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| **Course Title** | **Credit Amount** | **Prerequisite** | **Description** |
| **Guitar** | .5 | None | This is a performance emphasis course with acoustic guitar as the primary medium. Comprehensive activities in reading, creating, and listening to music are included. Students will perform a variety of music literature and styles in ensemble and solo performance. |
| **Piano** | .5 | None | This is a performance emphasis course that includes additional comprehensive activities in reading, creating, and listening to music as well as developing an understanding of history, vocabulary, structure, and symbols. Students will play a wide repertoire of keyboard music literature alone and in ensembles. Opportunities for public solo or group performance will be available.  |
| **Chorus** | 1 (Full year) | None | This course will include individual concepts of vocal production as well as choral techniques appropriate for a large ensemble. A wide repertoire of choral music and experiences will be used for the development of comprehensive musicianship. After school activities and rehearsals are integral to the course, and grades may reflect such participation. The number of required non-school hour performances and practices during a school year varies by school |
| **Orchestra** | 1 (Full year) | None | This course provides an opportunity for students who have reached the necessary degree of maturity in playing an orchestral, string, wind, or percussion instrument to perform in a group. Development of comprehensive musicianship will be emphasized through a wide repertoire of original string and orchestra literature, transcriptions, and arrangements. \*AFTER SCHOOL OBLIGATIONS\* |
| **Percussion** | 1 (Full year) | None | This course emphasizes good tone production, balance, and interpretation of music with a small group. Comprehensive musicianship is emphasized through a study of varied instrumental repertoire. After school activities and rehearsals are integral to the course, and grades may reflect such participation. The number of required non-school hour performances and practices during a school year varies by school. |
| **Band** | 1 (Full year) | None | This course provides an opportunity for students who have reached the necessary degree of maturity in playing a wind or percussion instrument to perform in a group and as a soloist. Development of comprehensive musicianship will be emphasized through a wide repertoire of original band literature, transcriptions, and arrangements. After school activities and rehearsals are integral to the course, and grades may reflect such participation. The number of required non-school hour performances and practices during a school year varies by school. |
| **Music Technology** | .5 | None | This course will provide students with an introduction to basic music technology applications. Students will be introduced to the creative use of music technology and the fundamentals of music using synthesizers, computers, Musical Instrumental Digital Interface (MIDI) keyboards, sequencers, and appropriate software. The course will be taught within a hands-on framework and will allow students to create their own compositions. Students will also develop skills with sequencing, recording, and notating music |
| **Honors Nutrition A** | .5 | None | Students will study the science of nutrition as it relates to individual food choices that maximize healthy behaviors, and public health. Topics include the six major nutrient components of food along with wellness, obesity, eating disorders, sports nutrition, and prevention of chronic diseases. Issues facing society will include food safety, technology, use of supplements and botanicals. Practical lessons will involve lab work. |
| **Honors Nutrition B** | .5 | Nutrition A | Students continue to build on the skills and healthy food preparation techniques developed in Honors Nutrition A. Topics include the remaining micronutrient components of food along with obesity, eating disorders, wellness throughout the life cycle and prevention of chronic diseases. Issues facing society will include food safety, technology, use of supplements and botanicals. Emphasis is placed on dispelling common nutrition myths and on questioning nutrition information presented in the media. Students will understand the concepts they are learning in their classroom lessons while perfecting skills in the art of producing delicious, nutritious recipes. |
| **Child Growth and Development** | 1 (Full year) | None | This course focuses on the learning and development of children from birth through adolescence. Topics include theories of development, the role of caregivers, family, health, safety, and contemporary issues. Students will explore special challenges to growth and development and will have opportunities for guided observation of children in a variety of settings. |
| **Fitness for Life** | .5 | None | Students beginning their high school Physical Education experience will be introduced to the components of fitness and shown the relationship of physical fitness to total well-being. Fitness components are embedded throughout all instruction along with activities which align to each of the Physical Education content standards. Students are challenged to improve their own personal fitness levels through purposeful learning activities. Students will be afforded the opportunity to participate in a variety of activities which can be pursued during high school and throughout their lifetime \*ALL STUDENTS MUST TAKE THIS COURSE\* |
| **Personal Fitness** | .5 | None | This course exposes students to a variety of fitness options including Cardiorespiratory Fitness, Resistance Training and Flexibility. Students will have the opportunity to explore nutrition options to help them make healthy lifestyle decisions. By completing this course, students will have a better comfort level when self-selecting fitness options at workout facilities outside of school. \*FEMALES ONLY\* |
| **Walking for Wellness 1** | .5 | None | This course is an introduction to the lifetime wellness activity of walking. Students are provided with an understanding of the importance that nutrition and exercise have in the pursuit of healthy living, . Various walking activities are embedded throughout the course which engage the learner and increase participation. |
| **Team Sports 1** | .5 | None | Students will learn rules, terms, historical background, and basic skills for a variety of sports. This course incorporates the sports education Physical Education model, allowing the students to explore leadership, communication, and teamwork opportunities. The student will be able to understand team strategy in a competitive situation. |
| **Weight Training** | .5 | None | Students are engaged in an individualized program designed to incorporate physical fitness components and improve physical condition. Weight room procedures and safety precautions are stressed in this beginning level course. Students will focus on technique rather than the amount of weight lifted. |
| **Stretch Your Wellness** | .5 | None | This course serves as an introduction to the wellness activity of yoga and mindfulness. It will introduce a brief history of yoga, the anatomical benefits, and the physical practice of yoga as it pertains to relaxation techniques, breathing exercises, specific postures, healthy diet, and positive thinking. Through the exploration of the four components of mindfulness, students will learn healthy ways to relieve stress and promote a lifetime of wellness. |
| **Dance 1** | .5 | None | Dance promotes a focus on beginning levels of dance technique and performance. Students will explore units in ballet, modern, jazz, tap, hip hop, concert choreography and performance. Each unit will emphasize instruction in history, technique, vocabulary, observation and analysis of dance works, choreographic and performance exercises and demonstration of mastery through projects and presentations. |
| **Dance for Athletes 1** | .5 | None | Dance for Athletes focuses on enhancing and refining athletic performance through dance techniques, conditioning, and training in the art of dance. Students will build knowledge of the five components of skill related physical fitness (agility, coordination, balance, power, and speed), while also exploring the complimentary Elements of Dance (body, energy, space, and time) through creative expression and performance. |
| **Foundations of Computer Science** | 1 (Full year) | None | This course is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. Rather than focusing the entire course on learning particular software tools or programming languages, this course is designed to focus on the conceptual ideas of computing and help students understand how certain tools or languages are utilized to solve particular problems. This course covers a broad range of topics in computing such as software & app development, data theory & analysis, cryptography, computer hardware, web development and the global impacts of computing. This course satisfies the Basic Technology graduation requirement. |
| **AP Computer Science Principles** | 1 (Full year) | B or higher in Algebra 1 is recommended | AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. This course introduces students to a wide range of computational topics in 7 categories: Algorithms, Abstraction, Data & Information, Programming, Global Impact of Digital Technology, Creativity, & The Internet. AP Computer Science Principles will give students the opportunity to use current technologies to solve problems and create meaningful computational artifacts. Together, these aspects of the course make up a rigorous yet manageable curriculum that aims to broaden participation in computer science. This course is intended to prepare students for the AP Computer Science Principles Exam. This course satisfies the Basic Technology graduation requirement if not uses for Computer and Information Sciences Completer. |
| **Introduction to Microsoft Office** | .5 | None | Students will explore the concepts of word processing, databases, spreadsheets, introductory presentations, and the common features of all applications. The course provides students with the basic skills needed to format academic papers and presentations. The information and skills that students learn in this introductory course prepares them for their future studies in Microsoft Office Applications (doc/ppt) and Microsoft Office Applications (xls/dbf). |
| **Microsoft Office Applications: Excel and Access** | .5 | Intro to Microsoft Office | In this course students will develop advanced skills using spreadsheets and database software. Using Microsoft® Office Excel and Access, students will acquire skills that will prepare them for future academic and workforce opportunities. The course will provide Microsoft® Office Specialist (MOS) certification opportunities which provide industry leading assessments of skills and knowledge. |
| **Microsoft Office Applications: Power Point and Word** | .5 | Intro to Microsoft Office | In this course students will develop advanced document, word processing and presentation skills. Using Microsoft® Office Word and PowerPoint, students will acquire skills that will prepare them for future academic and workforce opportunities. The course will provide Microsoft® Office Specialist (MOS) certification opportunities which provide industry-leading assessments of skills and knowledge. |
| **Principles of Business Management & Entrepreneurship**  | 1 (Full year) | None | business in a global society. Students will learn to analyze the functions of business, forms of business ownership, management concepts, marketing, production and distribution, and accounting and finance. Students will explore entrepreneurial concepts to generate business ideas as well as the ability to plan and manage projects in order to achieve objectives. Students will learn Microsoft Office skills to generate business communications and forms. This course includes development of communication skills necessary for success in the workplace and college. |
| **Technical Design 1** | .5 | None | Students experience exciting activities in the areas of entertainment, recreation, and information technologies. Students work in engineering teams to apply technology, science, and mathematics concepts and skills to solve design problems and create innovative solutions. Students will use criteria such as design effectiveness, public safety, and ethics to evaluate their designs. |
| **Technical Design 2** | .5 | Technical Des. 1 | This course provides the student with the opportunity to use the engineering design process to solve complex issues in the areas of medical and biotechnology fields. Working in teams, students will identify the problem, engineer a solution, and report findings. The activities allow students to choose their place on an engineering team and contribute their talents to accomplish the ultimate goal. |
| **Foundations of Art** | .5 | None | This course provides the foundation for the visual arts high school program of study. Students will experience a variety of media and processes while exploring two- and three-dimensional art problems in drawing, painting, printmaking, sculpture, and mixed media. Critical and creative thinking skills will be integrated into all studio experiences. |
| **Studio 1: 2D** | .5 | Foundations of Art | This course is the introductory course to two-dimensional art processes: drawing, painting, printmaking, crafts, and mixed media. Students will be challenged to develop a personal style by creating expressive works of art based on a variety of artists, art movements, and techniques. A process portfolio and sketchbooks/journals will reflect personal aesthetic choices in the development of a body of work. |
| **Studio 1: 3D** | .5 | Foundations of Art | This course is the introductory course to three-dimensional art processes: ceramics, sculpture, crafts, and mixed media. Through experimentation, observation and teacher direction, the student will be challenged to develop a personal style by creating expressive works of art based on a variety of artists, art movements and techniques. A process portfolio and sketchbooks/journals will reflect personal aesthetic choices in the development of a body of work. |
| **Photo 1** | **.5** | Foundations of Art | The introductory class for the study of photographic processes. Use of the digital camera/device and/or analog camera and the manipulation of student generated images on the computer will serve as a basis for exploring various media. The class is structured around creating photographic or digital imaging emphasizing visual arts principles. It will introduce the student to the principles of contemporary media as a verbal and visual means of communication in today’s society. Students will be challenged to solve art problems by studying the work of master photographers and digital artists. A sketchbook/journal will serve as a resource for technical information, processes, idea generation, and written commentary. |
| **Information Management Explorations 1 (IMX 1)** | .5 | None | The introductory Signature course in Information Management will address the variety of methods used to collect, protect, manage, and finally, apply information personally, publicly, and privately. |
| **Journalism** | .5 | None | Students explore the role of journalists in a free society in terms of journalistic philosophy, ethics, law, and history. They participate and reflect upon all the components of journalism such as design and opinion. This journalism course is the foundation course for Newspaper 1 and Yearbook 1. |
| **Creative Writing** | .5  | None | Offers students the opportunity to develop and improve their technique and individual writing style in poetry, short stories, drama, essays, and other forms of prose. Students study exemplary writing from various genres to obtain a fuller appreciation of the form and craft. Using reading and journal keeping as sources of ideas, students pursue individual interests and develop their creative writing skills. |