

# **HUMPHREYS HIGH SCHOOL**



# **Course Catalog**

**2024-2025**



# Table of Contents

01	<i>Introduction</i>	p 03
02	<i>SchoolLinks Information</i>	p 04
03	<i>Dual Enrollment</i>	p 05
04	<i>AP Capstone Diploma Program</i>	p 06
05	<i>Graduation Requirements</i>	p 07
06	<i>DoDEA Math Sequence</i>	p 10
07	<i>CTE Pathways and Clusters</i>	p 11
08	<i>Grade Level Course Selection Sheets</i>	p 23
09	<i>Course Descriptions By Subject Area</i>	p 27

# INTRODUCTION



DEPARTMENT OF DEFENSE EDUCATION ACTIVITY  
HUMPHREYS HIGH SCHOOL  
UNIT 15797  
APO, AP 96271-5797



Blackhawk Families,

In the following pages, you will find our course selection sheets, graduation requirements, and potential course offerings for the 2024-2025 school year. Please pay particularly close attention to the mathematics sequencing graph, as well as the DoDEA Career and Technical Education Clusters and Pathways.

Our Counseling Department and Administration stand ready to assist with any questions you might have. All students in DoDEA secondary schools are required to have a 6-year plan. This plan identifies graduation requirements and the specific courses students have taken and intend to take to fulfill those requirements. In the following pages, you will find information on SchoolLinks, our college and career advising curriculum.

Every year students update their plans during course selection sessions. Students and their parents then can share and discuss a student's pathway to graduation. These discussions are important to have before selecting potential courses for the next school year. We encourage families to setup appointments with their counselor if they feel they have unanswered questions and need further information.

Humphreys High School offers courses to meet all levels of challenge and rigor. We offer a variety of Advanced Placement and Pre-AP courses, as well as several support classes to assist those students who need a little bit of extra help.

We hope you find this course catalog and information helpful. As always, please do not hesitate to reach out with any questions or concerns.

We look forward to assisting your students as they begin the course selection process.

Respectfully,

A handwritten signature in cursive script, appearing to read "Amanda Schwerdt-Johnson".

Amanda Schwerdt-Johnson  
Humphreys High School Principal

# SCHOOLINKS

## College and Career Advising Curriculum Planning for Students

The school counseling program and policies in DoDEA are closely aligned with the Blueprint for Continuous Improvement Goal 1, Strategic Initiative 1.2: Transition to College, Career, and Life, as well as the American School Counseling Association's (ASCA) national standards. A comprehensive school counseling program promotes the connection between students' interests and abilities, their coursework and goals, which establish the foundation for exploring careers and the education necessary to meet these postsecondary pursuits. Through collaboration with families and educators, school counselors support students by creating a viable transition plan from high school to their identified postsecondary career goals.

SchoolLinks helps students in grades 6-12 discover their interests and strengths, explore college and career options, and create an individualized academic plan that best reflects their postsecondary career aspirations. The gamified platform is designed to capture and hold student interest with user-friendly features, which streamline the college and career readiness exploration process.

### Using SchoolLinks, Students, and Parents/Guardians can:

- Track progress of students' 4/6-year DoDEA high school graduation plan;
- Learn more about students' interests and career suitability by reviewing activities, strengths, and mindset assessment results;
- Check a personalized dashboard for upcoming events, important reminders, and to-dos;
- Increase financial literacy by comparing college costs, exploring expected financial aid, family contribution, scholarships, and out-of-pocket expenses in the "game of life;"
- Explore traditional and emerging career fields as well as military employment options; and
- View virtual reality college campus tours and mentor videos.

### Using SchoolLinks, Counselors, Teachers, and Educators can:

- Assist students with exploring careers that are aligned with their interests, then review US and international colleges and universities with supporting majors;
- Utilize a dashboard to centralize all student information in one place (course plans, resumes, transcripts, scores, etc.);
- Send electronic transcripts and supporting documents for college and scholarship applications, then track receipt of student documents and on-going progress; and
- Communicate easily within the platform in conversations among students, parents, counselors.

# DUAL ENROLLMENT

## Earn college and high school credit through Dual Enrollment

### What is Dual Enrollment?

Dual Enrollment credit simultaneously allows high school students to earn both college and high school credit which is used to satisfy DoDEA graduation requirements.

### Who May Take Dual Enrollment Courses?

Dual enrollment provides the opportunity for students in grades 10-12 who are enrolled at least half time (4.0 course credits) in a DoDEA High School to attain high school and college course credit from an accredited college or university, including online and correspondence courses. (1) Prior approval by the DoDEA High School Principal is required to receive dual enrollment course credit to meet minimum graduation requirements

### What's the Difference Between Dual Enrollment & AP Courses?

Dual enrollment courses allow students to get early access to college content in college courses. AP courses are different because they only result in college credit if a student earns a particular score on an AP exam at the end of the course and if the college that the student enrolls in accepts AP scores for course credit.

### How Many Dual Enrollment Courses May I Take?

All students are expected to be fully enrolled with seven (7) credits. The following lists the three ways a student can be enrolled on a full-time basis and take Dual Enrollment courses:

**4 DoDEA Credits + 3 College Courses= 7 courses**

**5 DoDEA Credits + 2 College Courses= 7 courses**

**6 DoDEA Credits + 1 College Courses= 7 courses**

### Which Colleges Offers Dual Enrollment?

The post-secondary institution must be accredited by an agency recognized by the United States Department of Education. Students may only request to take undergraduate level courses at the Education Center on base or another accredited college.

### Will the DoDEA Transcript List Dual Enrollment Courses?

The student's official transcript will document the dual enrollment course(s) successfully completed from an accredited institution.

**3 Credit College Course = 1 DoDEA High School Credit**

**4 Credit College Course = 1 DoDEA High School Credit**

**4/6 College Qtr. Hours = 1 DoDEA High School Credit**

**2 Credit College Course = 0.5 DoDEA High School Credit**

### Who Pays for Dual Enrollment Courses?

All financial obligations associated with the enrollment, matriculation, and successful completion of a college level course, are the sole responsibility of the student or parent, sponsor, and legal guardian and will not be shared by DoDEA.

### Who can I contact if I am interested in taking Dual Enrollment courses?

Contact your school counselor for more details on Dual Enrollment opportunities.

# AP CAPSTONE DIPLOMA

AP Capstone™ is a diploma program based on two yearlong AP courses: **AP Seminar, English 10: AP Seminar, and AP Research**. These courses are designed to complement other AP courses that the AP Capstone student may take.

Instead of teaching specific subject knowledge, AP Seminar and AP Research use an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work. English 10: AP Seminar is specific to English Language Arts and counts as a DoDEA ELA graduation credit. Students would take either AP Seminar OR English 10: AP Seminar.

College Board developed the AP Capstone Diploma program at the request of higher education professionals, who saw a need for a systematic way for high school students to begin mastering these skills before college.

Students typically take AP Seminar in grade 10 or 11, followed by AP Research. Each course is yearlong, and AP Seminar is a prerequisite for AP Research. In both courses, students investigate a variety of topics in multiple disciplines. Students may choose to explore topics related to other AP courses they're taking.

Both courses guide students through completing a research project, writing an academic paper, and making a presentation on their project.

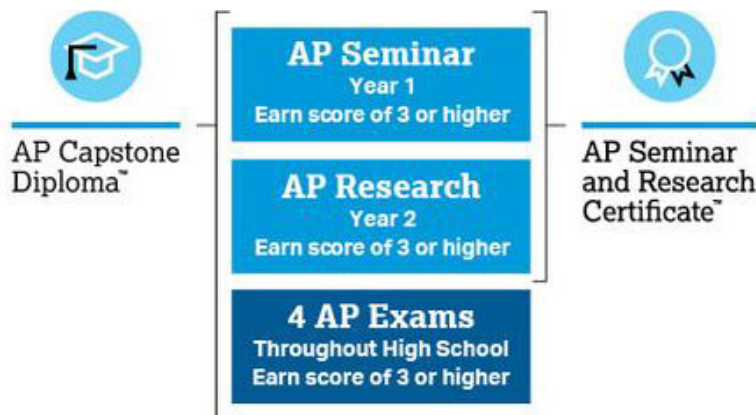
Over the course of the two-year program, students are required to:

- Analyze topics through multiple lenses to construct meaning or gain understanding.
- Plan and conduct a study or investigation.
- Propose solutions to real-world problems.
- Plan and produce communication in various forms.
- Collaborate to solve a problem.
- Integrate, synthesize, and make cross-curricular connections.

## Awards

Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing receive the AP Capstone Diploma™. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams receive the AP Seminar and Research Certificate™.

Students who earn these awards can view and print their diploma or certificate online. The award is also acknowledged on any AP score report that is sent to colleges after the award has been conferred. The AP Capstone Diploma and AP Seminar and Research Certificate are reported to colleges and universities as AP Scholar Awards and appear in Scholar Roster reports.





# GRADUATION REQUIREMENTS

## DoDEA Graduation Requirements

Students entering 9<sup>th</sup> grade during SY 2021-2022 (Class of 2025)

MINIMUM REQUIREMENTS			
Content Area*	Course Requirements	Standard Diploma	Honors Diploma
* The equivalent AP and/or IB courses may be used to meet DoDEA requirements.			
English Language Arts (ELA)	<ul style="list-style-type: none"> <li>1.0 credit (ELA 9)</li> <li>1.0 credit (ELA 10)</li> <li>1.0 credit (ELA 11)</li> <li>1.0 credit (ELA 12)</li> </ul> <p>* English language learners receiving English as a Second Language services may receive up to 2 ELA credits (Levels I-V) taken in grades 9-12</p>	4.0 credits	4.0 credits
Social Studies	<ul style="list-style-type: none"> <li>1.0 credit (Global Studies Ancient – 1750; or Global Studies 1750 – Present; or AP World History-Modern)</li> <li>1.0 credit (U.S. History)</li> <li>0.5 credit (U.S. Government)</li> <li>0.5 credit (Social Studies elective)</li> </ul>	3.0 credits	3.0 credits
Mathematics	<ul style="list-style-type: none"> <li>1.0 credit (Algebra I)</li> <li>1.0 credit (Geometry)</li> <li>1.0 credit (Math course code 400 or above)</li> <li>1.0 credit (Algebra II)</li> </ul> <p>*Minimum of 3.0 credits taken during grades 9-12</p>	4.0 credits	4.0 credits
Science	<ul style="list-style-type: none"> <li>1.0 credit (Biology)</li> <li>1.0 credit (Chemistry)</li> <li>1.0 credit (Physics)</li> </ul>	3.0 credits	3.0 credits
World Language	2.0 credits (World language sequential courses in the same language)	2.0 credits	2.0 credits
Career Technical Education	<ul style="list-style-type: none"> <li>1.5 credits (CTE course offering)</li> <li>0.5 credit (Computer technology CTE course)</li> </ul>	2.0 credits	2.0 credits
Physical Education	<ul style="list-style-type: none"> <li>0.5 credit (Lifetime Sports)</li> <li>0.5 credit (Personal Fitness)</li> <li>0.5 credit (Activity &amp; Nutrition or equivalent PE)</li> </ul> <p>* Note: Two years of JROTC taken in a DoDEA school fulfills the 0.5 credit requirement for Lifetime Sports.</p>	1.5 credits	1.5 credits
Fine Arts	1.0 credit (Course in visual arts, music, theater, and/or humanities)	1.0 credits	1.0 credit
Health Education	0.5 credit (Health education course offering)	0.5 credit	0.5 credit
Honors Diploma	0.5 credit in Economic Literacy	Not Required	0.5 credit
<i>Economic Literacy: Courses that meet this requirement</i>	Business & Personal Finances, Management Foundations, Marketing Entrepreneurship, Financial Algebra, Management & International Business, Environmental Science (including AP), Economics, AP Macroeconomics & Microeconomics, AP Human Geography, IB Economics, AP Comparative Government & Politics		
Middle School Courses for High School Credit	World Languages, Mathematics, Science (By Approval) and JROTC (By Approval)		
Summary		Standard Diploma	Honors Diploma
Minimum Total Credits		26.0 credits	26.0 credits
Required Courses		21.0 credits	21.5 credits
Elective Courses		5.0 credits	4.5 credits
Advanced Placement and/or IB Courses		Not Required	4 courses
Minimum GPA		2.0 GPA	3.8 GPA

# DoDEA Graduation Requirements

Students entering 9<sup>th</sup> grade during SY 2022-2023 (Class of 2026)

MINIMUM REQUIREMENTS			
Content Area*	Course Requirements	Standard Diploma	Honors Diploma
* The equivalent AP and/or IB courses may be used to meet DoDEA requirements.			
<b>English Language Arts (ELA)</b>	<ul style="list-style-type: none"> <li>1.0 credit (ELA 9)</li> <li>1.0 credit (ELA 10)</li> <li>1.0 credit (ELA 11)</li> <li>1.0 credit (ELA 12)</li> </ul> <p>* English language learners receiving English as a Second Language services may receive up to 2 ELA credits (Levels I-V) taken in grades 9-12</p>	4.0 credits	4.0 credits
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>1.0 credit (Global Studies Ancient – 1750; or Global Studies 1750 – Present; or AP World History-Modern)</li> <li>1.0 credit (U.S. History)</li> <li>0.5 credit (U.S. Government)</li> <li>0.5 credit (Social Studies elective)</li> </ul>	3.0 credits	3.0 credits
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>1.0 credit (Algebra I)</li> <li>1.0 credit (Geometry)</li> <li>1.0 credit (Math course code 400 or above)</li> <li>1.0 credit (Algebra II)</li> </ul> <p>*Minimum of 3.0 credits taken during grades 9-12</p>	4.0 credits	4.0 credits
<b>Science</b>	<ul style="list-style-type: none"> <li>1.0 credit (Biology in the Living Environment)</li> <li>1.0 credit (Chemistry in the Earth System)</li> <li>1.0 credit (Physics in the Universe)</li> </ul>	3.0 credits	3.0 credits
<b>World Language</b>	2.0 credits (World language sequential courses in the same language)	2.0 credits	2.0 credits
<b>Career Technical Education</b>	<ul style="list-style-type: none"> <li>1.5 credits (CTE course offering)</li> <li>0.5 credit Computer Technology CTE course)</li> </ul>	2.0 credits	2.0 credits
<b>Physical Education</b>	<ul style="list-style-type: none"> <li>0.5 credit (Lifetime Sports)</li> <li>0.5 credit (Personal Fitness)</li> <li>0.5 credit (Activity &amp; Nutrition or equivalent PE)</li> </ul> <p>* Note: Two years of JROTC taken in a DoDEA school fulfills the 0.5 credit requirement for Lifetime Sports.</p>	1.5 credits	1.5 credits
<b>Fine Arts</b>	1.0 credit (Course in visual arts, music, theater, and/or humanities)	1.0 credits	1.0 credit
<b>Health Education</b>	0.5 credit (Health education course offering)	0.5 credit	0.5 credit
<b>Honors Diploma</b>	0.5 credit in Economic Literacy	Not Required	0.5 credit
<b>Economic Literacy: Courses that meet this requirement</b>	Business & Personal Finances, Management Foundations, Marketing Entrepreneurship, Financial Algebra, Management & International Business, Environmental Science (including AP), Economics, AP Macroeconomics & Microeconomics, AP Human Geography, IB Economics, AP Comparative Government & Politics		
<b>Middle School Courses for High School Credit</b>	World Languages, Mathematics, and Science (By Approval) and JROTC (By Approval)		
<b>Summary</b>		<b>Standard Diploma</b>	<b>Honors Diploma</b>
<b>Minimum Total Credits</b>		26.0 credits	26.0 credits
Required Courses		21.0 credits	21.5 credits
Elective Courses		5.0 credits	4.5 credits
<b>Advanced Placement and/or IB Courses</b>		Not Required	4 courses
<b>Minimum GPA</b>		2.0 GPA	3.8 GPA



# DoDEA Graduation Requirements

Students entering 9 <sup>th</sup> grade during SY 2023-2024 (Class of 2027)			
MINIMUM REQUIREMENTS			
Content Area*	Course Requirements	Standard Diploma	Honors Diploma
* The equivalent AP and/or IB courses may be used to meet DoDEA requirements.			
<b>English Language Arts (ELA)</b>	<ul style="list-style-type: none"> <li>1.0 credit (ELA 9)</li> <li>1.0 credit (ELA 10)</li> <li>1.0 credit (ELA 11)</li> <li>1.0 credit (ELA 12)</li> </ul> *English language learners receiving English as a Second Language services may receive up to 2 ELA credits (Levels I-V) taken in grades 9-12	4.0 credits	4.0 credits
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>1.0 credit (Global Studies Ancient – 1750; or Global Studies 1750 – Present; or AP World History-Modern)</li> <li>1.0 credit (U.S. History)</li> <li>0.5 credit (U.S. Government)</li> <li>0.5 credit (Social Studies elective)</li> </ul>	3.0 credits	3.0 credits
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<b>Science</b>	<ul style="list-style-type: none"> <li>1.0 credit (Biology in the Living Environment)</li> <li>1.0 credit (Chemistry in the Earth System)</li> <li>1.0 credit (Physics in the Universe)</li> </ul> Note: All courses must include a laboratory component.	3.0 credits	3.0 credits
<b>World Language</b>	2.0 credits (World language sequential courses in the same language)	2.0 credits	2.0 credits
<b>Career Technical Education (CTE)</b>	<ul style="list-style-type: none"> <li>1.5 credits (CTE course offering)</li> <li>0.5 credit (Computer technology CTE course)</li> </ul>	2.0 credits	2.0 credits
<b>Physical Education (PE)</b>	<ul style="list-style-type: none"> <li>0.5 credit (Lifetime Sports)</li> <li>0.5 credit (Personal Fitness)</li> <li>0.5 credit (Activity &amp; Nutrition or equivalent PE)</li> </ul> *Note: Two years of JROTC taken in a DoDEA school fulfills the 0.5 credit requirement for Lifetime Sports.	1.5 credits	1.5 credits
<b>Fine Arts</b>	1.0 credit (Course in visual arts, music, theater, and/or humanities)	1.0 credits	1.0 credit
<b>Health Education</b>	0.5 credit (Health education course offering)	0.5 credit	0.5 credit
<b>Honors Diploma</b>	0.5 credit in Economic Literacy	Not Required	0.5 credit
<b>Economic Literacy: Courses that meet this requirement</b>	Business & Personal Finances, Management Foundations, Marketing Entrepreneurship, Financial Algebra, Environmental Science (including AP), Economics (including AP), AP Macroeconomics & Microeconomics, AP Human Geography, IB Economics, AP Comparative Government & Politics		
<b>Middle School Courses for High School Credit</b>	World Languages, Mathematics, Science (By Approval) and JROTC (By Approval)		
Summary		Standard Diploma	Honors Diploma
<b>Minimum Total Credits</b>		26.0 credits	26.0 credits
Required Courses		21.0 credits	21.5 credits
Elective Courses		5.0 credits	4.5 credits
<b>Advanced Placement and/or IB Courses</b>		Not Required	4 courses
<b>Minimum GPA</b>		2.0 GPA	3.8 GPA

# DODEA MATH SEQUENCE

Algebra 1 (Required)



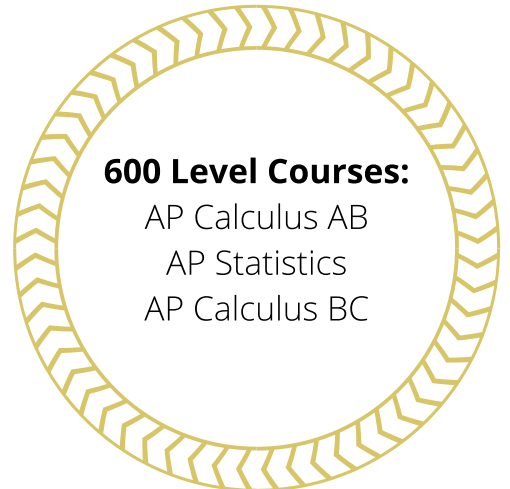
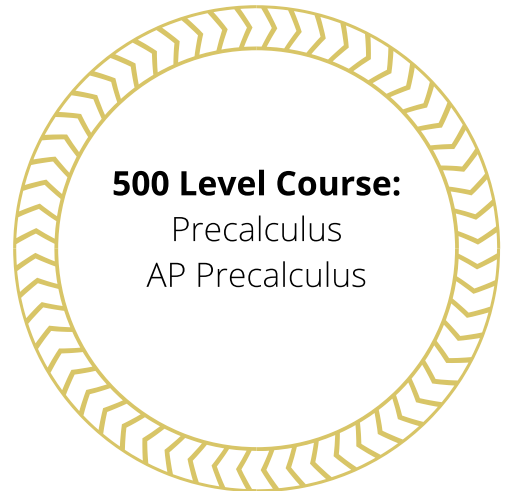
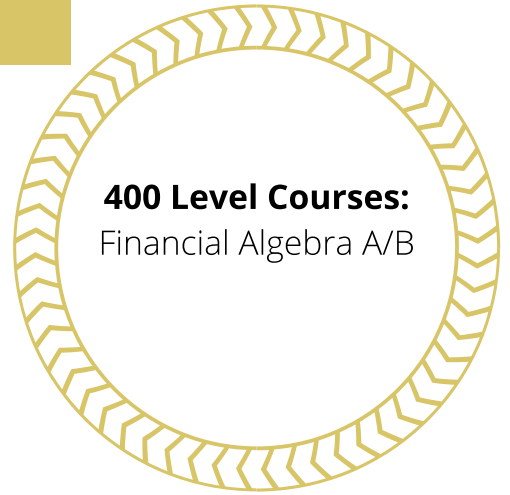
Geometry (Required)



Algebra 2 (Required)



Select a 400, 500, or  
600 Course



\*4 math credits required for graduation  
3 math credits must be taken in High School

# CTE CAREER PATHWAYS

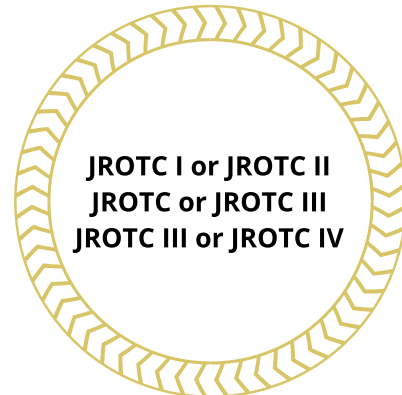
## Cluster: Audio Video Technology & Communications Pathway: Video Communications



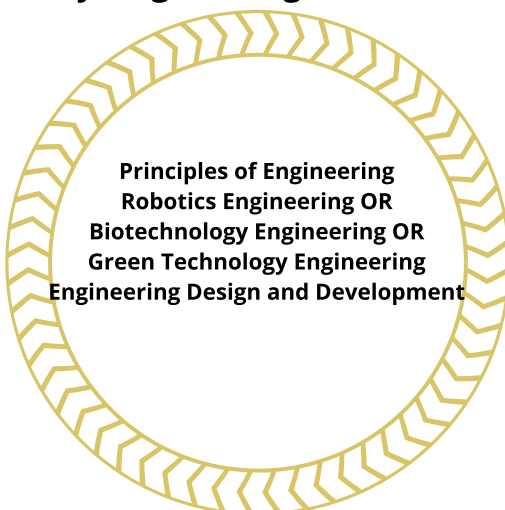
## Cluster: Business Management and Administration Pathway: Business Management



## Cluster: Government and Public Administration Pathway: National Security



## Cluster: STEM Pathway: Engineering and Technology



# CTE CAREER PATHWAYS

## Cluster: Hospitality and Tourism

### Pathway: Culinary Arts



## Cluster: Information Technology

### Pathway: Cybersecurity



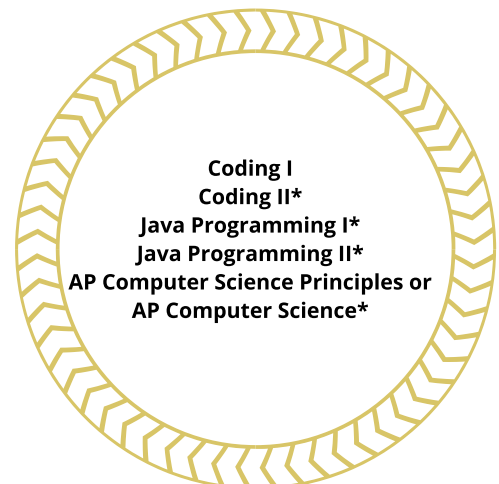
## Cluster: Information Technology

### Pathway: Digital Desing and Communication



## Cluster: Information Technology

### Pathway: Programming



## Cluster: Therapeutic Services

### Pathway: Patient Care





# CTE PATHWAYS











## What is CTE?

Career & Technical Education (CTE) prepares students for success in college and careers by helping them develop the knowledge, technical skills, academic rigor, and real-world experience for high-skill, high-demand, highly successful careers. It gives purpose to learning by emphasizing real-world skills and practical knowledge within a selected career focus.

## What are Career Clusters and Pathways?

Career Clusters represent major groupings of similar occupations and industries within the U.S. job market. Each Career Cluster provides students with an overview of career options and an understanding of the broad industry. Within each of the Career Clusters are various Career Pathways, which are sequences of CTE courses designed to prepare students for careers and continued education.

DoDEA offers the following Career Clusters and Pathways:

 <b>A/V Technology &amp; Communications</b> <ul style="list-style-type: none"><li>• Video Communications Pathway</li></ul>	 <b>Health Science</b> <ul style="list-style-type: none"><li>• Therapeutic Services-Patient Care Pathway</li></ul>
 <b>Business Management &amp; Administration</b> <ul style="list-style-type: none"><li>• Business Management Pathway</li></ul>	 <b>Hospitality &amp; Tourism</b> <ul style="list-style-type: none"><li>• Culinary Arts Pathway</li></ul>
 <b>Education &amp; Training</b> <ul style="list-style-type: none"><li>• Teaching as a Profession Pathway</li></ul>	 <b>Information Technology</b> <ul style="list-style-type: none"><li>• Cybersecurity Pathway</li><li>• Digital Design &amp; Communication Pathway</li><li>• Programming Pathway</li></ul>
 <b>Government &amp; Public Administration</b> <ul style="list-style-type: none"><li>• National Security Pathway</li></ul>	 <b>Science, Technology, Engineering &amp; Mathematics</b> <ul style="list-style-type: none"><li>• Engineering &amp; Technology Pathway</li></ul>

## What is a Career Pathway Endorsement?

Students completing a DoDEA Career Pathway will earn a Career Pathway Endorsement on their high school transcript. The Career Pathway Endorsement shows prospective employers, scholarship boards, colleges, universities, training programs, and the military that a student has:

1. Completed a comprehensive, in-depth, and applied course of study in a specialized area.
2. Developed transferable work habits including self-reflection, self-direction, and perseverance through purposeful and meaningful learning experiences.
3. Participated in learning opportunities that are diverse, rigorous, and connected to the world outside of the school building.



# VIDEO COMMUNICATIONS PATHWAY






**CareerClusters®**  
PATHWAYS TO COLLEGE & CAREER READINESS



## A/V Technology & Communications

### Video Communications Pathway

In DoDEA's Video Communications Pathway, students are introduced to the concepts and equipment related to video production. Through a hands-on, project-oriented approach, students apply knowledge to filming, editing and production, lighting, audio, computer graphics, and effects to communicate effectively using the video communication medium.

Sequence	Course Description	Credits
Year 1	<b>PTV301 Video Communications I:</b> The Video Communications I (year-long) course is designed to introduce students to the concepts and equipment related to video production. Topics include filming, composition, non-linear insert editing, lighting, storyboarding, audio, and computer graphics/effects. 	1.0
Year 2	<b>PTV401 Video Communications II:</b> The Video Communication II (year-long) course expands on the student's application of skills developed in the first course. Topics include video production techniques, studio production, on-site editing, video switching, lighting, scriptwriting, computer graphics, interview techniques, and computer based digital video processing. 	1.0
Year 3	<b>PTV501 Video Communications III:</b> The Video Communication III (year-long) course is designed to build on the Video Communications I and II courses and refine their resume of skills and products in order to gain entry into post-secondary or career entry-level programs in the fields of video/television/film production. 	1.0

 Course satisfies the 0.5 credit CTE Computer Technology graduation requirement.

*Please see your guidance counselor for more information on DoDEA's Video Communications Pathway.*

# BUSINESS MANAGEMENT PATHWAY



**CareerClusters®**  
PATHWAYS TO COLLEGE & CAREER READINESS




## Business Management & Administration

### Business Management Pathway

In DoDEA's Business Management Pathway, students learn how to plan, monitor, and manage day-to-day business activities, human capital, and financial resources. Students also create strategic plans used to manage business growth, profit, and goals, and are introduced to laws and regulations affecting business operations and transactions.

Sequence	Course Description	Credits
Year 1	<b>PTB401 Management Foundations:</b> The Management Foundations (semester) course introduces students to basic management concepts and leadership styles as they explore business ownership, planning, operations, marketing, finance, economics, communications, and human relations.	0.5
	<b>PTB501 Marketing and Entrepreneurship:</b> The Marketing and Entrepreneurship (semester) course introduces students to the roles of business and marketing in the free enterprise system and the global economy. Emphasis is placed on the introduction and application of economics, business and marketing, interpersonal communication, and basic entrepreneurship concepts. 	0.5
Year 2	<b>PTB301 Business and Personal Finance:</b> The Business and Personal Finance (semester) course helps students develop financial literacy skills and an understanding of economic principles. Students will learn how to make informed, responsible decisions related to budgeting, banking, credit, insurance, spending, taxes, saving, and investing. 	0.5
	<b>Spreadsheet/Database:</b> The Spreadsheet/Database (semester) course provides students with the opportunity to develop professional level skills in spreadsheet and database management software while learning the basic principles, concepts, and practices of accounting. 	0.5
Year 3	<b>PTB503 Business Law:</b> The Business Law (year-long) course introduces students to the foundations of the American legal system. Students will learn the rights and responsibilities of citizens and gain practical knowledge and skills by exploring economic and social concepts related to laws governing business and individuals. Focus areas include contracts, consumer protection, criminal law, tort law, international law, family/domestic law, employment law, cyber law, and careers in the legal profession.	1.0

 Course satisfies the 0.5 credit CTE Computer Technology graduation requirement.

 Course is also offered in Virtual School

*Please see your guidance counselor for more information on DoDEA's Business Management Pathway.*

# CULINARY ARTS PATHWAY



**CareerClusters®**  
PATHWAYS TO COLLEGE & CAREER READINESS

## Hospitality & Tourism



### Culinary Arts Pathway

In DoDEA's Culinary Arts Pathway, students are equipped with the skills needed to manage projects and meet deadlines, multi-task, and work effectively with coworkers. Students are exposed to a variety of cooking methods and techniques from basic to advanced skills. Students also learn catering, nutrition, menu and facility planning, cold food preparation, and food service management.

Sequence	Course Description	Credits
Year 1	<b>PTF401 Culinary Arts I:</b> The Culinary Arts I (year-long with two blocks) course will teach students the skills required for a career in the restaurant and food industry. Students will learn knife skills and basic food preparation techniques as well as practical sanitation skills. Other topics include: sauces, soups & stocks, elements of entree production, fundamentals of baking, pastry arts, nutrition and menu planning, dining room service, international cuisine, food preservation, purchasing and receiving, catering, and presentation & plate design.	2.0
Year 2	<b>PTF402 Culinary Arts II:</b> The Culinary Arts II (year-long with two blocks) course builds on the skills learned in Culinary Arts I. This course consists of practical training in the kitchen. Students will learn advanced knife skills and food preparation techniques as well as practical sanitation skills. Further advanced instruction in table service, baking, pastries, and management techniques are emphasized.	2.0

*Please see your guidance counselor for more information on DoDEA's Culinary Arts Pathway.*



# CYBERSECURITY PATHWAY



**CareerClusters®**  
PATHWAYS TO COLLEGE & CAREER READINESS

## Information Technology



### Cybersecurity Pathway

In DoDEA's Cybersecurity Pathway, students explore a wide variety of issues ranging from networking and operating systems to mobile devices and security. Students learn to troubleshoot PC and mobile device issues, identify and protect against security vulnerabilities, and explore cyber trends and threats.

Sequence	Course Description	Credits
Year 1	<b>PTI309 Computer Service and Support:</b> The Computer Service and Support (year-long) course prepares students to perform shop maintenance, repair computers, install operating systems and software, acquire employment, and develop skills in computer networking and resource sharing. Students successfully completing this course may be eligible to take the CompTIA A+ certification exam.	1.0
Year 2	<b>CTP331 Coding for Everyone:</b> The Coding for Everyone Course (semester) prepares students to write code, understand the concepts of sound coding technique. Students will use the engineering design process to solve real world problems. Students will gain firsthand knowledge of coding tools, techniques and devices.	0.5
	<b>CTP332 Coding for Everything:</b> The Coding for Everything Course (semester) prepares students to build interface circuits and write code that turns digital devices into intelligent machines. Students will use the engineering design process to solve real world problems. Students will learn how to build and code relevant solutions in STEM, and in turn, invent things that perform interesting and useful tasks.	0.5
Year 3	<b>CTI331 Cybersecurity:</b> The Cybersecurity (year-long) course develops foundational understanding of cybersecurity and how it relates to information and network security. The course introduces students to characteristics of cybercrime, security principles, technologies, and procedures to defend networks. Through interactive, multimedia content, lab activities, and multi-industry case studies, students build technical and professional skills to pursue careers in cybersecurity.	1.0

Course satisfies the 0.5 credit CTE Computer Technology graduation requirement.

Course is also offered in Virtual School.

*Please see your guidance counselor for more information on DoDEA's Cybersecurity Pathway.*

# DIGITAL DESIGN & COMMUNICATION PATHWAY



**CareerClusters®**  
PATHWAYS TO COLLEGE & CAREER READINESS

## Information Technology



### Digital Design & Communication Pathway

In DoDEA's Digital Design & Communication Pathway, students learn to create, design, and produce interactive multimedia products and services, including digitally-generated or computer-enhanced media used in business, training, entertainment, communications, and marketing.

Sequence	Course Description	Credits
Year 1	<b>PTI405S Digital Media:</b> The Digital Media (semester) course provides students with the opportunity to develop professional-level skills in multimedia using Adobe Flash. Topics include creating professional digital media creations using animation, sound, and videos. The course also introduces students to document construction for publishing on the World Wide Web using authoring software. Students successfully completing this course may be eligible to take the Adobe Certified Associate Animate certification exam.	0.5
	<b>PTI307S Digital Imaging:</b> The Digital Imaging (semester) course provides students with the opportunity to develop professional level skills in imaging software. Students successfully completing this course may be eligible to take the Adobe Certified Associate Photoshop certification exam.	0.5
Year 2	<b>PTV301 Video Communications I:</b> The Video Communications I (year-long) course is designed to introduce students to the concepts and equipment related to video production. Topics include filming, composition, non-linear insert editing, lighting, storyboarding, audio, and computer graphics/effects.	1.0
Year 3	<b>PTI407S Web Design:</b> The Website Design (semester) course is designed to teach students the concepts, skills and processes involved in website development and management. Students successfully completing this course may be eligible to take the Adobe Certified Associate Dreamweaver certification exam.	0.5
	<b>PTI308S Digital Publishing:</b> The Digital Publishing (semester) course provides students activities using Adobe InDesign software. Topics include Basic Graphic and Layout Designs; Graphic and Layout Design; Imaging Process and Creating Publications. Students successfully completing this course may be eligible to take the Adobe Certified Associate Illustrator certification exam.	0.5

Course satisfies the 0.5 credit CTE Computer Technology graduation requirement.

Course is also offered in Virtual School.

*Please see your guidance counselor for more information on DoDEA's Digital Design & Communication Pathway.*



# NATIONAL SECURITY PATHWAY



**CareerClusters®**  
PATHWAYS TO COLLEGE & CAREER READINESS



## Government & Public Administration

### National Security Pathway (Army)



In DoDEA's National Security Pathway, students are enrolled in the Junior Reserve Officer Training Corps (JROTC). JROTC is a program that teaches students character education, student achievement, wellness, leadership, and diversity. JROTC cadets act with integrity and personal accountability as they lead others to succeed in a diverse and global workforce; engage in civic and social concerns in the community, government, and society; make decisions that promote positive social, emotional, and physical health; value the role of the military and other service; and graduate prepared to excel in post-secondary options and career pathways.

Sequence	Course Description	Credits
Year 1	<b>VER301 Army JROTC I:</b> The Army JROTC I (year-long) course is designed to present the history, purpose, and objectives of the junior and senior JROTC program; the wearing of the uniform; respect for the flag and National Anthem; and organizational principles.	1.0
Year 2	<b>VER401 Army JROTC II:</b> The Army JROTC II (year-long) course is designed to present discussion of self-concept; the definition of management: the elements of the leadership process; practical exercise in the development of leadership skills; the school of the soldier; the role of cadets as leaders; and the value of physical exercise and conditioning.	1.0
Year 3	<b>VER501 Army JROTC III:</b> The Army JROTC III (year-long) course is designed to present discussion of military leadership and managerial techniques, the aspect of mutual respect (leader/subordinate relationship), the duties of a leader/manager the building of teamwork and team spirit, the flow of communication, the management to operating level and back, the problem-solving process, staff supervision of assigned tasks, and staff functions and procedures.	1.0
Year 4	<b>VER601 Army JROTC IV:</b> The Army JROTC IV (year-long) course is designed to present the psychology of leadership; review of LD-3 instruction; the moral aspects of leadership; group relations and behavior; indicators of leadership, communications, and management of resources; the problem-solving process; and practical exercises in problem solving and management.	1.0

*Please see your guidance counselor for more information on DoDEA's National Security Pathway.*

# THERAPUETIC SERVICES PATHWAY



**CareerClusters®**  
PATHWAYS TO COLLEGE & CAREER READINESS

**Health Science**



## Therapeutic Services – Patient Care Pathway

In DoDEA's Therapeutic Services – Patient Care Pathway, students learn health and safety policies, how to utilize emergency procedures and protocols, employ communication strategies used in the delivery of healthcare, and are introduced to cultural, social, and ethnic diversity as it applies to health care delivery.

Sequence	Course Description	Credits
Year 1	<b>PTH402 Health Science I:</b> The Health Science I (year-long) course provide students understanding disease transmission, care of infants and children through pre-school, and care of dependent disabled and geriatric clients.	1.0
Year 2	<b>PTH502 Health Science II:</b> The Health Science II (year-long, 2 blocks) course provide students understanding disease transmission, care of infants and children through pre-school, and care of dependent disabled and geriatric clients. Students successfully completing this course (and Health Science I) may be eligible to take the Certified Nursing Assistant (CNA) exam.	2.0

*Please see your guidance counselor for more information on DoDEA's Therapeutic Services – Patient Care Pathway.*

# PROGRAMMING PATHWAY















**CareerClusters®**  
PATHWAYS TO COLLEGE & CAREER READINESS

## Information Technology



### Programming Pathway

In DoDEA's Programming Pathway, students gain advanced knowledge of computer operating systems, programming languages, and software development necessary to design, develop, implement, and maintain computer systems and software.

Sequence	Course Description	Credits
Year 1	<b>CTP331 Coding for Everyone:</b> The Coding for Everyone (semester) course prepares students to write code, understand the concepts of sound coding technique. Students will use the engineering design process to solve real world problems. Students will gain firsthand knowledge of coding tools, techniques and devices.  	0.5
	<b>CTP332 Coding for Everything:</b> The Coding for Everything (semester) course prepares students to build interface circuits and write code that turns digital devices into intelligent machines. Students will use the engineering design process to solve real world problems. Students will learn how to build and code relevant solutions in STEM, and in turn, invent things that perform interesting and useful tasks.  	0.5
Year 2	<b>PTP305 Java Programming I:</b> The Java Programming I (semester) course is designed to teach students Java programming concepts using a structured approach. Students will develop Java applications and applets. Problem solving and program documentation will be emphasized.  	0.5
	<b>PTP306 Java Programming II:</b> The Java Programming II (semester) course continues to teach students Java programming concepts using a structured approach.  	0.5
Year 3 (Choose 1)	<b>CTP612 AP Computer Science Principles:</b> The AP Computer Science Principles (year-long) course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. Students successfully completing this course may be eligible to earn college credit and placement.  	1.0
	<b>PTP611 AP Computer Science A+:</b> The AP Computer Science A+ (year-long) course is an introductory course in computer science that is built around the development of computer programs to solve a given problem. Students successfully completing this course may be eligible to earn college credit and placement.  	

 Course satisfies the 0.5 credit CTE Computer Technology graduation requirement.

 Course is also offered in Virtual School.

*Please see your guidance counselor for more information on DoDEA's Programming Pathway.*



# ENGINEERING & TECHNOLOGY PATHWAY



**CareerClusters®**  
PATHWAYS TO COLLEGE & CAREER READINESS

## Science, Technology, Engineering & Mathematics



### Engineering & Technology Pathway

In DoDEA's Engineering & Technology Pathway, students are equipped with the knowledge and skills (e.g., problem solving, critical thinking, and creativity) to successfully design, develop, and produce various technologies, as well as recognize the relationship between science, technology, engineering, and math.

Sequence	Course Description	Credits
Year 1	<b>PTE301 Principles of Engineering:</b> The Principles of Engineering (year-long) course is designed to provide students with an exposure to the various engineering and related career choices. The content includes studying the process of engineering and engineering systems.	1.0
Year 2 (Choose 1)	<b>CTE504 Green Technology Engineering:</b> The Green Technology Engineering (year-long) course teaches students the engineering and design processes in alternative and renewable energy systems through the application of STEM to real world scenarios via laboratory practices, computer applications and emulations.	1.0
	<b>CTE502 Robotics Engineering:</b> The Robotics Engineering (year-long) course teaches high school students the engineering/design processing mechanisms, machines, and robotic systems, as well as pre-employment and employment skills.	
	<b>CTE503 Biotechnology Engineering:</b> The Biotechnology Engineering (year-long) course is an introduction to the field of biotechnology engineering and providing an overview of the following biotechnology domains: Safety and Skills, History of Biotechnology, DNA Technology, Forensic and Medical Biotechnology, Agricultural Biotechnology, Industrial Biotechnology, and Bioinformatics.	
	<b>PTE303 Engineering Drawing CAD:</b> This Engineering Drawing-CAD (year-long) course is a Computer Aided Drawing and Design (CAD) course designed to provide students with instruction in computer graphic skills and design fundamentals. Students will learn the use of a CAD system for two-dimensional drawing and three-dimensional modeling.	
	<b>CTI401 Gaming Technology I:</b> The Gaming Technology I (semester) course teaches students the concepts and requirements for intermediate development of computer games. Students will gain first-hand knowledge by creating games that tie directly to the industry.	
	<b>CTI402 Gaming Technology II:</b> The Gaming Technology II (semester) course teaches students the concepts and requirements for advanced development of computer games. Students will create 2-D and 3-D games.	
Year 3	<b>PTE603 Engineering Design and Development:</b> The Engineering Design and Development (year-long) course forms the capstone project for the Pre-Engineering curriculum. As students work on their capstone project they will develop technical writing skills and use a variety of CAD, CAM, GIS, fabrication, manufacturing, and robotics technologies.	1.0

Course satisfies the 0.5 credit CTE Computer Technology graduation requirement.

*Please see your guidance counselor for more information on DoDEA's Engineering & Technology Pathway.*

# COURSE SELECTIONS - 12TH GRADE



## 12<sup>TH</sup> GRADE COURSE SELECTIONS

STUDENT NAME: \_\_\_\_\_

LANGUAGE ARTS		X
LAE 601	LANGUAGE ARTS 12	
LAL 613	AP ENGLISH LITERATURE	

MATH		X
MAA 401	ALGEBRA II	
MAD 501	PRE-CALCULUS	
MAD 613	AP PRE-CALCULUS	
MAZ 406A	FINANCIAL ALGEBRA A (0.5)	
MAZ 406B	FINANCIAL ALGEBRA B (0.5)	
MAC 612	AP CALCULUS AB	
MAC 613	AP CALCULUS BC	
MAZ 611	AP STATISTICS	

SCIENCE		X
SCB 410	BIOLOGY IN THE LIVING ENVIRONMENT	
SCP 410	PHYSICS IN THE UNIVERSE	
SCC 410	CHEMISTRY IN THE EARTH SYSTEM	
SCB 612	AP BIOLOGY	
SCZ 611	AP ENVIRONMENTAL SCI	
SCP 601	AP PHYSICS PART 1	
SCC 612	AP CHEMISTRY	

SOCIAL STUDIES		X
SSG 601	US GOVERNMENT 12 (0.5)	
SSN 401	ECONOMICS (0.5)	
SSP 501	PSYCHOLOGY (0.5)	
SSG 611	AP HUMAN GEOGRAPHY	
SSP 611	AP PSYCHOLOGY	
SSZ 613S	AP COMPARATIVE GOV (0.5)	
SSG 612S	AP GOV & POLITICS (0.5)	

PHYSICAL EDUCATION		X
PEL 301	LIFETIME SPORTS (0.5)	
PEF 301	PERSONAL FITNESS (0.5)	
PEN 301	ACTIVITY & NUTRITION (0.5)	
HLH 301	HEALTH EDUCATION (0.5)	

WORLD LANGUAGE		X
FLS 301	SPANISH I	
FLS 401	SPANISH II	
FLS 501	SPANISH III	
FLS 601	SPANISH IV	
FLS 615	AP SPANISH	
FLF 301	FRENCH I	
FLF 401	FRENCH II	
FLK 301	KOREAN I	
FLK 401	KOREAN II	
FLK 501	KOREAN III	

PAIRED FINE ARTS		X
ARE 401S	CERAMICS (0.5)	
ARC 401S	SCULPTURE (0.5)	
ARW 401S	DRAWING (0.5)	
ARP 401S	PAINTING (0.5)	
FINE ARTS		X
ARA 301	BEGINNING ART**	
ARH 401	DIGITAL PHOTOGRAPHY	
ARA 614	AP 2-D ART	
ARS 401	STUDIO ART	
DRA 301	INTRO TO DRAMA	
DRA 303	INTERMEDIATE DRAMA	
DRA 401	ADVANCED DRAMA	
MUV 301	CHORUS	
MUS 301	GUJAR I	
MUS 302	GUJAR II	
MUS 303	PIANO I	
MUS 304	PIANO II	
MUI 302	INTERMEDIATE BAND	
MUI 303	ADVANCED BAND	
MUI 306	INTERMEDIATE STRINGS	
MUI 307	ADVANCED STRINGS	
GENERAL ELECTIVES		X
LAV 601	AVID 12	
AAY 301	YEARBOOK	
LAI 401	JOURNALISM	
MAA 405	MATH LAB III	
RED 607	STRATEGIC LIT INST. 12	
PEG 402	CONDITIONING	
INS 613	AP RESEARCH	

CTE (ITALICIZED CLASSES ARE COMPUTER TECHNOLOGY COURSES)			
VER 301	JROTC I	VER 401	JROTC II
VER 501	JROTC III	VER 601	JROTC IV
CTV 301	<i>VIDEO COMMUNICATIONS I</i>	CTV 401	<i>VIDEO COMMUNICATIONS II</i>
CTV 501	<i>VIDEO COMMUNICATIONS III</i>	CTI 331	CYBERSECURITY
CTC 401B	CULINARY IB	CTC 501	CULINARY II (2 HOUR)
CTI 309	COMPUTER SERVICES SUPPORT	CTP 611	AP COMPUTER SCIENCE A
CTP 612	AP COMPUTER SCIENCE PRINCIPLES	CTB 503	BUSINESS LAW
CTH 502	HEALTH SCIENCE II (2 HOUR)	PTE 301	PRINCIPLES OF ENGINEERING
CTE 503	BIOTECHNOLOGY ENGINEERING	CTE 502	ROBOTICS ENGINEERING
CTE 504	GREEN TECHNOLOGY ENGINEERING	PTE 603	ENGINEER DESIGN - DEV
PAIRED SEMESTER LONG CLASSES			
CTI 308S	DIGITAL PUBLISHING (0.5)	CTI 407S	WEB DESIGN (0.5)
CTB 302S	MANAGEMENT FOUNDATIONS (0.5)	CTB 501S	MARKETING/ENTREPRENEURSHIP (0.5)
CTI 405S	DIGITAL MEDIA (0.5)	CTI 307S	DIGITAL IMAGING (0.5)
CTP 331	CODING I (0.5)	CTP 332	CODING II (0.5)
CTP 305	JAVA PROGRAMMING I (0.5)	CTP 306	JAVA PROGRAMMING II (0.5)
CTB 301S	BUSINESS & PERSONAL FINANCE (0.5)	CTB 403S	SPREADSHEET/DATABASE (0.5)

ALTERNATE COURSE OPTIONS:

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PARENT SIGNATURE/DATE \_\_\_\_\_ / \_\_\_\_ / \_\_\_\_ COUNSELOR INITIALS/DATE \_\_\_\_\_ / \_\_\_\_ / \_\_\_\_

STUDENT SIGNATURE/DATE \_\_\_\_\_ / \_\_\_\_ / \_\_\_\_



# COURSE SELECTIONS - 11TH GRADE



## 11<sup>TH</sup> GRADE COURSE SELECTIONS

STUDENT NAME: \_\_\_\_\_

LANGUAGE ARTS		X
LAE 501	LANGUAGE ARTS 11	
LAC 614	AP ENGLISH LANGUAGE	

MATH		X
MAG 401	GEOMETRY	
MAA 401	ALGEBRA II	
MAD 501	PRE-CALCULUS	
MAD 613	AP PRE-CALCULUS	
MAZ 406A	FINANCIAL ALGEBRA A (0.5)	
MAZ 406B	FINANCIAL ALGEBRA B (0.5)	
MAC 612	AP CALCULUS AB	
MAC 613	AP CALCULUS BC	
MAZ 611	AP STATISTICS	

SCIENCE		X
SCB 410	BIOLOGY IN THE LIVING ENVIRONMENT	
SCP 410	PHYSICS IN THE UNIVERSE	
SCC 410	CHEMISTRY IN THE EARTH SYSTEM	
SCB 612	AP BIOLOGY	
SCZ 611	AP ENVIRONMENTAL SCI	
SCP 601	AP PHYSICS PART 1	
SCC 612	AP CHEMISTRY	

SOCIAL STUDIES		X
SSU 501	US HISTORY 11	
SSU 611	AP US HISTORY	
SSP 611	AP PSYCHOLOGY	
SSG 611	AP HUMAN GEOGRAPHY	

PHYSICAL EDUCATION		X
PEL 301	LIFETIME SPORTS (0.5)	
PEF 301	PERSONAL FITNESS (0.5)	
PEN 301	ACTIVITY & NUTRITION (0.5)	
HLH 301	HEALTH EDUCATION (0.5)	

WORLD LANGUAGE		X
FLS 301	SPANISH I	
FLS 401	SPANISH II	
FLS 501	SPANISH III	
FLS 601	SPANISH IV	
FLS 615	AP SPANISH	
FLF 301	FRENCH I	
FLF 401	FRENCH II	
FLK 301	KOREAN I	
FLK 401	KOREAN II	
FLK 501	KOREAN III	

### PAIRED FINE ARTS

X	
ARE 401S	CERAMICS (0.5)
ARC 401S	SCULPTURE (0.5)
ARW 401S	DRAWING (0.5)
ARP 401S	PAINTING (0.5)

### FINE ARTS

X	
ARA 301	BEGINNING ART**
ARH 401	DIGITAL PHOTOGRAPHY
ARA 614	AP 2-D ART
ARS 401	STUDIO ART
DRA 301	INTRO TO DRAMA
DRA 303	INTERMEDIATE DRAMA
MUV 301	CHORUS
MUS 301	GUITAR I
MUS 302	GUITAR II
MUS 303	PIANO I
MUS 304	PIANO II
MUI 302	INTERMEDIATE BAND
MUI 303	ADVANCED BAND
MUI 306	INTERMEDIATE STRINGS
MUI 307	ADVANCED STRINGS

### GENERAL ELECTIVES

X	
LAV 501	AVID 11
AAY 301	YEARBOOK
LAI 401	JOURNALISM
MAA 405	MATH LAB III
RED 507	STRATEGIC LITERACY INST. 11
PEG 402	CONDITIONING
INS 612	AP SEMINAR
INS 613	AP RESEARCH

CTE (ITALICIZED CLASSES ARE COMPUTER TECHNOLOGY COURSES)			
VER 301	JROTC I	VER 401	JROTC II
VER 501	JROTC III	CTV 301	VIDEO COMMUNICATIONS I
CTV 401	VIDEO COMMUNICATIONS II	CTV 501	VIDEO COMMUNICATIONS III
CTI 331	CYBERSECURITY	CTC401A	CULINARY IA
CTC 401B	CULINARY IB	CTC 501	CULINARY II (2 HOUR)
CTI 309	COMPUTER SERVICES SUPPORT	CTP 611	AP COMPUTER SCIENCE A
CTH 402	HEALTH SCIENCE I	CTP 612	AP COMPUTER SCIENCE PRINCIPLES
CTH 502	HEALTH SCIENCE II (2 HOUR)	CTB 503	BUSINESS LAW
PTE 301	PRINCIPLES OF ENGINEERING	CTE 503	BIOTECHNOLOGY ENGINEERING
CTE 502	ROBOTICS ENGINEERING	CTE 504	GREEN TECHNOLOGY ENGINEERING
PTE 603	ENGINEER DESIGN - DEV		
PAIRED SEMESTER LONG CLASSES			
CTI 308S	DIGITAL PUBLISHING (0.5)	CTI 407S	WEB DESIGN (0.5)
CTB 302S	MANAGEMENT FOUNDATIONS (0.5)	CTB 501S	MARKETING/ENTREPRENEURSHIP (0.5)
CTI 405S	DIGITAL MEDIA (0.5)	CTI 307S	DIGITAL IMAGING (0.5)
CTP 331	CODING I (0.5)	CTP 332	CODING II (0.5)
CTP 305	JAVA PROGRAMMING I (0.5)	CTP 306	JAVA PROGRAMMING II (0.5)
CTB 301S	BUSINESS & PERSONAL FINANCE (0.5)	CTB 403S	SPREADSHEET/DATABASE (0.5)

ALTERNATE COURSE OPTIONS:

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PARENT SIGNATURE/DATE \_\_\_\_\_ / / COUNSELOR INITIALS/DATE \_\_\_\_\_ / /

STUDENT SIGNATURE/DATE \_\_\_\_\_ / /

# COURSE SELECTIONS - 10TH GRADE



## 10<sup>TH</sup> GRADE COURSE SELECTIONS

STUDENT NAME: \_\_\_\_\_

LANGUAGE ARTS		X
LAE 401	LANGUAGE ARTS 10	
LAE480	ELA 10 AP SEMINAR	

MATH		X
MAA 301	ALGEBRA I	
MAG 401	GEOMETRY	
MAA 401	ALGEBRA II	

SCIENCE		X
SCB 410	BIOLOGY IN THE LIVING ENVIRONMENT	
SCP 410	PHYSICS IN THE UNIVERSE	
SCC 410	CHEMISTRY IN THE EARTH SYSTEM	
SCP 601	AP PHYSICS PART 1	

SOCIAL STUDIES		X
SSW 305	GLOBAL STUDIES ANCIENT - 1750	
SSW 401	GLOBAL STUDIES 1750-PRESENT	
SSW612	AP MODERN WORLD HIST	
SSG 611	AP HUMAN GEOGRAPHY	

PHYSICAL EDUCATION		X
PEL 301	LIFETIME SPORTS (0.5)	
PEF 301	PERSONAL FITNESS (.5)	
PEN 301	ACTIVITY & NUTRITION (0.5)	
HLH 301	HEALTH EDUCATION (0.5)	

WORLD LANGUAGE		X
FLS 301	SPANISH I	
FLS 401	SPANISH II	
FLS 501	SPANISH III	
FLS 601	SPANISH IV	
FLF 301	FRENCH I	
FLF 401	FRENCH II	
FLK 301	KOREAN I	
FLK 401	KOREAN II	
FLK 501	KOREAN III	

PAIRED FINE ARTS		X
ARE 401S	CERAMICS (0.5)	
ARC 401S	SCULPTURE (0.5)	
ARW 401S	DRAWING (0.5)	
ARP 401S	PAINTING (0.5)	

FINE ARTS		X
ARA 301	BEGINNING ART**	
ARH 401	DIGITAL PHOTOGRAPHY	
DRA 301	INTRO TO DRAMA	
DRA 303	INTERMEDIATE DRAMA	
MUV 301	CHORUS	
MUS 301	GUITAR I	
MUS 302	GUITAR II	
MUS 303	PIANO I	
MUS 304	PIANO II	
MUI 302	INTERMEDIATE BAND	
MUI 303	ADVANCED BAND	
MUI306	INTERMEDIATE STRINGS	
MUI 307	ADVANCED STRINGS	

GENERAL ELECTIVES		X
LAV 401	AVID 10	
AAY 301	YEARBOOK	
LAI 401	JOURNALISM	
MAG 405	GEOMETRY LAB	
RED 407	STRATEGIC LITERACY INST. 10	

CTE (ITALICIZED CLASSES ARE COMPUTER TECHNOLOGY COURSES)			
VER 301	JROTC I	VER 401	JROTC II
CTV 301	<i>VIDEO COMMUNICATIONS I</i>	CTV 401	<i>VIDEO COMMUNICATIONS II</i>
CTI 331	<i>CYBERSECURITY</i>	CTB 503	BUSINESS LAW
CTC 401A	CULINARY IA	CTC 401B	CULINARY IB
CTI 309	<i>COMPUTER SERVICES SUPPORT</i>	CTP 611	<i>AP COMPUTER SCIENCE A</i>
PTE 301	<i>PRINCIPLES OF ENGINEERING</i>	CTP 612	<i>AP COMPUTER SCIENCE PRINCIPLES</i>
CTH 402	HEALTH SCIENCE I (PRIORITY TO 11 <sup>TH</sup> )	CTE 503	BIOTECHNOLOGY ENGINEERING
CTE 504	GREEN TECHNOLOGY ENGINEERING	CTE 502	ROBOTICS ENGINEERING
PTE 603	ENGINEER DESIGN - DEV		
PAIRED SEMESTER LONG CLASSES			
CTI 308S	DIGITAL PUBLISHING (0.5)	CTI 407S	WEB DESIGN (0.5)
CTB 302S	MANAGEMENT FOUNDATIONS (0.5)	CTB 501S	MARKETING/ENTREPRENEURSHIP (0.5)
CTI 405S	DIGITAL MEDIA (0.5)	CTI 307S	DIGITAL IMAGING (0.5)
CTP 331	CODING I (0.5)	CTP 332	CODING II (0.5)
CTP 305	JAVA PROGRAMMING I (0.5)	CTP 306	JAVA PROGRAMMING II (0.5)
CTB 301S	BUSINESS & PERSONAL FINANCE (0.5)	CTB 403S	SPREADSHEET/DATABASE (0.5)

ALTERNATE COURSE OPTIONS:

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\_\_\_\_\_

PARENT SIGNATURE/DATE \_\_\_\_\_ / / \_\_\_\_\_ COUNSELOR INITIALS/DATE \_\_\_\_\_ / / \_\_\_\_\_

STUDENT SIGNATURE/DATE \_\_\_\_\_ / / \_\_\_\_\_

# COURSE SELECTIONS - 9TH GRADE



## 9<sup>TH</sup> GRADE COURSE SELECTIONS

STUDENT NAME: \_\_\_\_\_

LANGUAGE ARTS		X
LAE 301	LANGUAGE ARTS 9	
LAE 371	PRE AP ELA 2	

MATH		X
MAA 301	ALGEBRA I	
MAG 401	GEOMETRY	
MAA 401	ALGEBRA II	

SCIENCE		X
SCB 410	BIOLOGY IN THE LIVING ENVIRONMENT	

SOCIAL STUDIES		X
SSW 305	GLOBAL STUDIES ANCIENT-1750	
SSW 401	GLOBAL STUDIES 1750-PRESENT	
SSG 611	AP HUMAN GEOGRAPHY	

PHYSICAL EDUCATION		X
PEL 301	LIFETIME SPORTS (0.5)	
PEF 301	PERSONAL FITNESS (.5)	

WORLD LANGUAGE		X
FLS 301	SPANISH I	
FLS 401	SPANISH II	
FLS 501	SPANISH III	
FLF 301	FRENCH I	
FLF 401	FRENCH II	
FLK 301	KOREAN I	
FLK 401	KOREAN II	
FLK 501	KOREAN III	

FINE ARTS		X
ARA 301	BEGINNING ART**	
DRA 301	INTRO TO DRAMA	
MUV 301	CHORUS	
MUS 301	GUITAR I	
MUS 303	PIANO I	
MUI 302	INTERMEDIATE BAND	
MUI 306	INTERMEDIATE STRINGS	
GENERAL ELECTIVES		X
LAV 301	AVID 09	
MAA 305	ALGEBRA I LAB	
RED 307	STRATEGIC LIT. INST. 9	

CTE (ITALICIZED CLASSES ARE COMPUTER TECHNOLOGY COURSES)			
VER 301	JROTC I	CTC 401A	CULINARY IA
CTV 301	<i>VIDEO COMMUNICATIONS I</i>	CTI 309	<i>COMPUTER SERVICES SUPPORT</i>
PTE 301	<i>PRINCIPLES OF ENGINEERING</i>	CTP 612	<i>AP COMPUTER SCIENCE PRINCIPLES</i>
PAIRED SEMESTER LONG CLASSES			
CTI 308S	<i>DIGITAL PUBLISHING (0.5)</i>	CTI 407S	<i>WEB DESIGN (0.5)</i>
CTB 302S	<i>MANAGEMENT FOUNDATIONS (0.5)</i>	CTB 501S	<i>MARKETING/ENTREPRENEURSHIP (0.5)</i>
CTI 405S	<i>DIGITAL MEDIA (0.5)</i>	CTI 307S	<i>DIGITAL IMAGING (0.5)</i>
CTP 331	<i>CODING I (0.5)</i>	CTP 332	<i>CODING II (0.5)</i>
CTP 305	<i>JAVA PROGRAMMING I (0.5)</i>	CTP 306	<i>JAVA PROGRAMMING II (0.5)</i>

ALTERNATE COURSE OPTIONS:

\_\_\_\_\_  
\_\_\_\_\_

PARENT SIGNATURE/DATE \_\_\_\_\_ / / COUNSELOR INITIALS/DATE \_\_\_\_\_ / /

STUDENT SIGNATURE/DATE \_\_\_\_\_ / /

# LANGUAGE ARTS

## **Language Arts 9 – LAE301**

The Language Arts 9 course is designed to align with College and Career Ready Learning Standards. Students will read a variety of classic, contemporary and multicultural texts and apply analytic and critical thinking skills to their reading with particular attention to World Literature. Students will develop skills necessary to read appropriately complex grade level text proficiently and to effectively determine, analyze, integrate what the text says. Students will engage in integrated reading, writing, grammar, and speaking and listening tasks that develop abilities to successfully communicate through formal and informal writing and presentations. Writing instruction will extend students' abilities to write narrative, informational, and argumentative pieces. Course Note: This course satisfies the English Language Arts-9 (1 credit) graduation requirement.

## **Pre AP ELA 2 – LAE381**

The Pre-AP ELA 2 (Year long) course is aligned to College and Career Ready Standards and designed for 9th grade students who desire to challenge themselves with texts of significant depth and breadth of content and apply skills of close observation, critical analysis, and appreciation of author's craft. This course not only provides an in-depth study of complex texts including fiction, nonfiction, drama, and poetry, but also requires superior performance on consistently challenging writing tasks. Writing will include reports, essays, and critical and creative responses to text. Students will engage in extensive research, projects, and presentations. Students will also be required to do extensive reading and writing outside of class as well as in the classroom. Course Note: This course satisfies the English Language Arts-9 (1 credit) graduation requirement.

## **Language Arts 10 – LAE401**

The Language Arts 10 (year-long) course is designed to align with College and Career Ready Learning Standards. This course is a balanced, comprehensive and integrated course that develops skill in reading, writing, speaking and listening. Students will apply the knowledge and skills acquired in the ninth grade, but in a more refined and sophisticated form with particular attention to World Literature. Students will read broadly and engage in critical analysis and discussion of a variety of literary and informational texts. As writers, students will deepen their narrative, informational, argumentation and research skills to produce well-organized and supported writing projects for specific and targeted audiences. Course Note: This course satisfies the English Language Arts-10 (1 credit) graduation requirement.

## **ELA10 AP Seminar+ – LAE480**

ELA 10: AP Seminar (year long) is an English course taught in the AP Seminar style. Students will build their skills in writing, collaboration, research, and presentation for future success in high school, college, and career. The course is designed to equip students with the skills and strategies necessary to analyze and evaluate information from both literature and informational texts with diverse perspectives in a variety of media formats (i.e., articles, philosophical texts, speeches, artistic works, and performances). The course engages students to craft and communicate evidence-based arguments on academic and real-world topics and issues. There are no prerequisites. Schools that choose to offer both ELA 10: AP Seminar and AP Research can participate in the AP Capstone Diploma program. Course Note: This course satisfies the English Language Arts-10 (1 credit) graduation requirement. Weighted



# LANGUAGE ARTS

## **Language Arts 11 – LAE501**

The Language Arts 11 (year-long) course is designed to align with College and Career Ready Learning Standards. Through the integrated study of American Literature, composition, and oral communication, students further develop their use of language as a tool for learning, thinking and communicating effectively. Students move from predominately analyzing and using the elements of written language to making judgments based on those analyses. The composition component provides students with opportunities to produce a variety of texts, with the fluent application and integration of grammar, usage, spelling, and language mechanics. Course Note: This course satisfies the English Language Arts-11 (1 credit) graduation requirement.

## **AP English Lang and Composition+ – LAC614**

11th grade

The AP English Language and Composition+ (year-long) course is designed to align with introductory college-level rhetoric and writing curricula. The course engages students to develop evidence-based analytic and argumentative essays while developing a personal style through appropriate grammatical choices. Students will evaluate, synthesize, and cite research to support arguments. Students will read and analyze rhetorical elements and their effects on non-fiction texts from many disciplines and historical periods. The College Board does not recommend a pre-requisite. Course Note: This course satisfies the English Language Arts-11 or -12 (1 credit) graduation requirement. Weighted.

## **Language Arts 12 – LAE601**

The Language Arts 12 (year-long) course is aligned to College and Career Ready Standards and designed as the final preparation for college and career readiness. Students continue to read a variety of practical and traditional literature critically with a focus on British Literature, including analyzing how multiple themes/ideas develop and interact in a text, as well as exploring the author's craft and impact of author's choices on the development of a text. As writers, students will continue to extend their development of narrative, informational and argumentative writing forms. Students will continue to develop investigative and research skills in preparation for post-secondary education or employment. Students will respond thoughtfully to diverse perspectives, make informed decisions, and critically interpret media. Course Note: This course satisfies the English Language Arts-12 (1 credit) graduation requirement.

## **AP English Lit+ – LAL613**

12th grade

The AP English Literature and Composition + (year-long) course is designed to align with an introductory college-level literary analysis curriculum. The course engages students in close reading and critical analysis of literature to understand the choices writers make to impact reading for meaning and pleasure. While students engage in reading they will consider the structure of the work, the style, and themes, as well as the use of symbolism, imagery, figurative language and tone. Students will interpret and analyze literary works in expository, analytical, and argumentative essays. Course Note: This course satisfies the English Language Arts-11 or -12 (1 credit) graduation requirement. Weighted.



# MATHEMATICS

## Algebra I–MAA301

9th grade

Algebra I is a course required for graduation and course is aligned with the College and Career Ready Standards for Mathematics in High School. Throughout the course, students will study in depth linear and exponential relationships and contrasting them, using linear models for data that appear to have a linear trend and understanding when exponential models are appropriate in various contexts. Students will also engage in methods for solving quadratic functions, analyzing and determine the proper use for quadratics with given quantities. Through the content, students will build mathematical habits of mind as described by the Standards for Mathematical Practice (SMPs).

## Geometry – MAG401

9th - 10th grade

Pre-requisite: Algebra 1

Geometry is a course required for graduation and course is aligned with the College and Career Ready Standards for Mathematics in High School. Throughout this course, students will build on middle grades geometric learning to explore more complex geometric situations and strengthen explanations of geometric relationships. Students learn to explore geometry from a transformational approach, starting with defining congruence as a series of rigid transformations that map one figure to another. Students also explore three-dimensional geometry and also connect geometry to algebra with analytic geometry. Through the content, students will build mathematical habits of mind as described by the Standards for Mathematical Practice (SMPs). Course Note: This course meets the Geometry graduation requirement.

## Algebra II – MAA401

9th - 11th grade

Pre-requisite: Algebra 1

Algebra II is a course required for graduation and is aligned with the College and Career Ready Standards for Mathematics in High School. Throughout the course, students will build on linear, quadratic, and exponential function work from Algebra I to include polynomial, rational, and radical functions. Students will also build upon their understanding of the real number system to investigate the complex number system. Students will also solve exponential equations and use properties of logarithms, and further formalize and internalize the mathematical modeling process. Through the content, students will build mathematical habits of mind through reasoning, problem-solving, and mathematical modeling.

# MATHEMATICS

## Financial Algebra A – MAZ406A

11th-12th grade

Pre-requisite: Algebra 2

Financial Algebra A is the first semester of a year-long mathematics interest course designed to help students make connections between Algebra, Geometry and real world applications to Finance. In this course, students are actively engaged in their learning as they build conceptual understanding of algebraic and geometric representations of Financial Mathematics. Further, students recognize that modeling the real world could be complicated; there is not always one right answer, but a range of acceptable solutions. Students routinely explore financial problems using graphing calculators and on-line financial resources. Students become proficient in knowing where to find and how to use the appropriate resource that best supports their needs. Student's ability to estimate and look for reasonable solutions to problems is a critical skill in ascertaining the validity and reliability of computer and calculator resources. Students can take Financial Algebra A and/or B in either order, and can take only one semester of the full-year course if desired. Course Note: This course is not considered a post Algebra II course towards admittance to most postsecondary institutions. This course meets 0.5 of the 1.0 graduation requirement of math credit of course code 400 and above.

## Financial Algebra B–MAZ406B

11th-12th grade

Pre-requisite: Algebra 2

Financial Algebra B is the second semester of a year-long mathematics interest course designed to help students make connections between Algebra, Geometry and real world applications to Finance. In this course, students are actively engaged in their learning as they build conceptual understanding of algebraic and geometric representations of Financial Mathematics. Further, students recognize that modeling the real world could be complicated; there is not always one right answer, but a range of acceptable solutions. Students routinely explore financial problems using graphing calculators and on-line financial resources. Students become proficient in knowing where to find and how to use the appropriate resource that best supports their needs. Student's ability to estimate and look for reasonable solutions to problems is a critical skill in ascertaining the validity and reliability of computer and calculator resources. Students can take Financial Algebra A and/or B in either order, and can take only one semester of the full-year course if desired. Course Note: This course is not considered a post Algebra II course towards admittance to most postsecondary institutions. This course meets 0.5 of the 1.0 graduation requirement of math credit of course code 400 and above.

# MATHEMATICS

## Precalculus – MAD501

11th-12th grade

Pre-requisite: Algebra 2

Pre-Calculus (year-long) is aligned to DoDEA's content standards and the College and Career-Ready Standards for Mathematical Practices. This course is a rigorous option taken after Algebra 2 and prior to AP Calculus AB/BC in high school or in preparation for a collegiate calculus course. In this course, students will analyze relations, functions and their graphs (to include polynomial, rational, trigonometric, exponential, logarithmic, and piece-wise functions), and define trigonometric ratios using the unit circle and analyze trigonometric functions. These concepts build on what was learned in Algebra 2 while also setting a foundation for skills necessary to be successful in college-level Calculus I or high school AP Calculus AB or BC.

## AP Precalculus+ – MAD613

11th-12th grade

Pre-requisite: Algebra 2

The AP Precalculus course allows students to acquire and apply mathematical tools situations in preparation for using these tools in other college-level and math and science courses. AP Precalculus (year-long) is aligned to DoDEA's content standards, the College and Career-Ready Standards for Mathematical Practices, and The College Board AP Precalculus Course and Exam Description. This course is a rigorous option for students who have completed Geometry and Algebra 2 and prior to AP Calculus AB/BC in high school or in preparation for a collegiate calculus course. In this course, students will analyze relations, functions and their graphs (to include polynomial, rational, trigonometric, exponential, logarithmic, and infinite functions), and define trigonometric ratios using the unit circle and analyze trigonometric functions. These concepts build on what was learned in Algebra 2 while also setting a foundation for skills necessary to be successful in college-level Calculus I or high school AP Calculus AB or BC. Course Note: This course meets the Math course code 400 and above graduation requirement. Weighted.

# MATHEMATICS

## **AP Statistics+ – MAZ611**

11th-12th grade

Pre-requisite: Algebra 2

AP Statistics+ is a college-level course which differs from a high school statistics course in terms of depth of coverage and time commitments for study. The content is organized to emphasize major topics which include the following: (1) data investigation, (2) designing and conducting studies, (3) anticipating patterns using probability and simulations, and (4) statistical inference. These topics are detailed in the AP Statistics course description, which is available at AP Central (<http://apcentral.collegeboard.com>). College Board recommends the following pre-requisite: completion of second-year Algebra. Course Note: This course meets the Math course code 400 and above graduation requirement. Weighted.

## **AP Calculus AB+ – MAC612**

12th grade

Pre-requisite: Pre-Calculus

AP Calculus AB+ (year-long) is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasize a multirepresentational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. The focus of the courses is neither manipulation nor memorization of an extensive taxonomy of functions, curves, theorems, or problem types. Thus, although facility with manipulation and computational competence are important outcomes, they are not the core of the course. Through the use of the unifying themes of derivatives, integrals, limits, approximation, and applications and modeling, the course becomes a cohesive whole rather than a collection of unrelated topics. College Board recommends the following pre-requisites: completion of four years of secondary mathematics designed for college bound students in which they study algebra, geometry, trigonometry, analytical geometry, and analytic functions. Course Note: This course meets the Math course code 400 and above graduation requirement. Weighted.

## **AP Calculus BC+ – MAC613**

12th grade

Pre-requisite: AP Calculus AB

AP Calculus BC+ (year-long) is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasize a multi representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. Calculus BC is an extension of Calculus AB rather than an enhancement; common topics require a similar depth of understanding. The focus of the courses is neither manipulation nor memorization of an extensive taxonomy of functions, curves, theorems, or problem types. Thus, although facility with manipulation and computational competence are important outcomes, they are not the core of the course. Through the use of the unifying themes of derivatives, integrals, limits, approximation, and applications and modeling, the course becomes a cohesive whole rather than a collection of unrelated topics. College Board recommends the following pre-requisites: completion of four years of secondary mathematics designed for college bound students in which they study algebra, geometry, trigonometry, analytic geometry, and analytic functions. Course Note: This course meets the Math course code 400 and above graduation requirement. Weighted.



# SOCIAL STUDIES

## **Global Studies Ancient-1750 CE - SSW305**

9th-10th grade

The Global Studies: Ancient - 1750 CE (year long) course engages students in the study of the world from 10,000 BCE to 1750 CE. Students will investigate, compare and contrast arguments supporting and criticizing globalization; the tensions and conflicts between different cultures from ancient civilization to the Age of Exploration and Encounters; and the impact of technology, trade and conflict in shifting relations through time. Students will explore the competition for power and ideological differences between various groups from early civilizations to the emergence of modern world. Students will specifically investigate first civilization, globalization in the ancient and medieval world, the Ottoman and Ming dynasties, the transformation of Western Europe and Russia, Africa and the Americas (pre-1600), and exploration and encounters to 1750 CE. Course Note: This course satisfies the Global Studies/World History (1 credit) graduation requirement.

## **Global Studies 1750CE - Present - SSW401**

9th-10th grade

The Global Studies: 1750 CE - Present (year long) course engages students in the study of the world from 1750 to modern times. Students will investigate, compare and contrast arguments supporting and criticizing globalization; the tensions and conflicts between modernization and traditional culture and the impacts of different Nationalist movements on contemporary global relationships and geography. Students will explore the competition for power and ideological differences between the United States and the Soviet Union and the impact and influence of this on a global scale. Students will explore multinational treaties, the international court system, and violations of human rights for their historical context and impact on global relations. Students will specifically investigate the Age of Revolutions, Industrialism, and Empires (1750-1914); Crisis and Achievement in the 20th Century (1914-1945); Unresolved Global Conflict and the Cold War (1945-1991); Decolonization and Nationalism (1900-2000); Globalization and a Changing Global Environment (1990-present). Course Note: This course satisfies the Global Studies/World History (1 credit) graduation requirement.

## **AP Human Geography+ - SSG611**

9th-12th

The AP Human Geography (yearlong) course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012). College Board does not require a pre-requisite. Course Notes: This course satisfies the Social Studies Elective (.5 credit) graduation requirement. The course is recommended for freshman who are pursuing rigorous course work in social studies. Weighted.

# SOCIAL STUDIES

## **AP World History Modern+ – SSW612**

10th-12th grade

AP World History (yearlong) is designed to be the equivalent of a two semester introductory college or university world history course. AP World History: Modern is an introductory college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. College Board does not require a pre-requisite. Course Note: This course satisfies the Global Studies/World History (1 credit) graduation requirement. Weighted.

## **United States History 11 – SSU501**

11th grade

The United States History (year long) course is designed for students to study, in depth, the intersection of our history, our government, and our relationships with other governments and countries. Students will study our history and government from our organization as colonies to our position in the modern global world. Using primary and secondary sources students will specifically study United States history and government through investigations of Colonial Foundations (1607-1763); Constitutional Foundations (1763-1824); Expansion, Nationalism, and Sectionalism (1800-1865); Post-Civil War Era (1865-1900); Industrialization and Urbanization (1870-1920); The Rise of American Power (1880-1920); Poverty and Depression (1920-1939); World War II (1935-1945); Cold War (1945-1990); Social and Economic Changes/Domestic Issues (1945-present); and The United States in a Globalizing World (1990-present). Course Note: This course satisfies the U.S. History (1 credit) graduation requirement.

## **AP US History+ – SSU611**

11th grade

AP U.S. History (year long) is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society. College Board does not require a pre-requisite. Course Note: This course satisfies the U.S. History (1 credit) graduation requirement. Weighted.

# SOCIAL STUDIES

## **United States Government 12 – SSG601**

12th grade

The United States Government (semester) course is designed for students to study the development and application of the American democratic principles and the United States Constitution. Students will investigate the rights, responsibilities, and duties of American citizenship at the national, state, and local level including political and civic participation to engage in the protection of individual and group civil rights and civil liberties. Students will study how public policy is created at all levels of government and how citizens engage in and respond to information on public policy issues. Course Note: This course satisfies the U.S. Government (.5 credit) graduation requirement.

## **AP US Government & Politics S+ – SSG612S**

12th grade

AP United States Government and Politics (semester) introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning assess causes and consequences of political events, and interpret data to develop evidence-based arguments. This course satisfies the U.S. Government (.5 credit) graduation requirement. Weighted. College Board does not require a pre-requisite.

## **AP Comparative Gov & Pol+ – SSZ613S**

12th grade

AP Comparative Government and Politics (semester) introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and the political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues. This course satisfies the Social Studies Elective (.5) credit. Weighted. This course does NOT meet the DoDEA graduation requirement for United States Government. College Board does not require a pre-requisite. NOTE: AP Comparative Government will only be offered as a semester course starting in the 2019 - 2020 school year.

## **Economics – SSN401**

12th grade

The Economics (semester) course provides an aggregate investigation of macro and micro economic principles and personal financial literacy. The course applies economic principles through authentic, real-world experiences using analytical and activity based lessons. Students acquire knowledge of scarcity and allocation of natural, human, and capital resources that require individuals, businesses, and governments to make decisions with economic impact. Students understand how government policies and competition affect the price of goods and services exchanged in the U.S. and global marketplace. Areas of focus include defining market structures, comparing economic systems, analyzing policies aimed at stabilizing economies. Particular emphasis is given to national income, unemployment, inflation, economic growth, and the business cycle, as well as, knowledge and skills to develop sound financial habits. Course Note: This course fulfills the Social Studies Elective (.5) requirement.

# SOCIAL STUDIES

## **Psychology – SSP501**

12th grade

The Psychology (semester) course broadly investigates the behavioral and mental processes of human beings. The course emphasizes multiple theories and current research for students to critically evaluate the practices and subfields within psychology. Students learn to define, apply and use key terms as well as principles of psychology in their own lives. Topics include ethics, study methodologies, human development, abnormal behavior, feelings and emotions, personality, intelligence, altered states of awareness, sleep and dreams, biological basis for behavior, learning and memory, development and individual differences, and psychological disorders. Course Note: This course fulfills the Social Studies Elective (.5) requirement.

## **AP Psychology+ – SSP611**

11th-12th grade

The AP Psychology (year long) course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas. College Board does not require a pre-requisite. Course Note: This course satisfies the Social Studies Elective (.5 credit) graduation requirement. Weighted.



# SCIENCE

## **Biology in the Living Environment – SCB410**

9th-12th grade

Biology (year-long) is a lab-based course that engages students in the study of living things and their interdependence with the Earth. This course explores life on Earth today as a reflection of its deep history of change over time and includes performance expectations from Life sciences, Earth and Space Sciences, and Engineering Design that allow students to explore and understand the abiotic and biotic world and their interdependence between them, their similarities and differences in structure and function, and the importance of rich diversity on Earth. Course Note: This course satisfies the Science graduation requirement.

## **Chemistry in the Earth System – SCC410**

10th-12th grade

The Chemistry (year-long) is a lab-based course that covers the basic principles of chemistry. This course delves deeper into understanding how to use the periodic table to predict reactions, how elements form compounds, and how compounds interact with each other in chemical reactions. This course includes performance expectations from Physical Science, Earth and Space Sciences, and Engineering Design that involve the chemistry of the Earth. Course Note: This course satisfies the Science graduation requirement.

## **Physics in the Universe – SCP410**

10th-12th grade

The Physics (year-long) is a lab-based course that explores how things work and the fundamental laws of the universe. This course is a standards-based study of fundamental physics concepts, such as kinematics, dynamics, propagation and conservation of energy and momentum, gravitation and orbital mechanics, heat and thermodynamics, waves, optics, electromagnetic phenomena, and relativity and quantum physics on Earth and in space. The theme of energy is prevalent throughout the course. Course Note: This course satisfies the Science graduation requirement.

## **AP Biology+ – SCB612**

10th-12th grade

AP Biology+ (year-long) is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes - energy and communication, genetics, information transfer, ecology, and interactions. The Advanced Placement Program enables willing and academically prepared students to pursue college-level studies - with the opportunity to earn college credit, advanced placement, or both - while still in high school.. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work. The College Board recommends the following pre-requisite(s): completion of high school biology and chemistry. Course Note: This course satisfies the Science (1 credit-Biology of 3 credits) graduation requirement. Weighted Exam Name: AP Biology

# SCIENCE

## **AP Chemistry+ - SCC612**

11th-12th grade

AP Chemistry (year-long) provides students with a college-level foundation to support future advanced course work in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. The Advanced Placement Program enables willing and academically prepared students to pursue college-level studies - with the opportunity to earn college credit, advanced placement, or both - while still in high school. . This course requires that 25 percent of the instructional time provides students with opportunities to engage in laboratory investigations. This includes a minimum of 16 hands-on labs, at least six of which are inquiry based. The College Board recommends the following pre-requisite(s): completion of high school chemistry and Algebra II. Course Note: This course satisfies the Science (1 credit-Chemistry of 3 credits) graduation requirement. Weighted

## **AP Physics Part 1+ - SCP601**

10th-12th grade

AP Physics 1+ (year-long) is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. The Advanced Placement Program enables willing and academically prepared students to pursue college-level studies - with the opportunity to earn college credit, advanced placement, or both - while still in high school. This course requires that 25 percent of the instructional time will be spent in hands-on laboratory work, with an emphasis on inquiry based investigations that provide students with opportunities to apply the science practices. The College Board recommends the following pre-requisite(s): completion of high school geometry and co-requisite of Algebra II or equivalent. Course Note: This course satisfies the Science (1 credit-Physics of 3 credits) graduation requirement. Weighted; Exam Name: AP Physics 1

## **AP Environmental Science+ - SCZ611**

11th-12th grade

AP Environmental Science (year-long) is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. Field investigations and laboratory experience are a core expectation. There are no pre-requisites for AP courses. The College Board recommends the: completion of two years of high school laboratory science - one year of life science and one year of physical science, and at least one year of algebra. Weighted

# FINE ARTS

## Intermediate Strings Ensemble – MUI306

9th-12th grade

Strings Intermediate is aligned to DoDEA College and Career Ready Standards Arts, CCRSA (National Core Art Standards, NCAS). Strings Intermediate (year-long) course is designed to acquaint students with intermediate to advanced instrumental music skills which include, but will not be limited to, the following content: intermediate to advanced level sight-reading skills; discrimination of pitch; absolute essentials for playing in tune; intermediate to advanced rhythm concepts and patterns; techniques for achieving the essentials of unity, balance, and contrast in performing string music; the study of all major and minor scales; the opportunity of performing a variety of good musical repertoire; and listening skills development. Course Note: Enrollment in this course requires teacher permission, audition may be required. This course satisfies the Fine Arts (1 credit) graduation requirement. Repeatable Course - Subsequent Enrollment Requires More Rigor.

## Advanced Strings – MUI307

9th-12th grade

Strings Advanced (year-long) Ensemble is aligned to DoDEA College and Career Ready Standards Arts, CCRSA (National Core Art Standards, NCAS). Enrollment in this class requires permission of the instructor, and may require an audition. Course Note: This course satisfies the Fine Arts (1 credit) graduation requirement. Repeatable Course - Subsequent Enrollment Requires More Rigor.

## Intermediate Band – MUI302

9th-12th grade

Band Intermediate is aligned to DoDEA College and Career Ready Standards Arts, CCRSA (National Core Art Standards, NCAS). Intermediate Band (year-long) course is designed to acquaint students with intermediate to advanced instrumental music skills which include, but will not be limited to, the following content: intermediate to advanced level sight-reading skills; discrimination of pitch; absolute essentials for playing in tune; intermediate to advanced rhythm concepts and patterns; techniques for achieving the essentials of unity, balance, and contrast in performing instrumental music; the study of all major and minor scales; the opportunity of performing a variety of good musical repertoire; and listening skills development. Course Note: Enrollment in this course requires teacher permission, audition may be required. This course satisfies the Fine Arts (1 credit) graduation requirement. Repeatable Course - Subsequent Enrollment Requires More Rigor.

## Advanced Band– MUI303

9th-12th grade

Pre-requisite: Intermediate Band

Band Advanced is aligned to DoDEA College and Career Ready Standards Arts, CCRSA (National Core Art Standards, NCAS). The Advanced Band (year-long) course is designed to acquaint students with advanced instrumental music skills. The content includes, but is not limited to, the following: the interpretation and analysis of musical scores; the application of musical nuances in playing from a score; independent performance of all major and minor scales; advanced rhythm patterns; performance as a soloist and in small and large group ensembles; a variety of music repertoire including style, periods, forms, electronic music; intermediate to advanced level sight-reading exercises; and introduction to computer/synthesizer musical composition. Course Note: Enrollment in this course requires permission of the Band Director and may require an audition. This course satisfies the Fine Arts (1 credit) graduation requirement. Repeatable Course - Subsequent Enrollment Requires More Rigor.

# FINE ARTS

## **Beginning Chorus-MUV301**

9th-12th grade

The Chorus Beginning course is aligned to DoDEA College and Career Ready Standards Arts, CCRSA (National Core Art Standards, NCAS). The Beginning Chorus (year-long) course is designed to provide students, but not limited to, the following advanced vocal musical learning experiences: continuing development of sight-reading ability; analyzing, rehearsing, and performing unison, two-, three-, and four-part music; singing with small and large ensembles in addition to solo opportunities; singing a cappella; experiencing a wide variety of choral literature including secular and no secular music; singing with individual and ensemble instrumental accompaniment; and participating in choral performances. Course Note: This course satisfies the Fine Arts (1 credit) graduation requirement.

## **Intermediate Chorus-MUV304**

9th-12th grade

Pre-requisite: Beginning Chorus

The Chorus Intermediate course is aligned DoDEA College and Career Ready Standards Arts, CCRSA (National Core Art Standards, NCAS). Intermediate Chorus (year-long) course is designed to acquaint students with intermediate to advanced choir music and skills which include, but will not be limited to, the following content: intermediate to advanced level sight-reading skills; discrimination of pitch; absolute essentials for playing in tune; intermediate to advanced rhythm concepts and patterns; techniques for achieving the essentials of unity, balance, and contrast in performing choral music; the study of all major and minor scales; the opportunity of performing a variety of musical repertoire; and listening skills development. Course Note: Enrollment in this course requires teacher permission, audition may be required. This course satisfies the Fine Arts (1 credit) graduation requirement. Repeatable Course - Subsequent Enrollment Requires More Rigor.

## **Advanced Chorus-MUV302**

9th-12th grade

Pre-requisite: Intermediate Chorus

The Chorus Advanced course is aligned to DoDEA College and Career Ready Standards Arts, CCRSA (National Core Art Standards, NCAS) (National Common Core Arts Standards). The Advanced Chorus (year-long) course is designed to provide students, but not limited to, the following advanced vocal musical learning experiences: continuing development of sight-reading ability; analyzing, rehearsing, and performing unison, two-, three-, and four-part music; singing with small and large ensembles in addition to solo opportunities; singing a cappella; experiencing a wide variety of choral literature including secular and no secular music; singing with individual and ensemble instrumental accompaniment; and participating in choral performances. Enrollment in this course requires teacher permission and may require an audition. Course Note: This course satisfies the Fine Arts (1 credit) graduation requirement. Repeatable Course - Subsequent Enrollment Requires More Rigor.



# FINE ARTS

## **Guitar I – MUS301**

9th-12th grade

Aligned to DoDEA College and Career Ready Standards Arts, CCRSA (National Core Arts Standards, NCAS), the Guitar I (year-long) course is designed to introduce students to the study of the guitar. The content includes, but is not limited to, staff notation and rhythm concepts, major and minor chord recognition, strumming and picking techniques, duple and triple meters, listening skills, guitar styles and forms, familiarity in the playing of all strings, variety of guitar repertoire, performance as soloists and in group ensembles, tuning and intonation, and guitar accompaniment techniques. Course Note: This course satisfies the Fine Arts (1 credit) graduation requirement.

## **Guitar I S – MUS301S**

9th-12th grade

Aligned to DoDEA College and Career Ready Standards Arts, CCRSA (National Common Core Arts Standards, NCAS), the Guitar I (semester) course is designed to introduce students to the study of the guitar. The content includes, but is not limited to, staff notation and rhythm concepts, major and minor chord recognition, strumming and picking techniques, duple and triple meters, listening skills, guitar styles and forms, familiarity in the playing of all strings, variety of guitar repertoire, performance as soloists and in group ensembles, tuning and intonation, and guitar accompaniment techniques. Course Note: This course satisfies the Fine Arts (.5 credit of the 1 credit) graduation requirement.

## **Guitar II – MUS302**

9th-12th grade

Aligned to DoDEA College and Career Ready Standards Arts, CCRSA (National Core Arts Standards, NCAS), the Guitar II (year-long) course is designed to introduce students to the advanced study of the guitar. The content includes, but is not limited to, staff notation and rhythm concepts, major and minor chord recognition, strumming and picking techniques, duple and triple meters, listening skills, guitar styles and forms, familiarity in the playing of all strings, variety of guitar repertoire, performance as soloists and in group ensembles, tuning and into nation, guitar accompaniment techniques, major and minor scales, and position change. Course Note: This course satisfies the Fine Arts (1 credit) graduation requirement. Teacher permission required.

## **Guitar II S – MUS303S**

9th-12th grade

Aligned to DoDEA College and Career Ready Standards Arts, CCRSA (National Core Arts Standards, NCAS), the Guitar II (semester) course is designed to introduce students to the advanced study of the guitar. The content includes, but is not limited to, staff notation and rhythm concepts, major and minor chord recognition, strumming and picking techniques, duple and triple meters, listening skills, guitar styles and forms, familiarity in the playing of all strings, variety of guitar repertoire, performance as soloists and in group ensembles, tuning and into nation, guitar accompaniment techniques, major and minor scales, and position change. Course Note: This course satisfies the Fine Arts (.5 credit of the 1 credit ) graduation requirement. Teacher permission required.

# FINE ARTS

## **Piano I – MUS303**

9th-12th grade

Aligned to DoDEA College and Career Ready Standards Arts, CCRSA, (National Core Arts Standards, NCAS), the Piano I (year-long) course is designed to introduce students to the study of the piano. The content includes, but is not limited to, staff notation and rhythm concepts, major and minor chord recognition, meters, listening skills, styles and forms, familiarity in playing a variety of repertoire, performance as soloists and in group ensembles, tuning and intonation, and guitar accompaniment techniques.

## **Piano I S – MUS303S**

9th-12th grade

Aligned to DoDEA College and Career Ready Arts, CCRSA (National Core Arts Standards, NCAS), this Piano I (semester) course is designed to introduce students to the study of the piano. The content includes, but is not limited to, staff notation and rhythm concepts, major and minor chord recognition, meters, listening skills, styles and forms, familiarity in playing a variety of repertoire, performance as soloists and in group ensembles, tuning and intonation, and guitar accompaniment techniques.

## **Piano II S – MUS304S**

9th-12th grade

Aligned to DoDEA College and Career Ready Standards Arts, CCRSA, (National Core Arts Standards, NCAS), the Piano II (semester) course is designed to introduce students to the study of the piano. The content includes, but is not limited to, staff notation and rhythm concepts, major and minor chord recognition, meters, listening skills, styles and forms, familiarity in playing a variety of repertoire, performance as soloists and in group ensembles, tuning and intonation, and guitar accompaniment techniques.

## **Piano II – MUS304**

9th-12th grade

Aligned to DODEA College and Career Standards Arts, CCRSA (National Core Arts Standards, NCAS), the Piano II (year-long) course is designed to as an intermediate study of the piano. The content includes, but is not limited to, staff notation and rhythm concepts, major and minor chord recognition, meters, listening skills, styles and forms, familiarity in playing a variety of repertoire, performance as soloists and in group ensembles, tuning and intonation, and guitar accompaniment techniques.

## **Beginning Art: Fundamentals of Art S – ARA301S**

9th-12th grade

Beginning Art: Fundamentals of Art (semester-long) course: 1 semester of the basic entry prerequisite course for all studio and media art courses. It is the pre-requisite for studio, drawing, painting, sculpture, ceramics, commercial, and computer art, and photography. Aligned to DoDEA College and Career Ready Standards Arts, CCRSA (National Common Core Arts Standards, NCAS), the course provides foundational introduction to the elements (line, color, form, texture, value, shape, and space) and principles (balance, emphasis, unity, contrast, rhythm, pattern, movement) of art in artistic works. Students learn how to compose works of art through a series of assignments that use a variety of two- and three-dimensional art media. Course emphasis is placed on basic techniques of drawing, painting, printmaking, ceramics, and sculpture, created through a variety of mediums that can be used throughout life for communication, expression, and enjoyment. Course Note: This is the prerequisite course for all studio art courses. This course satisfies 1/2 credit (.5) of the Fine Arts graduation requirement.

# FINE ARTS

## Beginning Art: Fundamentals of Art – ARA301

9th-12th grade

Beginning Art: Fundamentals of Art (year-long) course is the basic entry prerequisite course for all studio and media art courses. It is the pre-requisite for studio, drawing, painting, sculpture, ceramics, commercial, and computer art, and photography. Aligned to DoDEA College and Career Ready Standards Arts, CCRSA (National Common Core Arts Standards, NCAS), the course provides foundational introduction to the elements (line, color, form, texture, value, shape, and space) and principles (balance, emphasis, unity, contrast, rhythm, pattern, movement) of art in artistic works. Students learn how to compose works of art through a series of assignments that use a variety of two- and three-dimensional art media. Course emphasis is placed on basic techniques of drawing, painting, printmaking, ceramics, and sculpture, created through a variety of mediums that can be used throughout life for communication, expression, and enjoyment. Course Note: This is the prerequisite course for all art courses. This course satisfies the Fine Arts (1 credit) graduation requirement.

## Drawing I S – ARW401S

10th-12th grade

Pre-requisite: Beginning Art: Fundamentals of Art

The Drawing (semester) course, aligned to DoDEA College and Career Ready Standards Arts, CCRSA (National Core Arts Standards, NCAS), is designed for students who want to explore drawing as a means of self-expression. The prerequisite for this course is Fundamentals of Art or teacher approval. The course activities develop students' skills in drawing techniques and styles using a variety of drawing tools and materials. The understanding and application of the elements and principles of design are necessary for completion of each assignment. Course Note: This course satisfies the Fine Arts (.5 of 1 credit) graduation requirement.

Repeatable Course - Subsequent Enrollment Requires More Rigor.

## Painting S – ARP401S

10th-12th grade

Pre-requisite: Beginning Art: Fundamentals of Art

The Painting (semester) course aligned to DoDEA College and Career Ready Standards Arts, CCRSA (National Common Core Arts Standards, NCAS), is designed for students who want to develop skills in one or more painting media. The prerequisite for this course is Fundamentals of Art or teacher approval. The media may be oils, acrylic, watercolor or tempera. Students will receive instruction in the techniques and history of various painting styles. Emphasis will be placed on utilizing the elements and principles of art, color theory, painting techniques, and other skills appropriate to the medium. Course Note: This course satisfies the Fine Arts (.5 of the 1 credit) graduation requirement. Repeatable Course - Subsequent Enrollment Requires More Rigor.

# FINE ARTS

## **Sculpture S – ARC401S**

10th-12th grade

Pre-requisite: Beginning Art: Fundamentals of Art

The Sculpture (semester) course aligned to DoDEA College and Career Ready Standards Arts, CCRSA (National Core Art Standards, NCAS) is designed to offer students the opportunity to demonstrate an interest in art through working with three-dimensional forms. The prerequisite for this course is Fundamentals of Art or teacher approval. Students will acquire a broad knowledge of basic sculpting techniques using the additive, subtractive, modeling, and molding methods. Course Note: This course satisfies the Fine Arts (.5 credit of the 1 credit) graduation requirement. Repeatable Course - Subsequent Enrollment Requires More Rigor.

## **Ceramics – ARE401**

10th-12th grade

Pre-requisite: Beginning Art: Fundamentals of Art

This Ceramics (year-long) course aligned to DoDEA College and Career Ready Standards Arts, CCRSA (National Core Art Standards, NCAS) is designed to provide studio experience regarding the exploration of clay. The prerequisite for this course is Fundamentals of Art or teacher approval. In this course, students discover the properties of clay by making utilitarian and sculptural forms that emphasize design and craftsmanship through the use of the elements and principals of design. The course includes creating ceramic works of art utilizing the various types of clay (earthenware, stoneware, and porcelain), the application of glazes, kiln management, and the historical role of ceramics in our culture. Students will produce a series of ceramic pieces using a variety of materials, tools, and equipment that demonstrate knowledge of the basic methods of hand-building construction and use of the pottery wheel. Course Note: This course satisfies the Fine Arts (1 credit) graduation requirement. Repeatable Course - Subsequent Enrollment Requires More Rigor.

## **Digital Photography – ARH401**

10th-12th grade

Pre-requisite: Beginning Art: Fundamentals of Art

In this Digital Photography (year-long) course aligned to DoDEA College and Career Ready Standards Arts, CCRSA (National Common Core Arts Standards, NCAS) students will explore digital photography and related technologies for the production of Fine Art. Projects will require exploration and experimentation. The integration of technical skills and aesthetic expression are emphasized along with a study of principles of photography, photographic themes and important artists associated with those themes. Course Note: The prerequisite for this course is Fundamentals of Art or teacher approval. This course satisfies the Fine Arts (1 credit) graduation requirement. Repeatable course - Subsequent enrollment requires more rigor.

## **Digital Photography S – ARH401S**

10th-12th grade

Pre-requisite: Beginning Art: Fundamentals of Art

In this Digital Photography (semester) course aligned to DoDEA College and Career Ready Standards Arts, CCRSA (National Common Core Arts Standards, NCAS), students will explore digital photography and related technologies for the production of Fine Art. Projects will require exploration and experimentation. The integration of technical skills and aesthetic expression are emphasized along with a study of principles of photography, photographic themes and important artists associated with those themes. Course Note: The prerequisite for this course is Fundamentals of Art or teacher approval. This course satisfies the Fine Arts (.5 of the 1 credit) graduation requirement. Repeatable course - Subsequent enrollment requires more rigor.



# FINE ARTS

## **AP 2-D Art and Design+ – ARA614**

10th-12th grade

Pre-requisite: 2+ years of art

The AP 2-D Art and Design+ course is an intensive one-year course of college-level study that addresses student understanding and application of broad concepts of drawing media. The Fundamentals of Art course is suggested preparation for this course. Completion of at least one studio course is necessary prior to enrollment in this AP studio course. Students demonstrate aspects of drawing that include the elements and principles of design while exploring formal and conceptual issues of works of art through creative and systematic investigations. Students will be expected to produce a minimum of forty pieces of finished artwork in a variety of two-dimensional media, techniques, and subject matter. A portion of this work should be directed toward a student selected theme. It is important for the student to understand how masterworks and other artwork contribute to individual and personal ideas. Students are expected to submit a portfolio of their works of art for the College Board Advanced Placement Review. Course Note: Weighted (+ indicated Weighted)

## **Studio Art – ARS401**

10th-12th grade

Pre-requisite: 2+ years of art

The Studio Art (year-long) course aligned to DoDEA College and Career Ready Standards Arts, CCRSA (National Common Core Arts Standards, NCAS), is designed either as units of study in various media, or as an individualized course for advanced students. The prerequisite for this course is Fundamentals of Art or teacher approval. Students who would like to develop skill in several media would benefit from this course. Students can concentrate on selected media by choosing activities from a wide range of options such as drawing, painting, sculpture, ceramics, commercial art, printmaking, and mixed media. Emphasis will be placed on utilizing the elements and principles of art, techniques, and other skills appropriate to the selected medium. Course Note: This course satisfies the Fine Arts (1 credit) graduation requirement. Repeatable Course - Subsequent Enrollment Requires More Rigor.

# FINE ARTS

## **Drama Beginning – DRA301**

9th-12th grade

Drama Beginning (year-long) course aligned to DoDEA College and Career Ready Standards Arts, CCRSA (National Core Art Standards, NCAS) is designed to give students the opportunity to develop drama and theater arts skills through creating, performing, responding and connecting to artistic work and ideas. Course Note: This course satisfies the Fine Arts (1 credit) graduation requirement.

## **Intermediate Drama – DRA303**

10th-12th grade

Pre-requisite: Drama Beginning

Drama Intermediate (year-long) course aligned to DoDEA College and Career Ready Standards Arts, CCRSA (National Core Art Standards, NCAS). Enrollment in this course requires teacher permission, may require an audition.

## **Advanced Drama – DRA401**

11th-12th grade

Pre-requisite: Drama Beginning and Intermediate Drama

Drama Advanced (year-long) course aligned to DoDEA College and Career Ready Standards Arts, CCRSA (National Core Art Standards, NCAS) is designed to give students the opportunity to develop advanced drama and theater arts skills through creating, performing, responding and connecting to artistic work and ideas. Enrollment to this course requires teacher approval and may require an audition. This course satisfies the Fine Arts (1 credit) graduation requirement. Course Note: Repeatable Course - Subsequent Enrollment Requires More Rigor.

# WORLD LANGUAGE

## Spanish I – FLS301

9th-12th grade

The Spanish I (year-long) course is designed to teach students the three modes of communication: interpersonal, interpretative, and presentational which require development of the four basic language skills: speaking, listening, reading and writing. Emphasis is placed on communication, the development of proficiency, and the integration of culture. The World Language Program is aligned to the National Standards in Foreign Language Education published by the American Council on the Teaching of Foreign Languages (ACTFL). Course Note: This course satisfies the Foreign Language (1 of 2 credits) graduation requirement.

## Spanish II – FLS401

9th-12th grade

Pre-requisite: Spanish I

The Spanish II (year-long) course is designed to teach students the three modes of communication: interpersonal, interpretative, and presentational which require development of the four basic language skills: speaking, listening, reading and writing. Building on Spanish I, emphasis is placed on communication, the development of proficiency, and the integration of culture. The World Language Program is aligned to the National Standards in Foreign Language Education published by the American Council on the Teaching of Foreign Languages (ACTFL). Course Note: This course satisfies the Foreign Language (1 of 2 credits) graduation requirement.

## Spanish III – FLS501

10th-12th grade

Pre-requisite: Spanish II

The Spanish III (year-long) course is designed to teach students the three modes of communication: interpersonal, interpretative, and presentational which require development of the four basic language skills: speaking, listening, reading and writing. Building on Spanish II, emphasis is placed on communication, the development of proficiency, and the integration of culture. The World Language Program is aligned to the National Standards in Foreign Language Education published by the American Council on the Teaching of Foreign Languages (ACTFL). Course Note: This course satisfies the Foreign Language (1 of 2 credits) graduation requirement.

## Spanish IV – FLS601

10th-12th grade

Pre-requisite: Spanish III

The Spanish IV (year-long) course is designed to teach students the three modes of communication: interpersonal, interpretative, and presentational which require development of the four basic language skills: speaking, listening, reading and writing. Building on Spanish III, emphasis is placed on communication, the development of proficiency, and the integration of culture. The World Language Program is aligned to the National Standards in Foreign Language Education published by the American Council on the Teaching of Foreign Languages (ACTFL). Course Note: This course satisfies the Foreign Language (1 of 2 credits) graduation requirement.

# WORLD LANGUAGE

## AP Spanish Language + – FLS615

11th-12th grade

The AP Spanish Language and Culture+ (year-long) course emphasizes communication (understanding and being understood by others) by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. The World Language Program is aligned to the National Standards in Foreign Language Education published by the American Council on the Teaching of Foreign Languages (ACTFL). Course Note: This course satisfies the Foreign Language (1 of 2 credits) graduation requirement. Weighted

## Korean I – FLK301

9th-12th grade

The Korean I (year-long) course is designed to teach students the three modes of communication: interpersonal, interpretative, and presentational which require development of the four basic language skills: speaking, listening, reading and writing. Emphasis is placed on communication, the development of proficiency, and the integration of culture. The World Language Program is aligned to the National Standards in Foreign Language Education published by the American Council on the Teaching of Foreign Languages (ACTFL). Course Note: This course satisfies the Foreign Language (1 of 2 credits) graduation requirement.

## Korean II – FLK401

10th-12th grade

Pre-requisite: Korean I or teacher recommendation

The Korean II (year-long) course is designed to teach students the three modes of communication: interpersonal, interpretative, and presentational which require development of the four basic language skills: speaking, listening, reading and writing. Building on Korean I, emphasis is placed on communication, the development of proficiency, and the integration of culture. The World Language Program is aligned to the National Standards in Foreign Language Education published by the American Council on the Teaching of Foreign Languages (ACTFL). Course Note: This course satisfies the Foreign Language (1 of 2 credits) graduation requirement.

## Korean III – FLK501

10th-12th grade

Pre-requisite: Korean II or teacher recommendation

The Korean III (year-long) course is designed to teach students the three modes of communication: interpersonal, interpretative, and presentational which require development of the four basic language skills: speaking, listening, reading and writing. Building on Korean II, emphasis is placed on communication, the development of proficiency, and the integration of culture. The World Language Program is aligned to the National Standards in Foreign Language Education published by the American Council on the Teaching of Foreign Languages (ACTFL). Course Note: This course satisfies the Foreign Language (1 of 2 credits) graduation requirement.



# WORLD LANGUAGE

## French I – FLF301

9th-12th grade

The French I (year-long) course is designed to teach students the three modes of communication: interpersonal, interpretative, and presentational which require development of the four basic language skills: speaking, listening, reading and writing. Emphasis is placed on communication, the development of proficiency, and the integration of culture. The World Language Program is aligned to the National Standards in Foreign Language Education published by the American Council on the Teaching of Foreign Languages (ACTFL). Course Note: This course satisfies the Foreign Language (1 of 2 credits) graduation requirement.

## French II – FLF401

9th-12th grade

Pre-requisite: French 1

The French II (year-long) course is designed to teach students the three modes of communication: interpersonal, interpretative, and presentational which require development of the four basic language skills: speaking, listening, reading and writing. Building on French I, emphasis is placed on communication, the development of proficiency, and the integration of culture. The World Language Program is aligned to the National Standards in Foreign Language Education published by the American Council on the Teaching of Foreign Languages (ACTFL). Course Note: This course satisfies the Foreign Language (1 of 2 credits) graduation requirement.

# PHYSICAL EDUCATION

## Lifetime Sports – PEL301

9th grade

The Lifetime Sports (semester) course is designed to enable students in to develop the movement skills and conceptual knowledge for lifetime sports participation. Lifetime sports are those sports and physical activities that people of all ages and all levels of ability can participate in and enjoy whether they are organized for individual, dual or team participation. Students will set personal skill development goals in a few lifetime sports and learn the process of specialized lifetime sport skill development for continued learning, participation and enjoyment. Course Note: This course satisfies the Physical Education (.50 credits Lifetime Sports) graduation requirement.

## Personal Fitness – PEF301

9th grade

The Personal Fitness (semester) course is designed to enable students in grades nine through twelve to develop the conceptual knowledge to make personal physical fitness decisions and the movement skill competency to achieve and maintain health-related physical fitness capabilities for a lifetime. Developmentally appropriate concepts of movement, physical fitness, and personal and social development are included in this course. Students apply appropriate information and problem solving that will help them achieve and maintain an optimal level of physical fitness, consistent with personal goals. The course focuses on why fitness is important; the need to balance nutrition and physical activity; assessment of personal exercise and activity needs and interests; proper posture and training techniques for flexibility, aerobic fitness, strength and endurance; and exercise safety. Course Note: This course satisfies the Physical Education (.5 credits Personal Activity) graduation requirement.

## Activity and Nutrition – PEN301

10th grade

The Physical Activity and Nutrition (semester) course provides a variety of opportunities for students to experience alternative, non-competitive physical activities and nutrition concepts. It is designed to enable students in grades nine through twelve to develop the movement skill and fitness readiness and conceptual knowledge necessary to implement a data-informed and realistic personal physical activity and nutrition plan. Students participate in non-competitive physical activity and meal planning with pre and post physical activity and nutrition assessments. Students access information, obtain and analyze data, and develop their own personal physical activity and nutrition plan. Course Note: This course satisfies the Physical Education (.5 credits Physical Activity and Nutrition) graduation requirement.

## Health Ed – HLH301

10th grade

The Health Education (semester) course is designed to help high school students extend their conceptualization of health knowledge and practice of health literacy skills, related to their health and the health of others. The focus is on students dealing with the world today and preparing for adult living based on skills for healthful decision making; concepts of personal hygiene and health promotion; knowledge of safe practices to prevent and injury and illness; concepts of nutrition and physical activity; mental health promotion and prevention strategies; and understanding the harmful effects and consequences of illicit substance use. Students apply health literacy skills, e.g., practicing interpersonal communications that promote health; analyzing positive and negative as well as internal and external influences on health decisions; and demonstrating safe self-care practices in managing personal health and planning actions on behalf of others. Students conceptualize health knowledge related to issues of young people and practice applying health literacy skills. Course Note: This course satisfies the Health Education (.50 credits) graduation requirement.

# PHYSICAL EDUCATION

## Conditioning S – PEG402S

11th-12th grade

The Conditioning (semester) This course is designed to give students the opportunity to learn fitness concepts and conditioning techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will learn the basic fundamentals of strength training, aerobic training, and overall fitness training and conditioning. Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies through body conditioning. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. Course Note: This course is repeatable: student will develop greater strength and to design, with instructor assistance, an individualized strength and conditioning program. This course satisfies the Elective (.5 of 5 credits) graduation requirement.

## Conditioning – PEG402

11th-12th grade

The Conditioning (year-long) This course is designed to give students the opportunity to learn fitness concepts and conditioning techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will learn the basic fundamentals of strength training, aerobic training, and overall fitness training and conditioning. Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies through body conditioning. Course includes both lecture and activity sessions. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. This course is repeatable: Repeatable course will provide exploration of Olympic lifting techniques and advanced periodization models. Course Note: This course satisfies the Elective (1 of 5 credits) graduation requirement.

# CAREER AND TECHNICAL EDUCATION

## Army JROTC I – VER301

9th-12th grade

The Army JROTC I (year-long) course is designed to present the history, purpose, and objectives of the JROTC program; the wearing of the uniform; respect for the flag and National Anthem; and organizational principles. Course Note: This course satisfies the Career Technical Education (1 of 1.5 credits) graduation requirement. Two years of JROTC enrollment fulfills the DoDEA .5 credit PE Lifetime Sports graduation requirement.

## Army JROTC II – VER401

10th-12th grade

Pre-requisite: JROTC I

The Army JROTC II (year-long) course is designed to present discussion of self-concept; the definition of management; the elements of the leader-ship process; practical exercise in the development of leadership skills; the school of the cadet; the role of cadets as leaders; and the value of physical exercise and conditioning. Course Note: This course satisfies the Career Technical Education (1 of 1.5 credits) graduation requirement. Two years of JROTC enrollment fulfills the DoDEA .5 credit PE Lifetime Sports graduation requirement.

## Army JROTC III – VER501

11th-12th grade

Pre-requisite: JROTC II

The Army JROTC III (year-long) course is designed to present discussion of military leadership and managerial techniques, the aspect of mutual respect (leader/subordinate relationship), the duties of a leader/manager the building of teamwork and team spirit, the flow of communication, the management to operating level and back, the problem-solving process, staff supervision of assigned tasks, and staff functions and procedures. Seniors enrolled in this course will be administered an industry credential exam. Course Notes: This (year-long) course satisfies the Career Technical Education (1 of 1.5 credits) graduation requirement. Two years of JROTC enrollment fulfills the DoDEA .5 credit PE Lifetime Sports graduation requirement.

## Army JROTC IV – VER601

12th grade

Pre-requisite: JROTC III

The Army JROTC IV (year-long) course is designed to present the psychology of leadership; review of LD-3 instruction; the moral aspects of leader-ship; group relations and behavior; indicators of leadership, communications, and management of resources; the problem-solving process; and practical exercises in problem solving and management. Students enrolled in this course will be administered an industry credential exam. Course Notes: This (year-long) course satisfies the Career Technical Education (1 of 1.5 credits) graduation requirement. Two years of JROTC enrollment fulfills the DoDEA .5 credit PE Lifetime Sports graduation requirement.



# CAREER AND TECHNICAL EDUCATION

## Video Communications I – CTV301

9th-12th grade

The Video Communications I (year-long) course is designed to introduce students to the concepts and equipment related to video production. Topics include filming, composition, non-linear insert editing, lighting, storyboarding, audio, and computer graphics/effects. Course Note: This course satisfies either the Career Technical Education (1 of 1.5 credit) graduation requirement or Career Technical Education - Computer Technology (.5 of .5) graduation requirement.

## Video Communications II – CTV401

10th-12th grade

Pre-requisite: Video Communications I

The Video Communication II (year-long) course expands on the student's application of skills developed in the first course. Topics include video production techniques, studio production, on-site editing, video switching, lighting, scriptwriting, computer graphics, interview techniques, and computer based digital video processing. Students enrolled in this course will be administered an industry credential exam. Course Note: This course satisfies either the Career Technical Education (1 of 1.5 credit) graduation requirement or Career Technical Education - Computer Technology (.5 of .5) graduation requirement.

## Video Communications III – CTV501

11th-12th grade

Pre-requisite: Video Communications II

The Video Communication III (year-long) course is designed to build on the Video Communications I and II courses and refine their resume of skills and products in order to gain entry into post secondary or career entry-level programs in the fields of video/television/film production. Students enrolled in this course will be administered an industry credential exam. Course Note: This course satisfies either the Career Technical Education (1 of 1.5 credit) graduation requirement or Career Technical Education - Computer Technology (.5 of .5) graduation requirement.

# CAREER AND TECHNICAL EDUCATION

## Digital Publishing – CTI308S

9th-12th grade

The Digital Publishing (semester) course prepares students with work-related graphic design and layout skills for advancement into postsecondary education and industry by teaching the tools necessary to create professional documents. Concepts of design, layout, typography, and graphics are used to design newsletters, magazines, books, brochures, and various other print media. Students enrolled in this course will be administered an industry credential exam. Course Note: This course satisfies either the Career Technical Education (.5 of 1.5 credit) graduation requirement or Career Technical Education - Computer Technology (.5 of .5) graduation requirement.

## Web Design – CTI407S

9th-12th grade

The Website Design (semester) course prepares students with work-related web design skills for advancement into post secondary education and industry. They will follow the steps to create a website by planning, developing, deploying, and managing of website projects. Students will learn and use different scripting technologies to prepare images and animations to create more dynamic and interactive websites. Students enrolled in this course will be administered an industry credential exam. Course Note: This course satisfies either the Career Technical Education (.5 of 1.5 credit) graduation requirement or Career Technical Education - Computer Technology (.5 of .5) graduation requirement.

## Cybersecurity – CTI331

10th-12th grade

The Cybersecurity (year-long) course develops foundational understanding of core security concepts and how it relates to information and network security. The course allows students to develop skills to monitor, detect, analyze, and respond to cyber incidents. Through interactive, multimedia content, and lab activities, students will install and configure cybersecurity controls and participate in incident response and risk mitigation roles. Students build technical and professional skills to pursue careers in cybersecurity. Course Note: This course satisfies either the Career Technical Education (.5 of 1.5 credit) graduation requirement or Career Technical Education - Computer Technology (.5 of .5) graduation requirement.

## Computer Srv-Supp – CTI309

9th-12th grade

The Computer Service and Support (year-long) course prepares students to perform shop maintenance, repair computers, install operating systems and software, acquire employment, and develop skills in computer networking and resource sharing. Students enrolled in this course will be administered an industry credential exam. Course Note: This course satisfies either the Career Technical Education (1 of 1.5 credit) graduation requirement or Career Technical Education - Computer Technology (.5 of .5) graduation requirement.

# CAREER AND TECHNICAL EDUCATION

## Management Foundations S – CTB302S

9th-12th grade

The Management Foundations (semester) course introduces students to basic management concepts and leadership styles as they explore business ownership, planning, operations, marketing, finance, economics, communications, and human relations. Students enrolled in this course will be administered an industry credential exam. Course Note: This course satisfies the Career Technical Education (.5 of 1.5 credit) graduation requirement.

## Marketing & Entrepreneurship S– CTB501S

9th-12th grade

The Marketing and Entrepreneurship (semester) course enables students to gain a basic understanding of marketing principles, techniques, and career opportunities. Topics include the relationship of products, prices, promotions to the marketing of goods and services to consumers. Ethics and social responsibilities of free enterprise will also be included. Students enrolled in this course will be administered an industry credential exam. Course Note: This course satisfies the Career Technical Education (.5 of 1.5 credit) graduation requirement.

## Digital Imaging S – CTI307S

9th-12th grade

The Digital Imaging (semester) course provides students with the opportunity to develop professional level skills in imaging software. Students enrolled in this course will be administered an industry credential exam. Course Note: This course satisfies either the Career Technical Education (.5 of 1.5 credit) graduation requirement or Career Technical Education - Computer Technology (.5 of .5) graduation requirement.

## AP Computer Science Principles + – CTP612

9th-12th grade

The AP Computer Science Principles course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. Course Note: This course satisfies the Career Technical Education graduation (1 of 1.5 credit) requirement. Weighted

## AP Computer Science A + – CTP611

10th-12th grade

AP Computer Science A+ (year-long) is an introductory course in computer science that is built around the development of computer programs to solve a given problem. Course Note: This course satisfies the Career Technical Education graduation (1 of 1.5 credit) requirement. Weighted

# CAREER AND TECHNICAL EDUCATION

## Culinary Arts 1A – CTC401A

9th-11th grade

The Culinary Arts I (year-long) course will teach students the skills required for a career in the restaurant and food industry. Students will learn knife skills and basic food preparation techniques as well as practical sanitation skills. Other topics include: sauces, soups & stocks, elements of entree production, fundamentals of baking, pastry arts, nutrition and menu planning, dining room service, international cuisine, food preservation, purchasing and receiving, catering, and presentation & plate design. Students enrolled in this course will be administered an industry credential exam. Course Note: This course satisfies the Career Technical Education (1 of 1.5 credit) graduation requirement.

## Culinary Arts 1B – CTC401B

10th-12th grade

Pre-requisite: Culinary 1A

The Culinary Arts I (year-long) course will teach students the skills required for a career in the restaurant and food industry. Students will learn knife skills and basic food preparation techniques as well as practical sanitation skills. Other topics include: sauces, soups & stocks, elements of entree production, fundamentals of baking, pastry arts, nutrition and menu planning, dining room service, international cuisine, food preservation, purchasing and receiving, catering, and presentation & plate design. Students enrolled in this course will be administered an industry credential exam. Course Note: This course satisfies the Career Technical Education (1 of 1.5 credit) graduation requirement.

## Culinary Arts II– CTC501

11th-12th grade

Pre-requisite: Culinary 1A and 1B

The Culinary Arts II (year-long with two blocks) course builds on the skills learned in Culinary Arts I. This course consists of practical training in the kitchen. Students will learn advanced knife skills and food preparation techniques as well as practical sanitation skills. Further advanced instruction in table service, baking, pastries, and management techniques are emphasized. Students enrolled in this course will be administered an industry credential exam. Course Note: This course satisfies the Career Technical Education (1 of 1.5 credit) graduation requirement. Students must complete both Culinary Arts 1A AND Culinary Arts 1B OR Culinary Arts 1 in order to enroll in Culinary Arts 2



# CAREER AND TECHNICAL EDUCATION

## Digital Media S – CTI405S

9th-12th grade

The Digital Media (semester) course is an introductory course that provides students an opportunity to explore many areas of the digital world. This course includes topics such as photography, design principles, audio, video, typography, image processing and graphic effects, web animations and development, and presentations. Course Note: This course satisfies either the Career Technical Education (.5 of 1.5 credit) graduation requirement or Career Technical Education - Computer Technology (.5 of .5) graduation requirement.

## Coding I S – CTP331

9th-12th grade

The Coding I Course (semester) introduces students to the history and basics of computer science. Students will learn basic coding concepts in Python and apply algorithms to create a recursive program using Artificial Intelligent (AI). Course Note: This course satisfies either the Career and Technical Education (.5 of 1.5 credit) graduation requirement or Career and Technical Education - Computer Technology (.5 of .5) graduation requirement.

## Coding II S – CTP332

9th-12th grade

The Coding II Course (semester) prepares students to develop Python skills further by introducing Graphical User Interfaces (GUIs) to published Applications. Students will also develop advanced problem solving and systems integration skills by creating a working hardware prototype running a Python program. Course Note: This course satisfies either the Career and Technical Education (0.5 of 1.5 credits) graduation requirement or Career and Technical Education - Computer Technology (0.5 of 0.5) graduation requirement.

## Health Science I – CTH402

10th-11th grade (priority given to 11th graders)

The Health Science I (year-long) course develops students' personal qualities, communication skills, and basic health care skills for application to a career in the health care profession. The course integrates understanding of body systems and diseases and disorders, legal and ethical boundaries within a healthcare environment, infection control and healthy behaviors. Course Note: This course satisfies the Career Technical Education (1 of 1.5 credit) graduation requirement.

## Health Science II – Patient Care – CTB502

11th-12th grade

The Health Science II-Patient Care (year-long, 2 blocks) course builds on the content introduced in Health Science I and is designed to develop students' personal qualities, communication skills, and basic health care skills for application to a career in the health care profession. Students will be provided the opportunity to obtain First Aid and CPR certifications. Included are: applications of fundamental math principles to health care situations; understanding safe work practices as they relate to the prevention of illness or injury to clients, co-workers and self; and demonstrating understanding through written and oral practice. Students successfully completing this course will be administered an industry credential exam. Course Note: This course satisfies the Career Technical Education (1 of 1.5 credit) graduation requirement.

# CAREER AND TECHNICAL EDUCATION

## Business Law – CTB503

10th-12th grade

The Business Law course (year-long) provides the student with a survey of the American legal system. Students will obtain basic knowledge needed to become a better informed citizen, employee, and consumer. This course develops an understanding of law as applied to society and to the individual. Topics include contracts, sales agreements, torts, constitutional law, criminal law, and family law. Course Note: This course satisfies the Career Technical Education (1 of 1.5 credit) graduation requirement.

## Business & Personal Finances S – CTB301S

10th-12th grade

The Business and Personal Finance (semester) course helps students develop financial literacy skills and an understanding of economic principles. Students will learn how to make informed, responsible decisions related to budgeting, banking, credit, insurance, spending, taxes, saving, and investing. Students enrolled in this course will be administered an industry credential exam. Course Note: This course satisfies the Career Technical Education (.5 of 1.5 credit) graduation requirement.

## Spreadsheet Database S – CTB403S

10th-12th grade

The Spreadsheet/Database (semester) course provides students with the opportunity to develop professional level skills in spreadsheet and database management software while learning the basic principles, concepts, and practices of accounting. Students enrolled in this course will be administered an industry credential exam. Course Note: This course satisfies either the Career Technical Education (.5 of 1.5 credit) graduation requirement or Career Technical Education - Computer Technology (.5 of .5) graduation requirement.

## Java Programming I – CTP305

9th-12th grade

The Java Programming I (semester) course is designed to teach students Java programming concepts using a structured approach. Students will develop Java applications and applets. Problem solving and program documentation will be emphasized. Course Note: This course satisfies either the Career Technical Education (.5 of 1.5 credit) graduation requirement or Career Technical Education - Computer Technology (.5 of .5) graduation requirement.

## Java Programming II – CTP306

9th-12th grade

Prerequisite: Java Programming I

The Java Programming II (semester) course continues to teach students Java programming concepts using a structured approach. Course Note: This course satisfies either the Career Technical Education (.5 of 1.5 credit) graduation requirement or Career Technical Education - Computer Technology (.5 of .5) graduation requirement.

# CAREER AND TECHNICAL EDUCATION

## Principles of Engineering – PTE301

9th-12th grade

The Principles of Engineering (year-long) course exposes students to the diverse range of engineering-related careers available and provides opportunities for them to learn and apply skills foundational to all of these fields. Course concepts are learned primarily through engineering design projects where students use computer-aided design (CAD) software to guide their design process and work with various technologies and tools to create functional prototypes. Students enrolled in this course will be administered the NOCTI Engineering Technology Foundations credential exam. Course Note: This course satisfies either the Career Technical Education (1 of 1.5 credit) graduation requirement or Career Technical Education - Computer Tech (.5) graduation requirement.

## Engineering Design and Development – PTE603

10th-12th grade

The Engineering Design and Development (year-long) course is a capstone experience for students completing the engineering pathway. In this course students will thoroughly research and attempt to solve authentic real-world problems using a structured engineering design process. Applying various technologies and techniques students will develop solutions for stated problems through the integration of science, mathematics, and engineering skills and concepts learned throughout the pathway. Course Note: This course satisfies either the Career Technical Education (1 of 1.5 credit) graduation requirement or Career Technical Education - Computer Tech (.5) graduation requirement.

## Robotics Engineering – CTE502

10th-12th grade

The Robotics Engineering (year-long) course teaches high school students the engineering/design processing mechanisms, machines, and robotic systems, as well as pre-employment and employment skills. Course Note: This course satisfies either the Career Technical Education (1 of 1.5 credit) graduation requirement or Career Technical Education - Computer Technology (.5 of .5) graduation requirement.

## Biotechnology Engineering – CTE503

10th-12th grade

Biotechnology Engineering (year-long) is an introductory course to the field of biotechnology engineering and providing an overview of the following biotechnology domains: Safety and Skills, History of Biotechnology, DNA Technology, Forensic and Medical Biotechnology, Agricultural Biotechnology, Industrial Biotechnology, and Bioinformatics. Students enrolled in this course will be administered an industry credential exam. Course Note: This course satisfies the Career Technical Education (1 of 1.5 credit) graduation requirement.

# CAREER AND TECHNICAL EDUCATION

## Green Technology Engineering - CTE504

10th-12th grade

The Green Technology Engineering (year-long) course teaches high school students the engineering and design processes in alternative and renewable energy systems through the application of STEM to real world scenarios via laboratory practices, computer applications and emulations. Course

Note: This course satisfies the Career Technical Education (1 of 1.5 credit) graduation requirement.



# GENERAL ELECTIVES

## **Avid 9 – LAV301**

9th grade

Advancement via Individual Determination (AVID) 9 (year-long) is an academic elective course that prepares students for college and career readiness. The rigorous, standards-based college-preparatory curriculum provided by AVID Center includes tutor-facilitated study groups, motivational activities, and academic success skills. Students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth. Students take courses that meet the four-year college entrance requirements and prepare for college acceptance and persistence, including application and examination (SAT and ACT) preparation. Students must meet AVID participation requirements, apply to participate, and be accepted into the AVID Elective Course. Course Note: This course satisfies the Elective (1.0 of 5 credits) graduation requirement.

## **Avid 10 – LAV401**

10th grade

Advancement via Individual Determination (AVID) 10 (year-long) is an academic elective course that prepares students for college and career readiness. The rigorous, standards-based college preparatory curriculum provided by AVID Center includes tutor-facilitated study groups, motivational activities, and academic success skills. Students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth. Students take courses that meet the four-year college entrance requirements and prepare for college acceptance and persistence, including application and examination (SAT and ACT) preparation. Students must meet AVID participation requirements, apply to participate, and be accepted into the AVID Elective Course. Course Note: This course satisfies the Elective (1.0 of 5 credits) graduation requirement.

## **Avid 11 – LAV501**

11th grade

Advancement via Individual Determination (AVID) 11 (year-long) is an academic elective course that prepares students for college and career readiness. The rigorous, standards-based college-preparatory curriculum, provided by AVID Center, includes tutor-facilitated study groups, motivational activities, and academic success skills. Students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth. Students take courses that meet the four-year college entrance requirements and prepare for college acceptance and persistence, including application, examination (SAT and ACT) preparation, and scholarships. Students must meet AVID participation requirements, apply to participate, and be accepted into the AVID Elective Course. Course Note: This course satisfies the Elective (1.0 of 5 credits) graduation requirement.

## **Avid 12 – LAV601**

12th grade

Advancement via Individual Determination (AVID) 12 (year-long) is an academic elective course that prepares students for college and career readiness. The rigorous, standards-based college-preparatory curriculum, provided by AVID Center, includes tutor-facilitated study groups, motivational activities, and academic success skills. Students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth. Students take courses that meet the four-year college entrance requirements and prepare for college acceptance and persistence, including application, examination (SAT and ACT) preparation, scholarships, and college-level work. Students must meet AVID participation requirements, apply to participate, and be accepted into the AVID Elective Course. Course Note: This course satisfies the Elective (1.0 of 5 credits) graduation requirement.

# GENERAL ELECTIVES

## AP Seminar+ – INS612

10th-11th grade

The AP Seminar + (year-long) course is the first course in the AP Capstone experience. The course is designed to equip students with the skills and strategies necessary to analyze and evaluate information from divergent perspectives in a variety of media formats (i.e., articles, philosophical texts, speeches, artistic works, and performances). The course engages students to craft and communicate evidence-based arguments on academic and real-world topics and issues. College Board recommends this course for grades 10, 11, and 12 and there are no pre-requisites. Weighted AP Seminar is a prerequisite for AP Research. The course is only offered at select AP Capstone schools.

## AP Research+ – INS613

11th-12th grade

Pre-requisite: AP Seminar

The AP Research (year-long) course is the final course in the AP Capstone experience. AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research based investigation to address a research question. In this course students cultivate the skills and discipline necessary to conduct independent research in order to produce and defend a scholarly academic paper. College Board recommends this course for grades 11 and 12 and states that students must have successfully completed AP Seminar. Weighted AP Seminar is a prerequisite for AP Research. The course is only offered at select AP Capstone schools.

## Algebra 1 Lab – MAA305

9th grade

Algebra I Lab (year-long) supports and reinforces Algebra concepts taught in Algebra I. Students will have additional opportunities to learn how to write and translate expressions into mathematical forms, solve first and second degree equations, and use the concept of a function to model real-world phenomena. They will also expand their problem solving experiences to further develop their reasoning, representation, connections, and communication skills. Learning will be experienced through concrete and modeling activities, whenever possible, with less emphasis on computational or symbolic manipulation. Instructional activities will include the use of graphing calculators, computer software, and manipulatives. Course Note: This course satisfies the Elective (1 of 5 credit) graduation requirement.

## Geometry Lab – MAG405

10th grade

Geometry Lab is an elective course that supports and reinforces geometric concepts taught in Geometry. Students will have additional opportunities to learn how to discover and use properties of geometric figures, use the coordinate plane to relate geometry to algebraic concepts, use geometric modeling, and construct geometric proofs in different formats. They will also expand their problem solving experiences to further develop their reasoning, representation, connections, and communication skills. Learning will be experienced through concrete and modeling activities, whenever possible, with less emphasis on computational or symbolic manipulation. Instructional activities will include the use of graphing calculators, computer software, manipulatives, and geometric construction tools.

# GENERAL ELECTIVES

## **Math Lab III – MAA405**

10th-11th grade

Math Lab III supports and reinforces upper level mathematics courses such as Algebra 2, Discrete Mathematics, or Advanced Functions. Students will have additional opportunities to build on their problem solving experiences to further develop their reasoning skills, and develop methods of justifications. A variety of applications and some general problem-solving techniques will be used. Learning will be experienced through concrete and modeling activities, whenever possible, with less emphasis on computational or symbolic manipulation. Instructional activities will include the use of graphing calculators, computer software, and other appropriate manipulatives to promote student reasoning and discovery of mathematical concepts. Course Note: This course satisfies the Elective (1 of 5 credits) graduation requirement.

## **Strategic Literacy Instruction 9 – RED307**

9th grade

Specifically designed and differentiated strategic literacy instruction scheduled in addition to the time allocated for core classroom instruction and intervention. Course can be repeated. The student earns .5 elective credit.

## **Strategic Literacy Instruction 10 – RED407**

10th grade

Specifically designed and differentiated strategic literacy instruction scheduled in addition to the time allocated for core classroom instruction and intervention. Course can be repeated. The student earns .5 elective credit.

## **Strategic Literacy Instruction 11 – RED507**

11th grade

Specifically designed and differentiated strategic literacy instruction scheduled in addition to the time allocated for core classroom instruction and intervention. Course can be repeated. The student earns .5 elective credit.

## **Strategic Literacy Instruction 12 – RED607**

12th grade

Specifically designed and differentiated strategic literacy instruction scheduled in addition to the time allocated for core classroom instruction and intervention. Course can be repeated. The student earns .5 elective credit.

# GENERAL ELECTIVES

## **Yearbook Prod – AAY301**

10th-12th grade

This is a (yearlong) hands-on course where the students and the teacher work closely together to produce Humphreys High School annual yearbook. Journalism writing techniques, meeting deadlines, creating spreads, using and editing photography, developing themes, and other basics will be covered.

## **Yearbook Prod S – AAY301S**

10th-12th grade

This is a (semester) hands-on course where the students and the teacher work closely together to produce Humphreys High School annual yearbook. Journalism writing techniques, meeting deadlines, creating spreads, using and editing photography, developing themes, and other basics will be covered.

## **Journalism – LAJ401**

10th-12th grade

The Journalism (year-long) course is aligned with College and Career Ready Learning Standards and is designed for the highly motivated student who desires a strong background in journalistic techniques. As a writing intensive course, the essentials of newspaper and mixed media writing in the 21st Century are covered, to include news stories, features, editorials, and headlines. Students will develop and apply their understanding of the history of journalism and its basis for legal and ethical rights and responsibilities. Students not only gain an understanding of the reporter's role, but they also learn the various types of writing formulas used in journalistic writing. This course will also stress the techniques of observation, interviewing, and reporting. In addition, proofreading, editing, and newspaper layout will be covered. Students' personal and staff management skills will be developed throughout the course.



# ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

## **ESOL-1 Entering 1hr – LAA 301**

The English for Speakers of Other Languages Entering Communication course for students in Grades 9-12 is designed to develop and increase English language proficiency and academic skills for students whose primary language is not English and who are at a Level 1 English proficiency. This course may be offered for one, two or three hour periods. Course Note: Two years of ESOL may be substituted for English Language Arts for English Language Learners. This course is repeatable.

## **ESOL-2 Beginning 1hr – LAA 401**

The English for Speakers of Other Languages course Beginning Communication is designed to increase English language proficiency and to enhance emerging academic language for students whose primary language is not English and who are at a Level 2 English proficiency. All areas of communication skills, i.e. listening, speaking, viewing, reading and writing, are strengthened through the integrated learning of language and academic content. This course may be offered for one or two hour periods. Course Note: Two years of ESL may be substituted for English Language Arts for English Language Learners. This course is repeatable.

## **ESOL-3 Developing 1hr – LAA 501**

The English for Speakers of Other Languages course Developing Communication is designed for students whose primary language is not English and who are at a Level 3 English proficiency. It is designed to increase English language proficiency, enhance academic language, and develop learning strategies to meet the demands of learning academic content in English. Course Note: Two courses of ESL may be substituted for English Language Arts for English Language Learners. This course is repeatable.

## **ESOL-4 Expanding 1hr – LAA 601**

The English for Speakers of Other Languages course Expanding Communication is designed for the English language learner who is at a Level 4 English language proficiency level. This course focuses on expanding the student's range of vocabulary, refining grammatical structures, sharpening writing skills, and developing critical reading and thinking skills, such as analyzing and evaluating. All areas of communication skills are strengthened through the integrated learning of language and academic content. Only offered for one hour. Course Note: Two years of ESL may be substituted for English Language Arts for English Language Learners. This course is repeatable.