

DAEGU HIGH SCHOOL

Vision: *The vision of Daegu High School is together to engage all the students everyday to advance academic excellence, global leadership, and individual potential.*

Goal 1: *By EOSY 2016, all students will increase Analysis and Critical Reasoning scores 4% higher per year across the curriculum at each grade level as measured by school-based and DODEA-wide summative assessments.*

Motto:

We take care of ourselves,
We take care of each other,
We take care of our school!

DoDEA Curriculum:

English Language Arts (ELA)

LAE301: -Language Arts 9

GRADE LEVEL: 9

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

Major Concepts/Content: The language Arts 9 course is designed to strengthen students' skills in listening, speaking, writing, literature, and language. The content includes, but is not limited to, preparing oral reports in various content areas; using appropriate pitch, stress, juncture and rate in formal and informal speech; using the dictionary and the thesaurus to develop an increasingly comprehensive and precise vocabulary in both speaking and writing; locating resources (magazines, reference sources, films, and microfiche) by using indexes, catalogs, and the Reader's Guide; practicing the process of composition, including prewriting, drafting, revising, proofreading, and publishing; writing correspondence using appropriate forms (business, friendly); identifying with literary characters of the student's own age, and understanding how the characters' actions and emotions reflect the student's own actions and emotions; understanding that literature is written at different levels for different purposes and for different audiences; and reading self-selected books to help students learn to view reading as a useful and pleasurable activity.

Major Instructional Activities: Instructional activities will be provided in a general classroom setting, in the media center, and in the school and community environment. Student activities will include, but will not be limited to, writing journals or learning logs; writing expository, persuasive, and descriptive paragraphs and essays; writing short stories; writing and mailing business letters; learning to respond to each other's writing with helpful suggestions for revision; taking several pieces of group and/or individual writing through a process that includes prewriting activities, drafting, peer response, revision, proofreading for spelling, punctuation, capitalization, grammar and usage, and publishing; practicing writing from different points of view for different purposes and audiences; developing speaking and listening skills by responding to literature and to each other's writing, and by participating in small and large group discussions and in oral presentations, individual recitations, and dramatizations; studying appropriate major works of literature intensively in class; reading, viewing, and listening independently to examples of the various genres of literature and responding to the literature; presenting interpretations of literature orally; reading self-selected books and responding to them in journal entries, letters, group discussions, or oral or written book reports; and increasing vocabulary through the study of words encountered in reading and through work with the dictionary and the thesaurus.

Major Evaluative Techniques: Students will be evaluated for class participation; completion of reading assignments and book reporting requirements; comprehension of literature as measured by objective, essay, and/or oral examinations.' and improvement in written compositions and oral presentations, with major emphasis on critical reasoning, content, organization, specificity and relevance of detail, evidence, and argument, and with secondary emphasis on skill growth in spelling, punctuation, capitalization, grammar and usage.

Essential Objectives: Upon completion of the Language Arts 9 course, students should be able to:

- Display an increasingly comprehensive and precise vocabulary in both writing and speaking, by using the dictionary and thesaurus.
- Point out actions and emotions of literary characters in the student's own age group or socioeconomic class that reflect the student's own actions and emotions.
- Point out examples of literature written at different levels for different purposes or audiences.
- Locate resources (magazines, reference sources, films, etc.) by using indexes and catalogs.
- Write examples of correspondence using appropriate forms (business, friendly).
- Write using the composing process.
- Use appropriate pitch, stress, juncture, and rate in speech.

Prepare oral reports in various content areas.

This course is designed to facilitate student mastery of the DoDEA standards and essential objectives of the parallel general education course. Accommodations and modifications in content, instructional activities, evaluative techniques and essential objectives are implemented as appropriate for students with disabilities in support of their Individualized Education Programs (IEP).

LAE371: Honors Literature and World History 9

GRADE LEVEL: 9

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

Major Concepts/Content: This is an integrated course for students interested in taking 9th grade Honors Social Studies and English. The course uses the chronological study of world history from Ancient Civilization to 1500 A.D. and covers the themes of culture, science/technology and society, geography, and time/continuity and change. The content integrates readings and writings that focus on exploring, interpreting, and analyzing literature and other readings that extend and support the world history discussions and research. The themes of geography provide the focus for preparing students to understand how humans adapt to the environment. The course is a demanding study of world history and literature, requiring students to understand, analyze, and interpret the connections between major historical events and the writings of the time. Critical thinking, philosophical discussion, concept attainment, vocabulary development, language usage, and research will be stressed. The development of discussion and presentation skills will focus on analysis, interpretation, and evaluation.

Major Instructional Activities: Instructional activities will be provided using the content of World History. Students will read and critically respond to a wide spectrum of challenging literary selections that mirror the cultures, themes and times of the period from Ancient Civilization to 1500 A.D. Students will study geographical factors that impact civilizations and conduct in-depth research on topics relative to major historical events, people, and regions. Many of the learning activities will culminate in shared products for Social Studies and English.

Major Evaluative Techniques: Students will participate in various types of assessments: vocabulary tests, essay tests, research projects and presentations, group activities, oral and written reports, numerous formal writings, and a culminating project that is an original production based on student research. Students will receive a grade in both English 9 and World History.

Essential Objectives: Upon completion of the course, students should be able to:

- Assess ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, and global settings.
- Analyze the historical development of civilizations.
- Analyze a wide spectrum of world literature.
- Interpret the impact of major historical events on the literature of various periods.
- Evaluate the impact of major personalities/events on world history.
- Write formal compositions that analyze, interpret, and evaluate literature, essays, speeches, commentaries, and news reports.
- Compare and contrast the development of culture, science and technology, economics, and government throughout the world.
- Make and critique formal and informal oral presentations.

LAE401: Language Arts 10

GRADE LEVEL: 10

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

Major Concepts/Content: The Language Arts 10 course is designed to strengthen students' skills in listening, speaking, writing, literature, and language. The content includes, but is not limited to, outlining or mapping main ideas and details of information received aurally or through research; using vocabulary and sentence structure appropriate to the listener and the situation; understanding the importance of speech in influencing the course of events in a democratic society; using interviewing skills; using parliamentary procedure skills; using formal debating skills; refining test-taking skills to meet secondary and post-secondary demands; writing a paraphrase, summary, or précis; writing compositions for newspaper publication; writing a short paper using research techniques; selecting appropriate sources of information for the topic; understanding and explaining the type of conflict in a given literary selection (psychological, social, environmental); experiencing a wide range of literary forms (e.g., short stories, novels, non-fiction, poetry, drama); using the media center research facilities; and reading self-selected books to help students learn to view reading as a useful and pleasurable activity.

Major Instruction Activities: Instructional activities will be provided in a general classroom setting, in the media center, and in the school and community environment. Student activities will include, but will not be limited to, writing journals or learning logs; writing expository, descriptive, and persuasive essays; writing autobiographical narratives; writing newspaper articles; writing a brief research report; writing and mailing business letters; learning to respond to each other's writing with helpful suggestions for revision; taking several pieces of writing through a process that includes prewriting activities, drafting, peer response, revision, proofreading for spelling, punctuation, capitalization, grammar and usage, and publishing; practicing writing from different points of view for different purposes and audiences; developing speaking and listening skills by responding to literature and to each other's writing, and by participating in small and large group discussions and in oral presentations, interviews, parliamentary meetings, formal debates, and dramatizations; studying appropriate major works of literature intensively in class; reading, viewing, and listening independently to examples of the various genres of literature and responding to that literature; presenting interpretations of literature orally, reading several self-selected books and responding to them in journal entries, letters, group discussions, or oral or written book reports; and increasing vocabulary through the study of words encountered in reading and through work with the dictionary and the thesaurus.

Major Evaluative Techniques: Students will be evaluated for active class participation; completion of reading assignments and book reporting requirements; comprehension of literature as measured by objective, essay, and/or oral examinations; improvement in written composition and oral presentations with major emphasis on unity and coherence, use of evidence and argument, organization, specificity and relevance of detail, and with secondary emphasis on skill growth in spelling, punctuation, capitalization, grammar and usage.

Essential Objectives: Upon completion of the Language Arts 10 course, students should be able to:

- Outline main ideas and details of information received aurally or through research.
- Use vocabulary and sentence structure appropriate to the listener and situation.
- Use interviewing skills.
- Use parliamentary procedural skills.
- Use formal debating skills.
- Identify the type of conflict in a given selection: psychological, social, and environmental.
- Refine test-taking skills to meet secondary and post-secondary demands.
- Write a paraphrase, summary, or précis.
- Write compositions for newspaper publication.
- Write a short paper using research techniques.
- Select appropriate sources of information.
- Identify the importance of speech in influencing the course of events in a democratic society.

This course is designed to facilitate student mastery of the DoDEA standards and essential objectives of the parallel general education course. Accommodations and modifications in content, instructional activities, evaluative techniques and essential objectives are implemented as appropriate for students with disabilities in support of their Individualized Education Programs (IEP).

LAE471: Honors World History and Literature 10

GRADE LEVEL: 10

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

Major Concepts/Content: This is an integrated course for students interested in taking 10th grade Honors Social Studies and English. The course uses the chronological study of world history from 1500 to the present and covers the themes of culture, science and technology, economics, and government. The content integrates readings and writings that focus on exploring, interpreting, and analyzing literature and other readings that extend and support the world history discussions and research. The course is a demanding study of world history and literature, requiring students to understand, analyze, and interpret the connections between major historical events and the writings of the time. Critical thinking, philosophical discussion, concept attainment, vocabulary development, language usage, and research will be stressed. The development of discussion and presentation skills will focus on analysis, interpretation, and evaluation.

Major Instructional Activities: Instructional activities will be provided using the content of World History. Students will read and critically respond to a wide spectrum of challenging literary selections that mirror the cultures, themes and times of the period from 1500 to the present. Students will conduct in-depth research on topics relative to major historical events, people, and regions. Many of the learning activities will culminate in shared products for Social Studies and English.

Major Evaluative Techniques: Students will participate in various types of assessments: vocabulary tests, essay tests, research projects and presentations, group activities, oral and written reports, numerous formal writings, and a culminating project that is an original production based on student research. Students will receive a grade in both English 10 and World History.

Essential Objectives: Upon completion of the Honors World History and Literature course, students should be able to:

- Analyze the historical development of major world problems.
- Analyze a wide spectrum of world literature.
- Interpret the impact of major historical events on the literature of various periods.
- Evaluate the impact of major personalities on world history.
- Write formal compositions that analyze, interpret, and evaluate literature, essays, speeches, commentaries, and news reports.
- Compare and contrast the development of culture, science and technology, economics, and government throughout the world.
- Make and critique formal and informal oral presentations.

LAE501: Language Arts 11

GRADE LEVEL: 11

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

Major Concepts/Content: The Language Arts 11 course is designed to strengthen students' skills in listening, speaking, writing, literature, and language. The content includes, but is not limited to, developing an increasingly comprehensive vocabulary in conversation and discussion; developing small group and large group discussion skills; inferring conclusions from a series of oral statements; respecting the presence of dialects and regional variations in speech; writing essays responding to social, political, and literary concepts; writing resumes; writing compositions of more than one paragraph using narration, exposition, and/ or description; developing individual criteria for the aesthetic appreciation of literature; recognizing and understanding the use of literary and stylistic devices; dramatizing literature; experiencing a wide range of literary works written in the United States by writers from the major ethnic groups in the U.S. population, including both classic and modern works; using the media center research facilities; and reading self-selected books to help students learn to view reading as a useful and pleasurable activity.

Major Instructional Activities: Instructional activities will be provided in a general classroom setting, in the media center and in the school and community environment. Student activities will include, but will not be limited to, writing journals or learning logs; writing essays responding to social, political, and literary concepts; writing essays responding to social, political and literary concepts; writing essays using narration, exposition, and/or description; writing resumes and letters of application; responding to each other's writing with helpful suggestions for revision; taking several pieces of writing through a process that includes prewriting activities, drafting, peer response, revision, proofreading for spelling, punctuation, capitalization, grammar, and usage, and publishing; practicing writing from different points of view for different audiences; developing speaking and listening skills by responding to literature and to each other's writing, and by participating in small and large group discussions and in oral presentations, individual recitations, and dramatizations; studying appropriate major works of literature of the United States intensively in class; reading, viewing, and listening independently to examples of the various genres of literature and responding to that literature; presenting interpretations of literature orally; reading several self-selected books and responding to them in journal entries, letters, group discussions, or oral or written book reports; and increasing vocabulary through the study of words encountered in reading and through work with the dictionary and the thesaurus.

Major Evaluative Techniques: Students will be evaluated for class participation; completion of reading assignments and book reporting requirements; comprehension of literature as measured by objective, essay, and/or oral examinations; and improvement in written composition and oral presentations with major emphasis on content, organization, coherence, use of evidence and argument, and with secondary emphasis on skill growth in spelling, punctuation, capitalization, grammar and usage.

Essential Objectives: Upon completion of the Language Arts 11 course, students should be able to:

- Infer conclusions from a series of oral statements.
- Recognize appropriate literary and stylistic devices.
- Demonstrate small and large group discussion skills.
- Respect the presence of dialects and regional variations in speech.
- Dramatize literature.
- Develop individual criteria for aesthetic appreciation of literature.
- Write essays responding to social, political, and literary concepts.
- Write resumes.
- Write a composition of more than one paragraph using narrative, exposition and/or description.
- Use an increasingly comprehensive vocabulary in conversation and discussion.

This course is designed to facilitate student mastery of the DoDEA standards and essential objectives of the parallel general education course. Accommodations and modifications in content, instructional activities,

evaluative techniques and essential objectives are implemented as appropriate for students with disabilities in support of their Individualized Education Programs (IEP).

LAC614: AP English Language and Composition

GRADE LEVEL: 11 - 12

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

Course Description: AP English Language and Composition is designed for students willing to accept an intellectual challenge and is intended to engage higher order analytic and synthetic thinking and writing skills. Wide readings of recognized importance and styles from different time periods will provide students the opportunity to explore and appreciate trends in linguistic styles. In addition to reading primarily nonfiction materials, students may read poetry and fiction to determine the impact of a writer's "linguistic and rhetorical choices."

Students will write in informal and formal contexts to become competent in their personal writing and proficient in expository, analytical, and argumentative assignments. Evaluation and use of primary and secondary sources in addition to learning multiple methods to cite sources will be learned in this course. Timed responses mirroring the demands of the AP exam will be a frequent form of evaluation. Though the system has an open enrollment policy, students should understand this is a college class taught in a high school classroom and is designed to culminate in the AP Language and Composition Exam. Those who are enrolled in AP Language and Composition may expect a more intense workload; the breadth, pace, and depth of material covered exceeds the Standard English class. This course is the equivalent of an introductory college level composition class with college level requirements. It is intended to be both rigorous and challenging. Students are expected to take the AP exam at the end of the course.

Major Content/Concepts: Students will experience, interpret, and evaluate primarily nonfiction readings of recognized importance and styles from different time periods covering multiple disciplines. In addition, the critical examination of the contextual relationship among graphics and visual images to text and as stand-alone messages will be mastered. Readings will be challenging, complex, and rich; collegial discussions amongst the students will deepen their understanding of the use, structure, and impact of language embodied in a work.

Course Objectives: Students will:

- Actively participate in group discussions and critique prose styles selected from a range of disciplines and rhetorical contexts written during various time periods.
- Apply the writing process to interpret experience, evaluate, and emulate examples of high quality writing leading to the development of "stylistic maturity."
- Write expository, analytical, and argumentative assignments and manipulate compositions to account for varying audiences, contexts, and goals.
- Use language effectively and cogently in both the personal and academic realms.
- Critically examine the contextual relationship among graphics and visual images to text and as stand-alone messages.
- Assess and incorporate primary and secondary sources into research projects and cite all sources appropriately.
- Learn the critical skill of synthesizing information from their readings to produce a fresh perspective.

Course Philosophy: The class is an interactive learning community in which both student and instructor become deeply engaged in the reading, discussion, production, and analysis of prose from a variety of sources and time periods. Because this is an introductory college level course, students will read broadly from primarily nonfiction material. They will also exchange ideas and understandings with their peers, learn the critical skill of synthesizing information from their readings to produce a fresh perspective, and incorporate this skill in their writing. Both their writing and reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way "generic conventions and the resources of language contribute to effectiveness in writing." Risk taking and questioning are encouraged.

LAE601: Language Arts 12

GRADE LEVEL: 12

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

Major Concepts/Content: The Language Arts 12 course is designed to strengthen students' skills in listening, speaking, writing, literature, and language. The content includes, but is not limited to, recognizing how continued development of communication skills can enhance one's future career and leisure activities; using communication skills in preparing for career choices; using the research skills necessary to meet the demands of post-secondary classes; using computer technology, where hardware is available, as an aid in writing compositions; writing in a clear and personal style; responding to literary masterpieces which are the common heritage of all people; engaging in perceptive reading and critical analysis of English and world literature; engaging in discussions of philosophical questions as revealed in literary works; and using the media center research facilities.

Major Instructional Activities: Instructional activities will be provided in a general classroom setting, in the media center and in the school and community environment. Student activities will include, but will not be limited to, writing journals or learning logs; writing expository and critical essays; writing a paper requiring media center research and other research techniques such as interviewing, observing, or experimenting; responding to each other's writing with helpful suggestions for revision; taking several pieces of writing through a process that includes prewriting activities, drafting, peer response, revision, proofreading for spelling, punctuation, capitalization, grammar, and usage, and publishing; practicing writing from different points of view for different audiences; developing speaking and listening skills by responding to literature and to each other's writing, participating in small and large group Discussions, in oral presentations, individual recitations, and dramatizations; studying appropriate major works of literature intensively in class; reading, viewing, and listening independently to examples of the various genres of literature and responding to that literature; presenting interpretations of literature orally; and increasing vocabulary through the study of words encountered in reading and through work with the dictionary and the thesaurus.

Major Evaluative Techniques: Students will be evaluated for class participation; completion of reading and composition assignments; comprehension of literature as measured by objective, essay, and/or oral examinations; and improvement in written composition, especially expository techniques, and oral presentations, with major emphasis on content, organization, logic, coherence, use of evidence and argument, and with secondary emphasis on accuracy in spelling, punctuation, capitalization, grammar and usage.

Essential Objectives: Upon completion of the Language Arts 12 course, students should be able to:

- Use communication skills in preparing for career choices.
- Demonstrate research skills necessary to meet demands of post-secondary classes.
- Recognize how continued development of communication skills can enhance one's future career and leisure activities.
- Engage in perceptive reading and critical analysis of literature.
- Use computer technology, where available, to aid in writing compositions.
- Enjoy literary masterpieces that are the common heritage of all people.
- Write in a clear and personal style.
- Engage in discussions of philosophical questions as revealed in literary works.

This course is designed to facilitate student mastery of the DoDEA standards and essential objectives of the parallel general education course. Accommodations and modifications in content, instructional activities, evaluative techniques and essential objectives are implemented as appropriate for students with disabilities in support of their Individualized Education Programs (IEP).

LAL613: AP English Literature and Composition

GRADE LEVEL: 11 - 12

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

Course Description: AP English Literature and Composition is designed for students willing to accept an intellectual challenge and is intended to engage creative and analytical thinking skills. Students will experience, interpret, and evaluate challenging imaginative literature of recognized importance.

Reading and writing are approached as reciprocal processes in this course, and students will have multiple opportunities to recognize and implement good writing and appreciate exemplary literature. What a student reads lends to what a student writes; what a student's writes enhances and extends their understanding of literature and the writer's craft. Students will write to understand, explain, and evaluate literature in a clear and cogent style. Although critical analysis of the literature is the primary focus of this course, students will have the opportunity to write creatively. Timed responses mirroring the demands of the AP exam will be a frequent form of evaluation.

Though the system has an open enrollment policy, students should understand this is a college class taught in a high school classroom and is designed to culminate in the AP Literature and Composition Exam. Those who are enrolled in AP Literature and Composition may expect a more intense workload; the breadth, pace, and depth of material covered exceeds the Standard English class. This course is the equivalent of an introductory college level literature class with college level requirements. It is intended to be both rigorous and challenging. Students are expected to take the AP exam at the end of this course.

Major Content/Concepts: This course provides a "representative" background in the "deliberate reading and critical analysis" of British and American literature in addition to readings drawn from several genres (poetry, drama, fiction, and expository prose) and cultures dating from the sixteenth century to the present. This wide reading will allow students to appreciate the linguistic changes that have occurred with the English language. Readings will be numerous and collegial discussions amongst the students will deepen their understanding of the use, structure, and impact of language embodied in a literary work. Wide reading will provide students the opportunity to explore and appreciate trends in linguistic styles across time. In addition to reading numerous works, students will get to know a few pieces well from multiple perspectives.

Course Objectives: Learn a personal and collective process for making meaning of a literary work, connect this meaning to other pieces of literature, and recognize the commonality of the human experience as expressed through literature.

Apply the language and vocabulary of the discipline to explain their understanding and interpretation of a literary work.

Recognize the environmental and historical values manifested in a piece of literature.

- Identify and explain the use of literary devices and elements in a piece of literature.
- Actively participate in group discussions and critique writings about literature.
- Apply the writing process to interpret, experience, and evaluate literary works leading to the development of "stylistic maturity."

Course Philosophy: The class is an interactive learning community in which both student and instructor become deeply engaged in the discussion, production, and analysis of literature and writing. Because this is an introductory college level course, students will read a variety of genres and exchange ideas and understandings with their peers, learn to apply the critical thinking skill of analysis, and integrate this skill into their writing. Identifying and evaluating the components that make a piece of literature whole and meaningful on a personal and academic level will be an integral part of this class. Risk taking and questioning are encouraged.

LAJ401: Journalism

GRADE LEVEL: 9 - 12

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 0.5- 18 weeks, 1.0 - 36 weeks

Major Concepts/Content: The journalism course encourages student responsibility for the development of personal and staff management skills, for the production of a publishable product, and for adherence to ethical values affecting journalists, while helping students at the same time to refine and put to practical use their thinking, writing, and critiquing skills. The study of journalism will also introduce students to the problems and opportunities present in mass media today. The content includes, but is not limited to, choosing and using appropriate writing techniques in preparing publishable material (applying the conventions of English usage, using effective words, sentences, and paragraphs, using effective techniques in preparing for interviews and conducting effective interviews, writing publishable newspaper stories); utilizing accepted techniques in the preparation of journalistic material (applying ethical methods of obtaining information for use in writing, rewriting, editing, and proofreading material, writing headlines, identifying material appropriate for school publication, creating an aesthetic page layout, demonstrating balanced writing on controversial issues, differentiating between fact and opinion, and practicing assigned staff responsibilities in an efficient manner); recognizing ethical issues in the practice of journalism [recognizing situational factors affecting publication of material, checking sources to ensure reliability, displaying good taste, and avoiding plagiarism]; and demonstrating personal development congruent with journalistic practices and career goals, demonstrating the ability to follow journalistic work schedules and deadlines, using managerial and supervisory skills, functioning without supervision, and analyzing journalistic materials based upon accepted standards.

Major Instructional Activities: Instructional activities will be Provided in a general classroom setting, and in the school and community environment. Student activities will include, but will not be limited to, reporting, interviewing, writing, rewriting, editing, proofreading, selecting content suitable for a school newspaper preparing page layouts, photographing, selecting photographs, performing assigned staff responsibilities, making judgments about acceptable and legal journalistic practices, typing/reproducing materials, and managing/supervising staff members.

Major Evaluation Techniques: Students will be evaluated on the performance of the tasks assigned them, the quality and the timeliness of the product, the written products, and the demonstration of the understanding of the ethical issues inherent in the practice of journalism.

Essential Objectives: Upon completion of the journalism course, students should be able to:

- Describe various ways a story can be written and communicated.
- Distinguish between fact and opinion.
- Identify the role of a free press in a democracy and describe laws affecting journalism.
- Use editing skills, copy reading, page make up, and photo editing.
- Review and practice the journalistic skills and essentials of mass communication required to write and edit.

Pathway: Journalism & Broadcasting - Required/Recommended

LAS401: Speech

GRADE LEVEL: 9 - 12

COURSE LENGTH: Semester or Yearlong course

CREDIT EARNED upon COMPLETION: 18 weeks - 0.5, 36 weeks - 1.0

Major Concepts/Content: The speech course is designed to prepare students to create speeches that reflect careful thought in planning, organization, and delivery. The content includes, but is not limited to, identifying the purpose and audience for the speech; selecting the general topic and refining to a specific topic; making a statement of the thesis; selecting appropriate resources and information; outlining; creating a bibliography; selecting main points and supporting information; preparing the appropriate visual aids; modifying information for a particular audience; writing introductions and conclusions; using appropriate delivery techniques; evaluating delivery, content, and pattern of organization using specified guidelines; delivering oral or written critiques; and evaluating a speech according to established criteria. When the school elects to offer the course for 36 weeks, the second semester will focus primarily on debate. Content includes, but is not limited to, learning to appreciate the value of debating and the skills needed for it; using proper debating technique, including three types of formal debate -Lincoln-Douglas, formal college debating, and formal debating with cross-examination; writing and delivering constructive speeches, rebuttals, and cross-examinations; and researching a topic thoroughly.

Major Instructional Activities: Instructional activities will be provided in a general classroom setting or in a theatre or auditorium when available. Student activities will include, but will not be limited to, reading, viewing, and listening extensively to find the purpose for a speech or debate; researching to identify the intended audience; practicing the development of an argumentative thesis statement; applying research skills to gain ideas and collect supporting information on the topic; creating a bibliography; drafting and finalizing the speech; delivering the speech, evaluating the student's own speech and classmates' speeches and debates; critiquing speeches and debates orally or in writing; using AV media in critiquing speeches; and making suggestions for improvement of others' speeches and debates. Student activities may also include participation in dramatic and/or humorous interpretation, extemporaneous speaking, impromptu speaking, and storytelling.

Major Evaluation Techniques: Students will be evaluated primarily through the appraisal of their researching, composing, and delivering of speeches and debates. Students are also evaluated on participation in class activities and discussions and on reliability and depend-ability of participation in speech events, class activities, and speech performances.

Essential Objectives: Upon completion of the speech course, students should be able to:

- Recognize the various ways of organizing and verbalizing logical thought processes.
- Participate in many kinds of speech presentations.
- Participate in critiques that focus on distinct, effective, and correct speech.

This course can be used to partially satisfy the requirements for an endorsement in the following pathways.

Pathway: Journalism & Broadcasting - Required/Recommended
National Security (JROTC) – Recommended

Mathematics

MAA301: Algebra I

GRADE LEVEL: 9-12

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

Major Concepts/Content: This course may be the most common entry level course for students who have had a rich and varied middle level mathematics program. It expands upon basic algebraic concepts previously acquired and integrates those principles with everyday life. The processes of problem solving, reasoning, communication and making connections are emphasized. Students will use formulas, functions, and equations to describe and clarify relationships, and will use geometry to represent algebraic relationships. Students will 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.

Major Instructional Activities: Instructional activities will include tasks as well as problem solving situations which will require students to experiment, collect data, search for patterns, make conjectures, and verify discoveries. Activities will be structured to allow students to work in cooperative learning techniques and appropriate technology should be utilized throughout the course. Students should have access to calculators at all times.

Major Evaluative Techniques: Many evaluative processes will be used to assess students' written and oral work. These include multiple-choice, short answer, discussions, or open-ended interview; homework; projects; journals essays; dramatizations; and class presentation. Testing formats will include restricted-time written tests, two staged tests; take home tests, oral tests and student-produced tests. Assessment methods can be supplemented by student produced analysis of problem situations, solutions to problems, reports on investigations, and journal entries. Students will be provided the opportunity to do chapter projects that capture the concepts and skills presented throughout the chapter unit that emphasizes real world situations.

Essential Expectations: Upon successful completion of Algebra I, the student should be able to:

- Understand and use operations such as opposite, reciprocal, raising to a power, and taking a root
- Compare numbers using order relations, differences, ratios, proportions, percents, proportional change
- Use concepts such as prime, relatively prime, factor, divisor, multiple, and divisibility in solving problems involving integers
- Represent graphs of functions in standard coordinate systems
- Model given situations with formulas and functions, and interprets given formulas and functions in terms of situations
- Describe, generalize, and use linear and exponential functions and explores other function: power, rational, square and square root
- Define, use and manipulate expressions involving variables, parameters, constants, and unknowns in work with formulas, functions, equations, and inequalities
- Represent functional relationships in formulas, tables, and graphs, and translates between pairs of these
- Solve equations symbolically, graphically, and numerically, especially linear, quadratic, and exponential equations; and knows how to use the quadratic formula for solving quadratic equations
- Solve systems of linear equations symbolically, graphically, and numerically and applies them in real world situations
- Use equations to represent lines and parabolas.
- Organize, analyzes, and displays two-variable data using scatter plots, estimated regression lines, and computer-generated regression lines and correlation coefficients
- Interpret representations of data, compares distribution of data, and critiques conclusions and uses of statistics, both in school materials and public documents

- Use technology to create graphs or spreadsheets that contribute to the understanding of a problem.

MAG401: Geometry

GRADE LEVEL: 9-12

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

Major Concepts/Content: This course is designed to develop and promote student reasoning and problem solving involving geometric concepts and properties. Topics of study will include deductive reasoning using points, lines, and planes; segments, angles and triangles; quadrilaterals; polygons; and three-dimensional figures. Algebraic concepts are integrated with the geometric concepts throughout the course. Applications to real life situations are prevalent throughout the course.

Major Instructional Activities: Instructional activities include teaching students to plan, organize, and complete various forms of proofs using deductive reasoning. This course involves inductive reasoning, extended projects, classroom presentations by students, open-ended investigations, and written justification by students of the solution to the problems. Cooperative learning techniques and appropriate technology should be utilized throughout the course. Students should have access to calculators at all times.

Major Evaluative Techniques: Many evaluative processes will be used to assess student's written and oral work. These include but are not limited to multiple-choice, short-answer, discussion, or open-ended questions; structured or open-ended interview; homework; projects; journals; essays; dramatization; and class presentations. Students will also be required to successfully complete written tests, which present problems with a range of difficulty based upon expectations for the course. Testing formats will include restricted time tests, take-home tests, oral tests and student produced tests. Assessment methods can be supplemented by student-produced analysis of problem situations, solutions to problems, reports on investigations, and journal entries. Students will be provided the opportunity to do chapter projects that capture the concepts and skills presented throughout the chapter unit that emphasizes real world situations.

Essential Expectations: Upon successful completion of Geometry, the student should be able to:

- Use undefined terms of point, line, and plane in the Euclidean system
- Use basic geometric terminology accurately, and deduces information about basic geometric figures in solving problems
- Simplify radicals when working with the Pythagorean Theorem and special right triangles
- Dilate geometric figures in the coordinate plane
- Prove or disprove conjectures about properties of geometric figures symbolically and with concrete materials
- Solve practical problems by applying properties of lines, planes, angles, and arcs
- Use congruence and similarity in describing relationships between figures (including polygons, angles and sides of figures)
- Compare figures in terms of their symmetries using, for example, concepts of reflection, rotation, and translation
- Applies properties of general and special right triangles to solve practical problems
- Use trigonometric functions and special right triangle ratios to solve practical right triangle problems
- Classify and analyze geometric figures and proves simple things about them using deductive methods
- Use and understand relationships created by parallel lines and their transversals
- Explore geometry using paper folding and computer software
- Derive and use distance, slope, and mid-point formulas
- Organize, analyze, and display single-variable data
- Formulate hypotheses to answer a question and uses data to test hypotheses
- Recognize dependent and independent events in probability situations
- Utilize algebraic methods to find missing information about sides, segments, and angles in geometric figures including measuring angles and segments and calculates areas and volumes

- Construct geometric figures using a straight edge and compass (and/or Mira, Patty Paper).

MAZ505: Algebraic Modeling

GRADE LEVEL: 9 - 12

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

Major Concepts/Content: This course strives to show the student connections between math and their daily lives. Students will make application of topics and concepts such as Direct and Inverse Variation, Quadratic Functions, Power Functions, and Exponential Functions as models from Algebra 1. Algebraic modeling concepts and solutions are presented in non-threatening, easy-to-understand language with numerous step-by-step examples to illustrate ideas. Whether they are going on to study early childhood education, graphic arts, automotive technologies, criminal justice, or something else, students will discover that the practical applications of mathematical modeling will continue to be useful well after they have finished this course.

Major Instructional Activities: Students will be expected to complete a number of projects and will become proficient in a variety of technology applications including Microsoft Word, Excel and Power Point. The projects will vary as students are given the opportunity to explore areas of interest and future career opportunities.

Major Evaluative Techniques: Students will demonstrate their knowledge through tests, hands-on demonstrations, technical reports, projects, case studies, and reflections.

Essential Objectives: Upon completion of this course, students will create and use mathematical models employing algebraic modeling techniques with the following mathematical concepts:

- Direct and Inverse Variation
- Quadratic Functions
- Exponential functions
- Power functions
- Logarithmic functions

MAA401: Algebra II

GRADE LEVEL: 10 - 12

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

Major Concepts/Content: This course engages students in advanced algebraic concepts through the study of functions of functions, polynomials, complex matrices, and sequences and series. Students will make connections by integrating algebra into geometry, data analysis, and into other curricular areas. Student reasoning will involve linear equations and inequalities, systems of linear equations, matrices and determinants, quadratic equations and relations, functions and graphs, powers, roots, and radicals, exponential and logarithmic functions, polynomials and polynomial functions, rational expressions and functions, sequences and series, probability and statistics, and circular trigonometric functions.

Major Instructional Activities: Students will be involved in communicating ideas through conjecture and validation of thinking involving linear and quadratic equations, and polynomial and rational functions. Included will be the use of technology and calculators to explore mathematical patterns and graphs as well as many methods of solving equations. Students will use properties, models, and transformations in interesting, authentic real-life applications. Students will be engaged in cooperative groups, whole-class settings, or individually to reinforce concepts in algebra, geometry, sequences, series, probability, and statistics. Students should have access to calculators at all times.

Major Evaluative Techniques: Many evaluative processes should be used to assess students' written and oral work. These include multiple-choice, short-answer, discussion, or open-ended interview; homework; projects; journals; essays; dramatization; and class presentations. Testing formats will include restricted-time written tests, two staged tests, take-home tests, oral tests and student produced tests. Assessment methods can be supplemented by student-produced analysis of problem situations, solutions to problems, reports on

investigations and journal entries. Students will be provided the opportunity to do chapter projects that capture the concepts and skills presented throughout the chapter unit that emphasizes real world situations.

Essential Expectations: Upon successful completion of Algebra II course, the student should be able to:

- Carry out counting procedures such as those involving sets (unions and intersections) and arrangements (permutations and combinations)
- Use appropriate technology effectively and efficiently in carrying out complex calculations
- Define, use and manipulate expressions involving variables, parameters, constants, and unknowns in work with formulas, functions, equations, and inequalities
- Represent geometric curves and graphs of functions in standard coordinate systems
- Describe, generalize, and use basic types of functions are, exponential, power, rational, square and square root, and cube and cube root
- Use arithmetic sequences and geometric sequences and their sums, and sees these as the discrete forms of linear and exponential functions, respectively
- Solve equations symbolically, graphically, and numerically and knows how to use the quadratic formula for solving quadratic equations
- Use equations to represent curves such as lines, circles, and parabolas
- Use functions to analyze patterns and represent their structure
- Identify conic sections and their properties to include parabolas, ellipses, and hyperbolas
- Interpret representations of data, compares distribution of data, and critiques conclusions and uses of statistics, both in school materials and public documents
- Explore questions of experimental design, use of control groups, and reliability
- Use relative frequencies based on empirical data to arrive at an experimental probability for a chance event
- Design simulations to estimate probabilities
- Works with the normal distribution in some of its basic applications
- Use matrix theory with graphics calculators to solve systems of equations, transformations, and finite functions
- Use technology to create graphs or spreadsheets that contribute to the understanding of a problem

Evaluate and analyze formulas and functions of many kinds, using both pencil and paper and more advanced technology

Pathway: Network Systems – Recommended

MAD501: Math Analysis

GRADE LEVEL: 11 - 12

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

Major Concepts/Content: This course will involve students in units and topics of study of operations with functions and equations, circular functions, vectors, applications of matrices, complex and polar coordinates, recursion, advanced proof ideas, rates and areas, statistical interference, algebra and algorithms. Problem solving in real world applications involving these units of study will be the beginning and focal points of lessons. Connections will be made of graphs with equations with real world situations. Reasoning in trigonometry, probability, discrete math, mathematical structure, and the conceptual underpinnings of calculus is a major emphasis in this course.

Major Instructional Activities: Students will be involved in communicating ideas through conjecture and validation of thinking in functions, models, matrices, probability, and statistics. They will be engaged in cooperative groups, whole class settings, or individually to reinforce concepts in functions, polar coordinates, advanced proof ideas, and algebraic algorithms. Students should have access to graphing calculators at all times.

Major Evaluative Techniques: Many evaluative processes will be used to assess students' written and oral work. These include multiple-choice, short-answer, discussion, or open-ended questions; structured or open-ended interview; homework; projects; journals; essays; dramatization; and class presentations. Testing formats will include restricted-time written tests, two-staged tests, take-home tests, oral tests and student-produced tests. Assessment methods can be supplemented by student-produced analysis of problem situations, solutions to problems, reports on investigations and journal entries. Calculators should be available in most assessment situations.

Essential Expectations: Upon successful completion of the mathematical analysis course, the student should be able to:

Solve equations symbolically, graphically, and numerically and knows how to use the quadratic formula for solving quadratic equations

- Uses matrices to solve systems of equations
- Evaluate $f(x)$ for complex arguments
- Visualize objects, paths, and regions in space, including intersections and cross sections of three-dimensional figures, and describes these using geometric language
- Use and apply vector geometry
- Use coordinate geometry techniques to graph conic sections
- Graph polar and parametric coordinates and equations
- Determine the behavior of a function, its maximum and minimum, its interval and its critical points
- Use arithmetic sequences and geometric sequences and their sums, and sees these as the discrete forms of linear and exponential functions, respectively
- Define, use and manipulate expressions involving variables, parameters, constants, and unknowns in work with formulas, functions, equations, and inequalities
- Recognize, draw, and analyze graphs of trigonometric functions
- Organize, analyzes, and displays single-variable data choosing appropriate frequency distribution, circle graphs, line plots, histograms, and summary statistics
- Interpret representations of data, compares distribution of data, and critiques conclusions and uses of statistics, both in school materials and public documents
- Explore questions of experimental design, use of control groups, and reliability
- Use matrix theory with graphics calculators to solve systems of equations, transformations, and finite functions
- Use and analyze trigonometric principles, properties, and laws including solving problems using the Law of Sines and Law of Cosines.

This course can be used to partially satisfy the requirements for an endorsement in the following pathways. **Pathway:** Engineering & Technology - Recommended

MAZ501: Discrete Math

GRADE LEVEL: 10 - 12

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

PREPARATION: Algebra I and Geometry

Major Concepts/Content: This discrete mathematics course by design shows a different view of mathematics than as seen in traditional mathematics courses. It is an applications driven course that is based upon the study of events that occur in small, or discrete, chunks. Discrete concepts are used extensively in business, industry, government, and the digital world. The major areas of study are counting and probability, graph theory, the mathematics of social choice (voting and fair division), and coding and encryption. Some of the questions investigated in discrete math are: What does a bar code mean? What is the most efficient way a delivery truck can visit ten destinations? Should you buy a lottery ticket?

Major Instructional Activities: Probability applications include predicting outcomes using combinations, permutations, and counting principles. Mathematics of social choice investigates election theory and fair division. The graph theory component is comprised of the following: (1) graphs and directed graphs- shortest paths and graph coloring; (2) various trees; and (3) circuits and networks. The role of coding and encryption in the digital world will be investigated. The concept of recursion is a strategy embedded throughout discrete studies. Concepts will be explored and simulated using a variety of technology tools.

Major Evaluative Techniques: The assessments, formal and informal, will be used to describe and identify student progression toward the discrete mathematics expectations. Students will be asked to demonstrate the depth of their knowledge through tasks which mirror realistic situations. Students will be required to develop verbal, written and technological skills in the process of solving the problem as well as use critical thinking in working towards a solution.

Essential Expectations: Upon completion of the course, students will be able to use:

- Graphs of vertices and edges to model a problem situation.
- Critical path analysis to solve scheduling problems.
- Graph coloring techniques.
- Minimal spanning trees to solve problems.
- Codes, including error-correcting codes, and decoding techniques.
- Bin-packing techniques to solve problems.
- Tree diagrams, Venn diagrams and other pictorial representations to find the number of outcomes in a problem situation.
- The fundamental counting principle to find the number of outcomes.
- Combinatorial reasoning to solve problems.
- Counting techniques to solve problems.
- Simulations to solve counting and probability problems.
- Election theory techniques to analyze election data.
- Weighted voting techniques to decide voting power within a group.
- Fair division techniques to divide continuous objects.
- Fair division techniques to solve apportionment problems.
- Recursive thinking to solve problems.
- Matrices to organize data and solve problems.

MAC612: AP Calculus AB

GRADE LEVEL: 11 - 12

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

SUGGESTED PREPARATION: Algebra I, Algebra II, Geometry and Mathematical Analysis

Course Description: AP Calculus AB provides an understanding of the fundamental concepts and methods of differential and integral calculus with an emphasis on their application, and the use of multiple representations incorporating graphic, numeric, analytic, algebraic, and verbal and written responses. Technology is an integral part of the course and includes the use of graphing calculators, computers, and data analysis software. The College Board requires the use of graphing calculators for this course.

Though our system has an open enrollment policy, students should understand that this course is designed to be a fourth-year mathematics course and the equivalent of a year-long, college-level course in single variable calculus. The course requires a solid foundation of advanced topics in algebra, geometry, trigonometry, analytic geometry, and elementary functions. Teaching strategies include collaborative small-group work, pairs engaged in data analysis, whole-group presentations, peer-to-peer discussions, and an integration of technology when appropriate. All aspects of progress in the course are measured using multiple methods such as authentic, performance, observational, and assessment for learning (formative); group and individual projects, student presentations, and assessment of learning (summative). Students are expected to take the AP Calculus AB Exam at the end of this course.

Major Content/Concepts: AP Calculus AB is a college-level course which differs from a high school calculus 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) functions, graphs, and limits; (2) derivatives, and (3) integrals.

Course Objectives:

- Understand the major topics of functions, limits, derivatives, and integrals.
- Incorporate multiple representations of functions using graphic, numeric, analytic, algebraic, and verbal and written responses, and understand the connections among these representations.
- Construct an understanding of derivatives as an instantaneous rate of change, applications of derivatives as functions, and use various techniques to solve problems including local linear approximations.
- Understand definite integrals as a limit of Riemann sums, and as the net accumulation of sums, and use them to solve a variety of problems.
- Develop an understanding of the Fundamental Theorem of Calculus as a relationship between derivatives and definite integrals.
- Use graphing calculators to problem solve, experiment with 'what if' hypotheses display and interpret results, and justify conclusions.
- Make sense of and determine the reasonableness of solutions including units of measurement.
- Develop an appreciation for an historical perspective of calculus.

Course Philosophy: Understanding change is the basis of this course. The study of the concept of the derivative in calculus is the formal study of mathematical change. A key component of the course is fluency in the use of multiple representations that include graphic, numeric, analytic, algebraic, and verbal and written responses. Although the development of techniques and fluency with algebraic symbolism to represent problems is important, it is not a primary focus of the course. Rather, the course emphasizes differential and integral calculus for functions of a single variable through the Fundamental Theorem of Calculus.

MAZ611: AP Statistics

GRADE LEVEL: 11 - 12

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

SUGGESTED PREPARATION: Algebra I and Algebra II

Course Description: AP Statistics provides a systematic development of the concepts, principles, and tools of statistics with an emphasis on inquiry and critical-thinking skills associated with the collection, representation, analysis, and drawing conclusions from authentic data. Technology is a central component of the course and includes the use of graphing calculators, computers, and data analysis software. The College Board requires the use of graphing calculators for this course.

Though our system has an open enrollment policy, students should understand that this course is designed to be a fourth-year mathematics course, and the equivalent of an introductory, one-semester, non-calculus-based, college-level statistics course. The course requires a working knowledge of Algebra II, and quantitative reasoning. Teaching strategies include collaborative small-group work, pairs engaged in data analysis, whole-group presentations, peer-to-peer discussions, and an integration of technology when appropriate. All aspects of progress in the course are measured using multiple methods such as authentic, performance, observational, and assessment for learning (formative); group and individual projects, student presentations, and assessment of learning (summative). Students are expected to take the AP Statistics Exam at the end of this course.

Major Content/Concepts: 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.

Course Objectives:

- Develop statistical thinking based on a conceptual understanding of major topics and tools of data collection, representation, analysis, inference, and conclusions.
- Analyze and interpret data from graphical displays and numerical distribution summaries, and justify conclusions.
- Employ the language and symbols of statistics, and effectively communicate the formulation of questions, data collection methods and displays, interpretation of statistical analysis, and evaluation of inferences and predictions based on the data.
- Use probability as a tool to predict how the distribution of data is related to an appropriate mathematical model.
- Develop an understanding of statistical inference through the use of confidence intervals and tests of significance.
- Use graphing calculators and computers in the exploration, statistical analysis, simulation, and modeling of data.
- Make sense of and evaluate the reasonableness of conclusions based on data.
- Develop an appreciation for an historical perspective of statistics.

Course Philosophy: Understanding statistics as the science of data is the basis of this course. Statistics is the formal study of data as numbers in a context. Students build an understanding of statistical concepts as they construct relationships and make connections among the various representations of data and how data is interpreted. Although the development of techniques and fluency with graphic and numeric representations to represent problems is important, it is not the only focus of the course. Rather, the course emphasizes a conceptual development of statistical thinking through the use of an exploratory analysis of real data often using technology, planning and implementing well-designed studies, and engaging students in active learning.

Science

SCB401: Biology

GRADE LEVEL: 9-12

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

SUGGESTED PREPARATION: Algebra I

LABORATORY REQUIREMENT: Students who take this course spend a minimum of 30% of their time engaged in hands-on laboratory exercises. Demonstrations and virtual laboratories, while useful in the classroom, do not count toward the 30% laboratory requirement.

Major Concepts/Content: Biology is designed to provide students with an integrated approach to the study of living organisms, in addition to science as inquiry, science & technology, science & social perspectives, and the history & nature of science. The course integrates unifying science concepts and processes of systems, order & organization, evidence, models & explanation, change, consistency & equilibrium; and form & function. Scientific inquiry and understanding about inquiry are emphasized through practical implications and meaningful applications across the essential objectives listed below.

Major Instructional Activities: Scientific inquiry is defined as the diverse ways in which scientists study the natural world and propose explanations based on the evidence derived from their work. Scientific inquiry also refers to the activities through which students develop knowledge and understanding of scientific ideas, as well as an understanding of how scientists study the natural world (NSTA, 2004). Based on the philosophy that scientific knowledge is best acquired through inquiry, the course uses a variety of techniques to promote and inquiry in the classroom (ex. multiple revisions, high quality questioning, synthesis, making conclusions based on evidence, etc).

Instructional activities are staged in appropriate settings. They include laboratories, classrooms, forms of technology, and field studies. Teaching strategies include in depth laboratory investigations, demonstrations, collaborative peer-to-peer discussions, and student hands-on experiences.

Major Evaluative Techniques: All aspects of progress in science are measured using multiple methods such as authentic assessments, performance assessments, formative assessments, observational assessments, projects, research activities, reports, group and individual student work and conventional summative assessments.

Essential Objectives: Upon completion of Biology, students should be able to:

- Engage in full and partial scientific inquiries to design, conduct, and communicate scientific investigations to explore ideas about the natural world.
- Use scientific inquiry to design and conduct scientific investigations to meet a human need, make a decision, solve a human problem, or develop a product.
- Recognize and describe the interrelationship between science and technology.
- Apply the tools of technology (e.g., computers) in scientific endeavors.
- Identify qualities inherent in scientific behavior (e.g., reasoning, insight, energy, skill, and creativity).
- Discuss contributions of men and women of various social and ethnic backgrounds to science and technology.
- Apply science concepts to make decisions (weighing risks and benefits) about students' personal health and well-being.
- Understand that the cell is the basic unit of structure and function in living organisms.
- Know that characteristics of organisms are specified in DNA, and changes in DNA lead to variation.
- Explain that species evolve over time through the process of natural selection.
- Describe how ecosystems are interactions of organisms with biotic and abiotic factors in the environment.

- Identify that living organisms are complex and highly organized, requiring energy and matter to maintain this organization.

SCC501: Chemistry

GRADE LEVEL: 10 - 12

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

SUGGESTED PREPARATION: Algebra

LABORATORY REQUIREMENT: Students who take this course spend a minimum of 30% of their time engaged in hands-on laboratory exercises.

Laboratory Requirement: All DoDEA Science courses have a minimum 30% dedicated time period for laboratory exercises. This translates to approximately 54 instructional days or 16 to 27 multi-day laboratories dedicated to student hands on laboratory time. Demonstrations and virtual laboratories, while useful in the classroom, do not count toward the 30% laboratory requirement.

Major Concepts/Content: Chemistry is designed to help students understand the major principles of chemistry. Information is acquired through an integrated approach, incorporating advanced topics with science as inquiry, science & technology, science & social perspectives, and the history & nature of science. The course integrates unifying science concepts and processes of systems, order & organization, evidence, models & explanation, change, consistency & equilibrium; and form & function.

Scientific inquiry and understanding about inquiry are emphasized through practical implications and meaningful applications. Topics students' study includes atomic theory and structure, chemical bonding, principles of chemical reactions, molecular structure, and how science and technology relate to chemistry.

Major Instructional Activities: Scientific inquiry is defined as the diverse ways in which scientists study the natural world and propose explanations based on the evidence derived from their work. Scientific inquiry also refers to the activities through which students develop knowledge and understanding of scientific ideas, as well as an understanding of how scientists study the natural world (NSTA, 2004). Based on the philosophy that scientific knowledge is best acquired through inquiry, the course uses a variety of techniques to promote and inquiry in the classroom (ex. multiple revisions, high quality questioning, synthesis, making conclusions based on evidence, etc).

Instructional activities are staged in appropriate settings. They include laboratories, classrooms, forms of technology, and field studies. Teaching strategies include in depth laboratory investigations, demonstrations, collaborative peer-to-peer discussions, and student hands-on experiences.

Major Evaluative Techniques: All aspects of progress in science are measured using multiple methods such as authentic assessments, performance assessments, formative assessments, observational assessments, projects, research activities, reports, group and individual student work and conventional summative assessments.

Essential Objectives: Upon completion of Chemistry, students should be able to:

- Engage in full and partial scientific inquiries to design, conduct, and communicate scientific investigations to explore ideas about the natural world.
- Use scientific inquiry to design and conduct scientific investigations to meet a human need, make a decision, solve a human problem, or develop a product.
- Recognize and describe the interrelationship between science and technology.
- Apply the tools of technology (e.g., computers) in scientific endeavors.
- Identify qualities inherent in scientific behavior (e.g., reasoning, insight, energy, skill, and creativity).
- Discuss contributions of men and women of various social and ethnic backgrounds to science and technology.
- Apply science concepts to make decisions (weighing risks and benefits) about students' personal health and well-being.

- Understand the structure of atoms.
- Understand the structure and properties of matter.
- Investigate and explain chemical reactions.
- Understand conservation of energy and the increase of disorder.
- Explain the interaction of matter and energy.
- Understand the relationship of science and technology, integrating them into local, national, and global issues.

SCP302: Physics Applications

GRADE LEVEL: 9 - 12

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

LABORATORY REQUIREMENT: Students who take this course spend a minimum of 30% of their time engaged in hands-on laboratory exercises.

Laboratory Requirement: All DoDEA Science courses have a minimum 30% dedicated time period for laboratory exercises. This translates to approximately 54 instructional days or 16 to 27 multi-day laboratories dedicated to student hands on laboratory time. Demonstrations and virtual laboratories, while useful in the classroom, do not count toward the 30% laboratory requirement.

Major Concepts/Content: This course is designed to present concepts of physics in relation to real- world experiences. Information is presented in an integrated approach, linking physics with technology, social perspectives, and the history and nature of science.

The course presents a thematic approach to physics using explorations of topics. Kinematics and dynamics are introduced by studying the physics of sports and transportation systems. Communication and information technologies are used to examine wave theory, light, and sound. Electrical and thermal energy topics are studied within the context of the home, as well as on a global scale. Applications of physics to health and medicine provide opportunities to study x-rays, CT scans, and ultrasound. Scientific predictions, such as those associated with radioactive decay, Newton's first two laws, the Law of Universal Gravitation, and special relativity, are contrasted with non-scientific views in order to highlight the characteristics of good science.

Major Instructional Activities: Scientific inquiry is defined as the diverse ways in which scientists study the natural world and propose explanations based on the evidence derived from their work. Scientific inquiry also refers to the activities through which students develop knowledge and understanding of scientific ideas, as well as an understanding of how scientists study the natural world (NSTA, 2004). Based on the philosophy that scientific knowledge is best acquired through inquiry, the course uses a variety of techniques to promote and inquiry in the classroom (ex. multiple revisions, high quality questioning, synthesis, making conclusions based on evidence, etc).

Instructional activities are staged in appropriate settings. They include laboratories, classrooms, forms of technology, and field studies. Teaching strategies include in depth laboratory investigations, demonstrations, collaborative peer-to-peer discussions, and student hands-on experiences.

Major Evaluative Techniques: All aspects of progress in science are measured using multiple methods such as authentic assessments, performance assessments, formative assessments, observational assessments, projects, research activities, reports, group and individual student work and conventional summative assessments.

Essential Objectives: Upon completion of Physics Applications, students should be able to:

- Engage in full and partial scientific inquiries to design, conduct, and communicate scientific investigations to explore ideas about the natural world.
- Use scientific inquiry to design and conduct scientific investigations to meet a human need, make a decision, solve a human problem, or develop a product.
- Recognize and describe the interrelationship between science and technology.

- Apply the tools of technology (e.g., computers) in scientific endeavors.
- Identify qualities inherent in scientific behavior (e.g., reasoning, insight, energy, skill, and creativity).
- Discuss contributions of men and women of various social and ethnic backgrounds to science and technology.
- Apply science concepts to make decisions (weighing risks and benefits) about students' personal health and well-being.
- Assess energy transfer in the earth system and explain dynamic processes that determine global climate.
- Understand the principles of motion and forces.
- Apply principles of conservation of energy and describe the associated increase in disorder.
- Relate the interactions between matter and energy.

SCP501: Physics

GRADE LEVEL: 10 - 12

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

SUGGESTED PREPARATION: Algebra, Geometry

LABORATORY REQUIREMENT: Students who take this course spend a minimum of 30% of their time engaged in hands-on laboratory exercises.

Laboratory Requirement: All DoDEA Science courses have a minimum 30% dedicated time for laboratory exercises. This translates to approximately 54 instructional days or 16 to 27 multi-day laboratories dedicated to student hands on laboratory time. Demonstrations and virtual laboratories, while useful in the classroom, do not count toward the 30% laboratory requirement.

Major Concepts/Content: Physics presents basic concepts of physics in relation to world experiences. Information is presented in an integrated approach, linking physics with technology, social perspectives, and the history and nature of science.

Physics is designed to provide an understanding of the physical laws fundamental to all sciences. Fundamental laws of mechanics are introduced, along with measurement and problem-solving techniques. Other topics included are wave theory, heat, sound, light, magnetism, electricity, atomic structure, nuclear reactions, and high energy physics.

Major Instructional Activities: Scientific inquiry is defined as the diverse ways in which scientists study the natural world and propose explanations based on the evidence derived from their work. Scientific inquiry also refers to the activities through which students develop knowledge and understanding of scientific ideas, as well as an understanding of how scientists study the natural world (NSTA, 2004). Based on the philosophy that scientific knowledge is best acquired through inquiry, the course uses a variety of techniques to promote inquiry in the classroom (ex. multiple revisions, high quality questioning, synthesis, making conclusions based on evidence, etc).

Instructional activities are staged in appropriate settings. They include laboratories, classrooms, forms of technology, and field studies. Teaching strategies include in depth laboratory investigations, demonstrations, collaborative peer-to-peer discussions, and student hands-on experiences.

Major Evaluative Techniques: All aspects of progress in science are measured using multiple methods such as authentic assessments, performance assessments, formative assessments, observational assessments, projects, research activities, reports, group and individual student work and conventional summative assessments.

Essential Objectives: Upon completion of Physics, students should be able to:

- Engage in full and partial scientific inquiries to design, conduct, and communicate scientific investigations to explore ideas about the natural world.
- Use scientific inquiry to design and conduct scientific investigations to meet a human need, make a decision, solve a human problem, or develop a product.

- Recognize and describe the interrelationship between science and technology.
- Apply the tools of technology (e.g., computers) in scientific endeavors.
- Identify qualities inherent in scientific behavior (e.g., reasoning, insight, energy, skill, and creativity).
- Discuss contributions of men and women of various social and ethnic backgrounds to science and technology.
- Apply science concepts to make decisions (weighing risks and benefits) about students' personal health and well-being.
- Understand the principles of motion and force.
- Apply principles of conservation of energy and describe the associated increase in disorder.
- Relate the interactions between matter and energy.

Pathway: Engineering and Technology – Recommended

SCZ302: Earth and Space

GRADE LEVEL: 10 - 12

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

LABORATORY REQUIREMENT: Students who take this course spend a minimum of 30% of their time engaged in hands-on laboratory exercises.

Laboratory Requirement: All DoDEA Science courses have a minimum 30% dedicated time period for laboratory exercises. This translates to approximately 54 instructional days or 16 to 27 multi-day laboratories dedicated to student hands on laboratory time. Demonstrations and virtual laboratories, while useful in the classroom, do not count toward the 30% laboratory requirement.

Major Concepts/Content: Earth and Space is designed to be an elective course for students with a career or special interest and high motivation for an in-depth study of earth or space science. It is designed to help students understand the world around them and increase their ability to evaluate that world. Information is presented in an integrated approach with science as inquiry, science & technology, science & social perspectives, and the history & nature of science. The course integrates unifying science concepts and processes of systems, order & organization, evidence, models & explanation, change, consistency & equilibrium; and form & function. Scientific inquiry and understanding about inquiry are emphasized through practical implications and meaningful applications. Topics students' study includes geology, astronomy, meteorology, oceanography, and ecology.

Major Instructional Activities: Scientific inquiry is defined as the diverse ways in which scientists study the natural world and propose explanations based on the evidence derived from their work. Scientific inquiry also refers to the activities through which students develop knowledge and understanding of scientific ideas, as well as an understanding of how scientists study the natural world (NSTA, 2004). Based on the philosophy that scientific knowledge is best acquired through inquiry, the course uses a variety of techniques to promote and inquiry in the classroom (ex. multiple revisions, high quality questioning, synthesis, making conclusions based on evidence, etc).

Instructional activities are staged in appropriate settings. They include laboratories, classrooms, forms of technology, and field studies. Teaching strategies include in depth laboratory investigations, demonstrations, collaborative peer-to-peer discussions, and student hands-on experiences.

Major Evaluative Techniques: All aspects of progress in science are measured using multiple methods such as authentic assessments, performance assessments, formative assessments, observational assessments, projects, research activities, reports, group and individual student work and conventional summative assessments.

Essential Objectives: Upon completion of Earth and Space Science, students should be able to:

- Engage in full and partial scientific inquiries to design, conduct, and communicate scientific investigations to explore ideas about the natural world.
- Use scientific inquiry to design and conduct scientific investigations to meet a human need, make a decision, solve a human problem, or develop a product.
- Recognize and describe the interrelationship between science and technology.
- Apply the tools of technology (e.g., computers) in scientific endeavors.
- Identify qualities inherent in scientific behavior (e.g., reasoning, insight, energy, skill, and creativity).
- Discuss contributions of men and women of various social and ethnic backgrounds to science and technology.
- Apply science concepts to make decisions (weighing risks and benefits) about students' personal health and well-being.
- Assess the energy transfer in the earth system and explain dynamic processes that determine global climate.
- Relate the earth's geochemical cycles (carbon, nitrogen, oxygen, water) to geological processes.
- Critique theories on the origin and evolution of the earth system.
- Summarize theories on the origin and evolution of the universe.
- Support wise use of natural resources.
- Measure and evaluate the effect of human societies on earth.
- Distinguish between human and natural hazards.

SCZ401: Environmental Science

GRADE LEVEL: 10 - 12

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

LABORATORY REQUIREMENT: Students who take this course spend a minimum of 30% of their time engaged in hands-on laboratory exercises.

Laboratory Requirement: All DoDEA Science courses have a minimum 30% dedicated time period for laboratory exercises. This translates to approximately 54 instructional days or 16 to 27 multi-day laboratories dedicated to student hands on laboratory time. Demonstrations and virtual laboratories, while useful in the classroom, do not count toward the 30% laboratory requirement.

Major Concepts/Content: Environmental Science is designed to be an elective course for students with a career or special interest and high motivation for an in-depth study of environmental science. Information is presented in an integrated approach with science as inquiry, science & technology, science & social perspectives, and the history & nature of science. The course integrates unifying science concepts and processes of systems, order & organization, evidence, models & explanation, change, consistency & equilibrium, and form & function.

Scientific inquiry and understanding about inquiry are emphasized through practical implications and meaningful applications. Topics students study include, but are not limited to, the laws of matter and energy, ecosystem analysis, population dynamics, renewable and nonrenewable resources, human impact on the environment, and the relationships among economics, politics, ethics, and the environment.

Major Instructional Activities: Scientific inquiry is defined as the diverse ways in which scientists study the natural world and propose explanations based on the evidence derived from their work. Scientific inquiry also refers to the activities through which students develop knowledge and understanding of scientific ideas, as well as an understanding of how scientists study the natural world (NSTA, 2004). Based on the philosophy that scientific knowledge is best acquired through inquiry, the course uses a variety of techniques to promote and inquiry in the classroom (ex. multiple revisions, high quality questioning, synthesis, making conclusions based on evidence, etc).

Instructional activities are staged in appropriate settings. They include laboratories, classrooms, forms of technology, and field studies. Teaching strategies include in depth laboratory investigations, demonstrations, collaborative peer-to-peer discussions, and student hands-on experiences.

Major Evaluative Techniques: All aspects of progress in science are measured using multiple methods such as authentic assessments, performance assessments, formative assessments, observational assessments, projects, research activities, reports, group and individual student work and conventional summative assessments.

Essential Objectives: Upon completion of Environmental Science, students should be able to:

- Engage in full and partial scientific inquiries to design, conduct, and communicate scientific investigations to explore ideas about the natural world.
- Use scientific inquiry to design and conduct scientific investigations to meet a human need, make a decision, solve a human problem, or develop a product.
- Recognize and describe the interrelationship between science and technology.
- Apply the tools of technology (e.g., computers) in scientific endeavors.
- Identify qualities inherent in scientific behavior (e.g., reasoning, insight, energy, skill, and creativity).
- Discuss contributions of men and women of various social and ethnic backgrounds to science and technology.
- Apply science concepts to make decisions (weighing risks and benefits) about students' personal health and well-being.
- Assess the energy transfer in the earth system and explain dynamic processes that determine global climate.
- Relate the earth's geochemical cycles (carbon, nitrogen, oxygen, water) to geological processes.
- Critique theories on the origin and evolution of the earth system.
- Summarize theories on the origin and evolution of the universe.
- Support wise use of natural resources.
- Measure and evaluate the effect of human societies on earth.
- Distinguish between human and natural hazards.

SCB612: AP Biology

GRADE LEVEL: 11 - 12

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

PREPARATION: Biology, Chemistry, Algebra I

LABORATORY REQUIREMENT: Students who take this course spend a minimum of 30% of their time engaged in hands-on laboratory exercises.

Course Description: AP Biology provides an understanding of the unifying themes and fundamental concepts and principles of biology with an emphasis on inquiry and critical thinking skills including problem solving, mathematical reasoning, and experimental investigations. Topics of study include molecules and cells, heredity and evolution, and organisms and populations. Laboratory work is an integral component of this course. Technology including graphing calculators, probe ware, graphing and data analysis software, and biological apparatus is used throughout this course.

Though our system has an open enrollment policy, students should understand that this course is designed to be a second year biology course, and the equivalent of a two-semester long introductory, college level biology course. The course requires a working knowledge of biology, and chemistry. The breadth, pace and depth of material covered exceeds the standard high school Biology course, as does the college-level textbook, laboratory work, and time and effort required of students. This course provides the biology foundations for college majors in biology. Students are expected to take the AP Biology Exam at the end of this course.

Major Concepts/Content: AP Biology is a college-level course which differs from a high school Biology course in terms of depth of coverage, the type of laboratory work and time commitments for study. The three topics in AP Biology that are detailed in the AP Biology course description, which is available on AP Central (<http://apcentral.collegeboard.com>). These topics and relative time percentages for coverage of each are as listed below:

- Molecules and Cells 25%
- Heredity and Evolution 25%
- Organisms and Populations 50%

Course Objectives:

- To develop a conceptual understanding of the major themes of modern biology (evolution, energy transfer, continuity and change, structure and function, regulation, and interdependence) as a vehicle to investigate the concepts, principles, and topics of biology.
- To develop and apply scientific inquiry and critical thinking skills, through active hands-on participation in the asking and answering of testable questions, and employing the components of a well-designed experimental investigation.
- To foster scientific habits of mind including curiosity, creativity, and objectivity; and appreciate science as a process rather than an accumulation of knowledge.
- To apply an understanding of biological knowledge and scientific methodology to environmental and social issues

Course Philosophy: Scientific inquiry is the basis of this course. Scientific inquiry is defined as the diverse ways in which scientists study the natural world and propose explanations based on the evidence derived from their work. Scientific inquiry also refers to the activities through which students develop knowledge and understanding of scientific ideas, as well as an understanding of how scientists study the natural world (NSTA, 2004).

This includes active use of the well-designed investigation in which students: 1) form testable questions and hypotheses, 2) design and conduct appropriate investigative procedures, including the identification and control of appropriate variables, 3) organize, display and critically analyze results, 4) draw inferences, summarize results and develop conclusions, and 5) communicate their results for critique by others. Based on the philosophy that scientific knowledge is best acquired through inquiry, the course uses a variety of techniques to promote inquiry in the classroom (ex. multiple revisions, high quality questioning, synthesis, making conclusions based on evidence, etc).

Instruction is designed and sequenced to provide students with learning opportunities in the appropriate settings. They include laboratories, classrooms, forms of technology, and field studies. Teaching strategies include in depth laboratory investigations, demonstrations, collaborative peer-to-peer discussions, and student hands-on experiences. Inquiry requires adequate and timely access to the technology of scientific investigations including computers, internet and online resources, probe ware, graphing calculators, databases, spreadsheets, word processes and presentation software, as well as the experimental apparatus of biology.

SCC612: AP Chemistry

GRADE LEVEL: 11 - 12

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

SUGGESTED PREPARATION: Biology, Chemistry, Algebra I

LABORATORY REQUIREMENT: Students who take this course spend a minimum of 30% of their time engaged in hands-on laboratory exercises.

Course Description: AP Chemistry provides an orderly development of the fundamental concepts and principles of chemistry with an emphasis on inquiry and critical thinking skills including problem solving, mathematical reasoning, and experimental investigations. Topics of study include structure of matter, states of matter, chemical reactions, and descriptive chemistry. Laboratory work is an integral component of this course. Technology including graphing calculators, probe ware, graphing and data analysis software, and chemistry apparatus is used throughout this course.

Though our system has an open enrollment policy, students should understand that this course is designed to be a second year chemistry course, and the equivalent of a yearlong introductory, college level general chemistry course. The course requires a working knowledge of chemistry, and second-year algebra. The breadth, pace and depth of material covered exceeds the standard high school Chemistry course, as does the college-level textbook, laboratory work, and time and effort required of students. Students are expected to take the AP Chemistry Exam at the end of this course.

Major Concepts/Content: AP Chemistry is a college-level course which differs from a high school Chemistry course in terms of depth of coverage, the type of laboratory work and time commitments for study. The topics in AP Chemistry are detailed in the AP Chemistry course description, which is available on AP Central (<http://apcentral.collegeboard.com>).

Course Objectives:

- To understand the fundamental concepts and principles of chemistry through the investigation of chemical phenomena, theories and experimental methods.
- To develop problem solving skills, and mathematical reasoning, through the active asking and answering of testable questions, and employing the components of a well-designed experimental investigation.
- To foster scientific habits of mind including curiosity, creativity, and objectivity.
- To understand the interconnections of chemistry to the other sciences, society, culture, and technology.

Course Philosophy: Scientific inquiry is the basis of this course. Scientific inquiry is defined as the diverse ways in which scientists study the natural world and propose explanations based on the evidence derived from their work. Scientific inquiry also refers to the activities through which students develop knowledge and understanding of scientific ideas, as well as an understanding of how scientists study the natural world (NSTA, 2004). This includes active use of the well-designed investigation in which students: 1) form testable questions and hypotheses, 2) design and conduct appropriate investigative procedures, including the identification and control of appropriate variables, 3) organize, display and critically analyze results, 4) draw inferences, summarize results and develop conclusions, and 5) communicate their results for critique by others. Based on the philosophy that scientific knowledge is best acquired through inquiry, the course uses a variety of techniques to promote inquiry in the classroom (ex. multiple revisions, high quality questioning, synthesis, making conclusions based on evidence, etc).

Instruction is designed and sequenced to provide students with learning opportunities in the appropriate settings. They include laboratories, classrooms, forms of technology, and field studies. Teaching strategies include in depth laboratory investigations, demonstrations, collaborative peer-to-peer discussions, and student hands-on experiences. Inquiry requires adequate and timely access to the technology of scientific investigations including computers, internet and online resources, probe ware, graphing calculators, databases, spreadsheets, word processes and presentation software, as well as the experimental apparatus of chemistry.

SCZ611: AP Environmental Science

GRADE LEVEL: 11 - 12

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

SUGGESTED PREPARATION: Algebra I

LABORATORY REQUIREMENT: Students who take this course spend a minimum of 30% of their time engaged in hands-on laboratory exercises.

Course Description: AP Environmental Science provides an investigative approach to the interrelationships of the natural world through the study of the fundamental concepts, principles, and methodologies of environmental science, with an emphasis on inquiry and critical thinking skills including problem solving and experimental investigations. Topics of study include Earth systems and resources, ecosystems and energy flow, population biology, land and water use, energy resources and consumption, pollution, and global change. Laboratory work and field studies are an integral component of this course. Technology including graphing

calculators, probe ware, graphing and data analysis software, and environmental sciences apparatus is used throughout this course.

Though our system has an open enrollment policy, students should understand that this course is designed to be a second year environmental science course, and the equivalent of a one semester-long, laboratory-based, introductory, college level environmental science course. The course requires a working knowledge of biology, chemistry and/or physics, and one year of algebra. The breadth, pace and depth of material covered exceeds the standard high school Environmental Science course, as does the college-level textbook, laboratory work, and time and effort required of students. Students are expected to take the AP Environmental Science Exam at the end of this course.

Major Concepts/Content: The AP Environmental Science course is designed to be the equivalent of an introductory college course in environmental science. Environmental science is an interdisciplinary course that embraces a wide variety of topics structured around unifying themes in science.

Course Objectives:

- To understand the fundamental concepts and principles and methodologies of environmental science as a means to understand the interrelationships of the natural world.
- To identify, investigate and analyze environmental issues and problems of the natural and man-made world.
- To evaluate the relative risks of environmental issues and explore their resolution.
- To develop problem solving skills, through the active asking and answering of testable questions, and employing the components of a well-designed experimental investigation.

Course Philosophy: Scientific inquiry is the basis of this course. Scientific inquiry is defined as the diverse ways in which scientists study the natural world and propose explanations based on the evidence derived from their work. Scientific inquiry also refers to the activities through which students develop knowledge and understanding of scientific ideas, as well as an understanding of how scientists study the natural world (NSTA, 2004). This includes active use of the well-designed investigation in which students: 1) form testable questions and hypotheses, 2) design and conduct appropriate investigative procedures, including the identification and control of appropriate variables, 3) organize, display and critically analyze results, 4) draw inferences, summarize results and develop conclusions, and 5) communicate their results for critique by others. Based on the philosophy that scientific knowledge is best acquired through inquiry, the course uses a variety of techniques to promote inquiry in the classroom (ex. multiple revisions, high quality questioning, synthesis, making conclusions based on evidence, etc). Instruction is designed and sequenced to provide students with learning opportunities in the appropriate settings. They include laboratories, classrooms, forms of technology, and field studies. Teaching strategies include in depth laboratory investigations, demonstrations, collaborative peer-to-peer discussions, and student hands-on experiences. Inquiry requires adequate and timely access to the technology of scientific investigations including computers, internet and online resources, probe ware, graphing calculators, databases, spreadsheets, word processes and presentation software, as well as the experimental apparatus of environmental science.

Social Studies

SSC: World History: Civilizations 9

GRADE LEVEL: 9 - 12

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

Major Concepts/Content: The students will examine the social, cultural and technological changes that occurred in Europe, Africa, and Asia in the beginnings of human society through 1500 C.E. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations as well as the exchange of ideas, beliefs, technologies, and commodities.

They learn about the political, economic, social, and cultural development of Europe which influenced the rise of Western Civilization 500 to 1500 and the origins and accomplishments of the Renaissance period.

Major Instructional Activities: Instructional activities will be provided relative to the content standards of the World History: Civilizations Course. Students will study major civilizations in specific geographic areas, compare the development of different societies, and use chronological and spatial thinking, historical research, and interpretation to demonstrate intellectual reasoning, reflection and research skills.

Major Evaluative Techniques: Evaluation will be comprised of assessments for/of learning in content standards knowledge, comparison of civilizations, and social studies skills.

Essential Objectives/Standards: Upon completion of the World History: Civilizations course of study, students should be able to:

- Examine the lives of people of the ancient world during the beginnings of human society.
- Compare the characteristics of the early civilizations of Egypt, Mesopotamia, Indus River Valley and China from 4000 to 1000 B.C.E.
- Describe the antecedents, origins, development, and achievement of the classical civilizations of Greece and Rome from 2000 B.C.E. to 500 C.E.
- Trace the development and impact of major civilizations, states, and empires in different regions of Asia, Africa and the Americas from 1000 B.C.E. to 1500 C.E.
- Examine the political, economic, social, and cultural development of Europe, which influenced the rise of Western Civilization from 500 to 1000.
- Examine the political, economic, social, religious and cultural development of Europe, which influenced the rise of Western Civilization from 1000 to 1500.
- Trace the rise, achievement, decline and demise of the Byzantine Empire, the relationships of Byzantine and Western Civilizations, the conquest of Constantinople by the Turks in 1453, and analyze the impact on European peoples of the Turkish (Ottoman) Empire.

SSW371: Honors World History and Literature 9

GRADE LEVEL: 9

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

Major Concepts/Content: This is an integrated course for students interested in taking 9th grade Honors Social Studies and English. The course uses the chronological study of world history from Ancient Civilization to 1500 A.D. and covers the themes of culture, science/technology and society, geography, and time/continuity and change. The content integrates readings and writings that focus on exploring, interpreting, and analyzing literature and other readings that extend and support the world history discussions and research. The themes of geography provide the focus for preparing students to understand how humans adapt to the environment. The course is a demanding study of world history and literature, requiring students to understand, analyze, and interpret the connections between major historical events and the writings of the time. Critical thinking, philosophical discussion, concept attainment, vocabulary development, language usage, and research will be stressed. The development of discussion and presentation skills will focus on analysis, interpretation, and evaluation.

Major Instructional Activities: Instructional activities will be provided using the content of World History. Students will read and critically respond to a wide spectrum of challenging literary selections that mirror the cultures, themes and times of the period from Ancient Civilization to 1500 A.D. Students will study geographical factors that impact civilizations and conduct in-depth research on topics relative to major historical events, people, and regions. Many of the learning activities will culminate in shared products for Social Studies and English.

Major Evaluative Techniques: Students will participate in various types of assessments: vocabulary tests, essay tests, research projects and presentations, group activities, oral and written reports, numerous formal writings,

and a culminating project that is an original production based on student research. Students will receive a grade in both English 9 and World History.

Essential Objectives: Upon completion of the course, students should be able to:

- Assess ways that historical events have been influenced by, and have influenced, physical and human geographic factors in local, regional, and global settings.
- Analyze the historical development of civilizations.
- Analyze a wide spectrum of world literature.
- Interpret the impact of major historical events on the literature of various periods.
- Evaluate the impact of major personalities/events on world history.
- Write formal compositions that analyze, interpret, and evaluate literature, essays, speeches, commentaries, and news reports.
- Compare and contrast the development of culture, science and technology, economics, and government throughout the world.
- Make and critique formal and informal oral presentations.

SSW401: World History 10

GRADE LEVEL: 9 - 12

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

Major Concepts/Content: The world history course is designed to build on the content in the seventh and ninth grade geographical and cultural studies by studying the historical development of these cultures. The course continues the chronological study of ancient world civilizations begun in grade six. After an overview of the Early Ages, the course emphasizes the period from the Middle Ages to the contemporary world. Using the multidisciplinary approach, world history is a balanced program, not just a history of Western Europe. Attention is given to Europe, Asia, Africa, North and South America. The host nation's history and culture are used for comparison.

Major Instructional Activities: Instructional activities will be provided using the content of the world history course. Students study, research, and outline chronologically information relative to the historical development of world cultures through visits to libraries, museums, and relevant places of interest, students explore and investigate sources for understanding the host nation's history and culture.

Major Evaluative Techniques: Evaluation will be comprised of vocabulary tests, essay tests, assessment of participation in-group activities, and oral and written reports. Unit and textbook chapter tests will be used to determine content achievement.

Essential Objectives: Upon completion of the world history course, students should be able to:

- Describe the characteristics of the prehistoric period.
- Compare early civilizations throughout the world.
- Compare major economic and political revolutions.
- Describe the Renaissance and Reformation using historical examples.
- Outline selected national histories.
- Describe colonialism as a national development.
- Recount nationalism as a part of a nation's development.
- Evaluate twentieth century world affairs.
- Analyze the historical development of major world problems.
- Identify major personalities of world history.

SSW471: Honors World History/Literature 10

GRADE LEVEL: 10

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

Major Concepts/Content: This is an integrated course for students interested in taking 10th grade Honors Social Studies and English. The course uses the chronological study of world history from 1500 to the present and covers the themes of culture, science and technology, economics, and government. The content integrates readings and writings that focus on exploring, interpreting, and analyzing literature and other readings that extend and support the world history discussions and research. The course is a demanding study of world history and literature, requiring students to understand, analyze, and interpret the connections between major historical events and the writings of the time. Critical thinking, philosophical discussion, concept attainment, vocabulary development, language usage, and research will be stressed. The development of discussion and presentation skills will focus on analysis, interpretation, and evaluation.

Major Instructional Activities: Instructional activities will be provided using the content of World History. Students will read and critically respond to a wide spectrum of challenging literary selections that mirror the cultures, themes and times of the period from 1500 to the present. Students will conduct in-depth research on topics relative to major historical events, people, and regions. Many of the learning activities will culminate in shared products for Social Studies and English.

Major Evaluative Techniques: Students will participate in various types of assessments: vocabulary tests, essay tests, research projects and presentations, group activities, oral and written reports, numerous formal writings, and a culminating project that is an original production based on student research. Students will receive a grade in both English 10 and World History.

Essential Objectives: Upon completion of the Honors World History and Literature course, students should be able to:

- Analyze the historical development of major world problems.
- Analyze a wide spectrum of world literature.
- Interpret the impact of major historical events on the literature of various periods.
- Evaluate the impact of major personalities on world history.
- Write formal compositions that analyze, interpret, and evaluate literature, essays, speeches, commentaries, and news reports.
- Compare and contrast the development of culture, science and technology, economics, and government throughout the world.

Make and critique formal and informal oral presentations.

SSU501: US History

GRADE LEVEL: 11 - 12

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

Major Concepts/Content: Following a review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals, students in grade eleven study the major events in American history in the twentieth century. Building on prior knowledge of industrialization, students analyze the emergence and impact of accelerated technological development, a corporate economy, and related social and cultural effects on society. Students trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. Emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. Students analyze how the United States has served as a model for other nations and that the rights and freedoms we afforded are not accidental, but the results of a defined set of political principles that are not always basic to citizens of other countries. Students understand that our rights under the U.S. Constitution are a precious inheritance that depends on an educated citizenry for their preservation and protection.

Major Instructional Activities: Instructional activities will be provided relative to the content standards of the US History, and use chronological and spatial thinking, historical research, and interpretation to demonstrate intellectual reasoning, reflection and research skills.

Major Evaluative Techniques: Evaluation will be comprised of assessments for/of learning in content standards knowledge, historical analysis, making historical connections and social studies research skills utilizing primary source documents.

Essential Objectives/Standards: Upon completion of the US History course of study, students should be able to:

- Review the significant events in the founding of the United States and its attempts to realize the philosophy of government described in the declaration of Independence.
- Analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.
- Analyze the relationship among the rise of industrialization, large-scale rural to urban migration, and massive immigration from Southern and eastern Europe and Asia.

- Trace the rise of the United States to its role as a world power in the twentieth century.
- Analyze the major political, social, economic, technological, and cultural developments of the 1920's.
- Analyze the different explanations for the great depression and how the New Deal fundamentally changed the role of the federal government.
- Analyze U.S. participation in World War II.
- Analyze U.S. foreign policy in the emerging Cold war and its aftermath.
- Analyze the economic boom and social transformation of post – World War II America.
- Analyze the development of “The New frontier”, “The Great Society” and federal civil rights and voting rights.
- Analyze the major social problems, domestic and economic policy issues and foreign policy in contemporary American society.

SSU611: AP US History

GRADE LEVEL: 11 - 12

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

Course Description: The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP U.S. History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

Major Instructional Activities: Instructional activities will be provided relative to the content standards of the AP US History, and use chronological and spatial thinking, historical research, and interpretation to demonstrate intellectual reasoning, reflection and research skills.

Major Evaluative Techniques: Evaluation will be comprised of assessments for/of learning in content standards knowledge, historical analysis, making historical connections and social studies research skills utilizing primary source documents.

Essential Objectives/Standards: Upon completion of the AP US History course of study, students should be able to:

- Analyze and interpret primary sources, including documentary material, maps, statistical tables, and pictorial and graphic evidence of historical events.
- Take notes from both printed materials and lectures and discussion.
- Write essay examinations, analytical and research papers
- Express themselves with clarity and precision in oral presentations and written formats, citing sources and crediting phrases and ideas of others.

SSG601: US Government

GRADE LEVEL: 12

COURSE LENGTH: Semester course

CREDIT EARNED upon COMPLETION: 0.5

Major Concepts/Content: The United States government course is a required one semester course designed to provide students with essential knowledge and skills related to the nation's government and its historical development. Students in this course pursue a deep understanding of the institutions of American government. They analyze the history and interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationship between federal, state, and local governments, with particular attention paid to important historical documents. Students compare systems of government in the world (comparison with host nation's government is encouraged as part of the program). These standards represent the culmination of civic efficacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship.

Major Instructional Activities: Instructional activities will be provided relative to the content standards of the US Government, and use chronological and spatial thinking, historical research, and interpretation to demonstrate intellectual reasoning, reflection and research skills.

Major Evaluative Techniques: Evaluation will be comprised of assessments for/of learning in content standards knowledge, historical analysis, making historical connections and social studies research skills utilizing primary source documents.

Essential Objectives: Upon completion of the Government course of study, students should be able to: Explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.

- Formulate and defend positions on the scope and limits of rights and obligations ad democratic citizens, the relationships among them, and how they are secured.
- Formulate and defend positions on what the fundamental values and principles of civil society are including the autonomous sphere of voluntary personal, social, and economic relations that are not part of government, their interdependence, and the meaning and importance of those values and principles for a free society.
- Compare and contrast the unique roles and responsibilities of the three branches of government established by the U.S. Constitution.
- Examine landmark U.S. Supreme Court interpretations of the Constitution and its amendments.
- Evaluate issues regarding campaigns for national, state, and local elective offices.
- Analyze and compare the powers and procedures of national, state, tribal, and local governments.
- Formulate and defend positions on the influence of the media on American political life.
- Analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.
- Analyze the influence of the federal government on the American economy.
- Analyze current events, formulate questions and discuss the impact and implications on their daily lives and futures.

SSG612: AP Government/Politics

COURSE TITLE: AP Government/Politics

GRADE LEVEL: 12

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

Major Concepts/Content: A well-designed AP course in United States Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. While there is no single approach that an AP United States Government and Politics course must follow, students should become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. Certain topics are usually covered in all college courses.

Major Instructional Activities: Instructional activities will be provided relative to the content standards of the AP US Government, and use chronological and spatial thinking, historical research, and interpretation to demonstrate intellectual reasoning, reflection and research skills.

Major Evaluative Techniques: Evaluation will be comprised of assessments for/of learning in content standards knowledge, historical analysis, making historical connections and social studies research skills utilizing primary source documents.

Essential Objectives/Standards: Upon completion of the AP Government course of study, students should be able to:

- Know important facts, concepts, and theories pertaining to U.S. government and politics
- Understand typical patterns of political processes and behavior and their consequences (including the components of political behavior, the principles used to explain or justify various government structures and procedures, and the political effects of these structures and procedures)
- Be able to analyze and interpret basic data relevant to U.S. government and politics (including data presented in charts, tables, and other formats)

Be able to critically analyze relevant theories and concepts, apply them appropriately, and develop their connections across the curriculum.

SSA501: Anthropology

COURSE TITLE: Anthropology

GRADE LEVEL: 11 - 12

COURSE LENGTH: Semester course

CREDIT EARNED upon COMPLETION: 0.5

Major Concepts/Content: The anthropology course is designed to be a one-semester elective course offered to students in grades eleven and twelve. The course emphasizes the study of early and contemporary human beings in relation to culture and physical environment. Students study language development, social institutions, religion, the arts, physical and mental traits, and similarities and differences among cultures.

Major Instructional Activities: The instructional activities will be provided in the classroom setting, and, when possible, in the host nation's community. Students will investigate cultures, plan and develop projects that illustrate cultural diversity of groups, make oral and written reports to explain the themes of anthropological inquiry, visit museums, libraries, and institutions that enhance the study of cultures,

Major Evaluative Techniques: Evaluation will be comprised of tests using unit and chapter materials, group participation, assessment of individual projects, and oral and written reports.

Essential Objectives: Upon completion of the anthropology course, students should be able to:

- Know that anthropology is the study of humankind.
- Describe cultural diversity of the major racial groups.
- Describe some of the functions of groups.
- Explain the major themes of anthropological inquiry.
- Explain factors that contribute to cultural change.

SSW302: Asian Culture

GRADE LEVEL: 9 - 12

COURSE LENGTH: Semester course

CREDIT EARNED upon COMPLETION: 0.5

Major Concepts/Content: The Asian culture course is a one-semester course designed to study the historical and current developments that have influenced culture characteristics of China, Japan, and India. Students survey the historical development of the three major nations from pre-history to the present. In this context the students see how the historical method enables them to identify the major characteristics Asian society and how these characteristics will influence foreign affairs, economics, and demographic trends in the 21st century. The major areas of investigation include the dynastic cycle of China, the Japanese feudal system, European imperialism in India, and the Communist Revolution in China.

Major Instructional Activities: Instructional activities will focus on lectures, complemented by class discussions. Students will view filmstrips and videos dealing with Asian studies. Slides of Japan, China, and India will also be employed.

Major Evaluative Techniques: Students will be required to complete two oral presentations during the semester. The grade will be based on tests, oral presentations, Library research, and class participation.

Essential Objectives: Upon completion of the Asian culture course, students should be able to:

- Outline selected cultural events and histories from the different Chinese dynasties.
- Describe the colonization of major Asian countries, especially China.
- Study the characteristics of the different Japanese clan periods.
- Compare the major economic and political aspects of China and Japan.
- Outline selected cultural events and histories of Japan.
- Describe the modernization of Japan as compared with the colonization of China.
- Recount the major part which nationalism played in Japan's rapid development.
- Understand the characteristics of the different Chinese dynasties.
- Compare the Chinese dynasties with other Asian civilizations.

SSZ501: Contemporary Issues

GRADE LEVEL: 10 - 12

COURSE LENGTH: Semester course

CREDIT EARNED upon COMPLETION: 0.5

Major Concepts/Content: The contemporary issues course examines contemporary world problems and problem areas. Emphasis will be placed upon the role of the United States in these areas. In preparation, the historical shaping of United States foreign policy will be studied in some detail, and a necessarily brief exposition of the history, nature, and development of communism will also be included. In addition to studying the relationship between the superpowers and how it got that way, "hot spots" such as the Middle East, Southeast Asia, and Latin America will be on the agenda, with primary emphasis upon the past, present, and future interests of the United States in these areas. Problems of the world such as the population explosion and its connection with worldwide environmental degradation, poverty, and famine will be analyzed. Other worldwide problems such as the nuclear arms race and its connection with the possible degradation of global population will be looked into, as well as terrorism and major environmental concerns.

Major Instructional Activities: Instructional activities will consist of a global geographical review. Upon completion of the review, students will be able to locate at least fifty nations upon a blank map of the world. Later work will emphasize activities that enable the student to analyze and propose solutions to the various problem areas covered by the course. Most topics, therefore, are presented primarily as problem-solving activities, with two or more possible courses of action to be debated in class. Students will also be required to Prepare and present oral and written reports on assigned topics. A large part of instructional activity will be devoted to students working together in small study groups. The use of media resources will broaden student' perspectives and understanding of various subject areas covered by the course. Periodically class sets of major news magazines will be used to instruct and inform the class of current events.

Major Evaluative Techniques: Evaluation will consist of assessing the content of various worksheets, group activity presentations, individual oral and written reports, and unit tests.

Essential Objectives: Upon completion of the con-temporary issues course, students should be able to:

- Use critical thinking skills to resolve issues.
- Expand social consciousness. Increase knowledge of current events and their implication.
- Relate contemporary concepts, themes, and events to historical concepts, themes, and events.
- Analyze the effects of overpopulation on scarce resources and the environment.
- Determine sources of global pollution and possible solutions.
- Identify the problems of the Middle East, Southeast Asia, Latin America, and the Caribbean and analyze the role of the U. S., past, present, and future, in creating and/or solving these problems.

SSZ403: Model United Nations

GRADE LEVEL: 9 - 12

COURSE LENGTH: Semester course

CREDIT EARNED upon COMPLETION: 0.5

Major Concepts/Content: The model United Nations course is designed to study the major operations and functions of the United Nations and the role of diplomacy in the organization work. The major political, economic, and cultural concerns of Asia, Africa, the Americas, Europe, and the Middle East will be studied with major emphasis on assigned countries.

Major Instructional Activities: Instructional activities will be provided using the content of the model United Nations course. Students will be assigned a country to research. They will prepare resolutions on a current problem that reflects their assigned country's political and economic goals. Debates on resolutions in model United Nations simulations will demonstrate parliamentary procedure.

Major Evaluative Techniques: Evaluation will include the assessment of successful completion of class assignments, written background papers, including positions on specific topics. Students will write at least one resolution and debate it using parliamentary procedure effectively, participate in model United Nations simulations, and demonstrate the art of compromise in diplomacy.

Essential Objectives: Upon completion of the model United Nations course, students should be able to:

- Use a sequence of processes that are common to problem-solving strategies.
- Analyze political interaction among nations.
- Explain the development of international organizations.
- Demonstrate the procedural skills of group discussion.
- Analyze the historical development of foreign policy.
- Interpret information and formulate generalizations from available data,
- Use historical data to Explain current world situations.
- Describe role and role conflict through participation in role-playing, socio-drama, and written and oral exercises.

SSP501: Psychology

GRADE LEVEL: 11 - 12

COURSE LENGTH: Semester course

CREDIT EARNED upon COMPLETION: 0.5

Major Concepts/Content: This course provides students the opportunity to explore psychology as the scientific study of mental processes and behavior. Areas of study include the scientific method, development, cognition, personality, assessment and mental health, and the socio-cultural and biological bases of behavior.

Major Instructional Activities: Instructional activities will be provided relative to the content standards of the Psychology. Students plan, design, and develop research projects relative to the study of behavior and society. Instructional strategies include conducting interviews, researching case studies, and participation in self-awareness and group dynamic activities.

Major Evaluative Techniques: Evaluation will be comprised of assessments for/of learning in content standards knowledge, case studies, research, and group projects.

Essential Objectives/Standards: Upon completion of the Psychology course of study, students should be able to:

- Understand the development of psychology as a science by analyzing its historical development, research, strategies, philosophical approaches and identifying ethical issues.
- Explain developmental patterns in humans.
- Investigate the structure, biochemistry and circuitry of the brain and nervous system to understand their roles in affecting behavior, including the ability to distinguish between sensation and perception.
- Recognize that personality is a relatively stable pattern of behaviors, thoughts, motives and emotions that characterize the individual.
- Understand how organisms adapt to their environment through learning, information processing and memory.
- Understand the causes and attributes of different mental disorders and the varying treatment options available to assist those who are afflicted.
- Understand the different psychological and physiological factors that affect human motivation and emotion, while investigating the concept of human consciousness.
- Understand the socio-cultural dimensions of behavior including topics such as conformity, obedience, perception, attitudes and the influences of the group on the individual

SSS401: Sociology

GRADE LEVEL: 10 - 12

COURSE LENGTH: Semester course

CREDIT EARNED upon COMPLETION: 0.5

Major Concepts/Content: Students study human social behavior from a group perspective, including recurring patterns of attitudes and actions and how these patterns vary across time, among cultures and in social groups. Students examine society, group behavior and social structures, as well as the impact of cultural change on society, through research methods using scientific inquiry.

Major Instructional Activities: Instructional activities will be provided relative to the content standards of the Sociology. Students plan, design, and develop research projects relative to the study of institutions and society. Interviews, case studies, and interactions with agencies and community personnel involved in working with people should be a large portion of the instructional strategies.

Major Evaluative Techniques: Evaluation will be comprised of assessments for/of learning in content standards knowledge, case studies, research, and group projects.

Essential Objectives/Standards: Upon completion of the Sociology course of study, students should be able to:

- Describe the development of sociology as a social science, by identifying methods and strategies of research and by examining the contributions of sociology to the understanding of social issues.
- Describe and classify the influence of culture within social structure, on the individual and the way cultural aspects are transferred; appraise and differentiate the way culture defines how people in a society behave in relation to groups and to physical objects; discuss and describe the system of human behavior that is learned behavior within the society; define and list the patterns and processes in becoming members of societies
- Name and order how social status influences individual and group behaviors; assess and defend social stratification as it relates to class, status and position: categorize and distinguish the impact of social controls, restrictions/limitations in society.
- Explain and interpret the influence of social groups on individual/group behavior: compare and contrast how social groups are comprised of people who share some common characteristics; list and assess how social inequalities and how they may affect changes in society.
- Define and illustrate the effects of social institutions on individual and group behavior; understand how social groups are where an individual participates, and influences the development of the individual through the socialization process; defend how social groups identify sanctions for behavior.
- Examine the changing nature of society; classify and categorize the disruption of social functions; list and appraise the factors that result in changes in society/social movements.
- Survey a range of contemporary social problems; examine various imbalances that result in social problems; compare and contrast how numerous social groups are affected in an adverse way as a result of social imbalances.
- List and evaluate expectations for an individual as a member of a community; analyze theories that relate to collective behavior in society; differentiate the expectations of the role of the individual and social communities in global issues.

SSZ303: Street Law

GRADE LEVEL: 9 - 12

COURSE LENGTH: Semester course

CREDIT EARNED upon COMPLETION: 0.5

Major Concepts/Content: The street law course is an elective one-semester or yearlong course designed to provide students with knowledge about law that is of practical use in their everyday lives. Students will learn how every purchase, lease, contract, marriage, divorce, crime, or traffic violation places them face-to-face with the law. Depending on the length of the course, topics will include an introduction to law and the legal system, criminal law, torts, consumer law, family law, housing, and individual rights and responsibilities. Students will study some of the current issues and controversies relating to the law and legal system. Students will learn the different methods of solving legal problems, including negotiation, mediation, and the trial process. An effort will be made to make the course relevant to students in DoDEA schools by including special lessons that compare American and the host nation's law and instruct students in the basics of the Code of Military Justice.

Major Instructional Activities: Instructional activities will be participatory and emphasize the development of higher-order thinking skills. They will include student analysis and discussion of actual legal cases and problems, role-playing of commonly encountered legal situations, analysis of legal documents, applications of legal principles using brief hypothetical fact patterns, and preparation and presentation of mock trials. Small group, cooperative work and community-based student projects will also be utilized. Where possible, students will visit military courts or courts and other components of the justice system in the host nation. Host-nation law-related resource persons-including military police officers, lawyers, and others-will visit classes to Provide students with their insights into the law in action.

Major Evaluation Techniques: Evaluation will be comprised of written tests, observation of student participation in discussions and role-playing, written and oral reports, and assessment of individual projects.

Essential Objectives: Upon completion of the street law course, students should be able to:

- Identify instances in their daily lives where law is involved.
- Recognize legal problems and explain a variety of appropriate methods that might be used to avoid or resolve them.
- Explain the fundamental principles and values that underlie our Constitution, laws, and legal system.
- Analyze law-related current issues and be able to state various positions taken on the issue.
- Explain the role of lawyers, judges, ordinary citizens, and others in the legal system.

Pathway: National Security/Military Career – Recommended

SSZ304: US Minorities I

GRADE LEVEL: 9 - 12

COURSE LENGTH: Semester course

CREDIT EARNED upon COMPLETION: 0.5

Major Concepts/Content: Minorities in United States Society is a sociological study of minority groups in United States history. Part A, the first semester consists of a general overview of the sociological frame-work for the study of minorities to cover such concepts as discrimination, racism, and dominant-minority relations; the “old” and “new” immigrants from Europe; Native-Americans; East Asian-Americans; and South and Southwest Asian-Americans. The study of the historical and sociological development helps students understand the need for acceptance and assimilation of all people.

Major Instructional Activities: Students will participate in a variety of individual and group activities: debates, discussions, oral and written presentations, cooperative learning activities, lectures, guest speakers, projects, audio-visual presentations, etc.

Evaluative Techniques: Students will complete and be evaluated on: class assignments, individual and group projects, participation in-group activities, changes in personal attitudes toward minority groups, and appropriate testing.

Foreign Language

FLK30I: Korean I & FLS3010T: Spanish I

GRADE LEVEL: 9 - 12

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

Major Concepts/Content: The foreign language I course is designed to teach students to pronounce and discriminate among the various vowel and consonant sounds and respond to and to imitate authentic patterns of intonation, rhythm, and pronunciation. Students learn to give simple oral and written information by using appropriate learned vocabulary, word order, and grammatical forms, and to read silently and aloud with comprehension. The major oral and written linguistic principles presented include the following: pronunciation and recognition of foreign language sounds; formation of affirmative, negative, and interrogative sentences; usage of articles and adjectives to correctly modify nouns; conjugation of various regular and irregular verbs; usage of the present, present progressive, future preterit, and imperfect tenses; usage of comparative, superlative, demonstrative, and possessive adjectives; formation of possession; usage of adverbs; and usage of direct and indirect object pronouns. Various short stories, essays, simple readers, magazines, newspapers, filmstrips, films, slides, videos and computer programs, that are representative of the culture of the different foreign language speaking countries, are used.

Major Instructional Activities: Instructional activities will provide emphasis on proficiency, communication and culture, in addition to presenting work in the four basic skill areas. Some of the activities used to achieve these goals will include viewing and repeating new vocabulary from the textbook or overhead transparencies. Students will listen to tapes of new sounds and mimic them. Simple dictation of short phrases and sentences that have been studied is another technique that will be used. Another activity will utilize tape cassettes to instruct and evaluate oral comprehension. Encouraging communication will be achieved by asking simple questions and having students answer in the target language. Other activities will include exercises and drills where students fill in blanks, answer true-false questions, and write matching and completion statements. Use of computers can be used for drill and reinforcement exercises, multiple choice, close encounters and other activity types. Choral exercises and other oral repetitive drills will be used for reinforcement of difficult sounds and structures of the host nation's target language. Students will participate in class activities to achieve the goals and objectives of the course. In addition, students who are studying a target language in the host nation will be encouraged to visit museums, theaters, and attend other activities where they can hear and speak the target language and appreciate cultural events of the country.

Major Evaluative Techniques: Students will be required to pass tests included with the program text as well as teacher-made tests. Dictations will be used frequently. Translations of topics using familiar vocabulary will be encouraged. Daily class participation, exercises in workbooks, and homework will be considered of vital importance in the total evaluation of students.

Essential Objectives: Upon completion of the foreign language course, students should be able to:

Listening:

- Discriminate among the various vowel sounds.
- Discriminate among the various consonant sounds.
- Respond to intonation, stress, rhythm, and pitch.
- Demonstrate comprehension of the linking of sounds and phrasing.
- Discriminate among the vowel and consonant clusters.
- Demonstrate comprehension of the morphological changes indicated in the section on structure.
- Demonstrate comprehension of the parts of speech and content of material studied.

Speaking:

- Produce properly stressed syllables.

- Produce consonants in syllables without distortion. Imitate authentic patterns of intonation, stress, rhythm, linking, and pitch. .
- Relate information orally using appropriate grammatical forms.
- Relate information orally using word order characteristic of the target language.
- Use familiar vocabulary items and the content of dialogues in conversational patterns.

Reading:

- Read aloud to fix the association of the written symbol with the spoken word.
- Recognize changes in meaning caused by modification in structure.
- Read aloud in the target language with proper inflection and accentuation.

Writing:

- Write in syllables, words, and sentences the symbols that stand for the sound of the language.
- Know aspects of punctuation and capitalization peculiar to the target language.
- Respond in writing to an oral or written cue using appropriate grammatical forms.
- Respond in writing to an oral or written cue using appropriate word order.

Culture:

- Identify the major geographical areas where the language is spoken.
- Understand the importance of culture and language interrelationships.
- Discuss popular sports of the countries of the target language.
- Identify festivals and holiday U.S. customs of the people of the target language.
- Identify the folk music of the countries of the target language.
- Identify gestures (and behavior) used by the speakers of the target language.
- Demonstrate the use of formal and familiar forms of address in the target language.
- Describe the difference of the roles of men and women in the target language.
- Give examples of one's own strengths and limitations in an intercultural setting.
- Identify careers in which more than one language is used.

FLK4010T: Korean II & FLS4010T: Spanish II

GRADE LEVEL: 9 - 12

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

PREPARATION: Successful completion of Level I language or equivalent

Major Concepts/Content: The foreign language II course is designed to provide activities, projects, and experiences that enable students to appreciate and value the host nation's (or target language) culture, Students are also made aware of the value of foreign language study. Career opportunities are analyzed and students learn that the knowledge of a second language can be a useful tool in international, economical, and social situations. The major linguistic principles and language skills covered in level II include the following: usage of singular and plural nouns and interrogative, definite, indefinite, demonstrative and possessive adjectives; identifying and using the active voice in the indicative mood; identifying and using the imperative, the future tense, all forms of the past tense, progressives, and the subjunctive mood; identifying and using subject pronouns, direct object pronouns, indirect object pronouns, and the emphatic, reflexive, interrogative, demonstrative, and relative pronouns; identifying and using the most common prepositions; identifying and using comparison of adjectives; and identifying and using the formation of adverbs. Students should also be familiar with short stories, essays, magazines, simple readers, newspapers, filmstrips, films, slides, videos, and computer programs that are representative of the target language and culture. L-8.The content of the foreign language, level II course includes teaching students to follow specific directions given in the target language, and to understand main ideas after listening to presentations on familiar topics. Students learn to speak in the

target language using basic sentence patterns correctly, read a variety of materials in the target language, and demonstrate writing skills in the target language.

Major Instructional Activities: Instructional activities will provide emphasis on proficiency, communication, and culture, in addition to teaching the four basic skill areas. Students will participate in daily class activities and exercises in order to achieve the goals and objectives of the course. The activities presented in level I are continued in depth in level II. Students will be encouraged to increase listening comprehension and speaking skills. Use of computers will be effective for drills, multiple choices, close encounters, and for reinforcing grammatical principles and tenses. In addition, students who are studying the target language in the host nation will be encouraged to visit museums, theaters, and attend any other activities where they can practice speaking and understanding the target language and can appreciate and value the culture of the host country.

Major Evaluative Techniques: Students will be required to pass tests included with the program text. Teacher-made tests will also be utilized. Dictations will be used frequently. Translations of topics using familiar vocabulary will be encouraged. Daily class participation, exercises in workbooks, and homework will be considered of vital importance in the total evaluation of students.

Essential Objectives: Upon completion of the foreign language II course, students should be able to:

Listening:

- Reinforce and expand on discrimination among typical intonation patterns of affirmation, information questions, yes-no questions, as well as other typical segmented patterns taught in level I.
- Make intelligent guesses by listening to a recombination of familiar material containing unfamiliar vocabulary items.
- Discriminate among structure signals such as noun markers to indicate gender and number or case and verb inflections to denote tense.
- Demonstrate an understanding of the language spoken by a variety of both male and female voices of various age groups.

Speaking:

- Produce with more consistent accuracy the sounds of the target language (vowels, consonants, and clusters) with minimal interference from English.
- Produce with greater accuracy patterns of intonation, stress, rhythm, linking, and pitch.
- Express ideas using appropriate grammatical forms and word order characteristic of the language
- Participate in dialogues of greater length and complexity.
- Produce conversations and short narratives paraphrasing familiar material.

Reading:

- Read aloud using the appropriate pronunciation, intonation, stress, and rhythm. .
- Recognize selected idioms.
- Read silently, with comprehension, material more difficult than that in level I these materials could be items such as short paragraphs, short stories, essays, newspaper articles.

Writing:

- Write the symbols that stand for sounds. .
- Write accurately the structure, grammar and vocabulary within their experience.
- Punctuate and capitalize correctly.

Culture:

- Identify some of the principal heroes and/or leaders of the target language culture.
- Explain aspects of the educational system of the target language culture.
- Explain the U.S. customs relating to birth, marriage, and death in the target language culture.
- Explain how the knowledge of languages can broaden career opportunities.
- Give examples of how using another language facilitates communication.
- Compile information about careers that require a second language.

FLK501: Korean III & FLS5010T: Spanish III

GRADE LEVEL: 9 - 12

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

PREPARATION: Successful completion of Level II language or equivalent

Major Concepts/Content: The foreign language III course is designed to continue the teaching of interest, sensitivity, and appreciation for the host nation or target language culture. Students continue learning to value the broadened career opportunities open to those who have knowledge of a second language and culture. In foreign language III, students review and reinforce grammatical principles learned in foreign language II. Listening, speaking, reading, writing, and critical thinking skills become more spontaneous, and fluency in all skills is emphasized. The art of translating, interpreting, and analyzing information and concepts is stressed. Students are encouraged to think in the target language.

Major Instructional Activities: Instructional activities for levels I and II provided emphasis on listening comprehension and speaking skills. In level III emphasis will be placed on reading skills. Students will be encouraged to increase their vocabularies in order to develop increased reading skills and to be able to analyze written information and concepts. Experience in reading will be broadened so that students will be able to read a variety of materials such as essays, short stories, newspapers, and magazine articles in the target language. Activities for cultural awareness will be reinforced.

Major Evaluative Techniques: Students are required to pass tests included with the program text. Teacher-made tests will also be utilized. Dictations will be used frequently. Translations of topics using familiar vocabulary will be encouraged. Daily class participation, exercises in workbooks, and homework will be considered of vital importance in the total evaluation of students.

Essential Objectives: Upon completion of the foreign language III course, students should be able to:

Listening:

- Discriminate among all the sounds of the language at a conversational tempo.
- Demonstrate comprehension of short conversations and narrative passages based on familiar situations.
- Demonstrate comprehension of the general sense of an unfamiliar context.
- Demonstrate comprehension of narrations of increasing length and structural complexity.

Speaking: Produce with increasing accuracy all sounds of the language.

- Achieve mastery of structure and vocabulary in recombination.
- Formulate answers to questions based on reading selections as well as personal experiences
- Participate in short conversations based on familiar situations.
- Relate orally information gathered from in-class materials as well as out-of-class experiences,

Reading:

- Read aloud with accuracy of intonation, rhythm, stress, linking, and pitch.
- Read material containing recombination of vocabulary and grammatical structures previously learned.
- Demonstrate an understanding of syntactical patterns that signal meaning.

- Use contextual clues to derive meaning.
- Identify previously learned vocabulary in a new context. .
- Recognize synonyms, antonyms, cognates, and word families in context.
- Recognize stems, prefixes, and suffixes of words in a passage.

Writing:

- Show mastery of the graphic symbols of the spoken word.
- Write variations of patterns previously learned.
- Select vocabulary suitable for the subject matter and for the intended reader.
- State one's own thoughts or express opinions on a specific topic.

Culture:

- Describe traditions typical of the target culture and other cultures.
- Compile information about the way of life in the target culture.
- Demonstrate the behavior expected in specified situations in the target culture.
- Show ways in which one can grow as a result of interaction in a foreign language.
- Describe how learning another language will increase career opportunities.
- Demonstrate responsibility for successful international encounters.

FLK60I: Korean IV & FLS6010T: Spanish IV

GRADE LEVEL: 10 - 12

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

PREPARATION: Successful completion of Level III language or equivalent

Major Concepts/Content: The foreign language IV course is designed to continue reviewing and reinforcing all previously presented foreign language concepts and grammar. Students demonstrate self-reliance and proficiency in using proper grammar and syntax of the foreign language. Emphasis will be placed on reading and writing skills. Students read literature, magazines, newspapers, and a variety of other host nation/target language materials. They use the host nation/target language for creative writing. Plays, films, and videos are viewed in the host nation/target language. Critical writings of material viewed are required. Fluency in speaking the language and in the art of translating is continually stressed.

Major Instructional Activities: Instructional activities will center on perfecting the four skills: listening, speaking, reading, and writing in the host nation/ target language will be emphasized. Proficiency will be required in all four skills. Students will synthesize elements of sound-, syntax-, and vocabulary building in taking complex dictation and in manipulating and refining phonological skills. Writing short compositions and demonstrating creative writing skills using correct syntax will be fundamental. Activities for cultural awareness will constantly be encouraged.

Major Evaluative Techniques: Students will be required to pass tests included with the program text. Teacher-made tests will also be utilized. Dictations will be used frequently. Translations will be encouraged. Daily class participation, exercises in workbooks, and homework will be considered of vital importance in the total evaluation of students.

Essential Objectives: Upon completion of the foreign language IV course, students should be able to: Listening:

- Demonstrate an understanding of a native speaker's speech at a normal speed.
- Translate the spoken target language with increasing accuracy on a broader range of topics.

Speaking:

- Relate ideas using all conventions (such as syntax, body language, and patterns appropriate to the situation in a manner acceptable to native speakers.
- Use grammatical and context clues in learning meanings of words.

Reading:

- Read with increasing comprehension materials containing unfamiliar cognates and new vocabulary or structural items.
- Read for meaning, with minimal translation, various types of literature such as short stories, poems, novels, plays, magazines, and newspapers.
- Show progress from understanding the literal meaning of an unfamiliar passage to discerning interpretive meaning through devices such as metaphors, similes, and plays on words.
- Analyze selected materials in the target language.

Writing:

- Distinguish between formal and informal styles of writing.
- Paraphrase spoken or written material in writing.
- Write a main idea into a short composition.
- Demonstrate creative writing skills in the target language.

Culture:

- Recognize that any cultural works of the target language country (ies) reflect the fundamental values of the people of that culture.
- Explain communication difficulties that might occur in a situation using another language.
- Identify reasons why the study of foreign languages is becoming more important in Today's interdependent world
- Participate in activities designed to promote cross-cultural understanding.

FLK602: Korean V & FLS602 Spanish V**GRADE LEVEL:** 11 - 12**COURSE LENGTH:** Yearlong course**CREDIT EARNED upon COMPLETION:** 1.0**PREPARATION:** Successful completion of Level IV language or equivalent

Major Concepts/Content: The foreign language V courses provide special projects and activities for independent study. Students read and write reports on the different classical works written in the host nation/target language. Students are encouraged to write original stories, poems, and essays in the target language. They also view films, videos, plays, filmstrip/cassette sets, and other materials about the host nation's culture, spoken in the target language. When using the computer for writing skills, compositions, and independent study, first drafts are typed, polished, corrected, and modified before printing the final, finished product. Students are encouraged to interact and use the language with native speakers.

Major Instructional Activities: Instructional activities will be provided as the teacher meets with individual students to discuss progress problems, and assess material assigned.

Major Evaluative Techniques: Students will be required to pass tests included with the text, if available. Otherwise teacher-made tests will be utilized. Listening to and relating in one's own words the contents of specific radio broadcasts or listening comprehension tapes on literary works will also be a part of the final assignment of students.

Essential Objectives: Upon completion of the foreign language V course, students should be able to:

Listening:

- Demonstrate an understanding of native speakers in various situations with accuracy and ease.
- Interpret media broadcasts (TV and radio) such as lectures and films.
- Distinguish among the various dialects of the target language.

Speaking:

- Speak in the target language with fluency and ease.

Reading:

- Select for reading, technical materials written in the target language related to individual interests.
- Read for knowledge in the target language.
- Analyze and interpret various forms of literature in the target language.
- Read for enjoyment in the target language.

Writing:

- Write thoughts and ideas in the target language.
- Organize notes in the target language.
- Write research papers in the target language.
- Write creative selections in the target language.

Culture:

- Demonstrate the ability to function within the value system of the target language culture.
- Identify world-renowned authors, characters, or other works from the countries of the target language.

Music

MUI301: Beginning Band

GRADE LEVEL: 9 - 12

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

Major Concepts/Content: The beginning band 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; practice skills and habits; solo, ensemble, and full group rehearsals; a variety of instrumental repertoire; opportunities for private instruction; experiences in performing; and sound practice habits.

Major Instructional Activities: Instructional activities include, but are not limited to, the following instrumental music activities: demonstrating basic note-reading techniques; demonstrating tone production on all wind instruments; participating in exercises in rhythm patterns such as perception of two, three, and four-unit meter; demonstrating the ability to interpret the musical score and sight-read music notation instrumentally.

Major Evaluative Techniques: Students will be required to sight-read instrumental music in two, three-, and four-unit meters independently, and in-group ensemble.

Essential Objectives: Upon completion of the beginning band course, students should be able to:

- Demonstrate an interest in learning to play a band instrument. .
- Understand and use the concepts of rhythm and staff.
- Demonstrate use of the concept of rhythm.
- Gain experience in performing.
- Demonstrate good practice habits.
- Demonstrate knowledge in the care of instruments.

MUI302: Intermediate Band

GRADE LEVEL: 9 - 12

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

PREPARATION: Beginning Band

Major Concepts/Content: The intermediate band course is designed to acquaint students with intermediate to advanced instrumental music skills which include, but will not be limited to, the following content: intermediate to advanced level sight-reading skills; discrimination of pitch; absolute essentials for playing in tune; intermediate to advanced rhythm concepts and patterns; techniques for achieving the essentials of unity, balance, and contrast in performing instrumental music; the study of all major and minor scales; the opportunity of performing a variety of good musical repertoire; and listening skills development.

Major Instructional Activities: Instructional activities will include, but not limit in scope, the following processes: demonstrating melodic and rhythmic sight-reading patterns; playing, at sight and independently, musical passages in low, middle, and upper registers; demonstrating knowledge in the use and care of the instrument; demonstrating playing in tune; performing duple- and triple-meter music: emphasizing measure unit with accent; following critical markings of musical scores; performing independently all major and minor scales; and responding correctly to melodic and rhythmic aural dictation exercises.

Major Evaluative Techniques: Students will be required to perform successfully instrumental music, independently, and in-group ensemble, by observing all critical markings of interpretation.

Essential Objectives: Upon completion of the intermediate band course, students should be able to:

- Demonstrate intermediate to advanced instrumental skills.
- Demonstrate intermediate to advanced music-reading skills,
- Exercise discrimination regarding pitch and tuning.
- Continue study of major and minor scales.

MUI303: Advanced Band

GRADE LEVEL: 9 - 12

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

PREPARATION: Intermediate Band

Major Concepts/Content: The advanced band course is designed to acquaint students with advanced instrumental music skills. The content includes, but is not limited to, the following: the interpretation and analyzing 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.

Major Instructional Activities: Instructional activities will be provided through the following processes: using daily sight-reading exercises during regular full-group rehearsals; practicing aural dictation and ear-training; improvising to a given chord progression; playing in tune; performing as soloist and in small and large group ensembles; playing a wide variety of concert and jazz repertoire; training in, and the development of, good practice habits; and training in the basics of electronic music.

Major Evaluative Techniques: Students will be required to pass an examination on all major and minor scales and to perform successfully instrumental music, independently and in group ensemble, by observing all critical markings of interpretation from the score.

Essential Objectives: Upon completion of the advanced band course, students should be able to:

- Develop individual performance to a high level.
- Perform for the community in festivals and local concerts.
- Demonstrate good practice habits.
- Display advanced development through solos or ensembles.
- Demonstrate independence in reading notation rhythmically and melodically.
- Play with confidence all major and minor scales.

MUS301: Guitar I

GRADE LEVEL: 9 - 12

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

Major Concepts/Content: The guitar I 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.

Major Instructional Activities: Instructional activities in guitar will include, but will not be limited in scope to, demonstrating music rudiments through note-reading and rhythm patterns; understanding meters and their application in playing; applying picking techniques in playing melodies; using all strings in solo and group ensembles; daily instruction in and application of tuning techniques; playing a variety of classical and popular

guitar musical styles; accompanying piano and other instruments; listening to guitar music of different types, of different forms, and from different periods.

Major Evaluative Techniques: Students will be required to pass written and oral examinations in music rudiments and to perform successfully guitar music independently, as an accompanist, and in group ensembles, following all critical markings on a musical score.

Essential Objectives: Upon completion of the guitar I course, students should be able to:

- Demonstrate understanding of staff and notation.
- Demonstrate understanding of rhythmic concept.
- Read guitar music using all strings and picking technique.
- Demonstrate ability to tune the guitar
- Participate in small ensembles.
- Perform as a soloist.

MUS302: Guitar II

GRADE LEVEL: 9 - 12

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

PREPARATION: Guitar I

Major Concepts/Content: The guitar II course is designed to introduce students to the advanced study of the guitar. The content includes, but is not limited to, staff notation and rhythm concepts, major and minor chord recognition, strumming and picking techniques, duple and triple meters, listening skills, guitar styles and forms, familiarity in the playing of all strings, variety of guitar repertoire, performance as soloists and in group ensembles, tuning and intonation, guitar accompaniment techniques, major and minor scales, and position change.

Major Instructional Activities: Instructional activities in guitar will include, but will not be limited in scope to, demonstrating music rudiments through note-reading and rhythm patterns; understanding meters and their application in playing; applying picking techniques in playing melodies; using all strings in solo and group ensembles; playing a variety of classical and popular guitar musical styles; accompanying piano and other instruments; and performing different guitar music types, forms, and periods.

Major Evaluative Techniques: Students will be required to pass written and oral examinations in music rudiments and to perform successfully guitar music independently, as an accompanist, and in group ensembles, following all critical markings on a musical score.

Essential Objectives: Upon completion of the guitar II course, students should be able to:

- Demonstrate understanding of staff and notation.
- Demonstrate understanding of rhythmic concept.
- Read guitar music using all strings positions and picking technique.
- Demonstrate ability to tune the guitar
- Participate in small ensembles.
- Demonstrate ability to perform guitar music in the intermediate level of difficulty.

MUV301: Beginning Chorus

GRADE LEVEL: 9 - 12

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

Major Concepts/Content: The beginning chorus course is designed to Provide students, but not limit them to, the following vocal musical learning experiences: learning the beginning and basic fundamentals of sight-

reading vocal music, rehearsing and performing unison and two-part music, singing with small and large groups, studying intonation, experiencing a wide variety of choral literature including secular and no secular music, singing with keyboard and other instrumental accompaniment, and participating in public performances and musical productions.

Major Instructional Activities: Instructional activities will be provided, in part, through the following choral techniques and approaches: hearing, identifying, and singing musical intervals, using daily sight-reading and ear-training exercises, singing unison and two-part choral arrangements, performing a variety of secular and non-secular music, and participating in choral performances.

Major Evaluative Techniques: Students will be required to pass periodic sight-reading examinations and to perform successfully in small and large groups during rehearsals and performances.

Essential Objectives: Upon completion of the beginning chorus course, students should be able to:

- Demonstrate correct vocal production.
- Demonstrate an ability to read music notation.
- Sing and read two- and three-part music.
- Demonstrate correct rehearsal attitude and habits.
- Participate in public performances.

MUV302: Advanced Chorus

GRADE LEVEL: 9 - 12

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

PREPARATION: Beginning Chorus or Equivalent

Major Concepts/Content: The advanced chorus course is designed to provide students, but not limit -them 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.

Major Instructional Activities: Instructional activities will be provided, in part, through the following choral techniques and approaches: hearing, identifying, and singing musical intervals; using daily sight-reading and dictation exercises; singing unison, two-, three, and four-part choral arrangements, both a cappella and accompanied; performing a variety of secular and no secular music; and participating in choral performances.

Essential Objectives: Upon completion of the advanced chorus course, students should be able to:

- Demonstrate and understand vocal production, breath support, and posture.
- Sing and read unison through four-part music.
- Demonstrate correct rehearsal attitudes and habits.
- Take melodic and rhythmic dictation
- Participate in public performances.
- Perform in festivals.

Career and Technical Education

PTB402: Accounting I

GRADE LEVEL: 10 - 12

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

PREPARATION: None (Recommend students complete both semesters)

About the Program:

Accounting I prepares students for careers in Accounting. The course sequence focuses on duties and tasks performed by professionals in Financial Management as well as pre-employment and employment skills.

Major Concepts/Content: Accounting I introduces students to accepted accounting principles and the complete basic accounting cycle, which includes financial statements for service and merchandising businesses. Additional topics covered are payroll, notes, depreciation, forms of ownership, and the importance of ethics.

Major Instructional Activities: Instructional activities will be provided in a classroom, in a lab utilizing individualized instruction, or in an alternative setting. Textbook, workbook problems, business simulation projects, appropriate software, and electronic learning services may be used.

Major Evaluative Techniques: Students will be required to demonstrate an understanding of accounting by passing objective and problem-solving tests and the successful completion of projects. The course can be used to partially satisfy the requirements for an endorsement in the following pathways.

Pathway: Management – Required

VER301: Army JROTC I

GRADE LEVEL: 9 - 12

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

PREPARATION: Must be 14 years of age or older by the end of the semester

Major Concepts/Content: The Army JROTC I course is designed to present the history, purpose, and objectives of the junior and senior JROTC program; the wearing of the uniform; respect for the flag and National Anthem; and organizational principles.

Major Instructional Activities: Instructional activities will include teaching the definition and importance of positive self-concept; the basic managerial and leadership skills; the identification of personality/physiological needs; and the dynamics of group interaction with emphasis on leadership and management of groups.

Major Evaluative Techniques: Students will take a formal test on each academic unit. Written and oral reports will be evaluated for content and form. In the leadership portion of the course, students will be evaluated on the performance of assigned duties, personal uniform inspections, marching ability, proper performance of military drill and ceremonies, and military U.S. customs and courtesies.

Essential Objectives: Upon completion of the Army JROTC I course, students should:

- Know history and U.S. customs of the U.S. Army. Know the essentials of leadership theory.
- Know drill and ceremonies.
- Know hygiene and first aid.
- Know map symbols, forms, and map reading.
- Know techniques of oral communication.
- Know marksmanship and range safety procedures. This course can be used to partially satisfy the requirements for an endorsement in the following pathways.

Pathway: National Security/Military Career - Required

VER401: Army JROTC II

GRADE LEVEL: 9 - 12

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

PREPARATION: Army JROTC I

Major Concepts/Content: The Army JROTC II course is designed to present discussion of self-concept; the definition of management: the elements of the leadership process; practical exercise in the development of leadership skills; the school of the soldier; the role of cadets as leaders; and the value of physical exercise and conditioning.

Major Instructional Activities: Instructional activities will provide for the study of injuries requiring special first aid, disease control, field sanitation, psychological first aid, and conditioning activities.

Major Evaluative Techniques: Students will take a formal test on each academic unit. Written and oral reports will be evaluated for content and form. In the leadership portion of the course, students will be evaluated on the performance of assigned duties, personal uniform inspections, marching ability, proper performance of military drill and ceremonies, and military U.S. customs and courtesies.

Essential Objectives: Upon completion of the Army JROTC II course, students should:

- Know intermediate leadership.
- Know drill and ceremonies.
- Know first aid. Know map reading.
- Know techniques of oral communication.
- Know range safety and marksmanship.
- Know important U.S. Army campaigns.
- Know service/JROTC opportunities.

This course can be used to partially satisfy the requirements for an endorsement in the following pathways.

Pathway: National Security/Military Career - Required/Recommended

VER501: Army JROTC III

GRADE LEVEL: 11 - 12

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

PREPARATION: Army JROTC II

Major Concepts/Content: The Army JROTC III course is designed to present discussion of military leadership and managerial techniques, the aspect of mutual respect (leader/subordinate relationship), the duties of a leader/manager the building of teamwork and team spirit, the flow of communication, the management to operating level and back, the problem-solving process, staff supervision of assigned tasks, and staff functions and procedures.

Major Instructional Activities: Instructional activities will include the study of the duties and responsibilities of a Leader practical exercise in leadership development, the duties of the leader preparing for inspections and during inspections, inspections, ceremonies, reviews and parades, and the value of physical exercise and conditioning activities.

Major Evaluative Techniques: Students will take a formal test on each academic unit. Written and oral reports will be evaluated for content and form. In the leadership portion of the course, students will be evaluated on the performance of assigned duties, personal uniform inspections, marching ability, proper performance of military drill and ceremonies, and military U.S. customs and courtesies.

Essential Objectives: Upon completion of the Army JROTC III course, students should:

- Know applied leadership.
- Know drill and ceremonies.

- Know map reading and land navigation.
- Know applied techniques of oral communication.
- Know service/JROTC opportunities.
- Know the role of the Army.

This course can be used to partially satisfy the requirements for an endorsement in the following pathways.

Pathway: National Security/Military Career - Required/Recommended

VER601: Army JROTC IV

GRADE LEVEL: 12

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

PREPARATION: Army JROTC III

Major Concepts/Content: The Army JROTC IV course is designed to present the psychology of leadership; review of LD-3 instruction; the moral aspects of leadership; group relations and behavior; indicators of leadership, communications, and management of resources; the problem-solving process; and practical exercises in problem solving and management.

Major Instructional Activities: Instructional activities will include the study of the following areas: seminar in leadership and management, leadership and small unit leader problems, assumption of command, chain of command, and dissemination of information, promotion and development of subordinates, and rewards and punishments.

Major Evaluative Techniques: Students will take a formal test on each academic unit. Written and oral reports will be evaluated for content and form. In the leadership portion of the course, students will be evaluated on the performance of assigned duties, personal uniform inspections, marching ability, proper performance of military drill and ceremonies, and military U.S. customs and courtesies

Essential Objectives: Upon completion of the Army JROTC IV course, students should:

- Know advanced leadership techniques.
- Know advanced drill and ceremonies.
- Know advanced communications.
- Know staff functions and procedures.

This course can be used to partially satisfy the requirements for an endorsement in the following pathways.

Pathway: National Security/Military Career – Recommended

PTB503: Business Law

GRADE LEVEL: 11-12

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

PREPARATION: None

About the Program

Business Law prepares students for careers in the law. The course sequence focuses on duties and tasks performed by legal professionals in as well as pre-employment and employment skills.

Major Concepts/Content: Business Law provides the student with a survey of the American legal system. Students will obtain basic knowledge needed to become a better informed citizen, employee, and consumer. This course develops an understanding of law as applied to society and to the individual. Topics include contracts, sales agreements, torts, constitutional law, criminal law, and family law.

Major Instructional Activities: Instructional activities will be provided in a classroom, in a lab utilizing individualized instruction, or by electronic learning services. Textbook, workbook problems, business simulation projects, appropriate software, and electronic research may be used. Enriched with student projects, debates, mock trials, field trips, guest speakers, and Internet activities, the course helps students understand the laws affecting businesses and consumers.

Major Evaluative Techniques: Students will be required to demonstrate an understanding of business law by passing objective and problem-solving tests and the successful completion of simulations, and projects. This course can be used to partially satisfy the requirements for an endorsement in the following pathways.

Pathway: Administration & Information Support -| Recommended
Management - Recommended

PTI601: Business Networking

GRADE LEVEL: 11 - 12

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

PREPARATION: Cisco Networking I

Major Concepts/Content: This second course prepares students to become network engineers and prepares them for entrance into a technology career field or for further technology study. This course includes field experience in network problem solving. Successful completion of this course (and Cisco Networking 1) should qualify the student to pass the Cisco Certified Network Associate (CCNA) exam.

Major Instructional Activities: The program teaches students to design, build, and maintain small to medium-sized networks. Activities are conducted in a lab setting using computers, servers, and routers that students assemble into functional networks. During the course students will participate in threaded case study discussions.

Major Evaluative Techniques: Students will demonstrate their knowledge through tests, hands-on demonstrations, and projects. At the conclusion of the second year, students will be able to take the Cisco Certified Network Associate (CCNA) exam.

Essential Objectives: Upon completion of the course, students should be able to

- Explain advanced router configurations
- Explain LAN switching theory and VLANS
- Demonstrate advanced LAN and LAN switched design
- Apply Novell IPX concepts
- Demonstrate knowledge of WAN theory and design
- Troubleshoot network problems
- Explain WAN technology, PPP, Frame Relay, and ISDN

This course can be used to partially satisfy the requirements for an endorsement in the following pathways.

Pathway: Network Systems - Required
Engineering and Technology – Recommended

PTB301: Business and Personal Finance

GRADE LEVEL: 9 - 12

COURSE LENGTH: Semester or Yearlong course

CREDIT EARNED upon COMPLETION: Semester – 0.5, Yearlong 1.0

PREPARATION: None

About the Program

Business and Personal Finance prepares students to manage their financial lives. The course sequence

focuses on duties and tasks performed by individuals managing their money through spending, saving and investing in order to plan a successful financial future.

Major Concepts/Contents: This course is designed to make students aware of the financial challenges confronting them in daily living. Included will be such topics as how to make intelligent decisions in spending and saving; how to maintain good financial records; how to avoid financial disasters that result from the unwise use of credit and credit cards; information about banking services, insurance choices, and investment choices; and how to prepare income tax forms.

Major Instructional Activities: Instructional activities will be provided in a classroom or a lab utilizing individualized instruction and electronic learning services. Textbooks, workbooks, simulation projects, and appropriate financial software, Internet activities and alternative resources may be used.

Major Evaluative Techniques: Students will be required to demonstrate their mastery of skills through activities, tests, projects, and presentations.

The course can be used to partially satisfy the requirements for an endorsement in the following pathways.

Pathway: Management – Recommended

PTW501 - 503: Career Practicum

COURSE TITLE: Career Practicum – 1 hr

COURSE TITLE: Career Practicum – 2 hr

COURSE TITLE: Career Practicum – 3 hr

GRADE LEVEL: 11 - 12

COURSE LENGTH: Semester or Yearlong course

CREDIT EARNED upon COMPLETION: Semester – 0.5, Yearlong 1.0

PREPARATION: None

About the Program

Career Practicum prepares students for their future careers. The course sequence focuses on duties and tasks performed by professionals as well as pre-employment and employment skills.

Major Concepts/Content: Career Practicum 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. In addition, the exploration of different occupations will aid the students in making important career decisions. Career Practicum extends student educational opportunities beyond the curricular, physical, and financial resources of the school.

Major Instructional Activities: Instructional activities will emphasize the community as a classroom. Every training site provides unique hands-on experiences that are related to students' particular interests. In addition students will complete job applications, participate in job interviews, prepare a resume with a cover letter, research careers utilizing the Internet as well as traditional means, complete interest and aptitude instruments, participate in career-related classroom activities and develop a career plan with input from the Career Development Coordinator, guidance counselor, and parents.

Major Evaluative Techniques: Student evaluations will include supervisor's evaluations, coordinator's evaluations, weekly attendance/time sheets and classroom assignments.

This course can be used to partially satisfy the requirements for an endorsement in the following pathways.

Pathway: Audio & Video Technology & Film - Recommended
Administration & Information Support - Recommended
Management - Recommended
Network Systems - Recommended

Engineering & Technology - Recommended
National Security (JROTC) - Recommended

PTI307: Digital Imaging

GRADE LEVEL: 9 - 12

COURSE LENGTH: Semester or Yearlong course

CREDIT EARNED upon COMPLETION: Semester – 0.5, Yearlong 1.0

PREPARATION: None

Major Concepts/Content: Digital Imaging provides students with the opportunity to develop professional level skills in imaging software.

Major Instructional Activities: Instruction will be provided in a lab utilizing individualized instruction and electronic learning services. Students successfully completing this course may be eligible to take an Adobe associate level certification exam.

Major Evaluative Techniques: Assessment will be accomplished by checking student work in progress to ensure that each student adheres to the timelines throughout the course and that the assignments are successfully completed. In addition, objective and problem-solving tests, projects or other means deemed appropriate by the facilitator may be used.

Essential Objectives: Upon completion of the selected application, students will be able to demonstrate the following essential objectives:

- Use imaging software to demonstrate a thorough understanding of file formats; using the work area and work spaces; importing, exporting and saving; working with sections; creating and using layers; using masks and channels; managing color, adjusting images; drawing and editing; painting; retouching; using actions; working with type; outputting to print; and outputting for the web.
- Analyze and evaluate solutions.
- Maintain files appropriately
- Demonstrate an understanding of security and risks.
- Demonstrate basic knowledge of operating systems.
- Demonstrate information literacy skills.
- Understanding the concepts of ethical issues as related to information systems (ex. privacy, property, and access).

This course can be used to partially satisfy the requirements for an endorsement in the following pathways.

Pathway: Administration & Information Support – Recommended

PTI405 Digital Media

GRADE LEVEL: 9 - 12

COURSE LENGTH: Semester or Yearlong course

CREDIT EARNED upon COMPLETION: Semester – 0.5, Yearlong 1.0

About the Program

Digital Media prepares students for careers in the IT industry. The course sequence focuses on duties and tasks performed by professionals developing interactive multimedia as well as pre-employment and employment skills.

Major Concepts/Content: Digital Media (DM) provides students with the opportunity to develop professional-level skills in multimedia using Adobe Flash. This product-oriented course introduces the student to interactive multimedia presentations. Hands-on activities are used as students develop skills, master techniques, and prepare products for a client-based environment. Students learn to create professional digital media using animation, sound, and videos. The course also introduces students to document construction for publishing on

the World Wide Web using authoring software. Units of instruction include design and layout, font selection, image editing, and digital cameras and images. Internet research and copyright laws are emphasized.

Major Instructional Activities: Individualized instruction and online resources will be provided in a lab environment. Students successfully completing this course may be eligible to take the Adobe associate level certification exam.

Major Evaluative Techniques: Assessment will include checking on-going student work to ensure students adhere to course timelines and assignment completion. In addition, assessment may include tests, projects or other means deemed appropriate.

Essential Software: The focus of this course will be the use of Adobe Flash to produce a variety of projects. Dreamweaver, Photoshop, Acrobat Pro, Bridge, Fireworks, Sound Booth, Illustrator, Premier Pro/Elements, Device Central and Version Cue will be introduced for integration purposes. Adobe Captivate may also be introduced.

PTI501: Home Networking

GRADE LEVEL: 9 - 12

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

PREPARATION: Experience with PC's, strong working knowledge of application software used in school, and capacity to learn about technology.

About the Program

Cisco Networking I will prepare students for careers in the IT industry. The course sequence focuses on duties and tasks performed by professionals in Networking Systems as well as pre-employment and employment skills.

Major Concepts/Content: This course prepares students to become network engineers and prepares them for entrance into a technology career field or for further technology study. The program includes a complete range of basic and advanced networking concepts – from pulling cables through such complex concepts as subnet masking rules and strategies.

Major Instructional Activities: The program teaches students to design, build, and maintain small to medium-sized networks. Activities are conducted in a lab setting using computers, servers, and routers that students assemble into functional networks. During the course students will participate in threaded case study discussions.

Major Evaluative Techniques: Students will demonstrate their knowledge through tests, hands-on demonstrations, and projects.

This course can be used to partially satisfy the requirements for an endorsement in the following pathways.

Pathway: Network Systems - Required
 Engineering and Technology – Recommended

PTB401: Management International Business

GRADE LEVEL: 9 - 12

COURSE LENGTH: Semester course

CREDIT EARNED upon COMPLETION: 0.5

PREPARATION: No preparation required

About the Program

Management International Business prepares students for careers in business. The course sequence focuses on duties and tasks performed by professionals in Management as well as pre-employment and employment skills.

Major Concepts/Content: Management International Business 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. The course will

include workplace skills such as time management, money management, human resources management, listening skills, speaking skills, and accessing/evaluating electronic resources.

Major Instructional Activities: Instructional activities will be provided in a lab utilizing individualized instruction or electronic learning services. Textbook, workbook problems, business simulations, team projects, computer activities, and electronic resources may be used. On-site visitations to area businesses and guest speakers may be included.

Major Evaluative Techniques: Students will be required to demonstrate an understanding of international business by passing objective/problem-solving tests, successful completion of class activities and research projects. Students should develop a complete business plan, which includes import/export activities. The course can be used to partially satisfy the requirements for an endorsement in the following pathways.

Pathway: Administration & Information Support | Recommended
Management | Required

PTB501: Marketing & Entrepreneurship

GRADE LEVEL: 11 - 12

COURSE LENGTH: Semester course

CREDIT EARNED upon COMPLETION: 0.5

PREPARATION: None

About the Program

Marketing and Entrepreneurship prepares students for careers in business. The course sequence focuses on duties and tasks performed by professionals in interested in operating their own business as well as pre-employment and employment skills.

Major Concepts/Content: The marketing course enables students to gain a basic understanding of marketing principles, techniques, and career opportunities. Instruction will include the relationship of products, prices, promotions to the marketing of goods and services to consumers. Ethics and social responsibilities of free enterprise will be included.

Major Instructional Activities: Instruction will be provided in a lab setting utilizing individualized instruction and instruction guidance. A combination of text materials, reference materials, simulations, electronic research, team projects, and computer activities will be used. Students should develop a complete marketing plan for a product or service. A plan may be developed jointly with another Marketing or Management student.

Major Evaluative Techniques: Students will be required to demonstrate an understanding of marketing by passing objective/problem-solving tests, successful complete class activities and research projects.

This course can be used to partially satisfy the requirements for an endorsement in the following pathways.

Pathway: Management – Required

PTI304: Presentation Software Applications

GRADE LEVEL: 9 - 12

COURSE LENGTH: Semester course

CREDIT EARNED upon COMPLETION: 0.5

PREPARATION: None

About the Program

Presentation Software Applications prepares students for careers in business. The course sequence focuses on duties and tasks performed by professionals using presentation software as well as pre-employment and employment skills.

Major Concepts/Content: Presentations Software Applications provides students with the opportunity to develop professional level skills in presentations software. Skills include creating and formatting presentations, creating and formatting slide content, working with visual content, collaborating on and delivering presentations.

Major Instructional Activities: Instruction will be provided in a lab utilizing individualized instruction and electronic learning services. Students successfully completing this course may be eligible to take the specialist exams for presentation software certification.

Major Evaluative Techniques: Assessment will be accomplished by checking student work in progress to ensure that each student adheres to the timelines throughout the course and that the assignments are successfully completed. In addition, objective and problem-solving tests, projects and other means deemed appropriate by the facilitator will be used.

Essential Software: The focus of this course will be the use of Microsoft PowerPoint to produce a variety of presentations.

This course can be used to partially satisfy the requirements for an endorsement in the following pathways.

Pathway: Administration & Information Support -| Required
Management - Recommended

PTI306: Spreadsheet Software Applications

COURSE LENGTH: Semester course

CREDIT EARNED upon COMPLETION: 0.5

PREPARATION: None

About the Program

Spreadsheet Software Applications prepares students for careers in business. The course sequence focuses on advanced duties and tasks performed by professionals using spreadsheet software as well as pre-employment and employment skills.

Major Concepts/Content: Spreadsheet Software Applications provides students with the opportunity to develop professional level skills in spreadsheet software. Curriculum will include instruction in creating data and content, analyzing data, formatting data and content, collaborating and managing workbooks.

Major Instructional Activities: Instruction will be provided in a lab utilizing individualized instruction and electronic learning services. Students successfully completing this course may be eligible to take an exam for spreadsheet software certification.

Major Evaluative Techniques: Assessment will be accomplished by checking student work in progress to ensure that each student adheres to the timelines throughout the course and that the assignments are successfully completed. In addition, objective and problem-solving tests, projects and other means deemed appropriate by the facilitator will be used.

Essential Software: The focus of this course will be the use of Microsoft Excel to produce a variety of spreadsheets, charts and graphs.

This course can be used to partially satisfy the requirements for an endorsement in the following pathways.

Pathway: Administration & Information Support - Required
Management - Recommended

PTI310: Technology Leadership Community

GRADE LEVEL: 9 - 12

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

Recommendations: Experience with PCs, strong working knowledge of applications used in school and capacity to learn newest technologies, interest in education and teaching. Students must be self-motivated and have a high level of personal responsibility.

Major Concepts/Content: The TLC class merges learning the newest computer technologies with learning how to effectively teach others those technologies. Students collaboratively study and learn new software packages and computer skills while learning how to become effective trainers and educators. In addition to raising the

technological knowledge of the school community, TLC students examine their own roles as teachers and learners, increasing their learning abilities in all other classes.

Major Instructional Activities: This course is designed to train students to become effective teachers and learners by complementing the technology support in their school community. Technology study includes Internet navigation and searching, web page creation, server management, desktop publishing and graphics applications, GIS, CAD, and other specialized software. Pedagogical study includes methodology of teaching, materials preparation, presentation strategies, evaluation techniques, and formalized self-reflection activities such as log-keeping and using videotape to observe, analyze, and improve their own teaching efforts. Teaching activities include weekly one-on-one mentoring sessions with faculty, staff, students or community members; teaching in larger group situations (such as another classroom learning a single application); and preparing manuals and other instructional materials for their “clients.” Other activities include regularly assessing the school’s technology learning needs and developing strategies to effectively meet those needs.

Major Evaluative Techniques: Student will create their own assessment rubrics and goals. Doing so enables them to set learning objectives and have a clear understanding of what is expected of them. They do this individually with the teacher. The students will also be graded on completion of tasks, participation, and take-home essays that reflect what the student has learned at different points in the semester.

Assessment will be based on:

- How well they learned to identify, analyze, and improve their teaching abilities through their video and writing work. This will be based on survey and writing assignments, comparison of pre/post surveys, and essay writing.
- How well their mentees learned the technology material. Teachers and other mentees are asked in survey form to assess their experiences with the TLC students. The TLC student assesses himself and a combination of this data describes how the student performed.
- The degree in which a student’s technological knowledge improved.

The TLC teacher, along with the student, will examine the pre/post surveys and determine how much of the technological knowledge the student learned. Students are expected to attain a high level of competence in one or two applications, rather than learning only a little about as many applications as possible.

Essential Objectives: Upon completion of the course, students should be able to

- Demonstrate how teaching others enhance one’s own learning abilities and styles, in any subject.
- Demonstrate technological competency on at least one application. Competency is defined as thorough knowledge of the program, fluency with operation, and ability to explore with the tool.
- Design a teaching unit or activity, including an assessment piece about a specific software or technological application.
- Demonstrate growth in communicative, developmental and social areas. For example, students learn how to become articulate, develop confidence to communicate clearly with adults and youngsters, become methodical in their learning styles, attain a very high degree of responsibility.
- Help the schools use the complex technologies already in place, working with and complementing the training tasks of the Education Technologist, and also develop new training programs to meet changing demands.

Demonstrate that work of this nature is directly tied to real-world workplace skills.

Pathways: Journalism & Broadcasting - Related
Administration & Information Support – Related
Network Systems – Related

This course can be used to partially satisfy the requirements for an endorsement in the following pathways:

Journalism & Broadcasting - Related
Administration & Information Support - Related
Network Systems - Related

PTV301: Video Communications I

GRADE LEVEL: 9 - 12

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

PREPARATION: None

About the Program

Video Communications I prepare students for careers in the Audio/Video Technology industry. The course sequence focuses on duties and tasks performed by professionals in communications as well as pre-employment and employment skills.

Major Concepts/Content: The Video Communications I course for grades 9 through 12 is designed to introduce students to the concepts and equipment related to video production. Through a hands-on, project oriented approach, students will apply knowledge on filming, composition, non-linear insert editing, lighting, storyboarding, audio and computer graphics/effects in order to communicate effectively using the video communication medium.

Major Instructional Activities: A variety of instructional activities will be used so students can successfully apply video communication concepts. Students will learn correct shooting techniques and how to edit video and sound in order to communicate clearly. Students will also combine digital video footage with non-linear computer based editing in order to produce a video project of high quality. Computer graphics, transitions, and filter effects will also be incorporated into video productions. Students will explore the historical background and career fields related to video/film production in order to decide if this is a career field in which they may be interested.

Major Evaluative Techniques: Students will critique video projects in order to determine where improvements can be made. Grading will be based on how well the video communication concepts are applied and the effort each student exhibits in the completion of group projects.

Essential Software: The focus of this course will be the use of Premiere Pro and/or Final Cut to produce a variety of short video productions. Photoshop, Sound booth, Final Cut for Pro- and Garage- Band will be introduced for integration purposes.

This course can be used to partially satisfy the requirements for an endorsement in the following pathways.

Pathway: Audio & Video Technology & Film - Required

PTV401: Video Communications II

GRADE LEVEL: 10 - 12

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

PREPARATION: Video Communications I

About the Program

Video Communications II prepares students for careers in the Audio/Video Technology industry. The course sequence focuses on duties and tasks performed by professionals in communications as well as pre-employment and employment skills.

Major Concepts/Content: The Video Communication II course expands on the student's application of skills developed in the first course. Students will use the project-oriented approach to refine their video production techniques while exploring concepts related to, but not limited to, studio production, on-site editing, video switching, lighting, scriptwriting, computer graphics, interview techniques, and computer based digital video processing.

Major Instructional Activities: A variety of instructional activities will be used to build on the mastered in Video Communications I. These activities include directing, studio lighting design, advanced special effects, and studio/live production.

Major Evaluative Techniques: Students will be evaluated by critiques of finished productions by their peers as well as the instructor. Students will also be expected to complete a capstone project that demonstrates mastery of skills acquired throughout the course.

Essential Software: The focus of this course will be the use of Premiere Pro and/or Final Cut to produce a variety of short video productions. Fireworks, After Effects, Final Cut Pro and Garage Band will be used in productions.

This course can be used to partially satisfy the requirements for an endorsement in the following pathways.

Pathway: Audio & Video Technology & Film - Required

PTV501: Video Communications III

GRADE LEVEL: 11 - 12

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

PREPARATION: Video Communications II

About the Program

Video Communications III prepares students for careers in the Audio/Video Technology industry. The course sequence focuses on advanced duties and tasks performed by professionals in communications as well as pre-employment and employment skills.

Major Concepts/Content: Students will 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. Products will be completed for the school and/or community that demonstrate mastery of all production techniques.

Major Instructional Activities: Activities will stress application of basic and advanced video production skills such as: scriptwriting, production design, studio/on-site live editing, lighting, audio effects, nonlinear computer based editing, computer graphics, and other computer based special effects. Students will be expected to produce a variety of video projects for the school and community.

Major Evaluative Techniques: Students will be evaluated by critiques of finished products, observations of innovative techniques, as well as effort and assistance exhibited on group and individual projects.

Essential Software: The focus of this course will be the use of Premiere Pro and/or Final Cut to produce a variety of short video productions. Photoshop, Fireworks, Audition, After Effects, Motion and Soundtrack Pro and/or Sound Booth will also be used.

This course can be used to partially satisfy the requirements for an endorsement in the following pathways.

Pathway: Audio & Video Technology & Film – Required

PTI407: Web Design

GRADE LEVEL: 9 – 12

COURSE LENGTH: Semester or Yearlong course

CREDIT EARNED upon COMPLETION: Semester – 0.5, Yearlong 1.0

PREPARATION: None

Major Concepts/Content: In Web Design, students will design, implement and manage a website. This is a hands-on laboratory course designed to teach students the concepts, skills and processes involved in website development and management.

Major Instructional Activities: Students will evaluate a variety of existing website for content, design and functionality. Students will work collaboratively to design, construct and maintain an interactive website based on a single theme or project. Students will use online learning services to access additional resources.

Essential Objectives: Upon completion of this course, students should be able to:

- Demonstrate appropriate website evaluative techniques

- Understand basic workings of the Internet
- Design and implement an interactive website utilizing appropriate software
- Demonstrate a knowledge of HTML coding and XHTML tags
- Demonstrate a knowledge of basic Web graphics
- Demonstrate a knowledge of Web Marketing and Business Management
- Plan, implement and manage a website
- Maintain and modify the existing website to meet new requirements
- Write appropriate scripts as necessary to implement the website
- Recognize and correct faults (debug)
- Recognize and promote the ethical use of computers
- Plan and code for web accessibility

This course can be used to partially satisfy the requirements for an endorsement in the following pathways.

PTI303: Word Processing Software Applications

GRADE LEVEL: 9 - 12

COURSE LENGTH: Semester course

CREDIT EARNED upon COMPLETION: 0.5

PREPARATION: None

About the Program

Word Processing Software Applications prepares students for careers in business. The course sequence focuses on duties and tasks performed by professionals using word processing software as well as pre-employment and employment skills.

Major Concepts/Content: Word Processing Software Applications provides students with the opportunity to develop professional level skills in word processing software. Skills taught include creating, customizing, managing and organizing documents by using formatting and visual content that is appropriate for the information presented. This may include reviewing, sharing, and securing content.

Major Instructional Activities: Instruction will be provided in a lab utilizing individualized instruction and electronic learning services. Students successfully completing this course may be eligible to take at least one of the user or specialist exams for word processing software certification.

Major Evaluative Techniques: Assessment will be accomplished by checking student work in progress to ensure that each student adheres to the timelines throughout the course and that the assignments are successfully completed. In addition, objective and problem-solving tests, projects and other means deemed appropriate by the facilitator will be used.

Essential Software: The focus of this course will be the use of Microsoft Office Word to produce a variety of documents.

This course can be used to partially satisfy the requirements for an endorsement in the following pathways.

Pathway: Administration & Information Support - Required
Management - Recommended

Visual Arts

ARA301: Fundamentals of Art

GRADE LEVEL: 9 - 12

COURSE LENGTH: Semester or Yearlong course

CREDIT EARNED upon COMPLETION: Semester – 0.5, Yearlong 1.0

Major Concepts/Content: The fundamental of art course is designed as the basic entry course for the art program. The course provides instruction in the use of the elements of line, Color texture, shape, and space arrangement in works of art. Students learn how to compose a balanced, rhythmic, unified design 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 that can be used throughout life for communication, expression, and enjoyment.

Major Instructional Activities: Instructional activities will provide experience with art materials, tools, and equipment commonly used in art education programs. Using different media, students will produce works of art that express a personal knowledge or attitude about an object, concept, or event; and works of art that reflect individual skills, interests, and understandings. Students will learn to identify works of art by evaluating the major style, culture, or historical period of the work. Visits to art galleries, studios, and museums will be included when feasible.

Major Evaluative Techniques: Students will be required to demonstrate knowledge of the proper care and use of tools, materials, and equipment used in art. Student projects will be evaluated on originality, craftsmanship, effort, time utilization, and quality, taking into consideration the individual or students' talent, experience, and/or limitations. Both written and oral tests will be used to evaluate knowledge of course content.

Essential Objectives: Upon completion of the fundamentals of art course, students should be able to:

1. Create Works of Art

- Apply the elements and principles of design to all forms of art production.
- Produce drawings, paintings, prints, and sculptures that reflect individual skills, styles, and interests.
- Produce a work of art expressing a personal attitude with regard to an object, concept, or event.
- Identify tools and materials used in specific media.
- Demonstrate the ability to mix colors as needed.
- Demonstrate processes used in graphic design, product design, and environmental design.
- Demonstrate basic drawing skills.
- Display ability with a wide variety of art forms.
- Articulate basic knowledge about the visual arts that can be used throughout life for communication, expression, and enjoyment.
- Describe differences among visual forms of communication, movement/dance, speaking, and writing.
- Maintain a sketchbook/journal.

2. Demonstrate Aesthetic Perception

- Formulate reasons for stating that selected works of art have aesthetic merit.
- Articulate the beauty in structural characteristics of natural and man-made art forms.
- Appreciate beauty in unexpected places.
- Transfer the accidental happening to a visual arts experience.

3. Develop Knowledge of Art Heritage

- Identify works of art, and the style, culture, or historical period of the work.
- Demonstrate knowledge of an artist, art style, and art movement.

- Discuss the theme, topic, and subject of selected artworks.
- Communicate specific ways in which the visual arts have identified ideas/ideals throughout history.
- Describe a variety of art careers.

4. Utilize Critical Judgment of the Visual Arts

- Evaluate visual expression through craftsmanship, composition, originality, and function.
- Appraise relationships between form and function in applied design.
- Distinguish between fine art and commercial art.
- Make discriminating selections when purchasing visual media and visual media products.

ARA302: Art Appreciation

GRADE LEVEL: 9 - 12

COURSE LENGTH: Semester or Yearlong course

CREDIT EARNED upon COMPLETION: Semester – 0.5, Yearlong 1.0

Major Concepts/Content: The art appreciation course is designed for students who want a broad introduction to the world of art, with or without exploratory work in the studio. The course includes a brief overview of the major styles and periods of world art, facilitated by the use of slides, films, and reproductions. Emphasis will be placed on understanding and relating artworks to the environment and time in which they were created.

Major Instructional Activities: Students will compare selected works of art with other art forms of the same period, describe the conceptual and intuitive modes of investigation commonly employed by the artist, identify architectural or craft styles that are representative of particular periods, identify several artists who are representative of the major movements in art, demonstrate the use of basic vocabulary for art history and criticism, and identify the media and processes employed in significant works of art. Visits to museums will be included when feasible.

Major Evaluative Techniques: Both written and oral tests will be used to evaluate knowledge of course content.

Essential Objectives: Upon completion of the art appreciation course, students should be able to:

1. Create Works of Art

- Research and produce an artwork using the medium and the techniques of a selected artist, style, or art movement.

2. Demonstrate Aesthetic Perception

- Describe the importance of the visual arts in specific cultures.
- Demonstrate an awareness of the influence of art on the local environment.
- Compare the visual arts of various cultures.

3. Develop Knowledge of Art Heritage

- Recognize the major styles and movements found throughout history in painting, sculpture, and architecture.
- Identify the characteristics of major art styles, periods, and movements.
- Identify artists and artworks that are representative of significant art styles, periods, and movements.
- Demonstrate an understanding of art as an expression of specific societies and culture

4. Utilize Critical Judgment of the Visual Arts

- Apply the elements and principles of art to selected artworks that are representative of significant art styles, periods, and movements.
- Discuss the composition of selected artworks.
- Judge the quality of design of functional objects.

ARW401: Drawing

GRADE LEVEL: 9 - 12

COURSE LENGTH: Semester or Yearlong course

CREDIT EARNED upon COMPLETION: Semester – 0.5, Yearlong 1.0

RECOMMENDED PREPARATION: Fundamentals of Art

Major Concepts/Content: The drawing course is designed for students who want to explore drawing as a means of self-expression. The course activities develop students' skills in the techniques and styles of drawing media. Students explore the two and three-dimensional aspects in drawing and develop personal expression.

Major Instructional Activities: Instructional activities will provide practice in using a variety of drawing tools and materials. Students will create drawings that use several widely recognized techniques, such as contour and gestures, and will demonstrate the ability to use several drawing media effectively. Techniques for pre-serving and presenting drawings will be taught in the course. Visits to art galleries, studios, and museums will be included when feasible

Major Evaluative Techniques: Students will be required to demonstrate the proper care and storage of drawing tools and materials. Projects will be evaluated on Originality, craftsmanship, effort, time utilization, and quality with consideration given to the individual or student's talent, experience, and/or limitations. Both written and oral tests will be used to evaluate knowledge of course content.

Essential Objectives: Upon completion of the drawing course, students should be able to:

1. Create Works of Art

- Demonstrate several drawing techniques, e.g., cross hatch and value study.
- Demonstrate several drawing methods, e.g., contour and sketching.
- Demonstrate one- and two-point perspective.
- Display proficiency in a variety of drawing media.
- Demonstrate composition skills in drawing.
- Use a variety of drawing tools, including computers.
- Use a variety of drawing materials.
- Demonstrate techniques for preserving and presenting drawings.
- Maintain an art portfolio and a sketchbook/journal.

2. Demonstrate Aesthetic Perception

- Discuss the relationship between drawing and other art forms.
- Discuss the effectiveness of expression in selected drawings.

3. Develop Knowledge of Art Heritage

- Name artists whose drawings are representative of several significant political and/or social movements.
- Identify ways in which drawing is utilized in the commercial, the industrial, and the scientific worlds.
- Discuss artists who have produced significant drawings.
- Identify the drawings of prominent artists.

- Identify career options related to drawing.

4. Utilize Critical Judgment of the Visual Arts

- Discuss the effective use of drawing media.
- Compare the media used in several drawings.
- Critique their own drawings and the drawings of their peers.
- Assist in the selection of drawings for exhibition purposes.

ARP401: Painting

GRADE LEVEL: 9 - 12

COURSE LENGTH: Semester or Yearlong course

CREDIT EARNED upon COMPLETION: Semester – 0.5, Yearlong 1.0

RECOMMENDED PREPARATION: Fundamentals of Art

Major Concepts/Content: The painting course is designed for students who want to develop skills in one or more painting media. The media may be oils, acrylic, watercolor or tempera. Students will receive instruction in the techniques and history of various painting styles. Projects and exercises will help students develop the skills and understanding necessary for personal expression. Emphasis will be placed on color theory, painting techniques, and other skills appropriate to the medium.

Major Instructional Activities: Instructional activities will provide practice in using a variety of painting tools and materials. Students will produce paintings in a personal style and will be able to demonstrate some techniques used in styles other than their own. Units that focus on identifying selected paintings by the movements with which the paintings are associated and on identifying painters who are representative of the major styles or periods of painting will be included. Visits to art galleries, studios, and museums will be included when feasible.

Major Evaluative Techniques: Students will be required to demonstrate the proper use and care of painting tools and materials, Student projects will be evaluated on originality, craftsmanship, effort, time utilization, and quality with consideration given to the individual or students' talent, experience, and/or limitations. Both written and oral tests will be used to evaluate knowledge of course content.

Essential Objectives: Upon completion of the painting course, students should be able to:

1. Create Works of Art

- Use several different painting media, including the computer.
- Produce paintings in a personal style.
- Demonstrate some techniques used in styles other than their own style, e.g., "à la Matisse."
- Demonstrate composition skills in painting.
- Demonstrate an understanding of color theory.
- Maintain a portfolio and a sketchbook/'journal.
- Demonstrate finishing and framing techniques for paintings.

2. Demonstrate Aesthetic Perception

- Discuss how the elements of design contribute to the expressive quality of a painting.
- Develop an awareness of the environment and the relationship of the environment to painting.

3. Develop Knowledge of Art Heritage

- Recognize major painting styles and movements throughout history.
- Identify selected artists and paintings that represent major styles and movements.
- Discuss the impact of painting on societies and cultures throughout history.

- Identify current trends in painting.
- Identify career options related to painting.

4. Utilize Critical Judgment of the Visual Arts

- Analyze and critique paintings using the elements and principles of design.
- Compare the effectiveness of different paintings in communicating feelings.

Assist in the selection of paintings for exhibition.

ARS401: Studio Art

GRADE LEVEL: 9 - 12

COURSE LENGTH: Semester or Yearlong course

CREDIT EARNED upon COMPLETION: Semester – 0.5, Yearlong 1.0

RECOMMENDED PREPARATION: Fundamentals of Art

Major Concepts/Content: The studio art course is designed either as units of study in various media, or as an individualized course for advanced students. 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, watercolor painting, acrylic painting, oil painting, sculpture, ceramics, commercial art, creative crafts, lettering, printmaking, and mixed media.

Major Instructional Activities: Instructional activities will provide experience using various art materials, tools, and equipment. Students will produce artworks in a selected medium and with specified limitations. Students will be exposed to several different current styles in art. Visits to art galleries, studios, and museums will be included when feasible.

Major Evaluative Techniques: Students will demonstrate the proper care and use of tools, materials, and equipment used when creating works of art in a specific media. Student projects will be evaluated on originality, craftsmanship, effort, time utilization, and quality with consideration given to individual student's talent, experience, and/or limitations. Both written and oral tests will be used to evaluate knowledge of course content.

Essential Objectives: Upon completion of the studio art course, the student should be able to:

1. Create Works of Art

- Produce artwork in selected media to meet specific guidelines, time lines, and limitations. Use basic art vocabulary when making statements about art.
- Demonstrate proficiency using a variety of art processes including, but not limited to, drawing; watercolor, oil, and acrylic painting; linoleum block, silkscreen, etching, and woodblock printing; plaster carving; construction; ceramics; batik; commercial illustration; calligraphy; and computer graphics.

2. Demonstrate Aesthetic Perception

- Describe/discuss artworks in terms of formal, informal, and expressive qualities.
- Demonstrate knowledge of the beauty in art by discussing relative merits of peer and professional artworks.
- Express with intuitiveness a wide variety of creative solutions to a single artistic problem.
- Discuss and comprehend the qualitative differences and similarities among artworks, art processes, techniques, and styles in art.
- Display art etiquette (conventional rules of social behavior and professional conduct).
- Describe methods of creating an aesthetic environment.

- Explain how art knowledge contributes to the development of an understanding of humanity.

3. Develop Knowledge of Art Heritage

- Identify several contemporary styles of art.
- Compare the purposes of art in specified historical periods.
- Recognize past and current artists who have contributed in the specific media in which the student is working.
- Discuss cultures that have contributed to the specific media in which the student is working.
- Display an understanding of the contribution of art in enriching our lives and environment.
- Analyze art careers and the training required for them.

4. Utilize Critical Judgment of the Visual

- Distinguish between the artwork of a drafts person and a fine artist.
- Identify works in which similar tools, media, techniques, or forming processes were used.

Critique one's own artwork. Assist in the selection of artworks for exhibition.

ARA613: AP Studio Art: Drawing

COURSE TITLE: AP Studio Art: Drawing

GRADE LEVEL: 10 - 12

COURSE LENGTH: Yearlong course

CREDIT EARNED upon COMPLETION: 1.0

Course Description: The AP Studio Art Drawing class is an intensive one-year course of college-level study that addresses broad issues of drawing and media. Some of these drawing issues include light and shade, line quality, rendering of form, composition, surface manipulation, and illusion of depth. Many works of painting, printmaking, and mixed media, as well as abstract, observational, and inventive works, may qualify. The range of marks used to make drawings, the arrangement of those marks, and the materials used to make the marks are endless. Students are expected to take the AP exam at the end of the course.

Major Content/Concepts: Students will explore the elements of art (color, value, line, shape, form, texture and space.) and the possibilities therein artists use to express themselves. The principles of design (balance, contrast, proportion, pattern, rhythm, emphasis, unity, and variety) help guide artists in making decisions about how to organize the elements on an image plane in order to communicate content.

Course Objectives:

- Students will explore formal and conceptual issues through creative and systematic investigations.
- Students will use informed and critical decision-making as an ongoing process for the creation of art.
- Students will develop technical skills and are familiarized with the functions of the visual elements.
- Students will engage in in-depth critiques, deliver presentations from their own portfolios, read critical and art historical selections and write reviews of student and master works.
- 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 media, techniques, and subject matter.
- Students will emphasize work drawn from personal observation into which they embed various aspects of color theory, principles of design and the elements of art.
- Students will develop a body of work focused on a central theme.
- Students will recognize the importance of art history and culture as a lexicon from which they may develop their own visual ideas.

Course Philosophy: Students who enroll in AP Studio Art: Drawing will be expected to produce a minimum of forty pieces and therefore they should consistently be drawing from observation and developing a broad range of divergent products that apply color theory, design principles and emphasize specific elements of art. A portion of this work should be directed toward a student selected theme. It is important for the student to understand how masterworks and other artwork contribute to individual and personal ideas. With this understanding the student will create presentations in which they critique their own and other works of art.

ARE401: Ceramics

COURSE TITLE: Ceramics

GRADE LEVEL: 9 - 12

COURSE LENGTH: Semester or Yearlong course

CREDIT EARNED upon COMPLETION: Semester – 0.5, Yearlong 1.0

RECOMMENDED PREPARATION: Fundamentals of Art

Major Concepts/Content: The ceramics course is designed to provide a studio-oriented experience with the study of clay. Students explore the properties of clay by making utilitarian and sculptural forms that emphasize form, design, and craftsmanship. The course includes instruction in clay application, kiln management, and the historical role of ceramics in our culture.

Major Instructional Activities: Instructional activities will provide practice in using various materials, tools, and equipment. Students will produce a series of ceramic pieces that demonstrate knowledge of the basic methods of ceramic construction and use of the pottery wheel. Works by several outstanding ceramic artists and/or potters of the twentieth century will be discussed. Visits to art galleries and museums will be included when feasible.

Major Evaluative Techniques: Students will demonstrate knowledge of the proper care and use of tools, materials, and equipment used in creating ceramic products. Student projects will be evaluated for originality, craftsmanship, effort, time utilization, and quality with consideration given to the individual or students' talent, experience, and/or limitations. Both written and oral tests will be used to evaluate knowledge of course content.

Essential Objectives: Upon completion of the ceramics course, students should be able to:

1. Create Works of Art

- Produce a series of ceramic pieces that demonstrate the basic methods of hand-building construction.
- Demonstrate the use of the pottery wheel by throwing a bowl and a cylinder.
- Demonstrate the basic methods for applying glaze to ceramic pottery.
- Describe the basic clay bodies (earthenware, stoneware, and porcelain).
- Conceptualize three-dimensional form with sketches drawn in pencil.
- Maintain a sketchbook/journal
- Demonstrate a basic knowledge of kiln operation by successfully stacking and firing.

2. Demonstrate Aesthetic Perception

- Discuss the beauty found in several utilitarian and decorative ceramic pieces.
- Recognize the essence of natural forms in ceramic pieces.
- Effectively display ceramic pieces in a given space.

3. Develop Knowledge of Art History

- Discuss the role of pottery throughout history.
- Identify the pottery styles of several cultures.
- Summarize the historical development of the art of ceramics/pottery.
- Identify career options related to ceramics.

4. Utilize Critical Judgment of the Visual Arts

- Evaluate the surface treatment of a piece as it relates to the success of the total ceramic composition.
- Recognize and describe the importance of combining craftsmanship and aesthetic design in ceramic pieces.
- Objectively compare and evaluate ceramic works.

ARR401: Creative Crafts

GRADE LEVEL: 9 - 12

COURSE LENGTH: Semester or Yearlong course

CREDIT EARNED upon COMPLETION: Semester – 0.5, Yearlong 1.0

RECOMMENDED PREPARATION: Fundamentals of Art

Major Concepts/Content: The creative crafts course is designed for students who are interested in exploring the design possibilities in various materials with course emphasis given to good design and quality workmanship. Students will learn to develop the ability to execute designs by using the appropriate tools, materials, and techniques for the craft. This studio course might include work with batik, jewelry, macramé, weaving, mosaic, soft sculpture, copper enameling, stained glass, and/or textile design. Students will create all of their own designs. No patterns will be used.

Major Instructional Activities: Instructional activities will provide practice using various materials, tools, and equipment. Activities will include modifying the form of an object to improve either the aesthetic quality or functional character of the object and creating craft objects that are personally expressive. Visits to craft exhibitions and museums will be included when feasible.

Major Evaluative Techniques: Students will be required to demonstrate the ability to choose and maintain appropriate tools and equipment used in making craft products. Student projects will be evaluated for originality, craftsmanship, effort, time utilization, and quality with consideration given to the individual or students' talent, experience, and/or limitations. Both written and oral tests will be used to evaluate knowledge of course content.

Essential Objectives: Upon completion of the creative crafts course, the student should be able to:

1. Create Works of Art

- Use the elements of design and print to create functional and decorative craft works.
- Demonstrate the skill and craftsmanship used to produce a variety of crafts.
- Demonstrate the ability to create a craft object that is personally expressive.
- Design an artwork that combines two or more craft techniques, such as weaving and batik, or clay and basketry.
- Maintain a sketchbook/journal.

2. Demonstrate Aesthetic Perception

- Recognize the use of natural and manmade materials in craft works
- Modify the form of an object to improve either the aesthetic quality or the functional character of the object.
- Relate comprehension of aesthetic quality of craft works through intuitive responses.

3. Develop Knowledge of Art Heritage

- Discuss the significance crafts have had in recording history.
- Research the history of a particular craft.
- Compare the crafts produced by various cultures.

- Identify career options in the field of creative crafts.
- Discuss the use of crafts as a lifetime leisure activity.

4. Utilize Critical Judgment of the Visual Arts

- Discuss the merits of craft pieces in relation to the basic elements of design.
- Critique the functional attributes of craft pieces.
- Recognize the artistic, the functional, and the decorative aspects of craft pieces.
- Compare the quality of original one-of-a-kind art objects to the quality of mass-produced objects.
- Select quality craft pieces for display.

ARH401: Digital Photography

GRADE LEVEL: 9 - 12

COURSE LENGTH: Semester or Yearlong course

CREDIT EARNED upon COMPLETION: Semester – 0.5, Yearlong 1.0

CAVEAT: Students will not use profanity, obscenities, or sexually explicit images to create or display art work as determined by the DoDEA educators.

Major Concepts/Content: In this course 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 photographic themes and important artists associated with those themes. Emphasis is placed on the principles of photography.

Major Instructional Activities: Students will be given assigned readings and writings that are relevant to the subject matter. Using equipment, hardware, and software, students will create, manipulate, and enhance projects individually and as part of a group. Students will participate in classroom discussions related to the topics.

Major Evaluative Techniques: Students will be required to demonstrate the proper use and care of photographic tools, hardware, and software. Student work will be evaluated for originality, craftsmanship, effort, time utilization, and quality with consideration given to individual students' talent, experience, and/or limitations. Both written and oral tests will be used to evaluate knowledge of course content.

Essential Objectives: Upon completion of the course, students should be able to:

- Identify the uses of the basic technology and various components necessary to the use of digital photography
- Produce works of art
- Use digital imaging equipment and software in the production of artwork
- Identify, analyze, and synthesize the elements of art and principles of design as they relate to photography
- Identify the ethical and unethical uses of photography as an art form in the New Millennium

Health Education

HLH301: Health Education

GRADE LEVEL: 9 - 12

COURSE LENGTH: Semester course

CREDIT EARNED upon COMPLETION: 0.5

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

Major Instructional Activities: Instruction is aligned to the development needs, interests, strengths, and cultural diversity of students. Students gather valid information; communicate thoughts and feeling; analyze influences; demonstrate health care and disease prevention practices; and make decisions that focus on continuous progress toward improved competency in physical, intellectual, emotional, spiritual, and social health. The application of health concepts and literacy skills through student self or group directed and differentiated learning activities and the use of appropriate resources and technology are emphasized. Ultimately, parents are viewed as the primary health educators of young people; and, along with community resources, they are encouraged to be partners in the school-based health education program.

Major Evaluative Techniques: Student assessment focuses on the health knowledge and skills that are prerequisites for becoming health literate. Multiple authentic formative and summative assessment strategies are used for diagnostic purposes and to enable students to demonstrate their progress toward achievement of health knowledge and literacy skills; e.g., written and oral presentation, quizzes and tests, portfolio assessment, performance or product assessment, rubric scoring scales, and assessments by the teacher, self, or peers.

Physical Education

PEF301: PE-Personal Fitness

GRADE LEVEL: 9 - 12 (Required)

COURSE LENGTH: Semester course

CREDIT EARNED upon COMPLETION: 0.5

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

Major Instructional Activities: Instruction is activity-based to engage students' in the development and maintenance of personal lifelong health-related physical fitness. Students participate in research, discussions, skill- and health-related physical fitness self- and peer-assessment, formal pre and post health-related physical fitness assessment, data analysis, goal setting, and development of a personal fitness plan.

Major Evaluative Techniques: Multiple assessment strategies are used to enable students to develop their personal skill- and health-related physical fitness capabilities; e.g., observations, checklists, analysis of data, goal setting and planning, written summaries, authentic performance tasks, activity logs, selected and constructed response tests, and product assessment by the teacher, self, and peers. The approved DoDEA Physical Fitness Education and Assessment program is implemented in this course. It is important that the results (raw data/scores) obtained through the performance tests of physical fitness are used to determine appropriate personal goals and student achievement of personal goals and not as grading criteria for this course. Students are graded on what they know and are able to do as a result of the learning that has occurred during the course.

PEL301: PE-Lifetime Sports

GRADE LEVEL: 9 - 12 (Required)

COURSE LENGTH: Semester course

CREDIT EARNED upon COMPLETION: 0.5

COURSE PREPARATION: Personal Fitness PEF301

Major Concepts/Content: This semester course, which is required for graduation, is designed to enable students in grades nine through twelve 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.

Major Instructional Activities: This course provides instruction in lifetime sports from among at least four categories as listed. A school's offering of lifetime sports is limited only by the facilities, equipment, and expertise available at the school. The list of sports activities in each category is not all inclusive. The focus is on teaching a process of skill development and improving the sport specific motor skills, tactical knowledge, and rules unique to the variety of lifetime sports presented in this course. Fielding Sports Cricket | Softball | Ball Control Sports | Basketball Flag Football Hockey | Soccer | Team Handball | Lacrosse Net-Wall Sports Badminton | Table Tennis | Racquetball | Tennis | Volleyball | Pickle ball Target Sports Archery | Bowling | Billiards | Golf Aquatics Swimming | Synchronized Swimming | Water Polo Combative Sports Fencing | Martial Arts Rhythmic-Dance Line Dance | Social Dance | Swing Dance | Aerobic Dance

Major Evaluative Techniques: Multiple assessment strategies are used to enable students to develop their motor skills and concepts. Examples of assessment tools are checklists, written summaries, authentic performance tasks, activity logs, selected and constructed response tests, and product assessment. It is important that the results (raw data/scores) obtained through the performance tests specialized motor skills are used to determine appropriate personal goals and student achievement of personal goals and not as grading criteria for this course. Students are graded on what they know and are able to do as a result of the learning that has occurred during the course.

Course Preparation: Personal Fitness PEF301

PEN301: PE-Activity and Nutrition

GRADE LEVEL: 9 - 12 (Required)

COURSE LENGTH: Semester course

CREDIT EARNED upon COMPLETION: 0.5

Major Concepts/Content: This one semester physical activity and nutrition course is required for graduation. This 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 nutrition plan.

Major Instructional Activities: This non-competitive, alternative activity-based instructional program is designed to engage students in problem solving and decision making to meet their personal physical activity and nutrition interests and needs. Students will complete a personal/group physical activity and nutrition learning project that will include: a demonstration of the knowledge and readiness skills needed to participate in a selected alternative, non-competitive physical activity; a demonstration of conditioning activities that develop the basic fitness qualities needed for the activity; self-assessment of readiness to perform the activity; analysis of energy expenditure; caloric need and weight management as they relate to the physical activity; evaluation and adjustment of physical activity to achieve enjoyment and health benefits; and, use of community resources. Individual Non-Competitive Yoga | Pilates | Spinning | Tai Chi | Step Aerobics | Aquatics / Pool Rhythmic Dance | Dance Revolution Outdoor Biking | Hiking | Walking | Canoeing | Fishing | Kayaking | Climbing | Skiing | Orienteering | Skating | Equestrian

Major Evaluative Techniques: Multiple assessment strategies are used to enable students to demonstrate their physical activity and nutrition management skills and conceptual knowledge; e.g., pre-post tests, checklists, written summaries, activity logs, meal diaries, selected and constructed response tests, authentic performance tasks (physical activity and nutrition project/plan), and self and peer assessments.

DoDEA Curriculum Programs: **Advanced Placement**

The Department of Defense Education Activity (DoDEA) prides itself in helping students reach and exceed their academic goals. DoDEA's main goal in offering Advanced Placement courses is to help students earn college credit while preparing them for the academic course load of college.

Advanced Placement courses are a great way to jumpstart a student's college career while earning college level credits. The College Board offers 30 Advance Placement (AP) courses and exams for students in multiple subject areas. These courses allow students to potentially earn college credit while developing the time management, study skills and discipline that they will need when they start college.

Who Should Take Advance Placement?

Advanced Placement courses often come with a common misconception-that they are only available to high achieving students. The reality is that any student can enroll in an AP course regardless of physical or mental blocks that the student might feel may be preventing them from taking AP.

Since AP is geared toward preparing students for college, all students interested in attending a college or university should really consider taking an AP course. However, students must decide on whether or not their schedules can accommodate the rigorous amount of time and dedication needed to take an AP course.

Virtual School Program

Department of Defense Education Activity (DoDEA) has a proud, 60+ year history of providing quality education for children of military families, the majority of which has been taught in traditional "brick and mortar" classrooms. As an organization dedicated to continually improving the education experience for our students, DoDEA is currently developing additional academic opportunities through the use of 21st Century learning and communication tools.

Overseas, the Virtual High School will use the same criteria for eligibility as DoDEA schools. Eligibility for enrollment in DoDEA's overseas school system is determined through categories (see sidebar). Eligibility for attendance in DoDEA schools in the continental U.S. remains the same - the sponsor must be assigned permanent quarters on the installation and an active duty or federal civilian employee.

DoDEA is preparing students for life in the 21st century. By offering numerous opportunities to learn in ways that utilize technology makes sense.

Gifted Education

The Department of Defense Education activity (DoDEA) provides exemplary educational programs that inspire and prepare all students for success. Gifted students measure their success through the challenges they are able to receive, meet, and often surpass. The goal of the DoDEA Gifted Education program is to identify students with high potential and exceptional performance and to offer challenges that match their strengths.

Special Education

In Department of Defense Education Activity (DoDEA) Community Strategic Plan, the vision statement, the mission statement and the guiding principles each embrace the notion that ALL students will be successful in our schools. Special educators work collaboratively with general educators and share the responsibility for ensuring that students with identified disabilities will meet with success. ALL students can learn when instruction is geared to their strengths and they are given sufficient opportunity to learn.

Special education is specially designed instruction, support, and services provided to students with an identified disability requiring an individually designed instructional program to meet their unique learning needs.

APPENDIX

DoDEA High School Graduation Requirements

The Department of Defense Education Activity (DoDEA) is committed to academic excellence. To ensure students in the Department of Defense Dependents Schools (DoDDS) continue to have access to a quality educational program, the requirements for high school graduation have been increased.

<u>Required Courses:</u>	Units
Language Arts 9, 10, 11, 12 (2 full school years of ESL may be substituted for 2 full years (two credits of English))	4
Social Studies (1 credit of U.S. History, 1 credit of World History 9 or World History 10 and 1/2 credit in U.S. Government required)	3
Mathematics (1 credit each of Algebra I, and Geometry is required. The third math credit must have a course code of 400 or above excluding lab classes)	3
Science (Biology is required and either a chemistry or physics credit is required. Physics Applications in the Community and Chemistry Applications meet the credit requirements for graduation)	3
Foreign Language (2 credits in the same foreign language are required)	2
Career Technical Education (1/2 credit must be in a computer technology)	2
Physical Education (PEF 301-Personal Fitness, PEL 301-Lifetime Sports and PEN 301-Physical Activity and Nutrition are required)	1.5
Fine Arts (Courses used to meet this credit must relate to: visual arts, music, theater, dance, and/or humanities)	1
Health Education	.5
Sub-total for Required Courses	20
Sub-total for Elective Courses	6
TOTAL CREDITS	26