

# International Studies Preparatory Academy

## Course Listing and Descriptions

2021-2022

### ENGLISH LANGUAGE ARTS

Course Title	Course Description
<p><b>English I Honors</b>            Credit: 1.0            Designation: Honors            Graduation Credit: English</p>	<p>The purpose of this course is to provide grade 9 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.</p> <p><b>Honors and Advanced Level Course Note:</b> Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.</p>
<p><b>English I Through ESOL</b>            Credit: 1.0            Designation: Regular            Graduation Credit: English</p>	<p>The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness.</p> <p><b>Selection Consideration</b>            Credit in this course will meet graduation requirements for English.</p>
<p><b>English II Honors</b>            Credit: 1.0            Designation: Honors            Graduation Credit: English</p>	<p>The purpose of this course is to provide grade 10 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language in preparation for college and career readiness.</p> <p><b>Honors and Advanced Level Course Note:</b> Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.</p>
<p><b>English II Through ESOL</b>            Credit: 1.0            Designation: Regular            Graduation Credit: English</p>	<p>The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness.</p> <p><b>Selection Consideration</b>            Credit in this course will meet graduation requirements for English.</p>
<p><b>AP English Language &amp; Composition</b>            Credit: 1.0            Designation: Advanced Placement            Graduation Credit: English</p>	<p>AP English Language and Composition is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situation, claims and evidence, reasoning and organization, and style.</p>

Course Title	Course Description
<p><b>English III Honors</b>            Credit: 1.0            Designation: Honors            Graduation Credit: English</p>	<p>Course Description: The purpose of this course is to provide grade 11 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language in preparation for college and career readiness.</p> <p><b>Honors and Advanced Level Course Note:</b> Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.</p>
<p><b>English III Through ESOL</b>            Credit: 1.0            Designation: Regular            Graduation Credit: English</p>	<p>The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness.</p> <p><b>Selection Consideration</b>            Credit in this course will meet graduation requirements for English.</p>
<p><b>AP English Literature and Composition</b>            Credit: 1.0            Designation: Advanced Placement            Graduation Credit: English</p>	<p>AP English Literature and Composition is an introductory college-level literary analysis course. Students cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works.</p>
<p><b>English IV Honors</b>            Credit: 1.0            Designation: Honors            Graduation Credit: English</p>	<p>The purpose of this course is to provide grade 12 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.</p> <p><b>Honors and Advanced Level Course Note:</b> Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.</p>
<p><b>English IV Through ESOL</b>            Credit: 1.0            Designation: Regular            Graduation Credit: English</p>	<p>The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness.</p> <p><b>Selection Consideration</b>            Credit in this course will meet graduation requirements for English.</p>

## MATHEMATICS

Course Title	Course Description
<p><b>Algebra I Honors</b>            Credit: 1.0            Designation: Honors            Graduation Credit:            Mathematics</p>	<p>The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.</p>
<p><b>Geometry Honors</b>            Credit: 1.0            Designation: Honors            Graduation Credit:            Mathematics</p>	<p>The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school standards. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas, organized into five units are as follows: Unit 1- Congruence, Proof, and Constructions, Unit 2-Similarity, Proof, Trigonometry, Unit 3- Extending to Three Dimensions, Unit 4- Connecting Algebra and Geometry Through Coordinates, and Unit 5-Circles With and Without Coordinates.</p>
<p><b>Algebra II Honors</b>            Credit: 1.0            Designation: Honors            Graduation Credit:            Mathematics</p>	<p>Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions.<sup>2</sup> Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas for this course, organized into four units, are as follows: Unit 1-Polynomial, Rational, and Radical Relationships, Unit 2-Trigonometric Functions, Unit 3-Modeling with Functions, Unit 4- Inferences and Conclusions from Data, and Unit 5-Applications of Probability.</p>
<p><b>Pre-Calculus Honors</b>            Credit: 1.0            Designation: Honors            Graduation Credit:            Mathematics</p>	<p>The purpose of this course is to emphasize the study of functions and other skills necessary for the study of calculus. Topics shall include, but not be limited to, polynomial, rational exponential, logarithmic, and circular functions and their inversions; sequences; series; theory of limits; vectors; conic sections; polar coordinates; symbolic logic; mathematical induction; and matrix algebra.</p>

## SCIENCE

Course Title	Course Description
<p><b>Physical Science Honors</b>            Credit: 1.0            Designation: Honors            Graduation Credit: Physical Science</p>	<p>While the content focus of this course is consistent with the Physical Science course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3).</p>
<p><b>Biology Honors (Lab Included)</b>            Credit: 1.0            Designation: Honors            Graduation Credit: Biology</p>	<p>Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The NSTA recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the NRC as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3).</p> <p><b>Honors and Advanced Level Course Note:</b> While the content focus of this course is consistent with the Biology I course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work.</p>
<p><b>Chemistry I Honors (Lab Included)</b>            Credit: 1.0            Designation: Honors            Graduation Credit: Chemistry</p>	<p>Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The NSTA recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the NRC as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3).</p> <p><b>Honors and Advanced Level Course Note:</b> While the content focus of this course is consistent with the Chemistry I course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work.</p>

## SOCIAL STUDIES

Course Title	Course Description
<p><b>World History Honors</b>            Credit: 1.0            Designation: Honors            Graduation Credit: World History</p>	<p>This course is a continued in-depth study of the history of civilizations and societies from the middle school course and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.</p> <p><b><i>Honors and Advanced Level Course Note:</i></b> Honors/Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc.</p>
<p><b>AP World History</b>            Credit: 1.0            Designation: Honors            Graduation Credit: World History</p>	<p>AP World History: Modern is an introductory college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.</p>
<p><b>United States History Honors</b>            Credit: 1.0            Designation: Honors            Graduation Credit: U.S. History</p>	<p>The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction.</p> <p><b><i>Honors and Advanced Level Course Note:</i></b> Honors/Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc.</p>
<p><b>AP United States History</b>            Credit: 1.0            Designation: Advanced Placement            Graduation Credit: U.S. History</p>	<p>AP U.S. History is an introductory college-level U.S. history course. Students cultivate their understanding of U.S. history from c. 1491 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.</p>

Course Title	Course Description
<p><b>United States Government Honors</b>            Credit: 0.5            Designation: Honors            Graduation Credit: U.S. Government</p>	<p>The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.</p> <p><b>Honors and Advanced Level Course Note:</b> Honors/Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc.</p>
<p><b>Economics with Financial Literacy Honors</b>            Credit: 0.5            Designation: Honors            Graduation Credit: Economics</p>	<p>The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.</p> <p><b>Honors and Advanced Level Course Note:</b> Honors/Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc.</p>
<p><b>AP U.S. Government</b>            Credit: 0.5            Designation: Advanced Placement            Graduation Credit: U.S. Government</p>	<p>AP U.S. Government and Politics is an introductory college-level course in U.S. government and politics. Students cultivate their understanding of U.S. government and politics through analysis of data and text-based sources as they explore topics like constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis.</p> <p><b>Selection Consideration</b>            Completion of credit in this course precludes the subsequent earning of credit in American Government, American Government Honors, or American Government Honors Gifted.</p>
<p><b>Principles of Macroeconomics</b>            Credit: 0.5            Designation: Dual Enrollment            Graduation Requirement: Economics</p>	<p>Introduction to economic analysis of the overall economy: national income accounting, unemployment, inflation, monetary and fiscal policies, budget deficits and debt, long-run growth.</p> <p><b>Selection Consideration</b>            Completion of credit in this course precludes earning subsequent credit in Economics, Economics Honors, or Economics Honors Gifted, A.P. microeconomics gifted.</p>

## INTERNATIONAL STUDIES (IS) LANGUAGE PROGRAM

**Special Note:** These courses are intended for students who are already proficient in the language.

Course Title	Course Description
<b>Language and Literature for IS 4 Honors</b> Credit: 1.0 Designation: Honors Graduation Requirement: Elective	Language and Literature for International Studies 4 expands the skills acquired by the students in Language and Literature for International Studies 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.
<b>Language and Literature for IS 5 Honors</b> Credit: 1.0 Designation: Honors Graduation Requirement: Elective	Language and Literature for International Studies 5 expands the skills acquired by the students in Language and Literature for International Studies 4. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.
<b>Language and Literature for IS 6 Honors</b> Credit: 1.0 Designation: Honors Graduation Requirement: Elective	Language and Literature for International Studies 6 expands the skills acquired by the students in Language and Literature for International Studies 5. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.
<b>Language and Literature for IS 7 Honors</b> Credit: 1.0 Designation: Honors Graduation Requirement: Elective	Language and Literature for International Studies 7 expands the skills acquired by the students in Language and Literature for International Studies 6. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.
<b>AP Spanish Language and Composition</b> Credit: 1.0 Designation: Advanced Placement Graduation Requirement: Elective	AP Spanish Language and Culture is equivalent to an intermediate level college course in Spanish. Students cultivate their understanding of Spanish language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges.
<b>AP Spanish Literature and Composition</b> Credit: 1.0 Designation: Advanced Placement Graduation Requirement: Elective	AP Spanish Literature is equivalent to a college level introductory survey course of literature written in Spanish. Students continue to develop their interpretive, interpersonal, and presentational skills in Spanish language as well as critical reading and analytical writing as they explore short stories, novels, plays, essays, and poetry from Spain, Latin America, and U.S. Hispanic authors along with other non-required texts.
<b>AP French Language and Composition</b> Credit: 1.0 Designation: Advanced Placement Graduation Requirement: Elective	AP French Language and Culture is equivalent to an intermediate level college course in French. Students cultivate their understanding of French language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and community, personal and public identity, beauty and aesthetics, science and technology, contemporary life, and global challenges.

Course Title	Course Description
<b>AP Italian Language and Composition</b> Credit: 1.0 Designation: Advanced Placement Graduation Requirement: Elective	AP Italian Language and Culture is equivalent to an intermediate level college course in Italian. Students cultivate their understanding of Italian language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and community, personal and public identity, beauty and aesthetics, science and technology, contemporary life, and global challenges.

## INTERNATIONAL EDUCATION (IE) PROGRAM

Course Title	Course Description
<b>Italian 1</b> Credit: 1.0 Designation: Regular Graduation Requirement: Elective	Italian 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.
<b>Italian 2</b> Credit: 1.0 Designation: Regular Graduation Requirement: Elective	Italian 2 reinforces the fundamental skills acquired by the students in Italian 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Italian 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.
<b>Italian 3 Honors</b> Credit: 1.0 Designation: Honors Graduation Requirement: Elective	Italian 3 provides mastery and expansion of skills acquired by the students in Italian 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.
<b>Italian 4 Honors</b> Credit: 1.0 Designation: Honors Graduation Requirement: Elective	Italian 4 expands the skills acquired by the students in Italian 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.
<b>French 1</b> Credit: 1.0 Designation: Regular Graduation Requirement: Elective	French 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.
<b>French 2</b> Credit: 1.0 Designation: Regular Graduation Requirement: Elective	French 2 reinforces the fundamental skills acquired by the students in French 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in French 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.
<b>French 3 Honors</b> Credit: 1.0 Designation: Honors Graduation Requirement: Elective	French 3 provides mastery and expansion of skills acquired by the students in French 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.



Course Title	Course Description
<b>French 4 Honors</b> Credit: 1.0 Designation: Honors Graduation Requirement: Elective	French 4 expands the skills acquired by the students in French 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

## INTERNATIONAL STUDIES (IS) HUMANITIES PROGRAM

Course Title	Course Description
<b>World Language Humanities for International Studies 1</b> Credit: 1.0 Designation: Regular Graduation Requirement: Elective	World Humanities for International Studies 1 builds upon the language skills and cultural knowledge of native speakers. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.
<b>World Language Humanities for International Studies 2</b> Credit: 1.0 Designation: Regular Graduation Requirement: Elective	World Humanities for International Studies 2 reinforces the fundamental skills acquired by the students in World Humanities for International Studies 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in World Humanities for International Studies 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.  <i><b>Special Note:</b></i> This course is intended for students who are already proficient in the language.
<b>World Language Humanities for International Studies 3</b> Credit: 1.0 Designation: Regular Graduation Requirement: Elective	World Humanities for International Studies 3 provides mastery and expansion of skills acquired by the students in World Humanities for International Studies 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.  <i><b>Special Note:</b></i> This course is intended for students who are already proficient in the language.
<b>World Language Humanities for International Studies 4</b> Credit: 1.0 Designation: Regular Graduation Requirement: Elective	World Humanities for International Studies 4 expands the skills acquired by the students in World Humanities for International Studies 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.  <i><b>Special Note:</b></i> This course is intended for students who are already proficient in the language.

## ESOL / INTENSIVE READING ELECTIVES

Course Title	Course Description
<b>Intensive Reading</b> Credit: 1.0 Designation: Regular Graduation Requirement: Elective	The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills, so they are able to successfully read and write grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text and is removed as the reading and writing abilities of students improve over time. The Intensive courses have been designed for the teacher to select and teach only the appropriate standards corresponding to a student's grade level and/or instructional needs.
<b>Developmental Language Arts Through ESOL</b> Credit: 1.0 Designation: Regular Graduation Requirement: Elective	The purpose of this course is to provide students who are native speakers of languages other than English instruction enabling students to accelerate the development of reading and writing skills and to strengthen these skills, so they are able to successfully read, write, and comprehend grade level text independently. Instruction emphasizes reading comprehension and vocabulary through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text.

## ACADEMIC ELECTIVES

Course Title	Course Description
<b>AP European History</b> Credit: 1.0 Designation: Advanced Placement Graduation Requirement: Elective	AP European History is an introductory college-level European history course. Students cultivate their understanding of European history through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like interaction of Europe and the world; economic and commercial developments; cultural and intellectual developments; states and other institutions of power; social organization and development; national and European identity; and technological and scientific innovation.
<b>AP Human Geography</b> Credit: 1.0 Designation: Advanced Placement Graduation Requirement: Elective	AP Human Geography is an introductory college-level human geography course. Students cultivate their understanding of human geography through data and geographic analyses as they explore topics like patterns and spatial organization, human impacts and interactions with their environment, and spatial processes and societal changes.

Course Title	Course Description
<p><b>World Cultural Geography</b>            Credit: 1.0            Designation: Regular            Graduation Requirement:            Elective</p>	<p>The grade World Cultural Geography course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of world cultural regions in terms of location, physical characteristics, demographics, historical changes, land use, and economic activity. Content should include, but is not limited to, the use of geographic tools and skills to gather and interpret data and to draw conclusions about physical and human patterns, the relationships between physical geography and the economic, political, social, cultural and historical aspects of human activity, patterns of population growth and settlement in different cultures and environments, the interaction between culture and technology in the use, alteration and conservation of the physical environment, and the interrelationships and interdependence of world cultures.</p>
<p><b>AP Art History</b>            Credit: 1.0            Designation: Advanced Placement            Graduation Requirement:            Elective</p>	<p>AP Art History is an introductory college-level art history course. Students cultivate their understanding of art history through analyzing works of art and placing them in historical context as they explore concepts like culture and cultural interactions, theories and interpretations of art, the impact of materials, processes, and techniques on art and art making, and understanding purpose and audience in art historical analysis.</p>
<p><b>AP Biology</b>            Credit: 1.0            Designation: Advanced Placement            Graduation Requirement:            Elective</p>	<p>AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore topics like evolution, energetics, information storage and transfer, and system interactions.</p>
<p><b>Chemistry for Health Sciences</b>            Credit: 1.0            Designation: Dual Enrollment            Graduation Requirement:            Elective</p>	<p>This course emphasizes chemistry topics related to allied health. Students will learn the essentials of inorganic chemistry, organic chemistry, biochemistry and their applications to physiological functions.</p>
<p><b>Energy in the Natural Environment</b>            Credit: 1.0            Designation: Dual Enrollment            Graduation Requirement:            Elective</p>	<p>Investigation of the physical environment using energy as a theme to demonstrate the impact of science and technology on the environment and on the lives of people.</p>
<p><b>AP Capstone Seminar</b>            Credit: 1.0            Designation: Advanced Placement            Graduation Requirement:            Elective</p>	<p>AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students learn to investigate a problem or issue, analyze arguments, compare different perspectives, synthesize information from multiple sources, and work alone and in a group to communicate their ideas.</p>

Course Title	Course Description
<b>AP Capstone Research</b> Credit: 1.0 Designation: Advanced Placement Graduation Requirement: Elective	AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.
<b>AP Calculus AB</b> Credit: 1.0 Designation: Advanced Placement Graduation Requirement: Elective	AP Calculus AB is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions.

## FINE / PERFORMING ARTS ELECTIVES

Course Title	Course Description
<b>Drawing 1</b> Credit: 1.0 Designation: Regular Graduation Requirement: Performing/Fine Arts	Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.
<b>Drawing 2</b> Credit: 1.0 Designation: Regular Graduation Requirement: Performing/Fine Arts	Students develop and refine technical skills and create 2-D compositions with a variety of media in drawing. Student artists sketch, manipulate, and refine the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.
<b>Drawing 3 Honors</b> Credit: 1.0 Designation: Honors Graduation Requirement: Performing/Fine Arts	Students demonstrate proficiency in the conceptual development of content in drawing to create self-directed or collaborative 2-D artwork suitable for inclusion in a portfolio. Students produce works that show evidence of developing craftsmanship and quality in the composition. Through the critique process, students evaluate and respond to their own work and that of their peers. Through a focused investigation of traditional techniques, historical and cultural models, and individual expressive goals, students begin to develop a personal art style. This course incorporates hands-on activities and consumption of art materials.
<b>AP 2-D Art and Design</b> Credit: 1.0 Designation: Honors Graduation Requirement: Performing/Fine Arts	AP 2-D Art and Design is an introductory college-level two-dimensional design course. Students refine and apply skills and ideas they develop throughout the course to produce two-dimensional art and design.

Course Title	Course Description
<p><b>Creative Photography 1</b>            Credit: 1.0            Designation: Regular            Graduation Requirement:            Performing/Fine Arts</p>	<p>Students explore the aesthetic foundations of art making using beginning photography techniques. This course may include, but is not limited to, color and/or black and white photography via digital media and/or traditional photography. Students become familiar with the basic mechanics of a camera, including lens and shutter operation, compositional foundations, printing an image for display, and evaluating a successful print. Student photographers may use a variety of media and materials, such as 35mm black and white film, single lens reflex camera, digital camera, darkroom, computer application, filters, various papers, digital output, photogram, cyanotypes, Sabatier effect, and pinhole photography. Craftsmanship and quality are reflected in the surface of the prints and the care of the materials. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.</p>
<p><b>Creative Photography 2</b>            Credit: 1.0            Designation: Regular            Graduation Requirement:            Performing/Fine Arts</p>	<p>Students experiment with a variety of photographic media and techniques and make connections with historical and contemporary photographers to develop a focused body of work. This course may include, but is not limited to, researching the history of photography, making connections to contemporary and community photographers, critiquing with varied techniques, and experimenting with a variety of photographic media. Processes and techniques include, but are not limited to, handcrafted pinhole cameras, hand-tinted photographs, mixed media, cyanotypes, medium format, photo collage, cross-processing, creative filters, infrared and slide film, night photography, macro, panoramic, and/or digital output via a variety of media. Craftsmanship and quality are reflected in the surface of the prints, care of the materials, attention to compositional conventions, and expression of ideas and feelings. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.</p>
<p><b>Creative Photography 3 Honors</b>            Credit: 1.0            Designation: Honors            Graduation Requirement:            Performing/Fine Arts</p>	<p>Students lead a focused investigation of a subject matter from ideation to completion. Students select a theme, develop a concept, and prepare the work for public viewing, portfolio, distribution, and/or exhibit. This course may include, but is not limited to, research, collaboration, installation, history of photography, making connections to contemporary and community photographers, and critiquing with varied techniques. Processes, techniques, and media may include, but are not limited to, video, film, high speed photography, studio lighting, flash, long exposure, formal portraiture, large format, HDR, RAW processing, and digital output on a variety of media, including non-traditional materials. Craftsmanship and quality are reflected in the surface of the print, care of the materials, attention to compositional conventions, the display setting, and expression of ideas and feelings. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.</p>

Course Title	Course Description
<p><b>3-Dimensional Studio Art 1</b> Credit: 1.0 Designation: Regular Graduation Requirement: Performing/Fine Arts</p> <p><b>3-Dimensional Studio Art 2</b> Credit: 1.0 Designation: Regular Graduation Requirement: Performing/Fine Arts</p> <p><b>3-Dimensional Studio Art 3</b> Credit: 1.0 Designation: Honors Graduation Requirement: Performing/Fine Arts</p>	<p>Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Media may include, but are not limited to, clay, wood, plaster, and paper maché with consideration of the workability, durability, cost, and toxicity of the media used. Student artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail, size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftsmanship and quality in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.</p>
<p><b>Figure Drawing</b> Credit: 1.0 Designation: Regular Graduation Requirement: Performing/Fine Arts</p>	<p>Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in figure drawing. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.</p>
<p><b>Keyboard 1</b> Credit: 1.0 Designation: Regular Graduation Requirement: Performing/Fine Arts</p>	<p>Students build fundamental piano techniques while learning to read music, acquire and apply knowledge of basic music theory, and explore the role of keyboard music in history and culture. Beginning pianists develop skills in analytical listening and explore musical creativity in the form of basic improvisation and basic composition. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.</p>
<p><b>Keyboard 2</b> Credit: 1.0 Designation: Regular Graduation Requirement: Performing/Fine Arts</p>	<p>Students build on previous piano techniques and skills through reading music, acquiring and applying knowledge of music theory, and exploring the role of keyboard music in history and culture. Students learn repertoire from various styles and time periods, exploring the historical influence keyboards have had on music performance and composition. Students explore the basic tools of music technology (i.e., MIDI keyboards). Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.</p>
<p><b>Keyboard 3</b> Credit: 1.0 Designation: Regular Graduation Requirement: Performing/Fine Arts</p>	<p>Students further develop advanced knowledge of piano techniques, musical literacy, solo and ensemble performance skills, and related musical knowledge, using a variety of advanced piano literature. Students explore the historical influence keyboards have had on music performance and composition and apply criteria to assess their own and others' piano performances. Students extend their knowledge of music technology (i.e., MIDI keyboards) and its connection to the computer and other sound-generating devices. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.</p>

Course Title	Course Description
<b>Guitar 1</b> Credit: 1.0 Designation: Regular Graduation Requirement: Performing/Fine Arts	Students with little or no experience develop basic guitar skills and knowledge, including simple and full-strum chords, bass lines and lead sheets, barre and power chords, foundational music literacy and theory, major scales, simple finger-picking patterns, and ensemble skills for a variety of music. Beginning guitarists explore the careers and music of significant performers in a variety of styles. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.
<b>Guitar 2</b> Credit: 1.0 Designation: Regular Graduation Requirement: Performing/Fine Arts	Students with previous guitar experience build on their skills and knowledge, adding chords, new strumming and finger-picking patterns, movable major and minor scales, basic music theory, more complex bass lines and lead sheets, and ensemble skills for a variety of music. Beginning guitarists explore the careers and music of significant performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.
<b>Guitar 3</b> Credit: 1.0 Designation: Regular Graduation Requirement: Performing/Fine Arts	Students with previous experience strengthen their guitar skills and knowledge, adding a variety of chords; refining finger-picking and strumming patterns; reading notation in 1st, 2nd, and 5th position; and learning stylistic nuances, left-hand technique, and alternative fingering. Guitarists readily use tablature and standard notation, study the work of significant musicians, and develop significant self-assessment skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.
<b>Chorus 1</b> Credit: 1.0 Designation: Regular Graduation Requirement: Performing/Fine Arts	This year-long, entry-level class, designed for students with little or no choral experience, promotes the enjoyment and appreciation of music through performance of beginning choral repertoire from a variety of times and places. Rehearsals focus on the development of critical listening skills; foundational instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.
<b>Chorus 2</b> Credit: 1.0 Designation: Regular Graduation Requirement: Performing/Fine Arts	This year-long, beginning-level class, designed for students with one year of experience or less in a choral performing group, promotes the enjoyment and appreciation of music through performance of basic, high-quality choral music. Rehearsals focus on the development of critical listening/aural skills; foundational instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.
<b>Chorus 3</b> Credit: 1.0 Designation: Regular Graduation Requirement: Performing/Fine Arts	This year-long, formative class, designed for students with previous participation in a school chorus who have basic knowledge of note-reading and vocal technique, concentrates on providing students opportunities to strengthen existing skills in critical listening, vocal techniques, and ensemble performance using high-quality three- and four-part choral literature. Rehearsals focus on gaining independence in music literacy and aesthetic engagement through critical listening and thinking skills.

Course Title	Course Description
<b>Band 1</b> Credit: 1.0 Designation: Regular Graduation Requirement: Performing/Fine Arts	This year-long, entry-level class, designed for students having little or no previous band experience with woodwind, brass, and/or percussion instruments, promotes the enjoyment and appreciation of music through performance of high-quality, beginning wind and percussion literature from different times and places. Rehearsals focus on the development of critical listening/aural skills; rudimentary instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.
<b>Band 2</b> Credit: 1.0 Designation: Regular Graduation Requirement: Performing/Fine Arts	This year-long, beginning-level class, designed for students with at least one year of woodwind, brass, and/ or percussion ensemble experience, promotes the enjoyment and appreciation of music through performance of high-quality wind and percussion literature. Rehearsals focus on the development of critical listening skills, instrumental and ensemble technique and skills, expanded music literacy, and aesthetic awareness culminating in periodic public performances.
<b>Band 3</b> Credit: 1.0 Designation: Regular Graduation Requirement: Performing/Fine Arts	This year-long, formative class, designed for students ready to build on skills and knowledge previously acquired in a middle or high school instrumental ensemble, promotes the enjoyment and appreciation of music through performance of high-quality, intermediate-level wind and percussion literature. Rehearsals focus on development of critical listening/aural skills, individual musicianship, instrumental technique, refinement of ensemble skills, and aesthetic engagement culminating in periodic public performances.
<b>Orchestra 1</b> Credit: 1.0 Designation: Regular Graduation Requirement: Performing/Fine Arts	Students who have little or no orchestral experience study and perform high-quality beginning orchestra literature of diverse times and styles. Rehearsals focus on the development of critical listening skills, rudimentary string techniques, music literacy, ensemble skills, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.
<b>Orchestra 2</b> Credit: 1.0 Designation: Regular Graduation Requirement: Performing/Fine Arts	Students who have at least one year of orchestral experience study, rehearse, and perform high-quality orchestra literature. Rehearsals focus on the development of critical listening skills, basic string techniques, music literacy, ensemble skills, and aesthetic awareness in the context of relevant history and cultures. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.)
<b>Orchestra 3</b> Credit: 1.0 Designation: Regular Graduation Requirement: Performing/Fine Arts	Students build on previous orchestral experience through the study and performance of high-quality orchestra literature. Rehearsals focus on the strengthening of critical listening skills, musicianship, string techniques, ensemble skills, and aesthetic awareness in the context of relevant history and cultures. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.



## PHYSICAL EDUCATION ELECTIVES

Course Title	Course Description
<b>Personal Fitness</b> Credit: 0.5 Designation: Regular Graduation Requirement: Physical Education	The purpose of this course is to provide students with the knowledge, skills, and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill-related components of physical fitness which are critical for students' success.
<b>Fitness Lifestyle Design</b> Credit: 0.5 Designation: Regular Graduation Requirement: Physical Education	The purpose of this course is to provide students with the knowledge, skills, and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill-related components of physical fitness which are critical for students' success.
<b>Weight Training 1</b> Credit: 0.5 Designation: Regular Graduation Requirement: Physical Education	The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement as it relates to weight training. The integration of fitness concepts throughout the content is critical to the success of this course.
<b>Weight Training 2</b> Credit: 0.5 Designation: Regular Graduation Requirement: Physical Education	The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement as it relates to weight training. The integration of fitness concepts throughout the content is critical to the success of this course.
<b>Team Sports 1</b> Credit: 0.5 Designation: Regular Graduation Requirement: Physical Education	The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course.
<b>Team Sports 2</b> Credit: 0.5 Designation: Regular Graduation Requirement: Physical Education	The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course.
<b>Individual and Dual Sports 1</b> Credit: 0.5 Designation: Regular Graduation Requirement: Physical Education	The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course.
<b>Individual and Dual Sports 2</b> Credit: 0.5 Designation: Regular Graduation Requirement: Physical Education	The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course.

## GENERAL ELECTIVES

Course Title	Course Description
<b>Journalism 1</b> Credit: 1.0 Designation: Regular	The purpose of this course is to enable students to develop fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.
<b>Journalism 2</b> Credit: 1.0 Designation: Regular	The purpose of this course is to enable students to develop fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.
<b>Journalism 3</b> Credit: 1.0 Designation: Regular	The purpose of this course is to enable students to develop fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.
<b>Creative Writing 1</b> Credit: 0.5 Designation: Regular Graduation Requirement: Elective	The purpose of this course is to enable students to develop and use grade 9-10 writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing.
<b>Creative Writing 2</b> Credit: 0.5 Designation: Regular Graduation Requirement: Elective	The purpose of this course is to enable students to develop and use grade 11-12 writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing.
<b>Television Production 1</b> Credit: 1.0 Designation: Regular  <b>Television Production 2</b> Credit: 1.0 Designation: Regular  <b>Television Production 3</b> Credit: 1.0 Designation: Regular	The purpose of this course is to enable students to develop fundamental skills in the production of journalism across multimedia, web, and broadcast/radio platforms and to develop knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.
<b>Italian 1</b> Credit: 1.0 Designation: Regular Graduation Requirement: Elective	Italian 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.
<b>Italian 2</b> Credit: 1.0 Designation: Regular Graduation Requirement: Elective	Italian 2 reinforces the fundamental skills acquired by the students in Italian 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Italian 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.
<b>Italian 3 Honors</b> Credit: 1.0 Designation: Honors Graduation Requirement: Elective	Italian 3 provides mastery and expansion of skills acquired by the students in Italian 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.