LEJEUNE HIGH SCHOOL

2008 – 2009
Course Descriptions
and
Course Scheduling
Procedures

835 Stone Street
Camp Lejeune, North Carolina 28547-2520
telephone: (910) 451-2451
fax: (910) 451-3130

www.am.dodea.edu/lejeune/lhs

CONTENTS

2008-2009 Course Selection Instructions for Students and Parents

Lejeune High School constructs a master schedule of courses each year based on the student requests received through the course selection process. This publication includes the information that students will use to select next year's courses. Please review all the forms and instructions carefully before completing the actual course selection forms. All students currently enrolled in grades 8-11 who plan to attend Lejeune High School next year are expected to submit course selection materials.

Additional Materials:

- 2008-2009 Course Selection Form

Making Choices:

Students should make choices based on graduation requirements and on their knowledge of their personal goals and aspirations, not for reasons such as a friend will be in the class or a certain teacher will be the instructor. Students should review the requirements for graduation and then select courses that will enable them to meet the requirements. Most students have already have completed either a 4-year or 6-year plan ("Record of Progress Toward Graduation") to help keep them on track.

Students who intend to pursue the Lejeune Scholars Program Awards also should review the additional requirements for that program (page 6) and select courses that will enable them to meet the more rigorous standards.

Specific courses or courses from a specific subject area are required at each grade level. The required courses or subject areas for a student's grade are noted on the offering list for each grade. If a student knows he or she will not pass a required course in progress this year, the student should either repeat the course during a summer school session (if the option is available) or repeat the course next year.

Teacher Recommendations. Students who have questions about the appropriate course to take in a given subject area should ask their current teacher in that subject area for a recommendation.

8-period schedule. **All students** should plan for an **8-period** schedule when selecting courses, even seniors who intend to request early release (see below). ***Credit***. Credit for all courses is awarded at the end of each semester, even when a course is taught all year.

Semester courses. Please note, however, that some of the course offerings are only a semester in length. If selecting a semester course for next year, be sure to include a second semester-long course to make a full credit.

Alternate courses. To help alleviate any scheduling conflicts that might arise, students should indicate an alternate selection for each elective course.

Course Descriptions and Content Standards:

Courses offered at Lejeune High School follow DoDEA content standards. Brief descriptions of the courses follow and are available on the high school website at **http://www.am.dodea.edu/lejeune/lhs/.** Complete course descriptions are available online at **http://www.dodea.edu/instruction/curriculum/descriptions.htm**. The content standards are available at **http://www.dodea.edu/instruction/curriculum/DoDEA_Content_Stand.htm.**

Early Release/Late Arrival:

Exception to full-time attendance may be approved by the principal for 12th grade students when the absence is in the best interest of the student and family, and is based on established family, personal, and financial obligations (e.g., part-time employment to support the family or for college expenses).

Seniors who need to leave school early or arrive late may apply for dual enrollment at Coastal Carolina Community College or for release due to special circumstances. In either case, seniors must be in attendance at Lejeune High School for a minimum of two (2) class periods each day and must be on track to graduate both in terms of specified courses and total credits. To apply under the dual enrollment category, seniors should submit the appropriate application materials to Coastal Carolina Community College and submit a copy of the registration form to the guidance department. If applying under special circumstances, seniors must submit a letter to the principal specifying the reasons for needing early release and the requested departure or arrival time. The sponsor must sign the

letter.

Rules for Early Release

1. Students who are approved for early release must sign out in the main office when they leave school. Having students sign out is an accountability and security requirement.

2. Students who are released from both 3rd and 4th periods (or 7th and 8th periods) must leave campus immediately after the extended learning period (EL); students who are released only from 4th/8th period must leave campus immediately after 3rd/7th period. Attending EL is required.

3. Any early release student who receives permission to return to campus after having signed out for the day is required to sign in on return. The requirement to sign in is an accountability and security requirement.

4. Students who are approved to report to school late must sign in upon arrival for accountability and security purposes.

5. Students approved for early release or late arrival must provide their own transportation.

Schedule Changes:

A great deal of time and effort is given to creating a master schedule that will allow the best schedule possible for the greatest number of students. The master schedule is constructed from student requests so it is imperative that students give serious thought to their choices. **Courses and levels should be selected with the understanding that changes will be permitted only for the following reasons**:

1. to resolve a scheduling conflict (if alternate course selections are unavailable),

2. to schedule a course that is required for graduation,

3. to replace a course required for graduation that was completed during summer school,

4. to replace a course with pre-requisites not satisfactorily completed by the student,

5. to replace a course when the subject teacher recommends in writing that the student has been inappropriately placed, or

6. to allow a senior to participate in dual enrollment or early release.

Completing the Course Selection Form:

Be sure to enter your name (last name, first name, middle name) in the boxed area at the top of the form. Students in all grades should select enough courses for an **8-credit schedule**. Once you and your parents have agreed upon the courses for next year, enter the course codes and course titles on the selection form. Year-long courses should be entered in the 1st semester column only. Semester courses can be entered in either the 1st or 2nd semester column. Remember, for each semester course selected, there must be a second semester course entered to equal a full credit. Enter the first course in the 1st semester column and the other in the 2nd semester column. All semester courses are denoted on the offering lists with an asterisk (*).

The information for alternate courses should be entered in the area below the primary selections.

Upon completion, you and your parent should sign the course selection form on the lines provided.

High school students must return the completed course selection form to the guidance office..

8th graders must return the completed course selection form to their home base teacher.

If you have questions about the course selection forms or procedures, please do not hesitate to contact a member of the guidance staff at 451-2453.

Athletic Eligibility:

According the North Carolina High School Athletic Association requirements, athletes must pass a minimum of six (6) courses during the fall semester in order to participate in a sport during the spring semester (and six during the spring semester to participate the following fall). Additionally, the local requirement stipulates that an athlete may fail no more than two (2) courses during any 9-week grading period in order to be eligible to participate the following grading period.

Consistent attendance is also a state requirement in order to participate in interscholastic programs. Athletes may miss no more than 13 ½ days (excused or unexcused) during the prior semester in order to establish eligibility in the current semester.

GRADUATION REQUIREMENTS

Unit/Course Requirement. Students must successfully complete the following distribution of specified courses:

COURSE	UNITS	
	Class of 2007	**Class of 2008+**
English	**4**	**4**
Math		
- Algebra I and two units	**3**	**---**
- Algebra I, Geometry, and one unit	**---**	**3**
Science		
- Biology, one physical science, and one other unit	**3**	**---**
- Biology, Chemistry **or** Physics, and one other unit	**---**	**3**
Social Studies		
World Regions **or** World History, U.S. History, U.S. Government (one-half), and another one-half credit	**3**	**3**
Foreign Language		
- Two units in the same language	**---**	**2**
Fine Arts	**1**	**1**
Professional Technical Studies		
- One-half unit must be in a computer technology	**---**	**2**
Health Education	**.5**	**.5**
Physical Education	**.5**	**1.5**
Electives	**11**	**6**
Total	**26**	**26**

GPA Requirement. Students must earn a **minimum grade point average of 2.0** in order to receive a diploma.

LEJEUNE SCHOLARS PROGRAM

Considerable effort is made to recognize the outstanding accomplishments of Lejeune High School students. The Lejeune Scholars Program is the most comprehensive of the recognition programs to acknowledge academic excellence. All students who pursue the specified schedule of rigorous courses listed below and who earn a cumulative weighted GPA of **3.55** or higher are eligible to earn the distinction as a Lejeune Scholar.

	Class of 2008+
English	**4**
Math	**4**
a. Algebra I	
b. Geometry	
c. Algebra II	
d. one (1) additional course w/ Algebra II as a pre-requisite (Class of 2006+)	
Science	**3**
a. Biology I	
b. Chemistry	
c. Human Anatomy, AP Biology, AP Chemistry, Physics, or AP Physics	
Social Studies	**4**
a. one (1) world studies credit	
b. U.S. History	
c. U.S. Government (.5)	
d. an additional .5 social studies credit	
e. one (1) additional social studies credit	
Second Language (same language)	**3**
Fine Arts	**1**
Professional/Technical Studies	**2**
Health/Physical Education	**2**
Electives	**5**
Total Credits	**28**

Minimum Course Requirements for Admission to the State Universities in North Carolina (effective Fall 2006)

I. Course Requirements

Six course units in **language**, including

- four units in **English** emphasizing grammar, composition, and literature, and
- two units of a **language other than English**.

Four course units of **mathematics**, in any of the following combinations:

- algebra I and II, geometry, and one unit beyond algebra II,
- algebra I and II, and two units beyond algebra II, or
- integrated math I, II, and III, and one unit beyond integrated math III.

(The fourth unit of math affects applicants to all institutions except the North Carolina School of the Arts.) It is recommended that prospective students take a mathematics course unit in the twelfth grade.

Three course units in **science**, including

- at least one unit in a life or **biological science** (for example, biology),
- at least one unit in **physical science** (for example, physical science, chemistry, physics), and
- at least one **laboratory course**.

Two course units in **social studies**, including one unit in **U.S. history**, but an applicant who does not have the unit in U.S. history may be admitted on the condition that at least three semester hours in that subject will be passed by the end of the sophomore year.

II. Other Admissions Requirements

All applicants for admission to any campus, except those exempted by current campus policies, must submit a standardized test score. The SAT I is preferred, but students may also submit the ACT.

Students applying for admission for fall 2006 or after, for whom standardized test scores are required, must submit either the new SAT I (which includes the writing component) or the ACT with the writing component. The ACT without the writing component will not be acceptable as a standardized test for admission after the spring semester of 2006.

The constituent members of the University of North Carolina are Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina A&T State University, North Carolina Central University, North Carolina School of the Arts, North Carolina State University, UNC-Asheville, UNC-Chapel Hill, UNC-Charlotte, UNC-Greensboro, UNC-Pembroke, UNC-Wilmington, Western Carolina University, and Winston-Salem State University.

9th GRADE COURSE OFFERINGS, SY 2008-2009

Language Arts (required)
LAE301 Language Arts 9
LAE371 Honors Literature 9 (must also take Honors World History 9)

Language Arts Electives
RED306 Reading Lab 9 (2 credits)

Mathematics (required)
MAA301 Algebra I
MAG401 Geometry
MAA401 Algebra II

Math Electives
MAA305 Algebra I Lab
MAG405 Geometry Lab

Science (required)
SCC502 Chemistry Applications
SCB401 Biology
SCZ302 Earth & Space Science

Social Studies
SSC301 World Regions
SSW371 Honors World History 9 (must also take Honors World Lit 9)

Second Languages
FLS301 Spanish I
FLS401 Spanish II
FLS501 Spanish III

Fine Arts
ARA301 Fundamentals of Art
DRA301 Drama/Theater (±)
MUI301 Beginning Band
MUI302 Intermediate/Marching Band
MUI303 Advanced Band (±)
MUV301 Beginning Chorus
MUV302 Advanced Chorus (±)

Professional Technical Studies
PTI301 * Computer Applications I (§)
PTI303 * Word Processing Software Apps (§)
PTI304 * Presentation Software Apps (§)
PTI305S * Database Software Apps (§)
PTI306S * Spreadsheet Software Apps (§)
PTB301 Business & Personal Finances
PTB401 Mgmt International Business
PTI310 Technology Leadership Com (§)
PTI407S * Web Site Dev. & Mgt. (§)
PTF401 Culinary Arts I (2 credits; limited)
VEM301 Marine JROTC I

Physical Education
PEF301 * Personal Fitness (required)
PEL301 * Lifetime Sports (required)

AVID
LAV301 AVID I (only if selected)

*** = semester (.5 credit) course**
± = repeatable for credit
§ = meets the Computer Technology requirement for graduation

10th GRADE COURSE OFFERINGS, SY 2008-2009

Language Arts (required)
LAE401 Language Arts 10
LAE471 Honors Literature 10
(must also take Honors World History 10)

English Electives
RED406 Reading Lab 10 (2 credits)

Mathematics (required)
MAA301 Algebra I
MAG401 Geometry
MAA401 Algebra II
MAZ501 Discrete Math
MAD501 Math Analysis/Pre-Calculus

Math Electives
MAA305 Algebra I Lab
MAG405 Geometry Lab
MAA405 Math III Lab

Science (required)
SCC502 Chemistry Applications
SCB401 Biology
SCZ302 Earth & Space Science
SCZ401 Environmental Science
SCZ602 Marine Biology
SCC501 Chemistry
SCX401 Human Anatomy & Physiology

Social Studies
SSW401 World History
SSW471 Honors World History
(must also take Honors Literature 10)
SSZ303 * Street Law
SSZ501 * Contemporary Issues

Second Languages
FLS301 Spanish I
FLS401 Spanish II
FLS501 Spanish III

Fine Arts
ARA301 Fundamentals of Art
ARS401 Studio Art (±)
ARW401 Drawing
MUI301 Beginning Band
MUI302 Intermediate/Marching Band
MUI303 Advanced Band (±)
MUI304 Jazz Ensemble (±)

Fine Arts (continued)
DRA301 Drama/Theater (±)
MUV301 Beginning Chorus
MUV302 Advanced Chorus (±)

Professional and Technical Studies
PTB301 Business & Personal Finances
PTB401 Management & International Business
PTB402 Accounting I
PTE501 Engineering Design & Technology I
PTI301 * Computer Applications I (§)
PTI303 * Word Processing Software Apps (§)
PTI304 * Presentation Software Apps (§)
PTI305S * Database Software Apps (§)
PTI306S * Spreadsheet Software Apps (§)
PTI407S * Web Site Development & Management
PTI309 Computer Service & Support (§)
PTI310 Tech. Leadership Communities (§)
PTF401 Culinary Arts I (2 credits)
PTF402 Culinary Arts II (2 credits)
PTH401 Sports Medicine I
VEM301 Marine JROTC I
VEM401 Marine JROTC II

Health & PE
HLH301 * Health Education **(required)**
PEN301 * Activity & Nutrition **(required)**

AVID
LAV401 AVID II (only if selected)

General Electives
LAJ401 Journalism (±)
AAY301 Yearbook (±)
(must also take Career Practicum—PTW501)
PPS401 * College Entrance Preparation

DoDEA Online Learning Academy
PTP3050T * Java I (§)
PTP3060T * Java II (§)
PTP3070T * Visual Basic I (§)
PTP3080T * Visual Basic II (§)

*** = semester (.5 credit) course**
§ = meets Computer Technology requirement
± = course is repeatable for credit

11th GRADE COURSE OFFERINGS, SY 2008-2009

Language Arts
LAE501 Language Arts 11
LAC614 AP English Language/Composition

Language Electives
RED506 Reading Lab 11 (2 credits)

Mathematics
MAA301 Algebra I
MAG401 Geometry
MAA401 Algebra II
MAZ501 Discrete Math
MAD501 Math Analysis/Pre-Calculus
MAC612 AP Calculus AB

Math Electives
MAA305 Algebra I Lab
MAG405 Geometry Lab
MAA405 Math III Lab

Science
SCC502 Chemistry Applications
SCB401 Biology
SCZ302 Earth & Space Science
SCZ401 Environmental Science
SCZ602 Marine Biology
SCC501 Chemistry
SCX401 Human Anatomy & Physiology
SCB612 AP Biology
SCC612 AP Chemistry
SCZ611 AP Environmental Science
SCP501 Physics

Social Studies
SSU501 US History
SSU611 AP US History
SSP501 * Psychology
SSZ303 * Street Law
SSZ501 * Contemporary Issues

Second Languages
FLS301 Spanish I
FLS401 Spanish II
FLS501 Spanish III
FLS601 Spanish IV

Fine Arts
ARA301 Fundamentals of Art
ARS401 Studio Art (±)
ARW401 Drawing
DRA301 Drama/Theater (±)
MUI301 Beginning Band
MUI302 Intermediate/Marching Band
MUI303 Advanced Band (±)
MUI304 Jazz Ensemble (±)
MUV301 Beginning Chorus
MUV302 Advanced Chorus (±)

Professional and Technical Studies
PTB301 Business & Personal Finances
PTB401 Mgmt International Business
PTB402 Accounting I
PTB501 Marketing & Entrepreneurship
PTB503 Business Law
PTE501 Engineering Design & Technology I
PTI301 * Computer Applications I (§)
PTI303 * Word Processing Software Apps (§)
PTI304 * Presentation Software Applications (§)
PTI305S * Database Software Applications (§)
PTI306S * Spreadsheet Software Applications (§)
PTI310 Technology Leadership Communities (§)
PTI407S * Web Site Development & Management (§)
PTI309 Computer Service & Support (§)
PTI501 CISCO Networking I (§)
PTI601 CISCO Networking II (§)
PTF401 Culinary Arts I (2 credits)
PTF402 Culinary Arts II (2 credits)
PTL401 Lodging I
PTH401 Sports Medicine I
PTH501 Sports Medicine II
NCE501 NC Teacher Cadet Program
VEM301 Marine JROTC I
VEM401 Marine JROTC II
VEM501 Marine JROTC III
PTW501 Career Practicum-1 hr. (±)
PTW502 Career Practicum-2 hr. (±)

AVID
LAV501 AVID III (only if selected)

PE
PEG402S * Conditioning Activities
PEG404S * Ball Control Sports

General Electives
LAJ401 Journalism (±)
AAY301 Yearbook (±) (must also take Career Practicum)
PPS401 * College Entrance Preparation
AAT501 AVID Tutor (only if selected)

DoDEA Online Learning Academy
MAC6130T AP Calculus BC-DL
MAZ6110T AP Statistics-DL
SCP6120T AP Physics B-DL
FLS6150T AP Spanish Language-DL
FLG6140T AP German Language-DL
PTP3050T * Java I (§)
PTP3060T * Java II (§)
PTP3070T * Visual Basic I (§)
PTP3080T * Visual Basic II (§)
PTP5110T AP Computer Science A-DL (§)

*** = semester (.5 credit) course**
§ = meets the Computer Technology requirement
± = course is repeatable for credit

12th GRADE COURSE OFFERINGS, SY 2008-2009

Language Arts
LAE601 Language Arts 12
LAL613 AP English Literature/Composition

Language Electives
RED606 Reading Lab 12 (2 credits)

Mathematics
MAA301 Algebra I
MAG401 Geometry
MAA401 Algebra II
MAZ501 Discrete Math
MAD501 Math Analysis/Pre-Calculus
MAC612 AP Calculus AB

Math Electives
MAA305 Algebra I Lab
MAG405 Geometry Lab
MAA405 Math III Lab

Science
SCC502 Chemistry Applications
SCB401 Biology
SCZ302 Earth & Space Science
SCZ401 Environmental Science
SCZ602 Marine Biology
SCC501 Chemistry
SCX401 Human Anatomy & Physiology
SCB612 AP Biology
SCC612 AP Chemistry
SCZ611 AP Environmental Science
SCP501 Physics

Social Studies
SSG601 * US Government
SSG612 AP US Government & Politics
SSP501 * Psychology
SSZ303 * Street Law
SSZ501 * Contemporary Issues

Second Languages
FLS301 Spanish I
FLS401 Spanish II
FLS501 Spanish III
FLS601 Spanish IV

Fine Arts
ARA301 Fundamentals of Art
ARS401 Studio Art (±)
ARW401 Drawing
DRA301 Drama/Theater (±)
MUI301 Beginning Band
MUI302 Intermediate/Marching Band
MUI303 Advanced Band (±)
MUI304 Jazz Ensemble (±)
MUV301 Beginning Chorus
MUV302 Advanced Chorus (±)

Professional and Technical Studies
PTB301 Business & Personal Finances
PTB401 Mgmt International Business
PTB402 Accounting I
PTB501 Marketing & Entrepreneurship
PTB501 Business Law
PTE501 Engineering Design & Technology I
PTI301 * Computer Applications I (§)
PTI303 * Word Processing Software Apps (§)
PTI304 * Presentation Software Applications (§)
PTI305S * Database Software Applications (§)
PTI306S * Spreadsheet Software Applications (§)
PTI310 Technology Leadership Communities (§)
PTI407S * Web Site Development & Management (§)
PTI309 Computer Service & Support (§)
PTI501 CISCO Networking I (§)
PTI601 CISCO Networking II (§)
PTF401 Culinary Arts I (2 credits)
PTF402 Culinary Arts II (2 credits)
PTF403 Culinary Arts III (2 credits)
PTL401 Lodging I
PTH401 Sports Medicine I
PTH501 Sports Medicine II
NCE501 NC Teacher Cadet Program
VEM401 Marine JROTC II
VEM501 Marine JROTC III
VEM601 Marine JROTC IV
PTW501 Career Practicum-1 hr. (±)
PTW502 Career Practicum-2 hr. (±)

AVID
LAV601 AVID IV (only if selected)

PE
PEG402S * Conditioning Activities
PEG404S * Ball Control Sports

General Electives
LAJ401 Journalism (±)
AAY301 Yearbook (±) (must also take Career Practium)
PPS401 * College Entrance Preparation
AAT501 AVID Tutor (only if selected)

DoDEA Online Learning Academy
MAC6130T AP Calculus BC-DL
MAZ6110T AP Statistics-DL
SCP6120T AP Physics B-DL
FLS6150T AP Spanish Language-DL
FLG6140T AP German Language-DL
PTP3050T * Java I (§)
PTP3060T * Java II (§)
PTP3070T * Visual Basic I (§)
PTP3080T * Visual Basic II (§)
PTP5110T AP Computer Science A-DL (§)

*** = semester (.5 credit) course**
§ = meets the Computer Technology requirement
± = course is repeatable for credit

ENGLISH

Language Arts 9 (LAE301)
Grade Level: 9
Length/Credit: 2 semesters/.5 credit per semester

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

Honors Literature 9 (LAE371)
Grade Level: 9
Length/Credit: 2 semesters/.5 credit per semester
(must also take Honors World History 9)

This is an integrated course for students interested in taking 9th grade Honors World History and English. The course uses the chronological study of world history from Ancient Civilization to 1500 A.D. and covers the themes of culture, science/technology and society, geography, and time/continuity and change. The content integrates readings and writings that focus on exploring, interpreting, and analyzing literature and other readings that extend and support the world history discussions and research. The themes of geography provide the focus for preparing students to understand how humans adapt to the environment. The course is a demanding study of world history and literature, requiring students to understand, analyze, and interpret the connections between major historical events and the writings of the time. Critical thinking, philosophical discussion, concept attainment, vocabulary development, language usage, and research will be stressed. The development of discussion and presentation skills will focus on analysis, interpretation, and evaluation. Instructional activities will be provided using the content of World History. Students will read and critically respond to a wide spectrum of challenging literary selections that mirror the cultures, themes and times of the period from Ancient Civilization to 1500 A.D. Students will study geographical factors that impact civilizations and conduct in-depth research on topics relative to major historical events, people, and regions. Many of the learning activities will culminate in shared products for Social Studies and English.

Language Arts 10 (LAE401)
Grade Level: 10
Length/Credit: 2 semesters/.5 credit per semester

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

Honors Literature 10 (LAE471)
Grade Level: 10
Length/Credit: 2 semesters/.5 credit per semester
(must also take Honors World History 10)

This is an integrated course for students interested in taking 10th grade Honors Social Studies and English. The course uses the chronological study of world history from 1500 to the present and covers the themes of culture, science and technology, economics, and government. The content integrates readings and writings that focus on exploring, interpreting, and analyzing literature and other readings that extend and support the world history discussions and research. The course is a demanding study of world history and literature, requiring students to understand, analyze, and interpret the connections between major historical events and the writings of the time. Critical thinking, philosophical discussion, concept attainment, vocabulary development, language usage, and research will be stressed. The development of discussion and presentation skills will focus on analysis, interpretation, and evaluation. Instructional activities will be provided using the content of World History. Students will read and critically respond to a wide spectrum of challenging literary selections that mirror the cultures, themes and times of the period from 1500 to the present. Students will conduct in-depth research on topics relative to major historical events, people, and regions. Many of the learning activities will culminate in shared products for Social Studies and English. Students will participate in various types of assessments: vocabulary tests, essay tests, research projects and presentations, group activities, oral and written reports, numerous formal writings, and a culminating project that is an original production based

on student research. Students will receive the same grade in both English and World History.

Language Arts 11 (LAE501)
Grade Level: 11
Length/Credit: 2 semesters/.5 credit per semester

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

AP English Language and Composition (LAE614)
Grade Level: 11
Length/Credit: 2 semesters/.5 credit per semester

An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. The course often allows students to write in a variety of forms — narrative, exploratory, expository, argumentative—and on a variety of subjects from personal experiences to public policies, from imaginative literature to popular culture. But the overarching purpose in most first-year writing courses is to enable students to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives. Therefore, most composition courses emphasize the expository, analytical, and argumentative writing that forms the basis of academic and professional communication as well as the personal and reflective writing that fosters the development of writing facility in any context. The AP course follows this emphasis. As in the college course, its purpose is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers. College writing programs recognize that skill in writing proceeds from students' awareness of their own composing processes: the way they explore ideas, reconsider strategies, and revise their work. This experience of the process of composing is the essence of the first-year writing course, and AP Language and Composition should emphasize this process, asking students to write essays that proceed through several stages or drafts, with revision aided by teacher and peers. The course assumes that students already understand and use standard English grammar. *Weighted grade point is earned only if the student successfully passes the course and takes the College Board Advanced Placement (AP) exam.*

Language Arts 12 (LAE601)
Grade Level: 12
Length/Credit: 2 semesters/.5 credit per semester

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

AP English Literature and Composition (LAL613)
Grade Level: 12
Length/Credit: 2 semesters/.5 credit per semester

The AP English course in Literature and Composition An AP English course in Literature and Composition should engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students should deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. Reading in an AP course will be both wide and deep. This reading necessarily builds upon the reading done in previous English courses. In the AP course, students will read works from several genres and periods—from the sixteenth to the twentieth century—but, more importantly, they will get to know a few works well. They should read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. In addition to considering a work's literary artistry, students will consider the social and historical values it reflects and embodies. In short, students in an AP English Literature and Composition course should read actively. The works taught in the course should require careful deliberative reading. And the approach to analyzing and interpreting them should involve students in learning how to make careful observations of textual detail, establish connections among

their observations, and draw from those connections a series of inferences leading to an interpretive conclusion about the work's meaning and value. Writing instruction will include attention to developing and organizing ideas in clear, coherent, and persuasive language. It will include study of the elements of style. *Weighted grade point is earned only if the student successfully passes the course and takes the College Board Advanced Placement (AP) exam.*

Reading Lab (RED306, RED406, RED506, RED606)
Grade Levels: 9-12
Length/Credit: 2 semesters/1 credit per semester--
Repeatable for credit (elective credit)

This course is intended to improve reading achievement for students not reading at grade level through the use of a whole group instructional model with small group rotations. Major topics to be studied include the essential components or reading: vocabulary development, building fluency, comprehension, and structural analysis, study/reference skills and reading in the content areas. Instructional activities will be provided in a classroom setting using content area texts, trade books which are Lexile leveled to match student's instructional level, supplementary and reference materials, and software support. Students enter the course through a selection process.

MATH

Algebra I (MAA301)
Grade Levels: 9-12
Length/Credit: 2 semesters/.5 credit per semester

This course expands upon basic algebraic concepts previously acquired and integrates those principles with everyday life. The processes of problem solving, reasoning, communication and making connections are emphasized. Students will use formulas, functions, and equations to describe and clarify relationships, and will use geometry to represent algebraic relationships. Students will learn how to write and translate expressions into mathematical forms, solve first and second degree equations, and use the concept of a function to model real-world phenomena.

Algebra IA (MAA301A)
Grade Levels: 9-12
Length/Credit: 1 semester/.5 credit

The first semester of Algebra I (MAA301) offered only during the spring semester.

Algebra IB (MAA301B)
Grade Levels: 9-12
Length/Credit: 1 semester/.5 credit

The second semester of Algebra I (MAA301) offered only during the fall semester.

Algebra I Lab (MAA305)
Grade Levels: 9-12
Length/Credit: 2 semesters/.5 credit per semester (elective credit)

This class will support and reinforce the basic algebraic concepts taught in Algebra I. Students will have additional opportunities to learn how to write and translate expressions into mathematical forms, solve first and second degree equations, and use the concept of a function to model real-world phenomena. They will also expand their problem-solving experiences to further develop their reasoning, representation, connections, and communication skills.

Students will experience activities that reinforce and enhance their understanding of the algebraic concepts taught in the regular class. Learning will be experienced through concrete and modeling activities, whenever possible, with less emphasis on computational or symbolic manipulation. Students must be enrolled in Algebra I class concurrently. A student selection process is utilized.

Geometry (MAG401)
Grade Levels: 9-12
Length/Credit: 2 semesters/.5 credit per semester

Geometry is designed to develop and promote student reasoning and problem solving involving geometric concepts and properties. Topics of study will include deductive reasoning using points, lines, and planes; segments, angles and triangles; quadrilaterals; polygons; and three-dimensional figures. Algebraic concepts are integrated with the geometric concepts throughout the course. Instructional activities include teaching students to plan, organize, and complete various forms of proofs using deductive reasoning.

Geometry Lab (MAG405)
Grade Levels: 9-12
Length/Credit: 2 semesters/.5 credit per semester (elective credit)

This class will support and reinforce the basic geometric This class will support and reinforce the basic geometric concepts taught in Geometry. Students will have additional opportunities to develop two- and three-dimensional reasoning skills, to understand coordinate and transformational geometry, trigonometric relationships, and to use geometric models to solve problems. They will build on their problem-solving experiences to further develop their deductive and inductive reasoning skills, and methods of justifications. A variety of applications and some general problem-solving techniques will be used, including algebraic skills. Students will experience activities that reinforce and enhance their understanding of the geometric concepts taught in the regular class. Students must be enrolled in Geometry concurrently. A student selection process is utilized.

Algebra II (MAA401)
Grade Levels: 10-12
Length/Credit: 2 semesters/.5 credit per semester

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

Discrete Math (MAZ501)
Grade Levels: 11-12
Length/Credit: 2 semesters/.5 credit per semester
Preparation: Algebra I and Geometry

Discrete mathematics by design shows a different view of mathematics than seen in traditional mathematics courses. It is an applications driven course that is based upon the study of events that occur in small, or discrete, chunks. Discrete concepts are used extensively in business, industry, government, and the digital world. The major areas of study are counting and probability, graph theory, the mathematics of social choice (voting and fair division), and coding and encryption. Some of the questions investigated in discrete math are: What does a bar code mean? What is the most efficient way a delivery truck can visit ten destinations? Should you buy a lottery ticket? Probability applications include predicting outcomes using combinations, permutations, and counting principles. Mathematics of social choice investigates election theory and fair division. The graph theory component is comprised of the following: (1) graphs and directed graphs-shortest paths and graph coloring; (2) various trees; and (3) circuits and networks. The role of coding and encryption in the digital world will be investigated.

Math III Lab (MAA405)
Grade Levels: 10-12
Length/Credit: 2 semesters/.5 credit per semester (elective credit)

This class will support and reinforce upper level mathematics courses such as Algebra II or Discrete Mathematics. Students will have additional opportunities to build on their problem solving experiences to further develop their reasoning skills, and develop methods of justifications. A variety of applications and some general problem-solving techniques will be used. Students will experience activities that reinforce and enhance their understanding of the mathematics concepts taught in the regular class.

Math Analysis/Pre-Calculus (MAD501)
Grade Levels: 11-12
Length/Credit: 2 semesters/.5 credit per semester

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

AP Calculus AB (MAC612)
Grade Levels: 11-12
Length/Credit: 2 semesters/.5 credit per semester
Preparation: Math Analysis

The concepts and content for AP Calculus course incorporate the syllabus of the College Board. Students are engaged in authentic applications involving limits and continuity, derivatives, integrals, transcendental functions, and infinite series. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed geometrically, numerically, analytically, and verbally. The standards develop the unifying themes of derivatives, integrals, limits, approximation, and applications and modeling. Graphing calculators are required for this course as mandated by the College Board. Students should be encouraged to talk about the mathematics of change in calculus, to use the language and symbols of calculus to communicate, and to discuss problems and methods of solutions. Instructional activities will focus on developing the students understanding of the concepts of calculus and providing experience with its methods and applications. *Weighted grade point is earned only if the student successfully passes the course and takes the College Board Advanced Placement (AP) exam.*

AP Calculus BC - DL (MAC6130T)
Grade Levels: 11-12
Length/Credit: 2 semesters/.5 credit per semester
Preparation: Calculus AB

(See section on DoDEA Online Learning Academy.)

AP Statistics - DL (MAZ6110T)
Grade Levels: 11-12
Length/Credit: 2 semesters/.5 credit per semester
Preparation: Algebra II

(See section on DoDEA Online Learning Academy.)

SCIENCE

LABORATORY REQUIREMENT: All DoDEA science courses have the requirement that students spend a minimum of 30% of their time engaged in laboratory exercises.

Chemistry Applications in the Community (SCC502)
Grade Levels: 9-12
Length/Credit: 2 semesters/.5 credit per semester

Chemistry Applications is an entry level course designed to help students understand the chemistry behind some important societal issues. Information is presented in an integrated approach with science as inquiry, science & technology, science & social perspectives, and the history and nature of science. The course integrates unifying science concepts and processes of systems, order and organization, evidence, models and explanation, change, consistency and equilibrium, and form and function. Scientific inquiry and understanding about inquiry are emphasized through practical implications and meaningful applications. Students study basic concepts of chemistry, while integrating physical concepts with societal issues.

Biology I (SCB401)
Grade Levels: 9-12
Length/Credit: 2 semesters/.5 credit per semester

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

Earth & Space Science (SCZ302)
Grade Levels: 9-12
Length/Credit: 2 semesters/.5 credit per semester

Earth and Space Science will focus on inquiry into the functions of the earth's systems. Emphasis is placed on matter, energy, crystal dynamics, environmental awareness, and the cycles that circulate energy and material through the earth system. The areas of inquiry will include: energy in the earth system, geochemical cycles, origin and evolution of the earth system, and origin and evolution of the universe.

Environmental Science (SCZ401)
Grade Levels: 10-12
Length/Credit: 2 semesters/.5 credit per semester

Environmental Science is designed for students with a special interest and high motivation for an in-depth study of environmental science. Topics students study include, but are not limited to, the laws of matter and energy, ecosystem analysis, population dynamics, renewable and nonrenewable resources, human impact on the environment, and the relationships among economics, politics, ethics, and the environment.

Marine Biology (SCZ602)
Grade Levels: 10-12
Length/Credit: 2 semesters/.5 credit per semester
Preparation: Biology

Marine Biology is designed to be an elective, introductory course to the identification and classification of organisms most common to the region. Topics students study include ecological concepts of the sandy beach, rocky shore and benthic communities, seaweeds, planktonic forms, plankton and their relationship to marine life cycles, nekton, benthos, marine bacteriology, marine biological resources, and marine pollution. Additional special topics may be selected for study.

Chemistry (SCC501)
Grade Levels: 10-12
Length/Credit: 2 semesters/.5 credit per semester
Preparation: Algebra I

Chemistry is designed to help students understand the major principles of chemistry. The course integrates unifying science concepts and processes of systems, order and organization, evidence, models and explanation, change, consistency and equilibrium, and form and function. Topics include atomic theory and structure, chemical bonding, principles of chemical reactions, molecular structure, and how science and technology relate to chemistry.

Human Anatomy & Physiology (SCX401)
Grade Levels: 10-12
Length/Credit: 2 semesters/.5 credit per semester
Preparation: Biology

Human Anatomy and Physiology is an elective course for students with a special interest and high motivation for an in-depth study of normal human structures and functions. Information is presented in an integrated approach with science as inquiry, science and technology, science and social perspectives, and the history and nature of science. The course integrates biology and chemistry using unifying concepts and processes of systems, order and organization, evidence, models and explanation, change, consistency and equilibrium, and form and function. Scientific inquiry and understanding about inquiry are emphasized through practical and meaningful applications. Topics include the muscular, nervous, digestive, respiratory, circulatory, excretory, endocrine, and reproductive systems, and genetics.

AP Biology (SCB612)
Grade Levels: 11-12
Length/Credit: 2 semesters/.5 credit per semester
Preparation: Biology I and Chemistry

AP Biology should include those topics regularly covered in a college biology course for majors. It is designed to be taken by students after the successful completion of a first course in high school biology and one in high school chemistry. The textbooks for AP Biology should be those also used by college biology majors. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. Primary emphasis in AP Biology will be on developing and understanding concepts rather than on memorizing terms and technical details. Essential to this conceptual understanding are the following: a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology; and application of biological knowledge and critical thinking to environmental and social concerns. *Weighted grade point is earned only if the student successfully passes the course and takes the College Board Advanced Placement (AP) exam.*

AP Chemistry (SCC612)
Grade Levels: 11-12
Length/Credit: 2 semesters/.5 credit per semester
Preparation: Chemistry

AP Chemistry is designed to be the equivalent of the general chemistry course taken during the first college year. Students in this class should attain an in-depth understanding in dealing with chemical problems. The course requires independent work. Topics include matter, chemical reactions, compounds, bonding, molecular structure, organic chemistry, thermodynamics, equilibrium, gas laws, and kinetics. *Weighted grade point is earned only if the student successfully passes the course and takes the College Board Advanced Placement (AP) exam.*

AP Environmental Science (SCZ611)
Grade Levels: 11-12
Length/Credit: 2 semesters/.5 credit per semester
Preparation: Algebra I

The AP Environmental Science course is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. There are several unifying themes that exemplify and provide the foundation for Environmental Science. These themes include science as a process, energy conversions underlie all ecological processes, the Earth itself is one interconnected system, humans alter natural systems, environmental problems have cultural and social context and human survival depends upon developing practices that will achieve attainable systems. Students examine systems and models, the ecosystem, global cycles and physical systems, and specific ecosystems as well as the impacts of resource exploitation, conservation and biodiversity, and pollution. Students will also identify and analyze environmental problems, both natural and human-made, to evaluate the relative risks associated with these problems, and generate solutions for resolving or preventing them. The course is designed to stress scientific principles and analysis and includes a strong, college-level equivalent laboratory component. Because colleges often require students to present their laboratory materials from AP courses before granting college credit for Laboratory, students are expected to retain their laboratory notebooks, reports, and other materials. *Weighted grade point is earned only if the student successfully passes the course and takes the College Board Advanced Placement (AP) exam.*

Physics (SCP501)
Grade Levels: 11-12
Length/Credit: 2 semesters/.5 credit per semester
Preparation: Algebra II

Physics presents basic concepts of physics in relation to world experiences. Information is presented in an integrated approach, linking physics with technology, social perspectives, and the history and nature of science. Physics is designed to provide an understanding of the physical laws fundamental to all sciences. Fundamental laws of mechanics are introduced, along with measurement and problem-solving techniques. Other topics included are wave theory, heat, sound, light, magnetism, electricity, atomic structure, nuclear reactions, and high energy physics.

AP Physics B - DL (SCP6120T)
Grade Levels: 12
Length/Credit: 2 semesters/.5 credit per semester
Preparation: Physics

(See section on DoDEA Online Learning Academy.)

SOCIAL STUDIES

World Regions (SSC301)
Grade Level: 9
Length/Credit: 2 semesters/.5 credit per semester

World Regions is designed to study other cultures so that students can understand the global community in which they live. Students develop skills necessary to analyze change and continue the study of cultures and geography begun in the sixth and seventh grades. An overview of physical geographic concepts and skills is basic to this course. Its emphasis is on the cultures of the Southwest Asia (Middle East), Africa, South Asia, Central Asia, East Asia, Southeast Asia, and Europe. Students will locate major cultures in specific geographic areas, compare the development of different societies, and use geographic skills to explore physical and cultural diversity of regions.

Honors World History 9 (SSW371)
Grade Level: 9
Length/Credit: 2 semesters/.5 credit per semester
(must also take Honors Literature 9)

This is an integrated course for students interested in taking 9th grade honors social studies and English. The course uses the chronological study of world history from Ancient Civilization to 1500 A.D. and covers the themes of culture, science/technology and society, geography, and time/continuity and change. The content integrates readings and writings that focus on exploring, interpreting, and analyzing literature and other readings that extend and support the world history discussions and research. The themes of geography provide the focus for preparing students to understand how humans adapt to the environment. The course is a demanding study of world history and literature, requiring students to understand, analyze, and interpret the connections between major historical events and the writings of the time. Critical thinking, philosophical discussion, concept attainment, vocabulary development, language usage, and research will be stressed. The development of discussion and presentation skills will focus on analysis, interpretation, and evaluation. Instructional activities will be provided using the content of World History. Students will read and critically respond to a wide spectrum of challenging literary selections that mirror the cultures, themes and times of the period from Ancient Civilization to 1500 A.D. Students will study geographical factors that impact civilizations and conduct in-depth research on topics relative to major historical events, people, and regions. Many of the learning activities will culminate in shared products for Social Studies and English.

World History 10 (SSW401)
Grade Level: 10 - 12
Length/Credit: 2 semesters/.5 credit per semester

The world history course continues the chronological studies of ancient civilizations begun in grade six. After an overview of the Early Ages, the course emphasizes the contemporary world. Using the multi-disciplinary approach, world history is a balanced program, not just a history of Western Europe. Attention is given to Europe, Asia, Africa, North and South America. Students study, research, and outline chronologically information relative to the historical development of world cultures.

Honors World History 10 (SSW471)
Grade Level: 10
Length/Credit: 2 semesters/.5 credit per semester
(must also take Honors Literature 10)

This is an integrated course for students interested in taking 10th grade honors social studies and English. The course uses the chronological study of world history from 1500 to the present and covers the themes of culture, science and technology, economics, and government. The content integrates readings and writings that focus on exploring, interpreting, and analyzing literature and other readings that extend and support the world history discussions and research. The course is a demanding study of world history and literature, requiring students to understand, analyze, and interpret the connections between major historical events and the writings of the time. Critical thinking, philosophical discussion, concept attainment, vocabulary development, language usage, and research will be stressed. The development of discussion and presentation skills will focus on analysis, interpretation, and evaluation. Instructional activities will be provided using the content of World History. Students will read and critically respond to a wide spectrum of challenging literary selections that mirror the cultures, themes and times of the period from 1500 to the present. Students will conduct in-depth research on topics relative to major historical events, people, and regions. Many of the learning activities will culminate in shared products for Social Studies and English.

US History (SSU501)
Grade Level: 11
Length/Credit: 2 semesters/.5 credit per semester

This course is a required course, which emphasizes our nation's history from Reconstruction to the present. Both basic and advanced social studies skills receive emphasis. The first four weeks are used to review, reinforce, and expand the student's knowledge of pre-civil War United States and Reconstruction. The remaining weeks concentrate on post-Reconstruction (1877) to the present. Instructional activities that enable students to make comparisons of the United States during specific periods of US history will be emphasized. Students will also examine immigration and migration in the United States.

AP US History (SSU611)
Grade Level: 11
Length/Credit: 2 semesters/.5 credit per semester

The AP program in United States History is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials -their relevance to a given interpretive problem, their reliability, and their importance - and to weigh the evidence and interpretations presented in historical scholarship. AP US History will develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. In addition to exposing students to historical content, the AP course will also train students to analyze and interpret primary sources, including documentary material, maps, statistical tables, and pictorial and graphic evidence of historical events. Students will learn to take notes from both printed materials and lectures or discussions, write essay examinations, and write analytical and research papers. *Weighted grade point is earned only if the student successfully passes the course <u>and</u> takes the*

College Board Advanced Placement (AP) exam. This course satisfies the US History graduation requirement.

US Government (SSG601)
Grade Level: 12
Length/Credit: 1 semester/.5 credit
The US government course is a required course designed to provide students with essential knowledge, skills, and attitudes related to the nation's government and its historical development. The students review the purpose and function of government. Major emphasis is on the structure of the federal government, political responsibility, and participation. Some attention is given to economic systems and alternative political systems. Students participate in group activities, debates, parliamentary procedures, and simulation activities that enhance learning the functions of the federal government.

AP US Government and Politics (SSG612)
Grade Level: 12
Length/Credit: 2 semesters/.5 credit per semester

The AP US Government and Politics course will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. politics. Students should become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. Topics explores will include constitutional underpinnings of United States government; political beliefs and behaviors; political parties, interest groups, and mass media; institutions of national government; public policy; and civil rights and civil liberties.

Weighted grade point is earned only if the student successfully passes the course and takes the College Board Advanced Placement (AP) exam.

Psychology (SSP501)
Grade Levels: 11-12
Length/Credit: 1 semester/.5 credit
This study of the behavior of human beings focuses on physical characteristics, cognitive activity, emotional states, and social interaction. Students study the stages of human development, motivational theory, theories of personality, and mental wellness and illness. The process of scientific investigation is a major part of this course.

Street Law (SSZ303)
Grade Levels: 9-12
Length/Credit: 1 semester/.5 credit
Street Law is an elective course designed to provide students with knowledge about law that is of practical use in their everyday lives. Students will learn how every purchase, lease, contract, marriage, divorce, crime, and traffic violation places them face-to-face with the law. Topics will include an introduction to law and the legal system, criminal law, torts, consumer law, family law, housing, and individual rights and responsibilities. Students will study some of the current issues and controversies relating to the law and legal system. Students will learn the different methods of solving legal problems, including negotiation, mediation, and the trial process. An effort will be made to make the course relevant to students in DoDEA schools by including comparative law lessons and by instructing students in the basics of the Code of Military Justice.

Contemporary Issues (SSZ501)
Grade Levels: 10-12
Length/Credit: 1 semester/.5 credit
This course examines contemporary world problems and problem areas. In preparation, the historical shaping of US foreign policy will be studies in some detail, and a necessarily brief exposition of the history, nature, and development of communism will also be included. In addition to studying the relationship between the superpowers and how it got that way, "hot spots" such as the Middle East, Southeast Asia, and Latin America will be on the agenda, with primary emphasis upon the past, present, and future interests of the United States in these areas. Problems of the world such as the population explosion and its connection with worldwide environmental degradation, poverty, and famine will be analyzed. Other worldwide problems such as the nuclear arms race and its connection with the possible degradation of global population will be looked into as well as terrorism and major environmental concerns.

SECOND LANGUAGES

The foreign language curriculum follows the DoDEA standards that have been adopted from the National Standards of Foreign Language. These standards are included within the five goals that are inclusive of all levels of foreign language learning. The goals are: 1) to communicate in the target language, 2) to gain knowledge and understanding of the cultures of the world, 3) to connect with other disciplines and acquire information, 4) to develop insight into the nature of language and culture, and 5) to participate in communities at home and around the world.

Spanish I (FLS301)
Grade Levels: 9-12
Length/Credit: 2 semesters/.5 credit per semester

Spanish I is designed to teach students to pronounce and discriminate among the various vowel and consonant sounds and respond to and to imitate authentic patterns of intonation, rhythm, and pronunciation. Students learn to give simple oral and written information by using appropriate learned vocabulary, word order, and grammatical forms, and to read silently and aloud with comprehension. The major oral and written linguistic principles presented include the following:

pronunciation and recognition of foreign language sounds; formation of affirmative, negative, and interrogative sentences; usage of articles and adjectives to correctly modify nouns; conjugation of various regular and irregular verbs; usage of the present, present progressive, and imperfect tenses; usage of comparative, superlative, demonstrative, and possessive adjectives; formation of possession; usage of adverbs; and usage of direct and indirect object pronouns.

Spanish II (FLS401)
Grade Levels: 9-12
Length/Credit: 2 semesters/.5 credit per semester
Preparation: Spanish I or equivalent

The Spanish II course is designed to provide activities, projects, and experiences that enable students to appreciate and value the Spanish culture. Students are also made aware of the value of foreign language study. Career opportunities are analyzed and students learn that the knowledge of a second language can be a useful tool in international, economical, and social situations. The major linguistic principles and language skills covered in Spanish II include the following: usage of singular and plural nouns and interrogative, definite, indefinite, demonstrative and possessive adjectives; identifying and using the active voice in the indicative mood; identifying and using the imperative, the future tense, all forms of the past tense, progressives, and the subjunctive mood; identifying and using subject pronouns, direct object pronouns, indirect object pronouns, and the emphatic, reflexive, interrogative, demonstrative, and relative pronouns; identifying and using the most common prepositions; identifying and using comparison of adjectives; and identifying and using the formation of adverbs. The content of Spanish II includes teaching students to follow specific directions given in the language, and to understand main ideas after listening to presentations on familiar topics. Students learn to speak in the language using basic sentence patterns correctly, read a variety of materials in the language, and demonstrate writing skills in the language.

Spanish III (FLS501)
Grade Level: 10-12
Length/Credit: 2 semesters/.5 credit per semester
Preparation: Spanish II or equivalent

The Spanish III course is designed to continue the teaching of interest, sensitivity, and appreciation for the Spanish culture. Students review and reinforce grammatical principles learned in Spanish II. Listening, speaking, reading, writing, and critical thinking skills become more spontaneous, and fluency in all skills is emphasized. The art of translating, interpreting, and analyzing information and concepts is stressed. Students are encouraged to think in the target language. Instructional activities for levels I and II provided emphasis on listening comprehension and speaking skills. In level Ill emphasis will be placed on reading skills. Students will be encouraged to increase their vocabularies in order to develop increased reading skills and to be able to analyze written information and concepts. Experience in reading will be broadened so that students will be able to read a variety of materials such as essays, short stories, newspapers, and magazine articles in the target language. Activities for cultural awareness will be reinforced.

Spanish IV (FLS601)
Grade Levels: 10-12
Length/Credit: 2 semesters/.5 credit per semester
Preparation: Spanish III or equivalent

The Spanish IV course is designed to continue reviewing and reinforcing all previously presented foreign language concepts and grammar. Students demonstrate self-reliance and proficiency in using proper grammar and syntax of the language. Emphasis will be placed on reading and writing skills. Students read literature, magazines, newspapers, and a variety of other materials and use the language for creative writing. Plays, films, and videos are viewed in the language. Critical writings of material viewed are required. Fluency in speaking the language and in the art of translating is continually stressed. Instructional activities will center on perfecting the four skills: listening, speaking, reading, and writing. Proficiency will be required in all four skills. Students will synthesize elements of sound, syntax, and vocabulary building in taking complex dictation and in manipulating and refining phonological skills, writing short compositions and demonstrating creative writing skills using correct syntax will be fundamental. Activities for cultural awareness will constantly be encouraged.

AP Spanish Language (FLS6150T)
Grade Levels: 11-12
Length/Credit: 2 semesters/.5 credit per semester
Preparation: Spanish III or equivalent

(See section on DoDEA Online Learning Academy.)

FINE ARTS

Fundamentals of Art (ARA301)
Grade Levels: 9-12
Length/Credit: 2 semesters/.5 credit per semester

This course is designed as a basic entry course for the art program. The course provides instruction in the use of the elements of line, color texture, shape, and space arrangements in works of art. Students will learn how to compose a balanced, rhythmic, unified design through a series of assignments that use a variety of two- and three-dimensional art media. Course emphasis is placed on basic techniques of drawing, painting, printmaking, ceramics, and sculpture that can be used throughout life for communication, expression, and enjoyment. Using different media, students will produce works of art that express a personal knowledge or attitude about an object, concept, or event; and works of art that reflect individual skills, interests, and understandings. Students will learn to identify works of art by evaluating the major style, culture, or historical period of the work.

Studio Art (ARS401)
Grade Levels: 10-12
Length/Credit: 2 semesters/.5 credit per semester—Repeatable for credit
Preparation: Fundamentals of Art

This course is designed either as units of study in various media, or as an individualized course for advanced students. Students can concentrate on selected media by choosing activities from a wide range of options such as drawing, watercolor painting, acrylic painting, oil painting, sculpture, ceramics, creative crafts, printmaking, and mixed media.

Drawing (ARW401)
Grade Levels: 10-12
Length/Credit: 2 semesters/.5 credit per semester
Preparation: Fundamentals of Art

The drawing course is designed for students who want to explore drawing as a means of self-expression. The course activities develop students' skills in the techniques and styles of drawing media, Students explore the two and three-dimensional aspects in drawing and develop personal expression. Instructional activities will provide practice in using a variety of drawing tools and materials. Students will create drawings that use several widely recognized techniques, such as contour and gestures, and will demonstrate the ability to use several drawing media effectively. Techniques for preserving and presenting drawings will be taught in the course.

Drama-Theater (DRA301)
Grade Levels: 9-12
Length/Credit: 2 semesters/.5 credit per semester—Repeatable for credit

The drama course is designed to give the students opportunity to experience drama as a significant and rewarding activity and to enable students to demonstrate knowledge of the historical background of drama. The content includes, but is not limited to, recognition of the different genres of drama (tragedy, comedy, farce, melodrama, musical) and the elements of playwriting; knowledge of the different historical periods of drama and acting; knowledge of the work of important dramatists; understanding of the importance of drama as a reflection of society (the influence of cultural, literary, religious, and political forces upon drama); recognition of drama as a self-rewarding activity that involves the identification of the unique worth of the individual, the motivation behind human behavior; and the dynamics of interpersonal relationships. Student activities and experiences will include, but will not be limited to, selecting and preparing material for a performance; rehearsing for a performance; performing for a class or public group; practicing character development, mime, solo, duet, and ensemble acting; participating in full-length plays; creating and applying makeup; building sets; stage managing and directing; managing props; selecting and creating costumes; voice building and projection; improving enunciation and pronunciation, and control of body movement; writing scripts for a production; studying and interpreting the works of prominent dramatists from Aeschylus to the present time; studying the effects of cultural, national, religious, and social influences upon drama through the ages; and studying the social and philosophical impact of drama on societies.

Beginning Band (MUI301)
Grade Levels: 9-12
Length/Credit: 2 semesters/.5 credit per semester

The beginning band course is designed to introduce students to the following: basic instrumental music techniques such as tone production, articulation, breath control, pitch discrimination; melodic and rhythmic concepts and patterns; practice skills and habits; solo, ensemble, and full group rehearsals; a variety of instrumental repertoire; opportunities for private instruction; experiences in performing; and sound practice habits. Instructional activities include, but are not limited to, the following instrumental music activities: demonstrating basic note-reading techniques; demonstrating tone production on all wind instruments; participating in exercises in rhythm patterns such as perception of two, three, and four-unit meter; demonstrating the ability to interpret the music score and sight-read music notation instrumentally.

Intermediate/Marching Band (MUI302)
Grade Levels: 9-12
Length/Credit: 2 semesters/.5 credit per semester

The goal of Marching Band is to learn, develop, and provide meaningful musical and visual experiences for its members and to entertain its audiences at special events. Emphasis will be placed on performance at football games, Saturday field show competitions, and selected parades. There will be 3-4 competitions in October and November and 2-3 parades during the holiday seasons. All athletes, especially football players and cheerleaders, are welcome to take this course to participate in the Saturday functions with permission to be excused from the Friday evening football games.

Advanced Band (MUI303)
Grade Levels: 9-12
Length/Credit: 2 semesters/.5 credit per semester—Repeatable for credit

The advanced band course is designed to acquaint students with advanced instrumental music skills. The content includes, but is not limited to, the following: the interpretation and analysis of musical scores; the application of musical nuances in playing from a score; independent performance of all major and minor scales; advanced rhythm patterns; performance as a soloist and in small and large group ensembles; a variety of music repertoire, including style, periods, forms, electronic music; intermediate to advanced level sight-reading exercises; and introduction to computer/synthesizer musical composition. Instructional activities will be provided through the following processes: using daily sight-reading exercises during regular full-group rehearsals; practicing aural dictation and ear-training;

improvising to a given chord progression; playing in tune; performing as soloist and in small and large group ensembles; playing a wide variety of concert and jazz repertoire; training in, and the development of, good practice habits; and training in the basics of electronic music.

Jazz Ensemble (MUI304)
Grade Levels: 10-12
Length/Credit: 2 semesters/.5 credit per semester—Repeatable for credit
Preparation: Advanced Band

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

Beginning Chorus (MUV301)
Grade Levels: 9-12
Length/Credit: 2 semesters/.5 credit per semester

The beginning chorus course is designed to provide students, but not limit them to, the following vocal musical learning experiences: learning the beginning and basic fundamentals of sight-reading vocal music, rehearsing and performing unison and two-part music, singing with small and large groups, studying intonation, experiencing a wide variety of choral literature including secular and no secular music, singing with keyboard and other instrumental accompaniment, and participating in public performances and musical productions. Instructional activities will be provided, in part, through the following choral techniques and approaches: hearing, identifying, and singing musical intervals, using daily sight-reading and ear-training exercises, singing unison and two-part choral arrangements, performing a variety of secular and non-secular music, and participating in choral performances.

Advanced Chorus (MUV302)
Grade Levels: 9-12
Length/Credit: 2 semesters/.5 credit per semester—Repeatable for credit

The advanced chorus course is designed to provide students, but not limit them, to the following advanced vocal musical learning experiences: continuing development of sight-reading ability; analyzing, rehearsing, and performing unison, two-, three-, and four-part music; singing with small and large ensembles in addition to solo opportunities; singing a cappella; experiencing a wide variety of choral literature including secular and no secular music; singing with individual and ensemble instrumental accompaniment; and participating in choral performances. Instructional activities will be provided, in part, through the following choral techniques and approaches: hearing, identifying, and singing musical intervals; using daily sight-reading and dictation exercises; singing unison, two-, three, and four-part choral arrangements, both a cappella and accompanied; performing a variety of secular and no secular music; and participating in choral performances.

PROFESSIONAL AND TECHNICAL STUDIES

Computer Applications I (PTI301)
Grade Levels: 9-12
Length/Credit: 1 semester/.5 credit
Preparation: Keyboarding skills

Computer Applications 1 is designed to provide the student with the opportunity to expand technology knowledge and apply various technology applications. This course will equip the student with the necessary technology tools for personal use, employment, and advanced education. The course offers a full menu of application modules with core requirements for word processing, database, spreadsheet, presentation software, and information literacy skills.

Word Processing Software Applications (PTI303)
Grade Levels: 9-12
Length/Credit: 1 semester/.5 credit
Preparation: Keyboarding, Computer Applications

This course provides students with the opportunity to develop professional level skills in word processing software. Students successfully completing this course will be **eligible** to take at least one of the specialist exams for word processing software certification. Upon completion of the selected application, students will be able to use word processing software to demonstrate a thorough understanding of inserting and modifying text, creating and modifying paragraphs, formatting documents, managing documents, working with graphics, and workgroup collaboration.

Presentation Software Applications (PTI304)
Grade Levels: 9-12
Length/Credit: 1 semester/.5 credit
Preparation: Keyboarding, Computer Applications

This course provides students with the opportunity to develop professional level skills in presentations software. Students successfully completing this course will be **eligible** to take at least one of the specialist exams for presentation software certification. Upon completion of the selected application, students will be able to demonstrate the following essential

objectives: demonstrate a thorough understanding of creating a presentation, inserting and modifying text, inserting and modifying visual elements, modifying presentation formats, printing presentations, working with data from other sources, managing and delivering presentations, and workgroup collaboration.

Database Software Applications (PTI305S)
Grade Levels: 9-12
Length/Credit: 1 semester/.5 credit
Preparation: Keyboarding, Computer Applications

Database Software Applications provides students with the opportunity to develop professional level skills in database management. Upon completion of the selected application, students will be able to demonstrate the following essential objectives: 1) Use database management software to demonstrate a thorough understanding of creating and using databases, creating and modifying tables, creating and modifying queries, creating and modifying forms, viewing and organizing information, defining relationships, producing reports, and integrating with other applications; 2) analyze and evaluate solutions; 3) maintain files appropriately; 4) demonstrate an understanding of security and risks; 5) demonstrate basic knowledge of operating systems; 6) demonstrate information literacy skills; and 7) understand the concepts of ethical issues as related to information systems (e.g. privacy, property, and access).

Spreadsheet Software Applications (PTI306S)
Grade Levels: 9-12
Length/Credit: 1 semester/.5 credit
Preparation: Keyboarding, Computer Applications

Spreadsheet Software Applications provides students with the opportunity to develop professional level skills in spreadsheet software. Upon completion of the selected application, students will be able to use spreadsheet software to demonstrate a thorough understanding of working with cells and cell data, managing workbooks, formatting and printing worksheets, modifying workbooks, creating and revising formulas, creating and modifying graphics, and workgroup collaboration.

Business & Personal Finances (PTB301)
Grade Levels: 9-12
Length/Credit: 2 semesters/.5 credit per semester

This course is designed to make students aware of the financial challenges confronting them in daily living and in the workplace. Included will be such topics as how to make intelligent decisions in spending and saving; how to maintain good financial records and manage payroll; how to use the accounting cycle; how to write a business plan; how to use credit and card cards wisely; how to obtain information from banking services, insurance choices, investment choices and how to prepare income tax forms.

Management & International Business (PTB401)
Grade Levels: 9-12
Length/Credit: 2 semesters/.5 credit per semester

This course provides an overview of business as well as the social and economic environments affecting business. Basic principles of organization and management as well as entrepreneurship and management skills and techniques are covered. Students will also be introduced to the basic concepts of world trade, the different world markets, and the methods used to import and export goods. Students are taught to think in terms of the different legal, cultural, economic, and political environments. Units of instructions include economics, finance, marketing, human resources, global competitiveness, workplace skills such as time management, money management, human resources management, listening skills, speaking skills, and accessing/ evaluating electronic resources.

Accounting I (PTB402)
Grade Levels: 10-12
Length/Credit: 2 semesters/.5 credit per semester

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

Marketing & Entrepreneurship (PTB501)
Grade Levels: 11-12
Length/Credit: 2 semesters/.5 credit per semester
Preparation: Mgmt Int'l Business

The marketing / entrepreneurship course enables students to gain a basic understanding of marketing principles, techniques, career opportunities, learning to recognize a business opportunity and operating and maintaining that business. Instruction will include the relationship of products, prices, promotions to the marketing of goods and services to consumers. Ethics and social responsibilities of free enterprise will be included. This course includes planning and strategy concepts, financial and organizational considerations, accounting and financial controls, and other components of business operation. Students will have the opportunity to gain skills in emerging technologies that become the standard for conducting global business (E-Commerce). The course will include workplace skills such as time management, money management, materials management, human resources management, facilities management, teamwork, decision-making, problem solving, negotiations, work ethics, and creative thinking.

Business Law (PTB503)
Grade Levels: 11-12
Length/Credit: 2 semesters/.5 credit per semester

Business Law provides the student with a survey of the American legal system. This course develops an understanding of law as applied to society and to the individual. Upon completion of the course, students should be able to describe the development of our legal system, its history, and its place in our society; demonstrate an understanding of legal rights and responsibilities; explain the purposes and uses of a variety of common legal documents; analyze the relationship between ethics and the law; describe the sources of law, the court system structure, and the classifications of procedural/ substantive law; analyze the relationships among contract law, law of sales, and consumer law; analyze the role and importance of agency law and employment law; explain the legal rules that apply to personal property and real property; analyze the functions of commercial paper, insurance, secured transactions, and bankruptcy; understand the legal implications of global electronic communications and information systems for business; determine appropriateness of wills and trusts in estate planning; explain the legal rules that apply to family law; explain the legal rules that apply to environmental law and energy regulations; and use electronic media to research materials for case studies.

Engineering Design & Technology I (PTE501)
Grade Levels: 10-12
Length/Credit: 2 semesters/.5 credit per semester

Engineering Design & Technology I introduces students to the technology systems, tools, materials, and processes of industry through computer and teacher instruction and hands-on real-world activities. This course will provide students with a solid foundation in the following six fields: electricity and electronics, quality control, manufacturing processes, automation and material handling, mechanical systems, and design. Students will gain real-world experiences with the actual tools and methods used in today's industry.

Computer Service & Support (PTI309)
Grade Levels: 10-12
Length/Credit: 2 semesters/.5 credit per semester

This program is intended to prepare students for computer support careers. Students enrolled in this course will learn how to perform shop maintenance, repair computers, install operating systems and software, acquire employment skills, as well as operate a service and support business. The course will provide students with concepts and skills necessary to achieve certification in PC Repair and Technical Support. This distributed learning model of instruction provides a blend of instruction with hands-on experiences that reflects current industry practices. During the course, students will identify and use hand tools, PC hardware and software, and will explore electronics theory. Installation, upgrade and repair will be explored in new and older personal computer systems. A number of operating systems also will be reviewed. Students will train in a simulated work environment using a distributed learning instructional model. Students will learn about computer architecture and the basic concepts of interconnectivity through hands-on training. During the course, students will analyze defective equipment, determine corrective measures, and make the equipment operational if possible. Students will build a PC as part of the requirements of the course.

Technology Leadership Communities (PTI310)
Grade Levels: 9-12
Length/Credit: 2 semesters/.5 credit per semester
Preparation: Strong working knowledge of technology applications.

The TLC class merges learning the newest computer technologies with learning how to effectively teach others those technologies. Students collaboratively study and learn new software packages and computer skills while learning how to become effective trainers. In addition to raising the technological knowledge of the school community, TLC students examine their own roles as teachers and learners, increasing their learning abilities in all other classes. Students must have a high level of personal responsibility.

Web Site Development & Management (PTI407S)
Grade Levels: 9-12
Length/Credit: 1 semester/.5 credit
Preparation: Keyboarding

Students will design, implement, and manage a Web site. This is a hands-on laboratory course designed to teach students the concepts, skills and processes involved in web site development and management. Students will evaluate a variety of existing web sites for content, design, and functionality. Students will work collaboratively to design, construct, and maintain an interactive web site based on a single theme or project.

CISCO Networking I (PTI501)
Grade Levels: 11-12
Length/Credit: 2 semesters/.5 credit per semester
Preparation: Experience with PC's, strong working knowledge of application software

This course prepares students to become network engineers and prepares them for entrance into a technology career field or for further technology study. The program includes a complete range of basic and advanced networking concepts – from pulling cables through such complex concepts as subnet masking rules and strategies. Successful completion of this course and the Cisco Networking 2 course should prepare the student to pass the Cisco Certified Network Associate (CCNA) examination. The program teaches students to design, build, and maintain small to medium-sized networks. Activities are conducted in a lab setting using computers, servers, and routers that students assemble into functional networks. During the course students will participate in threaded case study discussions.

CISCO Networking II (PTI601)
Grade Levels: 11-12
Length/Credit: 2 semesters/.5 credit per semester
Preparation: CISCO Networking I

This second course prepares students to become network engineers and prepares them for entrance into a technology career field or for further technology study. This course includes field experience in network problem solving. Successful completion of this course (and Cisco Networking I) should qualify the student to pass the Cisco Certified Network Associate (CCNA) exam. The program teaches students to design, build, and maintain small to medium-sized networks.

Culinary Arts I, II, III (PTF401, PTF402, PTF403)
Grade Levels: 9-12
Length/Credit: 2 semesters/1 credit per semester

The Culinary Arts courses will teach management skills required for a career in restaurant and food industry. Instructional activities will be provided in a general classroom setting and field environment (restaurants, food establishments).

Lodging I (PTL401)
Grade Levels: 10-12
Length/Credit: 2 semesters/.5 credit per semester

The Lodging courses teach management skills required for a career in the hotel and lodging industry. Students must complete all six semesters of the program in order to take the professional certification exam to qualify for Certified Rooms Division Specialist (CRDS) designation.

Sports Medicine I (PTH401)
Grade Levels: 10-12
Length/Credit: 2 semesters/.5 credit per semester
Preparation: Biology, Human Anatomy

Sports Medicine I is an introductory level elective that will provide the student the opportunity to integrate science, physical activity, clinical experience, and job readiness skills. This course deals with the broad spectrum of sports health care and provides practical skills for students considering careers in athletic training, medicine, physical therapy, fitness, and other related careers. Emphasis will be placed on the combination of hands-on student-centered learning activities and academic readings and discussions. Topics students will study include: prevention of injuries resulting from physical activity; recognition, evaluation, and assessment of injuries and conditions resulting from physical activity; immediate care and treatment of injuries resulting from physical activity; rehabilitation and reconditioning of injuries resulting from physical activity; organization and administration; and professional development and responsibility.

Sports Medicine II (PTH501)
Grade Levels: 11-12
Length/Credit: 2 semesters/.5 credit per semester
Preparation: Sports Medicine I

Sports Medicine II is an elective course that builds upon the principles learned in Sports Medicine I. The course expands upon the students' knowledge of sports specific injuries and injury evaluation techniques with the main focus being injury rehabilitation and the application of rehabilitation principles. Emphasis will be placed on the combination of hands-on student-centered learning activities and academic readings and discussion. Topics of study include: practice, reinforce, and become proficient in evaluation/treatment techniques learned in Sports Medicine I; study of human movement including muscles involved, and the simple machines and mechanics that move the body; foundations of rehabilitation techniques; awareness and exploration of medical/health occupation careers and exercise physiology through community internship; concepts of confidentiality, work habits, ethics, attitudes, and responsibility

North Carolina Teacher Cadet Program (NCE501)
Grade Levels: 11-12
Length/Credit: 2 semesters/.5 credit per semester

The NC Teacher Cadet Program is an elective, innovative semester based curriculum for high school juniors and seniors. The course is designed to introduce the beginning student to the field of education. The curriculum familiarizes students with research and issues on the teaching profession, teaching methodologies, and actual guided teaching experience. Content will be applied in observations and teaching experiences in order for students to determine their interest in teaching as a career.

Marine JROTC I (VEM301)
Grade Levels: 9-12
Length/Credit: 2 semesters/.5 credit per semester

Marine Corps JROTC I (Leadership Education I) focuses on introducing and integrating students to the JROTC program and its objectives. Classes focus on introducing leadership concepts (definition, traits, morals & ethics, responsibilities) and the following introductory sub-courses: patriotism/citizenship (rights & responsibilities); health (stress management, nutrition, drug & alcohol abuse); study skills; uniforms, clothing, equipment and personal appearance; military history (Revolutionary War to WW I); community service; and vocabulary development.

Marine JROTC II (VEM401)
Grade Levels: 10-12
Length/Credit: 2 semesters/.5 credit per semester
Preparation: MCJROTC I

Marine Corp JROTC II (Leadership Education II) course is a continuation of the Marine Corps JROTC I course with the further development of individual leadership skills and includes the following sub-courses: freedom, documents and

responsibilities of US citizenship; military history (WW I-WW II); national defense; Marine Corps customs and courtesies; chain of command; introduction to maps and compass; first aid; job applications; community service; and vocabulary development.

Marine JROTC III (VEM501)
Grade Levels: 11-12
Length/Credit: 2 semesters/.5 credit per semester
Preparation: MCJROTC II

Marine Corps JROTC III focuses on the development of advanced leadership skills along with the following sub-courses: how to conduct team training; how to conduct inspections; how to research, prepare, and deliver a period of instruction; assisting in the planning, supervision, and execution of major events/tasks; evaluating performance; leadership styles; military history (Korea and Viet Nam); planning for college; military careers and career progression; military awards; military justice system; land navigation; community service; and vocabulary development.

Marine JROTC IV (VEM601)
Grade Level: 12
Length/Credit: 2 semesters/.5 credit per semester
Preparation: MCJROTC III

Marine Corps JROTC IV focuses entirely on the application of all previously learned leadership training and sub-course content. The students serve in the highest leadership billets in the MCJROTC program and under the guidance of the JROTC Instructor staff, serve as assistant instructors in the presentation of specified periods of instruction, inspections, and the lower level Marine Corps JROTC courses. The students are placed in charge of the planning, training of students for an assigned task, and team organization required to effectively accomplish community service support requests, JROTC program inspections, and special events. They form the student staff and ensure the proper maintenance of the program's student administrative, supply, and logistical records. Along with serving as positive role models of effective leadership and management skills, level IV students receive instruction in the following sub-courses: conflict resolution; resume writing; Selective Service System; opportunities in public service; roles and missions of the Marine Corps and National Defense Organization; military history (Viet Nam – present); vocabulary development, and community service.

Career Practicum - 1 hour (PTW501)
Grade Levels: 11-12
Length/Credit: 2 semesters/.5 credit per semester

Career Practicum - 2 hours (PTW502)
Grade Levels: 11-12
Length/Credit: 2 semesters/1 credit per semester
Repeatable for credit

Career Practicum is designed to provide school-to-career experiences and training through a work practicum related to their career goal. Important aspects are to provide students an opportunity to acquire an understanding of actual employment settings utilizing their skills and aptitudes, to apply problem solving skills in the work environment, to develop communication techniques, to utilize electronic information systems to search for career information, to explore information resources, to acquire learning and self-management tools, and to develop intrapersonal and interpersonal competencies. In addition, the exploration of different occupations will aid the students in making important career decisions. Students will complete job applications; participate in job interviews; prepare a resume with a cover letter; research careers utilizing the Internet, as well as traditional means; complete interest and aptitude instruments; participate in career-related classroom activities; and develop a career plan. A successful interview will be required for students who want to enter the program.

ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID)

AVID I – IV (LAV301, LAV401, LAV501, LAV601)
Grade Levels: 9-12
Length/Credit: 2 semesters/.5 credit per semester

AVID (Advancement Via Individual Determination) is a language arts based curriculum with emphasis on the writing process and writing as a tool of learning. In addition to inquiry and collaboration, AVID also provides students with academic survival skills, i.e., time management, note taking, textbook reading, library research, test taking skills, and study skills. The Cornell note-taking system is taught and students are expected to use this system in all classes. AVID is an elective course whose students receive two hours of instruction per week in college level entry skills, two hours per week in tutor lead study groups, and one hour per week in motivational activities and academic survival skills. Field trips are an important aspect of this program. Students must be selected by the school's site team in order to enroll for AVID.

HEALTH AND PHYSICAL EDUCATION

Health Education (HLH301)
Grade Levels: 10-12
Length/Credit: 1 semester/.5 credit
(required for graduation)

This required health education course is designed to help high school students extend their conceptualization of knowledge, attitudes, and skills related to health issues learned in middle school. The focus is on students dealing with the world today and preparing for adult living based on a health and wellness ethic. Developmentally appropriate concepts of personal and community health (PCH), safety

(SFTY), mental health (MH), alcohol, tobacco, and other drubs (ATOD), and family life and human sexuality (FLHS) are taught in this course. Students will utilize health education concepts when applying health information literacy skills, enhancing intrapersonal and interpersonal communications, analyzing internal and external influences, and applying thinking, self-management, and advocacy to promote wellness and reduce health risks.

Personal Fitness (PEF301)
Grade Level: 9
Length/Credit: 1 semester/.5 credit
(required for graduation)

This required course is designed to enable students to develop the movement skills and conceptual knowledge and attitudes to make the personal physical decisions of the adolescent. Developmentally appropriate concepts of movement, physical fitness, and personal and social development are included in this course. Students apply appropriate information and problem solving that will help them achieve an individual, optimal level of fitness and help them stay fit for a lifetime. The course focuses on why fitness is important, what an individual's exercise and activity needs are and how to assess them, and how to exercise safely. Instruction is activity-based and designed to further develop students' interest in personal lifelong physical activity and fitness.

Lifetime Sports (PEL301)
Grade Level: 9
Length/Credit: 1 semester/.5 credit
(required for graduation)

This course is designed to enable students to develop the movement skills, conceptual knowledge, and attitudes for enjoyable sports participation throughout life. The focus is on teaching and improving the specialized motor skills and tactical knowledge unique to a variety of selected lifetime sports activities.

Physical Activity & Nutrition (PEN301)
Grade Levels: 10
Length/Credit: 1 semester/.5 credit
(required for graduation)

This one semester physical activity and nutrition course is required for graduation effective with the Class of 2009. This course provides a variety of opportunities for students to experience alternative, non-competitive physical activities. It is designed to enable students to develop the movement skills and conceptual knowledge necessary to implement a personal physical activity and nutrition plan. Students participate in non-competitive physical activity and meal planning with pre and post physical activity and nutrition assessments. Students access information, obtain and analyze date, and develop their own personal physical activity and nutrition plan. Students will complete a personal/group physical activity and nutrition learning project that will include: a demonstration of the knowledge and readiness skills needed to participate in a non-traditional physical activity; a demonstration of conditioning activities that develop the basic fitness qualities needed for the activity; self-assessment of readiness to perform the activity; analysis of energy expenditure; caloric need and weight management as they relate to the physical activity; evaluation and adjustment of physical activity to achieve enjoyment and health benefits; and, use of community resources.

Conditioning Activities (PEG402S)
Grade Levels: 11-12
Length/Credit: 1 semester/.5 credit

This course is designed to enable students to continue to develop the movement skills and conceptual knowledge in sports and physical activities. The course focuses on conditioning activities, teaching and improving the motor skills and tactical knowledge unique to this sport. The focus is on continued skill development and enjoyment of sports participation through enhanced understanding and application of tactics.

Ball Control Sports (PEG404S)
Grade Levels: 11-12
Length/Credit: 1 semester/.5 credit

This course is designed to enable students to continue to develop the movement skills and conceptual knowledge in sports and physical activities. The course focuses on ball control sports, teaching and improving the motor skills and tactical knowledge unique to this sport. The focus is on continued skill development and enjoyment of sports participation through enhanced understanding and application of tactics.

GENERAL ELECTIVES

Yearbook Production (AAY301)
Grade Levels: 10-12
Length/Credit: 2 semesters/.5 credit per semester—Repeatable for credit
(must also take Career Practicum)

The yearbook production course is a practical course designed to produce the official yearbook for the school. All phases of yearbook production, including photography, copy writing, page layout, and book and advertisement sales are included. The concept of accurate photojournalism is balanced with the need to present the events, activities, and personalities of the school year in a positive manner. Instructional activities will include teaching students the basics of yearbook production. Students will be organized into a hierarchical staff in order to produce the book. Students will photograph people, places, and events important to the school year write copy, lay out pages, and care for all financial aspects of yearbook production. Students will be expected to meet publisher deadlines.

College Entrance Preparation (PPS401)
Grade Levels: 10-12
Length/Credit: 1 semester/.5 credit

The College Entrance Preparation course is designed to review and reinforce knowledge of content included on the Scholastic Aptitude test. In addition, the course should help students get better acquainted with the SAT, and in the process, alleviate some of the anxiety associated with taking this important test which could result in major implications for future educational pursuit. Strategies and reasoning will be used to improve student's ability to solve problems on the math portion of the SAT involving arithmetic, elementary algebra, and geometry. Activities for understanding the critical reading and writing portions of the test (to include vocabulary verbal reasoning, and understanding of what is read) will also be a focus of an appropriate balance of the course.

AVID Tutor (AAT501)
Grade Levels: 11-12
Length/Credit: 2 semesters/.5 credit per semester

The AVID Tutor program is designed to train students who excel in the academic areas and who have an interest in teaching to work in a collaborative setting with students enrolled in the AVID program. Tutors will undergo a training period in which they will learn to effectively use the three teaching methodologies used in AVID: writing as a tool for learning, the inquiry method, and collaborative grouping. AVID Tutors will be involved directly in the teaching of the students enrolled in the AVID program. They will direct collaborative groups using the inquiry teaching method; they will be responsible for collecting, reviewing, and assigning grades to the AVID students' notebooks; and they will assist the teacher in guiding the AVID students through the daily lessons. Students will be evaluated by the AVID teacher. Grades will be based on how well the tutors are prepared for each day's lesson, how they interact with the AVID students as well as the quality of that interaction, and the quality of their reviews of the students' notebooks.

DoDEA ONLINE LEARNING ACADEMY

Distance learning is a new experience for most students. The Online Learning Academy offers distance learning courses to DoDEA students around the globe. The program offers a highly interactive learning environment through the use of computer conferencing utilizing the Internet and groupware (Lotus Notes and Blackboard). Students have the opportunity to take courses not offered at Lejeune High School, they can interact and collaborate with other students from DoDEA schools worldwide, and they can become more proficient in distance learning technologies. All required computer hardware, computer software, and instructional materials for the courses will be provided.

Given the flexible nature of distance learning, students should give careful consideration to the factors that contribute to a successful experience. Students must be self-motivated and self-disciplined, they must be organized and have good time management skills, and they must be independent learners. Additional information about the Online Learning Academy is available in the guidance office or at http://www.dodea.edu/instruction/curriculum/distance_learning/WelcomePage_dl.htm.

AP Calculus BC - DL (MAC6130T)
Grade Levels: 11-12
Length/Credit: 2 semesters/.5 credit per semester
Preparation: Math Analysis/Pre-Calculus

Students will work with functions represented in a variety of ways: graphical, numerical, analytical, or verbal. They will understand the connections among these representations. Students will understand the following: the meaning of the derivative in terms of a rate of change and local linear approximation, the use of derivatives to solve a variety of problems, the meaning of the definite integral both as a limit of Riemann sums and as the net accumulation of a rate of change, the use of integrals to salve a variety of problems, and the relationship between the derivative and the definite integral as expressed in both parts of the Fundamental Theorem of Calculus. *Weighted grade point is earned only if the student successfully passes the course and takes the College Board Advanced Placement (AP) exam.*

AP Statistics - DL (MAZ6110T)
Grade Levels: 11-12
Length/Credit: 2 semesters/.5 credit per semester
Preparation: Algebra II

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

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

Students are expected to take the AP Statistics Exam at the end of this course.

AP Physics B - DL (SCP6120T)
Grade Levels: 11-12
Length/Credit: 2 semesters/.5 credit per semester
Preparation: Physics

The Physics B course provides a systematic introduction to the main principles of physics and emphasizes the development of problem-solving ability. The course includes topics in both classical and modern physics. Knowledge of algebra and basic trigonometry is required for the course; the basic ideas of calculus may be introduced in connection with physical concepts, such as acceleration and work. Understanding of the basic principles involved and the ability to apply these principles in the solution of problems should be the major goals of the course. *Weighted grade point is earned only if the student successfully passes the course and takes the College Board Advanced Placement (AP) exam.*

AP Spanish Language - DL (FLS6150T)
AP German Language - DL (FLG6140T)
Grade Levels: 11-12
Length/Credit: 2 semesters/.5 credit per semester
Preparation: Spanish III/German III or equivalent

An AP Spanish Language/AP German Language course covers the equivalent of a third-year college course in advanced Spanish/German writing and conversation. It encompasses aural/oral skills, reading comprehension, grammar, and composition. Students taking such a course, emphasizing the use of Spanish/German for active communication, have the following objectives: The ability to comprehend formal and informal spoken Spanish/German; the acquisition of vocabulary and a grasp of structure to allow the easy, accurate reading of newspaper and magazine articles, as well as of modern literature in Spanish/German; the ability to compose expository passages; and the ability to express ideas orally with accuracy and fluency. The course seeks to develop language skills that are useful in themselves and that can be applied to various activities and disciplines rather than to the mastery of any specific subject matter. Extensive training in the organization and writing of compositions must be an integral part of the course. *Weighted grade point is earned only if the student successfully passes the course and takes the College Board Advanced Placement (AP) exam*.

JAVA I, II - DL (PF3050T, PTF3060T)
Grade Levels: 10-12
Length/Credit: 1 semester/.5 credit each

Java I and Java II are one-semester courses designed to teach students Java programming concepts using a structured approach. Students will develop Java applications and applets. Problem solving and program documentation will be emphasized. Students will analyze a problem, design a solution, write the program needed to solve the problem, test the program, and make any necessary corrections in the program.

Visual Basic I, II - DL (PTP3070T, PTP3080T)
Grade Levels: 10-12
Length/Credit: 1 semester/.5 credit each

Visual Basic I and II will use the Visual BASIC Language. The emphasis of this course is to write computer programs to solve complex problems. Students will analyze a problem, design a solution, write the program needed to solve the problem, test the program, and make the necessary corrections in the program. Activities will include hands-on programming, group and individual assignments, and special projects.

AP Computer Science A - DL (PTP5110T)
Grade Levels: 11-12
Length/Credit: 2 semesters/.5 credit per semester
Preparation: JAVA recommended

The content of Computer Science A is a subset of the content of Computer Science AB. Computer Science A emphasizes programming methodology with a concentration on problem solving and algorithm development and is meant to be the equivalent of a first-semester course in Computer Science. It also includes the study of data structures and abstraction, but these topics are not covered to the extent that they are covered in Computer Science AB. Computer Science AB includes all the topics of Computer Science A, as well as a more formal and in-depth study of algorithms, data structures, and abstraction. The nature of both AP courses is suggested by the words "computer science" in the titles. Their presence indicates a disciplined approach to a more broadly conceived subject than would a descriptor such as "computer programming." Because the development of computer programs to solve problems is a skill fundamental to the study of computer science, a large part of the course is built around the development of computer programs or parts of programs that correctly solve a given problem. The course also emphasizes the design issues that make programs understandable, adaptable, and, when appropriate, reusable. At the same time, the development of useful computer programs and program modules is used as a context for introducing other important concepts in computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, and the study of standard algorithms and typical applications. In addition, an understanding of the basic hardware and software components of computer systems and the responsible use of these systems are integral parts of the course. *Weighted grade point is earned only if the student successfully passes the course and takes the College Board Advanced Placement (AP) exam.*

DUAL ENROLLMENT AT COASTAL CAROLINA COMMUNITY COLLEGE

The dual enrollment option with Coastal Carolina Community College (CCCC) makes it possible for students to take college level elective courses that are not available at Lejeune High School. Students receive both college and high school credits for courses completed with a passing mark. In order to participate in dual enrollment, **seniors** may take courses either during or after regular school hours. Seniors who schedule courses during the school day must be in attendance at Lejeune High School for at least half the school day (or for the number of periods necessary to meet graduation requirements if more than a half day). Leaving school to participate in dual enrollment will not affect athletic eligibility if the student is enrolled for the equivalent of six (6) courses. **Other students** who are at least 16 years of age also are eligible to participate in the dual enrollment program but must enroll for courses that are offered after regular school hours.

The high school credit a student receives for successfully completing a dual enrollment course is based on the college course credit hours. A course at Coastal Carolina Community College that earns 3-4 credit hours will earn 1 Carnegie credit at Lejeune High School; a college course that earns 5-6 credit hours will earn 2 high school credits.

Credits earned through the college transfer division at Coastal Carolina Community College can be transferred to all public and private post-secondary institutions in North Carolina or to out-of-state colleges and universities. Credit earned through completion of technical and vocational courses can be used at CCCC or transferred to other North Carolina community colleges based on program availability.

An application to Coastal Carolina Community College must be submitted in order to participate in dual enrollment. Applications are available in the guidance office. There is no tuition charge for dual enrollment courses; however, students must purchase their own textbooks from CCCC and must provide their own transportation to and from CCCC.

Contact the guidance office for additional information.