



# CURRICULUM GUIDE 2024-2025

## Curriculum Guide 2024-2025

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### **MISSION STATEMENT**

Immaculata-La Salle High School provides the highest quality Catholic education based on the Gospel and St. John Bosco's educational philosophy in a student-centered, active learning environment.

### **VISION STATEMENT**

Immaculata-La Salle High School is a home whose Salesian family spirit and academic programs enrich the lives of students toward their holistic formation as good, faithful Christians and productive, responsible citizens in a dynamic, global society.

### **THE COURSE SELECTION PROCESS**

The course selection process begins in February when the school counselors, teachers and administrators meet to review student placements. In March the counselors meet with the students to review the course selection forms, course placement, and college admission requirements.

The course selection steps are:

- Counselors will meet with students during their English class and review the online elective course selection process.
- Online elective course selection forms need to be submitted by the given deadline. Changes to electives are not permitted once the online form has been submitted.
- The core course placement form is sent via e-mail to students and parents.
- During F Block, students must turn in the core course placement form signed by the student and the parent/guardian. Forms without both signatures will not be accepted. Changes to the form cannot be made after the form has been submitted. Students wanting a meeting with the school Counseling department should hold on to their form and turn it in to the school counselor at the conclusion of the meeting.
- If students have questions regarding their core course placements, they should email their 2024-2025 guidance counselors:
  - 9th grade – Mrs. Laura Moya [lmoya@ilsroyals.com](mailto:lmoya@ilsroyals.com)
  - 10th grade – Ms. Irene Cocina [icocina@ilsroyals.com](mailto:icocina@ilsroyals.com)
  - 11th grade – Ms. Marcela Aguilar [marcela.aguilar@ilsroyals.com](mailto:marcela.aguilar@ilsroyals.com)
  - 12th grade – Ms. Carmen Hoyos [carmen.hoyos@ilsroyals.com](mailto:carmen.hoyos@ilsroyals.com)
- The school master schedule will be developed, and individual student course conflicts will be resolved by the Counseling department and the student.
- Incoming freshmen (9th grade) schedules are mailed to parents and students.
- Students who have re-registered for the next academic school year and are in good financial standing for the current school year will receive the following year's schedule. \*Note: Teachers and classrooms will not be assigned. Changes to the schedule are not permitted—no exceptions.

Every attempt is made to respect student needs. Students and parents must understand that in some cases schedule requests cannot be granted due to scheduling conflicts or class size limitations. *Final schedules will not be processed for students who have not re-registered.*

## GRADUATION REQUIREMENTS

Years	Discipline/Course	ILS Requirement	State of Florida Department of Education Requirement	State University Admissions Requirement
4	Religious Education (Theology)	X		
4	English		X	X
4	Mathematics Algebra I or higher)		X	X
3	Natural Science (two with a lab component)		X	X
2	World Language (same language)	X		X
1	World History		X	X
1	US History		X	X
.5	Economics		X	X
.5	American Government		X	X
.5	Health/Life Management Skills		X	
1	(Performing) Fine Art		X	
6	Electives	X		

All Immaculata-La Salle High School students must graduate having completed a total of 100 community service hours, as well as the service-learning project (aspects of which include research, participation, reflection, and the use of technology). Each student is responsible for completing the assigned service hours, research assignments, and reflection assignments in their corresponding academic year. Immaculata-La Salle High School reserves the right not to accept any service hours not meeting the community service philosophy of the school.

Seniors may not participate in the Commencement Ceremony if they have an outstanding financial obligation, if they have failed a class, or if they have less than a 2.0 unweighted cumulative grade point average. At the discretion of the Principal, some Seniors may be kept from participating for disciplinary reasons.

To graduate, a Senior must:

1. have an unweighted cumulative grade point average of 2.0 on a 4.0 scale, or its equivalent, in courses required for graduation.
2. take and pass the academic requirements mandated by the State of Florida Board of Education and those specifically mandated by Immaculata-La Salle High School.
3. re-take and pass any failed course, regardless of the number of credits they have already earned;
4. a student will not receive their diploma unless the credit(s) is/are made up during summer school or in a night school approved by the Principal.
5. pass and receive credit for all the courses in which they are matriculated during the Senior year in order to receive their diploma, regardless of the number of credits already earned.
6. write and submit a Senior English research paper and receive a grade of C- or higher.
7. complete the required 100 hours of community service by the specified deadline as well as the service-learning project.

## COMMUNITY SERVICE

Service is an integral part of the philosophy and mission of Immaculata-La Salle High School. An important goal of Immaculata-La Salle High School is to enable all students, through their involvement in the Community Service Program, to make significant progress in their development as a “person for others.” Motivated by the example of Jesus Christ and by a growing concern for others, the student is encouraged to become a mature Christian who can work with others for the good of others.

The Community Service Program is not just for the benefit of the community but also for the benefit of the student involved. As Catholics, we take seriously the commandment of service to others and believe the words of Jesus when he said, “whatever you do for the least of my people, you do for me.” This command to put our faith into practice is one of the principal reasons for the existence of the Community Service Program.

Community service in a Catholic school is modeled on the Corporal Works of Mercy: feed the hungry, give drink to the thirsty, clothe the naked, shelter the homeless, visit the sick, visit those in prison and bury the dead. Therefore, community service must be in aid to “the least of our brethren.” This means that the student must be directly helping the less fortunate through a non-profit institution or other approved organization. Working in places that are contrary to our Catholic beliefs is not acceptable.

To meet this goal and the State of Florida Department of Education’s service requirement for graduation, every Immaculata-La Salle High School student is required to actively participate in instruction, action and reflection in hands-on experience of working in their community.

### **COMMUNITY SERVICE GUIDELINES**

1. Students in each grade level are required to actively participate in community service with a non-profit institution or other approved organization. Students may also complete their volunteer hours through the many service clubs at ILS.

2. All students are required to complete their grade level service-learning project. Project guidelines are provided by the student’s Theology teacher and are an integral part of the Theology curriculum and spiritual development of the student.

3. All students are required to have completed their 100 hours of verified community service one week prior to the end of the 3rd quarter of their Junior year. Failure to do so will result in a re-registration hold for the student’s Senior year until the service hours have been completed and documents have been received, reviewed, and approved by the Community Service Coordinator and/or Assistant Principal. Failure to meet this requirement will be understood as voluntary withdrawal from ILS.

4. Students are encouraged to actively participate in community service and may meet their required 100 hours of community service before their Junior year. However, students are not able to bank or roll over their community service hours from one year to the next.

5. At the beginning of the Junior year all students who have yet to complete their service hours will receive a contract to be signed by the student and their parent/guardian. This form must be returned promptly to their Theology teacher.

6. Transfer students must submit copies of their service hours from their previous school at the time they are admitted. If the student has not completed enough service hours for the grade level they are in, the student must have completed them two weeks prior to the end of the 1st semester of their Senior year.

### **SERVICE-LEARNING PROJECT GUIDELINES (SAMPLE)**

Due dates for research, reflection, and technology assignments will be provided by a student’s Theology teacher.

1. Research background information that will promote awareness of the issue at hand. Students will use resources discuss resources in the Theology classes to aid with theological, pastoral, and practical understanding of service), which include:

- a. Scriptures
- b. Principles of Catholic Social Teaching
- c. Encyclicals and pastoral Letters
- d. USCCB website
- e. Classroom Instruction
- f. Prayer experiences

2. Participate in active service addressing the issue researched. Active service will provide students with opportunities to engage with the community, consider diverse ideas and solutions, and make measurable contributions to the lives of others.

3. Reflect on the issue, providing students with an opportunity to think about and interpret their experience in the community and share their knowledge and understanding with each other, noting the ways in which their experiences were meaningful to them as well as to others.
4. Utilize technology to create a video and present a slidedeck based on the project experience. The video must show the project stages and student's journey through the learning process. The presentation must address the following questions: "How did you encounter God in your work?" "What can others learn from participating in this type of service?"

The number of service hours awarded for any school-sponsored activity will be determined beforehand and announced to the students by the event moderator (moderators must discuss details regarding the event with the service hour coordinator prior to the scheduled event date).

Note that there is not always a direct correlation between the hours worked in an event and the community hours awarded. For example, a maximum of 5 hours may be awarded for any charity walk or relay, including activities that may occur before the event, such as registration, soliciting of donations, or event coordination. Student participation in event planning or setup must be noted on the service hour certificate or letter in order for those hours to be counted.

Students may earn their service hours through events held on campus.

It is the student's responsibility to obtain documentation of participation in any school-sponsored event and submit that documentation to their Theology teacher; hours will not be automatically forwarded.

### **COMMUNITY SERVICE DOCUMENT SUBMISSION GUIDELINES**

All hours need to be submitted on official letterhead from the organization where the service was performed, indicating:

- a. Student's Name
- b. Grade
- c. Number of hours completed
- d. Date(s) service was/were completed
- e. Description of duties performed
- f. Evaluation of student performance
- g. Signature and phone number of the person who supervised the student

Service to individuals, such as baby-sitting, yardwork, trash clean up, helping someone to move, etc. do not count as service hours. Caring for a sick family member—while certainly an act of Christian charity—does not count as service hours.

No student may receive service hours for time volunteered at for-profit businesses or events, including but not limited to: athletic tournaments, restaurants, lawyer's, doctor's, accountant's, or real estate offices, shops, gas stations, golf courses, pool and yacht clubs, etc. An exception will be made for students volunteering at summer camps or nursing homes, or providing humanitarian assistance for natural disasters.

Service hours may not be performed at businesses owned or operated by a family member. An exception will be made for students with parents or family members that work in hospitals, schools, or charitable organizations that work with the poor. However, the students cannot be supervised by the family member or do office work at these locations.

Service hours will be accepted for those students who are CCD teachers or teacher's aides, altar servers, lectors, choir singers, or assist in school/parish retreats. In addition, students who volunteer in school-sponsored retreats (Ignite, Cornerstone, ETC, Confirmation retreats, etc.) will receive a total of 10 service hours per retreat for their participation in ministerial leadership.

Service may only be done at a non-profit organization whose mission aligns with Catholic moral principles, or through school-sponsored organizations and activities. Service completed at any other organization or event must be approved by the Community Service Coordinator before each semester's service hours deadline. A list of pre-approved organizations can be obtained from the student's Theology teacher or on the Immaculata-La Salle High School website. Any questions regarding specific concerns must be discussed with the Community Service Coordinator.

It is not the responsibility of Immaculata-La Salle High School or of the organization where the service hours were performed to verify that the hours have been submitted. It is solely the responsibility of the student who performs the service to see that the service hours are submitted by the specified deadlines. Email is not an acceptable means for the submission of hours.

Immaculata-La Salle High School reserves the right not to accept any service hours not meeting the community service philosophy of the school.

Clubs, classes, or honor societies at Immaculata-La Salle High School may have additional community service policies regarding the number of hours required and how these hours are to be served. These requirements may exceed the hours required by the school for graduation.

### **GRADE LEVEL PROMOTION**

Students are required to take seven credits per year. Therefore, Immaculata-La Salle students graduate with more credits than required by the State of Florida Board of Education. Additional credits (such as credits taken over the summer) may not be banked or rolled over for graduation purposes.

1. All students must take a minimum of 7 one-credit courses each year (or equivalent), or 6 courses plus a study hall (by approval only).
2. A failing grade ("F") in any of the courses taken in a year must be made up in summer school at Immaculata-La Salle High School that year. A student may not advance to the next grade level unless the student has earned all the credits attempted at the preceding level.
3. Questions regarding requirements and transfer of credits should be referred to the Assistant Principal.
4. All full-year courses must be completed in their entirety; partial credit cannot be granted.

### **SCHOOL IDENTIFICATION NUMBER: 101061**

This CEEB Code should be used on all applications, scholarships, college entrance exams, and SAT and ACT exams as the school's designation code.

### **COLLEGE PLANNING & GUIDANCE**

It is never too early to begin planning for college. Colleges and universities have different entrance requirements. Therefore, the student should be familiar with the requirements of the college or university that they are considering when selecting the courses to be taken at Immaculata-La Salle High School. It is the responsibility of each student to be mindful of their cumulative grade point average, difficulty of subjects taken, SAT or ACT scores, and letters of recommendation. This information is available through the Counseling department and on Naviance. Information on college requirements, applications, and scholarships is also available through the Counseling department, as well as the school website. The student should also contact colleges and universities directly to request information. The student's counselor will schedule individual college planning sessions with each student beginning in March of their junior year. Parents are encouraged to attend.

Throughout the year, the Counseling department provides workshops for parents and students on topics regarding the college application process and financial aid. Participation in these informative sessions can make the planning process easier. During Fall semester, many college representatives visit ILS to discuss the schools' programs with students. The Counseling department will provide students with passes to attend these meetings. Students are also responsible for completing their resumes on Naviance and for asking teachers, moderators, or coaches for letters of recommendation. It is imperative that this be done in a timely manner.

## STANDARDIZED TESTING

The following standardized tests are administered to students:

Test	Grade	Location	Requirement
PreACT	9	Administered by ILS	Required testing
PreACT	10	Administered by ILS	Required testing
PSAT	9,10,11	Administered by ILS	Required testing
AP	9, 10,11,12	Administered by ILS	Required if taking AP course
SAT	11,12	Administered off campus	Required testing
ACT	11,12	Administered by ILS ONCE; then administered off campus	Required testing

It is the student's responsibility, with the assistance of their school counselor, to:

1. determine which standardized tests are required for admission to the college(s) of interest;
2. submit testing registration in a timely manner.

## COLLEGE SCHOLARSHIPS

A student seeking candidacy consideration for any scholarship, grant, or financial aid program administered by the Florida Department of Education (FLDOE) (including Bright Futures) will have to apply at [www.FloridaStudentFinancialAid.org](http://www.FloridaStudentFinancialAid.org). The application process begins in December of the student's Senior year and must be completed by the student no later than May 1st of their Senior year in order for Immaculata-La Salle High School to forward the required transcripts and school information directly to FLDOE and complete the application process prior to the State deadlines. It is the student's responsibility to fulfill any requirements and deadlines stipulated by the FLDOE.

It is also the student's responsibility to stay informed as to any changes in the Bright Futures program by visiting the Florida Department of Education site at [www.firn.edu/doe/brfuture](http://www.firn.edu/doe/brfuture) or calling 1-888-827-2004.

## FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM INITIAL ELIGIBILITY REQUIREMENTS FOR HIGH SCHOOL APPLICANTS

Requirements	Florida Academic Scholars Award	Florida Medallion Scholars Award
<b>Grade Point Average (GPA)</b>	3.5 weighted GPA using academic credits, unrounded	3.0 weighted GPA using academic credits, unrounded
<b>Required Credits</b>	4.0 English (3.0 with substantial writing) 4.0 Mathematics (Algebra I and above) 3.0 Natural Science (2.0 with substantial lab) 3.0 Social Studies 2.0 World Languages (in same language)  = 16 Credits total	<i>Same as Florida Academic Scholars Award</i>
<b>Test Scores</b>	Composite score of 1340 SAT or 29 ACT	Best composite score of 1210 SAT or 25 ACT



<b>Other Ways to Qualify</b>	National Merit or Achievement Scholars and Finalists  National Hispanic Scholars	National Merit or Achievement Scholars and Finalists  National Hispanic Scholars who have completed 75 hours or more of community service
<b>Community Service</b>	100 hours	75 hours

### **ADMISSIONS POLICIES FOR THE STATE UNIVERSITIES OF FLORIDA**

A university may have higher admission standards. To increase the likelihood of admission, a student should exceed these minimum requirements:

1. graduate from an accredited secondary school or successful completion of the GED
2. complete the following 19 academic units:
  - a. English: 4 units (3 units must include substantial writing components)
  - b. Mathematics: 4 units (Algebra I or higher)
  - c. Natural Sciences: 3 units (2 units must include a laboratory component)
  - d. Social Studies: 3 units
  - e. World Languages: 2 units (must be in same language)
  - f. Electives 3 units in courses approved by the State University System of Florida
3. submit official SAT or ACT scores
4. meet the standards of the State University System minimum eligibility index. The State University System Sliding Scale is used to determine the minimum SAT/ACT score necessary based on one's GPA. This index is updated on a yearly basis.

### **ADVANCED PLACEMENT COURSES AND DUAL ENROLLMENT**

Immaculata-La Salle offers the following Advanced Placement (AP) courses: AP Art History, AP Biology, AP Chemistry, AP Physics I, AP Environmental Science, AP Calculus (AB and BC), AP Macroeconomics, AP United States History, AP European History, AP World History: Modern, AP US Government, AP Comparative Government, AP English Language and Composition, AP English Literature and Composition, AP Spanish Language, AP Spanish Literature, AP Seminar, AP Research, AP French Language, and AP Italian Language.

In order to take the Advanced Placement exam, a student must be enrolled in the corresponding AP class at Immaculata-La Salle High School. Students taking an AP course are required to take the Advanced Placement exam for college credit at the end of the year. To fully prepare for these examinations, students may be required by their teachers to attend special sessions before and/or after school or on weekends. The AP exam fee(s) will be added to the student's financial account. Any Advanced Placement (AP) Course selected by the student, approved by the department head, and for which the student has been scheduled and is attending, may not be dropped for any reason.

Immaculata-La Salle High School also offers several dual enrollment courses through its STEAM program as well as World Religions and the English electives Introduction to Literature and Contemporary Literature to all students who qualify.

## COURSE REQUIREMENTS

GRADE 9	GRADE 11
Theology: 1 credit	Theology: 1 credit
English: 1 credit	English: 1 credit
Mathematics: 1 credit	Mathematics: 1 credit
Biology: 1 credit	Science: 1 credit
World History: 1 credit	US History: 1 credit
Personal Fitness/Fitness Lifestyle Design: 1 credit	World Language: 1 credit
<i>Elective: 1 credits</i>	<i>Elective: 1 credit</i>
<b>TOTAL: 7 credits</b>	<b>TOTAL: 7 credits</b> <i>100 hours of community service due end of 3<sup>rd</sup> qtr.</i>
GRADE 10	GRADE 12
Theology: 1 credit	Theology: 1 credit
English: 1 credit	English: 1 credit
Mathematics: 1 credit	Mathematics: 1 credit
Biology: 1 credit	Government: 0.5 credit
World Language: 1 credit	Economics: 0.5 credit
Fine Art: 1 credit	<i>Elective: 3 credits</i>
<i>Elective: 1 credit</i>	<b>TOTAL: 7 credits</b>
<b>TOTAL: 7 credits</b>	

## ACADEMIC PLACEMENT

The course descriptions in this curriculum guide include each course's corresponding pre-requisites and co-requisites. These requirements are included to ensure that the student has mastered the necessary knowledge and skills required to succeed, or that they are taking a course that will complement and enhance the material and standards covered in another course. Students planning to continue their education beyond high school should become familiar with the admissions requirements of the particular colleges they expect to apply to. These requirements will influence the courses to be taken in high school. Academic decisions should not be made hastily, but deadlines need to be adhered to. The choices made during the course selection period must be honored during the next school year.

In a number of subject areas, courses with varying levels of difficulty or rigor are offered. Student placement criteria are used to place the student at the appropriate level. Course placements in Standard, Honors, or Advanced Placement levels are determined by teachers, department chairpersons, counselors, administration, and the Principal. School personnel carefully review all course placements. Students in grades 10 through 12 are placed at their appropriate academic level based on individual ability, past performance, standardized test scores, teacher recommendation, and any pre-requisites and/or co-requisites for the course being considered. Incoming Freshmen are assigned classes based on middle school or junior high school grades, standardized tests, entrance exam scores, placement exam scores, and subject-specific exam scores (if applicable). Students may move one level between academic years based on their performance in the previous year's class. The following standardized tests are considered for placement:

- Incoming Freshmen: HSPT and TerraNova, school-specific standardized test, or departmental placement tests
- Rising Sophomores: PSAT, PreACT
- Rising Juniors: PSAT, PreACT
- Rising Seniors: ACT, PSAT and SAT

## PLACEMENT TESTING CRITERIA

English	Standard	Regular	Honors / DE	AP
<b>English I</b>	39 <sup>th</sup> percentile or below in Reading and Language (Writing) on the HSPT or TerraNova and review of a timed writing sample	40 <sup>th</sup> –74 <sup>th</sup> percentile in Reading and Language (Writing) on the HSPT or TerraNova and review of a timed writing sample	75 <sup>th</sup> percentile or above in Reading and Language (Writing) on the HSPT or TerraNova and review of a timed writing sample	N/A
<b>English II</b>	39 <sup>th</sup> percentile or below in Reading and Writing on the PSAT	40 <sup>th</sup> –74 <sup>th</sup> percentile or below in Reading and Writing on the PSAT	75 <sup>th</sup> –84 <sup>th</sup> percentile in Reading and Writing on the PSAT and review of a timed writing sample	85 <sup>th</sup> percentile or above in Reading and Writing on the PSAT, “an A-“ average or in English Honors, and review of two timed writing samples
<b>English III</b>	39 <sup>th</sup> percentile or below in Reading and Writing on the PSAT	40 <sup>th</sup> –74 <sup>th</sup> percentile or below in Reading and Writing on the PSAT	75 <sup>th</sup> –84 <sup>th</sup> percentile in Reading and Writing on the ACT, SAT, or PSAT and review of a timed writing sample	85 <sup>th</sup> percentile or above in Reading and Writing on the PSAT, review of two timed writing samples, and an “A-“ average or higher in English Honors.
<b>English IV</b>	39 <sup>th</sup> percentile or below in Reading and Writing on the ACT, SAT, or PSAT	40 <sup>th</sup> –74 <sup>th</sup> percentile or below in Reading and Writing on the PSAT	75 <sup>th</sup> percentile or above in Reading and Writing on the ACT, SAT, or PSAT and review of a timed writing sample. Additional requirements for dual enrollment can be found in course description.	85 <sup>th</sup> percentile or above in Reading and Writing on the PSAT, review of two timed writing samples, and either (1) an “A-“ average or higher in English Honors or (2) a “B” average or higher in AP English Language.

Mathematics	Standard	Regular	Honors / DE	AP
<b>Algebra I</b>	39 <sup>th</sup> percentile or below in Math/Quantitative on the HSPT or TerraNova	40 <sup>th</sup> –74 <sup>th</sup> percentile in Math/Quantitative on the HSPT or TerraNova	75 <sup>th</sup> percentile or above in Math/Quantitative on the HSPT or TerraNova	N/A
<b>Geometry</b>	39 <sup>th</sup> percentile or below in Math/Quantitative on the PSAT or PreACT or a “C” average or below in Algebra I	40 <sup>th</sup> –74 <sup>th</sup> percentile in Math/Quantitative on the PSAT or PreACT. Incoming Freshmen are also required to score a 75% or higher on the Math Placement Test	75 <sup>th</sup> percentile or above in Math/Quantitative on the PSAT or PreACT and a “B” average or above in Algebra I	N/A
<b>Algebra II</b>	39 <sup>th</sup> percentile or below in Math/Quantitative on	40 <sup>th</sup> –74 <sup>th</sup> percentile in Math/Quantitative on the PSAT or	75 <sup>th</sup> percentile or above in Math/Quantitative on	N/A

	the PSAT or PreACT or a "C" average or below in Algebra I or Geometry	PreACT and a "C+" average or above in Algebra I and Geometry	the PSAT or PreACT and a "B" average or above in Algebra I and Geometry	
<b>Mathematics for College Liberal Arts</b>	39 <sup>th</sup> percentile or below in Math/Quantitative on the PSAT, SAT, or ACT	N/A	N/A	N/A
<b>Mathematics for College Algebra</b>	N/A	40 <sup>th</sup> percentile or above in Math/Quantitative on the PSAT, SAT or ACT and a "C" average or above in Algebra II	N/A	N/A
<b>Mathematics for Data and Financial Literacy</b>	N/A	40 <sup>th</sup> percentile or above in Math/Quantitative on the PSAT, SAT or ACT and a "C" average or above in Algebra II. Student must also have met college readiness benchmarks on the PSAT, SAT, or ACT.	75 <sup>th</sup> percentile or above in Math/Quantitative on the PSAT, SAT or ACT and either (1) a "C" average or above in Algebra II Honors or (2) a "B" average or above in Algebra II. Student must also have met college readiness benchmarks on the PSAT, SAT, or ACT.	N/A
<b>Statistics</b>	N/A	40 <sup>th</sup> percentile or above in Math/Quantitative on the PSAT, SAT or ACT and a "C" average or above in Algebra II. Student must also have met college readiness benchmarks on the PSAT, SAT, or ACT.	75 <sup>th</sup> percentile or above in Math/Quantitative on the PSAT, SAT or ACT and a "C" average or above in Algebra II Honors. Student must also have met college readiness benchmarks on the PSAT, SAT, or ACT.	N/A
<b>Precalculus</b>	N/A	N/A	75 <sup>th</sup> percentile or above in Math/Quantitative on the PSAT, SAT or ACT and a "B" average or above in Algebra II Honors. Student must also have met college readiness benchmarks on the PSAT, SAT, or ACT.	75 <sup>th</sup> percentile or above in Math/Quantitative on the PSAT, SAT or ACT and an "A-" average or above in Algebra II Honors. Student must also have met college readiness benchmarks on the PSAT, SAT, or ACT.

<b>Calculus</b>	N/A		75 <sup>th</sup> percentile or above in Math/Quantitative on the PSAT, SAT or ACT and either (1) a "C-" average or above in AP Precalculus or (2) a "B-" average or above in Precalculus Honors. Student must also have met college readiness benchmarks on the PSAT, SAT, or ACT.	<p><i>AP Calculus AB:</i> Either (1) 85<sup>th</sup> percentile or above in Math/Quantitative on the PSAT, SAT, or ACT and an "A-" average or higher in Precalculus Honors or (2) an "B-" average or above in AP Precalculus. Student must also have met college readiness benchmarks on the PSAT, SAT, or ACT.</p> <p><i>AP Calculus BC:</i> Either (1) 85<sup>th</sup> percentile or above in Math/Quantitative on the PSAT, SAT, or ACT and a "B-" average or above in AP Calculus AB or (2) an "A" average or higher in AP Precalculus and a score of "4" or higher on the AP Precalculus exam. Student must also have met college readiness benchmarks on the PSAT, SAT, or ACT.</p>
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<b>Science</b>	<b>Standard</b>	<b>Regular</b>	<b>Honors / DE</b>	<b>AP</b>
<b>Biology</b>	39 <sup>th</sup> percentile or below National Composite score on the HSPT	40 <sup>th</sup> –74 <sup>th</sup> percentile National Composite score on the HSPT	75 <sup>th</sup> percentile or above National Composite score on the HSPT	85 <sup>th</sup> percentile or above in Math and 85 <sup>th</sup> percentile or above in Reading and Writing in the

				PSAT, SAT, or ACT and an "A-" average or above in Science courses each semester and final exam.
<b>Physical Science</b>	39 <sup>th</sup> percentile or below in Math and Reading and Writing on the PSAT or PreACT or a "C-" average or below in Biology	40 <sup>th</sup> –74 <sup>th</sup> percentile in Math and Reading and Writing on the PSAT or PreACT and a "C" average or above in Biology	75 <sup>th</sup> percentile or above in Math and Reading and Writing on the PSAT or PreACT and either (1) a "B-" average or above in Biology Honors or (2) an "A-" average or above in each quarter and final exam in Biology	N/A
<b>Chemistry</b>	39 <sup>th</sup> percentile or below in Math and Reading and Writing on the PSAT or PreACT and a "C-" average or below in Physical Science. Students must also be enrolled in Algebra II or Algebra II Standard	40 <sup>th</sup> –74 <sup>th</sup> percentile in Math and Reading and Writing on the PSAT or PreACT and a "C" average or above in Physical Science. Students must also be enrolled in Algebra II or Algebra II Honors	75 <sup>th</sup> percentile or above in Math and Reading and Writing on the PSAT or PreACT and either (1) a "B-" average or above in Physical Science Honors or (2) an "B" average or above in each quarter and final exam in Physical Science. Students must also be enrolled in Algebra II or Algebra II Honors	85 <sup>th</sup> percentile or above in Math and Reading and Writing on the PSAT, SAT, or ACT and an "A-" average or above in Science courses each semester and final exam. Students must also be enrolled in Precalculus (Honors or AP) or Calculus (Honors or AP)
<b>Marine Science</b>	N/A	Completion of Biology, Physical Science, and Chemistry	75 <sup>th</sup> percentile or above in Math and Reading and Writing on the PSAT, SAT, or ACT and a "B-" average or above in Science courses each semester and final exam.	N/A
<b>Physics</b>	N/A	40 <sup>th</sup> –74 <sup>th</sup> percentile or above in Math and Reading and Writing on the PSAT, SAT, or ACT. Students must also be enrolled in Precalculus	75 <sup>th</sup> percentile or above in Math and Reading and Writing on the PSAT, SAT, or ACT and either (1) a "B-" average or above in Honors Science courses each semester and final exam or (2) an	85 <sup>th</sup> percentile or above in Math and Reading and Writing on the PSAT, SAT, or ACT and an "A-" average or above in Honors Science courses each semester and final exam. Students

			"A-" average or above in Science courses each semester and final exam. Students must also be enrolled in Precalculus Honors	must also be enrolled in Calculus
<b>Anatomy/ Physiology</b>	N/A	40 <sup>th</sup> percentile or above in Math and Reading and Writing on the PSAT, SAT, or ACT and a "C" average or above in previous Science courses.	75 <sup>th</sup> percentile or above in Math and Reading and Writing on the PSAT, SAT, or ACT and either (1) a "B-" average or above in Honors Science courses each semester and final exam or (2) an "A-" average or above in Science courses each semester and final exam.	N/A
<b>Environmental Science</b>	N/A	40 <sup>th</sup> percentile or above in Math and Reading and Writing on the PSAT, SAT, or ACT and a "C" average or above in previous Science courses.	N/A	85 <sup>th</sup> percentile or above in Reading and Writing on the PSAT, SAT, or ACT and an "A-" average or above in Honors Science courses each semester and final exam.

<b>Social Studies</b>	<b>Standard</b>	<b>Regular</b>	<b>Honors / DE</b>	<b>AP</b>
<b>World History</b>	39 <sup>th</sup> percentile or below in Reading and Language (Writing) on the HSPT or TerraNova	41 <sup>st</sup> –74 <sup>th</sup> percentile in Reading and Language (Writing) on the HSPT or TerraNova	75 <sup>th</sup> –84 <sup>th</sup> percentile in Reading and Language (Writing) on the HSPT or TerraNova	85 <sup>th</sup> percentile or above in Reading and Language (Writing) on the HSPT or TerraNova
<b>AP European History</b>	N/A	N/A	N/A	85 percentile or above in Reading and Writing on the PSAT or PreACT
<b>US History</b>	39 <sup>th</sup> percentile or below in Reading and Writing on the PSAT or PreACT	41 <sup>st</sup> –74 <sup>th</sup> percentile in Reading and Writing on the PSAT or PreACT	75 <sup>th</sup> –84 <sup>th</sup> percentile in Reading and Writing on the PSAT or PreACT	Either (1) 85 <sup>th</sup> percentile or above in Reading and Writing on the PSAT or PreACT or (2) a "B" average or higher in AP European History.
<b>American Government</b>	39 <sup>th</sup> percentile or below in Reading and Writing on the PSAT, SAT, or ACT	41 <sup>st</sup> –74 <sup>th</sup> percentile in Reading and Writing on the PSAT, SAT, or ACT	75 <sup>th</sup> –84 <sup>th</sup> percentile in Reading and Writing on the PSAT, SAT, or ACT	Either (1) 85 <sup>th</sup> percentile or above in Reading and Writing on the PSAT, SAT, or ACT

				or (2) a “B” average or higher in AP United States History.
<b>Economics</b>	39 <sup>th</sup> percentile or below in Reading and Writing on the PSAT, SAT, or ACT	41 <sup>st</sup> –74 <sup>th</sup> percentile in Reading and Writing on the PSAT, SAT, or ACT	75 <sup>th</sup> –84 <sup>th</sup> percentile in Reading and Writing on the PSAT, SAT, or ACT	85 <sup>th</sup> percentile or above in Math and Reading and Writing on the PSAT, SAT, or ACT

<b>World Language</b>	<b>Regular</b>	<b>Honors / DE</b>	<b>AP</b>
<b>French I</b>	34% or below on the French Placement Test	N/A	N/A
<b>French II</b>	35%–44% on the French Placement Test or completion of French I with a passing grade	N/A	N/A
<b>French III</b>	N/A	Either (1) a 45%–54% on the French Placement Test or (2) a “B-“ average or above in French II	N/A
<b>French IV</b>	N/A	Either (1) a 55% or above on the French Placement Test or (2) a “B-“ average or above in French III Honors	N/A
<b>AP French Language and Culture</b>	N/A	N/A	Teacher approval based on interview, review of timed writing sample, and either (1) an “A-“ average or above in French III Honors or (2) a “B-“ average or above in French IV Honors
<b>Spanish I</b>	34% or below on the Spanish Placement Test	N/A	N/A
<b>Spanish II</b>	35%–44% on the Spanish Placement Test or completion of French I with a passing grade	N/A	N/A
<b>Spanish III H</b>	N/A	45%–54% on the Spanish Placement Test	N/A
<b>Spanish IV H</b>	N/A	Either (1) a 55% or above on the Spanish Placement Test or (2) a “B-“ average or above in Spanish III Honors	N/A
<b>Spanish V H</b>	N/A	“B-“ average or above in Spanish IV Honors	N/A
<b>Spanish Speakers I</b>	59% or below on the Spanish Language Reading and Writing Test	N/A	N/A
<b>Spanish Speakers II</b>	60%–69% on the Spanish Language Reading and Writing Test	N/A	N/A



<b>Spanish Speakers III H</b>	N/A	Either (1) 70% or above on the Spanish Language Reading and Writing Test or (2) a "B-" average or above in Spanish Speakers II	N/A
<b>AP Spanish Language and Culture</b>	N/A	N/A	Teacher approval based on interview, review of timed writing sample, and completion of Spanish IV Honors or Spanish Speakers III Honors
<b>AP Spanish Literature and Culture</b>	N/A	N/A	Either (1) a "B-" average or above in AP Spanish Language or (2) Department Head approval based on interview and review of timed writing sample.
<b>Portuguese I</b>	34% or below on the Portuguese Placement Test	N/A	N/A
<b>Portuguese II</b>	35%–44% on the Portuguese Placement Test or completion of Portuguese I with a passing grade	N/A	N/A
<b>Portuguese III H</b>	N/A	Either (1) a 45%–54% on the Portuguese Placement Test or (2) a "B-" average or above in Portuguese II	N/A
<b>Portuguese IV H</b>	N/A	Either (1) a 55% or above on the Portuguese Placement Test or (2) a "B-" average or above in Portuguese III Honors	N/A
<b>Italian I</b>	34% or below on the Italian Placement Test	N/A	N/A
<b>Italian II</b>	35%–44% on the Italian Placement Test or completion of Italian I with a passing grade	N/A	N/A
<b>Italian III H</b>	N/A	Either (1) a 45%–54% on the Italian Placement Test or (2) a "B-" average or above in Italian II	N/A
<b>Italian IV H</b>	N/A	Either (1) a 55% or above on the Italian Placement Test or (2) a "B-" average or above in Italian III Honors	N/A
<b>AP Italian Language and Culture</b>	N/A	N/A	Either (1) an "A-" average or above in Italian III Honors or (2) a "B-" average or above in Italian IV Honors

## **COURSE CHANGE POLICY**

In early March, ILS school counselors meet with all students to review core course placement and the elective selection process.

At that time students and parents/guardians receive:

- Core Course Verification Form to be signed by the student and parent/guardian
- Elective options
- Elective Selection Guidelines
- Student Schedule Deadlines sheet
- Link to the Elective Selection Online Form used to select electives for the following year.

There is limited window for parents to meet with their child's school counselor. Details for scheduling an appointment are available in the Core Course Verification Form. Important dates and deadlines are listed on the Student Schedule Deadlines sheet.

Questions regarding placement in core courses should be emailed to the student's counselor in a timely manner.

## **HOW TO READ THE CATALOG**

The following is a description of courses offered at Immaculata-La Salle High School. Whether any given course is offered during a specific school year depends on student interest and the availability of instructors.

Courses are listed under their academic departments. Within departments, courses are ordered according to the general sequence in which they are taken (from Freshman to Senior year). Elective courses are listed at the end of each section unless the elective is particular to a grade level, in which case it is placed among that grade level's core courses.

The chart at the beginning of each section shows possible placement changes from one academic year to the next. These charts do not include elective courses. Some charts may not include grade levels if students are placed according to the results of interviews, placement tests, or criteria other than academic year.

Course descriptions include the following information:

- Name of course
- The Florida Department of Education's (FDOE) course code
- Immaculata-La Salle's (ILS) in-house course code
- Number of credits
- Prerequisites (see also placement charts above)
- Co-requisite (see also placement charts above)
- Course description

## **AP CAPSTONE DIPLOMA**

AP Capstone is a diploma program based on two yearlong AP courses: AP Seminar and AP Research. These courses are designed to complement other AP courses that the AP Capstone student may take. Instead of teaching specific subject knowledge, AP Seminar and AP Research use an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for the successful completion of college-level work.

The College Board developed the AP Capstone Diploma program at the request of higher education professionals, who saw a need for a systematic way for high school students to begin mastering these skills before college.

### **Program Details**

Qualified ILS students may take AP Seminar their Sophomore year followed by AP Research their Junior year. Both courses run the full academic year, and AP Seminar is a prerequisite for AP Research.

In either courses, students investigate a variety of topics through multiple disciplinary lenses. Students may choose to explore topics related to other AP courses they are taking.

Both courses guide students through the completion of a research project, writing of an academic paper, and presentation of their project.

Over the course of the two-year program, students are required to:

- Analyze topics through multiple disciplinary lenses to construct meaning or gain understanding

- Plan and conduct a study or investigation
- Propose solutions to real-world problems
- Plan and produce communication in various forms
- Collaborate to solve a problem
- Integrate, synthesize, and make cross-curricular connections

AP Capstone gives students the following pedagogical foundation, called the QUEST framework, to develop, practice, and hone their critical and creative thinking skills as they make connections between various issues and their own lives:

- Question and Explore
- Understand and Analyze Arguments
- Evaluate Multiple Perspectives
- Synthesize Ideas
- Team, Transform, and Transmit

### Assessment

AP scores for both courses are based on teacher assessment of student presentation components and College Board scoring of student-written components. AP Seminar scores are also based on an end-of-course exam.

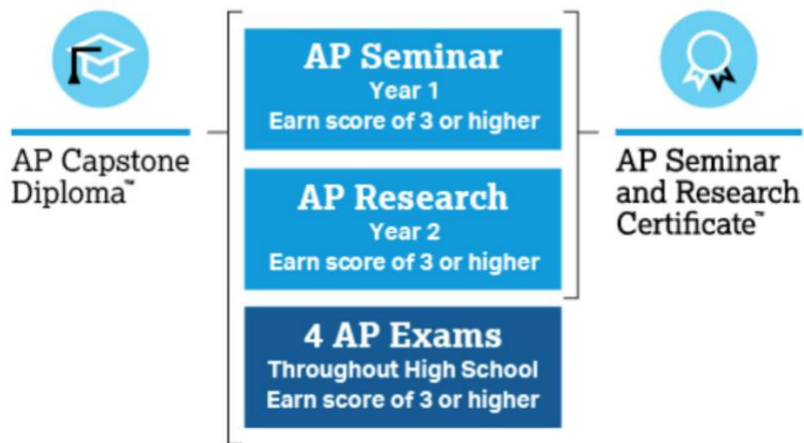
Visit the [AP Seminar Assessment page](#) and the [AP Research Assessment page](#) to learn more about the assessment of student work in AP Capstone courses.

### AP Capstone Diploma

Students who earn a score of “3” or higher in AP Seminar, AP Research, and on four additional AP exams of their choosing receive the **AP Capstone Diploma**.

### AP Seminar and Research Certificate

Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP exams receive the **AP Seminar and Research Certificate**.



Participating in AP Capstone can help students:

- Develop key academic skills they will use in college and beyond.
- Become confident, independent thinkers and problem solvers.
- Earn college credit: many colleges offer credit for qualifying scores.

Additional Resources:

<https://apcentral.collegeboard.org/courses/ap-capstone>

<https://apcentral.collegeboard.org/courses/ap-capstone/how-ap-capstone-works#awards>

## **AP CAPSTONE SEMINAR**

**FDOE: 1700500**

**ILS: 0019      Credit: 1.0**

**Pre-requisite:** *English I Honors minimum grade of B; minimum of 85 percentile in PSAT writing and 85 percentile in PSAT reading; teacher recommendation and English department head approval.*

**Co-requisite:** *Any Honors or AP Course*

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

## **AP CAPSTONE RESEARCH**

**FDOE: 1700510**

**ILS: 0020      Credit: 1.0**

**Prerequisite:** *B or higher in AP Seminar course and 3 or higher on the AP Seminar exam*

**Co-requisite:** *AP Seminar*

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense. (Note: AP Seminar is a prerequisite for AP Research. Completing AP Seminar and all its required assessment components is necessary for students to develop the skills to be successful in AP Research.)

## **APPLIED GLOBAL LEADERSHIP PROGRAM**

Through the Applied Global Leadership Program, students will engage with leaders from various fields of public service, investigate global issues, evaluate multiple perspectives, take action through capstone and portfolio projects, and communicate ideas effectively. Upon graduation, students will earn a certificate in Applied Global Leadership, achieved through required coursework, attendance at global leadership seminars, leadership roles in campus organizations, and service-learning initiatives.

**Coursework:** Students are required to complete all required courses and will be able to take at least one Applied Global Leadership approved elective every academic year. In order to successfully complete the program, students must maintain a minimum 3.0 GPA.

**Leadership Seminars:** Global Leadership Seminars are monthly sessions in which students learn about a variety of topics through interaction with experts in those fields. Topics include: International Development, Women's Issues, Diplomacy, National Security, Humanitarian Aid, Conflict Resolution, Cybersecurity, Health, Education, Responses to Climate Change, Regional Issues, and others.

Various seminars also provide time and support dedicated to Applied Global Leadership Program Capstone Project and Portfolio development and completion.

**Extracurricular Activities:** Students will maintain active participation and, eventually, leadership roles in Applied Global Leadership approved clubs and/or extracurricular programs.

**Service Learning:** Students will seek out and/or create service projects that will contribute to the experiences and skills required for the development of faithful global leaders.

**Collaborative Projects:** Being a part of the Applied Global Leadership Program and STEAM, are not mutually exclusive. In the real world, experts in Global Leadership and STEAM fields must work together to solve our most complex problems. Therefore, students from the Applied Global Leadership Program and STEAM will have opportunities for frequent collaboration on a variety of projects.

**Capstone Project:** The Applied Global Leadership Capstone Project will showcase the student's mastery in at least one of the main fields and approaches in Applied Global Leadership. The Applied Global Leadership Capstone Project involves research, problem-based learning, service initiatives, collaborative sub-projects, and an additional individually selected method of reporting.

## **COURSE CATALOG WITH DESCRIPTIONS**

### **BUSINESS & TECHNOLOGY**

The Business and Technology Department seeks to develop those skills necessary to prepare students for the business world and successfully participate in a rapidly changing, culturally diverse, global society by using human and technological resources. The major philosophy of the ILS Business and Technology Department is to provide the students with a sound economic understanding and to enable them to acquire business skills for personal and professional use.

#### **ACCOUNTING APPLICATIONS I HONORS**

**FDOE: 8203310**

**ILS: 0796      Credit: 0.5**

**Pre-requisite(s):** *Grade of "C" or better in Algebra I*

Accounting is an essential aspect of every business institution and organization. As future workers, owners, and entrepreneurs, this course will give the student an understanding of the basic accounting principles. This knowledge will help the students make better future economic decisions that will impact their lives and economic futures.

#### **BUSINESS MANAGEMENT AND LAW HONORS**

**FDOE: 8812120**

**ILS: 0795      Credit: 0.5**

**Pre-requisite(s):** Grade of "C" or better in Algebra I

This course will help students understand various management theories, basic management functions and their interrelationships. Students will recognize the importance of technology and information management in the decision-making process. Like entrepreneurs and successful business managers, students will learn that the ability to discern and respond quickly to changing economic conditions and new business opportunities is crucial to remaining viable in the marketplace.

#### **FOUNDATIONS OF PROGRAMMING HONORS**

**FDOE: 9007210**

**ILS: 0733      Credit: 1**

In this course students will explore the fundamentals of coding using Swift, the programming language used to create applications for Apple products. Students will complete interactive puzzles that teach them key programming concepts in ways that are both challenging and fun. In this course students will develop coding skills that become the foundation of their programming knowledge. They will apply the information using Sphero Robots and other online platforms, such as Code.org and Scratch.

#### **FOUNDATIONS OF ROBOTICS**

**FDOE: 9410110**

**ILS:0262      Credit: 1**

**Co-requisite(s):** Approval Required

This course provides students with a foundation in content and skills associated with robotics and automation, including AI, electronics, physics, and principles of engineering. Students will also investigate the role of sensors and actuators in the field of robotics. The final project will be to build, program, and configure a robot to perform predefined task.

#### **INTERNATIONAL BUSINESS SYSTEMS**

**FDOE: 8216110**

**ILS: 0717      Credit: 1**

This course is designed to prepare students to live and work in a global economy. Students develop an understanding of business principles, management styles, economics, and customs which affect business systems in the international environment.

## **INTRODUCTION TO ENGINEERING DESIGN HONORS**

**FDOE:8600550**

**ILS:0254**

**Credit: 1**

This course exposes students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. Students will employ engineering and scientific concepts in the solution of engineering design problems. In addition, they will learn to use 3D solid modeling design software to design solutions to problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions, document the process, and communicate the results.

## **PERSONAL FINANCE HONORS**

**FDOE: 8815120**

**ILS: 0782**

**Credit: 1**

**Pre-requisite(s):** Grade of "C" or better in Algebra I, Algebra II, and Geometry (if applicable)

The personal finance course will provide a student with a view into almost all of the many different financial transactions and decisions that a person makes in their lifetime. Not only will the particular decision be examined, but also how to plan and anticipate for a person's financial future. Buying a home, a car, insurance, and to planning for retirement and the knowledge of the securities markets that is required, are covered in this course.

## **PRINCIPLES OF ENTREPRENEURSHIP**

**FDOE: 8812110**

**ILS: 0746**

**Credit: 1**

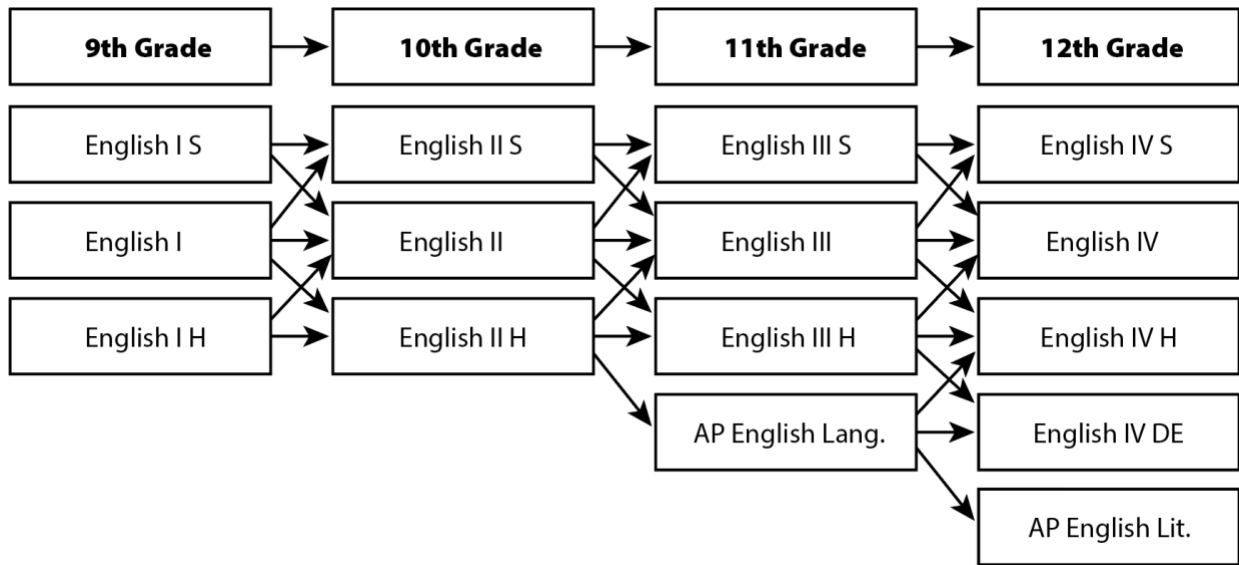
This course provides instruction in the basic principles of entrepreneurship including the role of the entrepreneur, entrepreneurship as a career, ethics in business, and the principles of marketing, financing, and managing a business. There is no occupational completion point after the completion of this course.

**ENGLISH LANGUAGE ARTS**

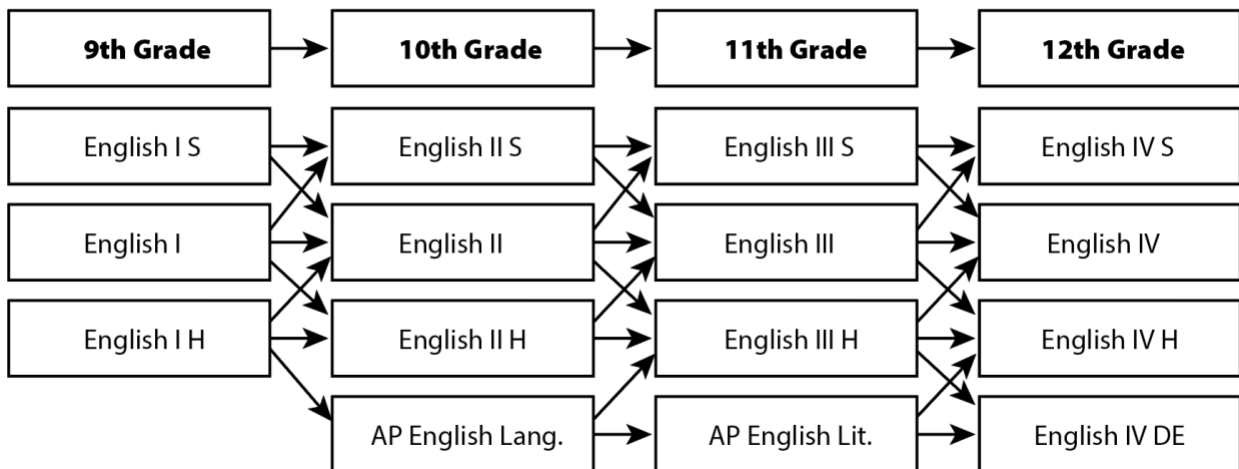
**Graduation Requirement: Four (4) credits of Language Arts; a C- on the research paper Senior year**

The Language Arts Department strives to provide a program in which each student has the opportunity to grow in his/her intellectual, critical, aesthetic, cultural, and moral development. The Language Arts Department focuses on those dimensions of language study, composition, and literature, which aid in the maturation and enrichment of human life and provide communication experiences. The program provides opportunities for college preparation in all classes and completes college level work in the Advanced Placement Program.

**CLASS OF 2025 AND 2026**



**CLASS OF 2027 AND Beyond**





### **ENGLISH I (REGULAR/STANDARD)**

**FDOE: 1001310**

**ILS: 0008/0009 Credit: 1**

This course is designed to develop the student's ability to understand and analyze various genres of literature. In addition, grammar, mechanics, and sentence variation will be required along with diction and vocabulary development. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic and contemporary literature, essays, and speeches as mentor texts.

### **ENGLISH I HONORS**

**FDOE: 1001320**

**ILS: 0007 Credit: 1**

This course is designed to develop the student's ability to understand and analyze various genres of literature. In addition, grammar, mechanics, and sentence variation will be required along with diction and vocabulary development. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic and contemporary literature, essays, and speeches as mentor texts. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task.

### **ENGLISH II (REGULAR/STANDARD)**

**FDOE: 1001340**

**ILS: 0011/0012 Credit: 1**

This course defines what students should understand and be able to do by the end of 10th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. The purpose of this course is to provide instruction that emphasizes the acquisition of fundamental English language skills. The approach will include, but not be limited to, a survey of world literature for the empathy it creates, and the continued study of composition, grammar and vocabulary. PSAT preparation will also be addressed.

### **ENGLISH II HONORS**

**FDOE: 1001350**

**ILS: 0010 Credit: 1**

This course defines what students should understand and be able to do by the end of 10th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Classic and contemporary works from world literature will be read and studied, and a unit on rhetorical devices in non-fiction is part of the pre-AP preparation (vertical learning).

### **ENGLISH III (REGULAR/STANDARD)**

**FDOE: 1001370**

**ILS: 0014/0015 Credit: 1**

This course defines what students should understand and be able to do by the end of 11th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. This course is designed to allow the students to become well versed in American Literature and proficient in argumentative and persuasive essay writing with a focus of rhetorical analysis. It will continue to develop the skills of critical thinking, asking the students to analyze a focused, limited, topic in-depth. Vocabulary, composition, and

grammar instruction shall also extend to researching various topics. Emphasis shall also be given to preparation for the College Boards.

### **ENGLISH III HONORS**

**FDOE: 1001380**

**ILS: 0013      Credit: 1**

This course defines what students should understand and be able to do by the end of 11th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. This course is designed to allow the students to become well versed in American Literature and proficient in argumentative and persuasive essay writing with a focus of rhetorical analysis. It will continue to develop the skills of critical thinking, asking the students to analyze a focused, limited, topic in-depth. Vocabulary, composition, and grammar instruction shall also extend to researching various topics. Emphasis shall also be given to preparation for the College Boards. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task.

### **ENGLISH IV (REGULAR/STANDARD)**

**FDOE: 1001400**

**ILS: 0042/0043      Credit: 1**

This course defines what students should understand and be able to do by the end of 12th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. This course is designed to expose the students to works of British literature and extend their foundation in world literature at a college level. It integrates aspects of literary analysis developing the essay form as well as creation of a personal essay for college. Part of the program continues College Board preparation. Being a course of immediate preparation for college, all students shall be required to complete a research paper, which further integrates all aspects of the language arts, including grammar, usage, and mechanics. Completion of a documented research paper that merits a C- is required for graduation.

### **ENGLISH IV HONORS**

**FDOE: 1001410**

**ILS: 0041      Credit: 1**

This course defines what students should understand and be able to do by the end of 12th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. Students will examine the nature of tragedy and investigate archetypes in world and British literature. They will recognize literary devices and elements that contribute to the meaning of works and draw inferences about themes. Students will be introduced to literary analysis and criticism. Completion of a documented research paper that merits a C- is required for graduation. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task.

### **ENGLISH COMPOSITION I (DUAL ENROLLMENT)**

**MDC: ENC1101**

**ILS: 0050      Credit: 3**

This course introduces students to rhetorical concepts and audience-centered approaches to writing including composing processes, language conventions and style, and critical analysis and engagement with written texts and other forms of communication. Students will apply rhetorical knowledge to communicate for a range of audiences and purposes; students will employ critical thinking to analyze forms of communication; and students will engage in writing processes that involve drafting, revising, and

reflecting. Adapted from the Miami-Dade College Course Competencies. Students must meet the reading and writing requirements as measured by College Readiness Benchmarks.

## **ENGLISH COMPOSITION II (DUAL ENROLLMENT)**

**MDC: ENC1102**

**ILS: 0051      Credit: 3**

This is the second required general core course in college level writing. Students will learn the conventions of standard edited American English. Students will compose informative and persuasive essays, write responses to a variety of literary genres and/or non-fiction, and produce a documented paper based on research. Adapted from the Miami-Dade College Course Competencies. Students must meet the reading and writing requirements as measured by College Readiness Benchmarks. and have completed either A.P. English Language or English IV Honors (Dual Enrollment 1).

## **AP ENGLISH LANGUAGE**

**FDOE: 1001420**

**ILS: 0021      Credit: 1**

**Co-requisite(s):** *Taking the College Board AP test is mandatory for all students in this class*

The AP English Language and Composition course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods. The content should include, but not be limited to, the following: the content specified by the Advanced Placement Program, summer readings, and outside readings per quarter. Class size is restricted.

## **AP ENGLISH LITERATURE**

**FDOE: 1001430**

**ILS: 0022      Credit: 1**

**Co-requisite(s):** *Taking the College Board AP test is mandatory for all students in the class.*

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. The content should include, but not be limited to, the content specified by the College Board Advanced Placement Program. Completion of a documented research paper (5-7 pages) that merits a passing grade is required for graduation.

## **INTRODUCTION TO LITERATURE (DUAL ENROLLMENT)**

**MDC: LIT 2000**

**ILS: 048      Credit: 3**

**Pre-requisite:** *AP English Language and Composition*

**Co-requisite:** *Introduction to Literature (Dual Enrollment)*

Students will learn about various works of literature from different genres including but not limited to: short story, play, poetry, novel, and essay. The student will interpret selected readings by identifying and discussing relevant themes analyzing and discussing particular conflicts, ideas, and experiences present in the literary works. The course will help students demonstrate an appreciation: for the importance of literature in culture by identifying key writers and works of literature from different historical periods; identifying different literary movements; and analyzing the literary works' societal contexts. The student will also demonstrate proficiency in written communication by: generating, developing, organizing, and presenting ideas; effectively developing and selecting communication to purpose, audience, and occasion; and recognizing the conventions of Standard American English.

## **CONTEMPORARY LITERATURE (DUAL ENROLLMENT)**

**MDC: LIT 2090**

**ILS: 049      Credit: 3**

***Pre-requisite:*** AP English Language and Composition

***Co-requisite:*** Introduction to Literature (Dual Enrollment)

The purpose of this course is to enable students, using texts of appropriate complexity, to develop knowledge of contemporary literature through integrated educational experiences of reading, writing, speaking and listening, and language. Emphasis will be on representative contemporary literature, with its varied cultural influences, highlighting the major genres, themes, issues, and influences associated throughout the literary period.

## **FINE ARTS**

### **Graduation Requirement: One (1) credit in Fine Arts**

Immaculata-LaSalle High School offers Fine Art, Digital Art, Performing Art, and Music as well as an appreciation for all art forms as they parallel the history of mankind. The Arts are an integral component of a well-rounded academic program. The following art classes are designed to foster an appreciation of art from a historic perspective as well as to afford the student an opportunity for creative and personal expression.

### **2-D STUDIO ART I**

**FDOE: 0101300**

**ILS: 501**

**Credit: 1**

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing, painting, printmaking, collage, and/or design. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

### **3-D ANIMATION TECHNOLOGY I**

**FDOE: 8718100**

**ILS: 583**

**Credit: 1**

***Pre-requisite(s): 2-D Studio Art 1 or Interview and approval by instructor***

(Utilizing Autodesk Maya and Adobe Photoshop CS students will learn all aspects of modeling and animation from pre-production to post-production. Modeling, lighting, texturing, animating, and rendering will be covered as well as the concepts of storyboarding, conceptual art and camera placement. Students will develop a portfolio to present for college. The students will be required to produce a final animation reel as individuals and as a group. Students will learn what it is like to develop their own storyline and animation while understanding what it feels like to work as a group in a professional environment. At the end of the course, the students will have produced a 1-3 minute individual animation that may be entered in local and state film festivals.)

The purpose of this program is to prepare students for employment in the field of 3-D Animation and related career fields. This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Arts, A/V Technology and Communication career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Arts, A/V Technology and Communication career cluster. The content includes, but is not limited to, practical experiences in 3-D Animation design and production. Specialized skills such as video editing, audio production, and the utilization of animation and authoring software are used to produce a variety of multimedia productions.

### **AP ART HISTORY**

**FDOE: 0100300**

**ILS: 0535**

**Credit: 1**

AP Art History is an introductory college-level art history course. Students cultivate their understanding of art history through analyzing works of art and placing them in historical context as they explore concepts like culture and cultural interactions, theories and interpretations of art, the impact of materials, processes, and techniques on art and art making, and understanding purpose and audience in art historical analysis.

### **BAND I**

**FDOE: 1302300**

**ILS: 0538**

**Credit: 1**

This year-long, entry-level class, designed for students having little or no previous band experience with woodwind, brass, and/or percussion instruments, promotes the enjoyment and appreciation of music through performance of high-quality, beginning wind and percussion literature from different times and places. Rehearsals focus on the development of critical listening/aural skills; rudimentary instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in public performances.

### **BAND II (INTERMEDIATE BAND)**

**FDOE: 1302310**

**ILS: 0536      Credit: 1**

***Pre-requisite: Band 1***

This year-long, beginning-level class, designed for students with at least one year of woodwind, brass, and/or percussion ensemble experience, promotes the enjoyment and appreciation of music through performance of high-quality wind and percussion literature. Rehearsals focus on the development of critical listening skills, instrumental and ensemble technique and skills, expanded music literacy, and aesthetic awareness culminating in periodic public performances.

### **BAND III**

**FDOE: 1302320**

**ILS: 0530      Credit: 1**

***Pre requisite: Band 2***

This year-long, formative class, designed for students ready to build on skills and knowledge previously acquired in a middle or high school instrumental ensemble, promotes the enjoyment and appreciation of music through performance of high-quality, intermediate-level wind and percussion literature. Rehearsals focus on development of critical listening/aural skills, individual musicianship, instrumental technique, refinement of ensemble skills, and aesthetic engagement culminating in periodic public performances.

### **CHORUS I**

**FDOE: 1303300**

**ILS: 0509      Credit: 1**

This year-long, entry-level class, designed for students with little or no choral experience, promotes the enjoyment and appreciation of music through performance of beginning choral repertoire from a variety of times and places. Rehearsals focus on the development of critical listening skills; foundational instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.

### **CHORUS II/III**

**FDOE: 1303310/1303320**

**ILS: 0510/0511      Credit: 1**

This course provides instruction in the application of vocal musicianship and technical skills through the study of varied choral literature. The content covered will be: independent interpretation of easy-medium level choral music, refinement of tone production and performance techniques, analysis of musical form, varied style periods, and aesthetic perceptions.

This year-long, beginning-level class, designed for students with one year of experience or less in a choral performing group, promotes the enjoyment and appreciation of music through performance of basic, high-quality choral music. Rehearsals focus on the development of critical listening/aural skills; foundational instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.

This year-long, formative class, designed for students with previous participation in a school chorus who have basic knowledge of note-reading and vocal technique, concentrates on providing students opportunities to strengthen existing skills in critical listening, vocal techniques, and ensemble performance using high-quality three- and four-part choral literature. Rehearsals focus on gaining independence in music literacy and aesthetic engagement through critical listening and thinking skills.

## **CREATIVE PHOTOGRAPHY I**

**FDOE: 0108310**

**ILS: 0584 Credit: 1**

**Required(s):** *Student must provide his/her own digital SLR camera.*

**Students must have their own DSLR camera with manual controls and interchangeable lenses, as well as SD cards, iPad adapter, and camera bag.** Students explore the aesthetic foundations of art making using beginning photography techniques. This course may include, but is not limited to, color and/or black and white photography via digital media and/or traditional photography. Students become familiar with the basic mechanics of a camera, including lens and shutter operation, compositional foundations, printing an image for display, and evaluating a successful print. Student photographers may use a variety of media and materials, such as 35mm black and white film, single lens reflex camera, digital camera, darkroom, computer application, filters, various papers, digital output, photogram, cyanotypes, Sabatier effect, and pinhole photography. Craftsmanship and quality are reflected in the surface of the prints and the care of the materials. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

## **CREATIVE PHOTOGRAPHY II**

**FDOE: 0108320**

**ILS: 0575 Credit: 1**

**Pre-requisite(s):** *Student must have taken Creative Photography I*

Students experiment with a variety of photographic media and techniques and make connections with historical and contemporary photographers to develop a focused body of work. This course may include, but is not limited to, researching the history of photography, making connections to contemporary and community photographers, critiquing with varied techniques, and experimenting with a variety of photographic media. Processes and techniques include, but are not limited to, handcrafted pinhole cameras, hand-tinted photographs, mixed media, cyanotypes, medium format, photo collage, cross-processing, creative filters, infrared and slide film, night photography, macro, panoramic, and/or digital output via a variety of media. Craftsmanship and quality are reflected in the surface of the prints, care of the materials, attention to compositional conventions, and expression of ideas and feelings. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

## **DIGITAL ART IMAGING I / II**

**FDOE: 108370/108380**

**ILS: 0578/0579 Credit: 1**

(I) Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still images through the single or combined use of computers, digital cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

(ii) Students explore and develop concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional graphic and fine works of art. As they become more adept at using the tools and techniques available to them, students design digital still images through the single or combined use of computers, digital cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

## **DRAWING I / PAINTING I**

**FDOE: 104340/104365**

**ILS: 0503/0505 Credit: 0.5/0.5**

***Pre-requisite(s): 2D Studio Art I***

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in painting. Students practice and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

**KEYBOARD I**

**FDOE: 1301360**

**ILS: 0562      Credit: 1**

Students build fundamental piano techniques while learning to read music, acquire and apply knowledge of basic music theory, and explore the role of keyboard music in history and culture. Beginning pianists develop skills in analytical listening and explore musical creativity in the form of basic improvisation and basic composition. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

**KEYBOARD II**

**FDOE: 1301370**

**ILS: 0563      Credit: 1**

***Pre-requisite(s): Keyboard I with at least a "B" and committee recommendation***

Students build on previous piano techniques and skills through reading music, acquiring and applying knowledge of music theory, and exploring the role of keyboard music in history and culture. Students learn repertoire from various styles and time periods, exploring the historical influence keyboards have had on music performance and composition. Students explore the basic tools of music technology (i.e., MIDI keyboards). Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

**KEYBOARD III**

**FDOE: 1301380**

**ILS: 0564      Credit: 1**

Students further develop advanced knowledge of piano techniques, musical literacy, solo and ensemble performance skills, and related musical knowledge, using a variety of advanced piano literature. Students explore the historical influence keyboards have had on music performance and composition and apply criteria to assess their own and others' piano performances. Students extend their knowledge of music technology (i.e., MIDI keyboards) and its connection to the computer and other sound-generating devices. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

**MUSIC TECHNOLOGY & SOUND ENGINEERING I**

**FDOE: 1304300**

**ILS: 0558      Credit: 1**

Students explore the fundamental applications and tools of music technology and sound engineering. As they create and learn its terminology, students also learn the history and aesthetic development of technology used to capture, create, and distribute music. Public performances may serve as a resource



for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

## **MUSIC TECHNOLOGY & SOUND ENGINEERING II**

**FDOE: 13014310**

**ILS: 0559      Credit: 1**

*Pre-requisite(s): Sound Engineering and Reinforcement I and committee recommendation*

Students build on previous experience with the fundamentals of music technology and sound engineering to integrate their knowledge of traditional musical elements with past and current technologies used to capture, create, mix, and present music. They explore the creative and aesthetic implications of music technology and sound engineering through class work. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

## **MUSIC THEORY**

**FDOE: 1300300**

**ILS: 0545      Credit: 1**

Students learn how music is constructed and developed, and acquire a basic understanding of the structural, technical, and historical elements of music. Student theorists develop basic ear-training, keyboard, and functional singing skills, and engage in the creative process through individual and collaborative projects. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

## **MUSICAL THEATER I**

**FDOE: 0400700**

**ILS: 0529      Credit: 1**

Students' course work focuses on, but is not limited to, acting, vocal performance, dance, non-dance movement, and staging, which transfer readily to performances in musicals and other venues. Students survey the evolution of music in theatre from ancient Greece to modern Broadway through a humanities approach and representative literature. Music theatre students explore the unique staging and technical demands of musicals in contrast to non-musical plays. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

## **ORCHESTRA I**

**FDOE: 1302360**

**ILS: 0896      Credit: 1**

Students who have little or no orchestral experience study and perform high-quality beginning orchestra literature of diverse times and styles. Rehearsals focus on the development of critical listening skills, rudimentary string techniques, music literacy, ensemble skills, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

## **TECHNICAL THEATRE: DESIGN & PRODUCTION FOR SCENERY & PROPS**

**FDOE: 0400407**

**ILS: 0550      Credit: 1**

Students focus on learning the basic tools and procedures for designing and creating scenery and properties (props) with particular attention to technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials. Students also learn the standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; through various self-assessment tools. Public performances may serve as a culmination of specific instructional goals. Students may be required to

attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

### **TECHNICAL THEATRE: COSTUME, MAKE-UP & HAIR**

**FDOE: 0400409**

**ILS: 0549      Credit: 1**

Students focus on learning the basic tools and procedures for designing and creating costumes, hair, and makeup with particular attention to technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials. Students also learn the standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; and the resulting artistic improvement. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

### **TECHNICAL THEATRE DESIGN & PRODUCTION 1**

**FDOE: 0400410**

**ILS: 0553      Credit: 1**

*Pre-requisite(s): Technical Theatre: Design and Production for Costume, Makeup, and Hair*

Students focus on developing the basic tools and procedures for creating elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials are central to success in this course. Students explore and learn to analyze dramatic scripts, seeking production solutions through historical, cultural, and geographic research. Students also learn the basics of standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; and the resulting artistic improvement. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

### **TECHNICAL THEATRE DESIGN & PRODUCTION 2**

**FDOE: 0400420**

**ILS: 0554      Credit: 1**

*Pre-requisite: Technical Theatre Design & Production 1*

Students focus on the design and safe application of basic tools and procedures to create elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Students develop assessment and problem-solving skills; the ability to connect selected literature to a variety of cultures, history, and other content areas. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

### **THEATRE I**

**FDOE: 0400310**

**ILS: 0569      Credit: 1**

This course is designed for students with little or no theatre experience and promotes enjoyment and appreciation for all aspects of theatre. Classwork focuses on the exploration of theatre literature, performance, historical and cultural connections, and technical requirements. Improvisation, creative dramatics, and beginning scene work are used to introduce students to acting and character development. Incorporation of other art forms in theatre also helps students gain appreciation for other art forms, such as music, dance, and visual art.

### **THEATRE II**

**FDOE: 0400320**

**ILS: 0570      Credit: 1**

***Pre-requisite(s):*** *Drama I and an audition required*

This course is designed for students with a year of experience or more and promotes enjoyment and appreciation for all aspects of theatre through opportunities to build significantly on existing skills.

Classwork focuses on characterization, playwriting, and playwrights' contributions to theatre; while improvisation, creative dramatics, and scene work are used to help students challenge and strengthen their acting skills and explore the technical aspect of scene work.

### **THEATRE III HONORS**

**FDOE: 0400330**

**ILS: 0571      Credit: 1**

***Pre-requisite(s):*** *Drama II and audition required*

This course is designed for students with significant experience in theatre and promotes depth of engagement and lifelong appreciation for theatre through a broad spectrum of teacher-assigned and self-directed study and performance. Students regularly reflect on aesthetics and issues related to and addressed through theatre and create within various aspects of theatre in ways that are progressively more innovative. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge.

### **THEATRE HISTORY AND LITERATURE I**

**FDOE: 0400350**

**ILS: 0525      Credit: 1**

Students' coursework focuses on the origins of western theatre from ancient civilizations through the Renaissance period. Students research and investigate the dramatic forms and practices of the times through the reading and analysis of plays and related literature. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

### **PORTFOLIO DEVELOPMENT I HONORS**

**FDOE: 0109310**

**ILS: 0522      Credit: 1**

***Pre-requisite(s):*** *Drawing and Painting 1*

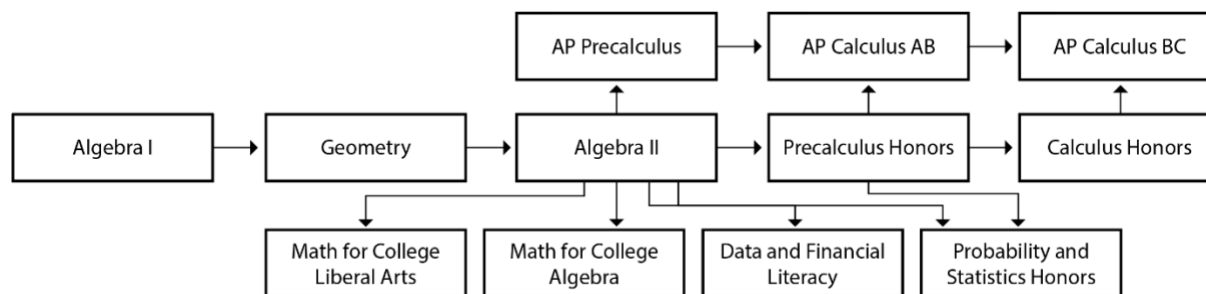
Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in drawing, painting, printmaking, and/or mixed media that emphasizes line quality, rendering of form, composition, surface manipulation, and/or illusion of depth. Students regularly reflect on aesthetics and art issues individually and as a group and focus on expressive content that is progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials.

## **MATHEMATICS**

### **Graduation Requirement: Four (4) credits of Mathematics: course work must include Algebra I through Algebra II**

The Mathematics Department of Immaculata-La Salle High School Seeks to meet the needs of the individual student at his/her own level in accordance with the philosophy of the school. It challenges the above average student and encourages the further pursuit of mathematics, while it meets the needs of the average student to develop these skills to carry out the basic tasks required by society.

**Students are required to have a graphing calculator (TI-83 or TI-84) which is permitted to be used on the SAT and ACT college entrance exams.**



### **ALGEBRA I (REGULAR/STANDARD)**

**FDOE: 1200310**

**ILS: 0164/0165 Credit: 1**

In Algebra 1, instructional time will emphasize five areas: (1) performing operations with polynomials and radicals, and extending the Laws of Exponents to include rational exponents; (2) extending understanding of functions to linear, quadratic and exponential functions and using them to model and analyze real-world relationships; (3) solving quadratic equations in one variable and systems of linear equations and inequalities in two variables; (4) building functions, identifying their key features and representing them in various ways and (5) representing and interpreting categorical and numerical data with one and two variables.

### **ALGEBRA I HONORS**

**FDOE: 1200320**

**ILS: 0163 Credit: 1**

In Algebra 1 Honors, instructional time will emphasize five areas: (1) performing operations with polynomials and radicals, and extending the Laws of Exponents to include rational exponents; (2) extending understanding of functions to linear, quadratic and exponential functions and using them to model and analyze real-world relationships; (3) solving quadratic equations in one variable and systems of linear equations and inequalities in two variables; (4) building functions, identifying their key features and representing them in various ways and (5) representing and interpreting categorical and numerical data with one and two variables.

### **GEOMETRY I (REGULAR/STANDARD)**

**FDOE: 1206310**

**ILS: 0167/0168 Credit: 1**

In Geometry, instructional time will emphasize five areas: (1) proving and applying relationships and theorems involving two-dimensional figures using Euclidean geometry and coordinate geometry; (2) establishing congruence and similarity using criteria from Euclidean geometry and using rigid transformations; (3) extending knowledge of geometric measurement to two-dimensional figures and three-dimensional figures; (4) creating and applying equations of circles in the coordinate plane and (5) developing an understanding of right triangle trigonometry.

### **GEOMETRY HONORS**

**FDOE:1206320**

**ILS: 0166 Credit: 1**

In Geometry Honors, instructional time will emphasize five areas: (1) proving and applying relationships and theorems involving two-dimensional figures using Euclidean geometry and coordinate geometry; (2) establishing congruence and similarity using criteria from Euclidean geometry and using rigid transformations; (3) extending knowledge of geometric measurement to two-dimensional figures and three-dimensional figures; (4) creating and applying equations of circles in the coordinate plane and (5) developing an understanding of right triangle trigonometry.

### **ALGEBRA II (REGULAR/STANDARD)**

**FDOE: 1200330**

**ILS: 0170/0171 Credit: 1**

In Algebra 2, instructional time will emphasize five areas: (1) extending arithmetic operations with algebraic expressions to include radical and rational expressions and polynomial division; (2) graphing and analyzing functions including polynomials, absolute value, radical, rational, exponential and logarithmic; (3) building functions using compositions, inverses and transformations; (4) extending systems of equations and inequalities to include non-linear expressions and (5) developing understanding of the complex number system, including complex numbers as roots of polynomial equations.

### **ALGEBRA II HONORS**

**FDOE: 1200340**

**ILS: 0169 Credit: 1**

In Algebra 2, instructional time will emphasize five areas: (1) extending arithmetic operations with algebraic expressions to include radical and rational expressions and polynomial division; (2) graphing and analyzing functions including polynomials, absolute value, radical, rational, exponential and logarithmic; (3) building functions using compositions, inverses and transformations; (4) extending systems of equations and inequalities to include non-linear expressions and (5) developing understanding of the complex number system, including complex numbers as roots of polynomial equations.

### **MATHEMATICS FOR COLLEGE LIBERAL ARTS**

**FDOE: 1207350**

**ILS: 0133 Credit: 1**

In Mathematics for College Liberal Arts, instructional time will emphasize five areas: (1) analyzing and applying linear and exponential functions within a real-world context; (2) utilizing geometric concepts to solve real-world problems; (3) extending understanding of probability theory; (4) representing and interpreting univariate and bivariate data and (5) developing understanding of logic and set theory.

### **MATHEMATICS FOR COLLEGE ALGEBRA**

**FDOE: 1200710**

**ILS: 0134 Credit: 1**

In Mathematics for College Algebra, instructional time will emphasize five areas: (1) developing fluency with the Laws of Exponents with numerical and algebraic expressions; (2) extending arithmetic operations with algebraic expressions to include rational and polynomial expressions; (3) solving one-variable exponential, logarithmic, radical and rational equations and interpreting the viability of solutions in real-world contexts; (4) modeling with and applying linear, quadratic, absolute value, exponential, logarithmic and piecewise functions and systems of linear equations and inequalities; (5) extending knowledge of functions to include inverse and composition.

### **MATHEMATICS FOR DATA AND FINANCIAL LITERACY**

**FDOE: 1200384**

**ILS: 0135 Credit: 1**

In Mathematics for Data and Financial Literacy, instructional time will emphasize five areas: (1) extending knowledge of ratios, proportions and functions to data and financial contexts; (2) developing understanding of basic economic and accounting principles; (3) determining advantages and disadvantages of credit accounts and short- and long-term loans; (4) developing understanding of planning for the future through investments, insurance and retirement plans and (5) extending knowledge of data analysis to create and evaluate reports and to make predictions.

## **MATHEMATICS FOR DATA AND FINANCIAL LITERACY HONORS**

**FDOE: 1200388**

**ILS: 0136      Credit: 1**

In Mathematics for Data and Financial Literacy Honors, instructional time will emphasize five areas: (1) extending knowledge of ratios, proportions and functions to data and financial contexts; (2) developing understanding of basic economic and accounting principles; (3) determining advantages and disadvantages of credit accounts and short- and long-term loans; (4) developing understanding of planning for the future through investments, insurance and retirement plans and (5) extending knowledge of data analysis to create and evaluate reports and to make predictions. The honors course will explore complex scenarios, and delve deeper into the applications, analysis, and evaluations of these scenarios. Students are expected to think and collaborate critically on the content they are learning.

## **PROBABILITY AND STATISTICS HONORS**

**FDOE: 1210300**

**ILS: 0179      Credit: 1**

In Probability and Statistics Honors, instructional time will emphasize four areas: (1) creating and interpreting data displays for univariate and bivariate categorical and numerical data; (2) comparing and making observations about populations using statistical data, including confidence intervals and hypothesis testing; (3) extending understanding of probability and probability distributions and (4) developing an understanding of methods for collecting statistical data, including randomized trials.

## **PRECALCULUS HONORS**

**FDOE: 1202440**

**ILS: 0173      Credit: 1**

In Precalculus Honors, instructional time will emphasize six areas: (1) extending right triangle trigonometry to unit circle trigonometry and trigonometric functions; (2) extending understanding of functions to trigonometric; (3) developing understanding of conic sections; (4) representing and performing operations with complex numbers and vectors in the coordinate plane; (5) extending understanding of relations in the plane using parametric representations, including polar coordinates and (6) analyzing arithmetic and geometric sequences and series.

## **ADVANCED PLACEMENT PRECALCULUS**

**FDOE:**

**ILS: 0190      Credit: 1**

AP Precalculus prepares students for other higher-level mathematics and science courses. The framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science.

## **CALCULUS I HONORS**

**FDOE: 1202400**

**ILS: 0175      Credit: 1**

In Calculus Honors, instructional time will emphasize four areas: (1) developing understanding of limits and continuity of functions; (2) finding derivatives and applying them to motions, slopes, related rates and optimizations; (3) applying limits and derivatives to graph and analyze functions and (4) evaluating integrals and applying them to areas, volumes, average values and differential equations.

## **AP CALCULUS - AB**

**FDOE: 1202410**

**ILS: 0177      Credit: 1**

AP Calculus AB is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions.

**AP CALCULUS - BC**

**FDOE: 1202420**

**ILS: 0178      Credit: 1**

AP Calculus BC is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions.

## **MEDIA**

Print Journalism, Television Broadcasting, Creative Writing, and Yearbook Production round out the varied offerings of the Media Department where students can develop writing, editing, photography, graphic design, advertising, interviewing, and producing skills. Students who complete a second year in any of these courses are eligible for membership in Quill and Scroll, the journalism honor society, and TV students are eligible to join the Student Television Network Honor Society as well. In addition, Media students are able to showcase their achievements through the Florida Scholastic Press Association, the Columbia Scholastic Press Association, and the Student Television Network.

## **CREATIVE WRITING I/CREATIVE WRITING II**

**FDOE: 1009320/1009330**

**ILS: 0067/0081 Credit: .5/.5**

The purpose of this course is to provide an organized study of the structure of sentences, paragraphs, and larger pieces, culminating in written assignments that are based personal experiences, observation, and literature. The content shall include, but not be limited to, the following: the kinds and levels of diction; development of sentence variety; coherence and transition; modes and aims of discourse; rhetorical devices; punctuation; capitalization; spelling; elements of manuscripts forms; experiences in all aspects of the writing process, including prewriting, drafting, and revising; outside reading; longer written works, poetry, and nonfiction.

## **CREATIVE WRITING III**

**FDOE: 1009331**

**ILS: 0082 Credit: 1**

***Prerequisite(s): Creative Writing I and II***

Creative Writing III is a portfolio-based course of instruction. Students will create portfolios of original work drawn from skills gained in Creative Writing I and II based on their choice of theme or rhetorical strategy, i.e. poetry, memoir, prose, drama, etc. Students will learn elements of publishing including issues of intellectual property rights and have the opportunity to publish and present original written works.

## **JOURNALISM I**

**FDOE: 1006300**

**ILS: 0054 Credit: 1**

***Prerequisite(s): Interview with and approval by instructor***

Media gives students the tools to critically evaluate different mediums. This course enables students to draw conclusions about what the media presents and debate them. Media students study, use, and evaluate all forms of journalism and must be up to date on current issues. The content includes, but is not limited to: the writing processes, production skills, history and ethics of media, photojournalism, organization and management techniques, technology, research, analysis of media, future careers.

\*Hands on activities are integral to this course. This course requires students to participate in activities beyond the school day.

## **JOURNALISM II**

**FDOE: 1006310**

**ILS: 0056 Credit: 1**

***Prerequisite(s): Interview with and approval by instructor***

Newspaper gives students the environment to focus on the development of their writing process through articles. Students in newspaper will gain the knowledge of running a newspaper gaining insight on both the journalism and business sides of the press. Students are required to be up to date on what is going on in the media and the news. Students are responsible for presenting this to the student body through the *Royal Courier*, Immaculata-La Salle High School's student newspaper. The main focus of the class is to produce a weekly publication of the *Royal Courier* and examine the world of journalism and each student's potential.



\*Hands on activities are integral to this course. This course requires students to participate in activities beyond the school day.

### **JOURNALISM III**

**FDOE: 1006320**

**ILS: 0057      Credit: 1**

***Prerequisite(s):*** Interview with and approval by instructor

Editing the *Royal Courier*, Immaculata-La Salle High School's student newspaper, offers students the opportunity to develop leadership skills where they learn to mentor younger, less experienced peers and work toward fine-tuning/changing the mission, design, layout, categories, social media presence, and other areas related to the student newspaper. Students are required to be up to date on what is going on. The main focus of the class is to produce a weekly issue of the *Royal Courier* and to routinely improve the production process.

\*Hands on activities are integral to this course. This course requires students to participate in activities beyond the school day.

### **TELEVISION PRODUCTION TECHNOLOGY I**

**FDOE: 8201510**

**ILS: 0596      Credit: 1**

This course gives students an overview of the theoretical, aesthetic, and practical elements of digital video pre-production, production, and post-production. Through a series of creative exercises, lectures, and classroom critiques, students gain an understanding of the fundamental skills required in storyboarding, scripting, directing, shooting, lighting, and editing digital video productions for a variety of purposes and audiences. Students complete assignments using industry-standard software and hardware and will take an industry level software certification.

### **TELEVISION PRODUCTION TECHNOLOGY II**

**FDOE: 8201520**

**ILS: 0597      Credit: 1**

***Pre-requisite(s):*** Television Production Technology I

This course covers the theory and operation of a television studio and control room. An introduction to the use of studio equipment is provided including cameras, a switcher, character generator, audio mixer, video recorders, microphones and studio lighting. Real time studio work in coordination with control room use is stressed. Special effects including live chroma-key, wipes, and digital video effects are available. An introduction to nonlinear digital video editing is provided. Students will engage in at least one video competition.

### **TELEVISION PRODUCTION TECHNOLOGY III HONORS**

**FDOE: 8201530**

**ILS: 0598      Credit: 1**

***Pre-requisite(s):*** Television Production Technology II

The purpose of this course is to further prepare students as television production operators, television broadcast technicians, camera operator, and other related positions. Advanced topics in scripts, lighting, shooting and directing, electronic news gathering, and field production will be further developed. Students will engage in at least one video competition.

### **TELEVISION PRODUCTION TECHNOLOGY IV HONORS**

**FDOE: 8201540**

**ILS: 0599      Credit: 1**

***Pre-requisite(s):*** Television Production Technology III Honors

The purpose of this course is to further develop video editing skills by exploring the historical development of film/video editing theory and apply the various editing styles to video footage generated in the class. A complete understanding of the impact that editing has on the subtle manipulation of an

audience will be gained. At the same time, students will continue to explore the depth of the current digital editing program and prepare for professional industry certification.

### **INTRODUCTION TO PRINTING TECHNOLOGY (YEARBOOK 1)**

**FDOE: 8230120**

**ILS: 0582      Credit: 1**

The purpose of this course is to enable students to develop basic knowledge of computer graphic systems and to produce computer-generated images by applying the elements of art and principles of design. The content included but not limited to is: use of equipment and material; art and computer graphics vocabulary; media, processes and techniques; elements of art and principles of design; critical thinking and analysis; collaborative skills; legal and ethical issues; career opportunities. Production of yearbook, specifically, is included in connection with the workshop experience.

\*Special Note: Hands-on activities are integral to this course. This course generally requires students to participate in activities beyond the school day.

### **DIGIMATYPH 3 DIGITAL IMAGING & TYPOGRAPHY - Y2**

**ILS: 0581      Credit: 1**

***Pre-requisite(s):*** *Introduction to Printing Technology (Yearbook I)*

This course that explores the principles and techniques of digital image creation as well as the fundamentals of typography in design. Students will learn how to use software tools to edit and enhance images, create digital illustrations, and design layouts that effectively communicate visual messages. The course will cover topics such as color theory, image resolution, typography styles, and layout composition. By the end of the course, students will have a solid understanding of how to effectively combine digital imaging and typography to create visually appealing and impactful designs. Production of the yearbook, specifically, is included in connection with the workshop experience.

*Note: Hands-on activities are integral to this course. This course generally requires students to participate in activities beyond the school day.*

## **PHYSICAL EDUCATION**

**Graduation Requirement: One (1) credit met through Personal Fitness and Fitness Lifestyle Design**

The Physical Education Department of Immaculata-La Salle High School administers a varied program of activities designed to develop in the student a positive attitude toward him or herself as a physical being. The Health component focuses on educating the student about maintaining their mental and physical health. In keeping with our Catholic philosophy, we try to teach the students to respect themselves and others.

### **CARE AND PREVENTION OF ATHLETIC INJURIES (CPAI)**

**FDOE: 1502490**

**ILS: 0848      Credit: .5**

**Co-requisite(s):** *Psychology I (Sports Focus)*

This course introduces students to knowledge of sport-related injuries. The course includes the basic anatomy of common injuries in athletics, the evaluation procedures of such injuries, the preventative measures to reduce the incidence of injuries, and the basic treatment and rehabilitation procedures that are used after an injury occurs. Topics include: principles of exercise physiology, principles of kinesiology, and the evaluation and care of sport injuries.

### **COMPREHENSIVE FITNESS**

**FDOE: 1501390**

**ILS: 0832      Credit: .5**

**Co-requisite(s):** *Weight Training I*

The purpose of this course is to enable students to develop their understanding of fitness concepts, design a personal fitness program, and develop an individualized level of health-related fitness.

### **FITNESS LIFESTYLE DESIGN**

**FDOE: 1501310**

**ILS: 0811      Credit: .5**

**Co-requisite(s):** *Personal Fitness*

The purpose of this course is to produce health literate students that make sound decisions and take positive actions for healthy and effective living. The course is wellness oriented and emphasizes responsible decision-making and planning for a healthy lifestyle.

### **PERSONAL FITNESS**

**FDOE: 1501300**

**ILS: 0809      Credit: .5**

**Co-requisite(s):** *Fitness Lifestyle Design*

Personal fitness is a course designed to enhance a student's ability to participate in, perform in, and enjoy group and individual activities. The course includes, but is not limited to, the following activities: aerobic exercise, anaerobic exercise, team sports, strategy of sports, body strengthening, muscle stretching, and personal hygiene. The course will also include a fundamental study for an understanding of the rules and techniques of individual sports.

### **PSYCHOLOGY I (SPORTS FOCUS)**

**FDOE: 2107300**

**ILS: 0342      Credit: .5**

**Co-requisite(s):** *Care and Prevention of Athletic Injuries*

Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. The content examined in this first introductory course includes major theories and orientations of psychology, psychological methodology, memory and cognition, human growth and development, personality, abnormal behavior, psychological therapies, stress/coping strategies, and mental health.

## **TEAM SPORTS I**

**FDOE: 1503350**

**ILS: 0810      Credit: .5**

***Pre-requisite(s):*** *Personal Fitness*

***Co-requisite(s):*** *Team Sports II*

The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course.

## **TEAM SPORTS II**

**FDOE: 1503360**

**ILS: 0826      Credit: .5**

***Co-requisite(s):*** *Team Sports I*

The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course.

## **WEIGHT TRAINING I**

**FDOE: 1501340**

**ILS: 0816      Credit: .5**

***Pre-requisite(s):*** *Personal Fitness*

***Co-requisite(s):*** *Comprehensive Fitness*

The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement as it relates to weight training. The integration of fitness concepts throughout the content is critical to the success of this course.

## **SELF DEFENSE**

**FLDOE: 1502460**

**ILS: 827      Credit: .5**

***Co-requisite:*** *Individual and Dual Sports I*

This basic self-defense class is designed for students who wish to learn various self-defense techniques through the practice of judo, including kicking, falling, punching, throwing and other self-defense techniques. Students will also foster physical fitness training, mental discipline, martial arts philosophy, and knowledge of the culture of judo.

## **INDIVIDUAL AND DUAL SPORTS 1**

**FLDOE: 1502410**

**ILS: 823      Credit: .5**

***Co-requisite:*** *Self Defense*

The purpose of this course is to develop the techniques for sports conditioning and fundamental skills through the practice of judo. This course will also focus on the various stages of skill development for a variety of judo-related activities.

## **DANCE TECHNIQUES 1**

**FLDOE: 300310**

**ILS: 576      Credit: 1**

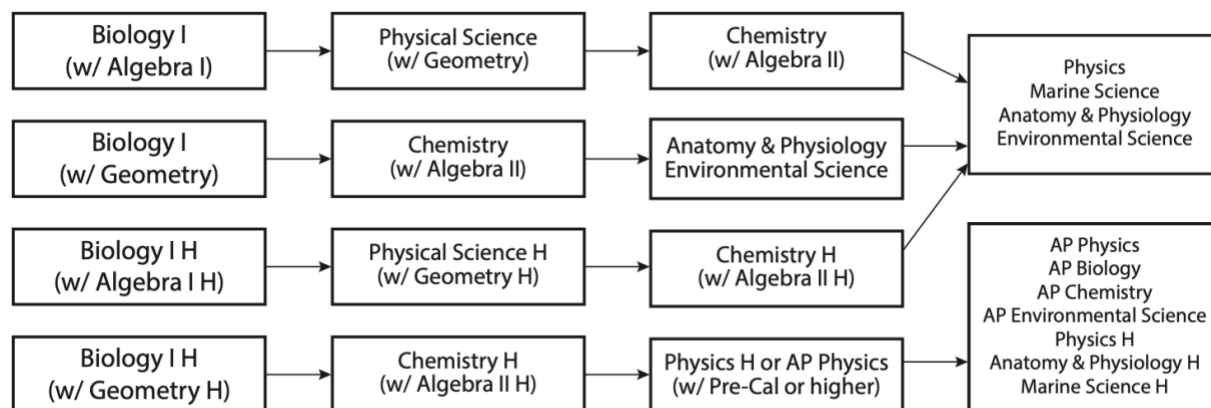
Students in this year-long, entry-level course learn foundational skills in two or more dance styles. Their development of fundamental dance technique is enriched and enlivened through study of works by a variety of diverse artists, developing genre-specific movement vocabulary and dance terminology, and building knowledge and skills related to somatic practices, dance composition, analysis of effort and outcomes, dance history and culture, collaborative work, and rehearsal and performance protocols.

## **SCIENCE**

### **Graduation Requirement: Three (3) credits of Science; two (2) of which must contain a lab component**

Through Science, the student may develop analytical and experimental competencies that will enable him/her to comprehend, reason, and draw conclusions based on empirical evidence. These tools will facilitate the development of a personal philosophy that will enable him/her to better understand the relationship of the human person to God and His Creation. The Science Department seeks to meet the needs of each student with a program of study that offers a variety of classes providing fundamental knowledge and scientific literacy, college preparation, and the challenge of college level Advanced Placement courses.

The Honors Track in Science requires students to take Biology Honors, Chemistry Honors and Physics Honors.



### **BIOLOGY I (REGULAR/STANDARD)**

**FDOE: 2000310**

**ILS: 0209/0210 Credit: 1**

**Co-requisite(s):** Algebra I

The purpose of this course is to provide general exploratory experiences and activities in the fundamental concepts of life. Major concepts include: the scientific methods, scientific measurements, laboratory safety, use of laboratory apparatus, cell biology and reproduction, basic principles of genetics, modern evolutionary theory and biological changes through time, classification and taxonomy, human anatomy and physiology, and ecological relationships.

### **BIOLOGY I HONORS**

**FDOE: 2000320**

**ILS: 0208 Credit: 1**

**Co-requisite(s):** Algebra I Honors or Geometry Honors

The purpose of this course is to provide advanced exploratory experiences and activities in the fundamental concepts of life. This course expands the biological concepts that were introduced in the middle school / junior high science courses and includes a greater emphasis on biochemistry, and detailed structure of the human anatomy.

### **ADVANCED PLACEMENT BIOLOGY**

**FDOE: 2000340 (offered alternate years)**

**ILS: 0214      Credit: 1**

**Co-requisite(s):** *AP Biology Exam*

The AP Biology course is designed to help students develop a conceptual framework for modern biology and to gain experience and an appreciation of science as a process through experimentation and inquiry. The course includes the following topics: evolution; continuity and change; relationship of structure and function; regulation; interdependence in nature; science technology and society. Students are required to take the AP exam at the end of the year.

### **PHYSICAL SCIENCE**

**FDOE: 2003310**

**ILS: 0203/0204 Credit: 1**

**Co-requisite(s):** *Geometry*

The purpose of this course is to provide a quantitative investigative study of the introductory concepts of physics and chemistry. The content should include, but not be limited to the following: dynamics, classification and interaction of matter, periodic table, forms of energy, electricity and magnetism, chemical interactions, nuclear reactions, career opportunities in Principles of Chemistry and Physics. Extra practice will take place for the mathematical portions of the class and material evaluated at shorter intervals.

### **PHYSICAL SCIENCE HONORS**

**FDOE: 2003320**

**ILS: 0202      Credit: 1**

**Co-requisite(s):** *Geometry Honors*

This course provides the opportunity to study introductory concepts of physics and chemistry using laboratory experiments and applying mathematical principles. The content includes but is not limited to the following: dynamics, classification and interaction of matter, periodic table forms of energy, electricity and magnetism, chemical interactions and nuclear reactions.

### **CHEMISTRY (REGULAR/STANDARD)**

**FDOE: 2003340**

**ILS: 0227/0228 Credit: 1**

**Pre-requisite(s):** *Algebra I, Geometry*

**Co-requisite(s):** *Algebra II*

This course will provide an introduction to the study of matter and basic changes that it undergoes. The concepts of atomic structure, the periodic table, basic stoichiometry, the gas laws and an introduction to acids and bases and organic chemistry will be included. Laboratory activities and special projects will be used to reinforce the above concepts.

### **CHEMISTRY HONORS**

**FDOE: 2003350**

**ILS: 0226      Credit: 1**

**Co-requisite(s):** *Algebra II Honors*

This course will provide a rigorous study of the composition, properties and changes associated with matter. The content should include the concepts of atomic structure, the periodic table stoichiometry, the gas laws, oxidation-reduction and an introduction to nuclear and organic chemistry. Safety and use of laboratory apparatus will be emphasized in the laboratory component of this course.

### **ADVANCED PLACEMENT CHEMISTRY**

**FDOE: 2003370**

**ILS: 0225      Credit: 1**

**Co-requisite(s):** *Precalculus Honors or Calculus*

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students in this course will attain a depth of understanding of fundamentals and in dealing with chemical problems. The content shall include the concepts of atomic structure, the

periodic table, stoichiometry, the gas laws, oxidation-reduction and an introduction to nuclear and organic chemistry. Safety and use of laboratory apparatus will be emphasized in the laboratory component of this course.

### **PHYSICS 1**

**FDOE: 2003380**

**ILS: 0244      Credit: 1**

***Pre-requisite(s): Algebra II or higher***

This course is to help students develop an understanding of the foundational principles that shape classical mechanics. By confronting complex physical situations or scenarios, the course is designed to enable students to develop the ability to reason about physical phenomena using important science practices, such as explaining relationships, applying and justifying the use of mathematical routines, designing experiments, analyzing data, and making connections across multiple topics within the course.

### **PHYSICS HONORS**

**FDOE: 2003390**

**ILS: 0243      Credit: 1**

***Co-requisite: Precalculus Honors or Calculus***

This course will provide a quantitative introduction to the theories and laws that govern the interactions of matter and energy. A strong math background is assumed since the course will emphasize problem solving and quantitative laboratory work as well as concept development. Major topics will include but not be limited to mechanics, thermodynamics, electromagnetism, waves and optics, and modern physics.

### **Advance Placement AP Physics I**

**FDOE: 2003500**

**ILS: 246      Credit: 1**

***Pre-requisite: Algebra II Honors***

***Co-requisite: Precalculus Honors, AP Precalculus, Calculus Honors, or AP Calculus***

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion.

### **ADVANCED PLACEMENT PHYSICS C**

**FDOE: 2003430 (offered alternate years)**

**ILS: 248      Credit: 1**

***Co-requisite(s): Calculus***

This course will provide a systematic, college-level introduction to the main principles in mechanics, electricity and magnetism with an emphasis on the development of problem-solving ability and the use of differential and integral calculus within physics. It is assumed that the student is familiar with algebra and trigonometry. The Physics C: Mechanics, Electricity, and Magnetism course outline will be followed providing a foundation in physics for students. Topics covered include but are not limited to those of kinetics, Newton's laws of motion, work, energy and power, systems of particles and linear momentum, circular motion and rotation, oscillations, gravitation, electrostatics, conductors, capacitors and dielectrics, electrical circuits, magnetic fields and electromagnetism. Students are required to take the AP exam at the end of the year.

### **MARINE SCIENCE**

**FDOE: 2002500**

**ILS: 0217      Credit: 1**

***Pre-requisite(s): Biology and Chemistry***

This course will provide an overview of the marine sciences and explore the local coastal environments. The major topics covered will include but not be limited to the origins of the oceans, the nature of the marine habitat, ecology of various sea zones, marine communities, classification of marine organism, and the relationships between humans and the sea.

## **MARINE SCIENCE HONORS**

**FDOE: 2002510**

**ILS: 0218      Credit: 1**

**Pre-requisite(s):** *Biology Honors and Chemistry Honors*

This course will provide an integrated study of all aspects of the marine environment, including physical, chemical, and biological processes. The major topics covered will include but not be limited to: the origins of the oceans, the nature of the marine habitat, ecology of various sea zones, marine communities, classification of marine organisms, and the relationships between humans and the sea. The course emphasizes hands-on laboratory activities and exploration of local coastal environments.

## **ANATOMY AND PHYSIOLOGY**

**FDOE: 2000350**

**ILS: 0220      Credit: 1**

**Pre-requisite(s):** *Biology and Chemistry*

This course will concentrate on the basic anatomy and physiology of humans including common pathologies, diagnostic techniques, and treatment. Every major system of the body is covered, stressing an understanding of the relationship between structure and function of various organs. Dissections of some organs, histology studies, and physiological experiments reinforce concepts and terminology taught in lecture.

## **ANATOMY AND PHYSIOLOGY HONORS**

**FDOE: 2000360**

**ILS: 0219      Credit: 1**

**Pre-requisite(s):** *Biology I Honors and Chemistry I Honors*

This course will concentrate on the detailed anatomy and physiology of humans including common pathologies, diagnostic techniques, and treatment. Every major system of the body is covered stressing the relationship between structure and function of various organs. Detailed dissections of organs, histology studies, and physiological experiments reinforce concepts and terminology taught in lectures.

## **ENVIRONMENTAL SCIENCE**

**FDOE: 2001340**

**ILS: 0297      Credit: 1**

Environmental Science is an interdisciplinary year-long course designed to show the connections between a variety of sciences including biology, chemistry, zoology, geology, ecology, and physics. However, it also draws from social science - geography, politics and economics - and the humanities - ethics and philosophy. Topics include but are not limited to the human population and its impact on the natural world, environmental hazards and human health, renewable and nonrenewable energy, climate disruption and ozone depletion, and sustaining biodiversity. Students will gain knowledge of the local flora and fauna found in South Florida and use the campus as a case study. Additionally, students will explore current events, participate in problem-based learning activities and hands-on laboratories, conduct debates, and accurately apply the scientific processes including proper data collection.

## **ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE**

**FDOE: 2001380**

**ILS: 0264      Credit: 1**

**Pre-requisite(s):** *Biology and Chemistry departmental recommendation*

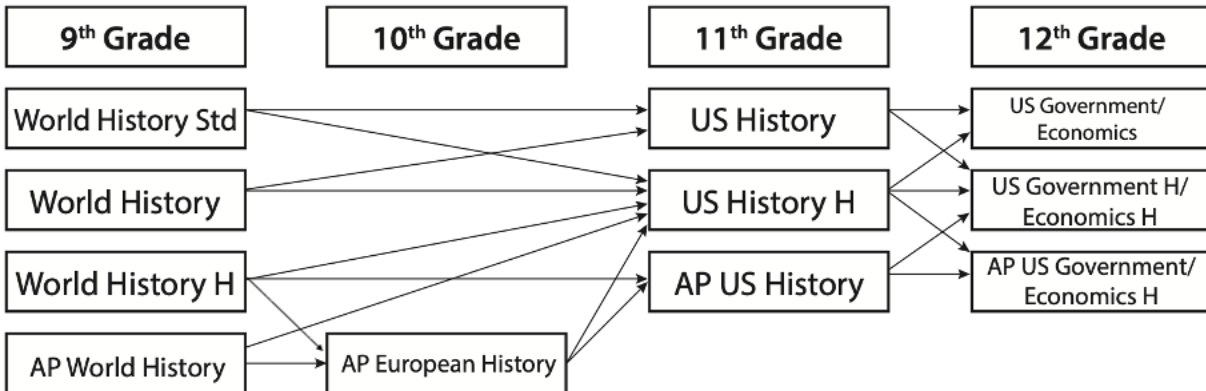
This course provides students with the necessary principles, concepts and methodologies required to understand the interrelations of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associate with these problems and examine alternative solutions for resolving and preventing them.



## **SOCIAL STUDIES**

**Graduation Requirement: Three (3) credits of Social Studies must be completed in: World History, US History and Government/Economics**

The Social Studies Department seeks to enhance students' understanding of historical events and contemporary issues in a manner which reflects Christian values and democratic principles. The department offers a variety of courses that prepare students to assess long term consequences of historical events, analyze social issues and synthesize data to create realistic solutions to present day problems. The development of these skills will enable students to become effective participants in community, state and national affairs.



### **WORLD HISTORY (REGULAR/STANDARD)**

**FDOE: 2109310**

**ILS: 0303/0304 Credit: 1**

The purpose of this course is to enable students to prepare for their future by examining the past. Students will acquire an understanding of the political, social, and economic development of civilization. The course will begin with an overview of pre-history and continue into the present era. Development of reading comprehension, writing, and critical thinking skills will be emphasized.

### **WORLD HISTORY HONORS**

**FDOE: 2109320**

**ILS: 0302 Credit: 1**

**Pre-requisite(s):** 8th grade GPA of B or above in English and required standardized test scores as determined by the department.

This course traces the development of civilization from pre-historical times to the present. The themes covered in the course include political and economic development, the influence of geography on cultures, the growth of science and technology, and the effect of contact between cultures.

### **AP WORLD HISTORY**

**FDOE: 2109420**

**ILS: 307 Credit: 1**

**Pre-requisite(s):** 8th grade GPA of A in English and required standardized test scores as determined by the department.

AP World History: Modern is an introductory college-level modern world history course. Students cultivate their understanding of world history from c. 1200 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

## **ADVANCED PLACEMENT EUROPEAN HISTORY**

**FDOE: 2109380**

**ILS: 0311      Credit: 1**

*Pre-requisite(s): B+ in World History Honors, required standardized test scores as determined by the department, and departmental recommendation.*

The purpose of this course is to develop the analytical skills and factual knowledge necessary to deal critically with the problems, content, and materials of European historic development. This is done by focusing on persistent themes and changes in history and by applying historical reasoning to seek solutions to contemporary problems.

## **US HISTORY**

**FDOE: 2100310**

**ILS: 0317      Credit: 1**

The purpose of this yearlong course is to give students an overview of the chronological development of US History from the 15 century AD to the 20th century. This course will focus on the social, political, economic, cultural, and scientific advancements that have affected the foundation, development, and growth of our country to the present day.

## **US HISTORY HONORS**

**FDOE: 2100320**

**ILS: 0316      Credit: 1**

*Pre-requisite(s): Minimum of A- for the first semester and final average in World History or B+ in World History Honors, required standardized test scores as determined by the department, and departmental recommendation.*

The purpose of US History Honors is to challenge the student to explore the cultural, political, economic, and social patterns of our nation's development from times of early exploration to the modern day. The student of US History Honors will also learn how to analyze current issues in a historical context.

## **ADVANCED PLACEMENT AMERICAN HISTORY**

**FDOE: 2100330**

**ILS: 0318      Credit: 1**

*Pre-requisite(s): Minimum of A- for the first semester and final average in World History Honors or B in AP European History, required standardized test scores as determined by the department, and departmental recommendation.*

AP US History is a challenging course that is meant to be the equivalent of a freshman college course and can earn students' college credit. It is a two-semester survey of American history from the age of exploration and discovery to the present. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study, are necessary to succeed. Emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of original documents and historiography. A short research paper linking American literature and history is required.

## **ECONOMICS**

**FDOE: 2102310**

**ILS: 0347      Credit: .5**

The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle. Moreover, students will analyze the economic forces by examining their impact and involvement as consumers, investors, workers, citizens, taxpayers, and builders. Ultimately, they will understand how all of us are responsible not only for using our resources wisely, but also for electing those who shape our national economic policies.

## **ECONOMICS HONORS**

**FDOE: 2102320**

**ILS: 0348      Credit: .5**

The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle. Moreover, students will analyze the economic forces by examining their impact and involvement as consumers, investors, workers, citizens, taxpayers, and builders. Ultimately, Students will also analyze economic forces by examining their impact and involvement as consumers, investor, workers, citizens, taxpayers, and builders. All students enrolled in this course will be required to present a research paper on a previously approved economic topic before the completion of the semester.

## **ADVANCED PLACEMENT MACROECONOMICS**

**FDOE: 2102370**

**ILS: 0330      Credit: .5**

AP Macroeconomics is an introductory college-level macroeconomics course. Students cultivate their understanding of the principles that apply to an economic system as a whole by using principles and models to describe economic situations and predict and explain outcomes with graphs, charts, and data as they explore concepts like economic measurements, markets, macroeconomic models, and macroeconomic policies.

## **UNITED STATES GOVERNMENT**

**FDOE: 2106310**

**ILS: 0336      Credit: .5**

The purpose of this course is to give students the opportunity to learn and understand how our government works and how the dynamics of political forces unfold. Contents will include, but not be limited to analyzing the structure of American government, studying how the decision-making process is shaped by a balance of power, how the guarantee of freedoms and rights evolved from the Constitution, what role the political parties and interest groups play in determining policies, and how the “American way of life” influences the national political mechanisms. Moreover, students will see the importance of their civic duties and the impact that their involvement in the American political process can have on themselves and society at large.

## **UNITED STATES GOVERNMENT HONORS**

**FDOE: 2106320**

**ILS: 0335      Credit: .5**

***Pre-requisite(s):*** Minimum of A- for the first semester and final average in US History or B+ in US History Honors, required standardized test scores as determined by the department, and departmental recommendation.

The purpose of American Government Honors is to challenge the student to explore the formation and current status of the United States Government. All students enrolled in this course shall engage in an extensive study of the US Constitution and examples of several State constitutions and their implications if the lives and rights of all citizens. The course will include analyzing the structure of the American Government, studying how the decision-making process is shaped by a balance of power, what role the political parties and interest groups play in determining policies, and how the “American way of life” influences the national political mechanisms. Students will be required to present a research paper on a topic of current debate within the American political scene.

## **ADVANCED PLACEMENT GOVERNMENT AND POLITICS**

**FDOE: 2106420**

**ILS: 0337      Credit: .5**

**Pre-requisite(s):** *Minimum of A- for the first semester and final average in US History or B in AP US History, required standardized test scores as determined by the department, and departmental recommendation.*

**Co-requisite(s):** *AP Government Exam*

This course will give students a critical perspective on politics and government in the United States. It requires familiarity with various institutions, groups, beliefs, and ideas that make up the American political reality. Specific content to be covered will include, but not be limited to, an understanding of federalism and the separation of powers, the development of the Constitution, the process of politics, the nature of public opinion, the role of political parties and interest groups, the major formal and informal institutional arrangements of powers, and the development of civil liberties and civil rights. The course outline will adhere to the guidelines of the College Board. Above average performance on the AP exam may qualify the student for college credit.

## **PERSONAL FINANCIAL LITERACY (REGULAR/HONORS)**

**FDOE: 2102371/2102373**

**ILS: 0797/0798      Credit: .5**

Instructional time will emphasize seven areas: (1) exploring how personal financial decisions are made, including understanding how cognitive biases impact decision making; (2) understanding how wages and salaries are earned, including the types of taxes owed, and evaluating various post-secondary paths and career options; (3) developing personal or family budgets and exploring how to purchase goods and services by weighing the costs and benefits of those goods and services; (4) analyzing how interest can be earned by saving now, which allows for the purchase of more goods and services later and understanding how to compare various savings accounts and services offered through financial institutions; (5) determining advantages and disadvantages of credit accounts that allow for the borrowing of money to purchase goods and services while paying for them in the future, usually with interest, and short- and long-term loans; (6) developing understanding of planning for the future through investment accounts and retirement plans and comparing investment choices by analyzing rates of return and risk, while analyzing how diversification is one way to reduce investment risk; and (7) recognizing that there are risks that can result in lost income, health, or identity and that those risks can be accepted, reduced, or transferred to others through the purchase of insurance.

## **ADVANCED PLACEMENT COMPARATIVE GOVERNMENT AND POLITICS**

**FDOE: 2106430**

**ILS: 0334      Credit: .5**

**Co-requisite(s):** *Political Science*

The AP Comparative Government and Politics Course is an introduction to the comparative study of state systems and their political components. This effective course gives students a critical perspective of the working of these government systems. The work involves the study of political science theory and methodology as well as the analysis of specific countries. A cross section of modern governments will be studied (including but not limited to): Great Britain, Russia, China, the United States, the European Union, Israel and selected developing nations such as Nigeria, Mexico, and Iran. A primary goal of the course is to increase the students' understanding of the institutions, political culture, political traditions, values, and structures of comparative systems. In addition, students will learn how to compare the types of systems to one another using characteristics common to all political models. Some historic perspectives will be included in order to accurately frame each country's political and economic development up to the present time. A major emphasis is made on globalization's effects on all these governments, and the cultural forces that often determine the ways in which members of these government respond to challenges, will be a theme throughout the year.

## **COMPREHENSIVE LAW STUDIES H**

**FDOE: 2106375**

**ILS: 0390      Credit: 1**

This course introduces the basic concepts and principles of the American legal system. Historical antecedents for law, reason for laws, civil and criminal law, social values and their impact on the establishment and interpretation of laws, causes and consequences of crime, comparison of adult and juvenile justice systems, significance of the Bill of Rights to the American legal system, family and consumer law, rights and responsibilities under the law, and importance of the adversarial relationship in American jurisprudence will be examined. Real and hypothetical cases will be used to illustrate the application of legal principles and criminal procedures in the federal and state judicial systems and how these adhere to the US Constitution.

## **INTERNATIONAL RELATIONS**

**FDOE: 2106440**

**ILS: 0382      Credit: 1**

**Pre-requisite(s):** *World History, American History, and departmental recommendation*

This course is designed to provide students with an interdisciplinary overview of the nature of the modern nation state, national goals, and how nations communicate and negotiate in order to achieve their goals. It will provide students with the knowledge, skills and attitudes necessary to meet their responsibilities as citizens of their community, state and nations, as well as provide them with the means to understand an increasingly interdependent and complex global society.

## **PHILOSOPHY HONORS I / II**

**FDOE: 2120910 / 2120915**

**ILS: 0345/0340      Credit: .5/.5**

The primary content emphasis for this course pertains to the study of the definition and historical application of philosophy. Content should include, but is not limited to, the study of classical and modern philosophies, the fundamental principles of philosophical thought, such as semantics, logic, inductive and deductive reasoning, and major figures of social, political and religious philosophies.

## **PSYCHOLOGY I AND II**

**FDOE: 2107300/2107310**

**ILS: 0342/0343      Credit: .5/.5**

The purpose of these introductory courses is to give the students an overview of social science, which studies human behaviors. This course shall investigate, but not be limited to, the different theories of personality development, from Freudian theory to modern Behaviorist theories. Throughout the courses, students shall be encouraged to question the possible merits and failures of the respective psychological theories and to give informed opinions, through the study of the class text and of the topics which shall be discussed. The content will include motivation and emotion, sensation and perception, states of consciousness, statistical research, critical thinking and decision-making skills.

## **SOCIOLOGY**

**FDOE: 2108300**

**ILS: 0339      Credit: .5**

**Co-requisite(s):** *Psychology I*

The purpose of this course is to give the student an overview of the science which studies human relationships. During the course, students shall investigate the different sociological theories and their importance in the interpretation of our society and its structure. Students shall also be encouraged to investigate and discuss some of the social problems which are confronting modern day society, and to investigate possible solutions to these problems.

## **WORLD CULTURAL GEOGRAPHY**

**FDOE: 2103300**

**ILS: 0301 Credit: 1**

World Cultural Geography enables students to explore how geographic features, human relationships, political and social structures, economics, science and technology, and the arts have developed and influenced life in countries around the world.

## **ENGAGED CITIZENSHIP THROUGH SERVICE LEARNING 1**

**FDOE: 2104350**

**ILS: 376 Credit: .5**

This course provides an introduction and opportunities for leadership in the areas of service-learning, civic responsibility, and civic engagement. Academic, personal, and career skills needed for effective service-learning project implementation will be taught and applied through structured service projects that meet real school and/or community needs. Students will actively participate in meaningful service-learning experiences of at least 30 hours' duration.

## **ENGAGED CITIZENSHIP THROUGH SERVICE LEARNING 2**

**FDOE: 2104360**

**ILS: 374 Credit: .5**

***Pre-requisite(s): Engaged Citizenship through Service Learning I***

This course provides applications and opportunities for leadership in the areas of service-learning, civic responsibility, and civic engagement. Academic, personal, and career skills needed for effective service-learning project implementation will be taught and applied through structured service projects that meet real school and/or community needs. Students will actively participate in meaningful service-learning experiences of at least 40 hours' duration.

## **THEOLOGY**

**Graduation Requirement: Four (4) years of Theology and 100 total hours of community service. Each student is responsible for completing the assigned service hours and research/reflection assignments issued for their corresponding academic year.**

### **Community Service Requirements:**

Students must complete at least 100 hours of community service to meet graduation requirements by the third quarter of their junior year.

The Theology Department of Immaculata-La Salle High School is a ministry which contributes to the total mission of the Church; to continue the mission of Jesus, which is to bring about God's Kingdom. Therefore, it seeks to foster the life of faith within the entire school community, liturgy, service and transformation of society. Students will be required to fulfill their hours in approved service work or projects.

The following descriptions and designations for Theology courses have been assigned by the Archdiocese of Miami and the United States Conference of Catholic Bishops.

<b>Curriculum Framework- United States Conference of Catholic Bishops</b>	
<b>9<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>
Revelation of Christ in Scripture	Sacraments
Who Is Jesus?	Life in Christ
<b>10<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
Christology	World Religions
Ecclesiology	Social Justice

### **JEWISH HISTORY (BIBLEA/B) – 9<sup>th</sup> grade**

**FDOE: 2109410**

**ILS: 0605/0606 Credit: .5/.5**

This one-year course in Sacred Scripture offers students a rich, thought provoking and inspiring study of the Bible, exploring the significance of the Word of God for the faith, life, and mission of the Church as a whole and of each of her members. Students engage in a meaningful academic exploration of the Bible that attends to its historical, cultural, literary, and theological contexts. It recognizes in the Bible's history and pages the creative, redemptive, and sanctifying grace of God in the world. Students will be involved in a spiritual exploration of the Bible, informed and guided by Catholic teaching and interpretive tradition that incorporates modern research, while developing interpretive skills themselves.

### **EASTERN AND WESTERN HERITAGE (CHRISTOLOGY/ECCLESIOLOGY) – 10<sup>th</sup> grade**

**FDOE: 2100370**

**ILS: 0611/0612 Credit: .5/.5**

"The purpose of this course is to introduce students to the mystery of Jesus Christ, the living Word of God, and the Second Person of the Blessed Trinity. Students will understand that Jesus Christ is the ultimate Revelation to us from God. In learning who he is, the students will also learn who he calls them to be" (USCCB Curriculum Framework). Students will reflect on the movement, the communities and world-faith inspired by Jesus Christ, his far-reaching influence in the spheres of society, as well as varied cultural expressions that communicate what he has represented.

### **SACRAMENTAL LIFE – 11<sup>th</sup> grade**

**ILS: 0644 Credit: .5**

This course explores how prayer and the sacraments contribute to a truly joyous spiritual life and a discerning of one's life's vocation. While sharpening the skills of media literacy, students will critique contemporary culture in light of the Christian Gospel. Students are called to consider who they are in light

of their human experience and of God's revelation expressed uniquely and definitively in Jesus Christ. This revelation is at the same time a disclosure of the meaning and significance of cosmic and human existence and a call to respond with authentic faith, hope and love to the call of the one true God. The five spiritual components to be attended are personal, Biblical, Christian and Sacramental spirituality and traditional Catholic spirituality and prayer.

### **ETHICS (MORALITY) – 11<sup>th</sup> grade**

**FDOE: 2105350**

**ILS: 0601      Credit: .5**

This course provides students with the understanding that it is only through Christ that they can fully live out God's plans for their lives. Students are to learn the moral concepts and precepts that govern the lives of God's disciples. This course will also include but will not be limited to the study of the foundations of ethical thought and theories and the process of moral development. Content should include the sources of ethical beliefs and practices, traditional ethical theories, the strengths and weaknesses of the principal models of moral development, the typical fallacies in flawed moral arguments, the difference between an ethical choice and a legal decision, major ethical questions in American society such as public service, law, the workplace, bioethics, and new technologies, and current ethical issues in the local and national arena.

### **GLOBAL STUDIES (SOCIAL JUSTICE) – 12<sup>th</sup> grade**

**FDOE: 2104320**

**ILS: 0646      Credit: .5**

The purpose of this course is to introduce students to the Catholic Church's Social Justice Teaching. Students learn how Christ's concern for others, especially the poor and needy, is present today in the Church's social teaching and mission (Doctrinal Elements of a Curriculum Framework for the Development of Catechetical Materials for Young People of High School Age, USCCB). Catholic Social Teaching offers principles for the building of a just and peaceful society rooted in the exalted dignity and value of the human person. This course thus invites students to be challenged and inspired by the Church's teaching so as to understand the great justice concerns of our times and respond to them by courageously living and creatively advancing the message of the Gospel in society.

### **WORLD RELIGIONS – 12<sup>th</sup> grade**

**FDOE: 2105310**

**ILS: 0670      Credit: .5**

This course provides students with an understanding of the way people in different cultures satisfy their spiritual needs. Students contrast and compare the place of religion in various cultures, the importance that has been attached to religion in people's lives, and the relationship between these religions and the Roman Catholic Church. Students actively plan and participate in various expressions of spirituality. Key emphasis is placed on the role of Sacraments in various religions but especially the Roman Catholic Faith. Students understand what religion is through an exploration of the beliefs and practices of the religions of the world. By doing so, they may discern what is good and wise in these religions while discovering the ways in which Christ is the "fulfillment of the longing present in all religions of the world and [how] he is their completion" (Tertio Millenio Adveniente, John Paul II).

### **WORLD RELIGIONS (DUAL ENROLLMENT) – 12<sup>th</sup> grade**

**MDC: REL2300**

**ILS: 671      Credit: 3**

This course provides students with an understanding of the way people in different cultures satisfy their spiritual needs. Students contrast and compare the place of religion in various cultures, the importance that has been attached to religion in people's lives, and the relationship between these religions and the Roman Catholic Church. Students actively plan and participate in various expressions of spirituality. Key emphasis is placed on the role of Sacraments in various religions but especially the Roman Catholic Faith. Students will also study the origins, beliefs, and practices of other major world religions, including Hinduism, Islam, Taoism, Zen Buddhism, Judaism, and Confucianism.



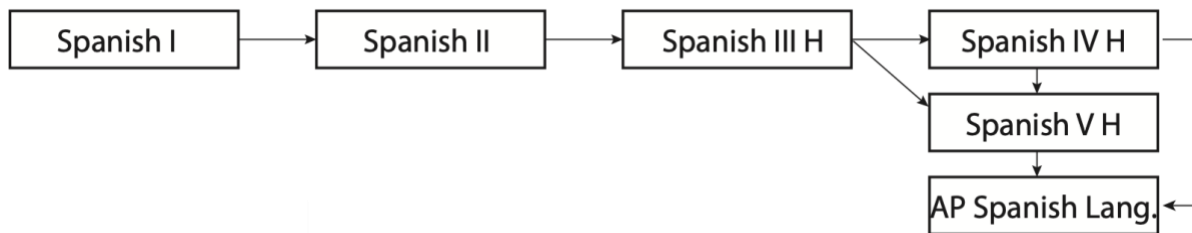
## WORLD LANGUAGES

**Graduation Requirement:** Two (2) consecutive years of study of the same language while in high school (any high school credits completed in middle school will be used for placement and will be included in transcripts; however, they will not fulfill the graduation requirement at ILS).

**Departmental Recommendation:** Three or four (3 or 4) consecutive years of study of the same language.

**Placement:** Students are placed in the language of their choice on the basis of a criterion-referenced exam and writing sample. An oral interview may be required as well.

The Department of World Languages of Immaculata- La Salle High School recognizes the importance of second/third language competence in enhancing the student's ability to function more effectively in the international community of the 21st century. Our course offerings in Spanish, French, Italian, and Portuguese are comprehensive, incorporating the latest research in language acquisition. Course sequence and teaching practices are in agreement with the national goals for second language learning and the American Council on the Teaching of Foreign Languages (ACTFL) guidelines.



### **SPANISH I**

**FDOE: 708340**

**ILS: 0480      Credit: 1**

Spanish 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

### **SPANISH II**

**FDOE: 708350**

**ILS: 0481      Credit: 1**

Spanish 2 reinforces the fundamental skills acquired by the students in Spanish 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Spanish 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

### **SPANISH III HONORS**

**FDOE: 708360**

**ILS: 0483      Credit: 1**

Spanish 3 provides mastery and expansion of skills acquired by the students in Spanish 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

### **SPANISH IV HONORS (NON-NATIVE SPEAKERS)**

**FDOE: 708370**

**ILS: 0485      Credit: 1**

Spanish 4 expands the skills acquired by the students in Spanish 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

### **SPANISH V HONORS (NON-NATIVE SPEAKERS)**

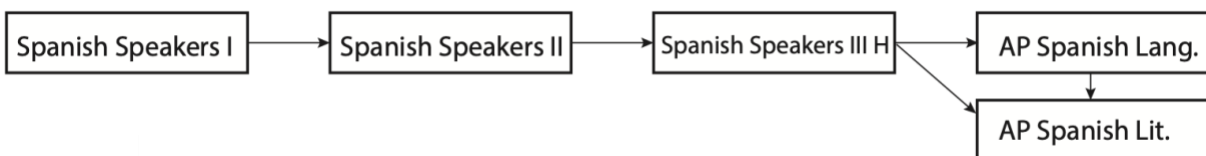
**FDOE: 708380**

**ILS: 0489      Credit: 1**

Spanish 5 expands the skills acquired by students in Spanish 4. Specific content to be covered includes, but is not limited to, developing presentational speaking skills through oral reports on literary and cultural topics, current events, and personal experiences. Reading selections include newspaper and magazine articles, adaptations of short stories and plays, and surveys of target language literature. Interpretive writing is enhanced through compositions using correct language structures.

### **SPANISH FOR SPANISH SPEAKERS**

The program of the Spanish Speakers was designed to provide students with a solid foundation in the different modes of communication in the target language: interpretive listening; interpretive reading, interpersonal communication, presentational speaking and reading. The courses are focused on the linguistics aspects of the language (semantic, syntactic, grammatical), general cultural knowledge, connections with other disciplines, investigation, analysis and critical thinking, allowing our students to improve their capabilities in other subjects. The courses provide opportunities for college preparation and completion of college level work in the Advanced Placement Language and Culture and the Advanced Placement Spanish Literature and Culture classes.



### **SPANISH FOR SPANISH SPEAKERS I**

**FDOE: 709300**

**ILS: 0453      Credit: 1**

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. Language Arts Standards are also included in this course to enable students to become literate in the Spanish language and gain a better understanding of the nature of their own language as well as other languages to be acquired. The course content will reflect the cultural values of Spanish language and societies.

### **SPANISH FOR SPANISH SPEAKERS II**

**FDOE: 709310**

**ILS: 0454      Credit: 1**

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and expanding skills in listening, speaking, reading, and writing, as well as Spanish grammar skills acquired in Spanish for Spanish Speakers 1. Students are exposed to a variety of Spanish literary genres and authors. Language Arts Standards are also included in this course to enable students to become literate in Spanish and gain

a better understanding of the nature of their own language as well as other languages to be acquired. The course content will continue reflecting the cultural values of Spanish language and societies.

### **SPANISH FOR SPANISH SPEAKERS III HONORS**

**FDOE: 7409320**

**ILS: 0456      Credit: 1**

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and expanding skills in listening, speaking, reading, and writing, as well as Spanish grammar skills acquired in Spanish for Spanish Speakers 2. Students are exposed to a variety of Spanish literary genres and authors from a variety of cultural authentic sources. Language Arts Standards are also included in this course to enable students to become literate in Spanish and gain a better understanding of the nature of their own language as well as other languages to be acquired. The course content will continue reflecting the cultural values of Spanish language and societies.

### **AP SPANISH LANGUAGE**

**FDOE: 708400**

**ILS: 0422      Credit: 1**

**Co-requisite:** *Taking the College Board AP test is mandatory for all students in the class*

AP Spanish Language and Culture is equivalent to an intermediate level college course in Spanish. Students cultivate their understanding of Spanish language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges.

### **AP SPANISH LITERATURE**

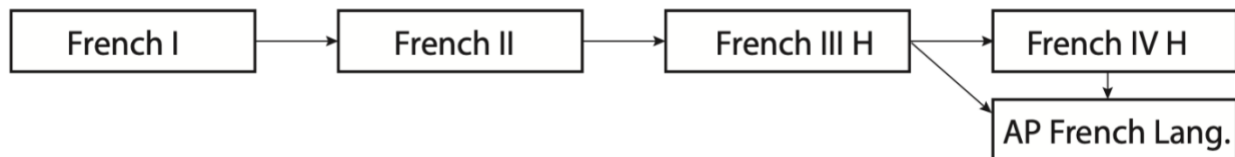
**FDOE: 708410**

**ILS: 0423      Credit: 1**

**Co-requisite:** *Taking the College Board AP test is mandatory for all students in the class.*

AP Spanish Literature is equivalent to a college level introductory survey course of literature written in Spanish. Students continue to develop their interpretive, interpersonal, and presentational skills in Spanish language as well as critical reading and analytical writing as they explore short stories, novels, plays, essays, and poetry from Spain, Latin America, and U.S. Hispanic authors along with other non-required texts.

### **FRENCH PROGRAM**



#### **FRENCH I**

**FDOE: 701320**

**ILS: 0400      Credit: 1**

French 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

#### **FRENCH II**

**FDOE: 701330**

**ILS: 0401      Credit: 1**

French 2 reinforces the fundamental skills acquired by the students in French 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in French 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

### **FRENCH III HONORS**

**FDOE: 701340**

**ILS: 0403      Credit: 1**

French 3 provides mastery and expansion of skills acquired by the students in French 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

### **FRENCH IV HONORS**

**FDOE: 701350**

**ILS: 0405      Credit: 1**

French 4 expands the skills acquired by the students in French 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

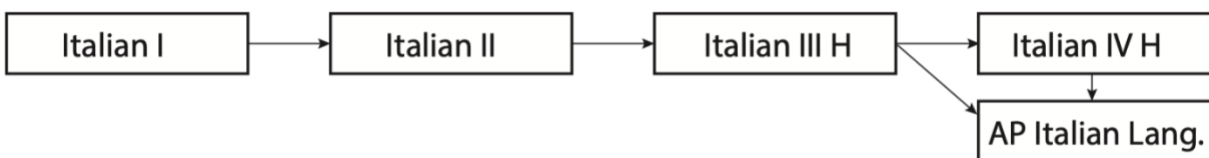
### **AP FRENCH LANGUAGE**

**FDOE : 701380**

**ILS: 0425      Credit: 1**

AP French Language and Culture is equivalent to an intermediate level college course in French. Students cultivate their understanding of French language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and community, personal and public identity, beauty and aesthetics, science and technology, contemporary life, and global challenges.

### **ITALIAN PROGRAM**



### **ITALIAN I**

**FDOE: 705320**

**ILS: 0470      Credit: 1**

Italian 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

### **ITALIAN II**

**FDOE: 705330**

**ILS: 0471      Credit: 1**

Italian 2 reinforces the fundamental skills acquired by the students in Italian 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to

be covered is a continuation of listening and oral skills acquired in Italian 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

### **ITALIAN III HONORS**

**FDOE: 705340**

**ILS: 0473      Credit: 1**

*Pre-requisite: Italian II and Teacher Recommendation*

Italian 3 provides mastery and expansion of skills acquired by the students in Italian 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

### **ITALIAN IV HONORS**

**FDOE: 705350**

**ILS: 0472      Credit: 1**

*Pre-requisite: Italian III and Teacher Recommendation*

Italian 4 expands the skills acquired by the students in Italian 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

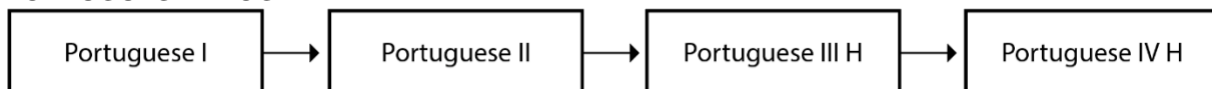
### **AP ITALIAN LANGUAGE**

**FDOE : 0705380**

**ILS: 461      Credit: 1**

AP Italian Language and Culture is equivalent to an intermediate level college course in Italian. Students cultivate their understanding of Italian language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and community, personal and public identity, beauty and aesthetics, science and technology, contemporary life, and global challenges.

### **PORTUGUESE PROGRAM**



### **PORTUGUESE I**

**FDOE: 713300**

**ILS: 0463      Credit: 1**

Portuguese 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

### **PORTUGUESE II**

**FDOE: 713310**

**ILS: 0464      Credit: 1**

Portuguese 2 reinforces the fundamental skills acquired by the students in Portuguese 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Portuguese 1. Reading and

writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

### **PORTUGUESE III HONORS**

**FDOE: 713320**

**ILS: 0465      Credit: 1**

Portuguese 3 provides mastery and expansion of skills acquired by the students in Portuguese 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

### **PORTUGUESE IV HONORS**

**FDOE: 0713330**

**ILS: 479                      Credit: 1**

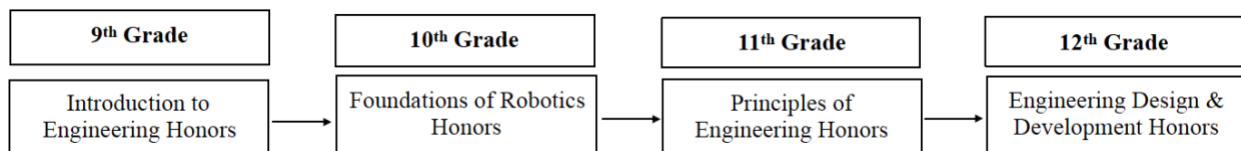
Portuguese 4 expands the skills acquired by the students in Portuguese 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

## **STEAM CONCENTRATION PROGRAM**

ILS is committed to increasing STEAM literacy for all students and to nurture active, lifelong learners preparing them to be responsible, contributing members of society and global citizens who can identify and use the connections shared by these disciplines to help shape their lives and their community. In addition to offering a variety of STEAM elective courses, ILS offers selective admission into six STEAM focus areas. Each STEAM focus area consists of a rigorous four-year program of study.

### **ENGINEERING FOCUS**

The Engineering Focus provides exposure to career skills in various engineering fields. This course of study provides students with a foundation of knowledge and technically oriented experiences in the study of applied engineering and its effect upon our lives. All classes in this focus are considered practical art courses. Students who successfully complete the program will receive extensive training in the web-based 3D CAD design system, Onshape.



#### **INTRODUCTION TO ENGINEERING DESIGN HONORS - STEAM**

**FDOE: 8600550**

**ILS: 0255      Credit: 1**

This course exposes students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. Students will employ engineering and scientific concepts in the solution of engineering design problems. In addition, they will learn to use 3D solid modeling design software to design solutions to problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions, document the process, and communicate the results.

#### **FOUNDATIONS OF ROBOTICS HONORS - STEAM**

**FDOE: 9410110**

**ILS: 0252      Credit: 1**

This course provides students with a foundation in content and skills associated with robotics and automation, including AI, electronics, physics, and principles of engineering. Students will also investigate the role of sensors and actuators in the field of robotics. The final project will be to build, program, and configure a robot to perform predefined tasks.

#### **PRINCIPLES OF ENGINEERING HONORS - STEAM**

**FDOE: 8600520**

**ILS: 0256      Credit: 1**

This course helps students understand the field of engineering/engineering technology and prepares them for postsecondary engineering programs by developing a more in-depth mastery of the required knowledge and skills in mathematics, science, and technology. Through problem-based learning strategies, students study key engineering topics, including mechanisms, energy sources, energy applications, machine control, fluid power, statics, material properties, material testing, statistics, and kinematics. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change.

## ENGINEERING DESIGN AND DEVELOPMENT HONORS - STEAM

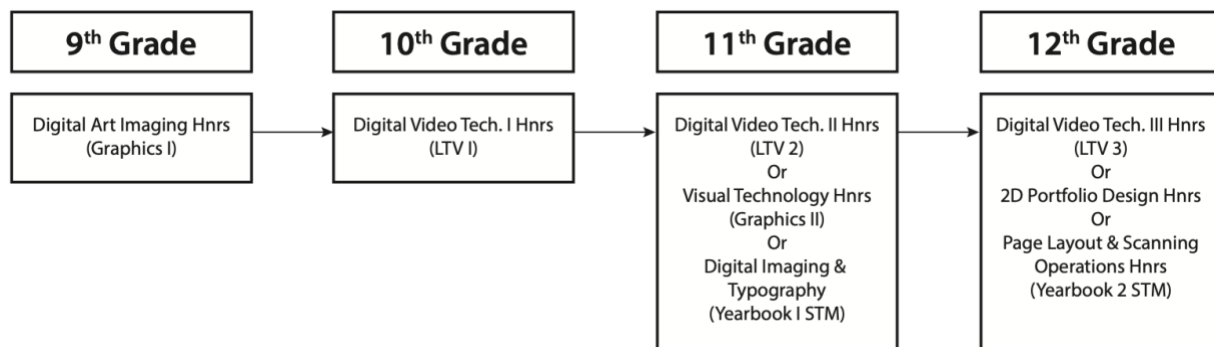
FDOE: 8600650

ILS: 0257      Credit: 1

The purpose of this course is to serve as a capstone course to provide students with the opportunity to develop a solution to a design problem from start to finish. Students work in teams to design, engineer, create a prototype, perform product testing, and then produce a finished product. This would involve using all of the knowledge previously learned, not only in technology education, but across the curriculum. Students will be expected to create and deliver a formal report on the project.

## DIGITAL ARTS FOCUS

The Digital Arts Focus provides exposure to various career skills related to film, television production, art and design. Coursework in this focus area enhances student competency in technology, mechanics, creativity, and artistry to build a college ready portfolio. All classes in this focus are considered practical art courses. Students who successfully complete the program and pass the necessary exams could receive industry recognized certifications in Adobe Photoshop, Adobe Illustrator and Final Cut Pro X.



## DIGITAL ART IMAGING HONORS - STEAM

FDOE: 0108390

ILS: 0591      Credit: 1

The course includes the development of digital personal sketchbook and printed projects which will help the student learn and implement the elements and principles of art and design. These activities will be designed to acquaint the student with materials and techniques used in the process of graphic design.

## DIGITAL VIDEO TECHNOLOGY I HONORS - STEAM

FDOE: 8201410

ILS: 0737      Credit: 1

This course gives students an overview of the theoretical, aesthetic, and practical elements of digital video pre-production, production, and post-production. Through a series of creative exercises, lectures, and classroom critiques, students gain an understanding of the fundamental skills required in storyboarding, scripting, directing, shooting, lighting, and editing digital video productions for a variety of purposes and audiences. Students will complete assignments using industry-standard software and hardware and will take an industry level software certification.

## DIGITAL VIDEO TECHNOLOGY II HONORS - STEAM

FDOE: 8201420

ILS: 0738      Credit: 1

This course covers the theory and operation of a television studio and control room. An introduction to use of studio equipment is provided including cameras, a switcher, character generator, audio mixer, video recorders, microphones and studio lighting. Real time studio work in coordination with control room use is stressed. Special effects including live chromo-key, wipes, and digital video effects are available. An introduction to nonlinear digital video editing is provided. Students will engage in at least one video competition.



### **DIGITAL VIDEO TECHNOLOGY III HONORS - STEAM**

**FDOE: 8201430**

**ILS: 0739      Credit: 1**

The purpose of this course is to further prepare students as television production operators, television broadcast technicians, camera operators, and other related positions. Advanced topics in scripts, lighting, shooting and directing, electronic news gathering, and field production will be further developed. Students will engage in at least one video competition.

### **VISUAL TECHNOLOGY HONORS - STEAM**

**FDOE: 107460**

**ILS: 0592      Credit: 1**

This course enables students to develop basic knowledge of computer graphic systems and to produce computer generated images by applying elements and principles of design. The content includes but is not limited to: use of equipment and material; art and computer graphics vocabulary; media, processes and techniques; critical thinking and analysis; collaborative skills; legal and ethical issues and career opportunities. NOTE: A component of this course will require some of the student's materials to be printed and attendance to specified school events or students to attend specified school events.

### **PORTFOLIO – 2D DESIGN HONORS - STEAM**

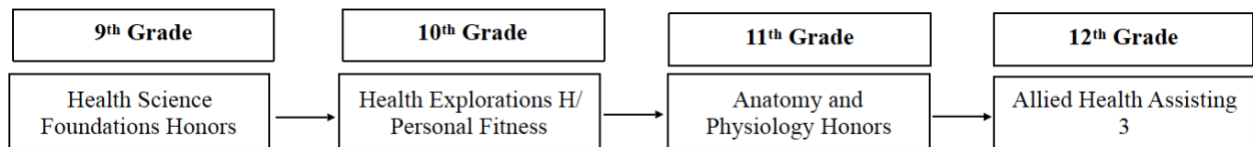
**FDOE: 109320**

**ILS: 0593      Credit: 1**

Students will work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in drawing, painting, printmaking, mixed media, traditional photography, digital photography, animation, and/or new media and emerging technologies that demonstrate understanding of design principles as applied to a 2-dimensional surface. Students regularly reflect on aesthetics and art issues, individually and as a group, and manipulate the structural elements of art and organizational principles of design to create 2-dimensional works of art that are progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials. Students in this course will complete a web-based portfolio for their college of choice and for the ILS STEAM Digital Arts program.

### **HEALTH SCIENCE FOCUS**

The Health Science Focus provides exposure to various aspects of the medical field. Students who successfully complete the program will be certified in First Aid & CPR and will be eligible to take the exam for the Certified Medical Administration Assistance Certification or Certified Nursing Assistant Certification.



### **HEALTH SCIENCE FOUNDATION HONORS - STEAM**

**FDOE: 8417110**

**ILS: 0261      Credit: 1**

This course is part of the Secondary Health Core designed to provide the student with an in-depth knowledge of the health care system and associated occupations. Emphasis is placed on communication and interpersonal skills, use of technology, ethics and the development of critical thinking and problem-solving skills. Students will also learn first aid skills and demonstrate the measurement of vital signs. Students may shadow professionals throughout the course.

### **HOPE - PHYSICAL EDUCATION VARIATION - STEAM**

**FDOE: 1506320**

**ILS: 0807      Credit: 1**

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. Students will combine the learning of principles and background information in a classroom setting with physical application of the knowledge. The majority of class time will be spent in physical activity. In addition to the physical education content represented in the benchmarks below, specific health education topics within this course include, but are not limited to: Mental/Social Health, Physical Activity, Components of Physical Fitness, Nutrition and Wellness Planning, Diseases and Disorders and Health Advocacy.

### **ANATOMY AND PHYSIOLOGY HONORS - STEAM**

**FDOE: 2000360**

**ILS: 0221      Credit: 1**

This course will concentrate on the basic anatomy and physiology of humans including common pathologies, diagnostic techniques, and treatment. Every major system of the body is covered, stressing an understanding of the relationship between structure and function of various organs. Dissections of some organs, histology studies, and physiological experiments reinforce concepts and terminology taught in lecture.

### **ALLIED HEALTH ASSISTING 3 - STEAM**

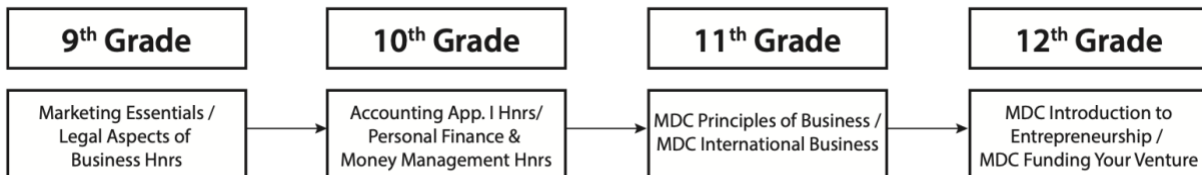
**FDOE: 8417131**

**ILS: 0851      Credit: 1**

In this course students will perform skills representative of one to three areas of allied health care in the laboratory and clinical settings. Major areas of allied health are defined as physical therapy, emergency, radiation, laboratory and respiratory medicine, and occupational therapy. Emphasis is placed on communication and interpersonal skills, use of technology, ethics, and the development of critical thinking and problem-solving skills. Students may shadow a professional throughout this course.

## **GLOBAL BUSINESS LEADERSHIP FOCUS**

The Global Business Leadership Focus allows students to expand their global business mindset, business knowledge, professional skills, and ethical frameworks. Students will explore how successful leaders have built effective organizations and companies through essential competences, relationships, visions, and interaction within and across businesses. The 1 credit fine art/practical art graduation requirement is met through the Marketing Essentials (.5) and Introduction to Entrepreneurship (.5) courses. Successful students in this focus have an opportunity to earn up to 12 college dual-enrollment credits through Miami Dade College.



### **MARKETING ESSENTIALS - STEAM**

**FDOE: 8827110**

**ILS: 0752 Credit: .5**

Marketing Essentials blends theory and practice to facilitate immediate implementation and impact. Students will learn to develop strategic marketing with sales and customer plans. A review of the marketing environment is used to help develop the segmentation, targeting and market positioning strategy for implementation along with the marketing mix (product, price, place and promotion). The goal is the identification and delivery of organizational competitive advantage and customer satisfaction – key to long-term revenue growth, profitability and success.

### **LEGAL ASPECTS OF BUSINESS HONORS - STEAM**

**FDOE: 8215130**

**ILS: 0741 Credit: .5**

This course is designed to provide an introduction to the legal aspects of business. Topics include business law concepts, forms of business ownership, insurance awareness, governmental regulations, management functions, human resources management issues, and career development.

### **ACCOUNTING APPLICATIONS I HONORS - STEAM**

**FDOE: 8203310**

**ILS: 0757 Credit: .5**

This course emphasizes double-entry accounting; methods and principles of recording business transactions; the preparation of various documents used in recording income, expenses, acquisition of assets, incurrence of liabilities, and changes in equity; and the preparation of financial statements. The use of computers and appropriate software is required.

### **PERSONAL FINANCE & MONEY MANAGEMENT HONORS – STEAM**

**FDOE: 2102373**

**ILS: 788 Credit: .5**

This course emphasizes seven areas:

- (1) exploring how personal financial decisions are made, including understanding how cognitive biases impact decision making;
- (2) understanding how wages and salaries are earned, including the types of taxes owed, and evaluating various post-secondary paths and career options;
- (3) developing personal or family budgets and exploring how to purchase goods and services by weighing the costs and benefits of those goods and services;

- (4) analyzing how interest can be earned by saving now, which allows for the purchase of more goods and services later and understanding how to compare various savings accounts and services offered through financial institutions;
- (5) determining advantages and disadvantages of credit accounts that allow for the borrowing of money to purchase goods and services while paying for them in the future, usually with interest, and short- and long-term loans;
- (6) developing understanding of planning for the future through investment accounts and retirement plans and comparing investment choices by analyzing rates of return and risk, while analyzing how diversification is one way to reduce investment risk;
- (7) recognizing that there are risks that can result in lost income, health, or identity and that those risks can be accepted, reduced, or transferred to others through the purchase of insurance

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills

### **PRINCIPLES OF BUSINESS – STEAM DUAL ENROLLMENT**

**MDC: GEB 1011      ILS: 0716      Credit: 3**

***Pre-requisite: College Standing***

The student will learn the major disciplines of business including general business, business ethnics, forms of business ownership, economics, management and leadership, human relations marketing, information systems, accounting, financial management, money and banking, and business law. (Dual Enrollment with Miami-Dade College)

### **INTRO TO INTERNATIONAL BUSINESS – STEAM DUAL ENROLLMENT**

**MDC: GEB 2350      ILS: 0775      Credit: 3**

***Pre-requisite: College Standing***

Provides an overview of the cultural environment of international business and the institution which affects business today. International economic, political, and trade issues are analyzed in the context of socio- economic goals and policies of the nations involved. (Dual Enrollment with Miami-Dade College)

### **INTRODUCTION TO ENTREPRENEURSHIP – STEAM DUAL ENROLLMENT MDC: GEB 2112 ILS: 0777      Credit: 3**

***Pre-requisite: College Standing***

Students will learn that startups are not smaller versions of big businesses. They are unique. This foundation course in business entrepreneurship covers the attributes of successful entrepreneurs, opportunity identification, opportunity analysis and development, as well as an overview of the key activities and functions which startups must address. (Dual Enrollment with Miami Dade College)

### **FUNDING YOUR VENTURE – STEAM DUAL ENROLLMENT**

**MDC: ENT 2421      ILS: 0784      Credit: 3**

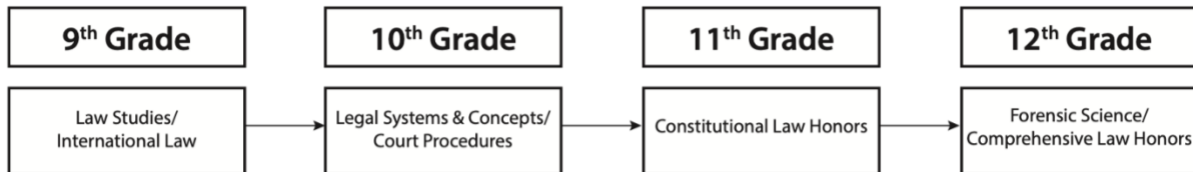
***Pre-requisite: College Standing***

This course focuses on critical skills necessary to develop appropriate funding strategies for new venture creation and growth. Students will explore a variety of ways to raise capital and gain an understanding of investors' expectations and how to evaluate the advantages and pitfalls of various sources of capital. (Dual Enrollment with Miami Dade College)

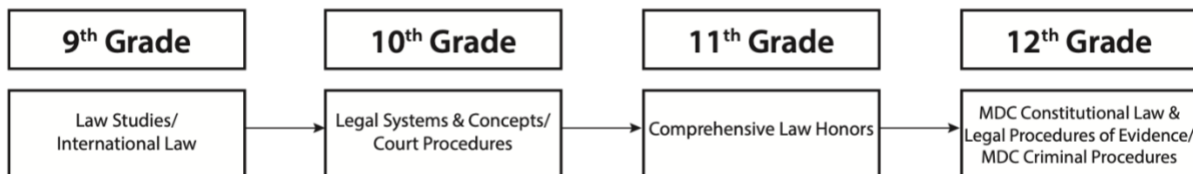
## LEGAL STUDIES FOCUS

The Legal Studies Focus provides students with an opportunity to become familiar with legal concepts, legal institutions, and the legal process. It is designed to help students understand and analyze the policies and practices of our legal system. Successful students in this focus have an opportunity to earn up to 9 college dual-enrollment credits through Miami Dade College.

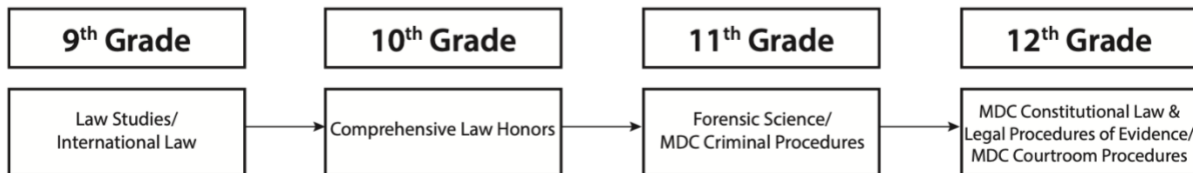
### **LEGAL STUDIES (Class of 2025)**



### **LEGAL STUDIES (Class of 2026)**



### **LEGAL STUDIES (Class of 2027)**



## **LAW STUDIES - STEAM**

**FDOE: 2106350**

**ILS: 0742      Credit: .5**

The primary content for the course pertains to the study of the American legal system as the foundation of American society by examining those laws which have an impact on citizens' lives and an introduction to fundamental civil and criminal justice procedures. Content includes: the need for law, the basis for our legal system, civil and criminal law, adult and juvenile courts, family and consumer law, causes and consequences of crime, individual rights and responsibilities, and career opportunities in the legal system.

## **INTERNATIONAL LAW –STEAM**

**FDOE: 2106355**

**ILS: 0743      Credit: .5**

The primary content for the course pertains to the analysis and comparison of the different legal and political concepts, systems, and operations across countries and ideologies; how these structures affect international relations, and how legal disputes between countries are settled. Content includes: the comparison of major political ideologies (communism, fascism, socialism, and democracy) from historical and ideological perspectives, an evaluation of the fundamental characteristics of legal and governmental systems throughout the world emphasizing specific elements of constitutionalism including: rule of law, the rights of the people, the separation and sharing of powers, an independent judiciary with the power of

judicial or constitutional review, the role and function of government and the citizen in each system, the nation-state system, the need for laws, adversarial versus inquisitorial systems of justice, and the role and function of the international court system.

### **COMPREHENSIVE LAW HONORS – STEAM**

**FDOE: 2106375**

**ILS: 0368      Credit: 1**

The primary content for the course pertains to the study of the components and processes associated with the American legal system and the comprehensive examination of the civil and criminal justice systems. Content should include, but is not limited to, the historical antecedents and purpose for laws, the impact of social values on the establishment and interpretation of laws, causes and consequences of crime, evaluation of the adult and juvenile justice systems, significance of the Bill of Rights to the American legal system and elements of constitutionalism, civil and criminal law, family and consumer law, rights and responsibilities under the law, and the adversarial versus inquisitorial systems of justice. This course will incorporate the development of a written appellate brief addressing a contemporary legal question and the presentation of oral arguments to defend their position legally.

### **FORENSIC SCIENCE – STEAM**

**FDOE: 2002480**

**ILS: 0231      Credit: 0.5**

The primary aim of the course is to introduce students to scientific philosophy, integrity, scene investigation procedures and techniques, criminalistics, and the role of the criminalist in crime scene investigations. Students will apply their prior knowledge of biology, chemistry, physics, and mathematics to the popular field of crime scene investigation. Students will learn terminology and investigate procedures related to crime scenes, questioning, interviewing, criminal behavior characteristics, truth detection, and scientific procedures used to solve crimes. Using scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis, ballistics, and blood splatter analysis. Students will learn the history, legal aspects, and career options for forensic science. This course is about how, why, and where to examine evidence to get the most pertinent information from a crime scene. The main part of the course details many of the more popular topics in forensics: glass, soil, fingerprints, hair, fiber, firearms, ammunition, chemical analysis, blood, autopsies, and DNA typing. Students will learn and practice how each type of evidence is discovered and processed. This is laboratory-based course.

### **CRIMINAL PROCEDURE & EVIDENCE – STEAM DUAL**

**ENROLLMENT**

**MDC: CJL 2130      Credit: 3**

***Pre-requisite: College Standing***

This course explores the history, principles and applications of criminal law procedures for criminal justice officers. (Dual Enrollment with Miami-Dade College)

### **CONSTITUTIONAL LAW & LEGAL PROCEDURE OF EVIDENCE – STEAM DUAL**

**ENROLLMENT**

**MDC: CJL 2062      Credit: 3**

***Pre-requisite: College Standing***

This course explores the history, principles and applications of criminal law procedures for criminal justice officers. (Dual Enrollment with Miami-Dade College)

## COURTROOM PRESENTATION – STEAM DUAL ENROLLMENT

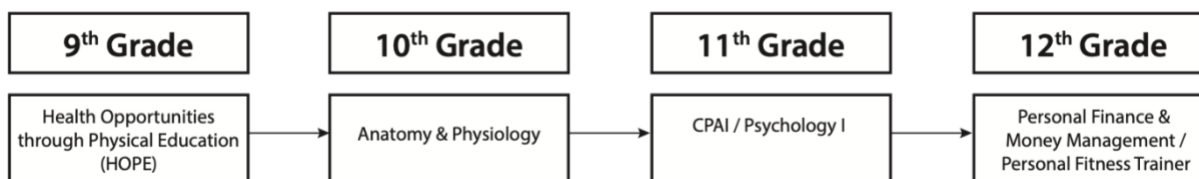
**MDC: CJL 2610      Credit: 3**

**Pre-requisite: College Standing**

This course introduces students to proper courtroom presentation and procedures. Students will learn the appropriate techniques for proper attire, grooming, speaking, listening and stress control during courtroom proceedings, visual aid preparation, and presentations of all evidence (commonly referred to as "scientific evidence") collected at the crime scene are also included. (Dual Enrollment with Miami-Dade College)

### **FITNESS & SPORTS STUDIES FOCUS**

The Fitness & Sport Studies Focus combines the fundamentals of kinesiology with courses in exercise science and business to equip students with the skills needed to succeed in the fields of fitness, wellness, and strength and conditioning. Students will gain experiential knowledge and practice to help shape their paths, whether it's becoming a collegiate athlete or pursuing a career in fitness or sports studies. Students who successfully complete the program will be certified in First Aid & CPR and be eligible to earn their Personal Trainer Certification.



### **HOPE - PHYSICAL EDUCATION VARIATION - STEAM**

**FDOE: 1506320**

**ILS: 0807      Credit: 1**

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. Students will combine the learning of principles and background information in a classroom setting with physical application of the knowledge. Majority of class time will be spent in physical activity. In addition to the physical education content represented in the benchmarks below, specific health education topics within this course include, but are not limited to: Mental/Social Health, Physical Activity, Components of Physical Fitness, Nutrition and Wellness Planning, Diseases and Disorders, and Health Advocacy.

### **ANATOMY AND PHYSIOLOGY - STEAM**

**FDOE: 2000350**

**ILS: 0222      Credit: 1**

This course will concentrate on the basic anatomy and physiology of humans including common pathologies, diagnostic techniques, and treatment. Every major system of the body is covered, stressing an understanding of the relationship between structure and function of various organs. Dissections of some organs, histology studies, and physiological experiments reinforce concepts and terminology taught in lecture.

### **CARE AND PREVENTION OF ATHLETIC INJURIES (CPAI)**

**FDOE: 1502490**

**ILS: 0848      Credit: .5**

This course introduces students to knowledge of sport-related injuries. The course includes the basic anatomy of common injuries in athletics, the evaluation procedures of such injuries, the preventative measures to reduce the incidence of injuries, and the basic treatment and rehabilitation procedures that are used after an injury occurs. Topics include: principles of exercise physiology, principles of kinesiology, and the evaluation and care of sport injuries.

## **PSYCHOLOGY I (SPORTS FOCUS)**

**FDOE: 2107300**

**ILS: 0342      Credit: .5**

Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. The content examined in this first introductory course includes major theories and orientations of psychology, psychological methodology, memory and cognition, human growth and development, personality, abnormal behavior, psychological therapies, stress/coping strategies, and mental health.

## **PERSONAL FINANCE & MONEY MANAGEMENT HONORS – STEAM**

**ILS: 788      Credit: .5**

This course emphasizes seven areas:

(1) exploring how personal financial decisions are made, including understanding how cognitive biases impact decision making;

(2) understanding how wages and salaries are earned, including the types of taxes owed, and evaluating various post-secondary paths and career options;

(3) developing personal or family budgets and exploring how to purchase goods and services by weighing the costs and benefits of those goods and services;

(4) analyzing how interest can be earned by saving now, which allows for the purchase of more goods and services later and understanding how to compare various savings accounts and services offered through financial institutions;

(5) determining advantages and disadvantages of credit accounts that allow for the borrowing of money to purchase goods and services while paying for them in the future, usually with interest, and short- and long-term loans;

(6) developing understanding of planning for the future through investment accounts and retirement plans and comparing investment choices by analyzing rates of return and risk, while analyzing how diversification is one way to reduce investment risk;

## **PERSONAL FITNESS TRAINER - STEAM**

**FDOE: 1501380**

**ILS: TBD      Credit: .5**

The students will understand the most important components of physical fitness. Body composition, cardiorespiratory endurance, flexibility, muscular endurance and muscle strength will be explained and demonstrated. Physical activity, exercise and fitness terms will be clarified so that the students can describe the difference between health--related fitness and fitness conditioning. Physical fitness training principles such as the principles of adaptation, progressive overload, specificity and program progression will be clearly defined.