



Naples Middle High School  
Course Catalog  
SY 2020-2021

*Dear Students and Parents,*

*Following are the graduation requirements and the list of possible course offerings at Naples Middle High School for the 2020-2021 school year. Please pay particularly close attention to the graduation requirements.*

*All students in DODEA schools are required to have a Choices 360 Plan of Study. This plan identifies graduation requirements and the specific courses you have taken and intend to take in order to fulfill those requirements. Every year the counselors assist students in updating their plans during course selection sessions in Spring Semester.*

*Students then have the opportunity to share these with their parents. Parents, if you have not seen this plan nor discussed it with your student, feel free to contact your student's counselor to set up an appointment. Students, if you are not sure if you have one, please see your counselor.*

*Counseling Department*

***Graduation Requirements***

<i>Curricular Area</i>	<i>Credits Required</i>
Language Arts (English)	4
Social Studies	3
Mathematics students graduating 2017 or later need 4	4
Science	3
Foreign Language	2
Fine Arts	1
Physical Education Personal Fitness, Activity and Nutrition and Lifetime Sports	1.5
Health	0.5
Career Technical Ed	2
Electives	<u>5</u>
<b>TOTAL</b>	<b>26</b>

\*\* Must have a cumulative GPA of 2.0 in order to graduate.

\*\*\***Honors Diploma** is available with a minimum of 4 AP courses and a cumulative 3.8 GPA.

### ***Courses by Curricular Area***

<b>Language Arts</b>	Language Arts 9, 10, 11, 12; Honors English 9, 10; AP English Language and Composition; AP English Literature and Composition
<b>Social Studies</b>	Global Studies 9,10; Honors World History 9; United States History; AP Human Geography; AP US History; US Government; AP Comparative; AP US Government- Politics-DL; AP Micro and Macro Economics; AP Psychology; Psychology; Street Law
<b>Mathematics</b>	Algebra I; Algebraic Modeling; Algebra II; Geometry; Discrete Mathematics; Pre-Calculus; AP Statistics; AP Calculus AB; AP Calculus BC
<b>Science</b>	Biology; Environmental Science; Chemistry; Physics; Physics; AP Physics; AP Biology, AP Chemistry
<b>Foreign Language</b>	Italian I, II, III, IV AP; Spanish I, II, III, IV; AP
<b>Fine Arts</b>	Fundamentals of Art; Studio Art; AP Studio Art; Humanities; Music Appreciation; Beginning Band; Intermediate Band; Advanced Band, Guitar, Computer Music, Beginning Strings, Intermediate Strings, Advanced Strings
<b>Physical Education</b>	PE/Personal Fitness, PE /Activity and Nutrition; PE/Lifetime Sports; Conditioning
<b>Health</b>	Health Ed
<b>Career Technical Clusters</b>	Engineering and Technology, Information Technology; Hospitality and Tourism; Audio Visual, Technology, and Communications; Business Management; Education and Training, National Security (JROTC)
<b>Electives</b>	AVID 9, 10, 11, 12; AVID Tutor; Yearbook Production; Reading Lab 9, 10, 11, 12; Algebra I Lab I; Algebra II Lab; Learning Strategies; ESOL

Course	Curricular Area	YR-SEM-QTR	Grade Level
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Art 7 (year-long) provides opportunities for students to explore the artistic processes of creating, producing, connecting and responding. The visual arts program is aligned to DoDEA College and Career Ready Standards Arts, CCRSA, (National Core Art Standards, NCAS) and provides opportunities for a variety of experiences such as drawing, painting, printmaking, ceramics, sculpture, and mixed media that can be used throughout life for communication, expression, and enjoyment. Students will build on art concepts introduced in elementary school, as the DoDEA visual arts standards are vertically aligned.

Art 8	Middle School	36	8
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Art 8 (year-long) is a visual arts course in which students will explore the artistic processes of creating, producing, connecting and responding. The visual arts program is aligned to DoDEA College and Career Ready Standards Arts, CCRSA, (National Core Art Standards, NCAS) and provides opportunities for a variety of experiences such as drawing, painting, printmaking, ceramics, sculpture, and mixed media that can be used throughout life for communication, expression, and enjoyment. Students will build on art concepts introduced in elementary school, as the DoDEA CCRSA are vertically aligned.

Beginning Art: Fundamentals of Art	Fine Arts	36	9,10,11,12
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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.

Course	Curricular Area	YR-SEM-QTR	Grade Level
Beginning Art: Fundamentals of Art S	Fine Arts	18	9,10,11,12

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.

AP Studio Art Draw	Fine Arts	36	10,11,12
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The AP Studio Art Drawing class 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 principals of design while exploring formal and conceptual issues of works of art through creative and systematic investigations. Students who enroll in the AP Studio Art Drawing course will be expected to produce a minimum of forty pieces of finished artwork in a variety of two-dimensional drawing media, techniques, and subject matter. A portion of this work should be directed toward a student selected theme so that the student may develop an understanding of how masterworks and other artwork contribute to individual and personal ideas. Students are expected to submit a portfolio of their works of art for College Board Advanced Placement Review at the end of the course. Course Note: This course satisfies the Fine Arts (1 credit) graduation requirement. Unweighted - Did not submit College Board Advanced Placement Review.

Course	Curricular Area	YR-SEM-QTR	Grade Level
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Beginning Art: Fundamentals of Art M	Middle School	18	6,7,8
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Beginning Art: Fundamentals of Art (year long) Middle School course is aligned to DoDEA College and Career Ready Standards Arts, CCRSA (National Core Art Standards, NCAS). This course is the PREREQUISITE to intermediate/advanced Middle School art courses. The Elements and Principals of Design are introduced. Basic techniques of drawing, painting, and printmaking are experienced through a variety of media. The processes of creating, producing, connecting and responding are central to the understanding and application of the elements and principals of design. This Beginning Art Course is the prerequisite for intermediate middle school art classes.

Digital Photography	Fine Arts	36	9,10,11,12
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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: This course satisfies the Fine Arts (1 credit) graduation requirement. Repeatable course - Subsequent enrollment requires more rigor.

Digital Photography S	Fine Arts	18	9,10,11,12
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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

Course	Curricular Area	YR-SEM-QTR	Grade Level
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Note: This course satisfies the Fine Arts (.5 of the 1 credit) graduation requirement. Repeatable course - Subsequent enrollment requires more rigor.

Painting	Fine Arts	36	9,10,11,12
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The Painting (year-long) 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 Fundamentals of Art course is suggested preparation for this course. 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 (1 credit) graduation requirement. Repeatable Course - Subsequent Enrollment Requires More Rigor.

Painting S	Fine Arts	18	9,10,11,12
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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 Fundamentals of Art course is suggested preparation for this course. 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.

Studio Art	Fine Arts	36	9,10,11,12
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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.

Course	Curricular Area	YR-SEM-QTR	Grade Level
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The Fundamentals of Art course is suggested preparation for this course. 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.

Studio Art S	Fine Arts	18	9,10,11,12
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The Studio Art (semester) 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 Fundamentals of Art course is suggested preparation for this course. 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 (.5 of the 1 credit) graduation requirement. Repeatable Course - Subsequent Enrollment Requires More Rigor.

Drawing	Fine Arts	36	9,10,11,12
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The Drawing (year-long) 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 Fundamentals of Art course is suggested preparation for this course. 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 (1 credit) graduation requirement. Repeatable Course - Subsequent Enrollment Requires More Rigor.

Course	Curricular Area	YR-SEM-QTR	Grade Level
Drawing S	Fine Arts	18	9,10,11,12

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 Fundamentals of Art course is suggested preparation for this course. 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.

Advanced Art: Drawing 2	Fine Arts	36	10,11,12
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The Advanced Art: Drawing 2 (year-long) course, aligned to DoDEA College and Career Ready Standards Arts, CCRSA (National Common Core Arts Standards, NCAS), is focused on developing skills and techniques using a variety of drawing tools and materials. Course Notes: Enrollment in this course is by permission of the teacher and may require a portfolio and satisfies the Fine Arts (1 credit) graduation requirement.

Advanced Art: Drawing 3	Fine Arts	36	10,11,12
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The Advanced Art: Drawing 3 (year-long) course, aligned to DoDEA College and Career Ready Standards Arts, CCRSA (National Common Core Arts Standards, NCAS), is focused on the continued development skills and techniques using a variety of drawing tools and materials utilized in the Drawing 1 and 2 courses. Course Notes: Enrollment in this course is by permission of the teacher and may require a portfolio and satisfies the Fine Arts (1 credit) graduation requirement.

Course	Curricular Area	YR-SEM-QTR	Grade Level
Business & Personal Finances S	CTE	18	10,11,12

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. Course Note: This course satisfies the Career Technical Education (.5 of 1.5 credit) graduation requirement.

Management Foundations S	CTE	18	9,10,11,12
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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. Course Note: This course satisfies the Career Technical Education (.5 of 1.5 credit) graduation requirement.

Marketing & Entrepreneurship S	CTE	18	9,10,11,12
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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. Course Note: This course satisfies the Career Technical Education (.5 of 1.5 credit) graduation requirement.

Business Law	CTE	36	10,11,12
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The Business Law course (year-long) provides the student with a survey of the American legal system. Students will be 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.

Course	Curricular Area		YR-SEM-QTR	Grade Level
Culinary Arts I	CTE	36	10,11,12	

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

Culinary Arts 1A	CTE	36	9,10,11,12	
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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. Course Note: This course satisfies the Career Technical Education (1 of 1.5 credit) graduation requirement.

Culinary Arts 1B	CTE	36	10,11,12	
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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. Course Note: This course satisfies the Career Technical Education (1 of 1.5 credit) graduation requirement.

Course	Curricular Area		YR-SEM-QTR	Grade Level
Culinary Arts II	CTE	36	10,11,12	

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. 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

Robotics Engineering	CTE	36	10,11,12	
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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	CTE	36	10,11,12	
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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. Course Note: This course satisfies the Career Technical Education (1 of 1.5 credit) graduation requirement.

Course	Curricular Area		YR-SEM-QTR	Grade Level
Cybersecurity	CTE	36	10,11,12	

The Cybersecurity Essentials 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. 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.

Coding I	CTE	18	9,10,11,12	
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The Coding I 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. 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 II	CTE	18	9,10,11,12	
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The Coding II 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. 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.

Course	Curricular Area	YR-SEM-QTR	Grade Level
AP Computer Science Principles	CTE	36	9,10,11,12

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. Unweighted - No AP Exam.

Education I	CTE	36	10,11,12
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Education I is the foundational course under the Teaching as a Profession pathway for students interested in learning more about becoming a teacher, school counselor, trainer, media specialist, speech-language pathologist or any education and training related professional. Upon completion of this course, proficient students will gain knowledge in the history of education, careers in education, and the influence of human development on learning. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequence of courses. Course Note: This course satisfies the Career Technical Education (.5 of 1.5 credit) graduation requirement.

Education I	CTE	36	10,11,12
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Education II is a course under the Teaching as a Profession pathway for students interested in learning more about becoming a teacher, school counselor, trainer, media specialist, speech-language pathologist or any education and training related professional. Upon completion of this course, proficient students will gain knowledge in the history of education, careers in education, and the influence of human development on learning. Artifacts will be created for inclusion in a portfolio, which will continue throughout the full sequence of courses. Course Note: This course satisfies the Career Technical Education (.5 of 1.5 credit) graduation requirement.

Course	Curricular Area	YR-SEM-QTR	Grade Level
Video Communications I	CTE	36	9,10,11,12

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	CTE	36	10,11,12
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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. 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	CTE	36	11,12
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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. 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.

Dual Enrollment-CTE 11	CTE	36	11
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Dual enrollment is defined as any opportunity for a secondary student to attain college credit by an accredited college or university through instructional deliveries used in colleges and universities across the U.S. including installations on U.S. military bases. Reference DoDEA 15-PGED-001 Procedural Guide Dual Enrollment, for policy guidance.

Course	Curricular Area	YR-SEM-QTR	Grade Level
Dual Enrollment-CTE 12	CTE	36	12

Dual enrollment is defined as any opportunity for a secondary student to attain college credit by an accredited college or university through instructional deliveries used in colleges and universities across the U.S. including installations on U.S. military bases. Reference DoDEA 15-PGED-001 Procedural Guide Dual Enrollment, for policy guidance.

Dual Enrollment-Fine Arts 11	Fine Arts	36	11
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Dual enrollment is defined as any opportunity for a secondary student to attain college credit by an accredited college or university through instructional deliveries used in colleges and universities across the U.S. including installations on U.S. military bases. Reference DoDEA 15-PGED-001 Procedural Guide Dual Enrollment, for policy guidance.

Dual Enrollment-Fine Arts 12	Fine Arts	36	12
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Dual enrollment is defined as any opportunity for a secondary student to attain college credit by an accredited college or university through instructional deliveries used in colleges and universities across the U.S. including installations on U.S. military bases. Reference DoDEA 15-PGED-001 Procedural Guide Dual Enrollment, for policy guidance.

Dual Enrollment-ELA 11	Language Arts	36	11
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Dual enrollment is defined as any opportunity for a secondary student to attain college credit by an accredited college or university through instructional deliveries used in colleges and universities across the U.S. including installations on U.S. military bases. Reference DoDEA 15-PGED-001 Procedural Guide Dual Enrollment, for policy guidance.

Course	Curricular Area	YR-SEM-QTR	Grade Level
Dual Enrollment-ELA 12	Language Arts	36	12

Dual enrollment is defined as any opportunity for a secondary student to attain college credit by an accredited college or university through instructional deliveries used in colleges and universities across the U.S. including installations on U.S. military bases. Reference DoDEA 15-PGED-001 Procedural Guide Dual Enrollment, for policy guidance.

Dual Enrollment-Math 11	Math	36	11
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Dual enrollment is defined as any opportunity for a secondary student to attain college credit by an accredited college or university through instructional deliveries used in colleges and universities across the U.S. including installations on U.S. military bases. Reference DoDEA 15-PGED-001 Procedural Guide Dual Enrollment, for policy guidance.

Dual Enrollment-Math 12	Math	36	12
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Dual enrollment is defined as any opportunity for a secondary student to attain college credit by an accredited college or university through instructional deliveries used in colleges and universities across the U.S. including installations on U.S. military bases. Reference DoDEA 15-PGED-001 Procedural Guide Dual Enrollment, for policy guidance.

Dual Enrollment-Science 11	Science	36	11
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Dual enrollment is defined as any opportunity for a secondary student to attain college credit by an accredited college or university through instructional deliveries used in colleges and universities across the U.S. including installations on U.S. military bases. Reference DoDEA 15-PGED-001 Procedural Guide Dual Enrollment, for policy guidance.

Course	Curricular Area	YR-SEM-QTR	Grade Level
Dual Enrollment-Science 12	Science	36	12

Dual enrollment is defined as any opportunity for a secondary student to attain college credit by an accredited college or university through instructional deliveries used in colleges and universities across the U.S. including installations on U.S. military bases. Reference DoDEA 15-PGED-001 Procedural Guide Dual Enrollment, for policy guidance.

Dual Enrollment-Social St 11	Social Studies	36	11
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Dual enrollment is defined as any opportunity for a secondary student to attain college credit by an accredited college or university through instructional deliveries used in colleges and universities across the U.S. including installations on U.S. military bases. Reference DoDEA 15-PGED-001 Procedural Guide Dual Enrollment, for policy guidance.

Dual Enrollment-Social St 12	Social Studies	36	12
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Dual enrollment is defined as any opportunity for a secondary student to attain college credit by an accredited college or university through instructional deliveries used in colleges and universities across the U.S. including installations on U.S. military bases. Reference DoDEA 15-PGED-001 Procedural Guide Dual Enrollment, for policy guidance.

Dual Enrollment-World Lang 11	World Language	36	11
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Dual enrollment is defined as any opportunity for a secondary student to attain college credit by an accredited college or university through instructional deliveries used in colleges and universities across the U.S. including installations on U.S. military bases. Reference DoDEA 15-PGED-001 Procedural Guide Dual Enrollment, for policy guidance.

Course	Curricular Area	YR-SEM-QTR	Grade Level
Dual Enrollment-World Lang 12	World Language	36	12

Dual enrollment is defined as any opportunity for a secondary student to attain college credit by an accredited college or university through instructional deliveries used in colleges and universities across the U.S. including installations on U.S. military bases. Reference DoDEA 15-PGED-001 Procedural Guide Dual Enrollment, for policy guidance.

Drama A	Middle School	9	6,7,8
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Drama A (9 weeks; 1st or 3rd Quarter) is a 'wheel' course aligned to DoDEA College and Career Ready Standards, CCRSA (National Core Art Standards, NCAS). It 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.

Chinese I C (Mandarin)	World Language	36	7,8
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The Chinese I C (Mandarin) (year-long) course for students in Grades 7-8 is designed to introduce students the four basic skill areas: speaking, listening, reading and writing. Emphasis is placed on proficiency, communication and 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 requirements.

Chinese I M (Mandarin)	Middle School	36	7,8
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The Chinese I M (Mandarin) (year-long) course for students in Grades 7-8 is designed to introduce students the four basic skill areas: speaking, listening, reading and writing. This course is designed to provide activities, projects, and experiences that enable students to appreciate and value the host nation's (or target language) 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 is not for high school credit.

Course	Curricular Area	YR-SEM-QTR	Grade Level
Chinese II C (Mandarin)	World Language	36	7,8

The Chinese II C (Mandarin) (year-long) course for students in Grades 7-8 is designed to further develop students in the four basic skill areas: speaking, listening, reading and writing. Emphasis is placed on proficiency, communication and 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.

Chinese II M (Mandarin)	Middle School	36	7,8
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The Chinese II M (Mandarin) (year-long) course is designed to further develop students in Grades 7-8 four basic skill areas: speaking, listening, reading and writing. This course is designed to provide activities, projects, and experiences that enable students to appreciate and value the host nation's (or target language) 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 is not for high school credit.

Chinese I (Mandarin)	World Language	36	9,10,11,12
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The Chinese 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.

Chinese III C (Mandarin)	World Language	36	7,8
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Course	Curricular Area	YR-SEM-QTR	Grade Level
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The Chinese III C (Mandarin) (year-long) course is designed to further develop students in Grades 7-8 basic skill areas: speaking, listening, reading and writing. Emphasis is placed on proficiency, communication and 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 Notes: This course satisfies the Foreign Language (1 of 2 credits) required for graduation.

Chinese II (Mandarin)	World Language	36	9,10,11,12
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The Chinese 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 Chinese 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.

Chinese III (Mandarin)	World Language	36	9,10,11,12
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The Chinese 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 Chinese 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.

Chinese IV (Mandarin)	World Language	36	9,10,11,12
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The Chinese 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 Chinese 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

Course	Curricular Area	YR-SEM-QTR	Grade Level
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Teaching of Foreign Languages (ACTFL).Course Note: This course satisfies the Foreign Language (1 of 2 credits) graduation requirement.

Chinese V (Mandarin)	World Language	36	9,10,11,12
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The Chinese V (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 Chinese IV, 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.

AP Chinese Lang	World Language	36	9,10,11,12
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The AP Chinese 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. This includes vocabulary usage, language control, communication strategies, and cultural awareness. To best facilitate the study of language and culture, the course is taught almost exclusively in Chinese. 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). 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. AP Exams are given each year in May.Course Note: This course satisfies the Foreign Language (1 of 2 credits) graduation requirement. Unweighted - Did not take AP Exam

Italian I C	World Language	36	7,8
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The Italian I C (year-long) course for students in Grades 7-8 is designed to teach students the four basic skill areas: speaking, listening, reading and writing. Emphasis is placed on proficiency, communication and culture. The World Language Program is aligned to the

Course	Curricular Area	YR-SEM-QTR	Grade Level
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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.

Italian II C	World Language	36	7,8
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The Italian II C (year-long) course for students in Grades 7-8 is designed to teach students the four basic skill areas: speaking, listening, reading and writing. Course Notes: Emphasis is placed on proficiency, communication and 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.

Italian I	World Language	36	9,10,11,12
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The Italian 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.

Italian III C	World Language	36	7,8
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The Italian III C (year-long) course for students in Grades 7-8 is designed to teach students the four basic skill areas: speaking, listening, reading and writing. Emphasis is placed on proficiency, communication and 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 Notes: This course satisfies the Foreign Language (1 of 2 credits) graduation requirement.

Course	Curricular Area	YR-SEM-QTR	Grade Level
Italian II	World Language	36	9,10,11,12

The Italian 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 Italian 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.

Italian IV C	World Language	36	7,8
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The Italian IV C (year-long) course for students in Grades 7-8 is designed to teach students the four basic skill areas: speaking, listening, reading and writing. Emphasis is placed on proficiency, communication and 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 Notes: This course satisfies the Foreign Language (1 of 2 credits) graduation requirement.

Italian III	World Language	36	9,10,11,12
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The Italian 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 Italian 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.

Course	Curricular Area	YR-SEM-QTR	Grade Level
Italian IV	World Language	36	9,10,11,12

The Italian 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 Italian 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.

Italian V	World Language	36	9,10,11,12
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The Italian V (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 Italian IV, 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.

Italian VI	World Language	36	9,10,11,12
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The Italian VI (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 Italian V, 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.

Course	Curricular Area	YR-SEM-QTR	Grade Level
AP Italian Lang	World Language	36	9,10,11,12

The AP Italian 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 Italian. 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). 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. AP Exams are given each year in May. Course Note: This course satisfies the Foreign Language (1 of 2 credits) graduation requirement. Unweighted - Did not take AP Exam

Italian I A	Middle School	9	6,7,8
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The Italian I A (nine-week) course for students in Grades 6-8 is designed to introduce students the four basic skill areas: speaking, listening, reading and writing. 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 is not for high school credit.

Spanish I C	World Language	36	7,8
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The Spanish I C (year-long) course for students in Grades 7-8 is designed to further develop students in the four basic skill areas: speaking, listening, reading and writing. Emphasis is placed on proficiency, communication and 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.

Course	Curricular Area	YR-SEM-QTR	Grade Level
Spanish II C	World Language	36	7,8

The Spanish II C (year-long) course for students in Grades 7-8 is designed to further develop students in the four basic skill areas: speaking, listening, reading and writing. Emphasis is placed on proficiency, communication and 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 I	World Language	36	9,10,11,12
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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 III C	World Language	36	7,8
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The Spanish III C (year-long) course for students in Grades 7-8 is designed to further develop students in the four basic skill areas: speaking, listening, reading and writing. Emphasis is placed on proficiency, communication and 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.

Course	Curricular Area	YR-SEM-QTR	Grade Level
Spanish II	World Language	36	9,10,11,12

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 IV C	World Language	36	7,8
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The Spanish IV C (year-long) course for students in Grades 7-8 designed to further develop students in the four basic skill areas: speaking, listening, reading and writing. Emphasis is placed on proficiency, communication and 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	World Language	36	9,10,11,12
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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.

Course	Curricular Area	YR-SEM-QTR	Grade Level
Spanish IV	World Language	36	9,10,11,12

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.

Spanish V	World Language	36	9,10,11,12
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The Spanish V (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 IV, 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 VI	World Language	36	9,10,11,12
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The Spanish VI (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 V, 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.

Course	Curricular Area	YR-SEM-QTR	Grade Level
AP Spanish Lang	World Language	36	9,10,11,12

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. Unweighted - Did not take AP Exam

Health Ed 7 A	Middle School	9	7
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The Health Education 7A (nine-week) course is designed to help seventh grade students obtain, process and use basic information and skills related to the health issues of adolescents and examine varied health-related careers. Developmentally appropriate concepts of personal and community health; safety and injury prevention; nutrition and physical activity, mental health; alcohol, tobacco and other drug use; and family life and human sexuality are taught in this course. Students apply health education concepts and health literacy skills, e.g., practicing interpersonal communications that promote health; analyzing positive and negative, internal and external influences on health decisions; and demonstrating self-care practices in managing personal daily activities related. Students conceptualize health knowledge related to issues of adolescents and apply health literacy skills in making appropriate, healthful decisions. Code should be used for Q1 and Q3 courses.

Health Ed 8 A	Middle School	9	8
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The Health Education 8B (nine-week) course is designed to help eighth grade students obtain, process and use basic information, skills, and services related to the health issues of adolescents and the pre-cursors of adult health problems that have risk factors that may emerge during adolescence. Developmentally appropriate concepts of mental health; alcohol, tobacco and other drug use; and family life and human sexuality are taught in this course. Students apply health education concepts and health literacy skills, e.g., practicing interpersonal communications that promote mental health, substance abuse prevention and positive relationships with others; analyzing positive and negative, internal and external influences on health decisions; and demonstrating self-care practices in managing personal daily activities. Students conceptualize health knowledge related to issues of adolescents and apply health literacy skills in making appropriate, healthful decisions. Code should be used for Q2 and Q3 courses.

Course	Curricular Area	YR-SEM-QTR	Grade Level
Italian Culture	Elective	36	9,10,11,12
ESOL-4 Expanding M 1hr	Middle School	36	6,7,8

The English for Speakers of Other Languages course Expanding Communication is designed for students whose primary language is not English and who are at a level 4 English proficiency. 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, i.e. listening, speaking, viewing, reading and writing, are strengthened through the integrated learning of language and academic content.

ESOL-4 Expanding M 2hr	Middle School	36	6,7,8
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The English for Speakers of Other Languages course Expanding Communication is designed for students whose primary language is not English and who are at a level 4 English proficiency. 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, i.e. listening, speaking, viewing, reading and writing, are strengthened through the integrated learning of language and academic content.

ESOL-5 Bridging M 1hr	Middle School	36	6,7,8
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The English for Speakers of Other Languages course Bridging Communication is designed for students whose primary language is not English and who are at a Level 5 English proficiency. 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, synthesizing, and evaluating. All areas of communication skills, i.e. listening, speaking, viewing, reading and writing, are strengthened through the integrated learning of language and academic content.

Course	Curricular Area	YR-SEM-QTR	Grade Level
ESOL-5 Bridging M 2hr	Middle School	36	6,7,8

The English for Speakers of Other Languages course Bridging Communication is designed for students whose primary language is not English and who are at a Level 5 English proficiency. 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, synthesizing, and evaluating. 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, two or three hour periods.

ESOL-1 Entering 1hr	Language Arts	36	9,10,11,12
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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.

ESOL-1 Entering 2hr	Language Arts	36	9,10,11,12
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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.

Course	Curricular Area	YR-SEM-QTR	Grade Level
ESOL-1 Entering 3hr	Language Arts	36	9,10,11,12

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.

ESOL-2 Beginning 1hr	Language Arts	36	9,10,11,12
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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.

ESOL-2 Beginning 2hr	Language Arts	36	9,10,11,12
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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.

Course	Curricular Area	YR-SEM-QTR	Grade Level
ESOL-3 Developing 1hr	Language Arts	36	9,10,11,12

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 years of ESL may be substituted for English Language Arts for English Language Learners.

ESOL-4 Expanding 1hr	Language Arts	36	9,10,11,12
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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.

ESOL-5 Bridging 1hr	Language Arts	36	9,10,11,12
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The English for Speakers of Other Languages course Bridging Communication is designed for the advanced English language learner who is at a Level 5 English language proficiency level. This course focuses on expanding the student's range of vocabulary, refining grammatical structures, sharpening writing skills, and enhancing critical reading and thinking skills, such as analyzing, synthesizing and evaluating. All areas of communication skills are strengthened through the integrated learning of language and academic content. This course may be offered for one hour. Course Note: Two years of ESL may be substituted for English Language Arts for English Language Learners.

Course	Curricular Area	YR-SEM-QTR	Grade Level
ESOL-1 Entering M 1hr	Middle School	36	6,7,8

The English for Speakers of Other Languages Entering Communication course 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 actively involves students in developing the skills of understanding, listening, speaking, viewing, reading, and writing to support the student's mastery of DoDEA's general education content standards.

ESOL-1 Entering M 2hr	Middle School	36	6,7,8
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The English for Speakers of Other Languages Entering Communication course 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 actively involves students in developing the skills of understanding, listening, speaking, viewing, reading, and writing to support the student's mastery of DoDEA's general education content standards.

ESOL-2 Beginning M 1hr	Middle School	36	6,7,8
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The English for Speakers of Other Languages course Beginning Communication is designed for students whose primary language is not English and who are at Level 2 English proficiency. This course is designed to increase English language proficiency, enhance emerging academic language, and develop learning strategies to meet the demands of learning academic content in English. Communication skills, i.e. listening, speaking, viewing, reading and writing, are strengthened through the integrated learning of language and academic content.

Course	Curricular Area	YR-SEM-QTR	Grade Level
ESOL-2 Beginning M 2hr	Middle School	36	6,7,8

The English for Speakers of Other Languages course Beginning Communication is designed for students whose primary language is not English and who are at Level 2 English proficiency. This course is designed to increase English language proficiency, enhance emerging academic language, and develop learning strategies to meet the demands of learning academic content in English. Communication skills, i.e. listening, speaking, viewing, reading and writing, are strengthened through the integrated learning of language and academic content.

ESOL-3 Developing M 1hr	Middle School	36	6,7,8
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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. This course is designed to increase English language proficiency, enhance academic language, and develop learning strategies to meet the demands of learning academic content in English. Communication skills, i.e. listening, speaking, viewing, reading and writing, are strengthened through the integrated learning of language and academic content.

ESOL-3 Developing M 2hr	Middle School	36	6,7,8
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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. This course is designed to increase English language proficiency, enhance academic language, and develop learning strategies to meet the demands of learning academic content in English. Communication skills, i.e. listening, speaking, viewing, reading and writing, are strengthened through the integrated learning of language and academic content.

Course	Curricular Area	YR-SEM-QTR	Grade Level
AP English Language	Language Arts	36	9,10,11,12

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 graduation (1 credit) requirement. Unweighted - Did not take the AP Exam.

Language Arts 7	Middle School	36	7
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The Language Arts 7 (year-long) course is aligned to College and Career Ready Learning Standards and designed to support students' integration of reading, writing, speaking and listening skills. Students will write for a variety of purposes and audiences using conventions of standard English, grammar and usage. They will compose arguments, informative/explanatory, and narrative pieces. Students will develop the strategies necessary to support claims and cite evidence from literature and informational texts while developing skills to make effective choices about language. Students will develop collaborative behaviors as speakers and listeners to acquire and share knowledge.

Language Arts 8	Middle School	36	8
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The Language Arts 8 (year-long) course is aligned to College and Career Ready Learning Standards and designed to support students' integration of reading, writing, speaking and listening skills. Students will write for a variety of purposes and audiences using conventions of standard English, grammar and usage. They will compose arguments, informative/explanatory, and narrative pieces. Students will develop the strategies necessary to support claims and cite evidence from literature and informational texts while developing skills to make effective choices about language. Students will develop collaborative behaviors as speakers and listeners to acquire and share knowledge.

Course	Curricular Area	YR-SEM-QTR	Grade Level
Language Arts 9	Language Arts	36	9

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.

World Literature 9 Honors	Language Arts	36	9
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The Honors World Literature 9 (year-long) course is aligned to College and Career Ready Standards and designed for the student who is capable of comprehending texts of significant depth and breadth of content. 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, creative projects and group 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	Language Arts	36	10
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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.

Course	Curricular Area	YR-SEM-QTR	Grade Level
World Literature 10 Honors	Language Arts	36	10

The Honors Literature 10 (year-long) course is aligned to College and Career Ready Standards and designed for the student who is capable of comprehending texts of significant depth and breadth of content. 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, creative projects and group 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-10 (1 credit) graduation requirement.

Language Arts 11	Language Arts	36	11
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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.

Language Arts 12	Language Arts	36	12
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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.

Course	Curricular Area	YR-SEM-QTR	Grade Level
AP English Lit	Language Arts	36	9,10,11,12

The AP English Literature and Composition 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. Unweighted - Did not take the AP Exam.

Speech AB	Middle School	18	6,7,8
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The Speech AB (semester) course is aligned with College and Career Ready Learning Standards and is designed to provide students the study of and practice in the basic principles and techniques of effective oral communication. This course includes instruction in adapting speech to different audiences and purposes. Students have opportunities to make different types of oral presentations.

AVID M	Middle School	36	6,7,8
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Advancement Via Individual Determination (AVID) M (year-long) is an academic elective course for students in Grades 6-8 that prepares students for college readiness and success. The rigorous college preparatory curriculum provided by the 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 use analog and digital binders and planners to organize materials and activities. Focused note-taking, goal setting and problem solving are weekly requirements. Students learn about the requirements to be college ready and explore their academic interests and options. Students must meet AVID participation requirements, apply to participate and be accepted into the AVID College Readiness

Course	Curricular Area		YR-SEM-QTR	Grade Level
AVID 9	Elective	36	9	

Advancement via Individual Determination (AVID) 9 (year-long) is an academic elective course that prepares students for college readiness and success. The rigorous, college-preparatory curriculum provided by the 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 College Readiness System. Course Note: This course satisfies the Elective (.50 of 5 credits) graduation requirement.

AVID 10	Elective	36	10	
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Advancement via Individual Determination (AVID) 10 (year-long) is an academic elective course that prepares students for college readiness and success. The rigorous, college-preparatory curriculum provided by the 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 College Readiness System. Course Note: This course satisfies the Elective (.5 of 5 credits) graduation requirement..

Course	Curricular Area	YR-SEM-QTR	Grade Level
AVID 11	Elective	36	11

Advancement via Individual Determination (AVID) 11(year-long) is an academic elective course that prepares students for college readiness and success. The rigorous, college-preparatory curriculum provided by the 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 College Readiness System. Course Note: This course satisfies the Elective (.5 of 5 credits) graduation requirement.

AVID 12	Elective	36	12
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Advancement via Individual Determination (AVID) 12 (year-long) is an academic elective course that prepares students for college readiness and success. The rigorous, college-preparatory curriculum provided by the 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 College Readiness System. Course Note: This course satisfies the Elective (.50 of 5 credits) graduation requirement..

Course	Curricular Area	YR-SEM-QTR	Grade Level
Accelerated Math 8/Algebra I C	Math	36	8

The 8th/Algebra 1 course is designed to allow students who have completed the Accelerated Math 7/8 course to complete the coursework aligned with the College and Career Ready Standards for eighth grade and complete coursework aligned with the College and Career Ready Standards for Algebra 1. In this course students develop knowledge in mathematics through work with linear expressions and equations. Essential topics include interpreting quantities and rates, functions and function notation, rational exponents, quadratic relationships, and using regression techniques to describe relationships between data sets. Application and evaluation are emphasized. Course Note: This course meets the Math Algebra 1 graduation requirement.

Algebra I	Math	36	9
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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).

Algebra I Lab	Elective	36	9
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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.

Course	Curricular Area		YR-SEM-QTR	Grade Level
Algebra II	Math	36	11	

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.

AP Calculus AB	Math	36	12	
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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. Unweighted - Did Not Take AP Exam

AP Calculus BC	Math	36	12	
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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 multirepresentational 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

Course	Curricular Area	YR-SEM-QTR	Grade Level
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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. Unweighted - Did Not Take AP Exam

Precalculus	Math	36	11,12
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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.

Geometry C	Math	36	8
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Geometry C is a course required for graduation and is aligned with the College and Career Ready Standards for Mathematics. Geometry C is offered to middle school students for high school credit. 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 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 (1 credit) graduation requirement. Enrollment in the course requires approval by DoDEA headquarters.

Course	Curricular Area		YR-SEM-QTR	Grade Level
Geometry	Math	36	10	

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.

Mathematics 7	Middle School	36	7	
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The Mathematics 7 course is aligned with the College and Career Ready Standards for seventh grade. In this course students develop an understanding of proportionality, operations with rational numbers, and linear expressions and equations. They solve problems involving scale, create geometric constructions, perform area and volume calculations for two- and three-dimensional figures, and make inferences about populations using data.

Accelerated Math 7/8	Middle School	36	7,8	
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The Accelerated Math 7/8 course is aligned with the College and Career Ready Standards for seventh grade and half of the College and Career Ready Standards for eighth grade. In this course students develop a coherent understanding of and fluency with the real number system focusing on rational numbers. Students use linear equations to analyze, represent, and solve problems related to data distributions. They apply knowledge from previous mathematics courses to work with two- and three-dimensional figures in preparation for concepts that will begin in Algebra 1. Application is emphasized.

Course	Curricular Area		YR-SEM-QTR	Grade Level
Mathematics 8	Middle School	36	8	

The Mathematics 8 course is aligned with the College and Career Ready Standards for eighth grade. In this course, students use modeling to solve linear equations and systems of linear equations and they use functions to describe relationships between quantities. Students analyze two- and three-dimensional figures and their properties and develop an understanding of similarity and congruence. They apply their understanding of the Pythagorean Theorem and how it relates to functions and geometry. Application and modeling are emphasized.

MS Math Support	Middle School	36	5,6,7,8	
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Advanced Quantitative Reasoning	Math	36	10,11,12	
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The Advanced Quantitative Reasoning (AQR) course is designed to be an alternative to Precalculus that prepares students for entry to and success in credit-bearing postsecondary mathematics courses. Students extend their study of mathematical ideas in the context of real-world problems and decision making through the analysis of information, modeling change, and mathematical relationships. This new course will replace Advanced Functions in SY2018-2019.

AP Statistics	Math	36	11,12	
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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. Unweighted - Did Not Take AP Exam

Course	Curricular Area	YR-SEM-QTR	Grade Level
Computer Music S	Fine Arts	18	9,10,11,12

The Computer Music course is designed to teach students how to creating music in a digital environment using industry-standard audio software, digital audio interfaces (DAW), and other technologies. In this course, students will compose and generate music by sequencing, recording, editing, processing, sampling, looping, mixing, and rhythmic construction. Course Note: This course satisfies the Fine Arts (.5 of 1 credit) graduation requirement. Repeatable Course - Subsequent Enrollment Requires More Rigor.

Beginning Band M	Middle School	36	6,7,8
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Beginning Band (year-long) is aligned to DoDEA College and Career Ready Standards Arts, CCRSA (National Core Art Standards, NCAS). This course includes four artistic processes of creating, performing, responding and connecting and introduces students to the following: basic instrumental music techniques such as tone production, articulation, breath control, pitch discrimination; melodic and rhythmic concepts and patterns; sound practice skills and habits; solo, ensemble, and full group rehearsals; a variety of instrumental repertoire; experiences in performing; basic techniques for composition; basic understanding of repertoire selection; basic improvisation skills; simple ways to respond to music.

Intermediate Band M	Middle School	36	7,8
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Intermediate Band (year-long) is aligned to DoDEA College and Career Ready Standards Arts, CCRSA, (National Core Art Standards, NCAS). Intermediate Band M is requires permission of the Band director, which might include audition. The course is designed for students with intermediate to advanced instrumental music skills and includes, but will not be limited to, the following content: intermediate to advanced level sight-reading skills; discrimination of 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	Curricular Area	YR-SEM-QTR	Grade Level
Advanced Band M	Middle School	36	7,8

Advanced Band (year-long) is aligned to DoDEA College and Career Ready Standards Arts, CCRSA (National Core Art Standards, NCAS). Enrollment in the Advanced Band M course requires permission of the Band Director, and may require an audition. The course is designed to acquaint students with advanced instrumental music skills. The content includes four artistic processes of creating, performing, connecting and responding and is not limited to, but includes 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.

Strings: Beginning	Middle School	36	6,7,8
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Beginning Strings (year-long) is aligned to DoDEA College and Career Ready Standards Arts, CCRSA (National Core Art Standards, NCAS). The content includes four artistic processes of creating, performing, connecting and responding. It is designed to acquaint students with strings instrumental music skills.

Course	Curricular Area	YR-SEM-QTR	Grade Level
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Strings: Intermediate	Middle School	36	7,8
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Intermediate Strings (year-long) is aligned to DoDEA College and Career Ready Standards Arts, CCRSA, (National Core Art Standards, NCAS). Enrollment in Intermediate Strings M requires permission of the teacher, and might include audition. The course is designed for students with intermediate to advanced instrumental music skills and includes but will not be limited to the following content: intermediate to advanced level sight-reading skills; discrimination of achieving the essentials of unity, balance, and contrast, the study of all major and minor scales, listening and performance skills development. Requires more rigor than the Beginning Strings course.

Strings: Advanced	Middle School	36	7,8
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Advanced Strings (year-long) is aligned to DoDEA College and Career Ready Standards Arts, CCRSA (National Core Art Standards, NCAS). Enrollment requires permission of Strings Instructor, and may require an audition.

Beginning Band	Fine Arts	36	9,10,11,12
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Beginning Band (year-long) course is aligned to DoDEA College and Career Ready Standards Arts, CCRSA (National Core Art Standards, NCAS) the course is designed to introduce students to the following: basic instrumental music techniques such as tone production, articulation, breath control, pitch discrimination; melodic and rhythmic concepts and patterns; sound practice skills and habits; solo, ensemble, and full group rehearsals; a variety of instrumental repertoire; experiences in performing; basic techniques for composition; basic understanding of repertoire selection; basic improvisation skills; simple ways to respond to music. Course Note: This course satisfies the Fine Arts (1 credit) graduation requirement.

Intermediate Band	Fine Arts	36	9,10,11,12
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Intermediate Band 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

Course	Curricular Area	YR-SEM-QTR	Grade Level
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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. Subsequent enrollment requires more rigor.

Advanced Band	Fine Arts	36	9,10,11,12
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Advanced Band 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.

Jazz Ensemble	Fine Arts	36	9,10,11,12
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Jazz Ensemble is aligned to DoDEA College and Career Ready Standards Arts, CCRSA (National Core Art Standards, NCAS). The Jazz Ensemble (year-long) course is designed to acquaint students with jazz music skills. The content includes, but is not limited to, the following concepts: interpretation and analysis 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. Course Note: Enrollment in this course requires instructor approval, an audition may be required. This course satisfies the Fine Arts (1 credit) graduation requirement. Repeatable Course - Subsequent Enrollment Requires More Rigor.

Beginning Strings Ensemble	Fine Arts	36	9,10,11,12
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Course	Curricular Area	YR-SEM-QTR	Grade Level
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Aligned to DODEA College and Career Ready Standards Arts, CCRSA (National Core Art Standards, NCAS), the String Ensemble (year-long) course is designed to acquaint students with strings music skills. The following concepts are introduced: interpretation and analysis of musical scores; application of 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. Course Note: This course satisfies the Fine Arts (1 credit) graduation requirement.

Intermediate Strings Ensemble	Fine Arts	36	9,10,11,12
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Intermediate Strings (year-long) is aligned to DoDEA College and Career Ready Standards Arts, CCRSA (National Core Arts Standards, NCAS) requires permission of instructor, and may require an audition. Requires more rigor than Beginning Strings.

Advanced Strings Ensemble	Fine Arts	36	9,10,11,12
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Advanced Strings (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.

Guitar I S	Fine Arts	18	9,10,11,12
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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.

Beginning Chorus M	Middle School	36	6,7,8
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Course	Curricular Area	YR-SEM-QTR	Grade Level
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Beginning Chorus (year-long) is aligned to the DoDEA College and Career Ready Standards Arts, CCRSA (National Core Art Standards, NCAS) is designed to provide students Grades 5-8, with experiences in the four artistic processes of creating, performing, connecting and responding to chorus. The students are introduced to the following vocal fundamentals of sight-reading vocal music, distinguishing and singing two and three-part music, singing with ensembles and chorus, studying intonation, singing a cappella, experiencing a wide variety of choral repertoire including secular and no secular music, singing with keyboard and other instrumental accompaniment, and singing in public performances and musical productions.

Intermediate Chorus M	Middle School	36	7,8
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The Intermediate Chorus (year-long) course is designed to provide students, but not limit them to the following vocal musical learning experiences based on DoDEA College and Career Ready Standards Arts, CCRSA (National Core Art Standards, NCAS). Enrollment in the course requires permission of the Chorus Director and may require an audition. The course continues the 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. This course requires more rigor than the Beginning Chorus course.

Advanced Chorus M	Middle School	36	6,7,8
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Advanced Chorus (year-long) is aligned to DoDEA College and Career Ready Standards Arts, CCRSA (National Core Art Standards, NCAS) and enrollment requires permission of Chorus Teacher, audition may be required. It requires more rigor than Intermediate Chorus.

Beginning Chorus	Fine Arts	36	9,10,11,12
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Course	Curricular Area	YR-SEM-QTR	Grade Level
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Beginning Chorus 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.

Advanced Chorus	Fine Arts	36	10,11,12
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Advanced Chorus 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.

Intermediate Chorus	Fine Arts	36	9,10,11,12
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Intermediate Chorus is aligned DoDEA College and Career Ready Standards Arts, CCRSA (National Core Art Standards, NCAS). Enrollment in this course is by permission of the teacher and may require an audition. Subsequent enrollment requires more rigor.

PE-Personal Fitness	Physical Education	18	9,10,11,12
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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

Course	Curricular Area	YR-SEM-QTR	Grade Level
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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.

Physical Ed 7 A	Middle School	9	7
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The Physical Education 7A (nine-week) course is designed to enable seventh grade students to progress in the skill competencies and conceptual knowledge related to the movement and physical activity and personal and social needs of adolescents. Developmentally appropriate concepts of physical fitness, motor skill and personal and social development are included in this course. Students apply appropriate physical activity and fitness concepts to the development of a health-enhancing level of physical fitness. They apply basic biomechanical principles, tactical skills and strategies in modified sports and activities and demonstrate competency in critical elements of serving, bumping, dribbling, scoring, fielding, batting, and forehand and backhand striking. They understand the importance of rules and safety procedures and can define the FITT Principle as it relates to physical fitness development. Students plan ways to do physical activity as part of their daily routine. Code should be used for Q1 and Q3 courses.

Physical Ed 7 B	Middle School	9	7
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The Physical Education 7B (nine-week) course is designed to fully enable seventh grade students to progress in the skill competencies and conceptual knowledge related to the movement and physical activity and personal and social needs of adolescents. Developmentally appropriate concepts of physical fitness, motor skill and personal and social development are included in this course. Students apply appropriate physical activity and fitness concepts to the development of a health-enhancing level of physical fitness. They apply basic biomechanical principles, tactical skills and strategies in modified sports and activities and demonstrate competency in critical elements of serving, bumping, dribbling, scoring, fielding, batting, and forehand and backhand striking. They understand the importance of rules and safety procedures and can define the FITT Principle as it relates to physical fitness development. Students plan ways to do physical activity as part of their daily routine. Code should be used for Q2 and Q4 courses.

Physical Ed 7 AB	Middle School	18	7
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Course	Curricular Area	YR-SEM-QTR	Grade Level
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The Physical Education 7 AB (semester) course is designed to fully enable seventh grade students to progress in the skill competencies and conceptual knowledge related to the movement and physical activity and personal and social needs of adolescents. Developmentally appropriate concepts of physical fitness, motor skill and personal and social development are included in this course. Students apply appropriate physical activity and fitness concepts to the development of a health-enhancing level of physical fitness. They apply basic biomechanical principles, tactical skills and strategies in modified sports and activities and demonstrate competency in critical elements of serving, bumping, dribbling, scoring, fielding, batting, and forehand and backhand striking. They understand the importance of rules and safety procedures and can define the FITT Principle as it relates to physical fitness development. Students plan ways to do physical activity as part of their daily routine.

Physical Ed 8 A	Middle School	9	8
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The Physical Education 8 A (nine-week) course is designed to enable eighth grade students to progress in the skill competencies and conceptual knowledge related to the movement and physical activity and personal and social needs of adolescents. Developmentally appropriate concepts of physical fitness, motor skill and personal and social development are included in this course. Students apply appropriate physical activity and fitness concepts to the development of a health-enhancing level of physical fitness. They apply basic biomechanical principles, tactical skills and strategies in modified sports and activities and demonstrate competency in critical elements of movement, dance and specialized sports. They understand the importance of rules and safety procedures and can define the FITT Principle as it relates to physical fitness development. Students design performance sequences and plan and monitor physical activities to improve performance. Code should be used for Q1 and Q3 courses.

Physical Ed 8 B	Middle School	9	8
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The Physical Education 8 B (nine-week) course is designed to fully enable eighth grade students to progress in the skill competencies and conceptual knowledge related to the movement and physical activity and personal and social needs of adolescents. Developmentally appropriate concepts of physical fitness, motor skill and personal and social development are included in this course. Students apply appropriate physical activity and fitness concepts to the development of a health-enhancing level of physical fitness. They apply basic biomechanical principles, tactical skills and strategies in modified sports and activities and demonstrate competency

Course	Curricular Area	YR-SEM-QTR	Grade Level
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in critical elements of movement, dance and specialized sports. They understand the importance of rules and safety procedures and can define the FITT Principle as it relates to physical fitness development. Students design performance sequences and plan and monitor physical activities to improve performance. This code should be used for Q2 and Q4 courses.

Physical Ed 8 AB	Middle School	18	8
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The Physical Education 8 AB (semester) course is designed to fully enable eighth grade students to progress in the skill competencies and conceptual knowledge related to the movement and physical activity and personal and social needs of adolescents. Developmentally appropriate concepts of physical fitness, motor skill and personal and social development are included in this course. Students apply appropriate physical activity and fitness concepts to the development of a health-enhancing level of physical fitness. They apply basic biomechanical principles, tactical skills and strategies in modified sports and activities and demonstrate competency in critical elements of movement, dance and specialized sports. They understand the importance of rules and safety procedures and can define the FITT Principle as it relates to physical fitness development. Students design performance sequences and plan and monitor physical activities to improve performance.

Beginning Dance S	Elective	18	9,10,11,12
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Students will engage in four main styles currently trending in today's society; which include but are not limited to, Hip Hop/ Jazz, Lyrical/Contemporary, Ballet, and Tap). Focus will be directed on four main categories: (A) Movement, Technique, and Performance; (B) Create, Compose, and Choreograph; (C) Historical and Cultural Context; and (D) Reflect, Connect, and Respond. Beginning Level could be broken into by semesters (.5) but is preferred for students to take the entire year. Course Note: This course satisfies the Elective (0.5 of 5 credits) graduation requirement.

Conditioning	Elective	36	10,11,12
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The Conditioning (year-long) course provides a variety of opportunities for high school students to demonstrate knowledge and competency in motor skills, movement patterns and strategies needed to perform a variety of physical activities. Students will achieve a level of physical fitness for health and performance. This course allows students to demonstrate knowledge of psychological and

Course	Curricular Area	YR-SEM-QTR	Grade Level
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sociological concepts, principles, and strategies as they apply to learning and performance of physical activity. Course Note: This course satisfies the Elective (1 of 5 credits) graduation requirement.

Conditioning S	Elective	18	10,11,12
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The Conditioning (semester) course provides a variety of opportunities for high school students to demonstrate knowledge and competency in motor skills, movement patterns and strategies needed to perform a variety of physical activities. Students will achieve a level of physical fitness for health and performance. This course allows students to demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity. Course Note: This course satisfies the Elective (.5 of 5 credits) graduation requirement.

PE-Lifetime Sports	Physical Education	18	10,11,12
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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.

PE-Activity Nutrition	Physical Education	18	10,11,12
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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 doable 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

Course	Curricular Area	YR-SEM-QTR	Grade Level
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nutrition plan. Course Note: This course satisfies the Physical Education (.5 credits Physical Activity and Nutrition) graduation requirement.

Business Enterprise AB	Middle School	18	6,7,8
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The Business Enterprise AB (semester) course introduces middle school students to the world of work-its expectations, demand for skills, flow-of-activity, performance standards and need for interpersonal skills.

Business & Personal Finances	CTE	36	9,10,11,12
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The Business and Personal Finance (year-long) course focuses on duties and tasks performed by individuals managing their money through spending, saving and investing in order to plan a successful financial future. Course Note: This course satisfies the Career Technical Education (1 of 1.5 credit) graduation requirement.

Mgmt Int'l Business	CTE	36	9,10,11,12
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The Management International Business (year-long) course introduces students to the basic concepts of world trade, the different world markets, and the methods used to import and export goods. Students are taught to think in terms of the different legal, cultural, economic, and political environments. Course Note: This course satisfies the Career Technical Education (1 of 1.5 credit) graduation requirement.

Mgmt Int'l Business S	CTE	18	9,10,11,12
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The Management International Business (semester) course introduces students to the basic concepts of world trade, the different world markets, and the methods used to import and export goods. Students are taught to think in terms of the different legal, cultural, economic, and political environments. Course Note: This course satisfies the Career Technical Education (.5 of 1.5 credit) graduation requirement.

Course	Curricular Area	YR-SEM-QTR	Grade Level
Marketing & Entrepreneurship	CTE	36	9,10,11,12

The Marketing and Entrepreneurship (year-long) 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. Course Note: This course satisfies the Career Technical Education (1 of 1.5 credit) graduation requirement.

Applied Tech A	Middle School	9	6,7,8
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The Applied Technology A (nine-week) course provides middle school students an introduction to various forms of technology and technical systems. Career opportunities will also be explored.

Applied Tech B	Middle School	9	6,7,8
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The Applied Technology B (nine-week) course provides middle school students an introduction to various forms of technology and technical systems. Career opportunities will also be explored.

Applied Tech AB	Middle School	18	6,7,8
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The Applied Technology AB (semester) course provides middle school students an introduction to various forms of technology and technical systems. Career opportunities will also be explored.

Computer Apps A	Middle School	9	6,7,8
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Course	Curricular Area	YR-SEM-QTR	Grade Level
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Computer Applications A (nine-week) is designed to assist middle school students in applying a variety of computer technology and its application to their daily lives. In addition to information literacy, the areas of technology introduced may include word processing, spreadsheet, database, Internet, e-communication, graphics, presentation and publications applications, and using digital and scanning equipment.

Computer Apps B	Middle School	9	6,7,8
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Computer Applications B (nine-week) is designed to assist middle school students in applying a variety of computer technology and its application to their daily lives. In addition to information literacy, the areas of technology introduced may include word processing, spreadsheet, database, Internet, e-communication, graphics, presentation and publications applications, and using digital and scanning equipment.

Computer Apps AB	Middle School	18	6,7,8
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Computer Applications AB (semester) is designed to assist middle school students in applying a variety of computer technology and its application to their daily lives. In addition to information literacy, the areas of technology introduced may include word processing, spreadsheet, database, Internet, e-communication, graphics, presentation and publications applications, and using digital and scanning equipment.

Computer Apps	Middle School	36	6,7,8
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Computer Applications (year-long) is designed to assist middle school students in applying a variety of computer technology and its application to their daily lives. In addition to information literacy, the areas of technology introduced may include word processing, spreadsheet, database, Internet, e-communication, graphics, presentation and publications applications, and using digital and scanning equipment.

Computer Srv-Supp	CTE	36	9,10,11,12
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Course	Curricular Area	YR-SEM-QTR	Grade Level
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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 A+ exams. 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.

Java Programming I	CTE	18	10,11,12
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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	CTE	18	10,11,12
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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.

AP Computer Sci A	CTE	36	9,10,11,12
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AP Computer Science A (year-long) is an introductory course in computer science built around the development of computer programs that correctly solve a given problem. Course Note: This course satisfies the Career Technical Education graduation (1 of 1.5 credit) requirement. Unweighted - Did not take AP Exam.

Video Production A	Middle School	9	7,8
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Course	Curricular Area	YR-SEM-QTR	Grade Level
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The Introduction to Video Production A (nine-week) course is designed to provide middle school students with exploratory and investigative activities dealing with camera functions, filming techniques, composition, non-linear/linear editing, and computer animation/graphics.

Video Production AB	Middle School	18	7,8
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The Introduction to Video Production AB (semester) course is designed to provide middle school students with exploratory and investigative activities dealing with camera functions, filming techniques, composition, non-linear/linear editing, and computer animation/graphics.

Pathways to Careers	Middle School	36	7,8
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The Pathways to Careers (nine-week) course is designed to provide middle school students with a broad overview of the world of work through self/career awareness.

Career Practicum - 1hr	CTE	36	10,11,12
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The Career Practicum (year-long) course prepares students for their future careers. This course is designed to provide school-to-career experiences and training through a work practicum related to their career goal. Important aspects are to provide students an opportunity to acquire an understanding of actual employment settings utilizing their skills and aptitudes, apply problem solving skills in the work environment, develop communication techniques, utilize electronic information systems to search for career information, explore information resources, acquire learning and self-management tools, develop intrapersonal and interpersonal competencies. This course may be offered for one hour period. Course Note: This course satisfies either the Career Technical Education (1 of 1.5 credit) graduation requirement. Students may not take more than one(1) Career Practicum course in a single semester. This is a Repeatable Course - Subsequent Enrollment Requires More Rigor.

Career Practicum - 1hr S	CTE	18	10,11,12
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Course	Curricular Area	YR-SEM-QTR	Grade Level
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The Career Practicum (semester) course prepares students for their future careers. This course is designed to provide school-to-career experiences and training through a work practicum related to their career goal. Important aspects are to provide students an opportunity to acquire an understanding of actual employment settings utilizing their skills and aptitudes, apply problem solving skills in the work environment, develop communication techniques, utilize electronic information systems to search for career information, explore information resources, acquire learning and self-management tools, develop intrapersonal and interpersonal competencies. This course may be offered for one hour period. Course Note: This course satisfies either the Career Technical Education (.5 of 1.5 credit) graduation requirement. Students may not take more than one(1) Career Practicum course in a single semester. This is a Repeatable Course - Subsequent Enrollment Requires More Rigor.

Career Practicum - 2hr	CTE	36	10,11,12
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The Career Practicum (year-long) course prepares students for their future careers. This course is designed to provide school-to-career experiences and training through a work practicum related to their career goal. Important aspects are to provide students an opportunity to acquire an understanding of actual employment settings utilizing their skills and aptitudes, apply problem solving skills in the work environment, develop communication techniques, utilize electronic information systems to search for career information, explore information resources, acquire learning and self-management tools, develop intrapersonal and interpersonal competencies. This course may be offered for two hour periods. Course Note: This course satisfies the Career Technical Education (.5 of 1.5 credit) graduation requirement. Students may not take more than one Career Practicum course in a single semester. This is a Repeatable Course - Subsequent Enrollment Requires More Rigor.

Career Practicum - 2hr S	CTE	18	10,11,12
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The Career Practicum (semester) course prepares students for their future careers. This course is designed to provide school-to-career experiences and training through a work practicum related to their career goal. Important aspects are to provide students an opportunity to acquire an understanding of actual employment settings utilizing their skills and aptitudes, apply problem solving skills in the work environment, develop communication techniques, utilize electronic information systems to search for career information, explore information resources, acquire learning and self-management tools, develop intrapersonal and interpersonal competencies.

Course	Curricular Area	YR-SEM-QTR	Grade Level
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This course may be offered for two hour periods. Course Note: This course satisfies the Career Technical Education (1 of 1.5 credit) graduation requirement. Students may not take more than one(1) Career Practicum course in a single semester. This is a Repeatable Course - Subsequent Enrollment Requires More Rigor.

Family-Consum Sci A	Middle School	9	6,7,8
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The Family and Consumer Science A (nine-week) course is designed to provide middle school students with basic skills needed for life. The course will acquaint the middle school students with parenting, childcare, basic nutrition, meal preparation, family relationships, environmental resources, and care giving for children and elderly.

Family-Consum Sci AB	Middle School	18	6,7,8
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The Family and Consumer Science AB (semester) course is designed to provide middle school students with basic skills needed for life. The course will acquaint the middle school students with parenting, childcare, basic nutrition, meal preparation, family relationships, environmental resources, and care giving for children and elderly.

Biology	Science	36	9,10,11,12
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AP Biology	Science	36	11,12
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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. Unweighted - Did not take AP Exam

Course	Curricular Area	YR-SEM-QTR	Grade Level
Chemistry	Science	36	9,10,11,12
AP Chemistry	Science	36	11,12

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. Unweighted - Did not take AP Exam

Environmental Science	Science	36	11,12
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Environmental Science (year-long) is a course which integrates the study of ecology and natural resources. Energy, recycling, pollution, population dynamics and cultural perspectives will be studied.

Integrated Sci II	Middle School	36	7
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Integrated Science II (year-long) is a course for students in seventh grade to continue to deepen their knowledge of the life, earth, and physical sciences through more complex investigations and explanations. The concepts they study become increasingly abstract in a developmentally appropriate manner to allow for the incremental development of these cognitively complex ideas. Seventh graders also continue to develop their investigative skills by generating their own questions, recognizing and explaining the relationships among variables, and critiquing the conclusions that are drawn from scientific investigations.

Course	Curricular Area	YR-SEM-QTR	Grade Level
Integrated Sci III	Middle School	36	8

The focus of the Integrated Science III (year-long) is to provide students in eighth grade with the hands-on experiences that give them the active engagement and the concrete examples they require in order to understand basic science concepts. The development of eighth graders' science skills culminates with their designing an entire controlled scientific investigation, constructing explanations and drawing conclusions from data, and generating questions for further study. Specifically, students explore the life, earth, and physical sciences.

Physics	Science	36	9,10,11,12
AP Physics Part 1	Science	36	10,11,12

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. AP Exams are given each year in May. 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-Chemistry of 3 credits) graduation requirement. Unweighted - Did not take AP Exam

Course	Curricular Area	YR-SEM-QTR	Grade Level
AP Environmental Sci	Science	36	11,12

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 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. AP Exams are given each year in May. 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. Although there are no specific AP Environmental Science labs or field investigations required for the course, it is expected that students perform as many labs/field investigations as possible. The College Board recommends the following pre-requisite(s): 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. Course Note: This course satisfies the Science (1 credit-Elective of 3 credits) graduation requirement. Unweighted - Did not take AP Exam

United States Government 12	Social Studies	18	12
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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 US Government (.5 credit) graduation requirement.

Course	Curricular Area	YR-SEM-QTR	Grade Level
AP Human Geography	Social Studies	36	9,10,11,12

The AP Human Geography (year long) 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 Note: This course satisfies the Social Studies Elective (.5 credit) graduation requirement. Unweighted - Did Not Take AP Exam

AP US Govt-Politics S	Social Studies	18	9,10,11,12
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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 US Government (.5 credit) graduation requirement. Unweighted - did not take the AP Exam. College Board does not require a pre-requisite. NOTE: AP Government will only be offered as a semester course starting in the 2019 - 2020 school year.

AP US Govt-Pol/AP Comparative	Social Studies	36	9,10,11,12
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The AP United States Government and AP Comparative Political Systems (year long) provides an opportunity for students to engage in the study of national and global governments. In the first semester students are introduced to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. Successful completion of the first semester of the course satisfies the US Government (.5) graduation requirement. The second 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. The course examines politically significant concepts and themes, through which students learn to

Course	Curricular Area	YR-SEM-QTR	Grade Level
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apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments. Completing this year long course prepares students to take the AP United States Government exam AND the AP Comparative Political Systems exam. Course Note: Unweighted - Student did not take either AP exam.

AP Macroeconomics S+	Social Studies	18	9,10,11,12
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AP Macroeconomics (semester) is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. College Board does not require a pre-requisite. Course Note: This course satisfies the Social Studies Elective (.5 credit) graduation requirement. Weighted - Must take the AP Exam.

AP Macroeconomics S	Social Studies	18	9,10,11,12
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AP Macroeconomics (semester) is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. Course Note: This course satisfies the Social Studies Elective (.5 credit) graduation requirement. Unweighted - Did not take the AP Exam.

AP Microeconomics S	Social Studies	18	9,10,11,12
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AP Microeconomics (semester) is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. College Board does not

Course	Curricular Area	YR-SEM-QTR	Grade Level
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require a pre-requisite. Course Note: This course satisfies the Social Studies Elective (.5 credit) graduation requirement. Unweighted - Did Not Take AP Exam.

AP Economics	Social Studies	36	9,10,11,12
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AP Economics (year long) is an introductory college-level course that includes the study of macro and micro economics. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics (Macro) and it also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy (Micro). Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. Completing this year long course prepares students to take the AP Macroeconomics exam AND the AP Microeconomics exam. Course Note: This course satisfies the Social Studies Elective (.5 credit) graduation requirement. Unweighted - did not take the AP Exam.

Psychology	Social Studies	18	11,12
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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	Social Studies	36	9,10,11,12
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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,

Course	Curricular Area	YR-SEM-QTR	Grade Level
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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. Unweighted - Did Not Take AP Exam.

Grade 7 United States History I	Middle School	36	7
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The Grade 7 United States History I course is arranged chronologically and incorporates geography as well as economic, social, and political trends. The course content is divided into eight Key Ideas, tracing the human experience in the United States from pre-Columbian times until the Civil War, with a focus on the significant people, events, and places. Throughout the course, students make connections across time to compare the past to the present. Students will utilize historical thinking skills, inquiry, the tools of social science inquiry, and strategies for disciplinary literacy as they learn the history of the United States.

Grade 8 United States History II	Middle School	36	8
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The Grade 8 United States History II course is arranged chronologically, beginning with Reconstruction and ending at the present, and incorporates geography as well as economic, social and political trends. The course content is divided into nine Key Ideas; the first seven trace the human experience in the United States from Reconstruction to the end of World War II. The last three Key Ideas examine different themes in United States from the post-War period up to the present day, which provides the opportunity to explore contemporary issues. Students will utilize historical thinking skills, inquiry, the tools of social science inquiry, and strategies for disciplinary literacy as they learn the history of the United States.

United States History 11	Social Studies	36	11
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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

Course	Curricular Area	YR-SEM-QTR	Grade Level
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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	Social Studies	36	9,10,11,12
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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. Course Note: This course satisfies the U.S. History (1 credit) graduation requirement. Unweighted - Did Not Take AP Exam.

Global Studies 9	Social Studies	36	9
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The Global Studies 9 (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 World History (1 credit) graduation requirement.

Course	Curricular Area	YR-SEM-QTR	Grade Level
Global Studies 10	Social Studies	36	10

The Global Studies 10 (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 World History (1 credit) graduation requirement.

AP World History	Social Studies	36	9,10,11,12
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AP World History (year long) is designed to be the equivalent of a two semester introductory college or university world history course. In AP World History students investigate significant events, individuals, developments, and processes in six historical periods from approximately 8000 B.C.E. 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 provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures. Course Note: This course satisfies the World History (1 credit) graduation requirement. Un-weighted - Did Not Take AP Exam.

Model United Nations	Social Studies	18	9,10,11,12
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The Model United Nations course (semester) provides students the opportunity to learn about diplomacy, international relations, and the United Nations in an academic simulation. Model United Nations (MUN) involves researching, public speaking, debating, and

Course	Curricular Area	YR-SEM-QTR	Grade Level
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writing skills, in addition to critical thinking, teamwork, and leadership abilities. This course fulfills the Social Studies Elective (.5) credit.

AP Comp Govt & Pol S	Social Studies	18	9,10,11,12
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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. College Board does not require a pre-requisite. Unweighted - Did Not Take the AP Exam. This course does NOT meet the DoDEA graduation requirement for United States Government. AP Comparative Government will only be offered as a semester course starting in the 2019 - 2020 school year.

Navy JROTC I	CTE	36	9,10,11,12
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The Navy JROTC I (year-long) course is designed to present the history, purpose, and objectives of the Navy JROTC program; introduce cadets to the precepts of citizenship, the elements of leadership, and basic military discipline. This course is also designed to engender a sound appreciation for the heritage and traditions of America, with recognition that the historically significant role of sea power will be important in America's future, and develop in each cadet a growing sense of pride in his/her organization, associates, and self. Course Note: This course satisfies the Career Technical Education (1 of 1.5 credits) graduation requirement.

Navy JROTC II	CTE	36	10,11,12
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The Navy JROTC II (year-long) course is designed to provide definition of management; the elements of the leadership process; practical exercise in the development of leadership skill; the role of cadets as leaders; the value of physical exercise and conditioning, and to learn about the basic elements and requirements for national security and their personal obligations as American citizens to contribute toward national security. Course Note: This course satisfies the Career Technical Education (1 of 1.5 credits) graduation requirement.

Course	Curricular Area		YR-SEM-QTR	Grade Level
Navy JROTC III	CTE	36	11,12	

The Navy JROTC III (year-long) course is designed to focus on the development of advanced leadership and management skills. Course Note: This course satisfies the Career Technical Education (1 of 1.5 credits) graduation requirement.

Navy JROTC IV	CTE	36	12	
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The Navy JROTC IV (year-long) course focuses entirely on the application of all previously learned leadership and management skills and trainings. The students serve in the highest leadership billets in the Navy JROTC program. Course Note: This course satisfies the Career Technical Education (1 of 1.5 credits) graduation requirement.