



**LPSS**  
COURSE DESCRIPTION  
**GUIDE**

LAFAYETTE PARISH SCHOOL SYSTEM

2024-2025

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# Arts Course Descriptions

## **Art I**

Students are offered the opportunity to explore visual arts in this introductory level course. Students will be introduced to the elements of art and principles of design, a variety of media through two-dimensional and three-dimensional approaches, and art history. As students go through the process of creating they are also learning how to connect, present and respond to their work.

(Prerequisite: None)

## **Art II**

Students will continue to explore various visual art forms and techniques through the elements of art and principles of design . Students will be going deeper into conceptual thinking and the studio habits of mind processes building a foundation of independent study. (Prerequisite: Art I)

## **Art III**

This course is designed to meet the needs of the advanced art student. Emphasis is placed on art creation within a studio setting, using a variety of media and enabling the students to explore and develop a portfolio. Students are expected to participate in local, state and national competitions when appropriate.

(Prerequisite: Art II)

## **Art IV**

Ideally suited for the advanced student, this course encourages individual focus and creativity in preparation for future studies and careers in the art field.

Emphasis is placed on art creation within a studio setting, enabling the students to explore and develop a portfolio. Students are expected to participate in local, state and national competitions when appropriate.(Prerequisite: Art III)

## **Fine Arts Survey**

This course provides a hands-on introduction to the elements and principles of all of the Fine Arts which are Visual Art, Music, Dance and Drama. Students will develop an appreciation for the Fine Arts through studying the history and development of each of the disciplines through aesthetics, art criticism and studio techniques. (Prerequisite: None)

## **AP Art and Design, AP Drawing, AP Art 2D Art and Design, AP Art 3D Art and Design**

The Studio AP Art Courses are designed to further develop and expand a student's artistic talents through in-depth, ongoing art projects providing an opportunity to earn college credit on a body of work/portfolio, produced while in high school following College Board guidelines. The AP Studio Course offers three different portfolios that can be fulfilled: Drawing, 2-D Design, and 3-D Design. The students will address creative process and problem-solving, through experimentation, exploration, iterations, and media techniques and approaches. (Prerequisite: Art II or any upper level visual arts course and teacher recommendation)

### **Digital Media I**

Digital Media I is an intensive year long course in which you will learn the technical and conceptual tools to understand digital media as well as further your skills using various platforms from the Adobe Creative Suite with particular emphasis on Adobe Photoshop. You will have the opportunity to earn an Adobe Certified Professional certification. (Prerequisite: This course requires a strong command of English language and is ideally suited for students who have passed English I)

### **Digital Media II**

Digital Media II is a course designed to teach the processes, development, and publishing of digital media and interactive media projects. Digital Media II is the second-year course within digital media pathway where students will focus on developing advanced skills to plan, design, and create interactive projects using various platforms of the Adobe Creative Suite. (Prerequisite: Digital Media I)

### **Beginning Choir**

Students enrolled in this introductory course will gain practical skills in the fundamentals of singing, ear training and music reading. Students will be exposed to choral elements, such as ensemble singing, blend, and vocal techniques, as well as a variety of musical styles. This is a performance based class. (Prerequisites: No experience necessary.)

## **Intermediate Choir**

Students will continue to work on the fundamentals of singing and sight reading, while continuing to develop strong ears and part singing skills. Students will review content learned in beginning choir, while working to become an independent singer. This is a performance based class. (Prerequisites: Prior choral experience, audition, or director approval).

## **Advanced Choir**

A continuation of choral study, students must enter this class with confident, independent singing and sight reading skills. Singers must consistently sing tunefully, with proper vowels and technique. Members will frequently sing challenging choral literature in a broad range of styles. This choir frequently performs both in and outside of school. This is a performance based class. (Prerequisites: To be eligible for this ensemble, singers must have been a member of the chorus for at least a year, and demonstrate their abilities in an audition).

## **Small Vocal Ensemble Advanced Choir**

A continuation of choral study, students must enter this class with confident, independent singing and sight reading skills. Singers must consistently sing tunefully, with proper vowels and technique. Members will frequently sing challenging choral literature in a broad range of styles. This choir frequently performs both in and outside of school. This is a performance based class. (Prerequisites: To be eligible for this ensemble, singers must have been a member of the chorus for at least a year, and demonstrate their abilities in an audition)

## **THEATRE ARTS I**

Theatre Arts I is an introduction course to the art of theatre. This course will cover many introductory aspects of theatre including: technical theatre, performance techniques, auditioning, theatrical critiquing of plays and musicals, costume design, make-up design, and much more! This class is for those who wish to understand the theatrical arts at a beginner level. This class consists of many projects and performance elements of theatre and musical theatre. This course introduces and explores theatre from page to stage as a live performing art. We will also engage with live performances and video archives of past performances. This is a performance based class. (Prerequisite: None)

## **THEATRE ARTS II**

This course is for advanced students wishing to build on their previous knowledge of theatre and performance. In this course, students will expand on beginning theatrical knowledge to focus on: improvisation, audition process, monologues, duets and group scenes, theatre history, movement, voice and diction, playwriting, Shakespeare, theatre literature and more! Students will also engage with live performances and video archives of past performances. This is a performance based class. (Prerequisite: Theatre Arts I)

## **THEATRE ARTS III/IV**

This course provides those students who have demonstrated an interest in extending their foundational abilities with advanced exercises in both performance and production. Directing and Technical Theatre are added areas of focus to allow the individual student the ability to pursue their particular area of interest. Students will further develop skills in script writing, character analysis, theatrical styles, and critique with a heightened ability to view artistic production and performance in theatre with emotional and aesthetic sensitivity. Students enrolled in the course can expect to write/select, rehearse, design, direct, and perform multiple scenes for audiences as well as hold a role in the creative team for a school production. (Prerequisite: Theatre Arts I & II)

## **SPEECH**

This course is designed for the student who would like to acquire more self-confidence and poise while developing formal oral communication skills. It places emphasis on the organization, structure, research and delivery required in public speaking. (Prerequisite: None)

## **DEBATE**

This class is an introduction to the art of communication that specifically deals with conflict and resolution of opposing ideas. Major emphasis is placed on the study of argumentative appeals (Pathos, Ethos, Logos, Kairos), basic psychological elements of human interaction, and applied discourse between different parties. (Prerequisite: None)

## **APPLIED MUSIC**

The Comeaux Color Guard is composed of students who are interested in learning the performance art of spinning a flag/rifle/saber and dance. All members of the Color Guard will be members of the Comeaux Marching Band. The Comeaux Winter Guard is made up of ALL members of the color guard. Ovey Comeaux High School is a member of the Louisiana/Mississippi Colorguard and Percussion Circuit. These units perform at various circuit sponsored shows in January, February and March. The units may also participate in a WGI Regional competition

LHS-This component of the marching band is open to any student at Lafayette High School. Membership in this group is by audition only with a heavy emphasis placed on dance and body movement. Training sessions are held in the spring and a formal audition held thereafter. During the fall semester, the guard performs with the marching band and in the spring the activity converts to winterguard. There is an additional fee for costumes and equipment. All members enrolled in this class must participate in the marching Band during the Fall and Winter Guard during the Spring.

Possible alternative Membership in this group is by audition only with a heavy emphasis placed on dance and body movement. Training sessions are held in the spring and a formal audition held thereafter. During the fall semester, the guard performs with the marching band and in the spring the activity converts to winter guard. There is an additional fee for costumes and equipment. All members enrolled in this class must participate in the marching Band during the Fall and Winter Guard during the Spring.

## **DANCE CLASS**

Dance is an elective/PE/fine arts class that will teach students the fundamental techniques and vocabulary in many styles of dance. The students will also cover dance history and explore basic choreography. Emphasis will be placed on technique, movement skills, knowledge, history, and aesthetics of each dance style, while also learning components of health-related fitness. The dance class strives to promote a lifelong interest in both dance and physical fitness.

\*To gain acceptance into the class, the student MUST be selected on the dance team for the current year.

## **BEGINNING BAND**

This course is designed for, but not limited to, freshmen who have had one or less years of band instruction at the middle school level. In this course students will develop the fundamentals of musicianship. This class will start you from the fundamental basics of reading music, and performing on a band instrument.

## **ADVANCED BAND I**

This course will emphasize advanced development of technique, tone, control, interpretation, and comprehension of musical symbols, terminology, and concepts. It is designed for those students who have had at least one year of band instruction at the middle school level. Students will perform advanced level literature (grade II/III), and attendance at outside of school performances and rehearsals is a requirement of the course. Enrollment in this class is subject to the approval of the instrumental teacher in order to ensure proper placement. Due to fundamental differences in pedagogy and curriculum, this class is not open to string students playing violin, viola, cello, or bass (see Orchestra classes).

## **ADVANCED BAND II**

This course will emphasize advanced development of technique, tone, control, interpretation, and comprehension of musical symbols, terminology, and concepts. It is designed for those students who have had at least one year of band instruction at the middle school level. Students will perform advanced level literature (grade II/III), and attendance at outside of school performances and rehearsals is a requirement of the course. Enrollment in this class is subject to the approval of the instrumental teacher in order to ensure proper placement. Due to fundamental differences in pedagogy and curriculum, this class is not open to string students playing violin, viola, cello, or bass (see Orchestra classes). \*Course is for more advanced students who have played within the band/wind ensemble for two years.

## **ADVANCED BAND III**

This course will emphasize advanced development of technique, tone, control, interpretation, and comprehension of musical symbols, terminology, and concepts. It is designed for those students who have had at least one year of band instruction at the middle school level. Students will perform advanced level



## **ADVANCED BAND III Contd**

literature (grade II/III), and attendance at outside of school performances and rehearsals is a requirement of the course. Enrollment in this class is subject to the approval of the instrumental teacher in order to ensure proper placement. Due to fundamental differences in pedagogy and curriculum, this class is not open to string students playing violin, viola, cello, or bass (see Orchestra classes). \*Course is for more advanced students who have played within the band/wind ensemble for three years.

## **CONCERT BAND (Only at OCHS)**

At the end of each school year all current and incoming members of the Comeaux Band Program audition for class placement for the following school year. The audition consists of major scales, and a prepared selection. Students are placed in concert ensembles based on this audition and the student's demonstration of attitude and participation from prior years in the band.

### **Requirements:**

Members are expected to practice daily, and to have their music prepared for each rehearsal. Attendance at all rehearsals and performances is required. It is also expected that students will care for their instrument in the proper manner as to have it in good condition for rehearsal and performance. All members must own a tuner/metronome. Private lessons are strongly encouraged for all members. Members are also strongly encouraged to audition for an honor band. Students are required to be in attendance for all rehearsals that are associated with their performing ensemble, and other performance events undertaken by the Comeaux Band Program.

## **JAZZ ENSEMBLE**

To play jazz through a variety of different styles of jazz music. These styles are blues, shuffle, ballad, samba, and rock. Students will play and improve upon improvisation through chordal changes and alternative forms, including rhythm changes, and blues form. Finally, the members of the jazz ensemble will prepare for performances, festivals, and contests.

## **PERCUSSION**

The Percussion Class is geared towards all percussionists who wish to be fully versed in playing many forms of percussion. Students should have some knowledge of reading music and general fundamentals of playing. Percussionists will practice, and perform, percussion ensemble literature, solo literature and etudes, and rehearse wind band music which will require after school rehearsals with the bands in order to put it together for public performance.

## **SYMPHONIC BAND**

The Symphonic Band is the second concert ensemble in the band program. Students continue to hone their skills on their individual instruments. This ensemble performs music literature of high quality. Participation at local, state and national levels have earned the Symphonic Band superior ratings.

## **WIND ENSEMBLE**

This ensemble is composed of the top wind and percussion students in the program. The Wind Symphony performs music literature of the highest quality, ranging from orchestral transcriptions, standards in the band idiom, as well as, recently composed band works. This ensemble has performed at the local, state and national level, at band conventions, festivals and contests.

## **GUITAR I**

This introductory course is designed for any student who is interested in learning how to play the guitar. Prior knowledge or experience is not required. Students will learn basic guitar playing skills and technique. Students must provide their own acoustic guitar.

## **GUITAR II, III, IV**

This course is a continuation and development of Guitar I. Students in this class will learn advanced techniques on guitar and further their knowledge of the instrument. Students must have completed sequential Guitar classes and pass a pre-screening in order to schedule this class. Students must provide their own acoustic guitar. (Prerequisite: Classes taken sequentially)

## STEEL DRUM BAND (OCHS)

The Steel Drum class has the prerequisites:

- Meet with teacher
- Minimal reading skills or a desire to learn to read music
- Interest in playing an instrument as part of a performance group
- Willingness to perform locally at various venues

Steel drum has a select number of students that can participate based on instruments available. Members will learn to play the steel drum, which will require understanding reading music, where to find notes on the drum, proper stroke technique, as well as ensemble balance. Those without experience can easily gain these skills with the enthusiasm to learn. PAA students will get the first option to this course.

## AP MUSIC THEORY

A major component of any college curriculum in music is a course introducing the first-year student to music theory, a subject that comprises the musical materials and procedures of the Common Practice period. Such a course may bear a variety of titles (Basic Musicianship, Elementary Theory, Harmony and Dictation, Structure of Music, etc.). It may emphasize one aspect of music, such as harmony; more often, however, it integrates aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition, and to some extent, history and style. Musicianship skills such as dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the theory course, although they may be taught as separate classes. The student's ability to read and write musical notation is fundamental to such a course. It is also assumed that the student has acquired (or is acquiring) at least basic performance skills in voice or on an instrument. The ultimate goal of an AP Music Theory course is to develop a student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. The achievement of these goals may best be approached by initially addressing fundamental aural, analytical, and compositional skills using both listening and written exercises. Building on this foundation, the course should progress to include more creative tasks, such as the harmonization of a melody by selecting appropriate chords, composing musical basslines to provide two-voice counterpoint, or realization of figured-bass notation. (Prerequisites: See Counselor.) Students enrolled in an AP course are required to take the AP Exam.

## **Art I**

Students are offered the opportunity to explore visual arts in this introductory level course. Students will be introduced to the elements of art and principles of design, a variety of media through two-dimensional and three-dimensional approaches, and art history. As students go through the process of creating they are also learning how to connect, present and respond to their work.

(Prerequisite: None)

## **Art II**

Students will continue to explore various visual art forms and techniques through the elements of art and principles of design . Students will be going deeper into conceptual thinking and the studio habits of mind processes building a foundation of independent study. (Prerequisite: Art I)

## **Art III**

This course is designed to meet the needs of the advanced art student. Emphasis is placed on art creation within a studio setting, using a variety of media and enabling the students to explore and develop a portfolio. Students are expected to participate in local, state and national competitions when appropriate.

(Prerequisite: Art II)

## **Art IV**

Ideally suited for the advanced student, this course encourages individual focus and creativity in preparation for future studies and careers in the art field. Emphasis is placed on art creation within a studio setting, enabling the students to explore and develop a portfolio. Students are expected to participate in local, state and national competitions when appropriate.(Prerequisite: Art I II)

## **Fine Arts Survey**

This course provides a hands-on introduction to the elements and principles of all of the Fine Arts which are Visual Art, Music, Dance and Drama. Students will develop an appreciation for the Fine Arts through studying the history and development of each of the disciplines through aesthetics, art criticism and studio techniques. (Prerequisite: None)

## 9T Technical Writing

9T Technical Writing is part one of a foundational course for transitional 9th graders. The course focuses on developing students' reading, writing, listening, and speaking skills. Through the study of various literary texts, including fiction, non-fiction, poetry, and drama, students will learn how to analyze and interpret these texts. They will also learn how to communicate effectively their ideas through writing and speaking.

## English I Intensive

English I Intensive is part two of a foundational course for transitional 9th graders. The course continues to focus on developing students' reading, writing, listening, and speaking skills. Through the study of various literary texts, including fiction, non-fiction, poetry, and drama, students will learn how to analyze and interpret these texts. They will also learn how to communicate effectively their ideas through writing and speaking. The course culminates in the English I LEAP exam.

## English I

English I is a foundational course that focuses on developing students' reading, writing, listening, and speaking skills. Through the study of various literary texts, including fiction, non-fiction, poetry, and drama, students will learn how to analyze and interpret these texts. They will also learn how to communicate effectively their ideas through writing and speaking. Additionally, students will develop their vocabulary and grammar skills to enhance their overall language proficiency. The course culminates in the English I LEAP exam.

## English I Honors

Students taking this course will complete the English I requirements at an increased pace in conjunction with additional reading and writing opportunities. The course culminates in the English I LEAP exam.

## English II

English II builds upon the skills and knowledge acquired in English I. In this course, students will continue to explore a wide range of literary genres and texts, including classic and contemporary works. They will deepen their understanding of literary analysis and critical thinking, as well as refine their writing and communication skills. The course will also emphasize research skills, including conducting effective research and citing sources properly. The course culminates in the English II LEAP exam.

## English II Honors

Students taking this course will complete the English II requirements at an increased pace in conjunction with additional reading and writing opportunities. The course culminates in the English II LEAP exam.

## English III

English III focuses on American literature and its historical and cultural contexts. Students will study a variety of texts to gain a deeper understanding of the American literary tradition. They will analyze the themes, characters, and literary techniques used in these texts, as well as examine the social and historical influences that shaped them. Students will also continue to develop their writing skills, with an emphasis on persuasive and argumentative writing.

## English III Honors

Students taking this course will complete the English III requirements at an increased pace in conjunction with additional reading, writing, and research opportunities.

## English IV

English IV is a comprehensive course that delves into world literature. Students will explore a diverse range of texts from different cultures and time periods, including works in translation. They will analyze the themes, motifs, and literary techniques used in these texts, as well as consider their historical and cultural significance. The course will also focus on advanced writing skills, including literary analysis and research-based writing. Students will have the opportunity to engage in critical discussions and develop their own interpretations of the texts studied.

## English IV Honors

Students taking this course will complete the English IV requirements at an increased pace in conjunction with additional reading, writing, and research opportunities.

## Business English

This course is for 11th and 12th grade students in a Jump Start Pathway. The course provides students with the skills needed to be successful in a business organization. Students will study common business correspondence, including the correct form and use of business applications, information management, information technology, and telecommunications. Reading and writing of business documents, such as routine letters and emails, specialized letters, memoranda, brochures, articles, workplace and management books, and reports, should be emphasized. Students will develop skills in the practical principles of grammar, punctuation, and vocabulary needed in business transactions. They will also gain skill in and practice speaking, listening, and communicating nonverbally in a business environment.[1]

## Technical Writing

This course is for 11th and 12th grade students in a Jump Start Pathway. The course includes the skills in verbal and written communication that students will need to be successful in the workplace. Students will know and use the terminology in their chosen field of work. They will understand, summarize,

## Technical Writing Contd'

interpret, and compare information from simple and complex graphics to identify trends and to make informed decisions. They will also demonstrate proficiency in writing and presentation skills by producing different technical writing products, including formal research reports, formal presentations, and workplace writing (e.g., technical reports, manuals, explanations of how to understand or use a product or service, proposals, memoranda, cover letters).

## English Language and Composition — Advanced Placement / Dual Enrollment

This course engages students in becoming skilled readers of prose written in a variety of rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing.

## English Literature and Composition — Advanced Placement / Dual Enrollment

This course engages students in becoming skilled readers of a variety of fiction-genres: poetry, novels, and drama. A focus on analytical writing will seek to help students sharpen their reading-comprehension skills. Students will be challenged to produce analytical essays, which identify various literary devices (images, tone, diction, etc.) and which demonstrate how these various devices are used to convey a contextual/historic philosophy and/or idea.

## Gifted English I, II, III, IV

Students enrolled in the Gifted Program are eligible to enroll in these courses. The core curriculum is based on English I, II, III, IV. Course content is accelerated and compacted for the needs of gifted learners.



## **Algebra I**

This course emphasizes the development of a rich understanding of fundamental algebraic ideas in realistic settings. Students will engage in an in-depth study of linear exponential, and quadratic functions. Additional topics include expressions and equations, relations and functions, arithmetic and geometric sequences, polynomials, and data analysis. Required credit for both Jump Start and TOPS University diplomas, and culminates with the LEAP 2025 assessment.

## **Algebra I Intensive**

Algebra I Intensive exposes students to aligned, prerequisite concepts while accessing the on-grade level content in Algebra I. The goal is to address specific prerequisite content just in time for the knowledge to be built upon in Algebra I.

## **Geometry (Prerequisite: Algebra I)**

This course focuses on the study of the physical universe and representations of mathematical concepts. Students use inductive and deductive reasoning to confirm conjectures through proof. Topics studied include measurement formulas; geometric and spatial visualization; drawing skills; properties of congruence, similarity, parallelism, and perpendicularity; proofs; and properties of planes and solid figures. Required credit for Jump Start diploma and TOPS University diploma, and culminates with the LEAP 2025 assessment.

## **Algebra II (Prerequisite: Algebra I)**

This course expands algebraic concepts introduced in Algebra I and Geometry. Primary emphasis will be placed on the study of linear, quadratic, polynomial, rational, radical, exponential, logarithmic, and trigonometric functions and includes applications. Other topics include systems of linear and nonlinear equations and inequalities, polynomials, inverse functions, rational exponents, radical expressions, complex numbers, and data analysis. Math credit for Jump Start diploma or required credit for TOPS University diploma.

## **Math Essentials**

This course is a survey course that includes prerequisites/basic Algebra I and Geometry concepts. This course does not count as a math course on the TOPS University pathway.

## **Financial Literacy (Prerequisite: None)**

This course focuses on mathematical concepts and applications needed for the design and management of personal finances. Financial literacy serves as a foundation for ALL students to learn to make mathematically sound decisions in their roles as consumers, employees, and/or entrepreneurs. This course extends students' knowledge of whole numbers, fractions, decimals, and percents as well as basic statistics, probability, algebra, geometry, and data analysis in the context of real life problem-solving situations. Emphasis is placed on mathematical processes such as consumer information, selling and buying, manual/electronic calculations of payroll, income tax preparations, interest computation, managing income, buying insurance, making sound credit and investment decisions and other items related to personal and business transactions. Math credit for Jump Start diploma or an elective credit for TOPS University diploma.

## **Business Math (Prerequisite: None)**

Business Mathematics is a course of which students learn to use mathematics effectively as a tool in their business life. After students have completed this course, they will be able to apply mathematical concepts in various business situations. Students will review and apply concepts previously learned in Financial Literacy and extend that knowledge through investigations, making business decisions, managing business finances in sales, marketing, accounting, and financial management. Students will use common mathematical formulas in real-world applications. Math credit for Jump Start diploma or elective credit for TOPS University diploma.

## **Adv. Math: Functions and Statistics (Prerequisite: Algebra II)**

This course includes a study of mathematical functions, power functions, polynomial functions, rational function, radical functions, exponential and logarithmic functions, trigonometric functions, matrices, univariate statistics, and bivariate statistics.

## **Stat Reasoning (Prerequisite: Geometry)**

This course offers students opportunities to strengthen their understanding of the statistical method of inquiry and statistical simulations. Students will collect data, formulate statistical investigative question(s) using data, select appropriate graphical and numerical methods for data analysis, and interpret their results to make connections to their question(s).

## **Adv. Math: PreCalculus (Prerequisite: Algebra II)**

This course includes a study of trigonometric functions, additional topics in trigonometry, sequences and series, and conic sections and parametric equations.

# Dual Enrollment

## **Applied College Algebra Math 105 (Spring)**

Functions and graphs, including linear functions, quadratic functions, other polynomial functions, exponentials and logarithmic functions; zeros of polynomial functions, systems of equations and inequalities. Graphing calculator required, and the student must meet university course enrollment requirements.

## **Elementary Statistics STAT 214 (Spring)**

Descriptive statistics, elementary hypothesis testing, confidence intervals, introduction to correlation and regression. Graphing calculator required, and the student must meet university course enrollment requirements.

## **PreCalculus and Trigonometry Math 109 (Fall) /Math 110 (Spring)**

Algebraic, exponential and logarithmic functions for students preparing to study calculus. Trigonometric and inverse trigonometric functions, equations, and graphs, fundamental trigonometric identities, and the polar coordinate system. Graphing calculator required, and the student must meet university course enrollment requirements.

### **Survey of Calculus I Math 250 (Fall)**

Applications in the biological and social sciences and business. Graphing calculator required, and the student must meet university course enrollment requirements.

### **Calculus I Math 270 (Spring)**

Definitions, properties, and applications of derivatives and integrals. Graphing calculator required, and the student must meet university course enrollment requirements.

## **Physical Science**

Physical science involves the investigation of forces, motion, work, and energy, the structure and properties of matter, chemical reactions in a laboratory setting, and the interrelationship of matter and energy. Exploring the nature and history of science and related careers is included. This course is the basis for further studying physics, chemistry, and other sciences.

## **Biology I**

Biology I explores the characteristics of organisms' life cycles and their relationships to each other and their environments. Topics of concentration include Genetics, Evolution, and energy relationships within organisms and ecosystems. Students explore topics through research, laboratory techniques, and discussion.

## **Biology II**

The Human Anatomy and Physiology course provides a detailed study of the human body systems, specifically focusing on structure and function. Students explore advanced topics through research, laboratory techniques, and discussion. \*Medical career development course.

## **Chemistry I**

Chemistry focuses on the properties and reactions of matter with an emphasis on real-world applications. Topics of concentration include scientific measurements, symbolic representation, properties and structure of matter, chemical reactions, and relationships between energy and matter. These concepts are developed through inquiry-based labs, demonstrations, problem-solving, and other interactive activities.

## **Physics**

Physics includes the topics of force and motion, forms of energy and their transformations, and the conservation and interactions of energy and matter. Concepts are applied through laboratory procedures and are used in problem-solving skills.

## Environmental Science

Environmental science provides a balanced approach to scientific principles and societal applications. These include ecological systems and interactions, resources and resource management, environmental awareness, and protection.

## Dual Enrollment

### **Biology II: Advanced Placement (AP)/Dual Enrollment (DE)**

Study the core scientific principles, theories, and processes that govern living organisms and biological systems. Students will engage in hands-on laboratory work to investigate natural phenomena. Students will design experiments and procedures to test a prediction theory, collect and analyze data, and interpret data to conclude, develop, and support scientific claims with evidence.

### **Chemistry II Dual Enrollment (DE)**

Chemistry II is designed to enrich and enhance the study of introductory chemistry. The major topics include chemistry thermodynamics, chemical kinetics, equilibrium, solubility, electrochemistry, nuclear, and organic chemistry.

# Social Studies

## **Civics**

In the high school civics course, students broaden and deepen their understanding of the origin, structure, and functions of government. This course is designed to provide students with both the practical knowledge about how the American system of government functions on local, state, and national levels, as well as an understanding of the philosophical and intellectual underpinnings of our constitutional republic.

## **U.S. History**

This course presents a cohesive and comprehensive overview of the history of the United States, surveying the major events and turning points of U.S. history as it moves from the Declaration of Independence through modern times. As students examine each era of history, they will analyze primary sources and carefully research events to gain a deeper understanding of the factors that have shaped U.S. history.

## **World Geography**

In this high school world geography course, students will develop geographic and spatial thinking skills to better understand the different people, places, and environments around the world. Students will examine various themes including population, culture, migration, urbanization, agriculture, economics, and political systems.

## **World History**

This course presents a cohesive and comprehensive overview of the history of the world from 1300 to 2010. As students examine each era of history, they will analyze primary sources and carefully research events to gain a deeper understanding of the factors that have shaped world history. In this course, students will examine fourteenth-century trade networks of Africa and Eurasia, Renaissance and Enlightenment in Europe, political revolutions, industrialization, imperialism, global conflicts of the twentieth century, decolonization, and globalization.

## **Law Studies**

In this course students will study the laws of the United States and learn what people can do to become better citizens. It teaches young people how the legal and political systems function and how the law at various levels, as well as the government, affect them. It is designed to empower young people to be active, engaged citizens. This course is a universal Jump Start course.

## **African American Studies**

In this course students learn about the history and cultural contributions of African Americans. This course aims to develop an understanding of the historical roots of African American culture, especially as it relates to economic, social and political relationships within the context of United States history. It requires an analysis of important events, individuals, ideas, social and cultural values, beliefs, and traditions.

## **Psychology**

This course is based on the National Standards for High School Psychology Framework released by the American Psychological Association. Students will learn the basic fundamentals and principles associated with human behaviors. They will also learn about established research and findings, and understand how psychologists try to understand the world and apply psychological knowledge to solve problems.

## **Sociology**

This course is a study of basic fundamentals and principles associated with group behaviors: family, church, school, community, and occupation. It emphasizes the ideas, attitudes, agreements, communication, conflicts, and cooperation that occur within a society.

## **Advanced Placement United States History**

This is a college-level course which follows the College Board curriculum. The course is designed to provide students with the analytical skills and enduring understandings necessary to deal critically with the problems and materials in



## **Advanced Placement United States History Contd'**

United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students learn to assess historical materials and to weigh the evidence and interpretations presented in those materials. Students enrolled in this course are expected to develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format. This course will involve a serious commitment on the part of the student to complete outside readings and assignments covering the period of United States History from discovery to the present.

## **Advanced Placement Government and Politics**

This course provides an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality.

## **Advanced Placement Human Geography**

The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

## **Advanced Placement Psychology**

AP Psychology is a college-level course which follows The College Board curriculum. It is designed to introduce students to the systematic and scientific study of human behavior and mental processes. Students are exposed to

## **Advanced Placement Psychology Contd'**

psychological facts, principals, and phenomena associated with each major subfield within psychology. They also learn about ethics and methods used by psychologists in their science and practice. Meets requirements for TOPS University diploma.

## **Advanced Placement European History**

The study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live.. In addition to providing a basic narrative of events and movements, the goals of the AP program in European History are to develop (a) an understanding of some of the principal themes in modern European History, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.