

LAKENHEATH HIGH SCHOOL COURSE SELECTION GUIDE

2008 – 2009

LHS MAIN OFFICE

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LHS WEB SITE

www.lake-hs.eu.odedoda.edu

PRINCIPAL

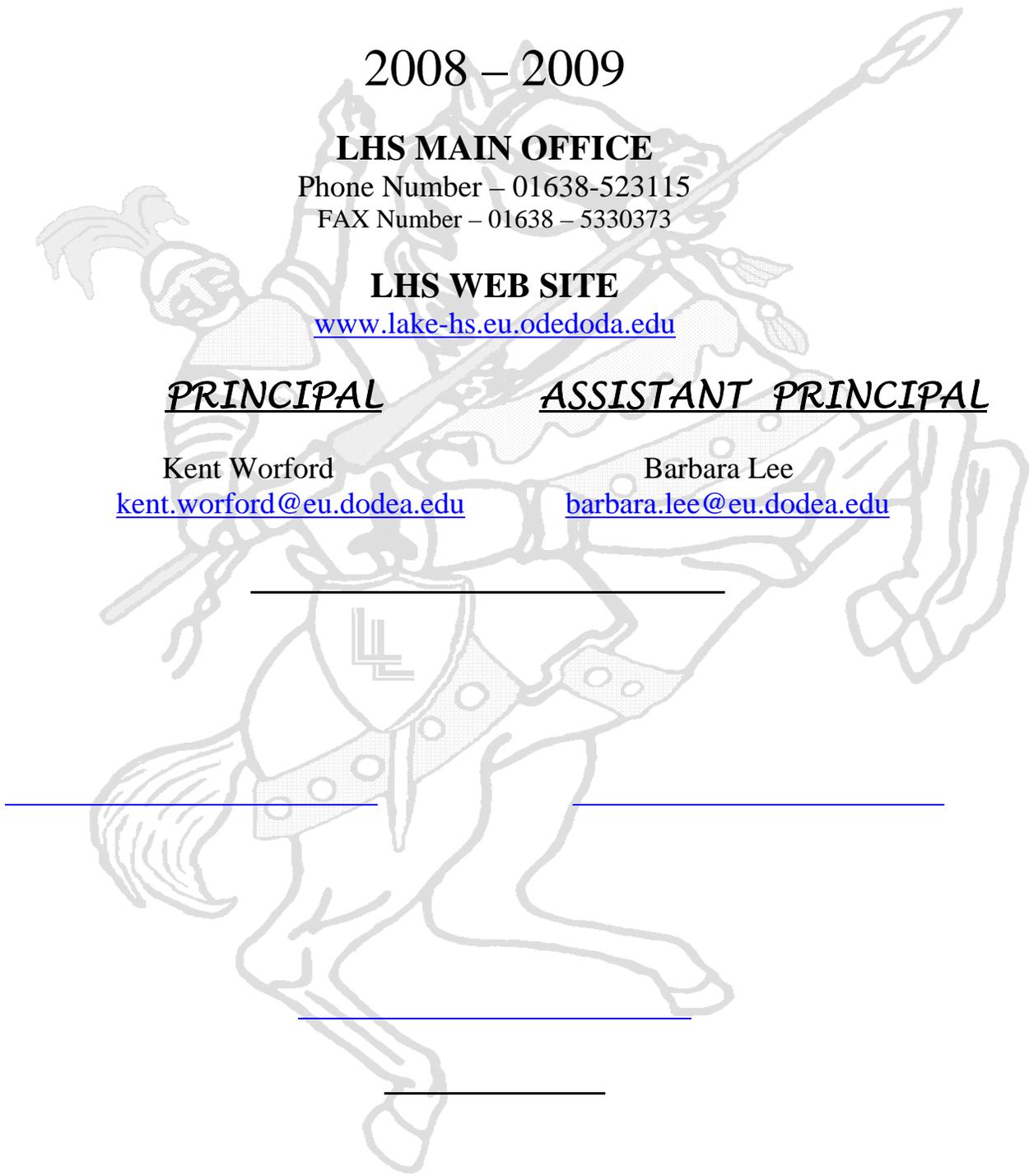
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Lancer Registration and Course Selection

REGISTRATION

All families must complete or update all registration documentation before students can select their course request. Registration documents can be obtained from the high school office or downloaded from the LHS website (<http://www.lake-hs.eu.dodea.edu/>). The completed registration packet must be presented to the school registrar by a parent with the following required documents: Copy of orders with any extensions, Sponsor's ID Card, Dependent's ID or Social Security Card, student's shot records and the student's Course Selection Form.

COURSE SELECTION

Selecting classes is very important and requires planning and discussion between students, parents and educators. Families should first review the ***DoDEA Graduation Requirements*** (page3) and develop/review a ***Graduation Plan*** (also called a **Four Year Plan**) for the student. Earning a high school diploma is the key to opening future opportunities in careers and further education. Careful planning and review of progress in high school ensures that students will be ready for the types of challenges they will be facing after graduation. This very important planning should be reviewed every year and can be aided by using advice of Teachers, Guidance Counselors and Administrators.

Course Selection Sheets must be carefully completed using the student's Graduation Plan.

The courses selected will provide the necessary information need for LHS to plan and provide the your student's education.

REPEATING CLASSES FOR GRADE IMPROVEMENT

All DoDEA students are required to have a 2.0 Grade Point Average as part of their graduation requirements. *Sometimes it is to the advantage of a student to repeat a class because of a failure or low grade.* Students repeating a class will have their Cumulative GPA recalculated using the most recent grade for the class taken and credit is awarded for the repeated class. The original class name and grade will not be removed from the student's transcript.

FULL TIME ATTENANCE for SENIORS

The following is the DoDEA Policy concerning seniors attending school: Regulation 14.1.1.3 (page 54 of DoDEA Administration Guide) Exception to full-time attendance may be approved by principal for 12th grade students when the absence is in the best interest of the student and family, and is based on established family, personal, and financial need.

LHS Seniors are required to be full time students during first semester. Any senior wanting to apply for part time status for second semester must complete their request by December 1, 2008. In this request the student and family must submit a Memo for the Record to the principal stating the advantages and reasons for becoming a part time student. This memo must state the student's future career and educational plans and explain how their course selection for second semester will prepare them for these goals. Students will not be allowed to drop full year classes in order to become a part time student. No requests will be accepted after the December 01, 2008 deadline.

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Department of Defense Dependent Schools Graduation Requirements For Class of 2008 and beyond

Cumulative Grade Point Average (GPA) of 2.0 is required for graduation.

MINIMUM REQUIREMENTS FOR GRADUATION: 26 Carnegie Units as follows:

<u>SUBJECT AREA REQUIREMENTS</u>	<u>CREDITS</u>
LANGUAGE ARTS (English 9, 10, 11, 12 or AP English. 2 credits of ESL may be substituted)	4
SOCIAL STUDIES (Required: 1 credit of World Regions or World History, 1 credit of US History and 1/2 credit of US Government)	3
MATHEMATICS (Required: 1 credit of Alg I, 1 credit of Geometry and 1 credit of higher level math. Completion of Algebra II recommended for college preparation)	3
SCIENCE (Required: 1 credit of Biology and 1 credit of a Chemistry or Physics course)	3
SECOND LANGUAGE (Must be the same language. Recommend 3-4 credits for college preparation)	2
PROFESSIONAL TECNICIAL STUDIES (PTS) (One half credit must be in computer technology class. PTS credits include Business, Communications, Computer, Engineering & Scientific, Health & Human or AFROTC)	2
FINE ARTS (art, instrumental or vocal music, drama or humanities)	1
PHYSICAL EDUCATION (1/2 credit of Personal Fitness, 1/2 credit of Life Time Sports and 1/2 Physical Activities and Nutrition or for Class of 2008 1/2 credit of Conditioning)	1.5
HEALTH	0.5
TOTAL REQUIRED CREDITS	20
ELECTIVES	6
TOTAL CREDITS	26

SPECIAL EDUCATION

Lakenheath High School's special education department serves a diverse student population by providing programs and services for the mildly impaired, moderately impaired, and severely impaired student. Course offerings include resource classes in English and mathematics, learning strategies classes for skill development and enhancement, inclusion classes within the mainstream program with and without support, and a Cooperative Work Experience program. The program includes a staff of special education teachers, counselors, nurse, school psychologist, speech pathologist, and coordinator for the hearing impaired, coordinator for the visually impaired, educational prescriptions, case study committee chairperson, and educational aides working within the school curriculum. The RAF Lakenheath Educational Developmental Intervention Services or EDIS Clinic supports the LHS special education program. EDIS Clinic provides services in physical and occupational therapy programs, psychological counseling and testing for students requiring such services.

SUPPORT CLASSES FOR LANGUAGE ARTS & MATHEMATICS

The requirements for a DoDEA diploma are very vigorous and demanding. LHS offers support classes to help the student who needs supplemental instruction and time to succeed in language arts and mathematics classes offered at LHS. Student' standardized test scores and past performance will be used to determine the need for enrollment in a support class. Consult with counselors about these classes.

DISTANCE EDUCATION (Telecommunication)

Distance Education gives students opportunities to take courses via telecommunications that are not offered at LHS or to solve schedule conflicts. To offer these classes, the computer is used to communicate with the distance education teacher who is stationed at another school in Europe or the Far East. The student is assigned a class period that is used to work on assignments and have computers available to send and receive communications with the distanced education teacher. There will be a supervising teacher working with the student during their assigned period, but this coordinator is not the instructor for the course. The coordinator can help with communications with the distance education teacher, equipment problems and scheduling, but the coordinator may offer limited or no instruction concerning course content. **Distance education classes require the student to be self-motivated and have disciplined work habits.** For more information about distant education courses go to the following website:

The following courses are offered through the DoDEA Distance Education Program:

AP Computer Science A or AB	Year	AP Physics B	Year
AP English Literature	Year	AP Calculus AB or BC	Year
AP English Language and Comp	Year	AP Statistics	Year
AP German or Spanish Language	Year	Marine Biology	Year
AP Macroeconomics	Year	Economics	Semester
AP Microeconomics	Year	Humanities	Semester
AP US History	Year	JAVA I and II	Semester
AP Biology	Year	Visual Basic I and II	Semester
AP Chemistry	Year	Health	Semester

AP COURSES

The Advancement Placement provides students with the opportunity for advanced and in depth study in selected courses. AP classes are designed to be equivalent in difficulty to classes taken by freshman in college. In May, students have the opportunity to take the AP Exam from the College Board (the same company that designs and administers the SAT). Based on the score of this AP Exam, some colleges and universities have policies of granting college credit, advancement to upper level classes or entry into honors programs. DoDDS will pay the AP test fee. Only students completing the AP Exam will be awarded an “Honors Grade Point” in their cumulative grade point average. Grade average of “B” in the subject area and teacher recommendation is advised before enrolling in any AP course.

LAKEHEATH HIGH SCHOOL COURSE OFFERINGS

FINE ARTS

ART COURSES



Fundamentals of Art 9-12 (Year): A foundations course that stresses the elements and principles of design and the development of basic skills, methods and techniques. Drawing, printmaking, painting and sculpture represent 90% of the hands-on visual and compositional learning activities. The remaining 10% is composed of art history and appreciation.

Studio Art Levels I, II & III 10-12 (Year): A course giving a more in-depth application of the elements and principles of design as used in drawing, printmaking, painting and sculpture. Art history and art appreciation make up 10% of the course. Students who take a second or third year of Studio Art, work independently and may focus on a specific art form (drawing, printmaking, painting, ceramics or sculpture) for an entire semester of the school year. This class may be repeated for credit. ***Prerequisite: Fundamentals of Art***

AP Studio Art 11-12 (Year) The Drawing Portfolio is designed to address a very broad interpretation of drawing concepts and media. Light and shade, line quality, rendering of form, composition, surface manipulation, and illusion of space are drawing issues that can be addressed through a broad variety of applications. A minimum of 40 works of drawing, painting, printmaking, and mixed media, as well as abstract, observational, and inventive works, are essential for the completed portfolio. Students will be required to produce works during the summer prior to their taking the course as well as work both extensively and independently inside and outside of class times. The course is one taken for university credit and applies rigorous standards of critique, self-motivation and investigation. Students will develop an AP Portfolio to be completed by early May for evaluation. See **AP COURSES** on Page 5 or for more detailed specifics, the AP Studio Art Drawing Portfolio Syllabus. ***Prerequisite: Fundamentals of Art and at least one year of Studio Art.***

ART COURSES (con't)

Art Appreciation 10 – 12 (Year) The art appreciation course is designed for students who want a broad introduction to the world of art, with exploratory work in the studio. The course includes a brief overview of the major styles and periods of world art, facilitated by the use of slides, films, and reproductions. Emphasis will be placed on understanding and relating artworks to the environment and time in which they were created. **Recommended to have completed Fundamentals of Art.**

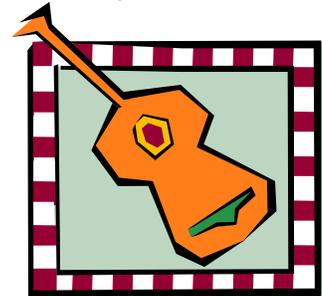
MUSIC COURSES



Beginning Chorus 9 - 12 (Year) Course is designed for first time students interested in developing vocal techniques. Course will incorporate the study of basic music theory and choral performances through vocal pedagogical training, staff and rhythmic notation recognition, and performance of two, three, and four part choral repertoire. Students will be required to perform at various school functions, community festivities, and concerts during academic year.

Advanced Chorus 10 – 12 (Year) Course is designed to enhance experienced basic sight-singing skills, music analysis, and vocal pedagogical techniques through the performance of 3 and 4-part choral repertoire. This course may be repeated for credit. **Prerequisite: 1 year of performance experience within a high school vocal ensemble.**

Guitar I 9 – 12 (Semester) Course is designed to introduce students to the study of basic music theory and basic acoustical guitar performance. Performance and theory techniques will incorporate staff and rhythmic notation recognition, basic strumming, chord analysis, and group ensemble performance. Students are encouraged to provide own instrument within the first week of class. Students unable to provide own instrument will be allowed to use school guitars. School guitars are limited and therefore will only be provided to those on a first come basis. Students who attend with personal guitars will need to supply own strings. This course may not be repeated.



Intermediate Band 9 – 12 (Year) Incoming freshman are to enroll in intermediate band during first year. Students will continue to develop pedagogical and performance techniques through the performance of scales, rhythmic studies, and musical repertoire between easy –medium grade level. Students will be required to perform at various school functions, community festivities, and concerts during academic year. PLEASE NOTE: Attendance at all pep band performances (athletic games, pep assemblies, etc.) each semester will determine 50% of the semester final exam grade. For students unable to meet this obligation an alternative assignment, consisting of a documented research project on a musical subject and approved by the instructor, will be given and completed no later than one school week before the end of the semester. **Prerequisite: 1-2 years of beginning, intermediate, and/or advanced junior high band and recommendation by junior high or LHS band director.**

MUSIC COURSES (con't)

Advanced Band 10 – 12 (Year) Students will continue to develop pedagogical and performance techniques through the performance of scales, rhythmic studies, and musical repertoire between medium-difficult to difficult levels (Grade 3-5). Students will be required to perform at various school functions, community festivities, and concerts during academic year. This class may be repeated for credit. PLEASE NOTE: Attendance at all pep band performances (athletic games, pep assemblies, etc.) each semester will determine 50% of the semester final exam grade. For students unable to meet this obligation an alternative assignment, consisting of a documented research project on a musical subject and approved by the instructor, will be given and completed no later than one school week before the end of the semester. **Prerequisite: 1-3 years experience within a high school instrumental ensemble or by recommendation from LHS high school music director.**

Jazz Ensemble 10 – 12 (Year) Students will develop basic-advanced pedagogical and jazz performance techniques through the performance of blue scales, rhythmic studies, syncopated rhythms, and musical repertoire between medium-difficult to difficult levels (Grade 3-5). Students will be required to perform at various school functions, community festivities, and concerts during academic year. This class may be repeated for credit. PLEASE NOTE: Attendance at all pep band performances (athletic games, pep assemblies, etc.) each semester will determine 50% of the semester final exam grade. For students unable to meet this obligation an alternative assignment, consisting of a documented research project on a musical subject and approved by the instructor, will be given and completed no later than one school week before the end of the semester. **Prerequisite: 1-3 years of performance experience within a high school instrumental ensemble or recommendation from LHS high school music director.**



HUMANITIES COURSE

Humanities/Telecommunication 10-12 (Sem) The course is designed to be an integrated study of history, literature, language, philosophy, the visual arts, theatre, dance, and music. Emphasis is placed on critical thinking, creativity, and the rights and responsibilities of the individual in a society. Students explore aspects of human behavior and human ideals. *See Distance Education on Page 4.*

FINE ARTS COURSES (CON'T)

DRAMA

Drama-Theater 9-12 (Year)

NOTE: *Although this course is repeatable, the requirements differ from year to year. Please read the descriptions below carefully!*



YEAR ONE (9-12):

This foundation course is designed to study basic acting skills including improvisation, mime, and scene work/script analysis. Solo, duet, and small group scenes are performed and critiqued. Basic theatrical jargon and acting/directing theory make up about a third of the course work. Line memorization and meeting deadlines are essential for success in this course. Participation in the annual Speech and Drama Festival is a course requirement.

YEAR TWO (10-12):

Building upon the first year's work, this course is designed to encourage greater development of acting skills by introducing more acting theories/styles through rigorous scene work and script analysis. Advanced theatrical jargon and acting/directing theory make up about a fifth of the course work. Line memorization and meeting deadlines are essential for success in this course. Participation in the annual Shakespeare Festival and Speech & Drama Festival are course requirements.

YEAR THREE (11-12):

Building upon the first two years' work, this course is designed to encourage and develop acting skills by studying specific period style problems (Restoration Comedy, Greek Tragedy, Comedy of Manners, etc) through rigorous scene work and analysis. Includes directing short scenes, simple technical planning & design, and basic theatrical history & criticism. Line memorization and meeting deadlines are essential for success in this course. Participation in the annual Fall Recital, Shakespeare Festival, Speech and Drama Festival are course requirements.

YEAR FOUR (12):

With the solid foundation of three years' work, this course is designed to develop a series of audition solos as well as continue exploring acting theories through duet and group scene work. Includes advanced work in technical design and theatre history/criticism. Students in this course will produce and direct several scenes each semester. Line memorization and meeting deadlines are essential for success in this course. Participation in the annual Fall Recital, Shakespeare Festival, Speech and Drama Festival, and two other public performances are requirements for this course.

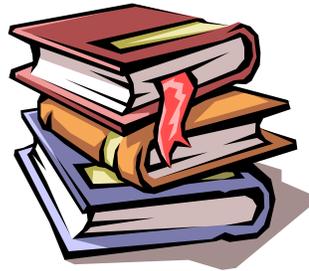
LANGUAGE ARTS

Honors English Courses follow the DoDEA Honors Curriculum. These courses:

- study major ideas in depth
- provide for self understanding
- develop critical and creative thinking skills
- enable students to explore constantly changing knowledge in cultural contexts
- expose students to specialized resources
- promote self initiated learning and growth

All Core English Courses include instruction in these integrated reading/language arts standards:

- the English language
- listening, speaking, viewing
- literature (reading)
- writing
- accessing and processing information



Language Arts 9 (Year): This course covers grammar, word usage, spelling and vocabulary, creative writing, speaking and listening, technology research and dictionary skills. Literature selections include selected fictional and non-fictional short stories, to include the novel *To Kill a Mockingbird*, Shakespeare's *Romeo and Juliet*, portions of Homer's *Odyssey* and selections from the Language of Literature textbook.

Honors Literature-World History 9 (Year): This course will stress world literature and its connections to world events up to 1500. There will be a strong emphasis on analytical writing, applied critical thinking, classroom dialogue, and interdisciplinary connections with Honors World History. Extensive reading and writing and an original student research project will be required. Participation in both the Shakespeare Festival and the Speech and Drama Festival are mandatory. *The grade for this class will not be weighted and will be combined with grades received in Honors World History 9. The same grade will be assigned to both Honors World History 9 and Honors Literature 9. There is no summer reading requirement .*

Language Arts Grade 10 (Year) This course stresses the acquisition of Standard English prose; the production of which is encouraged in the following ways: the reading of fiction and nonfiction, the practice of language skill development activities, the accumulation of *in-context* vocabulary, the writing of short prose pieces in fiction and nonfiction, and the application of research skills for the purpose of career investigation. In addition, the practice of informal journal writing in response to the assigned reading is evaluated. Readings will include *Antigone*, *Julius Caesar*, *Lord of the Flies*, *Animal Farm*, *Of Mice and Men*, and short fiction and nonfiction selections from the *Language of Literature* text. Students are encouraged to participate in the school wide Shakespeare Festival and the speech and Drama Tournament.

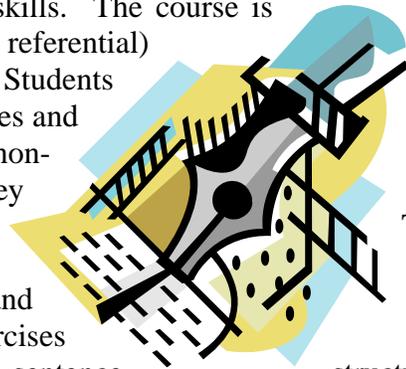
Language Arts (con't)

Honors Literature-World History 10 (Year): This course will stress World Literature and its connections to historical events from the 1500s to present. There will be a strong emphasis on analytical writing, applied critical thinking, classroom dialogue and interdisciplinary connections with Language Arts. Extensive reading/writing and original student research project will be required. Participation in both the Shakespeare and Speech & Drama Festivals are required. *The grade for this class will not be weighted and will be combined with grades received in Honors World History 10. The same grade will be assigned to both Honors World History 10 and Honors Literature 10.* Students are strongly encouraged to read Brave New World during the summer.

Language Arts 11 (Year): Designed to strengthen skills in a American literature from colonial Puritanism to the present with emphasis on poetry, drama, grammar, reading, and research paper writing skills. Writing emphasis will be on essay development. In addition, students study Shakespeare's *Macbeth*. Students are encouraged to participate in the school wide Shakespeare Festival and the Speech and Drama Tournament.

Language Arts 12 (Year): Stresses English literature, written assignments, vocabulary, discussions and a major research project. Novels, plays, and poetry from the Anglo-Saxons to the 20th Century will be studied during the year along with Shakespeare's *Hamlet*. Students will be encouraged to participate in the school wide Shakespeare Festival and the Speech and Drama Tournament.

AP English Language and Composition 11-12 (Year): This course is for students who are proficient in English and wish to master composition and language skills. The course is organized around the aims (expressive, literary, persuasive, referential) and review modes (classification, descriptive, narrative) of writing. Students learn to exam papers from previous years for strengths and weaknesses and analyze the works of professional writers, both fiction and non-fiction, to determine the rhetorical devices the writers employ. They learn to recognize and use these strategies in their own writing. They also practice the objective portions of the exam, making vocabulary and grammar an important aspect of the course, and They also experience the stress of timed writings. Daily warm-up exercises include review of common errors in grammar, mechanics, and sentence structure that could adversely affect the AP exam grade. **Students are expected to become proficient in various modes of discourse. Both formal and informal writing assignments are given. There is an argumentative research paper required.** Outside readings are assigned according to grade level. Students are expected to take the AP exam in May (see the AP program description on page 5). *There may be a summer assignment.*



Language Arts (con't)

AP English Literature and Composition 11 -12 (Year): This is a college level course in the practice of writing in response to literature. Literary analysis will be stressed both in its execution and emulation through exposure to the work of noted literary critics. Students will read, discuss, and write about significant works of English Literature. The writing will be in the form of prepared compositions, in-class, timed practices, and a research paper on *Hamlet*, which explores the critical discourse surrounding it. Literary terms and the genres of both poetry and prose will be covered.

An important focus of this course is the successful performance on the Advanced Placement Exam in English Literature and Composition. To this objective, considerable attention is to be given to the strategies involved in successful test taking and the examination of exemplary student essays from previous exams. Students are expected to take the Advanced Placement Exam in English Literature and Composition in May (see AP Program Schedule). Students must participate in both the Speech and Drama and Shakespeare Festivals. It is advisable to see the instructor in the spring about the coursework to be presented in August, so as to be able to move smoothly into the year. Jane Eyre by Charlotte Bronte should be read over the summer, as it will be covered immediately upon return in the first semester. See **AP COURSES** on Page 5.

English as a Second Language (ESL) 9-12 (Sem or Year): This course is designed to strengthen the English language skills of students who speak other languages, including the skills of listening, reading, speaking, and writing. This course may be repeated for credit. Referral by teacher or counselor is required.

MATHEMATICS

Algebra I 9 – 12 (Year): The content of this course will include the use of functions, equation solving and geometry. There will be increased use of problem solving techniques. *This course is required to meet DoDEA graduation requirements.*



Algebra I Lab 9 – 12 (Year) I: This class is a support class for Algebra I students. As part of this class the computer program Algebra Cognitive Tutor will be used to support the learning of mathematical skills. This class is recommended for students scoring below the 50 percentile on the Math section of the Terra Nova Standardized Test or by a recommendation from a previous math teacher. The credit earned will count as an elective credit and will not be counted towards the DoDEA requirement of math credits but will count as an elective credit. *Concurrent enrollment in Algebra required.*

Geometry 9 – 12 (Year) : The content of this course will include the study of polygons and circles. Algebraic concepts will be integrated with the geometric concepts. *Prerequisite: Algebra I. This course is required to meet DoDEA graduation requirements.*

MATHEMATICS (con't)

Geometry Lab 9 – 12 (Year): This class is a support class for Geometry students. As part of this class the computer program Geometry Cognitive Tutor will be used to support the learning of mathematical skills. This class is recommended for students scoring below the 50 percentile on the Math section of the Terra Nova Standardized Test or by recommendation from a previous math teacher. The credit earned will count as an elective credit and will not be counted towards the DoDEA requirement of math credits but will count as an elective credit. *Concurrent enrollment in Geometry required. This course is recommended for any student who earned a grade of C or lower in Algebra I.*

Discrete Math 11 –12 (Year): This class is concerned with the mathematics of non-continuous sets. Topics covered include graph theory, combinatorics, matrices, codes, game theory, and voting theory. *Prerequisites: Algebra I and Geometry. This course is NOT recommended for college bound juniors or seniors except in conjunction with Algebra II or Math Analysis.*

Algebra II 10 – 12 (Year): This course will emphasize power, roots, radicals, exponential and logarithmic functions, sequences and series, statistics and circular trigonometric functions. This course is highly recommended for any student wishing to enroll in a four-year university. *Prerequisites: Algebra I and Geometry*

Math Analysis 11- 12 (Year): This course will involve the students in units on circular functions, vectors, polar coordinates, matrices, complex numbers and limits. *Prerequisite: Algebra II*

AP Calculus AB 11 – 12 (Year): This course is designed to prepare students to take the AP Calculus AB exam. This course covers differential and integral calculus methods and applications. See **AP Courses** on Page 5. *Prerequisite: Math Analysis or permission of the instructor.*

AP Calculus BC/Telecommunications 11-12 (Year): Students are engaged in authentic applications involving limits and continuity, derivatives, integrals, transcendental functions, and infinite series. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed geometrically, numerically, analytically, and verbally. The standards develop the unifying themes of derivatives, integrals, limits, approximation, and applications and modeling. Graphing calculators are required for this course as mandated by the College Board. Students should be encouraged to talk about the mathematics of change in calculus, to use the language and symbols of calculus to communicate, and to discuss problems and methods of solutions. See **AP Courses** on Page 5. Also see *Distance Education on Page 4. Prerequisite: Completion of AP Calculus AB.*

AP Statistics 11 – 12 (Year): The purpose of the AP Statistics Course is to introduce students to major concepts related to data analysis, experimental design, producing and interpreting linear models, and making statistical tests. Preference is given to seniors who have completed Algebra II. Intellectual maturity and good writing and communication skills are as important in the course as fundamental math skills. Students intending to take AP Calculus and an AP science course in their Senior year may want to take Statistics concurrent with Math Analysis in their Junior year, with permission of the instructor. Statistics is an excellent course for students anticipating going on to study education, medicine, business, psychology, engineering, or any of the sciences. See **AP COURSES** on Page 5. *Prerequisite: Algebra II*

PHYSICAL EDUCATION & HEALTH

Health 10-12 (Sem): Health is designed to provide students with comprehensive information about contemporary health topics such as wellness and nutrition, personal fitness, family and social health, growth and development, and, alcohol, tobacco and substance use/abuse.

PE/Personal Fitness 9-12 (1st Sem): This course is designed to provide students with knowledge and opportunities to make personal decisions about their fitness. This is accomplished through a combination of classroom and activity experiences. Students learn information, which enables them to plan their own personal fitness program. This course is required to meet DoDEA graduation requirements.

PE/Lifetime Sports 9-12 (2nd Sem): Lifetime Sports is an activity course designed to help students develop skills in activities they will be able to enjoy for a lifetime. A variety of sports activities are offered. This course is required to meet DoDEA graduation requirements.

PE/Physical Activity and Nutrition 10-12 (Sem) This course provides a variety of opportunities for students to experience alternative, non-competitive physical activities. It is designed to enable students to develop the movement skills and conceptual knowledge necessary to implement a personal physical activity and nutrition plan. Students participate in non-competitive physical activity and meal planning with pre and post physical activity and nutrition activity assessments. Students access information, obtain and analyze data, and develop their own personal physical activity and nutrition plan. This course is required to meet DoDEA graduation requirements.



Conditioning 10-12 (Sem or Year) This course enable students in grades ten through twelve to continue to develop the movement skills and conceptual knowledge in sports and physical activities of the student's choosing. The course focuses on one category of sports, teaching and improving the motor skills and tactical knowledge unique to that category of sport or activity, which may includes conditioning activities, fielding sports, ball control sports, net/wall sports, target sports, aquatics, combative sports, and rhythmic/dance activities. This class is taken after taking Personal Fitness, Lifetime Sports and Physical Activity & Nutrition.

PROFESSIONAL TECHNICAL STUDIES

See Page 31 for explanation of Career Pathways and Certificate

BUSINESS STUDIES

BUSINESS AND PERSONAL FINANCE 9–12 (Year): This course is designed to teach students basic financial management concepts.

FIRST SEMESTER topics include: Personal Financial Planning, Money Management Strategy, Consumer Purchasing Strategies and Legal Protection, Banking, Consumer Credit, The Finances of Housing, The Fundamentals of Investing, Stocks, Bonds, and Mutual Funds, and Real Estate and Other Investment Alternatives.

SECOND SEMESTER topics include: Planning Your Tax Strategy, Home and Automobile Insurance, Health, Disability, and Life Insurance, Retirement and Estate Planning, Introduction to Financial Management for Business, Sources of Funding, Financial Accounting, Managing Payroll and Inventory.

Basic math skills are important when analyzing and planning personal finances; therefore, special emphasis will be placed on the **Go Figure** feature located throughout the textbook and the **Math Skills Builder** workshops in the appendix, as well as any supplemental exercises deemed necessary. Some chapters may include computer activities requiring the use of *Excel*. These computer activities and this course *do not* teach the *Excel* software program; however, detailed explanations of each exercise will be provided. *Having a calculator to use in solving math problems is essential; you will need to bring your own!*

ACCOUNTING I 10–12 (Year) Accounting is the language of business! This course is designed to teach students the basic accounting cycle for a sole proprietorship (including payroll accounting) and the accounting cycle for a merchandising corporation. The course will consist of Chapter Reviews and Working Papers, the use of Electronic Learning Center Packets for reinforcement and review, Chapter Quizzes, Chapter Tests, Unit Tests, four Mini Practice Sets, one Accounting Simulation, as well as a great deal of classroom discussion of all Chapter Reviews and Working Papers.

Business Law 10 – 12 (Sem) This course provides the student with a survey of the American legal system. This course develops an understanding of law as applied to society and to the individual. Topics include the judicial system, civil law, contracts, warranties, guarantees, consumer protection, real property, landlord and tenant relationships, sole proprietorship, partnerships, and corporations.



PTS Courses (con't)

COMMUNICATIONS TECHNOLOGY

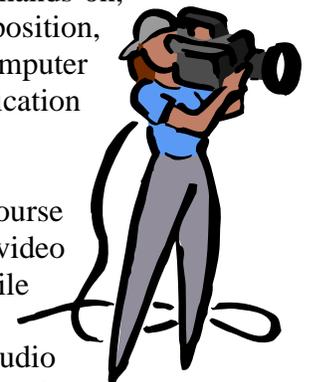
all of these courses meet computer graduation requirements except for Yearbook Production

Interactive Multimedia 9 – 12 (Year) The course is designed to provide students with instruction and skill in the use of technological resources and systems commonly found in the communications sector. The content includes, but is not limited to, digital photography, desktop publishing, animation and 3-D graphics, and virtual reality simulations. The students work with digital photography, scanned photographs; and work extensively with Adobe Photoshop CS learning to do print manipulation and print design. Students will work with desktop publishing using Adobe InDesign CS learning how design, layout and print pages of student work. Also, they will work with Adobe Illustrator CS an art design program to enhance and highlight student work. Instructional activities are provided in the technology education laboratory setting, using hands-on experiences with tools, equipment, and materials related to course content. Students will be required to plan, design, and produce projects; develop solutions to problem solving activities, present ideas and information orally and in writing; investigate content-related occupations; assume leadership roles and work cooperatively. *Students should have use of a digital camera; also it is suggested to take this class prior to taking Yearbook Production.*

Computer Animation 10 – 12 (Year): This course is designed to provide students with the instruction and skills to create digital illustrations, modeling and animation, character animation, digital motion imagery, and game design. The content includes, but is not limited to, 3D modeling using **discreet 3D Max**, materials and textures, rendering, and computer animation. Students will also create, record, and edit digital audio, video, and photographic imagery. This course will utilize software programs to develop animation, morphing, 3-D graphics, and virtual reality projects. It is recommended that aspiring graphic designers, computer animators, electronic game designers, engineers, CAD technicians, architects, interior decorators take this course. This course may be used as an Applied Engineering Technology major as part of the School-to-Work transition guidelines. Instructional activities are provided in the laboratory setting, using hands-on experiences with tools, equipment, and materials related to course content. Students will be required to plan, design, and produce projects; develop solutions to problem solving activities, present ideas and information orally and in writing; investigate content-related occupations; assume leadership roles and work cooperatively. *Recommended for students to complete Engineering Drawing as preparation for Computer Animation.*

Video Communications I 9-12 (Year): The Video Communications course is designed to introduce students to the concepts and equipment related to video production. Through a hands-on, project oriented approach, students will apply knowledge on filming, composition, linear/non-linear insert editing, lighting, storyboarding, audio and computer graphics/effects in order to communicate effectively using the video communication medium.

Video Communications II 10-12 (Year) The Video Communications Seminar course will expand on the student's ability to apply concepts and skills learned in the first video course. Students will continue to refine their video production skills while completing video communication projects at a quality level consistent with post secondary programs or entry level in the career field. Students will construct studio and/or on-site editing situations and assist others with the application of video communication concepts. **Preparation: Video Communications I.**



PTS Courses (con't)

COMMUNICATIONS TECHNOLOGY (con't)

Web Site Development and Management 9-12 (Year) In this course, students will design, implement, and manage a web site. This is a hands-on laboratory course designed to teach students the concepts, skills and processes involved in website development and management. Students will demonstrate appropriate website evaluative techniques. They will design and implement inter-active web sites following a theme or project, utilizing appropriate software.

COMPUTER STUDIES – *all of these courses meet computer graduation requirements*

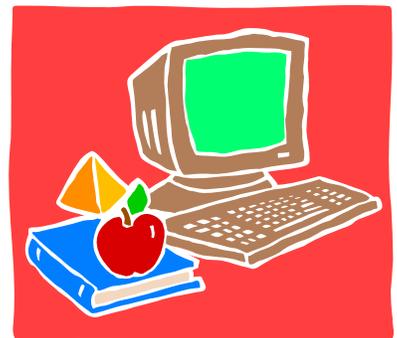
Computer Applications I 9-12 (Sem): **(WITH KEYBOARDING SUPPORT)** This course provides a 4½-week focus on alphabetic and numeric keyboarding in preparation for *Word* and *Excel* projects. *Word* projects include creating an announcement, a research paper, a business letter and a resume. *Excel* topics include creating a worksheet and embedded chart, formulas, functions, and formatting worksheets. This course will prepare students to succeed in the software courses described below.

Microsoft Office Specialist (MOS)

Students who complete Word Processing, Presentations, Database or Spreadsheet Software Applications and who meet qualifying practice exam standards are eligible for recommendation to receive a Certiport test voucher paid for by DoDEA (\$75) to take the Microsoft Office Specialist (MOS) exam using the appropriate software. Students who pass the exam gain a professional credential that is recognized around the world and receive an industry recognized Microsoft certificate that certifies proficiency in the utilization of Microsoft Office software. The American Council on Education (ACE) recommends the exam certification for one semester hour of college credit. After passing the MOS exam, students may have their certification listed on an *ACE Credit by Examination Transcript* and then apply for college credit. For more information, please visit www.certiport.com.

Word Processing Software Applications (A MICROSOFT OFFICE SPECIALIST COURSE USING Word)

9 - 12 (Sem): This course begins with an introduction to *Microsoft Word 2000* followed by instruction on how to use advanced commands and techniques. Beginning *Word* projects include creating an announcement, creating a research paper, creating a business letter and resume. Advanced *Word* projects include creating a document with a table, chart, and watermark; generating form letters, mailing labels and envelopes; and creating a professional newsletter. Basic keyboarding competency is recommended for successful completion of this class and the MOS Exam. Students successfully completing this course may be **eligible** to take the MOS specialist exam for word processing software certification.



COMPUTER STUDIES – all of these courses meet computer graduation requirements

Presentations Software Applications (A MICROSOFT OFFICE SPECIALIST COURSE USING PowerPoint)

9 – 12 (Sem): This course provides students with the opportunity to develop professional level skills in presentations software. This course covers all of the introductory features of Microsoft *PowerPoint 2000* and most of its more advanced features. Numerous existing presentations are modified and additional presentations are created from scratch to introduce students to continually more advanced features of the application. Student will present individually created presentations to the class, which include timings, transitions, animations, graphics, and sound effects and/or music. Students successfully completing this course will may be **eligible** to take the MOS specialist exam for presentation software certification.

Database Software Applications (A MICROSOFT OFFICE SPECIALIST COURSE USING ACCESS)

10 – 12 (Year) This course provides students with the opportunity to develop professional level skills in database management. Upon completion of the selected application, students will be able to use database management software to demonstrate a thorough understanding of creating and using databases. They will be able to create and modify tables, queries, and forms. In addition, they will be able to view and organize information, define relationships, produce reports, and integrate their results with other applications. Students successfully completing this course may be **eligible** to take the MOS specialist exam for database certification.

Spreadsheet Software Applications (A MICROSOFT OFFICE SPECIALIST COURSE USING EXEL)

10 – 12 (Year) This course begins with an introduction to Microsoft *Excel 2000* including creating a worksheet and embedded chart, formulas, functions, formatting and Web queries. Other introductory elements include what-if analysis, charting, and working with large worksheets. Advanced *Excel* projects include financial functions, data tables, amortization schedules, and hyperlinks along with creating, sorting, and querying a worksheet database followed by creating templates and working with multiple worksheets and workbooks. Students successfully completing this course may be **eligible** to take the MOS specialist exam for spreadsheet software certification.

Publication Sfwr Apps 9-12 (Sem) Publication Software Applications is a course designed for students with an interest in desktop publishing. This course will provide training in the software for personal use, employment, and advanced education. Instructional activities will be provided in a classroom or a lab utilizing individualized instruction and electronic learning services. Textbooks, workbooks, simulation projects, appropriate support software, Internet activities and alternative resources may be used. Students will use modules to learn the **Adobe InDesign** software application and create projects. The publication modules include but are not limited to the following options: Basic Graphic and Layout Designs, Graphic and Layout Design, Imaging Process, Creating Publications. Students will be required to plan, design, and produce projects; develop solutions to problem solving activities, present ideas and information orally and in writing; investigate content-related occupations; assume leadership roles and work cooperatively. *It is suggested to take the Interactive Multimedia class prior to taking Publication Software Apps*

Visual Basic I & II/ Telecommunications 10-12 (Sem each): Visual Basic is an excellent tool for solving a variety of problems and can be used with graphics as well. Professional programmers use Visual Basic every day to meet a range of needs in business, industry, and science. Visual Basic can be used to solve mathematical problems and to write programs for drawing graphics. When you have completed this course, you will be able to write applications for home, school, or any of your outside interests. See **Distance Education** on Page 1. *Completion of C++ I and II are recommended.*

PROFESSIONAL TECHNICAL STUDIES (con't)

COMPUTER STUDIES – *all of these courses meet computer graduation requirements*

JAVA I & II/ Telecommunications 10 – 12 (Sem each)

Java is a one-semester course designed to teach students Java concepts using a structured approach. Students will develop Java applets. Problem solving and program documentation will be emphasized. Students will analyze a problem, design a solution, write the program needed to solve the problem, test the program and make the necessary corrections in the program. Activities will include hands-on programming, group and individual assignments and special projects. Students may demonstrate the ability to communicate with instructor and peers via communications software. Students will use electronic learning services to access additional resources. See **Distance Education** on Page 1. *Completion of C++ I and II are recommended.*



Programming in applications and emphasized. program needed

ENGINEERING & SCIENTIFIC TECHNOLOGY

all of these courses meet computer graduation requirements except for Auto Tech and Engineering Design & Technology I

Auto Tech 9 -12 (Year): The automotive mechanics course is designed to provide students with entry-level job skills for occupations in the automotive service trade. The emphasis is on the service and repair of the following types of systems: transmission; ignition; fuel; cylinder block; cylinder head; brake; suspension, and electrical.

Automotive Technology - 2 hr 10 – 12 (Year) Automotive Technology II emphasizes the advanced skills necessary in the automotive industry. Specific instructions are given in troubleshooting, automotive preventive maintenance, minor engine repair, engine performance, and brakes. Reading, math, science, and principles of technology are reinforced in this course. This course will earn two credits towards graduation. ***Prerequisite: one year of Auto Tec I hour.***

Engineering Drawing/CADD 9 –12 (Year) The engineering drawing/CADD (computer aided drawing and design) course is designed to provide beginning students with instruction and skills in drawing and design fundamentals through the use of CADD workstations. The content includes, but is not limited to, orthographic projections, pictorial drawings, working drawings for construction and manufacturing, graphical solutions, measurements in both metric and customary systems. Student will be required to perform measurements in both the metric and U.S. customary systems and use math standards and scientific principles and information to solve problems. It is strongly recommended that this course be taken by aspiring engineering students, architects, and drafting technicians. Students will be required to plan, design, and produce projects; develop solutions to problem solving activities, present ideas and information orally and in writing; investigate content-related occupations; make visits to industries; assume leadership roles and work cooperatively. *Skills learned in this class will prepare students to be successful in Architectural Drawing and Computer Animation.*

PROFESSIONAL TECHNICAL STUDIES (con't)

ENGINEERING & SCIENTIFIC TECHNOLOGY (con't)

Architectural Draw/CADD 10 – 12 (Year) The architectural drawing course is designed to provide students with instruction and skills in computer aided drawing (CAD) fundamentals commonly used in the production of residential and commercial buildings. The course includes the study of the basic fundamentals of design, and the skills related to the production of architectural designs. Student will be required to perform measurements in both the metric and U.S. customary systems and use math standards and scientific principles and information to solve problems. The content includes, but is not limited to, designing interior and exterior elements of structures in both two-dimensional and three-dimensional representations. Students will prepare presentations of designs created using CAD technology. It is recommended that future architects, engineers, drafting technicians, interior decorators, and homeowners take this course. Students will be required to plan, design, and produce projects; develop solutions to problem solving activities, present ideas and information orally and in writing; investigate content-related occupations; assume leadership roles and work cooperatively. *Students should completed Engineering Drawing as preparation for Architectural Draw/CAD.*

Computer Service and Support (A+): 9-12 (Year) This program is intended to prepare students for computer support careers. Students enrolled in this course will learn how to perform shop maintenance, repair computers, install operating systems and software, acquire employment skills, as well as operate a service and support business. The course will provide students with concepts and skills necessary to achieve certification in PC Repair and Technical Support. This distributed learning model of instruction provides a blend of instruction with hands-on experiences that reflects current industry practices. During the course, students will identify and use hand tools, PC hardware and software, and will explore electronics theory. Installation, upgrade and repair will be explored in new and older personal computer systems. Several operating systems also will be reviewed. Successful completion of this course should prepare the student to pass the CSS examination for certification.



Cisco Networking I 10-11 (Year): This course prepares students to become network engineers and prepares them for entrance into a technology career field or further technology study. The program includes a complete range of basic and advanced networking concepts--from pulling cables through such complex concepts as subnet masking rules and strategies. Successful completion of this course and the Cisco Networking II course should prepare the student to pass the Cisco Certified Network Associate (CCNA) examination. This course requires tremendous dedication and independence. Students must be self-motivated and have the discipline to do most of the reading outside of class.

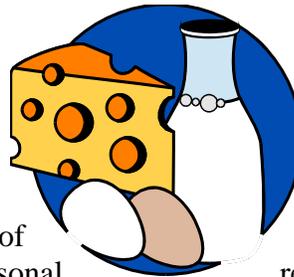
Cisco Networking II 11-12 (Year) *Prerequisite: Cisco Networking I* Continuation of networking skills learned in Cisco I. Successful completion of this course should prepare the student to pass the Cisco Certified Network Associate (CCNA) examination.

Engineering Design & Technology I 9-12 (Year) In Engineering Design & Technology I students will learn the technology systems, tools, materials, and processes of industry through computer and teacher instruction and hands on real world activities. This course will provide students with an intermediate to mastery proficiency in Robotics, Hydraulics, Design, Electricity and Electronics, Quality Control, and Manufacturing Processes.

PROFESSIONAL TECHNICAL STUDIES (con't)

HEALTH & HUMAN SERVICES

Nutrition Fit & Well 9-12 (First Sem): This course is designed to develop students' range of nutritional understandings for application to a career in the food, nutrition, and wellness industries, as well as development of quality of life competencies. Students will explore dimensions of sound nutrition, analysis of nutritional content, and develop skills to plan nutritional meals that contribute to fitness and wellness. An understanding of how food production, distribution, and consumer marketing affect our buying and eating habits will be developed. Course content includes the concepts of workspace management, food preparation basics, food supplements, brain/nutrition interface, dietary planning, consumer purchasing, cultural food influences and exploration of careers in the food, nutrition, and wellness industries.



Family Consumer Science 9-12 (Second Sem): consumer science course is designed to provide constructs, skills, and competencies essential to Students will explore the roles they will assume needed in life. Included will be the importance of Also included will be units on quality of life, personal parenthood, infant care, early childhood development, adolescence, courtship, conflict resolution, and personal environment design.

The personal and family students with basic living in the 21st Century. as adults and acquire skills food selection and nutrition. relationships, family living,

Career Practicum Levels I & II 11-12 (Sem or Year): Course teaches student experience and skills training through “on-the-job” experiences at off campus settings (requires 2-3 periods). Some jobs in the school may be completed in one period. Students must submit career interests to CP teacher before the start of the semester. This class may be repeated for credit.

Air Force Junior Reserve Officer Training Corps (AFJROTC)

Aerospace Science and Leadership Education Curriculum integrates five themes: Aviation, National Defense, Careers, Space, and Leadership. Each year's course consists of Aerospace Science and Leadership Education. The Aerospace Science course provides and introduction to the scientific and technical aspects of aerospace. Leadership Education provides the experiences that will acquaint the cadets with discipline, responsibility, and citizenship. Cadets learn necessary leadership fundamentals to prepare them to assume leadership responsibilities within the cadet corps. Leadership includes engaging in Air Force customs and courtesies, participating in drill and ceremonies, giving and receiving instructions, and acting as leaders and members of an organization.



The practical activities associated with the corps include color guard, drill team competition, academic, orienteering, and, physical fitness clubs, incentive flights in military aircraft, an awards banquet, military ball, curriculum related field trips, and summer leadership schools (1/2 credit). Cadets will be issued a complete Air Force uniform. Uniform wear and behavior standards are an integral part of the course and are rigorously enforced.

PROFESSIONAL TECHNICAL STUDIES (con't)
Air Force Junior Reserve Officer Training Coprs (AFJROTC)

Course details follow.

JROTC Level	JROTC 1	JROTC 2	JROTC 3	JROTC 4
Length of Course	1 Year	1 Year	1 Year	1 Year
Credit	1/2 Elective per Semester			
Grade Placement	9, 10, 11, or 12	10, 11, or 12	11 or 12	12
Prerequisite	None	JROTC 1	JROTC 1, 2	JROTC 1, 2, 3

JROTC 1

Aerospace Science I: Frontiers of Aviation History. Course objectives are:

- Know legends of people’s attempts to fly in ancient civilizations throughout world and first record of scientific study, first flights, and impact aviation had on conduct of war during period 1775-1898.
- Know United States’ position at wartime and how wars brought about development of new weapons, new methods of warfare, new aircraft, more pilots, and need for pilot training.
- Comprehend U.S. policy of containing spread of communism and role of air power during Korean War, Cuban Missile Crisis, and Vietnam War.
- Know peaceful roles and missions in support of national objectives that military are involved in, and value of air power during Persian Gulf War.

Leadership Education I: Course objectives are:

- Know importance of AFJROTC history, mission, purpose, goals, and objectives.
- Know military traditions and importance of maintaining high standard of dress and personal appearance.
- Know importance of attitude, discipline, and respect, and why values and ethics are so important.
- Know importance of individual self-control and that an effective stress management program improves quality of life.
- Know why courtesies are rendered to United States flag and National Anthem.
- Know why it is important to be good democratic citizen and to be familiar with different forms of governments.

JROTC 2

Aerospace Science II: Science of Flight. Course objectives are:

- Know atmosphere environment.
- Know basic human requirements of flight.
- Know why Bernoulli’s principle and Newton’s Laws of Motion are applied to theory of flight and operating principles of reciprocating engines, jet engines, and rocket engines.
- Know basic elements of navigation, four basic navigation instruments, and current methods of navigation.

PROFESSIONAL TECHNICAL STUDIES (con't)
Air Force Junior Reserve Officer Training Coprs (AFJROTC)

JROTC 2 (con't)

Leadership Education II. Course objectives are:

- Comprehend concepts of effective communication.
- Know himself/herself in relation to others and society in which we live.
- Comprehend how teams work to succeed in improving quality and productivity.
- Comprehend that leadership is very complex art that is essential to success of mission.
-

JROTC 3

Aerospace Science III: Exploration of Space. Course objectives are:

- Comprehend “big picture” of space exploration to include history of spaceflight, organizations doing work in space, and overall space environment.
- Know and use key concepts for getting from surface of Earth into Earth orbit, to other planets and back again.
- Know how spacecraft and launch vehicles, and their associated parts, are designed and built to support needs of United States.
- Apply techniques used to manage development and operation of space systems within government and industry.

Leadership Education III. Course objectives are:

- Comprehend importance of obtaining degree or skill after high school.
- Comprehend that proper job search is needed to obtain employment.
- Comprehend importance of financial planning.
- Comprehend career opportunities available through federal government, NASA, FAA, and military.

JROTC 4

Aerospace Science IV: Management of Cadet Corps. Course objectives are:

- Apply theories and techniques learned in previous leadership courses.
- Know how to develop leadership and management competency through participation.
- Apply strengthened organizational skills through active incorporation.
- Know how to develop confidence in ability by exercising decision-making skills.
- Apply Air Force standards, discipline, and conduct.

Leadership Education IV: Principles of Management. Course objectives are to comprehend:

- Importance of management.
- Techniques and skills involved in making management decision.
- Concepts and skills of problem solving, decision-making, and negotiating.
- Importance of managing yourself and others.



SCIENCE

Laboratory Requirement: Students who take these courses listed below spend a minimum of 30% of their time engaged in laboratory exercises.

Physics Applications in the Community 9-12 (Year) This course is an entry-level laboratory class in physics in relation to everything in the world. Terminology and concepts are studied so the student can explain what is happening around them. The topics covered include the motion of objects and electrical circuits.

Chemistry Applications the Community 9 -12 (Year): This entry-level laboratory course is designed to help students understand the basic concepts of chemistry integrating physical concepts with societal issues. Emphasis is on inquiry, including traditional and computer technology laboratories, field study sites, investigations, demo, discussions, and hands-on activities.

Biology 10-12 (Year): The study of life through the biochemical activities of living organisms and their relationships with the environment is the basis for this entry-level course. This course includes laboratory experiments, lectures, discussions and audiovisual presentations. *Recommend to have completed Algebra I.*



Chemistry 10-12 (Year): This course studies the composition, structure and properties of substances and the transformations they undergo, including atomic structure and chemical bonding. The emphasis is on learning through laboratory experiments, analyzing chemical equations, and studying the text as well as independent research. *Prerequisite: Algebra I*

SCIENCE (con't)

Environmental Science 10-12 (Year) This elective laboratory course is for students with a special interest and high motivation for an in-depth study of environmental science. Information is presented in an integrated approach with science as inquiry, science & technology, science & social perspectives, and the history & nature of science. The course integrates unifying science concepts and processes of systems, order & organization, evidence, models & explanation, change, consistency & equilibrium, and form & function. *Suggested Prerequisite: Biology*

Marine Biology/Telecommunication 11-12 (Yr) Marine Biology is designed to be an elective, introductory course to the identification and classification of organisms most common to the region in which the course is offered. Information is presented in an integrated approach with science as inquiry, science & technology, science & social perspectives, and the history & nature of science. The course integrates unifying science concepts and processes of systems, order & organization, evidence, models & explanation, change, consistency & equilibrium, and form & function. See **Distance Education** on Page 4. *Suggested Prerequisite: Biology*

Human Anatomy and Physiology 11-12 (Year): An elective course designed for students interested in a possible medical career upon graduation. Topics discussed include all 10-body systems from reproductive to muscular skeletal systems. Labs and dissections will be used where needed. *Completion of Biology I Recommended*

Physics 11-12 (Year): This course will cover all the topics in physics: kinematics – the study of motion, electricity and magnetism, wave properties, sound, light, nuclear and thermodynamics. Algebra, geometry and trigonometry will be reviewed to make sure that each student has a good math foundation for success in physics. An understanding of concepts and simple to moderate problem solving strategies are stressed using the IDEA method developed by Lakenheath High School. *Completion of Algebra II recommended.*

AP Biology 11-12 (Year): Two main goals of AP Biology are to help students develop a conceptual framework for modern biology and to help students gain an appreciation of science as a process. Primary emphasis should be on developing and understanding concepts rather than on memorizing terms and technical details. Essential to this conceptual understanding are the following: a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology; and application of biological knowledge and critical thinking to environmental and social concerns. See **AP COURSES** on Page 5. *Biology I and Chemistry I Recommended*

AP Chemistry 11-12 (Year): Students in such a course should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course should contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. The college course in general chemistry differs qualitatively from the usual first secondary school course in chemistry with respect to the topics covered, the emphasis on chemical calculations and the mathematical formulation of principles, and the kind of laboratory work done by the students. Quantitative differences appear in the number of topics treated, the time spent on the course by students, and the nature and the variety of experiments done in the laboratory. See **AP COURSES** on Page 5. *Prerequisite: Chemistry I*



SECOND LANGUAGE

The main focus of Second Language Program is to prepare students to meet the ever-increasing demands of an interdependent world community by enabling them to recognize the relevance of learning second languages, to value the importance of learning about other cultures, and to develop a speaking proficiency in one or more languages.

The Second Language Program has been restructured using the draft of the National Standards in Foreign Language Education prepared by the American Council of Teachers of Foreign Language. The emphasis of all courses has shifted to oral proficiency so that students will be able to develop speaking competencies beginning in Year I. Students receive instruction during each class period in the target language since the goal is to improve students' listening and speaking skills with a special focus on communication.

Students looking to enroll in four year universities are recommended to take three or four years of the same second language or two years of two different languages. Some universities prefer high school students have two years of their second language experience sometime between 9th and 12th grades.

Or

It is recommended that students considering enrolling in a four-year university take three or four years of the same second language or two years of two different second languages. Some universities prefer that the student's language experience occur at the high school level.

French I, German I, Spanish I 9-12 (Year): Students develop speaking, listening, and understanding skills that will enable them to function in everyday situations. The students also develop reading and writing skills appropriate to the level of study. The student demonstrates an appreciation of the culture and people of the target language. Students will learn such things as how to give greetings and introductions; to express likes and dislikes; discuss common activities; to talk about classes and classroom objects; to talk about shopping; and to describe daily routines. Students will be able to read and write postcards, simple dialogs based on course content, descriptions of family and friends, etc.

French II, German II, Spanish II 9-12 (Year): Students continue to build and refine oral proficiency skills as well as develop reading and writing skills appropriate to the level of study. The student continues to learn about the culture and people of the target language. More extensive vocabulary development and grammar review are implemented using a variety of strategies and skills. Students will learn to interact with others in a greater variety of participation situations. Classroom activities include listening to folk songs and poetry, paraphrasing main ideas from a spoken presentation, engaging in simple conversations. Students also read and comprehend a variety of authentic material such as menus, maps, and short articles. Students write short compositions based upon course content.

French III, German III, Spanish III 9-12 (Year): Emphasis continues on understanding, speaking, listening, reading and writing in the second language. A greater level of sophistication and complexity in the language is the goal of these courses, with students initiating and producing more in the language. Grammar review and vocabulary enrichment is enhanced by the study of literature. Writing skills will be further developed. Students will create and participate in short conversations using the second language and will develop their ability to understand a greater variety of speaking in the second language. ***RECOMMENDED: A GRADE OF B OR HIGHER IN LEVEL II***

SECOND LANGUAGE (con't)

Spanish IV 9-12 (Year): Emphasis is on the development of the student's use of the second language. Students will create meaningful sustained conversations in a variety of situations, narrate and describe events in major tenses, and speak the second language with increasing ease, fluency and accuracy. Literature from a variety of genres will be read. Students will write short compositions, expressing viewpoints and/or comparing and contrasting concepts and ideas. They will experience, at a more sophisticated level, the diversity of the second language culture, e.g. music, art, geography, tradition, history and political systems. **RECOMMENDED: A GRADE OF B OR HIGHER IN LEVEL III**

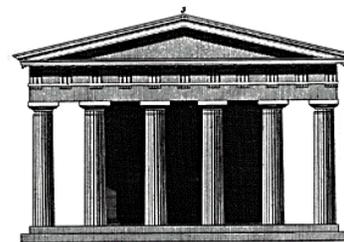
AP Spanish Language, AP German Language by Telecommunications 11-12 (Year): College level classes with the emphasis on the development of the student's use of the second language. Students will create meaningful sustained conversations in a variety of situations, narrate and describe events in major tenses, and speak the second language with increasing ease, fluency and accuracy. Literature from a variety of genres will be read. Students will write short compositions, expressing viewpoints and/or comparing and contrasting concepts and ideas. See **AP Courses** on Page 5. Also see *Distance Education* on Page 4. **RECOMMENDED: A GRADE OF B OR HIGHER IN LEVEL IV OR V**

SOCIAL STUDIES

World Regions 9 (Year): World Regions is a study of earth's physical environment and its impact upon our history. The students will study the world's geographical regions, landforms, climate, resources, history, political and economic background, cultural developments and life-styles. Areas of the world that are covered are SW Asia, South Asia, Central Asia, East Asia, SE Asia, Europe, and Africa. Current events are a daily project where students present information of importance to the class. Group and individual activities regarding the study of countries, regions and cultures are a mainstay of the curriculum.



Honors World History- Literature 9 (Year): This course offers an exploration of chronological events and geographical influences on history up through the 1500's. Strong emphasis will be placed on applied critical thinking, analytical writing, classroom dialogue and interdisciplinary connections with Language Arts. Extensive reading/writing and an original student research project will be required. Students must be enrolled in Honors English 9 concurrently. *The grade for this class will not be weighted and will be combined with grades received in Honors Literature 9. The same grade will be assigned to both Honors World History 9 and Honors Literature 9.*



World History 10-12 (Year): World History is an exploration of chronological events and geographical influences on history from the Middle Ages to the present. After a review of history up to the Middle Ages, the period from the Middle Ages to the present is studied in greater depth. World History is recommended for college bound students.

Honors World History-Literature 10 (Year): This course will be an exploration of events that shaped our world dating from the 1500's to present. There will be a strong emphasis on applied critical thinking, analytical writing, classroom dialogue and interdisciplinary connections with Language Arts. Extensive reading/writing and an original student research project will be required. Students must enroll in Honors Literature 10 concurrently. *The grade for this class will not be weighted and will be combined with grades received in Honors Literature 10. The same grade will be assigned to both Honors World History 10 and Honors Literature 10.*

US History 11-12 (Year): This is a course required for graduation. There is a review of America's beginnings to the end of the Civil War (1st Quarter). The rest of the class will focus on the Reconstruction period to present times, with an emphasis on the personalities, events, and lessons of the 20th century and how they impact our lives today. "Study history, or be history."



AP American History 11-12 (Year): AP US History is a yearlong survey course designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States History. Covering colonization to the present age, students will learn to assess historical materials and weigh the evidence and interpretations presented in historical scholarship. This class will meet graduation requirements for US History. See **AP COURSES** on Page 5.

US Government 12 (Sem): US Government, required for graduation, will provide students with an understanding of American democracy. Particular emphasis will be on the Constitution of the United States and how it applies to us today.

AP Government and Politics 12 (Year): AP Government and Politics is a yearlong, senior level class designed to give students a critical perspective on politics and government in the United States. The class provides the student with a learning experience equivalent to that obtained in most college government and politics courses. This class will meet graduation requirements for US Government. See **AP COURSES** on Page 5.

Elective Advanced Social Studies

AP European History 10-12 (Year): This college level survey of European History will help the student develop an understanding of the political, social, and economic histories of Europe. This class will cover the key trends and events of European History from the ancient to the modern world, with emphasis placed upon the period 1450 to the present. The course involves the study of key historical concepts, teaching the basic tools of the historian in order to prepare the student to take the AP European exam given in May. See **AP COURSES** on Page 5.

Russian History 11-12 (Sem): The Russian history course is a one-semester study of Russia from the Middle Ages to the post Soviet era. We will analyze this fascinating and ever evolving culture with an emphasis on Russian rulers such as, Ivan the Terrible, Peter the Great, Lenin, Stalin, and how their lives affected the lives of the people. Key periods covered are Kievan, Mongol, Muscovite, Imperial, Soviet and Post-Soviet.

Elective Advanced Social Studies (con't)

Economics 11-12 (Sem): This course designed to acquaint students with the major concepts in the study of economics. Students study how scarce resources are allocated among competing demands. The production, distribution, and accumulation of wealth are discussed and analyzed. Supply and demand, business organization, money and banking, the role of the federal government, and comparisons among economic systems are major topics of study. The course is offered to the secondary student, grades ten through twelve.

Contemporary Issues 11-12 (Second Sem): Newsweek magazine will be our textbook as we explore important world issues and problems. We will also use radio and television news, the internet and current newspapers as sources. We will debate, argue and enjoy ourselves while becoming more aware of the world around us.

Model UN 11-12 (First Sem): MUN is a mini international relations course designed to prepare students for participation in role-playing simulations. Students will do research, write resolutions and debate various issues in an attempt to find solutions to the world's problems. This is a "hands on" course designed for motivated, independent learners.

Anthropology 11-12 (Sem): Anthropology deals with the study of humankind. Anthropology seeks to produce an objective understanding of human diversity and those things which humans have in common. The course will introduce physical anthropology, which explores the biological aspects of being human, and cultural anthropology, which can contribute to the resolution of human problems.

Sociology 11-12 (Sem): Sociology deals with the study of society, human interaction, and institutions. Focus will be made in areas such as Sociological Perspectives, Culture and Social Structures, Social Inequality, Social Institutions, and Social Change. There will be much class interaction (role play) and loads of fun dealing with the issues affecting our society.

Minorities 11-12 (Sem): We will explore African-American history from its African beginnings to the current times. Students from all ethnic groups will enjoy leaning about this particular aspect of American history. Much emphasis will be placed on the state of race relationships in America today.

Street Law 11-12 (Sem): This course in law and justice provides students with an opportunity to study legal, judicial, law enforcements and corrections systems in the United States. We will learn how law affects our daily lives. Participation in mock trials is an integral part of the course, and local lawyers and police officers will assist us.



Psychology 11-12 (Sem): Do hypnotized people often perform acts they consider immoral? Does a permissive style of parenting lead to the best adjustment in children? Is genius closely related to insanity? Do we seek opposites in forming friendships? Are horoscopes usually correct? Many people would answer these questions with a yes, but evidence from scientific investigations does not support "yes" answers. Psychologists have studied all these questions because they lie within the realm of psychology. Psychology is commonly defined as "the scientific study of behavior and mental processes" (c) PsycNET 2001 APA). This semester class will give the student the tools to research and develop their own answers to these questions and more.

OTHER ELECTIVE and SUPPORT COURSES

Yearbook 10 – 12 (First Sem) The yearbook production course is a practical course designed to produce the official yearbook for the school. All phases of yearbook production, including photography, copy writing, page layout, and advertisement sales are included. The concept of accurate photojournalism is balanced with the need to present the events, activities, and personalities of the school year in a positive manner. Instructional activities will include teaching students the basics of yearbook production. Students will photograph people, places, and events important to the school year, write copy, lay out pages, meet publisher deadlines and care for all financial aspects of yearbook production. *It is suggested to take the Interactive Multimedia class prior to taking Yearbook Production.*

AVID (Advancement Via Individual Determination) 9-12 (Year): AVID is a program, (not just a class), which is specifically designed to help students prepare to enter and succeed in four-year colleges and universities. The AVID program meets the needs of students who are serious about college, by providing academic preparation for entrance into college, study skills for college-level work, strengthening organization and time management skills, assisting in coping with college-prep curriculum (rigorous courses), strengthening test-taking skills, as well as writing skills. Career awareness is through guest speakers and career and cultural field trips. Interested students must meet the criteria for participating in the AVID program. Students must have at least a “C” average GPA as well as middle to high average Terra Nova scores in math and written language. Students should display good citizenship skills and attendance in school, and be recommended by their teachers. This class may be repeated for credit.

Reading Lab 9 – 12 (Sem or Year) This class will improve reading achievement for students not reading at grade level through the use of a whole group instructional model with small group rotations. Screening tests are used to determine eligibility for entry into this class.

Learning Strategies 9, 10, 11 or 12 9 – 12 (Year) This class will meet individual student needs as documented by that student’s Individual Education Plan. Enrollment is by counselor permission only.

Language Arts Lab 9 – 12 (Sem or Year)

Major Concept/Content: To improve reading, writing, speaking, and listening skills of students not achieving at grade level.

Students will read to learn by:

- Connecting text to prior knowledge.
- Understanding text structure to analyze and respond to literature.
- Using text processing strategies “before”, “during”, and “after” reading to build a foundation for a text, make sense of reading as it occurs, and to synthesize, apply, evaluate, or bridge understanding.

Students will increase skill and confidence in writing by:

- Using the Writing Process...prewriting, drafting, revision, editing, and publishing.
- Practicing timed writing.
- Taking notes on literature.
- Reflecting, discussing, and evaluating writing assignments.

Students will increase confidence and ability to articulate and support ideas by:

- Engaging in both formal and informal presentations.
- Learning how to be active listeners.

NON CREDIT COURSES

Staff Assistant 11 – 12 (Sem or Year) During the class students will perform tasks to aid a teacher in their classroom. Staff Assistants may be asked to file, photocopy, organize classroom materials, tutor, perform light cleaning and run errands on the school campus. Students will be graded but no credit can be earned for this class. Students must acquire the approval of the teacher they will work for before signing up for this class.



PROFESSIONAL TECHNICAL STUDIES
PATHWAY CERTIFICATION

Students made choose to select a group of related classes (PTS Clusters) and work towards a PTS Pathway Certificate. This Certificate will attest to the skills a student has acquired in a PTS Cluster. A PTS Certificate requires a student to earn four credits from the **Required** and **Recommended Courses** offered at LHS. To earn a PTS Certificate a student will need to carefully map out a four year high school course of study plan that will permit the student to earn the credits they wish to have as part of their Pathway program.

Talk to your counselor for more information, use the *Career Explorer Magazine* given to every DoDDS student or go to the following websites:

Department of Defense Education Activity
(Professional Technical Studies Link)

<http://www.dodea.edu/instruction/curriculum/tech/>

National Career Clusters Website:

www.careerclusters.org

MyRoad

(see your counselor for sign up info)

www.myroad.com

Career Voyages

www.careervoyages.gov

LHS PTS CLUSTERS AND PATHWAYS

CLUSTER <u>Human Services</u>
PATHWAY <u>PERSONAL CARE SERVICES</u>

Required Courses	
Cosmetology I	1
Cosmetology II	1

Recommended Courses	
Fashion Modeling	0.5
Cosmetology III	1
Cosmetology IV	1
Career Practicum (Pathway related)	1

Related Courses	
Computer Applications I	0.5

CLUSTER <u>Arts, A/V Technology & Communications</u>
PATHWAY <u>JOURNALISM & BROADCASTING</u>

Required Courses	
Speech or Journalism	1
Video Communications I	1

Recommended Courses	
Drama	1
Speech	1
Journalism	1
Video Communications II	1
Word Processing Software Apps	0.5
Career Practicum (Pathway related)	1

LHS PTS CLUSTERS AND PATHWAYS

CLUSTER <u>Information Technology</u>

PATHWAY
INFORMATION SUPPORT & SERVICES

Required Courses	
Computer Services & Support	1
Visual Basic I or Java I	0.5

Recommended Courses	
Java Programming I & II	0.5-1
Word Processing Software Apps	0.5
Database Software Applications	1
Spreadsheet Software Applications	1
Career Practicum (Pathway related)	1

Related Courses	
Emerging Technologies	0.5

CLUSTER
Arts, A/V Technology & Communications
 PATHWAY
AUDIO/VIDEO TECHNOLOGY AND FILMS

Required Courses	
Video Communications I	1
Video Communications II	1

Recommended Courses	
Video Communications Seminar	1
Video Comm Production Center	1
Interactive Multi-Media	1
Career Practicum (Pathway related)	1

Related Courses	
Computer Animation	1
Drama	1

CLUSTER
Business, Management Administration

PATHWAY
ADMINISTRATION & INFORMATION SUPPORT

Required Courses	
Word Processing Software Apps	0.5
Presentation Software Applications	0.5
Spreadsheet Software Applications	0.5

Recommended Courses	
Accounting I	1
Spreadsheet Software Applications (continuation)	0.5
Computer Applications I	0.5
Database Software Applications	1.0
Publications Software Applications	1.0
Web Site Development/Management	1.0
Career Practicum (Pathway related)	1

Related Courses	
Computer Applications I	0.5
Business & Personal Finances	1.0
Business Law	1.0
Technology Leadership Community	1

CLUSTER
Information Technology
 PATHWAY

INTERACTIVE MEDIA

Required Courses	
Interactive Multimedia	1
Website Development and Management	1
Publication Software Applications	1

Recommended Courses	
Emerging Technologies	1
Computer Animation	1
Video I	1
Journalism	1
Yearbook Productions	1
Fundamentals or Art	1
Career Practicum (Pathway related)	1

CLUSTER
Information Technology

PATHWAY
PROGRAMMING/SOFTWARE ENGINEERING

Required Courses	
Full year of a Computer Programming Language Visual Basic or Java or Comp Sci A or Comp Sci AB	1
Advanced Computer Studies	0.5

Recommended Courses	
Visual Basic Programming I and II	1
JAVA I and II	1
Web Site Development and Management	1
Computer Service and Support	1
Career Practicum (Pathway related)	1

CLUSTER
Information Technology

PATHWAY
NETWORK SYSTEMS

Required Courses	
CISCO Networking I	1
CISCO Networking II	1

Recommended Courses	
Computer Service & Support	1
Emerging Technology	0.5- 1
Java Programming I & II	0.5-1
Visual Basic Programming I& II	0.5-1
Career Practicum (Pathway related)	1

Related Courses	
Technology Leadership Community	1

CLUSTER
Government and Public Administration

PATHWAY
NATIONAL SECURITY (JROTC)

Required Courses	
JROTC I	1
JROTC II	1
JROTC III	1

Recommended Courses	
JROTC IV	1
ROTC Summer Experience	0.5
Street Law	0.5
Psychology	0.5
Sociology	0.5
Speech	0.5
Career Practicum (Pathway related)	1

CLUSTER
Science, Technology, Engineering and Math

PATHWAY
ENGINEERING AND TECHNOLOGY

Required Courses	
Engineering/Drawing/CAD	1

Recommended Courses	
Engineering Design & Technology I	1
Computer Animation	1
JAVA I / II	0.5 - 1
Visual Basic Programming I/II	0.5 - 1
AP Computer Science (Tel)	1
CISCO I/II	1 - 2
Math Analysis	1
Physics	1
Career Practicum (Pathway related)	1

CLUSTER
Architecture and Construction

PATHWAY
DESIGN/PRE-CONSTRUCTION

Required Courses	
Applied Architectural Design/CADD	1

Recommended Courses	
Computer Animation	1
Math Analysis	1
Physics	1
Career Practicum (Pathway related)	1

Related Courses	
Fundamentals of Art	1
Engineering Drawing/CAD	1
AP Computer Science A	1

CLUSTER
Manufacturing

PATHWAY
MANUFACTURING PROCESS DEVELOPMENT

Required Courses	
Engineering Design & Tech I	1
Engineering Design & Tech II	1

Recommended Courses	
Engineering Drawing/CAD	1
Computer Animation	1
Physics	1
Math Analysis	1
Career Practicum (Pathway related)	1