



This is why I continue to toil and struggle -
Because HIS amazing power and energy
SURGE within me.
Colossians 1:29

ΓΝΩΘΙ ΣΕΑΥΤΟΝ – KNOW THYSELF

"Knowing yourself is the beginning of all wisdom."
— Aristotle

2019 - 2020

SURGE CHRISTIAN ACADEMY

High School (9th – 12th Grade Levels) Course Description Guide

SURGE Christian Academy
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School Mascot: Raptors

School Colors: Deep Steel Blue
Action Green
Victory Gray
Liberty White
Battle Red (Accent)

The policies, rules and regulations contained within this course description guide are not to be considered exclusive and are subject to change and revision during the school year. Parents and students are advised to check our website (www.surgechristianacademy.com) for the most up-to-date version of SURGE Christian Academy Course Description Guide.

The SURGE Christian Academy course catalog is to be used only by students, parents and instructors of SURGE Christian Academy

If you have any questions regarding the use of the SURGE Christian Academy course description guide, contact your course instructor, guidance counselor, or administrator.

Every effort has been made to ensure that the information in this document is accurate; however, there may be errors or omissions as this booklet is a work in progress and constantly being updated.

Table of Contents:

No.	Content	Pages
1.	Introduction	4-5
2.	Spiritual Life – Statement of Faith – Philosophy & Goals - Outcomes	6-10
2.	Letter from School Administration	11
3.	Vision – Mission – Purpose – Guiding Principles - Values	12
4.	Collaborative Learning Community	13
5.	Educational Model	13-14
6.	Standard Graduation Requirements	15
7.	Scholar Graduation Requirements	16
8.	Diploma Designations & Endorsements	17
9.	Assessments	18-20
10.	Curriculum Implications	21
11.	Core Courses: A. English/Language Arts: B. Mathematics: C. Science: D. Social Studies (Science): E. World Languages:	22-62 23-29 30-35 36-45 46-57 58-62
12.	Non-Core Courses: <i>Electives & Areas of Specialization</i> A. Visual (Fine) Arts & Performing Arts: B. Music: C. Physical Education: D. Health Education: E. Experiential Education: F. Peer Counseling: G. Research & Critical Thinking:	63-80 64-66 67-68 69-72 73-74 75-76 77-78 79-80

Introduction:

As the sun's radiance illuminates our community each dawn, a new beginning unfolds. Daily, we gaze in awe at nature's relentless pursuit of perfection. Experiencing such grace in a glimpse with each passing day inspires us to continuously aspire to assist our students in achieving academic excellence.

It is this time of the year that many parents take a moment to pause and reflect on the type of education that their children should receive, in order to ensure that gains that have been achieved continue throughout their course of academic studies. In truth, the quality of education is defined by the degree of authentic opportunities readily available for each student to experience academic success.

These days parents are challenged to spend their financial resources wisely, when seeking an alternative education program for their children, as well as providing them with the essential skills for success in today's world, such as critical thinking, problem solving, communication, collaboration, real-world skills, a strong sense of ethics, and a broad range of abilities to successfully launch them into higher education, a career and a positive quality of life itself.

Certainly, every one of us throughout our time as students have experienced diverse education models. These experiences have shaped how we view and value education and how we think it should develop in the future. At SURGE Christian Academy, we critically examine a range of ideas around education, learning styles, and instructional methods. Our aim has been to think unconventionally and to be able to provide innovative methods of effectively delivering instructions to our students.

SURGE Christian Academy is a private, independent preparatory school dedicated to the intentional integration of Christian principles within a Classical Educational Methodology. As a community of learners, SURGE Christian Academy provides students with a rigorous and safe learning community that leads to intellectual, spiritual, emotional, and character development necessary to successfully meet the challenges of our changing world.

At SURGE Christian Academy, we pride ourselves on a strong culture of caring, learning, achievement, high expectations, and spiritual enlightenment. Our commitment to our Christian-based academic community is rooted in our mission which values diversity, inclusion, and prepare students to become lifelong learners and leaders by providing students a challenging education that nurtures critical thinking rather than stifles intellectual - creative development and which intrinsically motivates students to reach their full potential.

At SURGE Christian Academy we assist our students in achieving their fullest potential by utilizing a student - centered, and tailored learning approach. This results in a customized plan that is advanced, accelerated, yet highly flexible, and diverse. Indeed, our sustained goal is to always strive to foster a successful school culture by forging enduring relationships and cooperative interactions among our school, students, parents, and surrounding communities. Currently, our traditional method of education, as we know it lies at a crossroad in our society. We have long endured a systems approach to teaching, learning, testing and above all administrative oversight. The difficulty encountered by schools to offer student - centered school cultures have impaired our ability to form long-lasting genuine relationships. Unfortunately, this is due in part to school size, inflexibility, and excessive bureaucracy or adherence to rules and formalities that promotes the "institutionalization" of our children's education. As a result, the traditional method of education has never changed. Each student continues to follow a rigid schedule moving around and about through vast hallways, staircases, and elevators trying to each reach his or her final destination at a frantic pace.

At SURGE Christian Academy, we believe that education should never follow an "assembly-line" approach. We understand how our dynamic global, digital and knowledge-rich societies of the 21st century are transforming learning and calling for relevant innovations in educational practice, "NOT" educational logistics.

Our educators are responsive to changes in our communities. Transforming the lives of young people around the world is our primary goal. Globalization, the digital revolution and advancements in our understanding of students' unique learning styles, all present new opportunities.

Our collaborative learning community allows a parent and student to have an opportunity to work collaboratively with an interdisciplinary team comprised of educators, administrators, and student support services personnel to design an individualized instructional delivery plan that is both student-centered (directed) and one that complements the student's unique learning style(s). Indeed, we collaboratively try to provide our students with personalized support that will provide them opportunities to experience academic and behavioral triumphs. We believe that each student has an inherent curiosity and a passion to learn and each student has a unique intelligence, level of capability, and learning style restlessly waiting to be inspired. At Surge Christian Academy, we all tirelessly nurture our students to strive towards reaching their highest levels of capability (full potential) by integrating an education model which addresses students individual learning style, thus fostering within them a life-long love of learning

SURGE Christian Academy Classical Education Methodology invites its educators to examine what, where and how students should learn in order to thrive in a dynamic world. It invites administrators and community partners to reflect about the purpose of education in the 21st century and envision practical ways to promote relevant, deep and engaging learning for all. When teachers embrace learning for the future, they nurture expert thinking, collaboration and entrepreneurship. They foster intercultural understanding, environmental stewardship and global citizenship. They invite students to understand complex problems, create quality work and express themselves through traditional and new media—ultimately preparing students to live ethical, humble (modest), and reflective lives in rapidly changing environments is our purpose.

Therefore, as God's chosen people, holy and dearly loved,
clothe yourselves with compassion, kindness, humility, gentleness and patience.

- Colossians 3:12

Thank you for considering SURGE Christian Academy a viable option for your child's education.

SPIRITUAL LIFE

Our goal at SURGE Christian Academy is to nurture spiritual growth within each student. To that end, we have regularly scheduled times of sharing in God's Word as well as times throughout the day when spiritual principles are integrated within lessons and other activities.

SURGE Christian Ministry faith-based activities bring students together for special times of worship, teaching, and singing. In addition to school staff, ministry leaders from the community at large participate in these special times. Indeed, it is important that students involved in Christian education also attend spiritual worship activities on a regular basis. Indeed, active involvement provides a necessary complement to the Biblical instruction received in school.

One of the unique purposes SURGE Christian Academy is to prepare students to constructively service and honor Christ in whatever career they choose. Since effective Christian service can be performed only by those who have dedicated their lives to Christ, SURGE Christian Academy desires that each student develops a vital, personal relationship with God through faith, and ask all students to measure their lives by scriptural standards of conduct.

Each student should understand that attending SURGE Christian Academy is a privilege granted to those who are willing to demonstrate a spirit of Humility, Love, and Wisdom with the goals and philosophy of the school. By applying for admission to SURGE Christian Academy, the student indicates a desire to become a sincere, cooperative family member of the student body.

We believe that self-discipline and spiritual growth are never a result of superimposed rules; these goals can be attained only when students and their parents make the achievement of these attributes a priority. Therefore, SURGE Christian Academy standards of conduct are designed to serve only as an external guideline for student behavior; our ultimate hope is for students to grow into a fuller level of Christian maturity. To produce a school culture and environment which will encourage these goals, SURGE Christian Academy expects every student to be open and willing to be instructed by the school staff, and to demonstrate by attitude and behavior a life committed to following Christian ethics and morality. Certainly, character education is a priority at SURGE Christian Academy and involves the entire school community – school leaders, parents, teachers, staff, and students. Our collective effort is to focus on shaping the hearts of our students as we endeavor to instill biblically-based, positive ethical values, such as caring, good manners, respect, responsibility, fairness, and honesty.

STATEMENT OF FAITH

SURGE Christian Academy is an independent, non-denominational school. We are not opposed to diverse denominations, but we have consciously chosen to operate non-denominationally in order that through the genuine Love of God we can serve the entire Body of Christ, share in His Eternal Sacrifice, and take hold of His Spiritual Gifts. We believe that the only true basis of Christian Fellowship is His unconditional Agape or Love for humanity, which is greater than any differences we may have. (I Corinthians 12-13)

SURGE Christian Academy exists to support the home and church in a joint effort to lead each student to a personal relationship with Christ. The student body includes families who are members of churches of various denominations and doctrinal beliefs. Therefore, SURGE Christian Academy purpose is not to teach denominational doctrine, but rather to inspire students to search for their own unique meaning or interpretation of God's Word.

Certainly, all students are welcome to attend at SURGE Christian Academy – regardless of religious affiliation or denomination. However, all students, parents, support staff, instructors, and administration are expected to value our statement of faith, govern themselves by our code of conduct and be full participants in the SURGE Christian Academy community.

One of SURGE Christian Academy's primary objectives is to teach character qualities of Christ. We believe that studying the Bible is not an isolated matter. Its truths must be integrated into all subject areas. We desire to teach all students to become proactive critical thinkers so that they may acquire the knowledge to search the scriptures and learn to evaluate issues of life from a biblical perspective. Indeed, a Christian education does not end with the memorization of Bible verses. It must include an authentic application of scripture in to one's daily living.

SURGE Christian Academy's statement of faith defines the essential beliefs that guide our school, and it does not exhaust the extent of our beliefs. Indeed, The Bible itself, as the inspired and infallible Word of God that speaks with final authority concerning truth, morality, and the proper conduct of mankind, is the sole and final source of all that we hold dear and true.

SURGE Christian Academy's statement of faith can be summarized by the emphasis on three essential positive character traits – Humility, Love, and Wisdom.

HUMILITY – minimizes arrogance and removes pride. It is understanding our fallen nature and tendency to think that we are better than we are, and our striving to lift up ourselves above others and God. It is admitting that others, and more importantly God is responsible for our achievements. Humbleness will enable us to be a teachable person who is willing to have the attitude of submission and servant-hood, one who confesses sin and remembers how Christ served us! (Luke 22:27; Phil. 2:8; 1 Peter 5:3-5). Philippians 2:3, 3-4 "Do nothing out of selfish ambition or vain conceit. Rather, in humility value others above yourselves, not looking to your own interests but each of you to the interests of the others."

LOVE – will enable us to appreciate our brothers and sisters in the Lord, and, of course, our family, and others around us. Love is taking the initiative to build up and meet the needs of others without expecting anything in return. (John 13:1; 15:13; 1 Corinthians 13:3)

John 13:34, 35 "Love one another. As I have loved you, so you must love one another. All men will know that you are my disciples if you love one another."

WISDOM – truly desires the knowledge of God's Word and the proper application to our life. This will enable us to make good judgments and decisions. (1 Kings 3:9; Psalm 119:97-98). Proverbs 4:7 "Wisdom is supreme; therefore, get wisdom. Though it cost all you have, get understanding."

Our Statement of Faith defines the essential beliefs that guide SURGE Christian Academy's beliefs. It is our desire that the students of SURGE Christian Academy become strong in spirit, in body, in mind, and in character, grow and mature in their knowledge and love of Christ, and live out their faith in their academic, personal and professional lives in ways that honor and please God. (Col 1:10).

Therefore, the following foundational beliefs are set forth as the basic, guiding Biblical principles of SURGE Christian Academy: God: We believe that there is one true

God: He is the Creator (Gen 1:1). He is Sovereign (Ps. 135:6, Dan. 4:34-35). He is the Lord who sustains, rules, and by grace, redeems (Ps. 54:4, Ps. 103:19, Ps. 34:22). We believe in the Trinity and that God eternally exists in three persons: Father, Son, and Holy Spirit (Matt. 28:19, Luke 3:22). We believe that God is loving, holy and just. He is immutable, (Heb. 6:18), omnipotent (Rev. 19:6), and He is passionate about His relationship with people. (Ex. 34:14).

Jesus Christ: We believe that Jesus Christ is the Son of God. "He became flesh" (John 1:14), being conceived by the Holy Spirit (Luke 1:31, 35), and born of a virgin (Matt. 1:23). He lived a life on earth holy and perfect, without sin (1 Pet. 2:22). He died a sacrificial death on a cross for our sins (2 Cor. 5:21). On the third day, by the power of God, He rose from the dead (Luke 24:39, 1 Cor. 6:14). He ascended into heaven and is seated at the right hand of God (Acts 2:33) where forever He lives to intercede for His people (Heb. 7:25).

Holy Spirit: We believe the Holy Spirit is active in regeneration, convicting us of sin and drawing us to the Savior (John 14, 15, 16). He continues the work of spiritual growth begun at the time of salvation. The Holy Spirit dwells in the hearts of those who are saved (Rom. 8:25), and produces in us the fruit of love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control (Gal. 5:22-23), and bestows gifts for ministry (1 Cor. 12:4-11).

Bible: We believe the Bible is the Word of God, the only rule of faith and practice. The Bible is profitable for teaching, for reproof, for correction and for training in righteousness (2 Tim. 3:15-17) and as such, the Bible shall be instructional and provide guidance in all matters of the organization. SURGE Christian Academy.

Salvation: We believe that salvation is by God's grace alone through faith in Jesus Christ (Eph. 2:8) and no other way. We believe that all who respond to the gospel in faith will be saved. Jesus said, "I am the way and the truth and the life. No one comes to the Father except through me." (John 14:6).

Prayer: We believe that prayer is an intimate (Matt. 6:6) and essential part of a person's growing and maturing relationship with Christ. (James 5:16b).

Servant Leaders: We believe that as followers of Jesus Christ we are called to serve God through serving others. We believe that whoever wishes to become great among you shall be your servant, (Matt. 20:26) and that we should model our lives after the life of Christ, in that the Son of Man did not come to be served, but to serve (Matt. 20:28).

Heaven: We believe that God will judge the living and the dead. We believe that heaven is the everlasting reward and the eternal home of all believers. We believe that every person who hears the gospel has a choice to accept Christ and spend eternity with Him in heaven, or to reject Him and spend eternity apart from Him (hell). Therefore, stand firm. Let nothing move you. Always give yourselves fully to the work of the Lord, because you know that your labor in the Lord is not in vain (1 Cor. 15:58).

For the purposes of SURGE Christian Academy's statement of faith, doctrine, practice, policy, and discipline, the School Principal/Headmaster and the School Board of Directors are our final interpretive authority on the Bible's meaning and application. These primary doctrines below are key elements of Christianity that are taught in various ways throughout all grade levels. SURGE Christian Academy encourages Christ honoring discussions and debates among SURGE Christian Academy students, in order to foster critical and creative thinking development. The school's official position on doctrinal issues is to have the students always go to the Scripture and then go to their family and church as they seek to define their own unique beliefs on doctrines.

Students asking doctrinal questions should be referred to their family and church. If asked by a student, staff members may state their own beliefs; however, personal doctrinal convictions are not to be imposed upon students. The spiritual goal is to develop a growing, personal relationship with Christ using the Bible as our guideline. Students who are taught to seek the truth by studying God's Word will be well prepared to defend their own faith.

SURGE Christian Academy's statement of faith does not exhaust the extent of our faith. We believe that The Bible itself, as the inspired Word of God that speaks with final authority concerning truth, morality, and the proper conduct of mankind, is the sole and final written source of all that we believe. For purposes of doctrine, practice, policy, and discipline, the School Principal/Headmaster, subject to review by the School Board of Directors as appropriate, shall be the school's final interpretive authority on the Bible's meaning and application.

PHILOSOPHY AND GOALS

We believe the entire process of education is seen as a means used by the Holy Spirit to bring the student into fellowship with God, to develop a Christian mind in him and to train him in godly living, so that he can fulfill God's total purpose for his life personally and vocationally. He must be taught the Bible and come to know God and His nature, learning to see all truth as God's truth. All learning shall center around Christian values integrated with and interpreted by God's Word. In the focus of the Christian faith, SURGE Christian Academy utilizes all of man's being as a study of God's revelation so that intellectual, social, emotional, and physical development is given balance, unity, and direction.

OUTCOMES

Our school's Christian-Faith-Based purpose is to provide our students with a firm foundation of Humility, Love and Wisdom for a lifetime of service to God. Indeed, by the time our students graduate from SURGE Christian Academy, we want to see growth in these key areas:

Spiritual:

- Accept Jesus Christ as their Lord and Savior;
- Seek to grow in their knowledge and understanding of Him resulting in a deepening love relationship characterized by living a life of love for Christ and the desire to proclaim His name in word and deed;
- Accept responsibility for their own spiritual growth, developing a dedication for prayer and devotion, utilizing God's Word and applying it to their daily life;
- Accept the Bible as the inspired Word of God and using it as a guide for daily living;
- Read, understand, and analyze scriptures, developing a Biblical world view on all aspects of life;
- Able to recognize faulty reasoning and/or truth claims and correctly apply biblical truth to the issue;
- Actively utilize their gifts in a faith-based community, serving God and others; AND
- Demonstrate growth in godly character specifically in the areas of self-control, integrity, responsibility, respect and perseverance.

Academic

- Identify their unique strengths and God-given gifts and abilities;
- Accept responsibility for their education;
- Become a life-long learner;
- Demonstrate proficiency in all grade level curricula areas;
- Find, examine, evaluate and use information as they become independent learners;
- Develop and demonstrate effective written and verbal communication skills;
- Possess an appreciation for the fine arts;
- Develop and utilize critical thinking skills; AND
- Possess the necessary learning/work habits and knowledge to be successful in post-secondary learning and in the workforce.

Personal (Physical, Emotional and Social):

- Demonstrate the ability to live in community with others learning to balance love, truth and grace in their relationships;
- Assume personal responsibility for attitude and actions;
- Develop skills for successful conflict resolution;
- Understand, value and practice the skills of effective citizenship while building life-long relationships;
- Show integrity and respect for others;
- Develop an understanding and acceptance of physical, social, spiritual and cultural differences without compromising the Truth;
- Practice responsible stewardship of God's Creation; AND
- Realize that human beings are created in the image of God and that our body is the temple of the Holy Spirit.

Letter from School Administration

Each moment of each passing day, I ask myself, what really matters in the grand scheme of things?

I guess as the person responsible for the oversight of our school, one would expect that the importance of obtaining excellent grades would be the dominant theme of this introductory letter, but in truth, the responsibility of this job, the various obstacles that some of our students, families, and faculty have encountered over the years, and the various conversations I have had with one another, have made me ever more aware that in the grand scheme this has always been an aspect of education that has been expected without question. Indeed, achieving academic excellence has always been the standard, by which success has been measured.

But in these unsteady times, I have come to the realization what truly is important is keeping perspective of events in our lives that really make life worthwhile. Certainly, SURGE Christian Academy should not only serve to educate our students, but to transform into a permanent visible fixture in our surrounding community, one that will symbolize and foster encouragement and determination.

I have realized through the course of my life that one of the most effective forces in our lives that allows us to persevere is the experience of encouragement. Encouragement is an integral part towards achieving educational success, because it is life-altering. Not only for our students receiving it, but also for our instructors and parents providing it.

At times, SURGE Christian Academy represent a home away from home to many of our students, and we must embrace encouragement in our own and our students' lives by:

- **Providing encouragement to others:**

Never pass up the opportunity to encourage others. The simplest of words of encouragement can have a profound effect on someone's life. When we encourage our students, we are giving them a reason to pursue their goal or dream. We are saying you "get it". It's not some superficial dream wandering aimlessly in their heads. It's real. It has worth. Then, when the opportunity to shine comes their way, they've got the confidence to move forward and go for it. THEY BECOME INSPIRED. By showing your support to our students, you can be the one to open the door to a child's dream. If you see a student with a unique talent, point it out and lift it up. If you've learned something, share it.

- **Accepting encouragement from others:**

It is important that our students are able to accept and acknowledge encouragement from others. Hence, this will assist our students in building their level of confidence, as they embark on accomplishing their goals and aspirations. As students accept the encouragement from others, there is something in this process that may not be easily realized. For, it is not an "I" against a "Them" mentality. For, it is the power of what "We" can all accomplish together, against all odds. When our students accept encouragement from others, they are showing their commitment to their unique potential. Accepting the encouragement that people offer as an unconditional "gift" that it truly is can have a profound effect on a student's level of compassion and humility.

- **Believing in the potential of becoming the best "I" can be:**

Once our students have truly accepted and absorbed it, and owned it as true, then they are on the way to believing in themselves. Sometimes that's hard to do when any of our students are facing social rejection, encountering academic challenges, and life events aren't perfectly fitting together as hoped... just yet. Students can embrace and accept encouragement and believe in their potential by encouraging students to partner with someone who can hold up a mirror to their thoughts, plans, goals, hopes, and dreams. Indeed, when our students are affirmed, it is empowering. And then, it becomes infectious. It feels great receiving it, so before long each student wants another student to feel the way he or she does: "PAYING IT FORWARD." GOD BLESS

Sincerely,

SURGE Christian Academy Administration

Vision

The vision for SURGE Christian Academy is to be a premier diverse and inclusive learning environment whose staff embraces students, families, and communities to nurture and develop well-rounded graduates who are intellectually prepared, possess high moral character, demonstrate outstanding citizenship and are servant leaders in their communities embracing Christian virtues.

Mission

The mission of SURGE Christian Academy is to value diversity, inclusion, and prepare students for lifelong learning and leadership by offering students a challenging education that nurtures critical thinking and intrinsically motivates students to reach their full potential.

Purpose

SURGE Christian Academy is a private, independent preparatory school dedicated to the intentional integration of Christian principles. As a community of learners, SURGE Christian Academy provides students with a rigorous and safe learning environment that leads to intellectual, spiritual emotional, and character development necessary to successfully meet the challenges of our changing world.

The purpose of SURGE Christian Academy is to provide an educational environment that equips students to lead fulfilling lives through learning, leadership, service, and by honoring God's genuine generosity.

Guiding Principles

SURGE Christian Academy is a comprehensive preparatory school with a significant core emphasis in the liberal arts. Its purpose is to offer a curriculum of studies and a program of student activities dedicated to the development of moral character, the enrichment of spiritual lives and the perpetuation of growth in Christian ideals.

SURGE Christian Academy was established under the direction and the power of faith in God with the conviction that there is a need for a preparatory school in our community that will expand the minds, train the body, develop the moral character and enrich the spiritual lives of students from diverse backgrounds and learning styles.

To assure the perpetuation of these basic concepts, it is determined that all those who become part of the SURGE Christian Academy family must believe in the inspiration that is attained by the Divine Scriptures and the Divine Purpose - that we all have within us the same essence of consciousness, and that the process of creativity, genius, and talent are attributes of our human consciousness that GOD has bestowed upon us. Therefore, the creativity, genius, and talent is a potential that lives within all of us which should be nurtured and used to worship, praise and glorify GOD.

Collaborative Learning Community

SURGE Christian Academy Collaborative Learning Community invites educators to examine what, where and how students should learn in order to thrive in a dynamic world. It invites administrators and community partners to reflect about the purpose of education in the 21st century and envision practical ways to promote relevant, deep and engaging learning for all. When teachers embrace learning for the future, they nurture expert thinking, collaboration, teamwork, and entrepreneurship. They foster intercultural understanding, environmental stewardship and global citizenship. They invite students to understand complex problems, create quality work and express themselves through traditional and new media—ultimately preparing students to live ethical and reflective lives in their rapidly changing communities.

Our Collaborative Learning Community allows a parent and student to have an opportunity to work collaboratively and with an interdisciplinary team comprised of educators, administrators, and student support services personnel to design an individualized instructional delivery plan that is both student-centered and one that complements the student's unique learning style(s). Our goal is to ensure student success by believing in our student's potential, while at the same time fostering a culture that embraces "zero tolerance for failure and mediocrity." This is accomplished by providing our students a learning environment that is rich with opportunities for success. Indeed, "our students' academic failure is our failure."

Educational Model

The Utilization of a Two-Part Approach:

Part I. Socratic Method of Teaching and Inquiry: *Fostering Critical and Analytical Thinking*

The Socratic Method of discussion facilitates a student's quest for understanding by requiring him or her to answer questions on his or her own, to ponder the validity of what others have said or written, and (not the least of which) to give reasoned support for his or her own opinion to the other students in the group.

It is not enough simply to "learn" facts, to memorize lessons, or to recite lectures. To know truly, to seek wisdom, one must work toward understanding. If the question of "what" leads us to see what we do and do not know, then the question "why" leads us to understand our world in a holistic, fundamental manner.

Within the framework of scientific skepticism, the process of critical and analytical thinking involves:

- a. acquiring information,
- b. analyze information,
- c. evaluate information,
- d. reach a well-justified conclusion or answer,
- e. explain one's conclusion, and
- f. restructure one's thinking

Part of critical and analytical thinking goes beyond informal logic, for it includes the assessment of:

- beliefs,
- identification of bias,
- distortions,
- ethics,
- misinformation,
- prejudice,
- propaganda, and
- self-deception

We believe in focusing more on teaching our students critical and analytical thinking skills, intellectual standards, and cultivating intellectual traits such as, intellectual humility, intellectual empathy, intellectual integrity, and fair-mindedness than on memorizing facts by rote learning. The ability for our students to reason and analyze logically will survive long after the retention of memorized facts are lost.

Part II. Aristotle's Modes of Persuasion: *Integrating Effective Speaking and Writing*

Socratic Method of education of a student will also depend on Aristotle's three-part process training of the mind or modes of persuasion:

First, a student absorbs knowledge - information and language mechanics (grammar/structure) that systematically constructs the foundations for logical reasoning (The Development of the *Logos*).

Second, the student develops the skills to utilize the knowledge - information and language mechanics (grammar and structure) that has been learned in order to think through arguments or engage in dialects that result in the development of one's unique character or identity (The Development of the *Ethos*).

Lastly, through the exposure of various interactions and experiences the student learns to express him or her-self through the use of one's affect, feelings or emotions as distinguished from cognition, thought, or action. As a result, the process of a student's interaction, manipulation, and application of knowledge then, becomes clearly defined (The Development of the *Pathos*).

Standard Graduation Requirements:

Graduation Credit Checklist: CORE CLASSES and ELECTIVES	
Subject (Courses)	Carnegie Units (CREDITS) REQUIRED
English/Language Arts: 1 credit (unit) English 1 1 credit (unit) English 2 1 credit (unit) English 3 1 credit (unit) English 4	4.00
Mathematics: <i>At or Above the Algebra I Level</i> 1 credit (unit) Algebra I 1 credit (unit) Algebra II 1 credit (unit) Geometry 1 credit (unit) from the among the following Advanced Math Courses: Pre-Calculus, Calculus, or Math for College Readiness	4.00
Science: Natural Science <i>Minimum of three (3) credits are required from the following available courses:</i> <i>Please note that Biology 1 is a mandatory course.</i> 1 credit (unit) Biology 1 (Mandatory) 1 credit (unit) Environmental Science 1 credit (unit) Marine Science 1 1 credit (unit) Physical Science 1 credit (unit) Chemistry 1 1 credit (unit) Anatomy & Physiology Please Note: At least two credits (units) must have a laboratory component.	3.00
Social Studies (Science): 1 credit (unit) World History 1 credit (unit) United States History ½ credit (unit) United States Government ½ credit (unit) Economics with Financial Literacy	3.00
Health:	0.50
World Languages: MUST BE TAKEN SEQUENTIALLY IN THE SAME LANGUAGE <i>* Required to increase your chances for acceptance to a 4-year College and/or University</i> <i>** Required to qualify for the Bright Futures Scholarship Program</i> 1 credit (unit) Greek I, French I, OR Spanish I 1 credit (unit) Greek II, French II, OR Spanish II	2.00
Fine and Performing Arts, Social Sciences, Speech and Debate, Practical Arts, and/or Physical Education: Personal Fitness: Strength & Conditioning, Team Sports a and/or Individual Sports	1.50
Additional Courses: Students MUST choose six (6) additional credits from available core and/or non-core courses to achieve the maximum 24.00 credits required to satisfy SURGE Christian Academy High School Course Graduation Requirements.	6.00
GPA: Students must earn a 2.0 grade point average on a 4.0 scale. <div>Total:</div>	24.00

Scholar Graduation Requirements:

Graduation Credit Checklist: CORE CLASSES and ELECTIVES	
Subject (Courses)	Carnegie Units (CREDITS) REQUIRED
English/Language Arts: 1 credit (unit) English 1 1 credit (unit) English 2 1 credit (unit) English 3 1 credit (unit) English 4	4.00
Mathematics: <i>At or Above the Algebra I Level</i> 1 credit (unit) Algebra I 1 credit (unit) Algebra II 1 credit (unit) Geometry 1 credit (unit) from the among the following Advanced Math Courses: Pre-Calculus, Calculus, or Math for College Readiness	4.00
Science: <i>Natural Science</i> Minimum of three (3) credits are required from the following available courses: Please note that Biology 1 is a mandatory course. 1 credit (unit) Biology 1 (MANDATORY) 1 credit (unit) Environmental Science 1 credit (unit) Marine Science 1 1 credit (unit) Physical Science 1 credit (unit) Chemistry 1 1 credit (unit) Anatomy & Physiology Please Note: At least two credits (units) must have a laboratory component.	4.00
Social Studies (Science): 1 credit (unit) World (Human) Geography 1 credit (unit) World History 1 credit (unit) United States History ½ credit (unit) United States Government ½ credit (unit) Economics with Financial Literacy	4.00
Health:	0.50
World Languages: MANDATORY MUST BE TAKEN SEQUENTIALLY IN THE SAME LANGUAGE MANDATORY <i>* Required to increase your chances for acceptance to a 4-year College and/or University</i> <i>** Required to qualify for the Bright Futures Scholarship Program</i> 1 credit (unit) Greek I, French I, OR Spanish I 1 credit (unit) Greek II, French II, OR Spanish II	2.00
Fine and Performing Arts, Social Sciences, Speech and Debate, Practical Arts, and/or Physical Education: Personal Fitness: Strength & Conditioning, - Team Sports and/or Individual Sports	1.50
Additional Courses: Students MUST choose four (4) additional credits from available core and/or non-core courses to achieve the maximum 24.00 credits required to satisfy SURGE Christian Academy High School Course Graduation Requirements.	4.00
GPA: Students must earn a 3.0 grade point average on a 4.0 scale.	
Total:	24.00

Diploma Designations and Endorsements:

I. Standard Designation

Eligibility Requirements:

1. Minimum Cumulative GPA (Grade Point Average): 2.00
2. Test Scores: Standardized Test Stanines ≥ 4 (SAT 10)
3. Core Courses: Required courses taken at ANY Level

II. Scholar Designation

Eligibility Requirements:

1. Minimum Cumulative GPA (Grade Point Average): 3.00
2. Test Scores: Standardized Test Stanines ≥ 5 (SAT 10) Service Hours: 50 hours
3. Test Scores: Standardized Test Stanines ≥ 6 (SAT 10) Service Hours: 25 hours
4. Core Courses: Required courses taken at ANY Level

Scholar Designation Endorsements:

A. Scholar MERIT Endorsement

Eligibility Requirements:

1. Minimum Cumulative GPA (Grade Point Average): 3.00
2. Service Hours: 75 hours
3. Test Scores: Standardized Test Stanines ≥ 7 (SAT 10)
4. Test Scores: SAT- 1170 (Math/Verbal) OR ACT – 26 (Composite Score)
5. Core Courses: Required courses taken at ANY Level

B. Scholar HONORS Endorsement

Eligibility Requirements:

1. GPA (Grade Point Average): 3.50 Minimum weighted in core classes ONLY
2. Service Hours: 100 hours
3. Test Scores: Standardized Test Stanines ≥ 7 (SAT 10)
4. Test Scores: SAT- 1290 (Math/Verbal) OR ACT – 29 (Composite Score)
5. Core Courses: Required courses must ALL be taken at ANY Level

Assessments

Advanced Placement (AP)

SURGE Christian Academy will be offering Advanced Placement courses in the following subjects: Biology, Calculus AB, Calculus BC, Chemistry, Computer Science, English Literature, English Language, Environmental Science, European History, French Language, Government and Politics: Comparative, Government and Politics: U.S., Latin: Vergil, Macroeconomics, Microeconomics, Music Theory, Physics B, Psychology, Spanish Language, Statistics, Drawing/Studio Art, U.S. History, and World History. Juniors and seniors are advised to take no more than three AP courses in any given semester. Students must apply and be accepted into an Advanced Placement course. An Advanced Placement guide with specific information about prerequisite courses, requirements, and the application dates and process is available online and is distributed before students apply.

PSAT

The Preliminary SAT (PSAT) is a preparatory test for the SAT. It is designed to help students identify strengths and weaknesses in preparing for their last two years of high school, as well as for the SAT. The PSAT is administered to all 10th and 11th grade students in October. Ninth grade students interested in 10th grade AP are required to take the test, but they must register through the main office and pay a small fee. The PSAT must be taken in 11th grade for students to qualify for National Merit and National Achievement scholarships.

SAT

The SAT is generally taken by 11th and 12th grade students applying to college. The test is designed to measure both verbal and quantitative reasoning skills and is used to predict a student's college performance. Each section of the SAT is scored on a scale of 200—800, with two writing sub-scores for multiple-choice and the essay. A perfect score is 2400. It is administered seven times a year. The SAT score is accepted for admission to the majority of colleges. For more information and a list of testing dates and locations, visit www.collegeboard.com. SURGE Christian Academy High School CEEB CODE is 102-657.

ACT

The American College Test (ACT) may also be taken by 11th and 12th grade students who wish to apply to college and is designed to measure a high school student's general educational development and ability to succeed in college. The test covers five subject areas: English, Math, Reading, Science and an optional writing test. Each subject area is scored with a composite score for the entire test ranging from 1 – 36. This test is becoming more widely accepted as a college admission test. For more information and a list of testing dates and locations, visit www.act.org. SURGE Christian Academy High School CEEB CODE is 102-657.

SAT 10 (Stanford Achievement Test – 10th Edition)

The SAT-10 or Stanford Achievement Test, 10th Edition is a nationally recognized exam. The testing is used to provide achievement scores for students, teachers, and parents to better understand how well students perform in Language Arts, Reading, Math, Science and Social Sciences.

Stanford Achievement Test Series, Tenth Edition (Stanford 10, SAT-10)

- **Purposes:**
 - To guide teaching and learning toward high achievement standards.
 - To measure performance on standards.
- **The multiple-choice assessment will help our instructors to find out what our students know and are able to do.**
 - Administrators will obtain reliable data to evaluate progress toward meeting the challenges set forth by the No Child Left Behind Act and national and state standards and high expectations.
 - Teachers will identify and help children who are at risk of being left behind.
 - Parents will understand what their children know and can do and how they can help.

Assessment Information

- Grades: Thirteen Levels - Kindergarten - Grade 12
- Subjects: Sounds and Letters, Word Study Skills, Word Reading, Sentence Reading, Reading Vocabulary, Reading Comprehension, Mathematics, Mathematics Problem Solving, Mathematics Procedures, Spelling, Language, Science, Environment, Social Science, Listening
- Include three types of questions: multiple choice, short answer, and extended response.
- Scores
 - Criterion-Referenced Scores – four levels of performance: below basic, basic, proficient, and advanced
 - Norm-Referenced Scores – based on K-12 population
- Reports
 - Student Report – Obtain information about students' strength and needs.
 - Group Report – Analyze results by class, school, or district.
 - Home Report – Provide parents with easily understood information and suggestions for home activities.
 - (new) Performance Standards Report – Obtain standards based information about what students know and can do.

Test Description

- Reading
 - Measure phonemic awareness, decoding, phonics, vocabulary, and comprehension.
 - Sounds and Letters - has an emphasis on phonemic awareness and phonics and closely reflects reading research findings
 - Reading Comprehension - measures students' comprehension within the framework of three types of materials or purposes for reading: literary, informational, and functional text
- Mathematics
 - Measure state standards including number sense and operations; patterns, relationships, and algebra; geometry and measurement; and data, statistics, and probability.
 - Mathematics Procedures - measures the ability to apply the rules and methods of arithmetic to problems that require arithmetic solutions
- Language
 - Measures students' achievement in applying the principles that form effective writing.
- Spelling
 - Assesses objectives based upon the phonetic and structural principles taught at each grade level.
- Listening
 - Listening Vocabulary: students demonstrate recognition of the common meanings of spoken words encountered in various types of activities
 - Listening Comprehension: assesses listening comprehension with dictated selections and questions that reflect the listening materials students hear in school and outside of the classroom

- Science
 - The disciplines of life science, earth science, physical science, and the nature of science are represented.
 - Students must use reasoning skills throughout the test to reach answers. These skills include estimating, making simple calculations, seeking patterns, making observations, recognizing cause and effect, reading standard instruments, and drawing conclusions.
- Social Science
 - Social Science: measures the concepts important for the development of citizenship
 - History: focuses on the history of the United States, the history of Western civilization, and the history of non-Western peoples and societies sharing our interdependent world
 - Geography: tested according to the five themes of location, place, human-environment interaction, movement, and region
 - Political Science: assesses the basic understanding of the U.S. system of government

PERT (Postsecondary Education Readiness Test)

The purpose of the P.E.R.T. is to determine accurate course placement based on the student's skills and abilities. The P.E.R.T. is aligned with the Postsecondary Readiness Competencies identified by Florida faculty as necessary for success in entry-level college credit coursework. The P.E.R.T. assessment system includes Placement and Diagnostic tests in mathematics, reading and writing.

Bright Futures Scholarship Program

Florida's Bright Futures Scholarship is available to Florida residents who have demonstrated academic achievement. The scholarship provides money to assist students with the educational costs of attending college in Florida. A student must have a 3.0 cumulative grade point average or earn a numeric average of 80 in the core-curriculum units. All credits attempted in the core subjects will be averaged by using a true 4.0 scale to calculate eligibility for the Bright Futures scholarship. For additional information please visit:

Curriculum Implications

High School Diploma

Awarded to students who have completed all graduation requirements, which include attendance, Carnegie Units, GPA, assessment, and course requirements.

Minimum Number of Carnegie Credits (Units) Required for Grade Placement

<u>To enter</u>	<u>Classification</u>	<u>Required Credits (Units)</u>
9 th Grade	(Freshman)	00 - 06 (0-3 Core: English, Mathematics, Social Studies, and Science)
10 th grade	(Sophomore)	06 – 12 (4 Core: 1 each in English, Mathematics, Social Studies, and Science)
11 th grade	(Junior)	12 – 18 (8 Core: 2 each in English, Mathematics, Social Studies, and Science)
12 th grade	(Senior)	18 – 24 (12 Core: 3 each in English, Mathematics, Social Studies, and Science)

Middle School Course Work

Unit credit may be awarded for courses offered in the middle school grades that meet the following criteria:

- Must meet 9-12 SURGE Christian Academy High School Graduation requirements
- Must earn a grade of (2.00) 70 or better
- Must include Mid-Term and Final Examination Grades
- Credits (units) earned in middle school shall be counted in the total required units for high school graduation.
- The credits (units) earned in middle school will be posted on the high school transcript and will be counted towards required core or non-core courses (electives).

Academic Grading Scale

A +	96 - 100	4.00
A	93 - 95	4.00
A -	92 - 90	3.70
B +	86 - 89	3.30
B	83 - 85	3.00
B -	80 - 82	2.70
C +	76 - 79	2.30
C	73 - 75	2.00
C -	70 - 72	1.70
D +	66 - 69	1.30
D	63 - 65	1.00
D -	60 - 62	0.70
E/F	Below 60	0.00

A+	4.00	A	4.00	A-	3.70
B+	3.30	B	3.00	B-	2.70
C+	2.30	C	2.00	C-	1.70
D+	1.30	D	1.00	D-	0.70
E/F	0.00	WF	0.00	WFA	0.00

Core Courses

English – Language Arts

Four (4) Credits (Units) of English Are Required For:

- Standard Graduation Requirements
- Scholar Graduation Requirements

Subject Area:	English – Language Arts			
Course Name:	English 1			
Course Code:	1001310			
Course Category:	Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	Recommended: M/J Language Arts 3 (8 th Grade): NONE			
Recommended Grade Level(s):	9 th Grade			

Course Description

English I provides instruction in the Language Arts strands of the reading process, literary analysis, writing process, writing applications, communication, and information and media literacy. It offers instruction in reading and vocabulary strategies necessary for comprehension of printed materials; research; the writing of effective paragraphs and multi-paragraph papers, with emphasis upon all stages of the writing process in timed and untimed assessments (prewriting, drafting, revising, editing, publishing); speech instruction including formal and informal presentations; evaluation of mass media; the analysis of genres and the study of language in conjunction with writing, concentrating on conventions of grammar, usage, and mechanics. Technology is incorporated into all aspects of the course.

Subject Area:	English – Language Arts			
Course Name:	English 1 Honors			
Course Code:	1001320			
Course Category:	Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	Recommended: M/J Language Arts 3 (8 th Grade): Grade of A or B			
Recommended Grade Level(s):	9 th Grade			

Course Description

English I Honors promotes academic excellence in English language arts through the strands of reading process, literary analysis, writing process, writing applications, communication, and information and media literacy. This course provides instruction in critical analysis of major literary genres. Composition instruction focuses upon using the writing process in creative, technical, and traditional academic modes in both times and untimed settings. All stages of the writing process are addressed: prewriting, drafting, revising, editing, and publishing. Formal speaking experiences are provided. Technology is incorporated into all aspects of the course.

Subject Area:	English – Language Arts			
Course Name:	English 2			
Course Code:	1001340			
Course Category:	Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	Recommended: English 1			
Recommended Grade Level(s):	10 th Grade			

Course Description

English II provides instruction in the Language Arts strands of the reading process, literary analysis, writing process, writing applications, communication, and information and media literacy. Content includes instruction in reading literature and in vocabulary strategies necessary to comprehend printed materials; the writing of essays for various purposes and audiences, using literary and nonliterary subjects; untimed and timed writings, utilizing all elements of the writing process where appropriate (prewriting, drafting, revising, editing and publishing); emphasis of applicable research; analysis of selections found in world literature; study of grammar, mechanics, usage and other conventions of standard written English in conjunction with writing; study of mass media, including analysis of propaganda and persuasion techniques; and instruction in speech, including analysis of effective techniques in oral presentations. Technology is incorporated into all aspects of the course.

Subject Area:	English – Language Arts			
Course Name:	English 2 Honors			
Course Code:	1001350			
Course Category:	Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	Recommended: English 1 (Grade of A or B) OR English 1 Honors			
Recommended Grade Level(s):	10 th Grade			

Course Description

English II Honors promotes excellence in English language arts through the study of world literature. This course provides instruction in universal themes found in world literature as well as in the critical analysis of various genres in that literature. Composition instruction emphasizes the creative, technical, and traditional academic modes of writing through the writing process (prewriting, drafting, revising, editing, and publishing); frequent timed and untimed practice is provided. The study of language includes usage, mechanics, and other conventions of standard written English as they relate to students' writing. Formal and informal speaking opportunities are provided. Vocabulary study is done in conjunction with reading and literature. Technology is incorporated into all aspects of the course.

Subject Area:	English – Language Arts			
Course Name:	English 3			
Course Code:	1001370			
Course Category:	Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	Recommended: English 2			
Recommended Grade Level(s):	11 th Grade			

Course Description

English III provides instruction in the Language Arts strands of reading process, literary analysis, writing process, writing applications, communication, and information and media literacy. Composition instruction includes frequent practice in writing various types of multi-paragraph papers, including documented papers/projects. Referencing and summarizing skills will be stressed as well as all phases of the writing process (prewriting, drafting, revising, editing, and publishing). This study will include the analysis of representative examples of American literary works in various genres, as they illustrate distinctive national qualities and the ethnic and cultural diversity of the American experience. Vocabulary, grammar, and usage are studied in conjunction with literature and writing. Listening, speaking, researching, and writing assignments are related to the study of American literature. Technology is incorporated into all aspects of the course.

Subject Area:	English – Language Arts			
Course Name:	English 3 Honors			
Course Code:	1001380			
Course Category:	Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	English 2 (Grade of A or B) OR English 2 Honors			
Recommended Grade Level(s):	11 th Grade			

Course Description

This course promotes excellence in English language arts through enriched experiences through the strands of reading process, literary analysis, writing process, writing applications, communication, and information and media literacy. Instruction includes frequent practice in writing various types of multi-paragraph essays, including documented papers; written and oral analysis of American literature representing the ethnic and cultural diversity of the American experience; and analysis of American dialects reflected in the literature. Reference skills and methods of summarizing are taught in the production of documented papers/projects. All phases of the writing process are utilized where appropriate (prewriting, drafting, revising, editing, and publishing). Formal and informal speech experiences are provided. Technology is incorporated into all aspects of the course.

Subject Area:	English – Language Arts			
Course Name:	English 4			
Course Code:	1001400			
Course Category:	Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	Recommended: English 3			
Recommended Grade Level(s):	12 th Grade			

Course Description

English IV provides instruction in the critical analysis of representative examples from British literature, as they reflect changes in the language and the development of the literary traditions of the English language. Writing experiences are structured to provide practice in real-life writing situations likely to be encountered beyond secondary school, including technical, creative, and traditional academic modes. Opportunity is provided to extend speaking, researching, and listening skills. Content includes instruction in vocabulary strategies and reading necessary for comprehension of printed materials. Technology is incorporated into all aspects of the course.

Subject Area:	English – Language Arts			
Course Name:	English 4 Honors			
Course Code:	1001410			
Course Category:	Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	English 3 (Grade of A or B) OR English 3 Honors			
Recommended Grade Level(s):	12 th Grade			

Course Description

English Honors IV promotes excellence in English language arts through enriched experiences in communication skills and instruction in the literature of Great Britain. Instruction will cover the written and oral analysis of major British literary works of various genres in relationship to cultural influences and to the development of the literary traditions of the English language. Writing assignments will develop students' abilities to interpret literature and analyze it critically. All phases of the writing process will be utilized where appropriate (prewriting, drafting, revising, editing, and publishing). Students will also extend their speaking, researching, and listening, skills. Language study should include vocabulary and grammar in the context of literature and writing and an overview of the history of the language as reflected in literature. Technology is incorporated into all aspects of the course.

Subject Area:	English – Language Arts			
Course Name:	Journalism			
Course Code:	1006300			
Course Category:	Elective Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	N/A			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

The purpose of this course is to provide instruction in basic aspects of journalism and workshop experiences in journalistic production. This course is designed to be a broad-based course which will acquaint the student with the fundamentals of journalism. The content includes instruction in the history and traditions of journalism, photography, layouts, advertising, printing, and other practical aspects of journalism. The student will be involved in workshop experiences that may include writing editorials, sports and news articles, advertising, or feature stories.

Subject Area:	English – Language Arts			
Course Name:	Creative Writing			
Course Code:	1009320			
Course Category:	Elective Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	N/A			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

The purpose of this course is to develop writing and language skills needed for individual expression in literary forms. The content will include development of and practice in writing a variety of literary works, including original poetry, short stories, plays, novels and/or essays, and nonfiction as well as technical aspects of publishing students' work in a literary publication.

Subject Area:	English – Language Arts			
Course Name:	Speech & Debate			
Course Code:	1007300.10 -1007330.10 (Course Integration)			
Course Category:	Elective Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	N/A			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

This course explores concepts in public speaking, critical thinking, argument and debate. Students will study different styles of speeches and debates, learn rhetorical strategies and practice the art of debate. A major focus of the class will be the elements of rhetoric as it pertains to information, persuasion and debate.

The students will give several speeches and debate with classmates, and they potentially will have the opportunity to compete in speech/debate tournaments. Various styles of speech and debates will be studied, including: persuasion, impromptu, extemporaneous, and debate. Extensive research of famous speeches and debates and their impact on the culture of the time, detailed study, application and integration of persuasive techniques, and analysis of current events and the speeches and debates that accompany them will be integral to the class.

The purpose of this course is twofold:

- provide instruction in the fundamentals of argumentation and problem solving. The content will include, but not be limited to, logical thinking, organization of facts, speaking skills, research skills related to debate topics, participation in frequent debate situations, and forensic activities. Membership in this course does not require students to participate in extracurricular forensic activities.
- to provide instruction in the fundamentals of formal and informal oral communication. The content will include an introduction to the skills and forms of both formal and informal oral communication. Major instructional areas will include forms of oral communication, techniques of group discussion, techniques of effective listening, analysis of audience, and techniques of public speaking.

Mathematics

Four (4) Credits (Units) of English Are Required For:

- Standard Graduation Requirements
- Scholar Graduation Requirements

Subject Area:	Mathematics			
Course Name:	Algebra 1			
Course Code:	1200310			
Course Category:	Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	Recommended: M/J Math 3 (8 th Grade) OR Pre-Algebra			
Recommended Grade Level(s):	9 th Grade – 12 th Grade			

Course Description

This course is a study of the topics of Algebra I designed to develop the algebraic concepts and processes that can be used to solve a variety of real-world mathematics problems. The content will include: properties of the real number system; varied means for analyzing and expressing patterns, relations and functions; variables, algebraic expressions and polynomials; geometric concepts; set operations; dimensional analysis; data analysis concepts and techniques; and varied solution strategies, algebraic and graphic, solutions for inequalities, linear and quadratic equations, and systems of equations. Calculators and computers will serve as instructional tools in concept development.

Subject Area:	Mathematics			
Course Name:	Algebra 1 Honors			
Course Code:	1200320			
Course Category:	Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	Recommended: M/J Math 3 (8 th Grade): Pre-Algebra - Grade of A or B			
Recommended Grade Level(s):	9 th Grade – 12 th Grade			

Course Description

This course is a rigorous in-depth study of the topics of Algebra I designed to develop the algebraic concepts and processes that can be used to solve a variety of real-world mathematics problems. The content will include: structure and properties of the real number system; varied means for analyzing and expressing patterns, relations and functions; variables, algebraic expressions and polynomials; geometric concepts; set operations; dimensional analysis; data analysis concepts and techniques; and varied solution strategies, algebraic and graphic, for inequalities, linear and quadratic equations, and for systems of equations. Calculators and computers will serve as instructional tools in concept development.

Subject Area:	Mathematics			
Course Name:	Algebra 2			
Course Code:	1200330			
Course Category:	Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	Algebra 1 or Algebra 1 Honors			
Recommended Grade Level(s):	9 th – 12 th Grade			

Course Description

This course is designed to continue the study of algebra and to provide the foundation for applying these skills to other mathematical and scientific fields. The content will include: structure and properties of the complex number system; sequences and series; relations; functions and graphs; varied solution strategies for linear equations, inequalities, and systems of equations and inequalities; quadratic, exponential, and logarithmic functions; and their applications; data analysis; reinforcement of geometric concepts, and probability. Calculators and computers will serve as instructional tools in concept development.

Subject Area:	Mathematics			
Course Name:	Algebra 2 Honors			
Course Code:	1200340			
Course Category:	Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	Algebra 1 or Algebra 1 Honors (Grade of an A or B)			
Recommended Grade Level(s):	9 th – 12 th Grade			

Course Description

This course is a rigorous in-depth study of the topics of Algebra II with emphasis on theory, proof, and development of formulas, as well as their application. The content will include: structure and properties of the complex number system; sequences and series; relations; functions and graphs; varied solution strategies for linear equations, inequalities, and systems of equations and inequalities; conic sections and their applications; quadratic, exponential, and logarithmic functions; and the Binomial Theorem. Calculators and computers will serve as instructional tools in concept development.

Subject Area:	Mathematics			
Course Name:	Geometry			
Course Code:	1206310			
Course Category:	Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	Algebra 1 or Algebra 1 Honors			
Recommended Grade Level(s):	9 th – 12 th Grade			

Course Description

The purpose of this course is to develop the geometric relationships and deductive strategies that can be used to solve a variety of real world and mathematical problems. The content will include Euclidean geometry of lines, planes, angles, triangles, construction and logic, and properties of circles, polygons, right triangle trigonometry, and reinforcement of algebraic concepts. Calculators and computers will serve as instructional tools in concept development.

Subject Area:	Mathematics			
Course Name:	Geometry Honors			
Course Code:	1206320			
Course Category:	Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	Algebra 1 or Algebra 1 Honors (Grade of an A or B)			
Recommended Grade Level(s):	9 th – 12 th Grade			

Course Description

This course is designed to give a rigorous in-depth study of geometry with emphasis on methods of proof and the formal language of mathematics. The content will include the following: structure of geometry; separation properties; angle concepts; triangles, quadrilaterals; proofs, perpendicularity and parallelism in a plane and in space; similar polygons; circles and spheres; constructions; area and volume; coordinate geometry, and topology. Calculators and computers will serve as instructional tools in concept development.

Subject Area:	Mathematics			
Course Name:	Pre-Calculus Honors			
Course Code:	1202340			
Course Category:	Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	Algebra 2 (Algebra 2 Honors) and Geometry (Geometry Honors)			
Recommended Grade Level(s):	9 th – 12 th Grade			

Course Description

This course is designed to strengthen and extend the student's knowledge of algebraic and trigonometric concepts and to prepare the student for calculus. The content will include mathematical induction, symbolic logic, Boolean and matrix algebra, probability and statistics, elementary functions and limits. Calculators and computers will serve as instructional tools in concept development.

Subject Area:	Mathematics			
Course Name:	Calculus Honors			
Course Code:	1202230			
Course Category:	Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	Pre-Calculus Honors			
Recommended Grade Level(s):	9 th – 12 th Grade			

Course Description

This course is intended for students who have a thorough knowledge of college preparatory mathematics and elementary algebraic, trigonometric, exponential, and logarithmic functions. Topics from the AP course are presented with increased rigor and more applications in addition to other topics required by the IB higher level mathematics.

Subject Area:	Mathematics			
Course Name:	Math for College Readiness			
Course Code:	1200700			
Course Category:	Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	Algebra 2 (Algebra 2 Honors) and Geometry (Geometry Honors)			
Recommended Grade Level(s):	9 th – 12 th Grade			

Course Description

The purpose of this course is to enhance and continue the study of mathematics after Algebra I, Algebra II, and Geometry designed to prepare students for college-level studies. The content will include graphing linear functions, quadratic functions, absolute value functions, radical functions and rational functions. Students will also be expected to solve equations containing these types of functions as well as performing operations on expressions and simplifying. Other topics will include inequalities, factoring polynomials, applied problems, and systems of equations. Students will participate in assessment for college readiness. Calculators and computers will serve as instructional tools in concept development.

Subject Area:	Mathematics			
Course Name:	Advanced Algebra with Financial Applications			
Course Code:	1200500			
Course Category:	Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	Algebra 2 (Algebra 2 Honors) and Geometry (Geometry Honors)			
Recommended Grade Level(s):	9 th – 12 th Grade			

Course Description

The purpose of this course is to enhance and continue the study of mathematics after Algebra I, Algebra II, and Geometry, and to provide an understanding of financial applications, as well as provide additional tools to ready students for college-success. The content will include the following: explorations of functions, graphs (linear, exponential, and logarithmic), data analysis concepts and techniques, financial applications which include money and taxes, debt, budgeting, investments, mortgages, insurance, and financial planning. Calculators and computers will serve as instructional tools in concept development.

Science

Three (3) Credits (Units) of Standard Are Required for:

- Standard Graduation Requirements

Four (4) Credits (Units) of Standard Are Required for:

- Scholar Graduation Requirements

Subject Area:	Science			
Course Name:	Biology 1			
Course Code:	2000310			
Course Category:	Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	N/A			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

Biology I will provide opportunities to students for general exploratory experiences and activities in the fundamental concepts of life. Topics will include but not be limited to: the scientific method, measurements, laboratory apparatus usage and safety, cell biology and cell reproduction, principles of genetics, biological change through time, classification, microbiology, structure and function of plants and animals, structure and function of the human body, and ecology. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.

Subject Area:	Science			
Course Name:	Biology 1 Honors			
Course Code:	2000320			
Course Category:	Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	Grades of A or B – Instructor Recommendation – Algebra 1			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

Biology I Honors will provide opportunities to students for general exploratory experiences and activities in the fundamental concepts of life. Topics will include but not be limited to: the scientific method, laboratory apparatus usage and safety, biochemistry, cell biology, genetics, botany, zoology, human anatomy and physiology, and ecological relationships. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.

Subject Area:	Science			
Course Name:	Chemistry 1			
Course Code:	2003340			
Course Category:	Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	N/A – Algebra 1			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

Chemistry I will provide opportunities for students to study the composition, properties, and changes associated with matter. Topics will include but not be limited to: classification and structure of matter, atomic theory, the periodic table, bonding, chemical formulas, chemical reactions, balanced equations, behavior of gases, physical changes, acids, bases, and salts. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.

Subject Area:	Science			
Course Name:	Chemistry 1 Honors			
Course Code:	2003350			
Course Category:	Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	Grades of A or B – Instructor Recommendation – Algebra 1			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

Chemistry I Honors will provide students with an opportunity to study the composition, properties and changes associated with matter. Topics will include but not be limited to: heat, changes of matter, atomic structure, bonding, the periodic tables, formulas, equations, mole concept, gas laws, reactions, solutions, equilibrium systems, and oxidation reduction reactions. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.

Subject Area:	Science			
Course Name:	Earth & Space			
Course Code:	2001310			
Course Category:	Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	N/A			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

The purpose of this course is to develop and apply concepts basic to the Earth, its materials, processes, history, and environment in space. The content should include, but not be limited to, the following: • the nature of science • the universe and the solar system • the developmental cycle of stars • the earth-moon system • space exploration • formation of igneous, sedimentary, and metamorphic rocks and identification and classification of rocks and minerals • geological divisions of the earth • formation of land forms and basic mountain types • fundamentals of plate tectonics • formation of rivers and water systems • glaciers • hydrologic cycle • physical oceanography • meteorology, including development of hazardous weather, weather mapping, weather systems, frontal development, and satellite imagery • types of soils and erosion - renewable and nonrenewable energy resources.

Subject Area:	Science			
Course Name:	Earth & Space Honors			
Course Code:	2001320			
Course Category:	Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	Grades of A or B – Instructor Recommendation – Algebra 1			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

The purpose of this course is to develop and apply concepts basic to the Earth, its materials, processes, history, and environment in space. The content should include, but not be limited to, the following: • the nature of science • the universe and the solar system • the developmental cycle of stars • the earth-moon system 123 • space exploration • formation of igneous, sedimentary, and metamorphic rocks and identification and classification of rocks and minerals • geological divisions of the earth • formation of land forms and basic mountain types • fundamentals of plate tectonics • formation of rivers and water systems • glaciers • hydrologic cycle • physical oceanography • meteorology, including development of hazardous weather, weather mapping, weather systems, frontal development, and satellite imagery • types of soils and erosion • renewable and nonrenewable energy resources This course will include additional requirements to provide for a more in-depth or enriched study of the course requirements than Earth/Space Science.

Subject Area:	Science			
Course Name:	Environmental Science			
Course Code:	2001340			
Course Category:	Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	N/A			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

The purpose of this course is to enable students to develop knowledge of the ways that humans interact with the natural environment. Laboratory investigations of selected topics in the content, which also include use of the scientific method, measurement, laboratory apparatus, and safety procedures, are an integral part of this course. Inquiry into current technology and applications of environmental scientific principles is encouraged. The content should include, but not be limited to, the following: • implementation of scientific habits of mind • application of scientific knowledge, methodology, and historical context to solve problems • use of laboratory technologies • terminology • earth dynamics • influence of technology on environmental quality • environmental quality issues • use and conservation practices • biodiversity • environmental planning and waste management • environmental monitoring and policy • sustainable use of public land • characteristics of populations • biotic and abiotic environmental factors • energy production technologies • thermodynamics.

Subject Area:	Science			
Course Name:	Environmental Science Honors			
Course Code:	2001341			
Course Category:	Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	Grades of A or B – Instructor Recommendation – Algebra 1			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

The purpose of this course is to study the interaction of man with the environment. Upon completion of this course, students should be able to: • Demonstrate understanding of the interrelationships of the natural world. • Identify and analyze environmental problems, both natural and human-generated. • Evaluate the relative risks associated with natural and human-generated environmental problems. • Analyze alternative solutions for resolving and/or preventing environmental problems. • Use the scientific method to solve problems, employ metric measurements, and demonstrate safe and effective use of laboratory instruments. 128 • Identify the effects of technology on air, water, and land quality and identify possible solutions for negative impacts. • Develop understanding of how human population growth and human development affect local human, vegetative, and wildlife communities, and impact other natural resources. • Describe methods which individuals and industries can employ to conserve natural resources and energy. • Compare the effects of different methods of conservation in various parts of the world. • Identify examples of environmental planning and waste management that have been used in the local community and explain their impact. • Analyze the present and future effects of various preservation or conservation efforts on the local community.

Subject Area:	Science			
Course Name:	Marine Science 1			
Course Code:	2002500			
Course Category:	Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	N/A			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

The purpose of this course is to provide an overview of the marine environment. Laboratory investigations of selected topics in the content, which also include the use of scientific method, measurement, laboratory apparatus, and safety procedures, are an integral part of this course. The content should include, but not be limited to, the following: • the nature of science • the origins of the oceans • the chemical, physical, and geological aspects of the marine environment • ecology of various sea zones • marine communities • the diversity of marine organisms • characteristics of major marine ecosystems • characteristics of major marine phyla/divisions • the interrelationship between man and the ocean.

Subject Area:	Science			
Course Name:	Marine Science 1 Honors			
Course Code:	2002510			
Course Category:	Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	Grades of A or B – Instructor Recommendation – Algebra 1			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

The purpose of this course is to provide an overview of the marine environment. Laboratory investigations of selected topics in the content, which also include the use of scientific method, measurement, laboratory apparatus, and safety procedures, are an integral part of this course. The content should include, but not be limited to, the following: • the nature of science • the origins of the oceans • the chemical, physical, and geological aspects of the marine environment • ecology of various sea zones • marine communities • the diversity of marine organisms • characteristics of major marine ecosystems • characteristics of major marine phyla/divisions • the interrelationship between man and the ocean. This course will include additional requirements to provide for a more in-depth or enriched study of the course requirements than Marine Science 1.

Subject Area:	Science			
Course Name:	Physical Science			
Course Code:	2003310			
Course Category:	Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	N/A			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

Physics and chemistry, particularly mechanics, the laws of motion, energy, electricity, magnetism, the elements, molecules, atoms, sub-atomic particles, nuclear reactions, light, heat, the periodic table, organic chemistry, and bio-chemistry, are introduced. Laboratory activities are an integral part of this course.

Subject Area:	Science			
Course Name:	Physical Science Honors			
Course Code:	2003320			
Course Category:	Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	Grades of A or B – Instructor Recommendation – Algebra 1			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

Physical science is a discipline that encompasses principles of basic chemistry, physics and mathematics. This subject provides students with the basic foundation to continue further study in earth and space science, biology, chemistry and physics. Physical science affords students the opportunity not only to learn scientific principles and concepts, an emphasis will also be placed on problem solving and critical thinking skills. The course is heavily oriented towards laboratory investigations.

Subject Area:	Science			
Course Name:	Physics 1			
Course Code:	2003380			
Course Category:	Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	Grades of B – Instructor Recommendation – Algebra 2			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

Physics I will provide students with an in-depth study of the theories and laws governing the interaction of matter, energy, and the forces of nature. Topics will include but not be limited to: kinematics, dynamics, energy, work, power, heat and thermodynamics, wave characteristics, light, electricity, magnetism, and nuclear physics. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.

Subject Area:	Science			
Course Name:	Physics 1 Honors			
Course Code:	2003390			
Course Category:	Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	Grades of A – Instructor Recommendation – Algebra 2			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

Physics I Honors will provide students with an in-depth study of the theories and laws governing the interaction of matter, energy, and the forces of nature. Topics will include but not be limited to: kinematics, dynamics, energy, work, power, heat and thermodynamics, wave characteristics, light, electricity, magnetism, and nuclear physics. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course. This course will also provide students with a college level course in physics and will prepare students to seek credit and/or appropriate placement in college physics courses. Topics will include but not be limited to: kinematics, Newton's Laws of Motion, conservation laws in classical mechanics, torque, rotational equilibrium, gravitation, oscillation, kinetic theory and thermodynamics, electrostatics, electric currents, magnetism, waves and optics, and modern physics. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.

Subject Area:	Science			
Course Name:	Sports Science 1			
Course Code:	2001820			
Course Category:	Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	N/A			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

Sports Science course consists of two components - Sports Medicine and Sports Exercise:

Firstly, the course provides students with the opportunity to study the field of Sports Medicine Science concerned with injuries sustained in athletic endeavors, including their prevention, diagnosis, and treatment. The purpose of injury prevention and treatment is to maintain optimal health and maximize peak performance. Traditionally, sports medicine was the sole domain of the team doctor, who worked mostly with college, professional, and Olympic athletes. Today, however, the sports medicine team represents many disciplines including, for example, athletic training, biomechanics, exercise physiology and nutrition. Sports medicine specialists also work with nonprofessional athletes and those participating in various recreational activities, such as children involved in youth sports or older adults training for foot races.

Secondly, the course provides students with the opportunity to study Sports Exercise Science. Sports Exercise Science is the study of movement and the associated functional responses and adaptations. In this context, an exercise scientist must understand the scientific basis underlying exercise-induced physiological responses. The field of exercise science involves a range of disciplines similar to those in sports medicine; it is common for sports exercise science professionals to work in sports medicine facilities. The field of exercise science, however, is typically much broader than sports medicine, ranging from the study of how organ systems work at the cellular level when confronted with disease to improving the biomechanical efficiency of an employee working on an assembly line.

Summary: Overall this course provides an opportunity for the study and application of the components of sports science including but not limited to: sports medicine related careers, organizational and administrative considerations, prevention of athletic injuries, recognition, evaluation, and immediate care of athletic injuries, rehabilitation and management skills, taping and wrapping techniques, First Aid/CPR, emergency procedures, nutrition, sports psychology, human anatomy and physiology, therapeutic modalities, and therapeutic exercise. This course is designed to introduce students to the field of sports medicine. It will provide students the opportunity to explore athletic training and sports medicine related fields. Students will receive instruction in sports medicine terminology, physical fitness, anatomy and physiology, kinesiology, injury evaluation and prevention procedures, and careers in sports medicine. Students will also demonstrate skills in cardiopulmonary resuscitation (CPR), first aid, and sports injury management and rehabilitation.

Subject Area:	Science			
Course Name:	Sports (Exercise) Science Honors			
Course Code:	2001825			
Course Category:	Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	Grades of A or B – Instructor Recommendation – Algebra 1			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

Sports Science course consists of two components - Sports Medicine and Sports Exercise:

Firstly, the course provides students with the opportunity to study the field of Sports Medicine Science concerned with injuries sustained in athletic endeavors, including their prevention, diagnosis, and treatment. The purpose of injury prevention and treatment is to maintain optimal health and maximize peak performance. Traditionally, sports medicine was the sole domain of the team doctor, who worked mostly with college, professional, and Olympic athletes. Today, however, the sports medicine team represents many disciplines including, for example, athletic training, biomechanics, exercise physiology and nutrition. Sports medicine specialists also work with nonprofessional athletes and those participating in various recreational activities, such as children involved in youth sports or older adults training for foot races.

Secondly, the course provides students with the opportunity to study Sports Exercise Science. Sports Exercise Science is the study of movement and the associated functional responses and adaptations. In this context, an exercise scientist must understand the scientific basis underlying exercise-induced physiological responses. The field of exercise science involves a range of disciplines similar to those in sports medicine; it is common for sports exercise science professionals to work in sports medicine facilities. The field of exercise science, however, is typically much broader than sports medicine, ranging from the study of how organ systems work at the cellular level when confronted with disease to improving the biomechanical efficiency of an employee working on an assembly line.

Summary: This course provides advanced sports science students with instruction in advanced techniques and processes. This course will give students hands-on experience evaluating injuries commonly sustained by the competitive athlete. It includes all areas of sports medicine such as sports science terminology, musculoskeletal anatomy, evaluation, assessment, rehabilitation, and prevention of athletic injuries. Emphasis will be placed on evaluating and assessing athletic injuries.

Social Studies - Science

Three (3) Credits (Units) of Standard Are Required for:

- Standard Graduation Requirements

Four (4) Credits (Units) of Standard Are Required for:

- Scholar Graduation Requirements

Subject Area:	Social Studies - Science			
Course Name:	Economics with Financial Literacy			
Course Code:	2102335			
Course Category:	Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	N/A
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	N/A
Pre-Requisite(s):	N/A			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

Economics will provide students the opportunity to acquire an understanding of the way in which society organizes its limited resources to satisfy unlimited wants. Content will include, but not be limited to, using economic principles and reasoning in reaching decisions in the market place. Necessary to that understanding are the roles and impact of economic wants, productive resources, scarcity and choices, opportunity costs and trade-offs, economic incentives, specialization, comparative advantage, division of labor, interdependence, how markets work, savings and investment, the role of the citizen as producer, consumer, and decision-maker, the role and function of government policy, the role of money, financial institutions and labor, distinctions between micro and macro-economic problems, and the similarities and differences of other economic systems.

Subject Area:	Social Studies - Science			
Course Name:	Economics with Financial Literacy Honors			
Course Code:	2102345			
Course Category:	Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	N/A
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	N/A
Pre-Requisite(s):	Grades of A or B – Instructor Recommendation			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

Economics Honors will provide students the opportunity to acquire a comprehensive understanding of the way in which society organizes to utilize its limited resources to satisfy unlimited wants and the distinguishing characteristics of other types of economic systems with particular attention to the American mixed system. The major emphasis is to provide the student with the tools to examine and analyze the implications of market solutions and public policy decisions related to economic problems. Specific content to be covered will include, but not be limited to, the role and impact of economic wants, productive resources, scarcity and choices, opportunity costs and trade-offs, economic incentives, specialization, comparative advantage, division of labor, interdependence, price determination, types of market failures, savings and investment, the role and function of governmental policy, labor supply and demand, the distinction between micro and macroeconomic problems, types of competition, inflation, unemployment, monetary and fiscal policy, and socioeconomic goals: freedom, economic efficiency, equity, full employment stability, and growth.

Subject Area:	Social Studies - Science			
Course Name:	Philosophy 1 (Introduction to Philosophy)			
Course Code:	2105340			
Course Category:	Elective Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	N/A
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	N/A
Pre-Requisite(s):	N/A			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

An introduction to the methods and problems of philosophy and to important figures in the history of philosophy. Concerns such topics as the nature of reality, the meaning of life, and the existence of God and Religion. Readings from classical and contemporary sources, e.g., Socrates, Plato, Aristotle, Descartes, Nietzsche, Sartre, and other influential philosophers who have shaped the way we understand our human existence, feelings, and thoughts. Through the study of philosophy, students raise fundamental questions pertinent to all areas of human activity and inquiries, such as the meaning of life, religious and scientific thought, and the role of philosophy as being speculative and critical. Students use the study of philosophy to better understand and appreciate their culture and world.

Subject Area:	Social Studies - Science			
Course Name:	Philosophy 1 Honors (Introduction to Philosophy)			
Course Code:	2120910			
Course Category:	Elective Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	N/A
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	N/A
Pre-Requisite(s):	Grades of A or B – Instructor Recommendation			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

An introduction to the methods and problems of philosophy and to important figures in the history of philosophy. Concerns such topics as the nature of reality, the meaning of life, and the existence of God and Religion. Readings from classical and contemporary sources, e.g., Socrates, Plato, Aristotle, Descartes, Nietzsche, Sartre, and other influential philosophers who have shaped the way we understand the meaning of our existence, feelings, and thoughts. This course is an introduction to key philosophical concepts and issues as well as major thinkers and historical periods.

Subject Area:	Social Studies - Science			
Course Name:	Philosophy 2 (Ethics)			
Course Code:	2105345			
Course Category:	Elective Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	N/A
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	N/A
Pre-Requisite(s):	Philosophy 1			
Recommended Grade Level(s):	9 th – 12 th Grades			
Course Description				
An introductory course in ethics. Typically examines virtues, vices, and character; theories of right and wrong; visions of the good life; and contemporary moral issues. Through the study of philosophy, students raise fundamental questions pertinent to all areas of human activity and inquiries, such as the meaning of life, religious and scientific thought, and the role of philosophy as being speculative and critical. Students use the study of philosophy to better understand and appreciate their culture and world.				

Subject Area:	Social Studies - Science			
Course Name:	Philosophy 2 Honors (Ethics)			
Course Code:	2120915			
Course Category:	Elective Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	N/A
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	N/A
Pre-Requisite(s):	Philosophy 1- Grades of A or B – Instructor Recommendation			
Recommended Grade Level(s):	9 th – 12 th Grades			
Course Description				
An introductory course in ethics. Typically examines virtues, vices, and character; theories of right and wrong; visions of the good life; and contemporary moral issues. A study of ethical values in relation to such problems as personal and societal decision making, selection and justification of lifestyle, goal orientation, conflict resolution, freedom and creativity, commitment and responsibility.				

Subject Area:	Social Studies - Science			
Course Name:	Psychology 1			
Course Code:	2107300			
Course Category:	Elective Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	N/A
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	N/A
Pre-Requisite(s):	N/A			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

Psychology I will help students acquire an understanding of human behavior, behavioral interaction, and the progressive development of individuals. Appropriate concepts and skills will be developed through the theories and methods of study employed by psychologists, human growth and development, self-concept development, adjustment, motivation and desire, intelligence, conditioning and learning, memory, personality and behavior, emotion and frustration, abnormal behavior, conformity, autonomy, alienation, stress, mental health and therapy. The purpose of this course is to provide students the opportunity, through the study of psychology, to acquire an understanding of and appreciation for human behavior, behavior interaction and the progressive development of individuals. This will better prepare them to understand their own behavior and the behavior of others. The content should include, but not be limited to the following: major theories and orientations of psychology; psychological methodology; memory and cognition; self-concept development; human growth and development; personality; motivation and desire; intelligence; conditioning and learning; abnormal behavior; psychological therapies; stress/coping strategies; emotion and frustration; and mental health.

Subject Area:	Social Studies - Science			
Course Name:	Psychology 1 Honors			
Course Code:	2107305			
Course Category:	Elective Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	N/A
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	N/A
Pre-Requisite(s):	Grades of A or B – Instructor Recommendation			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

Psychology I Honors will help students acquire an understanding of human behavior, behavioral interaction, and the progressive development of individuals. Appropriate concepts and skills will be developed through the theories and methods of study employed by psychologists, human growth and development, self-concept development, adjustment, motivation and desire, intelligence, conditioning and learning, memory, personality and behavior, emotion and frustration, abnormal behavior, conformity, autonomy, alienation, stress, mental health and therapy. The purpose of this course is to provide an introduction to psychological concepts, theories, research findings, and applications; to create an understanding of the range and limitations of psychological theory and practice; to encourage student to explore and understand the relationship between psychological findings and everyday life; to develop skills of analysis, interpretation, application and evaluation; to promote an appreciation and understanding of individual, social and cultural diversity; to develop an understanding of ethical issues in psychology including the moral and ethical implications of psychological research; to explore and understand the relationship between psychological findings and social, cultural and contemporary issues; to study psychological principles, perspectives and applications; and to encourage the development of the skill of communication.

Subject Area:	Social Studies - Science			
Course Name:	Psychology 2			
Course Code:	2107310			
Course Category:	Elective Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	N/A
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	N/A
Pre-Requisite(s):	Psychology 1			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

Psychology II will allow students to expand their awareness of areas of psychology to include basic statistical research, memory and thought, sensation and perception, motivation and emotion, sleep and dreams, stress and conflict, adjustment in society and human interaction. The purpose of this course is to provide students with an understanding of and appreciation for human behavior, behavior interaction, and the progressive development of individuals which will better prepare them to understand their own behavior and the behavior of others. The content should include, but not be limited to the following: statistical research; psychobiology; motivation and emotion; sensation and perception; states of consciousness; psychological testing and social psychology.

Subject Area:	Social Studies - Science			
Course Name:	Psychology 2 Honors			
Course Code:	2107315			
Course Category:	Elective Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	N/A
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	N/A
Pre-Requisite(s):	Psychology 1- Grades of A or B – Instructor Recommendation			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

Psychology II Honors will allow students to expand their awareness of areas of psychology to include basic statistical research, memory and thought, sensation and perception, motivation and emotion, sleep and dreams, stress and conflict, adjustment in society and human interaction. The purpose of this course is to provide an introduction to psychological concepts, theories, research findings, and applications; to create an understanding of the range and limitations of psychological theory and practice; to encourage student to explore and understand the relationship between psychological findings and everyday life; to develop skills of analysis, interpretation, application and evaluation; to promote an appreciation and understanding of individual, social and cultural diversity; to develop an understanding of ethical issues in psychology including the moral and ethical implications of psychological research; to explore and understand the relationship between psychological findings and social, cultural and contemporary issues; to study psychological principles, perspectives and applications; and to encourage the development of the skill of communication.

Subject Area:	Social Studies - Science			
Course Name:	Sociology 1			
Course Code:	2108300			
Course Category:	Elective Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	N/A
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	N/A
Pre-Requisite(s):	N/A			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

The purpose of this course is to provide, through the study of sociology, an opportunity to acquire an understanding of group interaction and its impact on individuals in order that they may have a greater awareness of the beliefs, values, and behavior patterns of others. In an increasingly interdependent world, students need to recognize how group behavior affects both the individual and society. The content should include, but not be limited to the following: understanding human behavior; the characteristics of social groups; cultural diversity; cultural conformity and adaptation; social structure, social institutions, agents of socialization, the role of adolescents and adults in our society; norms and values as they relate to effective group functions; understanding social problems; deviance and social control; and social stratification.

Subject Area:	Social Studies - Science			
Course Name:	Sociology 1 Honors			
Course Code:	2108305			
Course Category:	Elective Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	N/A
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	N/A
Pre-Requisite(s):	Grades of A or B – Instructor Recommendation			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

The purpose of this course is to offer students the opportunity not only to explore the processes that are shaping current trends, but also to develop an understanding of the complexity and diversity of human societies and their continuities with the past. The Honors Level provides a solid grounding in the central ideas and approaches in Sociology.

Subject Area:	Social Studies - Science			
Course Name:	Sociology 2			
Course Code:	2108310			
Course Category:	Elective Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	N/A
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	N/A
Pre-Requisite(s):	Sociology 1			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

The purpose of this course is to expand on Sociology 1 concepts and provide, through the study of sociology, an opportunity to acquire an understanding of group interaction and its impact on individuals in order that they may have a greater awareness of the beliefs, values, and behavior patterns of others. In an increasingly interdependent world, students need to recognize how group behavior affects both the individual and society. The content should include, but not be limited to the following: understanding human behavior; the characteristics of social groups; cultural diversity; cultural conformity and adaptation; social structure, social institutions, agents of socialization, the role of adolescents and adults in our society; norms and values as they relate to effective group functions; understanding social problems; deviance and social control; and social stratification.

Subject Area:	Social Studies - Science			
Course Name:	Sociology 2 Honors			
Course Code:	2108315			
Course Category:	Elective Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	N/A
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	N/A
Pre-Requisite(s):	Sociology 1 - Grades of A or B – Instructor Recommendation			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

The purpose of this course is to offer students the opportunity not only to explore the processes that are shaping current trends, but also to develop an understanding of the complexity and diversity of human societies and their continuities with the past. Students can choose to explore a variety of important areas of sociological enquiry including education, family, religion, and crime and deviance. It is assumed that the content and skills of Sociology 1 Honors have been mastered before starting this course.

Subject Area:	Social Studies - Science			
Course Name:	U.S. (United States) Government			
Course Code:	2106310			
Course Category:	Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	N/A
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	N/A
Pre-Requisite(s):	N/A			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

United States Government will provide students the opportunity to acquire an understanding of American government and political behavior. Content to be covered will include, but not be limited to, an analysis of those documents which shape our political traditions (the Declaration of Independence, the Constitution, and the Bill of Rights), a comparison of the roles of the three branches of government at the local, state, and national levels, an understanding of the evolving role of political parties and interest groups in determining government policy, how the rights and responsibilities of citizens in a democratic state have evolved and been interpreted, and the importance of civic participation in the democratic political process.

Subject Area:	Social Studies - Science			
Course Name:	U.S. (United States) Government Honors			
Course Code:	2106320			
Course Category:	Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	
Pre-Requisite(s):	Grades of A or B – Instructor Recommendation			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

Students will acquire a comprehensive understanding of American government and political behavior. Appropriate concepts and skills will be developed through an evaluation of the Declaration of Independence, the Constitution, and the Bill of Rights, an analysis of the roles of the three branches of government at the local, state, and national levels, a comparative view of the changing roles of the three branches of government at the local, state, and national levels, a comparative view of the changing nature of political parties and interest groups in determining government policy, an evaluation of citizen rights and responsibilities in a democratic state, and the importance of civic participation in democratic political processes.

Subject Area:	Social Studies - Science			
Course Name:	U.S. (United States) History			
Course Code:	2100310			
Course Category:	Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	N/A			
Recommended Grade Level(s):	9 th – 12 th Grades			
Course Description				
United States History will provide students with the opportunity to acquire an understanding of the chronological development of the American people by examining the political economic, social, religious, military, scientific, and cultural events that have affected the rise and growth of the nation. Content to be covered will include, but not be limited to, an understanding of geographic-historic and time-space relationships, the synthesizing of American culture through the centuries, the origin of American ideals, the American colonial experience, the American Revolution and the Federal System, the Civil War as the solution to the secession issue, the technological and urban transformation of the country, and American foreign policy development.				

Subject Area:	Social Studies - Science			
Course Name:	U.S. (United States) History Honors			
Course Code:	2100320			
Course Category:	Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	Grades of A or B – Instructor Recommendation			
Recommended Grade Level(s):	9 th – 12 th Grades			
Course Description				
United States History Honors will provide students with the opportunity to acquire an in-depth and comprehensive understanding of the chronological development of the American people by examining the political, economic, social, religious, military, scientific, and cultural events that have affected the nation. Implicit in this is an understanding of the historical method, the inquiry process, historical reasoning and interpretation, and the issues of external and internal validity.				

Subject Area:	Social Studies - Science			
Course Name:	World Cultural Geography			
Course Code:	2103300			
Course Category:	Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	N/A			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

The purpose of this course is to assist the student in acquiring an understanding of the interrelationships between people and their environment. Appropriate concepts and skills will be developed in connection with an investigation into the relationship between physical geography, natural resources, and the economic, political, social, cultural, religious, and historical aspects of human activity. This course is designed to provide an opportunity for students to study the interaction of man and his environment in space and time. The study includes current developments around the world which affect physical structure, way of life, customs, mores, and past events that effect the environment. Emphasis is also placed on the geographical processes which affect decisions made concerning interrelationships among nations, production and distribution of goods, uses and abuses of resources, and political and economic conditions. Urban analyses and population problems are important aspects of the course.

Subject Area:	Social Studies - Science			
Course Name:	World Cultural Geography Honors			
Course Code:	2103310			
Course Category:	Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	Grades of A or B – Instructor Recommendation			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

The purpose of this course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to analyze human social organization and its environmental consequences. They also learn about the methods and tools geographers use in the science and practice. Students will have the opportunity to understand the following concepts related to the course: regions and their development, population studies, cultural concepts and spatial representation, political geography, land use, urbanization, issues related to space, place and scale, and economic geography. Students will engage in active, high-level learning to develop skills and concepts needed to succeed at more rigorous academic levels of study in world cultures. Learning will also be in more depth than is generally offered in the regular class. The basic content is the same as that of the regular course, but this course provides the student with the opportunity to pursue the tangents and the details of geographic study. The student will research and develop products that encourage deeper understanding of other cultures and environments.

Subject Area:	Social Studies - Science			
Course Name:	World History			
Course Code:	2109310			
Course Category:	Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	N/A			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

World History will provide students the opportunity to acquire an understanding of the chronological development of civilization by examining the political, economic, social, religious, military, dynastic, scientific, and cultural events that have affected humanity. Specific content to be covered will include, but not be limited to, an understanding of geographic, historic and time-space relationships, a review of pre-history, the rise of civilization and cultural universals, the development of religion and the impact of religious thought, the evolution of political systems and philosophies, the development of nationalism as a global phenomenon, the origin and course of economic systems and philosophies.

Subject Area:	Social Studies - Science			
Course Name:	World History Honors			
Course Code:	2109320			
Course Category:	Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	Grades of A or B - Instructor Recommendation			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

World History Honors will provide students the opportunity to acquire a comprehensive understanding of the past in terms of what has been interpreted about change or process as it related to the development of humanity. This is done by analyzing the political, economic, social, religious, military, dynastic, scientific, and cultural events that have shaped and molded humanity. Implicit in this is an understanding of the historical method, the inquiry process, historical reasoning and interpretation.

World Languages

Two (2) Credits (Units) of Standard Are Required for:

- Standard Graduation Requirements

MANDATORY

MUST BE TAKEN SEQUENTIALLY IN THE SAME LANGUAGE MANDATORY

* Required to increase your chances for acceptance to a 4-year College and/or University

** Required to qualify for the Bright Futures Scholarship Program

Two (2) Credits (Units) of Standard Are Required for:

- Scholar Graduation Requirements

MANDATORY

MUST BE TAKEN SEQUENTIALLY IN THE SAME LANGUAGE MANDATORY

* Required to increase your chances for acceptance to a 4-year College and/or University

** Required to qualify for the Bright Futures Scholarship Program

Subject Area:	World Languages			
Course Name:	Spanish 1			
Course Code:	0708340			
Course Category:	Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	N/A			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

Spanish 1 introduces students to the Spanish language and its culture. The student will develop communicative skills and cross-cultural understanding and beginning skills in listening and speaking, with special attention to pronunciation. An introduction to reading and writing is also included as well as the fundamentals of grammar and culture. The content should include, but not be limited to, the following conversational expression of feelings, ideas, and opinions in the Spanish language, comprehension of spoken and written Spanish language, oral and written presentation of information and ideas, in the Spanish language, to an audience, social interaction patterns within the Spanish culture(s), connections between the Spanish language and culture(s) and other disciplines, communication patterns of Spanish languages, Spanish language usage within and beyond the school setting.

Subject Area:	World Languages			
Course Name:	Spanish 2			
Course Code:	0708350			
Course Category:	Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	Spanish 1			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

Spanish 2 reinforces the fundamental skills acquired by the students in Spanish 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 Spanish 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the Spanish language-speaking people is continued. The content should include, but not be limited to, the following conversational expression of feelings, ideas, and opinions in the target language, comprehension of spoken and written Spanish language, oral and written presentation of information and ideas, in the Spanish language, to an audience, social interaction patterns within the Spanish language culture(s), connections between the Spanish language and culture(s) and other disciplines, communication patterns of languages, Spanish language usage within and beyond the school setting.

Subject Area:	World Languages			
Course Name:	Spanish 3 Honors			
Course Code:	0708360			
Course Category:	Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	Spanish 2			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

Spanish 3 Honors provides mastery and expansion of skills acquired by the students in Spanish 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings, students' acquisition of grammatical concepts is strengthened by analyzing reading selections, contemporary vocabulary stresses activities which are important to the everyday life of the Spanish language-speaking people, conversational expression of feelings, ideas, and opinions in the Spanish language, comprehension of spoken and written Spanish language, oral and written presentation of information and ideas, in the Spanish language to an audience, social interaction patterns within culture(s), connections between the Spanish language and culture(s) and other disciplines, communication patterns of languages, Spanish language usage within and beyond the school setting.

Subject Area:	World Languages			
Course Name:	Spanish 4 Honors			
Course Code:	0708370			
Course Category:	Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	Spanish 3 or Spanish 3 Honors			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

Spanish 4 Honors expands the skills acquired by the students in Spanish 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 newspapers, magazines, and literary works. The content should include, but not be limited to, the following conversational expression of feelings, ideas, and opinions in the Spanish language, comprehension of spoken and written Spanish language, oral and written presentation of information and ideas, in the Spanish language to an audience, social interaction patterns within Spanish language culture(s), connections between the Spanish language and culture(s) and other disciplines, communication patterns of languages, Spanish language usage within and beyond the school setting.

Subject Area:	World Languages			
Course Name:	Greek 1 (Modern)			
Course Code:	0703320			
Course Category:	Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	N/A			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

Greek 1 introduces students to the Greek language and its culture. The student will develop communicative skills and cross-cultural understanding and beginning skills in listening and speaking, with special attention to pronunciation. An introduction to reading and writing is also included as well as the fundamentals of grammar and culture. The content should include, but not be limited to, the following conversational expression of feelings, ideas, and opinions in the Greek language, comprehension of spoken and written Greek language, oral and written presentation of information and ideas, in the Greek language, to an audience, social interaction patterns within the Greek culture, connections between the Greek language and Culture and other disciplines, communication patterns of languages, Greek language usage within and beyond the school setting.

Subject Area:	World Languages			
Course Name:	Greek 2 (Modern)			
Course Code:	0703330			
Course Category:	Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	Greek 1			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

Greek 2 reinforces the fundamental skills acquired by the students in Greek 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 Greek 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the Greek language-speaking people is continued. The content should include, but not be limited to, the following conversational expression of feelings, ideas, and opinions in the target language, comprehension of spoken and written Greek language, oral and written presentation of information and ideas, in the Greek language, to an audience, social interaction patterns within the Greek language culture, connections between the Greek language and culture and other disciplines, communication patterns of languages, Greek language usage within and beyond the school setting.

Subject Area:	World Languages			
Course Name:	Greek 3 Honors (Modern)			
Course Code:	0703340			
Course Category:	Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	Greek 2			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

Greek 3 Honors provides mastery and expansion of skills acquired by the students in Greek 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings, students' acquisition of grammatical concepts is strengthened by analyzing reading selections, contemporary vocabulary stresses activities which are important to the everyday life of the Greek language-speaking people, conversational expression of feelings, ideas, and opinions in the Greek language, comprehension of spoken and written Greek language, oral and written presentation of information and ideas, in the Greek language to an audience, social interaction patterns within culture(s), connections between the Greek language and culture(s) and other disciplines, communication patterns of languages, Greek language usage within and beyond the school setting.

Subject Area:	World Languages			
Course Name:	Greek 4 Honors (Modern)			
Course Code:	0703350			
Course Category:	Core Course			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	Greek 3 or Greek 3 Honors			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

Greek 4 Honors expands the skills acquired by the students in Greek 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 newspapers, magazines, and literary works. The content should include, but not be limited to, the following conversational expression of feelings, ideas, and opinions in the Greek language, comprehension of spoken and written Greek language, oral and written presentation of information and ideas, in the Greek language to an audience, social interaction patterns within Greek language culture(s), connections between the Greek language and culture(s) and other disciplines, communication patterns of languages, Greek language usage within and beyond the school setting.

Non - Core Courses

Electives & Areas of Specialization

Visual (Fine) Arts and Performing Arts

Subject Area:	Visual (Fine) Arts and Performing Arts			
Course Name:	Drawing & Painting (Integrated Program)			
Course Code:	0104340 – 0104370 (010434070.1 thru 010434070.8)			
Course Category:	None – Core Course (Elective)			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	N/A			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

The purpose of these two integrated courses (Drawing and Painting) is to:

1. Enable students to develop basic perceptual, observational, and compositional skills necessary to communicate a range of subject matter, symbols, ideas, and concepts using knowledge of drawing media, processes, and techniques. The content should include, but not be limited to, the following: use of tools and materials, art vocabulary, elements of art and principles of design, critical thinking and analysis, historical and cultural perspectives, connections between visual arts and other subject areas, personal and social benefits, collaborative skills career opportunities.
2. Enable students to develop basic perceptual, observational, and compositional skills necessary to communicate a range of subject matter, symbols, ideas, and concepts using knowledge of painting media processes and techniques. The content should include, but not be limited to, the following: use of tools and materials, art vocabulary, elements of art and principles of design, critical thinking and analysis, historical and cultural perspectives, connections between visual arts and other subject areas, personal and social benefits, collaborative skills career opportunities

Subject Area:	Visual (Fine) Arts and Performing Arts			
Course Name:	Creative Photography			
Course Code:	0108310 (0108310.1 thru 0108310.8)			
Course Category:	None – Core Course (Elective)			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	N/A			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

The purpose of this course is to enable students to develop fundamental skills and creative approaches in photographic imagery, processes, and techniques. The content should include, but not be limited to, the following: use of equipment, tools, and materials, art and photography vocabulary, media, software, processes and techniques, elements of art and principles of design, formal and expressive elements, types and functions of cameras and film, use of light and exposure, darkroom and digital photographic processing, presentation techniques, technological, historical, and cultural perspectives, critical thinking and analysis, connections between photography and other subject areas, personal and social benefits, collaborative skills, legal and ethical issues and career opportunities.

Subject Area:	Visual (Fine) Arts and Performing Arts			
Course Name:	Drama			
Course Code:	0400300 (0400300.1 thru 0400300.8)			
Course Category:	None – Core Course (Elective)			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	N/A			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

The purpose of this course is to provide a broad overview of the study and practice of dramatic arts. The content should include, but not be limited to, background information on the history, traditions, literature, and operations areas of the theatre. Opportunities for beginning experiences in acting and other aspects of theatre activities should be included.

Subject Area:	Visual (Fine) Arts and Performing Arts			
Course Name:	Theatre Arts			
Course Code:	0400310 (0400310.1 thru 0400310.8)			
Course Category:	None – Core Course (Elective)			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	N/A			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

This course is designed for students who are interested in experiencing the theatre and promotes enjoyment and appreciation for all aspects of theatre. Classwork focuses on the exploration of theatre literature, performance, historical and cultural connections, and technical requirements. Improvisation, creative dramatics, and beginning scene work are used to introduce students to acting and character development. Incorporation of other art forms in theatre also helps students gain appreciation for other art forms, such as music, dance, and visual art

Music

Subject Area:	Music			
Course Name:	Instrumental Techniques			
Course Code:	1302420 (1302420.1 thru 1302420.8)			
Course Category:	None – Core Course (Elective)			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	N/A			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

Instrumental Techniques and Ensemble provides students with instruction on selected instruments in an individualized or ensemble setting. The content should include, but not be limited to, the following: interpretation of melodic and rhythmic notation in a variety of styles, key signatures, and meter, using appropriate performance technique; composition, arrangement, and improvisation techniques; performance of music of various cultures; analysis and evaluation as a listener and performer; responsible participation in music activities; importance of music in everyday life. The purpose of this course is to enable students to develop basic performance skills on a selected instrument in a solo or small ensemble setting using varied high school literature. Performance techniques, music knowledge, critical analysis and aesthetic response are emphasized.

Subject Area:	Music			
Course Name:	Music Techniques			
Course Code:	1305500 (1305500.1 thru 1305500.8)			
Course Category:	None – Core Course (Elective)			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	N/A			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

Students in this class focus on the development of musical and technical skills on a specific instrument or voice through etudes, scales, and selected music literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills to be more disciplined 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, if used for an instrumental class, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

Physical Education

Subject Area:	Physical Education			
Course Name:	Personal Fitness: Strength & Conditioning			
Course Code:	1501300 (1501300.1 thru 1501300.8)			
Course Category:	None – Core Course (Elective)			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	N/A			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

Personal Fitness: Strength and Conditioning provides students with opportunities to develop an individual optimal level of physical fitness, acquire knowledge of physical fitness concepts, and acquire knowledge of the significance of lifestyle on one's health and fitness. The content includes knowledge of the importance of physical fitness, assessment of the health-related components of fitness, health problems associated with inadequate fitness levels, application of biomechanical and physiological principles to improve and maintain fitness, safety practices and psychological values of fitness including stress management, and sound nutritional practices and consumer issues related to physical fitness.

Subject Area:	Physical Education			
Course Name:	Team Sports			
Course Code:	1503350 (1503350.1 thru 1503350.8)			
Course Category:	None – Core Course (Elective)			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	N/A			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

Team Sports I provide students with opportunities to acquire knowledge of strategies of team sport play, develop skills in selected team sports, and maintain and/or improve their personal fitness. The content includes knowledge and application of skills, techniques, strategies, rules, and safety practices necessary to participate in selected team sports which may include, but not be limited to, basketball, dodgeball, football, hockey, lacrosse, soccer, softball, speedball, team handball, track and field, and volleyball. Team Sports is designed to provide students with the opportunity to develop health-related fitness and an appreciation for teamwork and fair play through participation in a variety of team sports. Students should be able to demonstrate proficiency in two or more sports that may include: basketball, field or floor hockey, flag football, soccer, softball, team handball or volleyball. Student expectations include: • demonstration of consistency using basic offensive and defensive skills of a sport, • application of movement concepts and principles to the learning and development of motor skills, • development of basic components such as strategies, protocol, and rules of structured physical activities, and • exhibits a physically active lifestyle that provides opportunities for enjoyment and challenge through team sports.

Subject Area:	Physical Education			
Course Name:	Individual & Dual Sports			
Course Code:	1502410 (1502410.1 thru 1502410.8)			
Course Category:	None – Core Course (Elective)			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	N/A			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

Individual and Dual Sports provide students with opportunities to acquire knowledge of strategies and develop skills in selected individual and dual sports, and maintain and/or improve their personal fitness. The content includes knowledge and application skills, techniques, strategies, rules, and safety practices. Individual and dual sports selected may include but not be limited to archery, badminton, bowling, golf, gymnastics, handball, paddleball, racquetball, skating, swimming, table tennis, and tennis. Individual/Dual Sports is designed to provide students with the opportunity to develop health-related fitness and an appreciation of a variety of lifetime activities related to developing and maintaining an appropriate level of personal fitness. Students should exhibit a level of competency in two or more sports that may include: archery, badminton, bowling, gymnastics, golf, handball, racquetball, self-defense, tennis, table tennis, track and field, weight training or wrestling. Student expectations include: • understanding of basic components such as strategies, protocol, and rules of individual sports, • application of movement concepts and principles to the learning and development of motor skills, • understanding and application of safety practices associated with individual sports, • development of positive personal and social skills to work independently and with others in individual sports, and • exhibits a physically active lifestyle that provides opportunities for enjoyment and challenge through individual sports.

Subject Area:	Physical Education			
Course Name:	HOPE (Health Opportunities Through Physical Education)			
Course Code:	1503350 (Physical Education & Health Integrated)			
Course Category:	None – Core Course (Elective)			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	N/A			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. With a focus on health and fitness, this course guides you to be active and healthy now and for a lifetime. With the guidance of a training instructor, you'll set personal goals in four areas of wellness: physical, emotional, social, and academic. The course uses videos, graphics, and interactive learning opportunities to encourage you to eat well, get up, and be active.

Subject Area:	Physical Education			
Course Name:	Athletics: Varsity – Junior Varsity			
Course Code:	1503350 (Physical Education & Health Integrated) 1503350.1 thru 1503350.8)			
Course Category:	None – Core Course (Elective)			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	N/A			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

SURGE Christian Academy is a member of the FHSAA (Florida High School Athletic Association) and subscribe to its rules and regulations along with its purposes, goals, and objectives. Students--both boys and girls--are urged to participate in the appropriate activities which are offered. Completion of medical history/physical examination and parent permission forms are required to participate. Students must meet state mandated academic and attendance requirements to be eligible to participate in extra-curricular activities.

Students in interscholastic athletic activities may substitute the required elective credits up to a maximum of 4 units if entering 9th grad. Students enrolled in interscholastic activities may substitute these activities for 1 unit of physical education up to a maximum of 4 units. Any additional units above the four maximum count as local credit. Students who withdraw from athletics before the required units of physical education are earned must be enrolled in physical education courses to earn the required units of credit.

Health Education

Subject Area:	Health Education			
Course Name:	Health 1: Life Management Development Skills			
Course Code:	0800300			
Course Category:	None – Core Course (Elective)			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	N/A			
Recommended Grade Level(s):	9 th – 12 th Grades			
Course Description				
The purpose of this course is to provide students with the opportunity to develop and enhance critical life management skills necessary to make sound decisions and take positive action for healthy and effective living. Specific content will include but not be limited to: positive emotional development; communication, interpersonal and coping skills; responsible decision making and planning; nutrition and weight management; substance use and misuse, including the hazards of smoking; knowledge and skills needed to be a wise consumer; community resources; personal money management; performance of one-rescuer cardiopulmonary resuscitation (CPR) and first aid for an obstructed airway; suicide awareness and prevention; and self-examination for breast and testicular cancer.				

Subject Area:	Health Education			
Course Name:	Health 2: Personal Health Development Skills			
Course Code:	0800310			
Course Category:	None – Core Course (Elective)			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	N/A			
Recommended Grade Level(s):	9 th – 12 th Grades			
Course Description				
<p>This course will teach high school students the fundamentals needed for optimal health and wellness for a lifetime. Students will be made aware of current health information and issues promoting the development of the “whole woman”. This holistic and fundamental approach to female wellness issues of today include: mental, emotional, physical, social, and spiritual health. This inclusion will help address and positively influence and promote the development of the well-rounded healthy and confident woman. Students will learn to obtain facts and skills needed for a balanced and health filled life, leading to a lifestyle of high quality and longevity. Some aspects covered include: the prevention of disease, disability, communication, nutrition, weight control, energy balance, body image, growth and development, stress management, time management, the use, misuse and abuse of drugs and chemicals, destructive habits, building relationships, health advocacy, stay updated on current health issues and information, creating healthy and safe communities. Students will be empowered to make positive and educated decisions to promote a healthy lifestyle.</p>				

Experiential (Community – Based) Education

Subject Area:	Experiential (Community – Based) Education			
Course Name:	Personal, Career, and School Development Skills: Strategies for Success: College & Career Planning			
Course Code:	0500500 (0500500.1 thru 0500500.8)			
Course Category:	None – Core Course (Elective)			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	N/A			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

The purpose of this course is to provide students with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community. Through enrollment in this class, students are connected with public and private health, employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. The course content includes, but is not limited to: knowledge of self and others, development of positive attitudes, individual responsibility, time management decision making, problem solving, leadership skills, live management skills, employability skills, career pathway knowledge and understanding, college planning, personal finance, and career planning

Subject Area:	Experiential (Community – Based) Education			
Course Name:	Voluntary Community & Public Service: Cooperative Education			
Course Code:	0500370 (0500370.1 thru 0500370.8)			
Course Category:	None – Core Course (Elective)			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	N/A			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

The purpose of this course is to provide an opportunity for students to be engaged in activities that help them to develop an appreciation for the concept of service to the school or community. In this issues approach, students are expected to examine topics, make informed judgments and apply problem-solving skills within a context of how they might best serve a local school or community. Teachers are challenged to encourage students to plan for the future and to act in the present. This course is not designed for students to be utilized as teacher or office aides.

Peer Counseling

Subject Area:	Peer Counseling			
Course Name:	Peer Counseling			
Course Code:	1400300 (1400300.1 thru 1400300.8)			
Course Category:	None – Core Course (Elective)			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	N/A			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

The purpose of this course is to teach leadership skills, parliamentary procedure, problem solving, decision making, communication skills, group dynamics, time and stress management, public speaking, human relations, public relations, team building and other group processes. In addition, the course will assist students gain an understanding of the components of personal development and to facilitate personal and group growth and fulfillment through individual and group processes.

Research and Critical Thinking

Subject Area:	Research and Critical Thinking			
Course Name:	Research & Critical Thinking			
Course Code:	1700300 (1700300.1 thru 1700300.8)			
Course Category:	None – Core Course (Elective)			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	N/A			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

The purpose of this course is to enable students to develop fundamental knowledge of the steps in the research process. The course shall provide students with an understanding of: various research designs, methods of data collection, using community, internet and library research sources in identifying topics and developing hypotheses.

Subject Area:	Research and Critical Thinking			
Course Name:	Critical Thinking & Study Skills			
Course Code:	1700370 (1700370.1 thru 1700370.8)			
Course Category:	None – Core Course (Elective)			
Course Duration:	Per Semester:	Min. 67.5 hrs.	Full Year:	Min. 135 hrs.
Course Credits (Units):	Per Semester:	0.50 credits	Full Year:	1.00 credits
Pre-Requisite(s):	N/A			
Recommended Grade Level(s):	9 th – 12 th Grades			

Course Description

The purpose of this course is to enable students to develop learning strategies, critical-thinking skills, and problem-solving skills to enhance their performance in academic and nonacademic endeavors. In addition, this course shall provide students with a foundation for, and practice of, good study habits and to develop the skills needed to process information, complete assignments accurately and perform well on tests.