Credit

Students study the global origins and influences of dance forms and styles of the 20th and 21st centuries. Students analyze, assess, discuss, and write about dance performances.

INTRODUCTION TO DANCE

.5 Credit

Students in this semester-long, entry-level courses, designed for those having no prior dance instruction, learn introductory information regarding: (1) the role of dance(s) in history and culture; (2) a variety of dance styles, which may include modern, ballet, jazz, folk, tap, hip-hop and various world dance styles; and, (3) the body, major bone and muscle groups, how they function in dance movements, and the importance of proper health and nutrition. Students will apply requisite knowledge via exploration and performance of various 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 of the school day to support, extend and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

DRIVER EDUCATION

DRIVER EDUCATION

.5 Credit

The purpose of this course is to review highway safety systems and to teach strategies that will develop driving knowledge related to motorized safety. It will also provide an in-depth study of the scope and nature of accident problems and their solutions. Successful completion of this course allows students to complete the driving test with the instructor. If successful, students will earn the necessary documents needed to earn a driver's license in the state of Florida. Students must have a driving permit to participate in this course.

ENGLISH/LANGUAGE ARTS

ENGLISH 1

1 Credit

The purpose of this course is to provide English 1 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

PRE-AICE ENGLISH LANGUAGE (ENGLISH 1 HONORS)

1 Credit

The purpose of this course is to provide grade 9 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

ENGLISH 2

1 Credit

The purpose of this course is to provide grade 10 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

PRE-AICE ENGLISH LITERATURE (ENGLISH 2 HONORS)

1 Credit

The purpose of this course is to provide grade 10 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language in preparation for college and career readiness.

CAMBRIDGE AICE ENGLISH LANGUAGE (ENGLISH 3 HONORS)

1 Credit

Cambridge International AS Level English Language provides learners with the opportunity to study English language and its use in communication. Learners will be encouraged to respond critically to a wide variety of texts in a range of forms, styles and contexts, and to promote skills of communication, reading, research and analysis.

Through their study, learners will develop an ability to read and analyze material, gaining further knowledge and understanding of English language features and issues. Learners will also develop the skills of writing clearly, accurately, creatively and effectively for different purposes and audiences.

ENGLISH 4

1 Credit

The purpose of this course is to provide grade 12 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

ENGLISH HONORS 4

1 Credit

The purpose of this course is to provide grade 12 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

available courses

AP ENGLISH LITERATURE AND COMPOSITION

1 Credit

This course includes instruction in the careful reading of literary works. Through such study, students develop their feeling for language and their understanding of the craft of writing. Students will examine individual works of literature in terms of language, characters, action, themes, structures, meanings and values. Writing assignments, while focusing upon the critical analysis of literature, will also include exercises in exposition, argument, personal narrative, and/or stories, poems or plays. The content includes that specified by the advanced placement program.

CREATIVE WRITING 1

.5 Credit

The purpose of this course is to enable students to develop and use grade 9-10 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

.5 Credit

The purpose of this course is to enable students to develop and use grade 11-12 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.

CAMBRIDGE AICE GENERAL PAPER

1 Credit

This course focuses on the learners' ability to understand and write in English through the study of a broad range of contemporary topics. They will analyze opinions and ideas and learn how to construct an argument. This course develops highly transferable skills including how to develop arguments and present reasoned explanations, a wider awareness and knowledge of current issues, independent reasoning, interpretation and persuasion skills, the ability to present a point of view clearly and reflect upon those of others.

EXCEPTIONAL STUDENT EDUCATION

LEARNING STRATEGIES

1 Credit

The purpose of this course is to enable students with disabilities to acquire and generalize strategies and skills across academic, community, and employment settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

ACCESS ENGLISH 1 and 2

1 Credit

The content in this course is intended to develop or expand the student's understanding of: The reading process, literary analysis, the writing process, writing applications, communication, information and media literacy

ACCESS ENGLISH 3 and 4

1 Credit

The purpose of this course is to develop or expand further the student's understanding of the concepts and content in Access English 1-2

ACCESS GEOMETRY

1 Credit

The purpose of this course is to develop the geometric concepts and processes that can be used to analyze and solve a variety of routine and non-routine real-world and mathematical problems. The content should include, but not be limited to the following:

available courses

- Content-related vocabulary
- Attributes of lines, planes and solids
- Properties of size, shape, position and space
- Variables and their impact on outcomes
- Varied solution strategies to solve real-world problems

ACCESS LIBERAL ARTS MATH

1 Credit

The purpose of this course is to develop the algebraic and geometric concepts and processes that can be used to analyze and solve a variety of routine and non-routine real-world and mathematical problems. The content should include, but not be limited to, the following:

- Operations using real numbers in real-world problems
- Patterns, relations, and functions, including tables, sequences, and graphs
- Graphs to summarize data and predict outcomes
- Variables and their impact on outcomes
- Properties of size, shape, position, and space
- Varied solution strategies to solve real world problems

ACCESS ALGEBRA

1 Credit

The purpose of this course is to develop the algebraic concepts and processes that can be used to analyze and solve a variety of routine and non-routine real-world and mathematical problems. The content should include, but not be limited to, the following:

- Content-related vocabulary
- Operations using real numbers in real-world problems
- Patterns, relations, and functions, including tables, sequences, and graphs
- Graphs to summarize data and predict outcomes
- Variables and their impact on outcomes
- Varied solutions strategies to solve real-world problems

ACCESS ALGEBRA 1B

1 Credit

The purpose of this course is to develop the algebraic concepts and processes that can be used to analyze and solve a variety of routine and non-routine real-world and mathematical problems. The content should include, but not be limited to, the following:

- Content-related vocabulary
- Operations using real numbers in real-world problems
- Patterns, relations, and functions, including tables, sequences, and graphs
- Graphs to summarize data and predict outcomes
- Ratios
- Variables and their impact on outcomes
- Varied solution strategies to solve real-world problems

ACCESS ALGEBRA 2

1 Credit

The purpose of this course is to develop the algebraic concepts and processes that can be used to analyze and solve a variety of routine and non-routine real-world and mathematical problems. The content should include, but not be limited to, the following:

- Content-related vocabulary
- Operations using real numbers in real-world problems
- Patterns, relations, and functions, including tables, sequences, and graphs
- Graphs to summarize data and predict outcomes
- Ratios
- Variables and their impact on outcomes
- Varied solution strategies to solve real-world problems

SPECIALLY DESIGNED PHYSICAL EDUCATION

.5 Credit

The purpose of this course is to provide opportunities for students with disabilities to develop motor skills and to participate in various physical activities that may be modified to meet individual needs.

available courses

ACCESS HOPE

1 Credit

The content of this course is to develop or expand the student's understanding of: 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, Cognitive Abilities, Lifetime Fitness, Movement, and Responsible Behaviors and Values.

ACCESS CHEMISTRY

1 Credit

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of Chemistry. Understanding the characteristics of and dynamic relationship between the building blocks of matter, life, and the environment improves the ability to predict how we impact our surroundings and prepares us to respond to and interact with the forces and objects of nature. The content should include, but not be limited to:

- Scientific investigation
- Physical and chemical properties of matter
- Physical and chemical changes of matter
- Atomic theory
- Chemical patterns and periodicity
- Conservation of energy
- Interaction of matter and energy
- Properties of fundamental forces

ACCESS BIOLOGY I

1 Credit

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of Biology. Understanding the diverse characteristics of and dynamic relationship between life forms, processes, and the environment improves the ability to predict how we develop, maintain health, and impact our surroundings. The content of this course should include, but not be limited to:

- Biological processes
- Cell structure and function
- Health-related issues and concerns
- Physiological processes
- Characteristics and classifications of plants and animals.
- Plant and animal development, adaptation, and inter-relationships
- Plant, animal, and environment inter-relationships
- Renewable and non-renewable resources
- Scientific investigation

ACCESS EARTH/SPACE SCIENCE

1 Credit

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of Earth/Space Science. Understanding the dynamic relationship between the environment, the earth and the universe improves the ability to predict how we impact our surroundings and prepares us to respond to and interact with the forces and objects of nature. The content should include but not be limited to:

- Earth systems, structures, and processes
- Natural forces and their effect on Earth and the universe
- The transfer of energy and matter
- The dynamic nature of the geosphere
- The water cycle, weather, and climate
- Investigative methodology
- Renewable and non-renewable energy resources

ACCESS INTEGRATED SCIENCE 1

1 Credit

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of Integrated Science. Understanding the characteristics of and dynamic relationship between energy, matter, life and the environment improves the ability to predict how we impact our surroundings and prepares us to respond to and

available courses

interact with the forces and objects of nature. The content should include, but not be limited to:

- Biological, physical, and chemical characteristics of matter
- Characteristics of energy transmission
- Practical application of electric and magnetic phenomena
- Interaction of matter and energy
- Characteristics of life
- Equilibrium of Earth's biotic community

ACCESS PHYSICAL SCIENCE

1 Credit

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of physical science. Understanding the characteristics of and dynamic relationship between the building blocks of energy, motion, and matter, and how we react to and impact our surrounding with the forces and objects of nature. The content should include, but not be limited to:

- Scientific investigation
- Energy conservation and transformation
- Atomic energy and nuclear energy
- How motion is measured
- Gravity
- Gases
- What matter is comprised of

ACCESS HEALTH AND SAFETY: 9-12

1 Credit

The purpose of this course is to provide knowledge of the concepts of health and safety to enable students with disabilities to function at their highest levels and prepare to participate effectively in post-school adult living and the world of work.

ACCESS US GOVERNMENT

1 Credit

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of US Government. The purpose of this course content is intended to develop or expand the student's understanding of: origins and purposes of government, law, and the American political system; roles, rights, and responsibilities of US citizens; principals, functions and organization of government; foreign policy, and migration of human populations.

ACCESS U.S. HISTORY

1 Credit

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of US history. The purpose of this course is content is intended to develop or expand an understanding of US History, US War History, economics, politics, geography, cultural history, trade, transportation, and technology.

ACCESS WORLD HISTORY

1 Credit

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of World History. It is intended to give students access to the standards associated with World History, and to expand student's knowledge and understanding of major events that have impacted the world. 200

ACCESS ECONOMICS WITH FINANCIAL LITERACY

.5 Credit

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of economics and financial literacy. It is intended to develop or expand the student's understanding of the fundamental concepts of local, national and international economics; maps and geographic representations; physical and cultural characteristics of places; relationships between the earth's ecosystems and the population on earth.

JROTC – MILITARY SCIENCE

EURHYTHMICS 1 & 2

1 Credit

JROTC includes course work on leadership, civics, geography and global awareness, ethics, health and wellness, language arts, life skills, U.S. history and physical training. The curriculum and learning techniques are based on the principles of performance-based, learner-centered education and promotes development of core abilities and capacity for life-long learning, communication, responsibility for actions and choices, citizenship, respectful treatment of others, critical thinking techniques, community service and career considerations.

LEADERSHIP 1

1 Credit

The purpose of this course is to enable students to develop knowledge of the history, customs, traditions, and purpose of the Army JROTC. The course includes development of basic leadership skills including leadership principles, values, and attributes. Students should master appreciation for diversity. Active learning strategies are integrated throughout the course with an emphasis on writing skills and oral communication techniques. Financial planning as well as physical fitness, diet, nutrition, healthy lifestyles, awareness of substance abuse and prevention, and basic first aid measures are included. An overview of the globe and geography and basic map reading skills are incorporated. A study of the United States Constitution, Bill of Rights, responsibilities of United States citizens, and the federal justice system is also provided.

LEADERSHIP 2

1 Credit

The purpose of this course is to enable students to expand on skills taught in Leadership Education and Training I. This course introduces the concepts of equal opportunity, fair treatment of minorities, and prevention of sexual harassment. It provides instruction on leadership skills, leadership theories, as well as the basic principles of management. It provides self-assessments that help students determine their skill sets and opportunities to teach using accepted principles and methods of instruction. It emphasizes community projects to assist in drug prevention efforts. It also includes dietary guidelines, fitness, and map-reading and orienteering skills. It discusses the significant events that helped shape and develop the Constitution and government and teaches the role of political parties in the election process.

LEADERSHIP 3

1 Credit

The purpose of this course is to enable students to expand on the skills taught in Leadership Education and Training II. This course allows cadets to investigate the interrelationships of the services while they continue to build their leadership development and decision-making skills. It includes negotiation skills and management principles. It emphasizes staff procedures and opportunities to handle various leadership situations as well as prevent violence and manage anger. The research, identification, planning, and execution of service learning activities are included. This course gives cadets the opportunity to create a career portfolio and plan for college or work. Financial management principles are studied. Skills for orienteering and/or land navigation are developed. The course also includes studies in the federal judicial system and how historical events have shaped social systems.

LEADERSHIP 4

1 Credit

The purpose of this course is to enable students to expand on the skills taught in Leadership Education and Training III. This course focuses on creating a positive leadership situation, negotiating, decision making, problem solving, team development, project management, and mentoring. Students will demonstrate leadership potential in an assigned command or staff position within the cadet battalion organizational structure. The course teaches cadets how to use emotional intelligence in leadership situations as well as how to maintain a positive attitude. It provides instruction on etiquette, daily planning, financial planning, and careers. It includes requirements for the practical application of leadership duties. It emphasizes physical fitness through healthy individual and group competition. The interactions between groups of people and how they affect the area's cultural, economic, and political characteristics are discussed. Concepts of democracy and freedom and their influence on local governments are also included.

MATHEMATICS

CAMBRIDGE AICE MATH

1 Credit

This course develops a set of transferable skills. These include the skill of working with mathematical information, as well as the ability to think logically and independently, consider accuracy, model situations mathematically, analyze results and reflect on findings.

ALGEBRA 1

1 Credit

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Standards for Mathematical Practice apply throughout and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

ALGEBRA 2

1 Credit

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms.

** Students in this course are also reviewing skills needed to meet the Algebra 1 graduation testing requirement.

ALGEBRA 2 HONORS

1 Credit

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms.

**Students in this course have met the Algebra 1 graduation testing requirement.

ADVANCED PLACEMENT CALCULUS AB

1 Credit

AP Calculus teaches how to create a career portfolio and plan for college or work. Financial management principles are studied. Skills for orienteering and/or land navigation are developed. The course also includes studies in the federal judicial system and how historical events have shaped social systems.

GEOMETRY

1 Credit

The fundamental purpose of Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Standards for Mathematical Practice apply throughout and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The course includes topics on congruence, constructions, proof, similarity, trigonometry, measurement, circles, and coordinate geometry.

GEOMETRY HONORS

1 Credit

The fundamental purpose of Geometry is to formalize and extend students' geometric experiences from the middle

available courses

grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Standards for Mathematical Practice apply throughout and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The course includes topics on congruence, constructions, proof, similarity, trigonometry, measurement, circles, conics, and coordinate geometry.

MATH FOR COLLEGE ALGEBRA

1 Credit

Emphasis is placed on 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.

MATH DATA and FINANCIAL LITERACY

1 Credit

Emphasis is placed on five areas: (1) extending knowledge of ratios, proportions and functions to data and financial contexts; (2) developing understanding of basic economic and accounting principles; (3) determining advantages and disadvantages of credit accounts and short- and long-term loans; (4) developing understanding of planning for the future through investments, insurance and retirement plans; (5) Extending knowledge of data analysis to create and evaluate reports and to make predictions.

PRE-CALCULUS HONORS

1 Credit

Pre-calculus combines the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus and strengthens students' conceptual understanding of problem solving mathematical reasoning. Course topics include an expanded understanding of logarithms, exponential functions, and polynomial functions, applications of trigonometric identities and trigonometric functions, polar coordinates, complex numbers, conic sections, vectors, and limits.

PROBABILITY AND STATISTICS WITH APPLICATIONS HONORS

1 Credit

This course designed to introduce the methods used in the field of applied statistics. Students will study techniques for collecting, displaying, and interpreting data, understand statistics as it relates to a population, and use probability to make predictions.

MEDIA

CREATIVE PHOTOGRAPHY I

1 Credit

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 and may use a variety of media and materials. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works.

CREATIVE PHOTOGRAPHY 2

1 Credit

Students experiment with a variety of photographic media and techniques, and make connections with historical and contemporary photographers to develop a focused body of work. This course may include, but is not limited to, researching the history of photography, making connections to contemporary and community photographers, critiquing with varied techniques, and experimenting with a variety of photographic media. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works.

CREATIVE PHOTOGRAPHY 3 HONORS

1 Credit

Students lead a focused investigation of a subject matter from ideation to completion. Students select a theme, develop a concept, and prepare the work for public viewing, portfolio, distribution, and/or exhibit. This course may include, but is not limited to, research, collaboration, installation, history of photography, making connections to contemporary and community photographers, and critiquing with varied techniques.

AP PHOTOGRAPHY

1 Credit

This Advanced Placement course is intended to address a very broad interpretation of photographic and digital design issues. This type of design involves purposeful decision-making about how to use the elements and principles of art in an integrative way. It is for the advanced student who wishes to seek AP credit through submitting a Portfolio of work for consideration by the College Board.

DIGITAL DESIGN 1

1 Credit

This course is designed to develop basic entry-level skills required for careers in the digital publishing industry. The content includes computer skills; digital publishing concepts and operations, layout, design, and measurement activities; decision-making activities, and digital imaging, as well as communication, collaboration and decision-making activities; critical thinking; and problem solving.

DIGITAL DESIGN 2

1 Credit

This course continues the development of basic entry-level skills required for careers in the digital publishing industry. The content includes computer skills; digital publishing operations; layout, design, and measurement activities; and digital imaging as well as communication, collaboration and decision-making activities; critical thinking; and problem solving.

DIGITAL DESIGN 3

1 Credit

This course continues the development of industry-standard skills required for careers in the digital publishing industry. The content includes the use of a variety of software and equipment to perform digital publishing and digital imaging activities, as well as communication, collaboration and decision-making activities; critical thinking; and problem solving.

DIGITAL DESIGN 4

1 Credit

This course continues the development of industry-standard skills required for careers in the digital publishing industry. The content will include the use of a variety of software and equipment including digital video cameras and video/audio editing software.

CAMBRIDGE AICE DIGITAL MEDIA AND DESIGN

1 Credit

Cambridge International AS Level Digital Media & Design allows learners to explore a range of processes and techniques in digital media through flexible course design covering digital photography, moving image, games design, and mobile and multimedia applications.

The syllabus develops an awareness of the world of digital media and design and creative processes and to allow students to critically evaluate their work. Learners are encouraged to combine innovative approaches and techniques to solve problems creatively to expand their knowledge of digital media.

FOUNDATIONS OF WEB DESIGN

1 Credit

This course is designed to provide students with opportunities to acquire and apply foundational skills related to web design. It will include website planning and the design process including learning to create basic web pages.

3D ANIMATION TECHNOLOGY

1 Credit

The purpose of this program is to prepare students for employment in 3-D animation. The content includes practical

available courses

experiences in 3-D Animation design and production. Specialized skills including video editing, audio features, and animation and authoring software are used to produce a variety of multimedia productions.

GAME & SIMULATION DESIGN

1 Credit

This course covers fundamental principles of designing a game or a simulation application, in particular Human Computer Interface (HCI) principles, rules and strategies of play, conditional branching, design and development constraints, use of sound and animation, design tools, and implementation issues. The content includes market research, product design documentation, storyboarding, proposal development, and presentation of a project report. Emphasis is placed on the techniques needed to develop well-documented, structured game or simulation programs. Extensive use is made of evaluating and analyzing existing games or simulations.

CAMBRIDGE AICE MEDIA STUDIES (AS)

1 Credit

This course offers learners the chance to develop an understanding and appreciation of the place of media in our everyday lives. The syllabus enables learners to take a hands-on approach to the subject.

Through the coursework components they create their own media products from initial planning through to execution. Learners also consider and analyze examples from existing media, examining production processes and technologies and the effects they achieve.

TELEVISION PRODUCTION 1

1 Credit

This course introduces students to the world of filmmaking. Students learn how to use camera equipment to capture a diverse array of shots compositions, angles, and camera movements. They learn how to become visual storytellers. They also learn how to work on a live news broadcast. We cover competencies in safety, lighting, basic television production equipment, broadcast script interpretation, teamwork, research and audio and video editing.

TELEVISION PRODUCTION 2-5

1 Credit

This course covers competencies in staging, lighting, equipment use, and scripts. It includes special effects lighting, use of equipment, digital audio and video recording and editing operations, television production and programming, and online research. Students also create PSAs, Short Films, Music Videos, Instructional Videos and various other film-based projects for participation in the Lee County Student Film Festival. Students work as a team to write and produce out daily live news show which is live-streamed to YouTube.

MUSIC

BAND 1

1 Credit

The purpose of this course is to enable students to develop basic technical skills on wind or percussion instruments through the refinement and performance of high school band literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, and critical listening.

BAND 2

1 Credit

This course 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

available courses

1 Credit

This course is 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

1 Credit

This course is 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

1 Credit

This advanced course is 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. Musical independence and leadership are particularly encouraged in this setting.

BAND 6 HONORS

1 Credit

This advanced course is 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.

CHORUS 1

1 Credit

The purpose of this course is to enable students to develop basic individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation, and development of critical and aesthetic response to music.

CHORUS 2

1 Credit

This course 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

1 Credit

This formative class 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

1 Credit

This course 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.

available courses

CHORUS 5 HONORS

1 Credit

This advanced course 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.

CHORUS 6 HONORS

1 Credit

This very advanced course 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. The focus is 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.

GUITAR 1

1 Credit

The purpose of this course is to enable students to develop basic skills in guitar performance, including interpretation of notation and performance in varied styles. Beginning guitarists explore the careers and music of significant performers in a variety of styles.

GUITAR 2

1 Credit

Students build on their skills and knowledge, adding chords, new strumming and finger-picking patterns, movable major and minor scales, basic music theory, more complex bass lines and lead sheets, and ensemble skills for a variety of music.

INSTRUMENTAL TECHNIQUES 1

1 Credit

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

INSTRUMENTAL TECHNIQUES 2

1 Credit

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

INSTRUMENTAL TECHNIQUES 3

1 Credit

Students in this intermediate-level class develop their musical and technical skills further on a specific instrument, and expand their technical and performance skills, enhanced by historical and cultural background knowledge of the music. Students explore more demanding solo literature, etudes, and technical exercises with increasing independence.

INSTRUMENTAL TECHNIQUES 4 HONORS

1 Credit

Students in this advanced class refine their musicianship and performance skills on a specified instrument. Students prepare for post-secondary and community music experiences and develop artistry independently through a variety of advanced solos, etudes, and excerpts.

JAZZ ENSEMBLE 1

1 Credit

Students with experience on an instrument suited for jazz ensemble explore the fundamentals of performance practices, improvisation, and music theory through a diverse repertoire of high-quality jazz literature. Students learn the basics of foundational jazz styles, use chord symbols, develop knowledge of musical structure, and study the history of jazz and its

available courses

iconic musicians.

JAZZ ENSEMBLE 2

1 Credit

Students with jazz experience become conversant with basic chord progressions and the scale/chord relationship, strengthen aural skills, and learn to improvise and compose melodies over progressions as they rehearse, perform, and study high-quality jazz ensemble literature. Musicians study jazz history and become familiar with the cultural context of various compositions and artists.

JAZZ ENSEMBLE 3

1 Credit

Students with considerable jazz experience become conversant with more complex forms and harmonic progressions, and strengthen their aural and improvisational skills as they rehearse, perform, and study high-quality jazz ensemble literature. Musicians apply their theory skills to arranging, transposition, and composing; and study various periods, cultural contexts, compositions, and artists in jazz history.

JAZZ ENSEMBLE 4 HONORS

1 Credit

Students with significant jazz experience become highly conversant with complex harmonic structures; compose or arrange for small groups; improvise over various forms, keys, and styles; and are knowledgeable about the professional jazz scene and its icons. Musicians study the impact of technology on jazz and the music industry, and learn the basics of sound reinforcement for solo and ensemble performance. In keeping with the rigor expected in an Honors course, students undertake independent study that includes synthesis of learning and experience.

MARCHING BAND

Semester - Multiple Credit

Students will participate in activities of their school's marching band. Activities may include, but are not limited to, the study of the chosen program of music for the season, rehearsals of the marching routine to accompany music. There are a variety of ways that students may participate and earn credit in this course. Some students may play instruments, some may work with flags, batons, or other apparatus, some may be dancers, etc.

MUSIC THEORY 1

1 Credit

Students learn how music is constructed and developed, and acquire a basic understanding of the structural, technical, and historical elements of music. Student theorists develop basic ear-training, keyboard, and functional singing skills, and engage in the creative process through individual and collaborative projects.

MUSIC THEORY 2 HONORS

1 Credit

Students with prior music theory training study composition, form, and analysis, and develop individual aural skills. The aural, analytical, and cognitive skills expanded in this class inform the serious musician's performance abilities over a variety of styles and genres.

ORCHESTRA 1

1 Credit

The purpose of this course is to enable students to develop basic technical skills on string or other orchestral instruments through the refinement and performance of high school orchestra literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, and critical listening.

ORCHESTRA 2

1 Credit

Students who have at least one year of orchestral experience study, rehearse, and perform high-quality orchestra literature. Rehearsals focus on the development of critical listening skills, basic string techniques, music literacy, ensemble skills, and aesthetic awareness in the context of relevant history and cultures.

ORCHESTRA 3

1 Credit

Students build on previous orchestral experience through the study and performance of high-quality orchestra literature. Rehearsals focus on the strengthening of critical listening skills, musicianship, string techniques, ensemble skills, and

available courses

aesthetic awareness in the context of relevant history and cultures.

ORCHESTRA 4

1 Credit

Students with intermediate-level proficiency in string techniques, music literacy, critical listening skills, and musicianship study, rehearse, and perform high-quality orchestra literature. Student musicians strengthen their reflective, analytical, and problem-solving skills to self-diagnose solutions to performance challenges based on their structural, historical, and cultural understanding of the music.

ORCHESTRA 5 HONORS

1 Credit

Students with considerable orchestral experience advance their string and ensemble performance techniques, music literacy, music theory, and aesthetic engagement through high-quality orchestra literature. Student musicians use reflection and problem-solving skills to improve performance significantly based on structural, cultural, and historical understanding of the music.

ORCHESTRA 6 HONORS

1 Credit

Students with substantial orchestral experience focus on mastery of advanced music skills, techniques, and processes through study, rehearsal, and performance of high-quality orchestra literature. Advanced string players self-diagnose and consider multiple solutions to artistic challenges based on background knowledge of the repertoire, and explore creativity through composition, arranging, and/or use of technology.

VOCAL TECHNIQUES 1

1 Credit

Students in this course focus on the development of musical and technical skills on a specific voice through etudes, scales, and selected music literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills to be more disciplined performers.

VOCAL TECHNIQUES 2

1 Credit

Students in this course continue to develop musical and technical skills on a specific voice through developmentally appropriate solo literature, etudes, scales, and exercises. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills necessary to be more disciplined performers.

VOCAL TECHNIQUES 3

1 Credit

Students in this course develop their musical and technical skills further on a specific voice, and expand their technical and performance skills, enhanced by historical and cultural background knowledge of the music. Students explore more demanding solo literature, etudes, and technical exercises with increasing independence.

VOCAL TECHNIQUES 4 HONORS

1 Credit

Students in this advanced course refine their musicianship and performance skills on a specified voice. Students prepare for post-secondary and community music experiences and develop artistry independently through a variety of advanced solos, etudes, and excerpts.

PHYSICAL EDUCATION

BASKETBALL

.5 Credit

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

available courses

BASKETBALL 2

.5 Credit

The purpose of this course is to provide more in-depth instruction of the fundamental skills, tactics, rules and etiquette in basketball. Introduction to systems of play will be included to enhance the student's understanding. Advanced skills and drills which directly affect student's physical and cognitive abilities will be covered. Students will participate in advanced individual and team techniques in relationship to basketball strategy. Participation in course activities will continue to enhance healthy behaviors that influence students to participate in physical activities throughout their life.

HOPE – PHYSICAL EDUCATION (CORE) – HEALTH OPPORTUNITIES THROUGH PHYSICAL EDUCATION

1 Credit

This course provides the student with opportunities to develop and enhance critical life management skills: communication skills, interpersonal and coping skills, nutrition and weight management, CPR, substance use and misuse, consumerism. After acquiring the above knowledge, the student will be able to make sound decisions and take positive actions for a healthy and effective life.

INDIVIDUAL AND DUAL SPORTS 1 - 3

.5 Credit

The purpose of this course is to enable students to develop knowledge and skills in specified individual and dual sports and to maintain or improve health-related fitness.

POWER WEIGHT TRAINING 1

.5 Credit

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

SOCCER

.5 Credit

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

TEAM SPORTS 1 - 2

.5 Credit

The purpose of this course is to enable students to acquire basic knowledge of team sports play, develop skills in specified team sports, and maintain or improve health-related fitness.

VOLLEYBALL 1 - 3

.5 Credit

The purpose of this course is to enable students to acquire basic knowledge and skills in volleyball and to maintain or improve health-related fitness.

WEIGHT TRAINING 1 - 3

.5 Credit

The purpose of this course is to enable students to acquire basic knowledge and skills in weight training, improve muscular strength and endurance, and begin to enhance self-image.

SCIENCE

AP BIOLOGY

1 Credit

Designed for the student who will major in science, become a premedical student, or who needs a background in biology, this course is equivalent to a one-year college survey course treating three main content categories: cellular and molecular organism, ecological and evolutionary. A knowledge of algebra and chemistry is required. Course Level: 3 (EQ- Equally Rigorous)

ANATOMY AND PHYSIOLOGY

1 Credit

A comprehensive study of the human body, designed primarily for college-bound students and/or those who are interested in medical or allied fields. Course Level: 2 (EQ- Equally Rigorous)

ANATOMY AND PHYSIOLOGY HONORS

1 Credit

This course provides in-depth activities relating to the structures and functions of the components of the human body. The content will cover anatomical terms of all systems of the body. Extensive laboratory investigations are an important part of the course. Course Level: 3 (EQ- Equally Rigorous)

BIOLOGY I

1 Credit

A survey course designed to develop an understanding and appreciation of living organisms. Inquiry, observation, field study and experimentation provide a scientific view of our world. Contents include: cell structure and function, biochemistry, genetics, taxonomy, human systems, plants and animals. Course Level: 2 (BI- Biology)

BIOLOGY I HONORS

1 Credit

For the talented student, advanced biology is an accelerated college preparatory course designed to develop an appreciative scientific attitude toward the interrelationship of living organisms. Inquiry, observation, field study, and experimentation provide students a scientific view of their world. Contents include the study of the scientific process, cellular and molecular biology, genetics and development, comparative anatomy, and human systems. Course Level: 3 (BI- Biology)

CHEMISTRY 1

1 Credit

This is a lecture and laboratory course. The student will learn the importance of chemicals in our everyday life and how to make them work usefully in our world. This course would be helpful to a student planning to enter health services, cosmetology or laboratory services. Course Level: 2 (EQ- Equally Rigorous)

CHEMISTRY 1 HONORS

1 Credit

Emphasis is on developing the ability to think and to use available facts in the analysis of laboratory investigations. This course prepares students for college work in both biological and physical sciences. Course Level: 3 (EQ- Equally Rigorous)

MARINE SCIENCE 1

1 Credit

This course provides the student with a survey of marine science. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus and safety are integral parts of this course. Course Level: 2 (EQ- Equally Rigorous)

MARINE SCIENCE 1 HONORS

1 Credit

The purpose of this course is to provide an overview of the marine environment. The content should include, but not be limited to, the following: the nature of science, the origins of the oceans, the chemical, physical, and geological aspects of the marine environment, ecology of various sea zones, marine communities, the diversity of marine organisms, characteristics of major marine ecosystems, characteristics of major marine phyla/divisions, and the interrelationship

available courses

between man and the ocean. Course Level: 3 (EQ-Equally Rigorous)

CAMBRIDGE AICE MARINE SCIENCE (AS)

1 Credit

This course provides a coherent and stimulating introduction to the science of the marine environment. This course develops a set of transferable skills including handling data, using the scientific method and applying knowledge and understanding of scientific facts and concepts to solve problems. Learners develop relevant attitudes, such as concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness. They acquire the essential scientific skills required for progression to further studies or employment. Students should have basic chemistry knowledge before taking this course.

PHYSICAL SCIENCE

1 Credit

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.

PHYSICS 1 HONORS

1 Credit

This is a lab-centered course that emphasizes conceptual understanding and critical thinking as encountered in investigations into the physical properties and characteristics of matter, energy, and resultant forces. Course Level: 3 (EQ-Equally Rigorous)

SOCIAL STUDIES

CAMBRIDGE AICE GLOBAL PERSPECTIVES

1 Credit

Cambridge International AS Level Global Perspectives and Research is a skills-based course that prepares learners for positive engagement with our rapidly changing world. Learners broaden their outlook through the critical analysis of – and reflection on – issues of global significance. They will develop unique, transferable skills including research, critical thinking and communication by following an approach to analyzing and evaluating arguments and perspectives

Collaborative skills are enhanced through participation in a team project. The skills gained through study of this course help students to meet the demands of Twenty-First century learning, preparing the transition to higher education and the world of work. As part of the course learners write a research report on a research question of their choice.

AP HUMAN GEOGRAPHY

1 Credit

The purpose of this course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

CAMBRIDGE AICE INTERNATIONAL (WORLD)

1 Credit

Cambridge International AS History is a flexible and wide-ranging syllabus covering modern history in the nineteenth and twentieth centuries. The emphasis is on both historical knowledge and on the skills required for historical research. Learners develop an understanding of cause and effect, continuity and change, similarity and difference, and use historical evidence as part of their studies.

AP MICROECONOMICS

available courses

.5 Credit

The purpose of Advanced Placement Microeconomics is to provide students with an opportunity to earn college credit while fulfilling state curriculum requirements for graduation. Students will analyze the behavior of individual households, firms, and markets, and how prices and outputs are determined in those markets.

ECONOMICS WITH FINANCIAL LITERACY

.5 Credit

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

ECONOMICS WITH FINANCIAL LITERACY HONORS

.5 Credit

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. Scaffolded learning opportunities for students include developing the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting.

PSYCHOLOGY 1

.5 Credit

The purpose of these courses is to provide students with the opportunity to acquire an understanding of human behavior, behavioral interaction, and the progressive development of individuals. Topics will include an overview of the theories and methods of study employed by psychologists, memory and cognition, human growth and development, personality, abnormal behavior, psychological therapies, stress/coping strategies, and mental health.

PSYCHOLOGY 2

.5 Credit

Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction, and the progressive development of individuals. The content examined in this second introductory course includes statistical research, psychobiology, motivation and emotion, sensation and perception, states of consciousness, psychological testing, and social psychology.

CAMBRIDGE AICE PSYCHOLOGY (AS & A Levels)

1 Credit

This course is designed to give students an understanding of psychological concepts, theories and research methodology. The course is suitable for students who have no prior learning in psychology and engages with four core areas of psychology: biological, cognitive, social and learning. AS level is the first year and A level can be taken the following year.

AP UNITED STATES GOVERNMENT AND POLITICS

.5 Credit

The purpose of Advanced Placement American Government and Politics is to give students a critical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret American politics and the analysis of specific case studies.

UNITED STATES GOVERNMENT

.5 Credit

The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content includes 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.

UNITED STATES GOVERNMENT HONORS

.5 Credit

The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content includes the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process. This course offers scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting.

AP UNITED STATES HISTORY

1 Credit

This course reflects the content of an introductory college course in U.S. history. It provides students with the opportunity to develop analytical skills and factual knowledge necessary to deal critically with problems and materials in U.S. history by assessing historical resources and weighing the evidence and interpretations presented in historical scholarship.

UNITED STATES HISTORY

1 Credit

The purpose of this course is to develop an understanding 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.

UNITED STATES HISTORY HONORS

1 Credit

The purpose of American History Honors is to provide students with the opportunity to acquire an in-depth and comprehensive understanding 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. Students develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting.

WORLD HISTORY

1 Credit

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.

PRE-AICE WORLD HISTORY (WORLD HISTORY HONORS)

1 Credit

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. This course offers scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. 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. Content includes 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.

THEATRE

ACTING 1

1 Credit

Through improvisation, simple scripted scenes, performance projects, and/or practical application, students learn to identify what makes performances believable and explore the tools used to create, articulate, and execute them. Upon completion of this course, students have a strong foundation for future scene work, script analysis, and play production.

ACTING 2

1 Credit

Students examine the various dimensions of characters through analysis, discussion, and classroom performance, working with scripts from a variety of time periods and cultures. They learn to break down a scene from a character's point of view, and also learn to sustain a character and build the relationship between actor and audience.

ACTING 3

1 Credit

Students focus on development of significant acting skills and knowledge of the actor's literature, compiling a working actor's portfolio for exhibition and/or the interview process. They research potential job opportunities in the film, television, game animation, and theatre industries, as well as scholarships and opportunities available at the university level.

ACTING 4 HONORS

1 Credit

Students create characters for theatrical and film/video productions through scene, character, and technical analysis. Through improvisation, script writing, and aesthetic creation and collaboration, actors refine their working knowledge and independent thought, articulating and justifying their creative choices. Students' "critical eye" becomes more developed and significant mastery of artistic choices becomes evident.

CAMBRIDGE AICE DRAMA

1 Credit

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

MUSICAL THEATRE 1

1 Credit

Students' course work focuses on acting, vocal performance, dance, non-dance movement, and staging, which transfer readily to performances in musicals and other venues. Students survey the evolution of music in theatre from ancient Greece to modern Broadway through a humanities approach and representative literature.

PLAY WRITING

1 Credit

The purpose of this course is to enable students to develop and use writing and language skills for play writing in a variety of public performance formats

TECHNICAL THEATRE: DESIGN AND PRODUCTION FOR SCENERY & PROPS

1 Credit

Students focus on learning the basic tools and procedures for designing and creating scenery and properties (props) with particular attention to technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials. Students also learn the standard conventions of design presentation and

available courses

documentation; the organizational structure of theatre production and creative work in a collaborative environment; through various self-assessment tools.

TECHNICAL THEATRE: DESIGN AND PRODUCTION FOR LIGHTING & SOUND

1 Credit

This course focuses on learning the basic tools and procedures for designing and creating the lighting and sound needs for productions with particular attention to technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials. Lighting and sound designers and technicians analyze dramatic scripts to find production solutions through historical, cultural, and geographic research. Students also learn the standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; and the resulting artistic improvement. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess

TECHNICAL THEATRE: DESIGN & PRODUCTION I

1 Credit

Students focus on developing the basic tools and procedures for creating elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials are central to success in this course. Students explore and learn to analyze dramatic scripts, seeking production solutions through historical, cultural, and geographic research.

THEATRE 1

1 Credit

This course promotes enjoyment and appreciation for all aspects of theatre. Classwork focuses on the exploration of theatre literature, performance, historical and cultural connections, and technical requirements. Improvisation, creative dramatics, and beginning scene work are used to introduce students to acting and character development.

THEATRE HISTORY AND LITERATURE 1

1 Credit

Students' coursework focuses on the origins of western theatre from ancient civilizations through the Renaissance period. Students research and investigate the dramatic forms and practices of the times through the reading and analysis of plays and related literature.

THEATRE HISTORY AND LITERATURE 2 HONORS

1 Credit

Students' coursework focuses on the origins of western theatre from the Renaissance period to modern theatre. Students research and investigate the dramatic forms and practices of the times through the reading of plays and related literature.

THEATRICAL DIRECTION AND STAGE MANAGEMENT 1

1 Credit

Students learn how to select, organize, and mount formal and informal staged productions by means of exploring the leadership roles of director and stage manager. Students focus on the nature and responsibilities of the director and stage manager in relation to the entire production team; the effect of the director's concept on the overall production; vocabulary and principles of the various elements of play production; techniques used to create an effective theatre work; and basic knowledge and application of staging. 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.

WORLD LANGUAGES

AP SPANISH LANGUAGE & CULTURE

1 Credit

The purpose of this course is to develop oral and written fluency in Spanish. The curriculum content is specified by the Advanced Placement Program.

AP SPANISH LITERATURE & CULTURE

1 Credit

The purpose of this course is to develop oral and written fluency in the language. The curriculum content is specified by the Advanced Placement Program

FRENCH 1

1 Credit

The purpose of this course is to enable students to begin to acquire proficiency in French through a linguistic, communicative, and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

FRENCH 2

1 Credit

Based upon the same goals as French 1, this course aims to provide continuing practice in developing the same skills learned at the first-year level, while reviewing and expanding upon the structures and vocabulary. Co-curricular field trips are offered as part of class study.

FRENCH 3 HONORS

1 Credit

Based upon the same goals as French 1 and 2, this course aims to provide continuing practice in developing skills acquired and learned in levels one and two, while again reviewing and expanding upon the structures and vocabulary presented in French 1 and 2. Grammar points are completed at this level. Co-curricular field trips are offered as part of class study.

SPANISH 1

1 Credit

The purpose of this course is to enable students to begin to acquire proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

SPANISH 2

1 Credit

The purpose of this course is to enable students to enhance proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. There is continued emphasis on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

SPANISH 3 HONORS

1 Credit

The purpose of this course is to enable students to enhance proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. There is continued emphasis on the development of listening, speaking, reading, and writing skills. Experiences with Spanish literature are broadened. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

SPANISH 4 HONORS

1 Credit

The purpose of this course is to enable students to enhance proficiency in Spanish through a linguistic, communicative,

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and cultural approach to language learning. There is continued emphasis on the development of listening, speaking, reading, and writing skills. Experiences with Spanish literature are broadened. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

ADDITIONAL CAMBRIDGE COURSES

The full Cambridge AICE listing may be found on our [website](#). For the purposes of this document, we have listed the majority of the Cambridge classes within the academic or elective disciplines to which they are associated. Please refer to those sections for more information.

CAMBRIDGE AICE THINKING SKILLS

1 Credit

Thinking Skills develops a set of transferable skills, including critical thinking, reasoning and problem solving, that students can apply across a wide range of subjects and complex real world issues.

The course enables students to develop their ability to analyze unfamiliar problems, devise problem solving strategies, and evaluate the diverse ways a problem may be solved. During a Thinking Skills course, students learn to put their personal views aside in favor of examining and evaluating the evidence. Students learn how to make informed and reasoned decisions and construct evidence-based arguments.

CAMBRIDGE AICE TRAVEL AND TOURISM

1 Credit

Cambridge International AS Level Travel and Tourism is ideal for those seeking to specialize in this subject. The course encourages learners to appreciate the changing nature of travel and tourism and understand the importance of sustainability in the development and management of the industry.

This course enables learners to understand the concepts and theories in travel and tourism and recognize their impact on people, environments and economies. It also develops learners' practical and research skills through planning and organizing an actual tourism event, which will contribute to their further study and working in the industry.

To earn an AICE diploma, students must pass seven credits worth of AS or A Level examinations. At least one examination must come from each of the three subject groups: Mathematics and Sciences, Languages, and Arts & Humanities. One credit must come from the AS Global Perspectives course. Advanced Subsidiary (AS) Level courses are one-year classes. A passed examination for an AS-Level course counts for one credit toward an AICE diploma. Advanced (A) Level courses are two-year classes. A passed examination for an A-Level counts for two credits toward an AICE diploma. Students can use 6 different AS-Level courses or use a mixture of AS-Level and A-Level courses to meet the requirements for the AICE Diploma.

