

Lancer Registration and Course Selection

REGISTRATION

All families must complete or update all registration documentation before students can select their course request. Registration documents can be obtained from the high school office or downloaded from the LHS website (<http://www.lake-hs.eu.dodea.edu/>). The completed registration packet must be presented to the school registrar by a parent with the following required documents: Copy of orders with any extensions, Sponsor's ID Card, Dependent's ID or Social Security Card, student's shot records and the student's Course Selection Form.

COURSE SELECTION

Selecting classes is very important and requires planning and discussion between students, parents and educators. Families should first review the ***DoDEA Graduation Requirements*** (page3) and develop/review a ***Graduation Plan*** (also called a **Four Year Plan**) for the student. Earning a high school diploma is the key to opening future opportunities in careers and further education. Careful planning and review of progress in high school ensures that students will be ready for the types of challenges they will be facing after graduation. This very important planning should be reviewed every year and can be aided by using advice of Teachers, Guidance Counselors and Administrators.

Course Selection Sheets must be carefully completed using the student's Graduation Plan. The courses selected will provide the necessary information need for LHS to plan and provide for your student's education.

On Line Course Selection must be completed using the student's GradeSpeed account. Students must not select the FINALIZE REQUEST before meeting with teachers and counselors on Course Selection Day. Once Finalize Request has been submitted the student cannot change their course request through their GradeSpeed account but must make the requested change through their guidance counselor.

REPEATING CLASSES FOR GRADE IMPROVEMENT

All DoDEA students are required to have a 2.0 Grade Point Average as part of their graduation requirements. *Sometimes it is to the advantage of a student to repeat a class because of a failure or low grade.* Students repeating a class will have their Cumulative GPA recalculated using the most recent grade for the class taken and credit is awarded for the repeated class. The original class name and grade will not be removed from the student's transcript.

FULL TIME ATTENDANCE for SENIORS

The following is the DoDEA Policy concerning seniors attending school: Regulation 14.1.1.3 (page 54 of DoDEA Administration Guide)

LHS Seniors are required to be full time students during first semester. Any senior wanting to apply for part time status for second semester must complete their request by December 1, 2011. In this request the student and family must submit a Memo for the Record to the principal stating the advantages and reasons for becoming a part time student. This memo must state the student's future career and educational plans and explain how their course selection for second semester will prepare them for these goals. Students will not be allowed to drop full year classes in order to become a part time student. No requests will be accepted after the December 01, 2011 deadline.

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Graduation Requirements

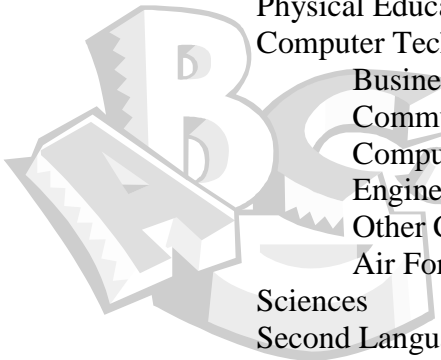
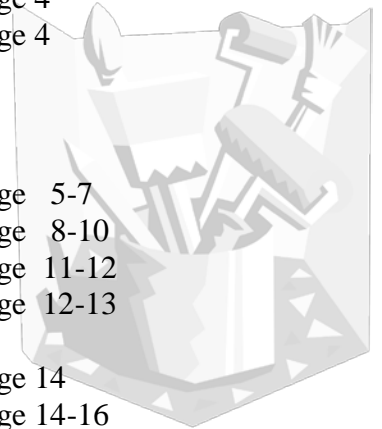
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Department of Defense Dependent Schools Graduation Requirements

Cumulative Grade Point Average (GPA) of 2.0 is required for graduation.

MINIMUM REQUIREMENTS FOR GRADUATION: 26 Carnegie Units as follows:

<u>SUBJECT AREA REQUIREMENTS</u>	<u>CREDITS</u>
LANGUAGE ARTS (English 9, 10, 11, 12 or AP English. 2 credits of ESL may be substituted)	4
SOCIAL STUDIES (Required: 1 credit of World History, 1 credit of US History and 1/2 credit of US Government)	3
MATHEMATICS (Required: 1 credit of Alg I, 1 credit of Geometry and 1 credit of higher level math. Completion of Algebra II recommended for college preparation)	3
SCIENCE (Required: 1 credit of Biology and 1 credit of a Chemistry or Physics course)	3
SECOND LANGUAGE (Must be the same language. Recommend 3-4 credits for college preparation)	2
COMPUTER TECHNICAL EDUCATION (CTE formerly PTS) (One half credit must be in computer technology class. CTE credits include Business, Communications, Computer, Engineering & Scientific, Health & Human or AFROTC)	2
FINE ARTS (art, instrumental or vocal music, drama or humanities)	1
PHYSICAL EDUCATION (1/2 credit of Personal Fitness, 1/2 credit of Life Time Sports and 1/2 Physical Activities and Nutrition or for Class of 2008 1/2 credit of Conditioning)	1.5
HEALTH	0.5
TOTAL REQUIRED CREDITS	20
ELECTIVES	6
TOTAL CREDITS	26

SPECIAL EDUCATION

Lakenheath High School's special education department serves a diverse student population by providing programs and services for the mildly impaired, moderately impaired, and severely impaired student. Course offerings include resource classes in English and mathematics, learning strategies classes for skill development and enhancement, inclusion classes within the mainstream program with and without support, and a Cooperative Work Experience program. The program includes a staff of special education teachers, counselors, nurse, school psychologist, speech pathologist, and coordinator for the hearing impaired, coordinator for the visually impaired, educational prescriptions, case study committee chairperson, and educational aides working within the school curriculum. The RAF Lakenheath Educational Developmental Intervention Services or EDIS Clinic supports the LHS special education program. EDIS Clinic provides services in physical and occupational therapy programs, psychological counseling and testing for students requiring such services.

SUPPORT CLASSES FOR LANGUAGE ARTS & MATHEMATICS

The requirements for a DoDEA diploma are very vigorous and demanding. LHS offers support classes to help the student who needs supplemental instruction and time to succeed in language arts and mathematics classes offered at LHS. Student' standardized test scores and past performance will be used to determine the need for enrollment in a support class.

VIRTUAL SCHOOL COURSES (by telecommunications)

DoDEA Virtual School gives students opportunities to take courses via telecommunications that are not offered at LHS or to solve schedule conflicts. To offer these classes, the computer is used to communicate with the Virtual School teacher who is stationed at another school in Europe, the Far East or Washington D.C. The student is assigned a class period that is used to work on assignments and have computers available to send and receive communications with the Virtual School teacher. There will be a supervising teacher working with the student during their assigned period, but this coordinator is not the instructor for the course. The coordinator can help with communications with the Virtual School teacher, equipment problems and scheduling, but the coordinator may offer limited or no instruction concerning course content. **Telecommunication classes require the student to be self-motivated and have disciplined work habits.** For more information about DoDEA Virtual School courses go to the following site: <http://www.dodea.edu/home/virtualSchool.cfm>

AP COURSES

The Advancement Placement provides students with the opportunity for advanced and in depth study in selected courses. AP classes are designed to be equivalent in difficulty to classes taken by freshman in college. In May, students have the opportunity to take the AP Exam from the College Board (the same company that designs and administers the SAT). Based on the score of this AP Exam, some colleges and universities have policies of granting college credit, advancement to upper level classes or entry into honors programs. DoDDS will pay the AP test fee. Only students completing the AP Exam will be awarded an "Honors Grade Point" in their cumulative grade point average. Grade average of "B" in the subject area and teacher recommendation is advised before enrolling in any AP course.

LAKEHEATH HIGH SCHOOL COURSE OFFERINGS

FINE ARTS

ART COURSES



Fundamentals of Art 9-12 (Year): A foundations course that stresses the elements and principles of design and the development of basic skills, methods and techniques. Drawing, printmaking, painting and sculpture represent 90% of the hands-on visual and compositional learning activities. **This includes a series of directed weekly sketches for the students.** The remaining 10% is composed of art history and appreciation.

Studio Art Levels I, II & III 10-12 (Year): A course giving a more in-depth application of the elements and principles of design as used in drawing, printmaking, painting and sculpture. **This includes a series of directed weekly sketches for the students.** Art history and art appreciation make up 10% of the course. Students, who take a second or third year of Studio Art, work independently and may focus on a specific art form (drawing, printmaking, painting, ceramics or sculpture) for an entire semester of the school year. This class may be repeated for credit. ***Prerequisite: Fundamentals of Art***

AP Studio Art 11-12 (Year) The Drawing Portfolio is designed to address a very broad interpretation of drawing concepts and media. Light and shade, line quality, rendering of form, composition, surface manipulation, and illusion of space are drawing issues that can be addressed through a broad variety of applications. A minimum of 40 works of drawing, painting, printmaking, and mixed media, as well as abstract, observational, and inventive works, are essential for the completed portfolio. Students will be required to produce works during the summer prior to their taking the course as well as work both extensively and independently inside and outside of class times. The course is one taken for university credit and applies rigorous standards of critique, self-motivation and investigation. Students will develop an AP Portfolio to be completed by early May for evaluation. See **AP COURSES** on Page 5 or for more detailed specifics, the AP Studio Art Drawing Portfolio Syllabus. ***Prerequisite: Fundamentals of Art and a minimum of two years of Studio Art.***



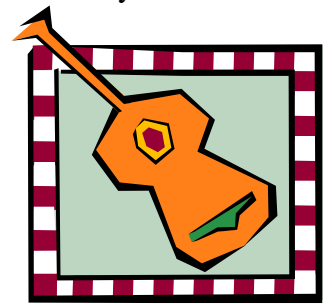
MUSIC COURSES (con't)



Beginning Chorus 9 - 12 (Year) Course is designed for first time students interested in developing vocal techniques. Course will incorporate the study of basic music theory and choral performances through vocal pedagogical training, staff and rhythmic notation recognition, and performance of two, three, and four part choral repertoires. Students will be required to perform at various school functions, community festivities, and concerts during academic year.

Advanced Chorus 10 – 12 (Year) Course is designed to enhance experienced basic sight-singing skills, music analysis, and vocal pedagogical techniques through the performance of 3 and 4-part choral repertoire. This course may be repeated for credit. **Prerequisite: 1 year of performance experience within a high school vocal ensemble.**

Guitar I 9 – 12 (Semester) Course is designed to introduce students to the study of basic music theory and basic acoustical guitar performance. Performance and theory techniques will incorporate staff and rhythmic notation recognition, basic strumming, chord analysis, and group ensemble performance. Students are encouraged to provide own instrument within the first week of class. Students unable to provide own instrument will be allowed to use school guitars. School guitars are limited and therefore will only be provided to those on a first come basis. Students who attend with personal guitars will need to supply own strings. This course may not be repeated.



Intermediate Band 9 – 12 (Year) Incoming freshman are to enroll in intermediate band during first year. Students will continue to develop pedagogical and performance techniques through the performance of scales, rhythmic studies, and musical repertoire between easy –medium grade level. Students will be required to perform at various school functions, community festivities, and concerts during academic year. PLEASE NOTE: Attendance at all pep band performances (athletic games, pep assemblies, etc.) each semester will determine 50% of the semester final exam grade. For students unable to meet this obligation an alternative assignment, consisting of a documented research project on a musical subject and approved by the instructor, will be given and completed no later than one school week before the end of the semester. **Prerequisite: 1-2 years of beginning, intermediate, and/or advanced junior high band and recommendation by junior high or LHS band director.**

Advanced Band 10 – 12 (Year) Students will continue to develop pedagogical and performance techniques through the performance of scales, rhythmic studies, and musical repertoire between medium-difficult to difficult levels (Grade 3-5). Students will be required to perform at various school functions, community festivities, and concerts during academic year. This class may be repeated for credit. PLEASE NOTE: Attendance at all pep band performances (athletic games, pep assemblies, etc.) each semester will determine 50% of the semester final exam grade. For students unable to meet this obligation an alternative assignment, consisting of a documented research project on a musical subject and approved by the instructor, will be given and completed no later than one school week before the end of the semester. **Prerequisite: 1-3 years experience within a high school instrumental ensemble or by recommendation from LHS high school music director.**

MUSIC COURSES (con't)

Jazz Ensemble 10-12 (Year): The jazz ensemble course is designed to acquaint students with jazz music skills. The content includes, but is not limited to, the following concepts: interpretation and analyzation of musical scores; application of jazz musical nuances in playing from a musical part; improvisation; advance rhythm patterns; performance as a soloist and in small and large group ensembles; a variety of music repertoire such as style, periods, and forms; and sight-reading exercises. Instructional activities will be Provided through the following processes: using daily sight-reading exercises during regular full-group rehearsals; practicing aural dictation and ear-training; improvising to a given chord progression; play-rig in tune; performing as a soloist and in small and large group ensembles; playing a wide variety of jazz and big-band repertoire; training in, and the development of, good practice habits; and training in the basics of jazz harmony.

HUMANITIES COURSE

Humanities 10-12 (Year or Sem) The humanities course is designed to be an integrated study of history, literature, philosophy, the visual arts, theatre, dance, and music. Emphasis is placed on critical thinking, creativity, and the rights and responsibilities of the individual in a society. Students explore aspects of human behavior and human ideals. Instructional activities will be interdisciplinary in focus, drawing content, examples, and resources from a variety of curricular areas. Emphasis is placed on the arts, including theater, the visual arts, dance, music, architecture, film, and television. Activities also emphasize the cultural resources of the host nation and the diverse cultures where DoDDS schools are located. Visits to museums and attendance at performing arts productions will be scheduled when feasible. Students will be required to pass written and oral tests on course content. All projects and research papers will be evaluated according to criteria established by the instructor.

DRAMA COURSE

Drama-Theater 9-12 (Year)

NOTE: *Although this course is repeatable, the requirements differ from year to year. Please read the descriptions below carefully!*



YEAR ONE (9-12): This foundation course is designed to study basic acting skills including improvisation, mime, and scene work/script analysis. Solo, duet, and small group scenes are performed and critiqued. Basic theatrical jargon and acting/directing theory make up about a third of the course work. Line memorization and meeting deadlines are essential for success in this course.

YEAR TWO – FOUR (10-12): Building upon the first year's work, this course is designed to encourage greater development of acting skills by introducing more acting theories/styles through rigorous scene work and script analysis. Advanced theatrical jargon and acting/directing theory make up about a fifth of the course work. Line memorization and meeting deadlines are essential for success in this course. Participation in the annual Shakespeare Festival and Speech & Drama Festival are course requirements.

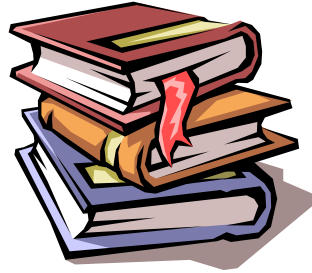
LANGUAGE ARTS

Honors English Courses follow the DoDEA Honors Curriculum. These courses:

- study major ideas in depth
- provide for self understanding
- develop critical and creative thinking skills
- enable students to explore constantly changing knowledge in cultural contexts
- expose students to specialized resources
- promote self initiated learning and growth

All Core English Courses include instruction in these integrated reading/language arts standards:

- the English language
- listening, speaking, viewing
- literature (reading)
- writing
- accessing and processing information



Language Arts 9 (Year): This course covers grammar, word usage, spelling and vocabulary, creative writing, speaking and listening, technology research and dictionary skills. Literature selections include selected fictional and non-fictional short stories; the novel *To Kill a Mockingbird*; plays, including Shakespeare's *Romeo and Juliet*, portions of Homer's *Odyssey*, and selections from the *Elements of Literature* textbook.

Honors Literature-World History 9 (Year): This course will stress world literature and its connections to world events up to 1500. There will be a strong emphasis on analytical writing, applied critical thinking, classroom dialogue, and interdisciplinary connections with Honors World History. Extensive reading and writing and an original student research project will be required. Participation in both the Shakespeare Festival and the Speech and Drama Festival are mandatory. *The grade for this class will not be weighted and will be combined with grades received in Honors World History 9. The same grade will be assigned to both Honors World History 9 and Honors Literature 9. There is no summer reading requirement.*

Language Arts Grade 10 (Year) This course stresses the acquisition of Standard English prose; the production of which is encouraged in the following ways: the reading of fiction and nonfiction, the practice of language skill development activities, the accumulation of *in-context* vocabulary, the writing of short prose pieces in fiction and nonfiction, and the application of research skills for the purpose of career investigation. In addition, the practice of informal journal writing in response to the assigned reading is evaluated. Readings will include *Antigone*, *Julius Caesar*, *Lord of the Flies*, *Animal Farm*, *Of Mice and Men*, and short fiction and nonfiction selections from the *Language of Literature* text. Students are encouraged to participate in the school wide Shakespeare Festival and the speech and Drama Tournament.

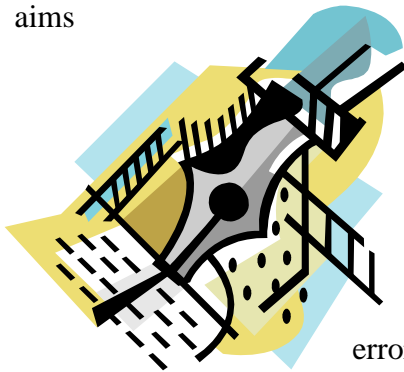
Language Arts (con't)

Honors Literature-World History 10 (Year): This course will stress World Literature and its connections to historical events from the 1500s to present. There will be a strong emphasis on analytical writing, applied critical thinking, classroom dialogue and interdisciplinary connections with Language Arts. Extensive reading/writing and an original, year-long research project will be required. Participation in both the Shakespeare and Speech & Drama Festivals are required. *The grade for this class will not be weighted and will be combined with grades received in Honors World History 10. The same grade will be assigned to both Honors World History 10 and Honors Literature 10.*

Language Arts 11 (Year): Designed to strengthen skills in a American literature from colonial Puritanism to the present with emphasis on poetry, drama, grammar, reading, and research paper writing skills. Writing emphasis will be on essay development. In addition, students study Shakespeare's *Macbeth*. Students are encouraged to participate in the school wide Shakespeare Festival and the Speech and Drama Tournament.

Language Arts 12 (Year): Stresses English literature, written assignments, vocabulary, discussions and a major research project. Novels, plays, and poetry from the Anglo-Saxons to the 20th Century will be studied during the year along with Shakespeare's *Hamlet*. Students will be encouraged to participate in the school wide Shakespeare Festival and the Speech and Drama Tournament.

AP English Language and Composition 11-12 (Year): This course is for students who are proficient in English and wish to master composition and language skills. The course is organized around the aims



affect

(expressive, literary, persuasive, and referential) and modes (classification, descriptive, narrative) of writing. Students review exam papers from previous years for strengths and weaknesses and learn to analyze the works of professional writers, both fiction and non-fiction, to determine the rhetorical devices the writers employ. They learn to recognize and use these strategies in their own writing. They also practice the objective portions of the exam, making vocabulary and grammar an important aspect of the course, and experience the stress of timed writings. Daily warm-up exercises include review of common errors in grammar, mechanics, and sentence structure that could adversely affect the AP exam grade. **Students are expected to become proficient in various**

modes of discourse. Both formal and informal writing assignments are given. There is an argumentative research paper required. Outside readings are assigned according to grade level. Students are expected to take the AP exam in May (see the AP program description on page 4). *There may be a summer assignment.*

Language Arts (con't)

AP English Literature and Composition 11 -12 (Year): This is a college level course in the practice of writing in response to literature. Literary analysis will be stressed both in its execution and emulation through exposure to the work of noted literary critics. Students will read, discuss, and write about significant works of English Literature. The writing will be in the form of prepared compositions, in-class, timed practices, and a research paper on *Hamlet*, which explores the critical discourse surrounding it. Literary terms and the genres of both poetry and prose will be covered.

An important focus of this course is the successful performance on the Advanced Placement Exam in English Literature and Composition. To this objective, considerable attention is to be given to the strategies involved in successful test taking and the examination of exemplary student essays from previous exams. Students are expected to take the Advanced Placement Exam in English Literature and Composition in May (see AP Program Schedule). Students must participate in both the Speech and Drama and Shakespeare Festivals. It is advisable to see the instructor in the spring about the coursework to be presented in August, so as to be able to move smoothly into the year. *Jane Eyre* by Charlotte Bronte should be read over the summer, as it will be covered immediately upon return in the first semester. See **AP COURSES** on Page 4.

Language Art Electives

Speech 09-12 (year) This speech course is designed to prepare students to create speeches that reflect careful thought in planning, organization, and delivery. The content includes, but is not limited to, identifying the purpose and audience for the speech; selecting the general topic and refining to a specific topic; making a statement of the thesis; selecting appropriate resources and information; outlining; creating a bibliography; selecting main points and supporting information; preparing the appropriate visual aids; modifying information for a particular audience; writing introductions and conclusions; using appropriate delivery techniques; evaluating delivery, content, and pattern of organization using specified guidelines; delivering oral or written critiques; and evaluating a speech according to established criteria.

English as a Second Language (ESL) 9-12 (Sem or Year): This course is designed to strengthen the English language skills of students who speak other languages, including the skills of listening, reading, speaking, and writing. This course may be repeated for credit. Referral by teacher or counselor is required.

MATHEMATICS

Algebra I 9 – 12 (Year): The content of this course will include the use of functions, equation solving and geometry. There will be increased use of problem solving techniques. *This course is required to meet DoDEA graduation requirements.*



Algebra I Lab 9 – 12 (Year) I: This class is a support class for Algebra I students. As part of this class the computer program Algebra Cognitive Tutor will be used to support the learning of mathematical skills. This class is recommended for students scoring below the 50 percentile on the Math section of the Terra Nova Standardized Test or by a recommendation from a previous math teacher. The credit earned will count as an elective credit and will not be counted towards the DoDEA requirement of math credits but will count as an elective credit. *Concurrent enrollment in Algebra required.*

Geometry 9 – 12 (Year) : The content of this course will include the study of polygons and circles. Algebraic concepts will be integrated with the geometric concepts. *Prerequisite: Algebra I. This course is required to meet DoDEA graduation requirements.*

Geometry Lab 9 – 12 (Year): This class is a support class for Geometry students. As part of this class the computer program Geometry Cognitive Tutor will be used to support the learning of mathematical skills. This class is recommended for students scoring below the 50 percentile on the Math section of the Terra Nova Standardized Test or by recommendation from a previous math teacher. The credit earned will count as an elective credit and will not be counted towards the DoDEA requirement of math credits but will count as an elective credit. *Concurrent enrollment in Geometry required. This course is recommended for any student who earned a grade of C or lower in Algebra I.*

Discrete Math 11 –12 (Year): This class is concerned with the mathematics of non-continuous sets. Topics covered include graph theory, combinatorics, matrices, codes, game theory, and voting theory. *Prerequisites: Algebra I and Geometry. This course is NOT recommended for college bound juniors or seniors except in conjunction with Algebra II or Math Analysis.*

Algebra II 10 – 12 (Year): This course will emphasize power, roots, radicals, exponential and logarithmic functions, sequences and series, statistics and circular trigonometric functions. This course is highly recommended for any student wishing to enroll in a four-year university. *Prerequisites: Algebra I and Geometry*

Math Lab III 10-12 (Year) This class is a support class for Algebra II and Discrete Math. This class is recommended for students scoring below the 50 percentile on the Math section of the Terra Nova Standardized Test or by recommendation from a previous math teacher. The credit earned will count as an elective credit and will not be counted towards the DoDEA requirement of math credits but will count as an elective credit. *Concurrent enrollment in Algebra II or Discrete Math required. This course is recommended for any student who earned a grade of C or lower in Algebra I and/or Geometry.*

MATHEMATICS (con't)

Math Analysis 11- 12 (Year): This course will involve the students in units on circular functions, vectors, polar coordinates, matrices, complex numbers and limits. *Prerequisite: Algebra II*

AP Calculus AB 11 – 12 (Year): This course is designed to prepare students to take the AP Calculus AB exam. This course covers differential and integral calculus methods and applications. See **AP Courses** on Page 5. *Prerequisite: Math Analysis or permission of the instructor.*

AP Calculus BC/Telecommunications 11-12 (Year): Students are engaged in authentic applications involving limits and continuity, derivatives, integrals, transcendental functions, and infinite series. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed geometrically, numerically, analytically, and verbally. The standards develop the unifying themes of derivatives, integrals, limits, approximation, and applications and modeling. Graphing calculators are required for this course as mandated by the College Board. See **AP Courses** on Page 4. Also see *Distance Education on Page 4*. *Prerequisite: Completion of AP Calculus AB.*

AP Statistics 11 – 12 (Year): The purpose of the AP Statistics Course is to introduce students to major concepts related to data analysis, experimental design, producing and interpreting linear models, and making statistical tests and estimates. Preference is given to seniors who have completed Algebra II. Intellectual maturity and good writing and communication skills are as important in the course as fundamental math skills. Students intending to take AP Calculus and an AP science course in their Senior year may wish to take Statistics concurrent with Math Analysis in their Junior year, with permission of the instructor. Statistics is an excellent course for students anticipating going on to study education, medicine, business, psychology, engineering, or any of the sciences. See **AP COURSES** on Page 4. *Prerequisite: Algebra II*

PHYSICAL EDUCATION & HEALTH

Health 10-12 (Sem): Health is designed to provide students with comprehensive information about contemporary health topics such as wellness and nutrition, personal fitness, family and social health, growth and development, and, alcohol, tobacco and substance use/abuse.

PE/Personal Fitness 9-12 (1st Sem): This course is designed to provide students with knowledge and opportunities to make personal decisions about their fitness. This is accomplished through a combination of classroom and activity experiences. Students learn information, which enables them to plan their own personal fitness program. This course is required to meet DoDEA graduation requirements.

PE/Lifetime Sports 9-12 (2nd Sem): Lifetime Sports is an activity course designed to help students develop skills in activities they will be able to enjoy for a lifetime. A variety of sports activities are offered. This course is required to meet DoDEA graduation requirements.

PHYSICAL EDUCATION(con't)

PE/Physical Activity and Nutrition 9-12 (Sem) This course provides a variety of opportunities for students to experience alternative, non-competitive physical activities. It is designed to enable students to develop the movement skills and conceptual knowledge necessary to implement a 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. This course is required to meet DoDEA graduation requirements.



Conditioning 10-12 (Sem or Year) This course enable students in grades ten through twelve to continue to develop the movement skills and conceptual knowledge in sports and physical activities of the student's choosing. The course focuses on one category of sports, teaching and improving the motor skills and tactical knowledge unique to that category of sport or activity, which may includes conditioning activities, fielding sports, ball control sports, net/wall sports, target sports, aquatics, combative sports, and rhythmic/dance activities. **This class is taken after taking Personal Fitness, Lifetime Sports and Physical Activity & Nutrition.**

Field Sports 10-12 (Sem or Year) This semester or year long course is designed to enable students in grades ten through twelve to continue to develop the movement skills and conceptual knowledge in sports and physical activities of the student's choosing. The course focuses on one category of sport or activity, teaching and improving the motor skills and tactical knowledge unique to that category of physical activity, which may include individual non-competitive activities listed. **This class is taken after taking Personal Fitness, Lifetime Sports and Physical Activity & Nutrition.**

Computer Technical Education (CTE)

Formerly known as PTS

BUSINESS STUDIES

BUSINESS AND PERSONAL FINANCE 9–12 (Year): Topics for First Semester discussion include: Personal Financial Planning, Money Management Strategy, Consumer Purchasing Strategies and Legal Protection, Banking, Consumer Credit, The Finances of Housing, The Fundamentals of Investing, Stocks, Bonds and Mutual Funds. Topics for Second Semester include: Real Estate and Other Investment Alternatives; Planning Your Tax Strategy; Home and Automobile Insurance; Health, Disability, and Life Insurance; Retirement and Estate Planning; Introduction to Financial Management for Business; Sources of Funding; Financial Accounting; and Managing Payroll and Inventory.

ACCOUNTING 10-12 (Year): Accounting is the language of business! This course is designed to teach students the basic accounting cycle for a sole proprietorship (including payroll accounting) and the accounting cycle for a merchandising corporation. The course provides Chapter Reviews and Working Papers, the use of Electronic Learning Center Packets for reinforcement and review, Chapter Quizzes, Chapter Tests, Unit Tests, four Mini Practice Sets, one Accounting Simulation (another is optional and available upon request), as well as a great deal of classroom discussion of all Chapter Reviews and Working Papers.

COMMUNICATIONS TECHNOLOGY

All of these courses meet computer graduation requirements except for Yearbook Production

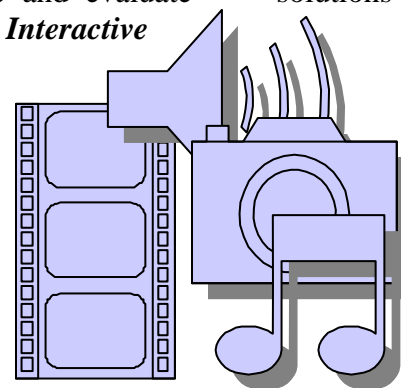
Interactive Multimedia 09-12 (Year) The course is designed to provide students with instruction and skill in the use of technological resources and systems commonly found in the communications sector. The content includes, but is not limited to, digital photography, desktop publishing. The students work with digital photography, scanned photographs; and work extensively with Adobe Photoshop CS4 learning to do print manipulation and print design. Students will work with desktop publishing using Adobe InDesign CS4 learning how design, layout and print pages of student work. Instructional activities are provided in the technology education laboratory setting, using hands-on experiences with tools, equipment, and materials related to course content. Students will plan, design, and produce projects; develop solutions to problem solving activities, present ideas and information orally and in writing; and work cooperatively. *Students should have use of a digital camera; also it is suggested to take this class prior to taking Yearbook Production.*

COMMUNICATIONS TECHNOLOGY-CTE (con't)

Computer Animation 10-12 (Year) This course is designed to provide students with the instruction and skills to create digital illustrations, modeling and animation, character animation, digital motion imagery, and game design. The content includes, but is not limited to, 3D modeling using **3ds Max 2010**, materials and textures, rendering, and computer animation. Students will also create, record, and edit digital audio, video, and photographic imagery. This course will utilize software programs to develop animation, morphing, 3-D graphics, and virtual reality projects. It is recommended that aspiring graphic designers, computer animators, electronic game designers, engineers, CAD technicians, architects, interior decorators take this course. Students will be required to plan, design, and produce projects, develop solutions to problem solving activities, present ideas and information orally and in writing, investigate content-related occupations, assume leadership roles, and work cooperatively. ***Recommended for students to complete Engineering Drawing & Architectural Draw/CAD in preparation for Computer Animation.***

Imaging Software Applications 10-12 (Year) Imaging Software Applications provides students with the opportunity to develop professional level skills in imaging software using the Adobe CS4 programs. Instruction will be provided in a lab utilizing individualized instruction and electronic learning services. Students successfully completing this course will be to take at least one of the user or specialist exams for imaging software certification. Upon completion of the selected application, students will be able to demonstrate the following essential objectives: use imaging software to demonstrate a thorough understanding of file formats; using the work area and work spaces; importing, exporting and saving; working with sections; creating and using layers; using masks and channels; managing color, adjusting images; drawing and editing; painting; retouching; using actions; working with type; outputting to print; and outputting for the web. Analyze and evaluate solutions for project problems. ***It is recommended for students to have taken Interactive Multimedia in preparation for this class.***

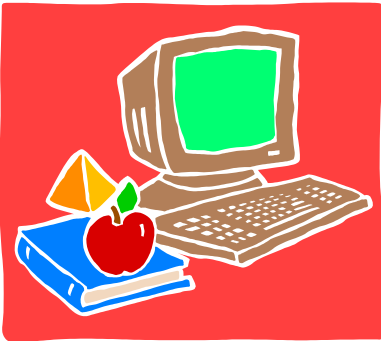
Video Communications I 09-12 (Year): This course is designed to introduce students to the concepts and equipment related to video production. Through a hands-on, project oriented approach, students will apply knowledge on filming, composition, linear/non-linear insert editing, lighting, storyboarding, audio and computer graphics/effects in order to communicate effectively using the video communication medium. A variety of instructional activities will be used so students can successfully apply the video communication concepts. Students will learn correct filming techniques and how to edit video and sound in order to communicate clearly. Students will also combine digital video footage with non-linear computer based editing in order to produce a video project of high quality. Computer graphics, transitions, and filter effects will also be incorporated into video productions. Students will explore the historical background, and career fields related to video/film production in order to decide if this is a career field they may be interested in.



COMMUNICATIONS TECHNOLOGY-CTE (con't)

Video Communications II 10-12 (Year): The Video Communications Seminar course will expand on the student's ability to apply concepts and skills learned in the first course. Students will continue to refine their video production skills while completing video communication projects at a quality level consistent with post secondary programs or entry level in the career field. Students will construct studio and/or on-site editing situations and assist others with the application of video communication concepts. Students will continue to refine their video communication skills by producing a wider variety of video productions for the school and community. Projects will emphasize the application of both basic and advanced computer based graphics and nonlinear computer based editing.
PREPARATION: Video Communications I

Web Design 10-12 (Year) In this course, students will design and learn practical applications of a web site. This is a hands-on laboratory course designed to teach students the concepts, skills and processes involved in web site development. Students will work corroboratively to design, construct, and maintain an interactive web site based on a single theme or project idea utilizing Dreamweaver CS4 and other Adobe software programs to enhance their projects. Students will also demonstrate appropriate web site evaluative techniques. *It is recommended for students to have taken Interactive Multimedia or Engineer Drawing/CAD in preparation for Web Design.*



COMPUTER STUDIES

Computer Applications I 9-12 (Sem): The Computer Apps course provides a review of alphabetic and numeric keyboarding in preparation for *Word 2007* and *Excel 2007* Chapters. Word topics include creating a flyer, a research paper, a cover letter and a resume. Excel topics include creating a worksheet and embedded chart.

Word Processing Software Applications (A MICROSOFT OFFICE SPECIALIST COURSE USING Word)
9 - 12 (Sem): Basic keyboarding competency is strongly recommended for successful completion of this course and the MOS exam. Word Processing begins with an introduction to *Microsoft Word 2007* followed by instruction on how to use advanced commands and techniques. Beginning Word topics include creating and editing a Word document; creating a research paper; creating a cover letter and resume. Advanced Word topics include creating a document with a title page, table, chart, and watermark; generating form letters, mailing labels and directories; and creating a professional newsletter.

Computer Studies-CTE (con't)

Presentations Software Applications (A MICROSOFT OFFICE SPECIALIST COURSE USING PowerPoint)

9 – 12 (Sem): This course begins with an introduction to *Microsoft PowerPoint 2007*. Presentations Chapters include creating and editing a presentation, and creating a presentation with illustrations and shapes. Advanced Chapters include creating a presentation with custom backgrounds and SmartArt diagrams as well as working with information graphics. Post-Advanced Chapters include reusing a presentation with multimedia and creating a self-running presentation containing animated shapes.

Database Software Applications (A MICROSOFT OFFICE SPECIALIST COURSE USING ACCESS)

10 – 12 (Year): This course begins with an introduction to *Microsoft Access 2007*. Database Chapters include creating and using a database, querying a database, and maintaining a database. Advanced Chapters include creating reports and forms, multi-table forms, and using macros, switchboards, PivotTables and PivotCharts.

Spreadsheet Software Applications (A MICROSOFT OFFICE SPECIALIST COURSE USING EXCEL)

10 – 12 (Sem) This course begins with an introduction to *Microsoft Excel 2007* including creating a worksheet and an embedded chart, formulas, functions, formatting and Web queries. Other introductory elements include what-if analysis, charting, and working with large worksheets. Advanced Excel Chapters include financial functions, data tables, amortization schedules, along with creating, sorting, and querying a table followed by creating templates and working with multiple worksheets and workbooks.

JAVA I & II/ Telecommunications 10 – 12 (Sem each)

Programming in Java is a one-semester course 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. Students will analyze a problem, design a solution, write the program needed to solve the problem, test the program and make the necessary corrections in the program. Activities will include hands-on programming, group and individual assignments and special projects. Students may demonstrate the ability to communicate with instructor and peers via communications software. Students will use electronic learning services to access additional resources. See **Distance Education** on Page 1. *Completion of C++ I and II are recommended.*



ENGINEERING & SCIENTIFIC TECHNOLOGY

All of these courses meet computer graduation requirements except for Engineering Design & Technology I.

Engineering Drawing/CAD 09-12 (Year) The engineering drawing/CADD (computer aided drawing and design) course is designed to provide beginning students with instruction and skills in drawing and design fundamentals through the use of CADD workstations. The content includes, but is not limited to, orthographic projections, pictorial drawings, working drawings for construction, manufacturing and graphical solutions. It is strongly recommended that this course be taken by aspiring engineering students, architects, and drafting technicians. Students will be required to plan, design, and produce projects, present ideas and information orally and in writing, investigate content-related occupations, and work cooperatively. *Skills learned in this class will prepare students to be successful in Architectural Drawing and Computer Animation.*

Architectural Draw/CADD 10 – 12 (Year) The architectural drawing course is designed to provide students with instruction and skills in computer aided drawing (CAD) fundamentals commonly used in the production of residential and commercial buildings. The course includes the study of the basic fundamentals of design, and the skills related to the production of architectural designs. The content includes, but is not limited to, designing interior and exterior elements of structures in both two-dimensional and three-dimensional representations. It is recommended that future architects, engineers, drafting technicians, interior decorators, and homeowners take this course. Students will be required to plan, design, and produce projects, present ideas and information orally and in writing, investigate content-related occupations, assume leadership roles and work cooperatively. *Students should have completed Engineering Drawing as preparation for Architectural Draw/CAD.*

App Arch Design/CAD 11-12 (Year) Students will work in design teams on a realistic architectural design project. A variety of computer software programs will be used in developing a presentation of final project solutions. Students will be required to plan, design, and produce a project. They will develop solutions to problem solving activities, communicate ideas and information orally and in writing, investigate content-related occupations, and assume leadership roles and work cooperatively. The final projects will be presented to a review panel of peers for evaluation. Students will use the Internet as one of many tools in researching their project designs. This course is recommended for aspiring architects, designers, engineers, CAD technicians, and interior decorators. Students will be required to plan, design, and produce projects, develop solutions to problem solving activities, present ideas and information orally and in writing, investigate content-related occupations, assume leadership roles, and work cooperatively. *Students should have completed Engineering Drawing & Architectural Draw/CAD in preparation for Applied Architectural Drawing/CAD.*

ENGINEERING & SCIENTIFIC TECHNOLOGY (con't)

Computer Service and Support (A+): 9-12 (Year) This program is intended to prepare students for computer support careers. Students enrolled in this course will learn how to perform shop maintenance, repair computers, install operating systems and software, acquire employment skills, as well as operate a service and support business. The course will provide students with concepts and skills necessary to achieve certification in PC Repair and Technical Support. This distributed learning model of instruction provides a blend of instruction with hands-on experiences that reflects current industry practices. During the course, students will identify and use hand tools, PC hardware and software, and will explore electronics theory. Installation, upgrade and repair will be explored in new and older personal computer systems. Several operating systems also will be reviewed. Successful completion of this course should prepare the student to pass the CSS examination for certification.



Home Networking (Cisco IA) 10-11 (Year): This course prepares students to become network engineers and prepares them for entrance into a technology career field or further technology study. The program includes a complete range of basic and advanced networking concepts--from pulling cables through such complex concepts as subnet masking rules and strategies. This course requires tremendous dedication and independence. Students must be self-motivated and have the discipline to do most of the reading outside of class.

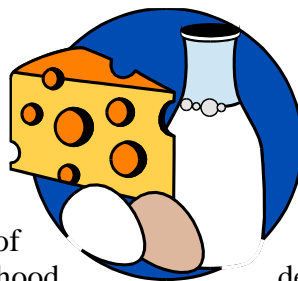
Cisco Networking II 11-12 (Year) *Prerequisite: Cisco Networking I* Continuation of networking skills learned in Cisco I. Successful completion of this course should prepare the student to pass the Cisco Certified Network Associate (CCNA) examination.

Engineering Design & Technology I (Robotics) 9-12 (Year) In Engineering Design & Technology I students will learn the technology systems, tools, materials, and processes of industry through computer and teacher instruction and hands on real world activities. This course will provide students with an intermediate to mastery proficiency in Robotics, Hydraulics, Design, Electricity and Electronics, Quality Control, and Manufacturing Processes.

Robotics Engineering 10-12 (Year) This course teaches students the engineering/design process using mechanisms, machines, and robotic systems. Students progress at their own pace while studying and performing tasks independently and in small groups. Hands on activities supplemented with demonstrations, mentorship, and study trips familiarize students with the concepts and application of robotics technologies. Performing laboratory experiments, students will gain firsthand knowledge of simple machines, fabrication, and logic systems. Students will also learn how to program complex robotic systems to perform a variety of interesting and useful tasks.

Other CTE ELECTIVES

Family Consumer Science 9-12 (Second Sem): consumer science course is designed to provide constructs, skills, and competencies essential to Students will explore the roles they will assume needed in life. Included will be the importance nutrition. Also included will be units on quality of family living, parenthood, infant care, early childhood courtship, conflict resolution, and personal environment design.



The personal and family students with basic living in the 21st Century. as adults and acquire skills of food selection and life, personal relationships, development, adolescence,

Career Practicum Levels I & II 12 (Sem or Year): Career Practicum is designed to provide school-to-career experiences and training through a work practicum related to a specific career goal. Program allows students to acquire an understanding of actual employment settings and apply problem solving skills in a practical environment. Students learn to prepare a resume and cover letter while developing intrapersonal and interpersonal competencies. Students are encouraged to have two classes of CP that will be scheduled together for a longer block of time. Students can also enroll in a single period of CP. Students may earn 1 to 2 credits for this class. **NO MORE THEN 2 PERIODS OF CP MAY BE SELECTED.**

Air Force Junior Reserve Officer Training Corps (AFJROTC)

Aerospace Science and Leadership Education Curriculum integrate five themes: Aviation, National Defense, Careers, Space, and Leadership. Each year's course consists of Aerospace Science and Leadership Education. The Aerospace Science course provides and introduction to the scientific and technical aspects of aerospace. Leadership Education provides the experiences that will acquaint the cadets with discipline, responsibility, and citizenship. Cadets learn necessary leadership fundamentals to prepare them to assume leadership responsibilities within the cadet corps. Leadership includes engaging in Air Force customs and courtesies, participating in drill and ceremonies, giving and receiving instructions, and acting as leaders and members of an organization.

The practical activities associated with the corps include color guard, drill team competition, academic, orienteering, and, physical fitness clubs, incentive flights in military aircraft, an awards banquet, military ball, curriculum related field trips, and summer leadership schools (1/2 credit). Cadets will be issued a complete Air Force uniform. Uniform wear and behavior standards are an integral part of the course and are rigorously enforced.



Education.

Air Force Junior Reserve Officer Training Corps (AFJROTC)

Course details follow.

JROTC Level	JROTC 1	JROTC 2	JROTC 3	JROTC 4
Length of Course	1 Year	1 Year	1 Year	1 Year
Credit	1/2 Elective per Semester	1/2 Elective per Semester	1/2 Elective per Semester	1/2 Elective per Semester
Grade Placement	9, 10, 11, or 12	10, 11, or 12	11 or 12	12
Prerequisite	None	JROTC 1	JROTC 1, 2	JROTC 1, 2, 3

JROTC 1

Aerospace Science I: A Journey Into Aviation History. Course objectives:

- Know the historical facts and impacts of the early attempts to fly.
- Know the major historical contributors to the development of flight.
- Comprehend the contributions of the U.S. Air Force to modern aviation history.
- Be familiar with key events of space exploration history.

Leadership Education I: Citizenship, Character & AF Tradition. Course objectives:

- Know the importance of AFJROTC history, mission, purpose, goals, and objectives.
- Know military traditions and importance of maintaining high standard of dress and personal appearance.

JROTC 2

Aerospace Science II: The Science of Flight. Course objectives:

- Know the atmosphere environment.
- Know the basic human requirements of flight.
- Comprehend how Bernoulli's principle and Newton's Laws of Motion are applied to the theory of flight and operating principles of different types of engines
- Understand the basic elements of navigation, four basic navigation instruments, and current methods of navigation.

Leadership Education II: Communication, Awareness & Leadership. Course objectives:

- Apply the key factors of effective communications.
- Know the ways in which personal awareness affects individual actions.
- Understand the key elements of building and encouraging effective teams.
- Apply the key behaviors for becoming a credible and competent leader.

Air Force Junior Reserve Officer Training Corps (AFJROTC)

JROTC 3

Aerospace Science III: Exploring Space. Course objectives:

- Know the history of astronomy and characteristics of our solar system.
- Comprehend the “big picture” of space exploration to include history of spaceflight, organizations doing work in space, and overall space environment.
- Know the key concepts for getting from surface of Earth into Earth orbit and to other planets and back again.
- Know how spacecraft, rockets, and launch vehicles are designed and built.
- Know the latest advances in space and technology.

Leadership Education III: Life Skills & Career Opportunities. Course objectives:

- Comprehend specific career options.
- Know the elements of a personal budget and financial plan.
- Understand the requirements for applying to a college or university.
- Apply the essential process for pursuing a career.



JROTC 4

Aerospace Science IV: Management of the Cadet Corps. Course objectives:

- Apply theories and techniques learned in previous leadership courses.
- Know how to develop leadership and management competency through participation.
- Apply strengthened organizational skills through active incorporation.
- Know how to develop confidence in ability by exercising decision-making skills.
- Apply Air Force standards, discipline, and conduct.

Leadership Education IV: Principles of Management. Course objectives:

- Know the history and the importance of management
- Comprehend the techniques and skills involved in planning and decision making.
- Understand concepts of managing change, stress, and innovation.
- Know the key elements of group and individual behavior, the importance of the communication process, and the characteristics of a good leader.

SCIENCE

Laboratory Requirement: *Students who take these courses listed below spend a minimum of 30% of their time engaged in laboratory exercises.*

Physics Applications in the Community 9-12 (Year) This course is an entry-level laboratory class in physics in relation to everything in the world. Terminology and concepts are studied so the student can explain what is happening around them. The topics covered include the motion of objects and electrical circuits.

Chemistry Applications the Community 9 -12 (Year): This entry-level laboratory course is designed to help students understand the basic concepts of chemistry integrating physical concepts with societal issues. Emphasis is on inquiry, including traditional and computer technology laboratories, field study sites, investigations, demo, discussions, and hands-on activities.

Biology 10-12 (Year): The study of life through the biochemical activities of living organisms and their relationships with the environment is the basis for this entry-level course. This course includes laboratory experiments, lectures, discussions and audiovisual presentations. *Recommend to have completed Algebra I.*



Chemistry 10-12 (Year): This course studies the composition, structure and properties of substances and the transformations they undergo, including atomic structure and chemical bonding. The emphasis is on learning through laboratory experiments, analyzing chemical equations, and studying the text as well as independent research. *Prerequisite: Algebra I*

Environmental Science 10-12 (Year): This elective laboratory course is for students with a special interest and high motivation for an in-depth study of environmental science. Information is presented in an integrated approach with science as inquiry, science & technology, science & social perspectives, and the history & nature of science. The course integrates unifying science concepts and processes of systems, order & organization, evidence, models & explanation, change, consistency & equilibrium, and form & function. *Suggested Prerequisite: Biology*

Marine Biology/Telecommunication 11-12 (Year): Marine Biology is designed to be an elective, introductory course to the identification and classification of organisms most common to the region in which the course is offered. Information is presented in an integrated approach with science as inquiry, science & technology, science & social perspectives, and the history & nature of science. The course integrates unifying science concepts and processes of systems, order & organization, evidence, models & explanation, change, consistency & equilibrium, and form & function. See **Distance Education** on Page 4. *Suggested Prerequisite: Biology*

Science (con't)

Human Anatomy and Physiology 11-12 (Year): An elective course designed for students interested in a possible medical career upon graduation. Topics discussed include all 10-body systems from reproductive to muscular skeletal systems. Labs and dissections will be used where needed. *Completion of Biology I Recommended*

Physics 11-12 (Year): This course will cover all the topics in physics: kinematics – the study of motion, electricity and magnetism, wave properties, sound, light, nuclear and thermodynamics. Algebra, geometry and trigonometry will be reviewed to make sure that each student has a good math foundation for success in physics. An understanding of concepts and simple to moderate problem solving strategies are stressed. *Completion of Algebra II recommended.*

AP Biology 11-12 (Year): Two main goals of AP Biology are to help students develop a conceptual framework for modern biology and to help students gain an appreciation of science as a process. Primary emphasis should be on developing and understanding concepts rather than on memorizing terms and technical details. Essential to this conceptual understanding are the following: a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology; and application of biological knowledge and critical thinking to environmental and social concerns. See **AP COURSES** on Page 4. *Biology I and Chemistry I Recommended*

AP Chemistry 11-12 (Year): Students in such a course should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course should contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. The college course in general chemistry differs qualitatively from the usual first secondary school course in chemistry with respect to the topics covered, the emphasis on chemical calculations and the mathematical formulation of principles, and the kind of laboratory work done by the students. Quantitative differences appear in the number of topics treated, the time spent on the course by students, and the nature and the variety of experiments done in the laboratory. See **AP COURSES** on Page 4. *Prerequisite: Chemistry I*



SECOND LANGUAGE

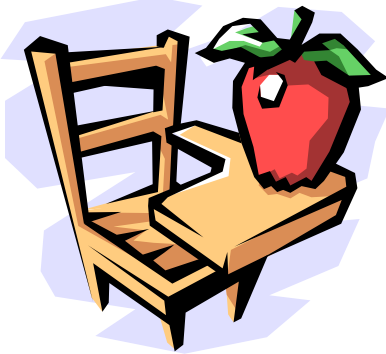
The main focus of Second Language Program is to prepare students to meet the ever-increasing demands of an interdependent world community by enabling them to recognize the relevance of learning second languages, to value the importance of learning about other cultures, and to develop a speaking proficiency in one or more languages.

The Second Language Program has been restructured using the draft of the National Standards in Foreign Language Education prepared by the American Council of Teachers of Foreign Language. The emphasis of all courses has shifted to oral proficiency so that students will be able to develop speaking competencies beginning in Year I. Students receive instruction during each class period in the target language since the goal is to improve students' listening and speaking skills with a special focus on communication.

Students looking to enroll in four year universities are recommended to take three or four years of the same second language or two years of two different languages. Some universities prefer high school students have two years of their second language experience sometime between 9th and 12th grades.

Or

It is recommended that students considering enrolling in a four-year university take three or four years of the same second language or two years of two different second languages. Some universities prefer that the student's language experience occur at the high school level.



French I, German I, Spanish I 9-12 (Year): Students develop speaking, listening, and understanding skills that will enable them to function in everyday situations. The students also develop reading and writing skills appropriate to the level of study. The student demonstrates an appreciation of the culture and people of the target language. Students will learn such things as how to give greetings and introductions; to express likes and dislikes; discuss common activities; to talk about classes and classroom objects; to talk about shopping; and to describe daily routines. Students will be able to read and write postcards, simple dialogs based on course content, descriptions of family and friends, etc.

Second Language (con't)

French II, German II, Spanish II 9-12 (Year): Students continue to build and refine oral proficiency skills as well as develop reading and writing skills appropriate to the level of study. The student continues to learn about the culture and people of the target language. More extensive vocabulary development and grammar review are implemented using a variety of strategies and skills. Students will learn to interact with others in a greater variety of participation situations. Classroom activities include listening to folk songs and poetry, paraphrasing main ideas from a spoken presentation, engaging in simple conversations. Students also read and comprehend a variety of authentic material such as menus, maps, and short articles. Students write short compositions based upon course content.

French III, German III, Spanish III 9-12 (Year): Emphasis continues on understanding, speaking, listening, reading and writing in the second language. A greater level of sophistication and complexity in the language is the goal of these courses, with students initiating and producing more in the language. Grammar review and vocabulary enrichment is enhanced by the study of literature. Writing skills will be further developed. Students will create and participate in short conversations using the second language and will develop their ability to understand a greater variety of speaking in the second language. ***RECOMMENDED: A GRADE OF B OR HIGHER IN LEVEL II***

French IV, German IV, Spanish IV 9-12 (Year): Emphasis is on the development of the student's use of the second language. Students will create meaningful sustained conversations in a variety of situations, narrate and describe events in major tenses, and speak the second language with increasing ease, fluency and accuracy. Literature from a variety of genres will be read. Students will write short compositions, expressing viewpoints and/or comparing and contrasting concepts and ideas. They will experience, at a more sophisticated level, the diversity of the second language culture, e.g. music, art, geography, tradition, history and political systems. ***RECOMMENDED: A GRADE OF B OR HIGHER IN LEVEL III***

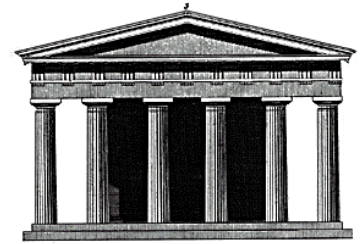
Spanish V 11-12 (Year): 11-12 (Year) Ask Ms D'Abreu

AP Spanish Language, AP German Language by Telecommunications 11-12 (Year): College level classes with the emphasis on the development of the student's use of the second language. Students will create meaningful sustained conversations in a variety of situations, narrate and describe events in major tenses, and speak the second language with increasing ease, fluency and accuracy. Literature from a variety of genres will be read. Students will write short compositions, expressing viewpoints and/or comparing and contrasting concepts and ideas. See **AP Courses** on Page 4. Also see *Distance Education* on Page 4. ***RECOMMENDED: A GRADE OF B OR HIGHER IN LEVEL IV OR V***

SOCIAL STUDIES

World History 9 – Civilizations (Year): World History is an exploration of chronological events and geographical influences on history from ancient times to the 1500's. The course features an exploration of developments in culture and thought, the ideas that shaped human societies and contributed to the emergence of our contemporary world. Projects may include the creation of PowerPoint Presentations, posters, and other artifacts.

Honors World History- Literature 9 (Year): This course offers an exploration of chronological events and geographical influences on history up through the 1500's. Strong emphasis will be placed on applied critical thinking, analytical writing, classroom dialogue and interdisciplinary connections with Language Arts. Extensive reading/writing and an original student research project will be required. Students must be enrolled in Honors English 9 concurrently. *The grade for this class will not be weighted and will be combined with grades received in Honors Literature 9. The same grade will be assigned to both Honors World History 9 and Honors Literature 9.*



World History 10-12 (Year): World History is an exploration of chronological events and geographical influences on history from the Middle Ages to the present. After a review of history up to the Middle Ages, the period from the Middle Ages to the present is studied in greater depth. World History is recommended for college bound students.

Honors World History-Literature 10 (Year): This course will be an exploration of events that shaped our world dating from the 1500's to present. There will be a strong emphasis on applied critical thinking, analytical writing, classroom dialogue and interdisciplinary connections with Language Arts. Extensive reading/writing and an original student research project will be required. Students must enroll in Honors Literature 10 concurrently. *The grade for this class will not be weighted and will be combined with grades received in Honors Literature 10. The same grade will be assigned to both Honors World History 10 and Honors Literature 10.*

US History 11-12 (Year): This is a course required for graduation. There is a review of America's beginnings to the end of the Civil War (1st Quarter). The rest of the class will focus on the Reconstruction period to present times, with an emphasis on the personalities, events, and lessons of the 20th century and how they impact our lives today. "Study history, or be history."



AP American History 11-12 (Year): AP US History is a yearlong survey course designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States History. The reading assignments and testing schedule are fairly challenging for the casual student. Covering pre-colonization to the present age, students will learn to assess historical materials and weigh the evidence and interpretations presented in historical scholarship. This class will meet grad requirements for US History. See **AP COURSES** on Page 4

SOCIAL STUDIES (con't)

US Government 12 (Sem): US Government, required for graduation, will provide students with an understanding of American democracy. Particular emphasis will be on the Constitution of the United States and how it applies to us today.

AP Government and Politics 12 (Year): AP Government and Politics is a yearlong, senior level class designed to give students a critical perspective on politics and government in the United States. The class provides the student with a learning experience equivalent to that obtained in most college government and politics courses. This class will meet graduation requirements for US Government. See **AP COURSES** on Page 4.

Elective Advanced Social Studies

AP European History 10-12 (Year): This college level survey of European History will help the student develop an understanding of the political, social, and economic histories of Europe. This class will cover the key trends and events of European History from the ancient to the modern world, with emphasis placed upon the period 1450 to the present. The course involves the study of key historical concepts, teaching the basic tools of the historian in order to prepare the student to take the AP European exam given in May. See **AP COURSES** on Page 4.

AP Psychology 11-12 (Year): This college level class is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the methods psychologists use in their science and practice. This course is targeted to students who wish to complete studies in secondary school equivalent to an introductory college course in psychology; the learning experience emphasizes development of an understanding of psychology as the science and critical evaluation of "common sense" knowledge about how people function. Instructional activities include direct instruction, demonstrations, class discussions, peer collaborations, simulations and hands-on experiments. The course study includes a balance between classic and current research. Students are expected to take the AP exam at the end of this course. See **AP COURSES** on Page 4.

Anthropology 11-12 (Sem): Anthropology deals with the study of humankind. Anthropology seeks to produce an objective understanding of human diversity and those things which humans have in common. The course will introduce physical anthropology, which explores the biological aspects of being human, and cultural anthropology, which can contribute to the resolution of human problems.

Contemporary Issues 11-12 (Sem): The New York Times *Up Front* magazine and the Current Issues guide will be the textbooks for this course as we investigate the shaping of United States foreign policy and current domestic issues. Debate is an integral part of this course and students will follow the news on a regular basis. The course provides students with a cursory overview of the federal government and its branches, as well as an introduction to drafting bills in the U.S. Senate. Students will also examine regional and global issues, which include but are not limited to: immigration, poverty, famine, environmental degradation, the nuclear arms race, the rising global population, terrorism, and global economic concerns.

Elective Advanced Social Studies con't

Minorities 11-12 (Sem): The U.S. Minorities course is a sociological study of contemporary minority groups in the United States. Students will receive a general overview of the sociological frame-work for the study of minorities, which will address concepts such as discrimination, racism, and dominant-minority relations. Students will investigate the cultural, sociological, and historical development of the various minority groups, as well as study the concepts of human, civil, and equal rights.

Model UN 11-12 (First Sem): MUN is an international relations course designed to prepare students for participation in role-playing simulations at various international conferences. The major political, economic, and cultural concerns of Asia, Africa, the Americas, Europe, and the Middle East will be studied with major emphasis on assigned countries. Through research, discussion, negotiation, and debate, students will develop plausible solutions to the collective problems of the world. These issues include, but are not limited to, the question of human rights, protection of the environment, economic development, disarmament, the proliferation of weapons of mass destruction, and the complexities surrounding war and peace. This is a “hands on” course designed for motivated, independent learners.

Psychology 11-12 (Sem): Are horoscopes usually correct? Do we seek opposites in forming friendships? Does a permissive style of parenting lead to the best adjustment in children? Are boys better at math? Many people would answer these questions with a yes, but evidence from scientific investigations does not support “yes” answers. This course provides students the opportunity to explore psychology as the scientific study of mental processes and behavior. Areas of study include the scientific method, development, cognition, personality, consciousness (dreams), assessment and mental health, and the socio-cultural and biological bases of behavior.

Sociology 11-12 (Sem): Sociology deals with the study of society, human interaction, and institutions. It is primarily a hands-on research course that is designed to provide students with the ability to discuss, analyze, and evaluate social issues. Focus will be made in areas such as Sociological Perspectives, Culture and Social Structures, Social Inequality, Social Institutions, and Social Change. Through case studies, role-plays, debates and research, students will gain a practical understanding of sociology, and how it relates to their everyday lives.

Street Law 11-12 (Sem): This course in law and justice provides students with an opportunity to study legal, judicial, law enforcements and corrections systems in the United States. Through case studies, role plays, mock trials, moot court simulations and research, students will gain a practical understanding of law and the legal system, and how it relates to their everyday lives. Participation in mock trials is an integral part of the course, and local lawyers and police officers are involved throughout the course. Topics include an introduction to law and the legal system, criminal law, torts, consumer law, family law, housing, and individual rights and responsibilities.

OTHER ELECTIVE and SUPPORT COURSES

Yearbook 10 – 12 (First Sem) The yearbook production course is a practical course designed to produce the official yearbook for the school. All phases of yearbook production, including photography, copy writing, page layout, and advertisement sales are included. The concept of accurate photojournalism is balanced with the need to present the events, activities, and personalities of the school year in a positive manner. Instructional activities will include teaching students the basics of yearbook production. Students will photograph people, places, and events important to the school year, write copy, lay out pages, meet publisher deadlines and care for all financial aspects of yearbook production. *It is suggested to take the Interactive Multimedia class prior to taking Yearbook Production.*

AVID (Advancement Via Individual Determination) 9-12 (Year): AVID is a program, (not just a class), which is specifically designed to help students prepare to enter and succeed in four-year colleges and universities. The AVID program meets the needs of students who are serious about college, by providing academic preparation for entrance into college, study skills for college-level work, strengthening organization and time management skills, assisting in coping with college-prep curriculum (rigorous courses), strengthening test-taking skills, as well as writing skills. Career awareness is through guest speakers and career and cultural field trips. Interested students must meet the criteria for participating in the AVID program. Students must have at least a “C” average GPA as well as middle to high average Terra Nova scores in math and written language. Students should display good citizenship skills and attendance in school, and be recommended by their teachers. This class may be repeated for credit.

Reading Lab 9 – 12 (Sem or Year) This class will improve reading achievement for students not reading at grade level through the use of a whole group instructional model with small group rotations. Screening tests are used to determine eligibility for entry into this class.

Learning Strategies 9, 10, 11 or 12 9 – 12 (Year) This class will meet individual student needs as documented by that student’s Individual Education Plan. Enrollment is by counselor permission only.

Language Arts Lab 9 – 12 (Sem or Year)

Major Concept/Content: To improve reading, writing, speaking, and listening skills of students not achieving at grade level.

Students will read to learn by:

- Connecting text to prior knowledge.
- Understanding text structure to analyze and respond to literature.
- Using text processing strategies “before”, “during”, and “after” reading to build a foundation for a text, make sense of reading as it occurs, and to synthesize, apply, evaluate, or bridge understanding.

Students will increase skill and confidence in writing by:

- Using the Writing Process...prewriting, drafting, revision, editing, and publishing.
- Practicing timed writing.
- Taking notes on literature.
- Reflecting, discussing, and evaluating writing assignments.

Students will increase confidence and ability to articulate and support ideas by:

- Engaging in both formal and informal presentations.
- Learning how to be active listeners.

NON CREDIT COURSES

Staff Assistant 12 (Sem or Year) Students will assist a teacher in their classroom. Staff Assistants may be asked to file, photocopy, organize classroom materials, tutor, and run errands on the school campus. Students receive no academic credit for this class. Students must acquire the approval of the teacher they will work for before signing up for this class.

