



Osceola High School Curriculum Guide 2025-2026

Dr. Elizabeth Kennedy, Principal

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<https://www.osceolaschools.net/ochs>

Principal's Message

Welcome to Osceola High School. Home of the Kowboys!

Our commitment to providing high-quality, standards-aligned instruction is our top priority. Our dedicated teachers are working tirelessly to ensure that every student receives the support they need to succeed. We are focusing on engaging instructional strategies that promote active learning and critical thinking. Please encourage your children to participate actively in their classes and take ownership of their learning.

Thank you for your continued support and partnership. Together, we can make this school year a successful and memorable one for all our students.

Best Regards,

Dr. Elizabeth Kennedy, Principal



Mission Statement

Provide access to rigorous courses with interventions to support all students.

Vision Statement

Graduate all students career and college ready.

PRINCIPAL'S MESSAGE	2
ATHLETICS	4
BRIGHT FUTURES.....	5
COLLEGE TEST PREPARATION	6
DUAL ENROLLMENT OPTIONS: VALENCIA, UCF, UF, AND OTECH	7
EXTRACURRICULAR INFORMATION	8
FOCUS PORTAL	9
GRADUATION INFORMATION	10
STANDARD DIPLOMA REQUIREMENTS.....	11
GRADES	13
SEAL OF BILITERACY	14
GUIDANCE AND COUNSELING SERVICES.....	15
DO YOU NEED TO SEE YOUR COUNSELOR?.....	16
SCHEDULING POLICIES AND PROCEDURES.....	17
WHAT COURSES SHOULD I TAKE?.....	18
ADVANCED PLACEMENT (AP)	19
CAMBRIDGE AICE.....	26
AVID	27
ELECTIVES.....	29
ENGLISH LANGUAGE ARTS.....	31
HEALTH AND PHYSICAL EDUCATION	32
MATHEMATICS.....	35
MUSIC EDUCATION	37
AIR FORCE JROTC	44
SCIENCES	46
SOCIAL STUDIES	49
THEATRE ARTS.....	51
VISUAL ARTS	52
WORLD LANGUAGES	53
CAREER AND TECHNICAL PATHWAYS	54
BUSINESS MANAGEMENT PATHWAY	54
SPORTS MARKETING PATHWAY.....	57
CULINARY ARTS PATHWAY	58
DIGITAL MULTIMEDIA PATHWAY.....	59
GAME DESIGN PATHWAY	60
ALLIED HEALTH PATHWAY	61
HOSPITALITY AND TOURISM MANAGEMENT PATHWAY	62
3DE.....	63

Athletics

FHSAA GPA Requirements

Osceola High School offers a wide variety of athletic opportunities. A student shall be eligible during the first semester of their ninth-grade year if it is the student's first entry in the ninth grade, and they were regularly promoted from the eighth grade the immediately preceding year. After the first semester, all eligibility rules will apply. For a student to be eligible to participate in athletics, they must:

- 1.) Be a registered student carrying a full credit load,
- 2.) Maintain an overall 2.0 GPA on a 4.0 unweighted scale
- 3.) Must not turn 19 before Sept 1 and
- 4.) May not be enrolled for more than 8 semesters, and
- 5.) Have passed a pre-participation physical each year.

A student that is academically eligible at the beginning of a semester will continue to be eligible for that entire semester. Likewise, a student who is academically ineligible at the beginning of a semester will continue to be academically ineligible for that entire semester. The student's academic eligibility for each successive semester will depend upon his/her cumulative GPA at the conclusion of the previous semester.

The NCAA Eligibility Center

The NCAA Eligibility Center certifies the academic and amateur credentials of all students who want to become student-athletes at an NCAA Division I or II institution as a freshman. In order to practice, play, and/or receive an athletic scholarship, students need to meet certain academic criteria. To determine eligibility, students must register and be evaluated by the NCAA Eligibility Center at: <http://www.eligibilitycenter.org>.

Fall Athletics	Winter Athletics	Spring Athletics
Football (M) Volleyball (W) Cross Country (M, W) Golf (M, W) Swimming (M, W)	Basketball (M, W) Competition Cheerleading (W, M) Weightlifting (W) Soccer (M, W) Wrestling (M, W)	Baseball (M) Softball (W) Track & Field (M, W) Flag Football (W) Weightlifting (M) Tennis (M, W) Water Polo (M, W)
M = Men W = Women		

Bright Futures



The Florida Bright Futures Scholarship Program establishes lottery-funded scholarships to reward Florida high school graduates for high academic achievement.

Bright Future Information website

<https://www.floridastudentfinancialaidsg.org/SAPBFMAIN/SAPBFMAIN>

Step Into Your Future!

The Florida Bright Futures Scholarship Program has helped more than 725,000 Florida students attend a postsecondary institution. Bright Futures awards include: Florida Academic Scholars award (FAS), Florida Medallion Scholars award (FMS), Florida Gold Seal CAPE Scholars award (GSC) and the Florida Gold Seal Vocational Scholars award (GSV).



Go to www.FloridaStudentFinancialAidsg.org/SAPBFMAIN/SAPBFMAIN to find out how to qualify for a Bright Futures Scholarship.



Go to www.FloridaStudentFinancialAidsg.org and submit a completed, error-free Initial Student Florida Financial Aid Application (FFAA) during your last year of high school, by graduation.



Make the grade, earn the score...and graduate! The Florida Bright Futures Scholarship Program is created to establish a lottery-funded scholarship program to reward any Florida high school graduate who merits recognition of high academic achievement. The graduate must enroll in a degree program, certificate program or applied technology program at an eligible Florida public or private postsecondary education institution.



Know your responsibilities...apply, meet the requirements before graduation and throughout your college career. (Requirements are subject to change with each Florida Legislative session.)

Office of Student Financial Assistance website: www.FloridaStudentFinancialAidsg.org

Customer Service: 888-827-2004

Email: OSFA@fldoe.org

College Test Preparation

Recommended SAT, ACT, CLT Timeline for Osceola High School Students

Osceola High School recommends that college-bound students begin taking SAT, ACT, or CLT tests in the spring of their junior year. This will allow students time to complete integral coursework in Mathematics and English Language Arts that will support their test taking abilities.

About the Tests

Scholastic Assessment Test (SAT) <https://collegereadiness.collegeboard.org/sat> The SAT test takes three hours (and an additional 50 minutes for the optional essay portion). Features of the new SAT test include: Evidence-Based Reading and Writing (reading test and writing and language test), Math, and an OPTIONAL essay.

Possible scores range from: scale ranging from 400 to 1600; scale ranging from 200 to 800 for Evidence-based Reading and Writing; 200 to 800 for Math; 2 – 8 on each of the 3 dimensions for the essay (essay results reported separately).

Taking the SAT is required for freshman entry to many, but not all, universities in the United States. Prepping resources for the SAT may be found at <https://www.khanacademy.org/sat>.

American College Testing (ACT) <http://www.act.org/>

The ACT assessment measures high school students' general educational development and their capability to complete college-level work with the multiple-choice tests covering four skill areas: English, mathematics, reading, and science. The optional Writing Test measures skill in planning and writing a short essay. Free ACT Test Prep resources may be found at

<https://www.act.org/content/act/en/products-and-services/the-act/test-preparation/free-act-test-prep.html>.

Classical Learning Test (CLT) <http://cltexam.com>

Classic Learning Test (CLT) offers online and paper assessments for grades 3-12 that evaluate reading, grammar, and mathematics and provide a comprehensive measure of achievement and aptitude. Unlike other tests that change according to educational or cultural trends, CLT exams emphasize foundational critical thinking skills and are accessible to students from a variety of educational backgrounds.

Dual Enrollment Options: Valencia, UCF, UF, and oTECH

Juniors and Seniors at Osceola High School have an option to enroll in Dual Enrollment opportunities through Valencia College, University of Central Florida, University of Florida, and oTECH while still a student at OHS. Students in the DE Program take a mix of high school and college courses, or a full schedule of college courses. Students accepted into the DE Program will earn high school and college credit simultaneously.

University of Florida Admission Requirements (virtual option)

- Have an unweighted GPA of **3.6** unweighted and must be junior or senior status.

Test Scores:

Critical Reading and Math	SAT	ACT	PSAT
	1100	22	1130

University of Central Florida Admission Requirements

- GPA – **3.8** recalculated weighted GPA (core classes only)
- Students are considered part time and can only take a maximum of 6 credit hours per fall or spring term. Students may also dual enroll at Valencia for an additional 6 credit hours to be considered full time.

Test Scores:

Critical Reading and Math	SAT	ACT
	1330	28 *composite

Early Admission

Students are full time at UCF for their senior year (after completing all high school requirements) and can take between 12-15 credit hours per fall or spring term.

Apply here: <https://admissions.ucf.edu/dual-enrollment-and-early-admission/>

The student will complete the online application and check either DE or Early Admission.

Valencia College Admission Requirements

- GPA – 3.0 unweighted

Test Scores:

Subject Area	PERT	SAT	ACT
Reading	106	24	19
Math	114/Intermediate Alg 123/College Alg	24/Intermediate Alg 26.5/College Alg	19/ Intermediate Alg 21/College Alg
Writing	103	25	English: 17

Osceola Technical College - oTECH Admission Requirements

- GPA 2.0 unweighted
- Student must be a junior or senior
- Student must have passed the required state reading and math exams
- Student must be on track for graduation
- Transportation is provided to and from Osceola High School

Extracurricular Information

Osceola High School offers a wide variety of extracurricular activities. Listed below are a sampling of clubs, organizations, and interscholastic athletics that OHS offers its students. Academics, behavior, and attendance are all determining factors in a student's participation in these extracurricular activities.

Clubs and Organizations:

- Analog Gaming Club
- Black Student Alliance
- Cheerleading – Sideline
- Color Guard
- Dance Team
- LIA (Latinos In Action)
- Key Club
- National Honor Society
- AFJROTC
- Class Steering Committees
- Student Government
- Yearbook

PLEASE NOTE: If you don't see a Club or Organization that you are interested in and you would like to assist in initiating the development of the Club or Organization; contact your school counselor or a teacher within that content area.

FOCUS Parent Portal

FOCUS Parent Portal Registration

Parents can monitor their child's graduation progress and current grades by creating a Focus Parent account. The Parent Portal also allows parents to access attendance, discipline, academic history, and standardized test results in a secure password-protected environment. Here is the link for our district's parent resources: <https://www.osceolaschools.net/parents>

Online Registration

1. Log on to this Site: FOCUS Parent Portal_

<https://osceola.focusschoolsoftware.com/focus/auth/>

2. To set up an account for the first time, click on the first link. If you already have an account and wish to add another child, click on the second link.

If you already have a Focus Parent Portal account:

Go to <https://osceola.focusschoolsoftware.com/focus>

Username: Email address used to set up Parent Portal account

Password: (Parent determines)



Graduation Information

Class Rank

Class rank is computed by the Student Information System for all students at the completion of each semester. Class ranks are computed for both weighted and unweighted course grades. Weighted GPAs are used to determine the valedictorian and salutatorian at OHS.

Credit Acceleration Program (CAP)

This program allows a student to earn high school credit if the student passes a statewide course assessment without enrollment in the course. The courses include the following subjects:

- Algebra I
- Biology I
- Geometry
- U.S. History

Diploma Information

The Florida Department of Education flyer listed below, will provide information on:

- 24 credit standard diploma option
- 18 credit diploma option - Academically Challenging Curriculum to Enhance Learning (ACCEL)
- State assessment requirements
- Graduation requirements for students with disabilities
- Diploma designations:
 - o Scholar Diploma
 - o Merit Diploma

Standard Diploma Requirements

Academic Advisement – What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts (ELA) or a concordant score
- Algebra 1 end of course (EOC) or a comparative score

Refer to [Graduation Requirements for Florida's Statewide Assessments](#) for concordant and comparative scores.

Students enrolled in the following courses must participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade⁺:

- Algebra 1
- Geometry
- Biology 1
- U.S. History

⁺Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (credit acceleration program [CAP]).

What is the difference between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

What is the difference between the CTE Pathway option and the 24-credit option?

- At least 18 credits are required
- 4 elective credits instead of 8
 - 2 credits in CTE courses, must result in completion and industry certification
 - 2 credits in work-based learning programs or up to 2 elective credits including financial literacy
- Physical Education is not required
- Fine and Performing Arts, Speech and Debate, or Practical Arts is not required
- Online course is not required

24 Credit Standard Diploma

4 Credits ELA
<ul style="list-style-type: none"> • ELA 1, 2, 3, 4 • ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment courses may satisfy this requirement
4 Credits Mathematics*
<ul style="list-style-type: none"> • One of which must be Algebra 1 and one of which must be Geometry • Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) • An identified computer science** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)
3 Credits Science
<ul style="list-style-type: none"> • One of which must be Biology 1, two of which must be equally rigorous science courses • Two of the three required course credits must have a laboratory component • Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology 1) • An identified computer science** credit may substitute for up to one science credit (except for Biology 1)
3 Credits Social Studies
<ul style="list-style-type: none"> • 1 credit in World History • 1 credit in U.S. History • 0.5 credit in U.S. Government • 0.5 credit in Economics
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*
1 Credit Physical Education*
<ul style="list-style-type: none"> • To include the integration of health
8 Elective Credits
1 Online Course
<p>Students must earn a 2.0 grade point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments unless a waiver of assessment results is granted by the IEP team for students with disabilities.</p>

* Eligible courses are specified in the [Florida Course Code Directory](#). **A computer science credit may not be used to substitute for both a mathematics and science credit.

Scholar Diploma Designation

In addition to meeting the 24-credit standard high school diploma requirements, a student must meet all the following requirements:

- Earn 1 credit in Algebra 2 or an equally rigorous course
- Pass the Geometry EOC
- Earn 1 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC*
- Earn 1 credit in Chemistry or Physics
- Earn 1 credit in a course equally rigorous to Chemistry or Physics
- Pass the U.S. History EOC*
- Earn 2 credits in the same World Language
- Earn at least 1 credit in an AP, IB, AICE or a dual enrollment course

*A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB or AICE Biology 1 or U.S. History course; takes the respective AP, IB or AICE assessment; and earns the minimum score to earn college credit.

Merit Diploma Designation

- Meet the standard high school diploma requirements
- Attain one or more [industry certifications](#) from the list established (per s. 1003.492, F.S.)

What are the additional graduation options for students with disabilities?

Two additional options are available only to students with disabilities. Both allow students to substitute a CTE course with related content for one credit in ELA 4, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History). The two options are as follows:

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least 0.5 credit via paid employment.

What is the CAP?

The CAP allows a student to earn high school credit if the student passes an AP examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include:

- Algebra 1
- Geometry
- Biology 1
- U.S. History



State University System (SUS)

Admission into Florida's public universities is competitive. Prospective students should complete a rigorous course of study in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements (credit earned by industry certification does not count for SUS admission):

- High school graduation with a standard diploma, a minimum of a 2.5 GPA, and admission test scores meeting minimum college-ready test scores per Board of Governors (BOG) Regulation 6.008
- 16 credits of approved college preparatory academic courses per BOG Regulation 6.002
- 4 English (3 with substantial writing)
- 4 Mathematics (Algebra 1 level and above)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language or other equivalents)
- 2 approved electives

[State University System of Florida](#)

The Florida College System

The 28 colleges of the Florida College System serve nearly 800,000 students. Colleges offer affordable and stackable workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor's degree program. Many colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who earned a standard high school diploma or an equivalent diploma or successfully earned college credit.

[Florida College System](#)

Career and Technical Colleges and Centers

Florida also offers students 49 accredited career and technical colleges or centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.

[Career and Technical Education Directors](#)

Where is information on financial aid located?

The Florida Department of Education's Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships.

[Office of Student Financial Assistance](#)

Grades

Grade Forgiveness

Students who earn a D or F grade in a course may retake the course or a similar course to improve this grade. This higher grade (C or better) will be calculated for the student's GPA. However, the original grade will remain on the student transcript.

Grade Point Average

GPA is calculated using the above system. Beginning with grade nine, all subjects, whether they passed or failed, are included in the computation. High school courses taken in middle school will also be calculated into GPA. AP courses are weighted by one (1) point and Honors courses by one half (.5) point. Grades are recorded on the transcript and GPA is calculated in January and June.

Grading Scale

Grade	Grade Range	GPA
A	100 - 90	4
B	89 - 80	3
C	79 - 70	2
D	69 - 60	1
F	59 - 0	0

Promotion Policy

Students will be promoted through grade levels based on the following minimum credit scale:

Grade 10 - 5 credits

Grade 11 - 11 credits

Grade 12- 18 credits

Seal of Biliteracy

The Seal of Biliteracy is a program established to recognize a graduating high school student who has attained a high level of competency in listening, speaking, reading and writing in one or more languages in addition to English.

The purpose of the Seal of Biliteracy is to:

- Encourage students to study foreign languages.
- Certify attainment of biliteracy.
- Provide employers with a method of identifying an individual with biliteracy skills who is seeking employment.
- Provide a postsecondary institution with a method of recognizing an applicant with biliteracy skills who is seeking admission to the postsecondary institution.
- Recognize and promote foreign language instruction in public schools.
- Affirm the value of diversity, honor multiple cultures and foreign languages, and strengthen relationships between multiple cultures in a community.

The Seal of Biliteracy shall be awarded to a high school student who has met the graduation requirements as well as the following criteria:



Gold Medal

- FSA score of 4 or above on the English Language Arts Florida Standardized Assessment AND
- Have completed 4 foreign language credit courses in the same language with a 3.0 cumulative GPA OR
- Have achieved a 5 or higher on a foreign language International Baccalaureate Test OR
- Have achieved a 4 or higher on a foreign language Advance Placement Test



Silver Medal

- Have completed 4 foreign language credit courses in the same language with a 3.0 cumulative GPA OR
- Have achieved a 4 or higher on a foreign language International Baccalaureate Test OR
- Have achieved a 3 or higher on a foreign language Advance Placement Test

The appropriate insignia shall be affixed to the student's diploma and the student's transcript shall indicate that the student has earned the Gold Seal of Biliteracy Award or the Silver Seal of Biliteracy Award.

Guidance and Counseling Services

To provide a successful and positive school experience, parents and students have several available resources to assist them in becoming successful in school through the below listed Guidance services:

- Short-term individual counseling
- New student registration meetings
- Course selection and scheduling meetings
- At risk student meetings
- Maintenance and transfer of student records
- Parent/student conferences
- Group presentations involving financial aid, college applications and admissions, and scholarship information.

Students are encouraged to meet with their counselor on an individual basis. To schedule a meeting with a school counselor, visit our school's website and schedule an appointment through QR Code provided.

How to Schedule an Appointment with Your Counselor

Scheduling Policies and Procedures

Students will be provided a scheduling orientation starting in February that will outline all the procedures for scheduling at OHS. Course selection information will be distributed during scheduling orientation at zoned middle schools and available on the school's website.

Schedule Planning Meeting

Starting in February, the school Assistant Principal of Instruction will visit zoned middle schools to discuss curriculum and scheduling courses and procedures for OHS students. Counselors will meet with students individually during designated times to review and discuss courses for the following school year.

All information regarding course and graduation requirements is subject to change pending legislation, state mandates, and/or district policy.

Schedule Change Policies at OHS

Once students meet with their school counselor in the Schedule Planning Meeting, the scheduling process has begun. Students and/or parents will be able to schedule a meeting with a school counselor during the Add/Drop window to discuss possible options. There will be no add/drop once the school year has begun. Only administrative schedule changes will be permitted during the school year. To limit the amount of times a student's schedules are changed and for the academic benefit of the student – very few schedule changes are made. Schedule changes are only evaluated based on one or more of the following criteria:

- Course scheduling error (i.e. double-booked, missing a period, etc....)
- Student already received credit for the course
- Student needs a course for graduation requirement
- Course prerequisites not met

PLEASE NOTE: The administration reserves the right to make scheduling changes based on class size. Courses in this curriculum guide may be dropped if there is not enough demand for them. The Florida Class Size Amendment may require balancing of courses after the school year begins and may impact student schedule changes. Students may be required by Florida law or school district policy to take remediation courses based on standardized test scores from the Florida Comprehensive Achievement Tests and/or Florida End of Course Assessments.

What courses should I take?

College/Career Prep

Often referred to as “regular” courses, this coursework will help to prepare you for graduation from high school by getting you ready for coursework at the next level or the career field.

Honors Courses

Honors courses are designed to provide more academic rigor and will therefore demonstrate to college admissions officers your willingness to challenge yourself. Their increased rigor will also prepare you for the courses you will encounter in a college setting. In addition, when you do well in an honors course, you let college admissions officers know how you will do in a college level course. Select an honors course if you are looking to increase the academic rigor of your high school program, if you hope to ramp up your college applications, and if you need to pull up your GPA.

Advanced Placement/ Cambridge AICE

AP and AICE courses also provide more academic rigor and can demonstrate to college admissions officers not only your ability to handle college-level courses, but also your willingness to take on a challenge. AP and AICE courses go further than that. These courses are designed to prepare students for the AP and AICE exams. These tests can be taken after the completion of the course. Earning a 3 on the AP exam or a P score on the AICE exam will demonstrate your competence in the subject and will earn you college credit in some colleges.

Dual Enrollment

Dual enrolment courses are offered by the post-secondary institution the student earns admittance. Criteria for each institution are listed in previous pages. Some DE courses might be offered on OHS campus. These courses can be discussed with the counselors during the schedule planning meetings.

Career and Technical Education Pathway Courses

Osceola High School offers many CTE pathways. Courses in our pathways may earn industry certification once student passes the required certification exams. These exams are recognized in industry and applicable to the workforce.

Advanced Placement (AP)

The Advanced Placement Program is a cooperative educational endeavor with the College Board. AP courses require additional reading and analysis time on the part of the student. Standardized test is given during May of each year, with scores of 1-5 being reported to colleges of choice. Success (3+) on an AP Exam may earn the student college credit.

Advanced Placement Courses Offered

- AP Art History
- AP Calculus AB
- AP Calculus BC
- AP Computer Science Principles
- AP English Language & Composition
- AP English Literature & Composition
- AP Drawing
- AP Macroeconomics
- AP U.S. History
- AP Physics 1: Algebra Based
- AP Statistics
- AP Physic C: ME
- AP Physics E&M
- AP Pre-Calculus
- AP Spanish Language
- AP Spanish Literature
- AP Studio Art 2D
- AP U.S. Government/ Politics
- AP World History: Modern

This course listing is subject to change based on student enrollment.

PLEASE NOTE: The State of Florida and the School District of Osceola County provide funding for AP students to take the AP exams for courses they are enrolled. Therefore, a student's enrollment in an AP course will require them to sit for that AP Exam. **Students who miss the AP Exam may be required to reimburse OHS for the test administration fees** (\$40 returned fee assessed).

Advanced Placement Calculus AB | 1202310

Credits: 1.0 | 12

Prerequisite: Pre-Calculus Honors or Teacher Recommendation

AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations.

Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

Advanced Placement Calculus BC | 1202320

Credits: 1.0 | 12

Prerequisite: Pre-Calculus Honors or Teacher Recommendation

AP Calculus BC applies the content and skills learned in AP Calculus AB to parametrically defined curves, polar curves, and vector-valued functions; develops additional integration techniques and applications; and introduces the topics of sequences and series.

Advanced Placement Art History | 1003000**Credits: 1.0 | 10-12**

AP Art History offers a mix of art and history that's more than just memorizing dates and names. Spanning cultures across all continents and from prehistoric to contemporary times, in this course you'll explore the different social and cultural beliefs, political and economic systems, and scientific and technological advancements that have led to the creation of well-known sculptures, paintings, buildings, and many other types of art.

Advanced Placement Calculus BC | 1202320**Credits: 1.0 | 12**

Prerequisite: Pre-Calculus Honors or Teacher Recommendation

AP Calculus BC applies the content and skills learned in AP Calculus AB to parametrically defined curves, polar curves, and vector-valued functions; develops additional integration techniques and applications; and introduces the topics of sequences and series.

Advanced Placement Computer Science Principles | 0200320**Credits: 1.0 | 9-12**

Prerequisite: Algebra 2

AP Computer Science Principles introduces students to the foundational concepts of the field and challenges them to explore how computing and technology can impact the world. AP Computer Science A is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.

Advanced Placement English Language and Composition | 1001420**Credits: 1.0 | 11**

Prerequisite: English 2 Honors

An AP course in English Language and Composition 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.

Advanced Placement English Literature and Composition | 1001430**Credits: 1.0 | 12**

Prerequisite: English 3 Honors OR AP Language and Composition

An AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone.

Advanced Placement Physics 1 | 2003421**Credits: 1.0 | 11-12**

Prerequisite: Geometry & Completed or Enrolled in Algebra 2

AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.

Advanced Placement Spanish Language | 0708400**Credits: 1.0 | 9-12**

Prerequisite: Spanish 3 Honors or Spanish for Spanish Speakers 3 or Heritage Language Proficiency

The AP Spanish Language and Culture course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. Students should learn language structures in context and use them to convey meaning. In standards-based world language classrooms, the instructional focus is on function and not the examination of irregularity and complex grammatical paradigms about the target language.

Advanced Placement Spanish Literature | 0708410**Credits: 1.0 | 9-12**

Prerequisite: Successful completion of AP Spanish Language

The AP Spanish Language and Culture course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. Students should learn language structures in context and use them to convey meaning. In standards-based world language classrooms, the instructional focus is on function and not the examination of irregularity and complex grammatical paradigms about the target language.

Advanced Placement Statistics | 1210320**Credits: 1.0 | 12**

Prerequisite: Pre-Calculus Honors or Teacher Recommendation

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data.

Advanced Placement Studio Art: 2-D | 0109350**Credits: 1.0 | 11-12**

Prerequisite: Two-Dimensional Studio Art 3 Honors or Teacher Recommendation

The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year. AP Studio Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions. For this portfolio, students are asked to demonstrate mastery of 2-D design through any two-dimensional medium or process, including, but not limited to, graphic design, digital imaging, photography, collage, fabric design, weaving, fashion design, fashion illustration, painting and printmaking.

Advanced Placement Studio Art: Drawing | 0104300 Credits: 1.0 | 11-12

Prerequisite: Two-Dimensional Studio Art 3 Honors or Teacher Recommendation

Drawing is a program administered by the College Board to provide highly motivated high school students with an opportunity to earn college credit in art with a drawing focus. Students will submit a drawing portfolio to the College Board with work that focuses on the use of mark-making, line, surface, space, light and shade, and composition.

AP Drawing is not based on a written exam; instead, students submit a portfolio in May to include five selected works (demonstrating drawing skills and synthesis of materials, processes, and ideas) and 15 sustained investigation images (demonstrating drawing skills, practice, experimentation, and revision, as well as synthesis of materials, processes, and ideas) based on an investigation of the student's choosing. Students should consider marks that can be used to make drawings, the arrangement of marks, the materials and processes used to make marks, and relationships of marks and ideas. Students can work with any materials, processes, and ideas. Drawing (analog and digital), painting, printmaking, and mixed media work is among the possibilities for submission. Still images from videos or film are accepted. Composite images may be submitted. Students will be encouraged to develop a strong personal artistic voice. The year will culminate with a gallery show. Throughout the year, students will document/photograph and write about their processes and finished work. This year will be about truly becoming an artist in terms of inquiry, the content and quality of your work, your work ethic/practice, and the opportunity to share and sell your work to the public.

Advanced Placement Studio Art: 3D | 0109360**Credits: 1.0 | 11-12**

Prerequisite: Two-Dimensional Studio Art 3 Honors or Teacher Recommendation

This portfolio is intended to address sculptural issues. Design involves purposeful decision making about using the elements and principles of art in an integrative way. In the 3-D Design Portfolio, students are asked to demonstrate their understanding of design principles as they relate to the integration of depth and space, volume and surface. The principles of design (unity/variety, balance, emphasis, contrast, rhythm, repetition, proportion/scale, and occupied/unoccupied space) can be articulated through the visual elements (mass, volume, color/light, form, plane, line, texture). Students are asked to demonstrate mastery of 3-D design through any three-dimensional approach, including, but not limited to, figurative or nonfigurative sculpture, architectural models, metal work, ceramics, glass work, installation, assemblage and 3-D fabric/fiber arts.

Advanced Placement United States Government and Politics | 2106420**Credits: 0.5 | 12**

Prerequisite: United States History; Previous Success in Social Studies Coursework

The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to; the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.

PLEASE NOTE: This course is paired with AP Macroeconomics.

Advanced Placement United States History | 2100320**Credits: 1.0 | 11**

Prerequisite: World History; Previous Success in Social Studies Coursework

The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP U.S. History course should thus develop the skills necessary to arrive at conclusions based on an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

Advanced Placement World History: Modern | 2109420

Credits: 1.0 | 10

Prerequisite: Previous Success in Social Studies Coursework

In AP World History, students will examine themes, patterns, and processes from a global perspective. Students will examine the historical record from 8000 BCE to current day issues. Special emphasis will be given to regions and societies traditionally underrepresented in world history course. Using the five themes of AP World History and the “habits of the mind” for Social Studies the course will follow the course outline as described by the College Board. AP World History is designed as an introductory college level survey course for those students seeking a rigorous program of study. As such, the reading and writing demands are significant and require a highly engaged and motivated student.



Cambridge AICE

The Cambridge AICE Diploma was first awarded in 1997 and has since become popular with a range of schools in different parts of the world. It encompasses the 'gold standard' Cambridge International AS & A Level qualifications, and offers students the opportunity to tailor their studies to their individual interests, abilities and future plans within an international curriculum framework.

Benefits of AICE Diploma

Students who earn an AICE Diploma, complete 100 hours of community service, AND submit their application automatically qualify for the Bright Futures Florida Academic Scholars Award (the highest level). The SAT/ACT testing requirements are waived for these students.

CAMBRIDGE AICE DIPLOMA REQUIREMENTS

To obtain a Cambridge AICE Diploma, you must accumulate a total of 7 credits by passing AS Global Perspectives and at least one exam from Groups 1-3 within 25 months of passing the first exam.

AS Global Perspectives: REQUIRED

Group 1: Math and Sciences	Group 2: Languages	Group 3: Arts and Humanities	Group 4: Interdisciplinary (optional)
<ul style="list-style-type: none">• Biology (AS and A)• Environmental (AS)• Marine Science (AS)• Mathematics (AS and A)• Psychology (AS and A)	<ul style="list-style-type: none">• English Language (AS)• Spanish (AS and A)• Portuguese (AS and A)	<ul style="list-style-type: none">• English Literature (AS)• European History (AS)• U.S. History (AS)• Psychology (AS and A)• Media Studies (AS)• Drama (AS)• Travel and Tourism (AS)	<ul style="list-style-type: none">• General Paper

Cambridge AICE Courses Offered:

- AS Psychology
- A Psychology
- English General Paper
- AS Biology
- AS U.S. History
- AS Environmental Management
- AS Marine Science

AS Psychology | 21073600

Credits: 1.0 | 10-12

Cambridge International AS Level Psychology is designed to give students an understanding of psychological concepts, theories, and research methodology. The course engages students within the four core areas of psychology: biological, cognitive, social, and learning. Students deepen their knowledge through rigorous student in clinical psychology, consumer psychology, health psychology, and organizational psychology. It encourages students to consider the relationships between psychological findings and everyday life.

A Psychology | 21073610

Credits: 1.0 | 10-12

Cambridge International A Level Psychology is designed to give students a deeper understanding of psychological concepts, theories, and research methodology. The course further engages students within the four core areas of psychology: biological, cognitive, social, and learning. Students deepen their knowledge through rigorous student in clinical psychology, consumer psychology, health psychology, and organizational psychology. It encourages students to consider the relationships between psychological findings and everyday life.

English General Paper | 10094000

Credits: 1.0 | 9

The course builds learners' ability to understand and write in English through the study of a broad range of contemporary topics. They will analyze opinions and ideas and learn how to construct an argument. This syllabus develops highly transferrable skills including: how to develop arguments and present reasoned explanations, a wider awareness and knowledge of current issues, independent reasoning, interpretation, and persuasion skills, the ability to present a point of view clearly and reflect upon the those of others.

AS Biology | 2000321

Credits: 1.0 | 9, 10

Cambridge International AS and A Level Biology builds on the skills acquired at Cambridge IGCSE (or equivalent) level. The syllabus includes the main theoretical concepts which are fundamental to the subject, some current applications of biology, and a strong emphasis on advanced practical skills. Practical skills are assessed in a timetabled practical examination. The emphasis throughout is on the understanding of concepts and the application of biology ideas in novel contexts as well as on the acquisition of knowledge. The course encourages creative thinking and problem-solving skills which are transferable to any future career path. Cambridge International AS and A Level Biology is ideal for learners who want to study biology or a wide variety of related subjects at university or to follow a career in science.

AS U.S. History | 2100500**Credits: 1.0 | 11**

The course focuses on the historical factors and events leading to the formation of modern-day US from the post-Civil War Reconstruction c.1877 up to 2008. Students will develop skills in historical sources analysis and evaluation, and skills in essay writing. They will learn to appreciate the nature and diversity of historical sources available, and how historians use them, as well as build confidence in working with historical concepts such as similarity and difference, cause and consequence, change and continuity, and significance. Additionally, the course develops an understanding of diverse perspectives from people living in different places, in different time periods, and with different ideas, encourages students to become independent thinkers and make informed judgements on historical issues, and builds a strong foundation of knowledge and skills for further study of history.

AS Environmental Management | 2001342**Credits: 1.0 | 10-12**

This AS Level syllabus develops scientific knowledge and understanding of global environmental issues and theories, and of the policies and strategies for managing the environment. The course covers the sustainable use and management of resources, and strategies that aim to protect environments. Learners will interpret and analyse data and do investigative work. Case studies allow teachers to choose their own examples to investigate, which may be local, regional or global.

AS Marine Science | 2002515**Credits: 1.0 | 10-12**

Cambridge AS Marine Science provides a coherent and stimulating introduction to the science of the marine environment. The emphasis throughout is on the understanding of concepts and the application of ideas to new contexts. It is expected that practical activities will underpin the teaching of the whole course. Science is a practical subject and research suggests that success in future scientific study, or a scientific career, requires good practical skills. The course can form part of an ideal subject combination for learners who want to study Marine Biology or Environmental Science at university or to follow a career in shipping, fisheries, tourism or aquaculture.

AVID

Goal: To prepare students to enter a four-year college or university

The Advancement via Individual Determination (AVID) Program has a simple goal: 100% acceptance into a 4-year college or university.

AVID is designed for high school students to meet the requirements for admission to four-year colleges and universities. Students will enroll in college preparatory classes and a yearlong AVID elective course. In the AVID elective, students are taught the skills needed for success and engage in tutorials. Students are taught study skills, Cornell note taking, time management, writing and research skills. Students also learn about colleges and universities (especially the application and financial aid processes) and prepare for college admissions tests such as the SAT or ACT.

Students are required to apply to the AVID Program. The process includes completing an application packet, submitting teacher recommendation forms, and sitting for an interview. The school's AVID Site Team determines admission.

Advancement via Individual Determination 1 | 1700390

Credits: 1.0 | 9

Prerequisite: AVID Application Process and Acceptance

For students new to AVID, or for those with previous experience from middle grades, the ninth-grade AVID Elective course will serve as a review of the AVID philosophy and strategies. Students will work on academic and personal goals and communication, adjusting to the high school setting. Students will increase awareness of their personal contributions to their learning, as well as their involvement in their school and community. There is an emphasis on analytical writing, focusing on personal goals and thesis writing. Students will work in collaborative settings, learning how to participate in collegial discussions and use sources to support their ideas and opinions. Students will prepare for and participate in college entrance and placement exams, while refining study skills and test taking, note taking, and research techniques. They will take an active role in field trip and guest speaker preparations and presentations. Their college research will include financial topics and building their knowledge on colleges and careers of interest.

Advancement via Individual Determination 2 | 1700400

Credits: 1.0 | 10

Prerequisite: Advancement via Individual Determination 1

Students in the tenth-grade AVID Elective course will refine the AVID strategies to meet their independent needs and learning styles. Students will continue to refine and adjust their academic learning plans and goals, increasing awareness of their actions and behaviors. As students increase the rigorous course load and school/community involvement, they will refine their time management and study skills accordingly. Students will expand their writing portfolio to include analyzing prompts, supporting arguments and claims, character analysis and detailed reflections. Students will also analyze various documents, in order to participate in collaborative discussions and develop leadership skills in those settings. Students will expand their vocabulary use, continuing to prepare for college entrance exams and preparation. Text analysis will focus on specific strategies to understand complex texts. Lastly, students will narrow down their college and careers of interest, based on personal interests and goals.

Advancement via Individual Determination 3 | 1700410

Credits: 1.0 | 11

Prerequisite: Advancement via Individual Determination 2

The eleventh-grade AVID Elective course is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. This course is organized around the theme of “Leadership as a Catalyst for Change in Society.” Students study, in depth, exceptional leaders in contemporary society and examine the effect these individuals have had on culture, politics, education, history, science and the arts. The course requires that students read essays, speeches, articles, and letters by these leaders, as well as at least one full-length work by the leader or about the leader. Each student is required to conduct a research project that is presented in the senior year. In addition to the academic focus of the AVID seminar, there are college-bound activities, methodologies and tasks that should be undertaken during the junior year to support students as they apply to four-year universities and confirm their postsecondary plans.

Advancement via Individual Determination 4 | 1700420

Credits: 1.0 | 12

Prerequisite: Advancement via Individual Determination 3

The AVID Elective twelfth grade course is the second part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. This course continues around the theme of “Leadership as a Catalyst for Change in Society.” Students will complete a final research essay project from research conducted in their junior year in AVID. In addition to the academic focus of the AVID senior seminar, there are college-bound activities, methodologies and tasks that should be achieved during the senior year that support students as they apply to four- year universities and confirm their postsecondary plans. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program, as well as complete the requirements for the seminar course.



Electives

Peer Counseling 1 | 1400300

Credits: 0.5 | 09-12

Prerequisite: none

The purpose of this course is to enable students to develop basic knowledge and skills in communication, meeting human needs, and conflict resolution.

Peer Counseling 2 | 1400310

Credits: 0.5 | 09-12

Prerequisite: Peer Counseling 1

The purpose of this course is to enable students to develop intermediate-level knowledge and skills in communication, personal and group dynamics, and conflict resolution.

Peer Counseling 3 | 1400320

Credits: 0.5 | 10-12

Prerequisite: Peer Counseling 1,2

The purpose of this course is to enable students to develop proficient knowledge and skills in communication, personal and group dynamics, and conflict resolution. Emphasis will be on the issues and concerns of students within the school.

Peer Counseling 4 | 1400330

Credits: 0.5 | 10-12

Prerequisite: Peer Counseling 1,2,3

The purpose of this course is to enable students to develop advanced knowledge and skills in communication, personal and group dynamics, and conflict resolution. Emphasis will be on program development and intervention for students in the school and community.

Studies for Students who are Gifted | 7965040

Credits: 1.0 | 09

Prerequisite: Exceptional Student Education Placement

Academic

rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

Students who are gifted have learning needs that go beyond what is traditionally offered in the regular classroom. The nature of their abilities, demonstrated or latent, requires differentiated learning experiences and opportunities for them to maximize their potential. Teachers need to develop the depth and quality of their students' experiences while adjusting the pace to meet individual needs.

This gifted course has been designed for the teacher to select and teach only the appropriate standards corresponding to a student's individual instructional needs. Major Concepts/Content. The purpose of this course is to provide appropriately individualized curricula for students who are gifted.

The content should include, but not be limited to the following:

- | | |
|--|-----------------------------------|
| • develop critical thinking and inquiry skills | • develop problem solving skills |
| • independent learning | • high-level communication |
| • examine the complexity of knowledge | • create/deliver quality products |
| • application of acquired knowledge | • self-awareness |

English Language Arts

English 1 Honors | 1001320

Credits: 1.0 | 9

Prerequisite: None

The purpose of this course is to provide grade 9 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

English 2 Honors | 1001350

Credits: 1.0 | 10

Prerequisite: English1

The purpose of this course is to provide grade 10 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language in preparation for college and career readiness.

English 3 Honors | 1001380

Credits: 1.0 | 11

Prerequisite: English 2

The purpose of this course is to provide grade 11 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language in preparation for college and career readiness.

English 4 Honors | 1001410

Credits: 1.0 | 12

Prerequisite: English 3

The purpose of this course is to provide grade 12 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

Health and Physical Education

Physical Education High School Waiver Information

- Two years in JROTC will meet the Physical Education and the Fine Arts graduation requirement.
- One semester of Marching Band with a grade of "C" or better waives the .5 credit requirement of a physical education elective. The student must still take the .5 credit in Personal Fitness class to complete the requirement.

Personal Fitness | 1501300

Credits: 0.5 | 9-12

Prerequisite: None

The purpose of this course is to provide students with the knowledge, skills, and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill-related components of physical fitness which are critical for students' success. [*PLEASE NOTE: This course paired with an additional 0.5 credit in a Physical Education activity course meets the mandatory Physical Education graduation requirement for all Florida high school students.](#)

Recreation Activities | 1502470

Credits: 0.5 | 9-12

Prerequisite: None

The purpose of this course will explain the precautions to be taken when exercising in extreme weather and/or environmental conditions. Will analyze and evaluate the risks, safety procedures, rules and equipment associated with specific course activities, interpret, and apply the rules associated with specific course activities.

Individual and Dual Sports 1 | 1502410

Credits: 0.5 | 9-12

Prerequisite: Personal Fitness

The purpose of this course is to enable students to develop knowledge and skills specified in individual and dual sports and to maintain health related fitness. The content should include, but not be limited to the following: safety practices, rules, terminology, etiquette, history of the sports, sportsmanship, correct techniques in performing skills, consumer issues, benefits of participation, fitness activities, and assessment of skills and fitness assessments. The sports offered may include but not limited to tennis, table tennis, badminton, golf, juggling, track and field, and archery.

Individual and Dual Sports 2 | 1502420

Credits: 0.5 | 9-12

Prerequisite: Individual and Dual Sports 1

The purpose of this course is to enable students to develop knowledge and skills specified in individual and dual sports and to maintain health related fitness. The content should include, but not be limited to the following: safety practices, rules, terminology, etiquette, history of the sports, sportsmanship, correct techniques in performing skills, consumer issues, benefits of participation, fitness activities, and assessment of skills and fitness assessments. The sports offered may include but not limited to tennis, table tennis, badminton, golf, juggling, track and field, and archery.

Individual and Dual Sports 3 | 1502430

Credits: 0.5 | 10-12

Prerequisite: Individual and Dual Sports 2

The purpose of this course is to enable students to develop knowledge and skills specified in individual and dual sports and to maintain health related fitness. The content should include, but not be limited to the following: safety practices, rules, terminology, etiquette, history of the sports, sportsmanship, correct techniques in performing skills, consumer issues, benefits of participation, fitness activities, and assessment of skills and fitness assessments. The sports offered may include but not limited to tennis, table tennis, badminton, golf, juggling, track and field, and archery.

Team Sports 1 | 1503350**Credits: 0.5 | 10-12**

Prerequisite: Personal Fitness

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

Team Sports 2 | 1503360**Credits: 0.5 | 10-12**

Prerequisite: Team Sports 1

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

Weight Training 1 | 1501340**Credits: 0.5 | 10-12**

Prerequisite: Personal Fitness

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

Weight Training 2 | 1501350**Credits: 0.5 | 10-12**

Prerequisite: Weight Training 1

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

Weight Training 3 | 1501360**Credits: 0.5 | 10-12**

Prerequisite: Weight Training 2

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

Power Weight Training | 1501410**Credits: 0.5 | 10-12**

Prerequisite: Weight Training 3

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

Wrestling 1 | 15055500

Prerequisite: Personal Fitness

Credits: 0.5 | 9-12

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

Wrestling 2 | 15055600**Credits: 0.5 | 9-12**

Prerequisite: Wrestling 1

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

Basketball | 15033100**Credits: .05 | 9-12**

Prerequisite: None

The purpose of this course is to provide instruction of the fundamental skills, tactics, rules, and etiquette in basketball. Introduction to systems of play will be included to enhance the student's understanding. Advanced skills and drills which directly affect student's physical and cognitive abilities will be covered. Students will participate in advanced individual and team techniques in relationship to basketball strategy. Participate in course activities will continue to enhance healthy behaviors that influence students to participate in physical activities throughout their life.

Basketball 2 | 15033150**Credits: 0.5 | 9-12**

Prerequisite: Basketball

The purpose of this course is to provide a more in-depth instruction of the fundamental skills, tactics, rules, and etiquette in basketball. Introduction to systems of play will be included to enhance the student's understanding. Advanced skills and drills which directly affect student's physical and cognitive abilities will be covered. Students will participate in advanced individual and team techniques in relationship to basketball strategy. Participate in course activities will continue to enhance healthy behaviors that influence students to participate in physical activities throughout their life

First Aid and Safety | 08003200**Credits: 0.5 | 11-12**

Prerequisite: none

This course provides a basic overview of the causes and preventions of unintentional injuries, appropriate emergency responses to those injuries and crisis response planning. Safety education should include cardiopulmonary resuscitation (CPR) and the use of an automatic external defibrillator (AED), first aid for obstructed airway, and injury prevention.

Care and Prevention of Athletic Injuries | 15024900**Credits: 0.5 | 11-12**

Prerequisite: First Aid and Safety

The purpose of this course is to introduce students to the proper conditioning of athletes and how to care for prevention of injuries during sports and exercise. Students will be required to participate in after school sports and activities.

Personal Fitness Trainer | 15013800**Credits: 1.0 | 12**

Prerequisite: Care and Prevention of Athletic Injuries

The purpose of this course is to introduce students to the fundamentals of athletic training. Students will be required to participate in after school sports and activities.

Mathematics

Algebra 1 Honors | 1200320

Credits: 1.0 |

9-12 Prerequisite: None

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions.

PLEASE NOTE: In order to receive credit for the course the student must pass the Algebra 1 End of Course Assessment.

Geometry Honors | 1206320

Credits: 1.0 | 9-12

Prerequisite: Algebra 1

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course.

Mathematics for Data and Financial Literacy | 12003880

Credits: 1.0 |

Prerequisite: Algebra 1, Geometry

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

Mathematics for College Algebra | 1200710

Credits: 1.0 |

Prerequisite: Algebra 1, Geometry

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

Algebra 2 Honors | 1200340

Credits: 1.0 | 10-12

Prerequisite: Geometry

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. 2. Students work closely with the expressions that define the functions. They continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms.

AP Pre-Calculus | 12023050**Credits: 1.0 | 11-12**

Prerequisite: Algebra 2

Students, as mathematic analysts, investigate how advanced mathematics concepts are used to solve problems encountered in operating national parks. As students venture from algebra to trigonometry, they analyze and articulate the real-world application of these concepts. The purpose of this course is to study functions and develop skills necessary for the study of calculus. This course includes algebra, analytical geometry, and trigonometry.

Music Education

Physical Education High School Waiver Information

One semester of Marching Band with a grade of “C” or better waives the .5 credit requirement of a physical education elective. The student must still take the .5 credit in Personal Fitness class to complete the requirement.

Band 3 | 1302320

Credits: 1.0 | 9-12

Prerequisite: Audition

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

Band 4 | 1302330

Credits: 1.0 | 10-12

Prerequisite: Band 3

This year-long, intermediate-level course, designed for students who demonstrate proficiency in woodwind, brass and/or percussion techniques, music literacy, critical listening/aural skills, and ensemble performance skills, promotes greater engagement with and appreciation for music through performance and other experiences with a broad spectrum of music, as well as creativity through composition and/or arranging.. Study includes cultivation of well-developed instrumental ensemble techniques and skills, music literacy and theory, and deeper aesthetic engagement with a wide variety of high-quality repertoire.

Band 5 Honors | 1302340

Credits: 1.0 | 11-12

Prerequisite: Band 4

This yearlong, advanced course, designed for wind and percussion students with extensive experience in solo performance and larger performing ensembles, promotes significant depth of engagement and lifelong appreciation of music through performance and other experiences with sophisticated instrumental music, as well as creativity through composition and/or arranging. The course includes the development of advanced instrumental ensemble techniques and skills, extended music literacy and theory, and deep aesthetic engagement with a broad spectrum of high-quality repertoire, ranging from early music to the contemporary. Musical independence and leadership are particularly encouraged in this setting.

Music of the World | 1300340

Credits: 1.0 | 9-12

Prerequisite: None

Students explore the musical traditions of 20th- and 21st-century American and global communities around the world through study of current trends, focusing on the function of music within various cultures (e.g., jazz, world drumming, mariachi, soul, gamelan, Bollywood, digital). Students examine and report on human activities involving music, technology- and culture-related influences on music, and the sounds and structures of music composition. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

Band 6 Honors | 1302350**Credits: 1.0 | 12**

Prerequisite: Band 5 Honors

This yearlong, highly advanced course, designed for students with substantial experience in solo performance and larger performing ensembles, promotes significant engagement with and appreciation for music through performance of sophisticated wind and percussion literature. Study focuses on mastery of highly advanced music skills, techniques, and processes, as well as creativity through composition and/or arranging and use of current technology to enhance creativity and performance effectiveness. This course also provides significant opportunities for student leadership through peer mentoring, solo work, and participation as a performer or coach in a small or large ensemble.

Chorus 1 | 1303300**Credits: 1.0 | 9**

Prerequisite: None; Non-Audition

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

Chorus 2 | 1303310**Credits: 1.0 | 10-12**

Prerequisite: Chorus 1

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

Chorus 3 | 1303320**Credits: 1.0 | 11-12**

Prerequisite: Chorus 2

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

Chorus 4 | 1303330**Credits: 1.0 | 11-12**

Prerequisite: Chorus 3

This year-long, intermediate-level class is designed for students with previous participation in a high school chorus and moderate skills in critical listening, vocal techniques, music literacy, and choral performance. Rehearsals focus on enhancing these skills and students' aesthetic engagement with music through a variety of high-quality three- and four-part choral literature, providing students with the means to learn how to reflect and use a combination of analytical, assessment, and problem-solving skills consistently to improve their own and others' performance.

Chorus 5 Honors | 1303340**Credits: 1.0 | 11-12**

Prerequisite: Chorus 4

This year-long, advanced class is designed for students with previous participation in a high school chorus who have demonstrated a capacity for developing advanced listening/aural skills and advanced knowledge of vocal techniques, musical literacy, and choral performance. Chorus V focuses on development and application of these skills and provides opportunities for aesthetic engagement and making individual musical choices, where appropriate, while preparing a variety of high-quality choral literature.

Chorus 6 Honors | 1303350**Credits: 1.0 | 11-12**

Prerequisite: Chorus 5

This year-long, very advanced class is designed for students who have demonstrated a capacity for developing very advanced listening/aural skills and performance techniques, as well as very advanced knowledge of vocal techniques, musical literacy, ensemble skills, and related musical knowledge. Chorus VI focuses on managing, mastering, and refining these skills and techniques through a variety of high-quality choral literature at a high level of aesthetic engagement. Musical independence and student leadership are promoted through significant opportunities for peer mentoring, solo work, and participation as a performer, conductor, or coach in a small or large ensemble.

Eurhythmics 1 | 1305300**Credits: 1.0 | 9-12**

Prerequisite: None

Student dancers develop basic skills in performing and evaluating choreographed performances as an independent ensemble and in cooperation with a music ensemble. Emphasis is placed on dance, equipment manipulation, precision, and the relationship between music and dance. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Eurhythmics 2 | 1305310**Credits: 1.0 | 10-12**

Prerequisite: Eurhythmics 1

Student dancers build on previous experience to perform and evaluate choreographed performances as an independent ensemble and in cooperation with a music ensemble. Students focus on strengthening dance skills, equipment manipulation, precision, and the relationship between music and dance. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Instrumental Ensemble 1 | 1302460**Credits: 1.0 | 9-12**

Prerequisite: Audition

Students with little or no experience in an instrumental ensemble develop basic musicianship and ensemble performance skills through the study of basic, high-quality music in diverse styles. Student musicians focus on building foundational music techniques, music literacy, listening skills, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

Instrumental Ensemble 2 | 1302470**Credits: 1.0 | 10-12**

Prerequisite: Instrumental Ensemble 1

Students with previous instrumental ensemble experience continue building musicianship and performance skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant musical styles and time periods. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

Instrumental Ensemble 3 | 1302480**Credits: 1.0 | 11-12**

Prerequisite: Instrumental Ensemble 2

Students strengthen instrumental ensemble performance skills, music literacy, and analytical skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant history and cultures. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

Instrumental Ensemble 4 Honors | 1302490**Credits: 1.0 | 12**

Prerequisite: Instrumental Ensemble 3

Students with extensive instrumental ensemble experience refine their critical listening, music literacy, and ensemble skills through the study, rehearsal, and performance of high-quality, advanced literature. Students use reflection and problem-solving skills with increasing independence to improve their performance and musical expressivity. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

Jazz Ensemble 1 | 1302500**Credits: 1.0 | 9-12**

Prerequisite: Audition

Students with experience on an instrument suited for jazz ensemble explore the fundamentals of performance practices, improvisation, and music theory through a diverse repertoire of high-quality jazz literature. Students learn the basics of foundational jazz styles, use chord symbols, develop knowledge of musical structure, and study the history of jazz and its iconic musicians. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

Jazz Ensemble 2 | 1302510**Credits: 1.0 | 10-12**

Prerequisite: Jazz Ensemble 1

Students with jazz experience become conversant with basic chord progressions and the scale/chord relationship, strengthen aural skills, and learn to improvise and compose melodies over progressions as they rehearse, perform, and study high-quality jazz ensemble literature. Musicians study jazz history and become familiar with the cultural context of various compositions and artists. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

Jazz Ensemble 3 | 1302520**Credits: 1.0 | 11-12**

Prerequisite: Jazz Ensemble 2

Students with considerable jazz experience become conversant with more complex forms and harmonic progressions and strengthen their aural and improvisational skills as they rehearse, perform, and study high-quality jazz ensemble literature. Musicians apply their theory skills to arranging, transposition, and composing, and study various periods, cultural contexts, compositions, and artists in jazz history. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

Music Theory | 13003000**Credits: 1.0 | 11-12**

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

Orchestra 1 | 1302360**Credits: 1.0 | 9-12**

Prerequisite: None

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

Orchestra 2 | 1302370**Credits: 1.0 | 10-12**

Prerequisite: Orchestra 1

Students who have at least one year of orchestral experience study, rehearse, and perform high-quality orchestra literature. Rehearsals focus on the development of critical listening skills, basic string techniques, music literacy, ensemble skills, and aesthetic awareness in the context of relevant history and cultures. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

Orchestra 3 | 1302380**Credits: 1.0 | 11-12**

Prerequisite: Orchestra 2

Students build on previous orchestral experience through the study and performance of high-quality orchestra literature. Rehearsals focus on the strengthening of critical listening skills, musicianship, string techniques, ensemble skills, and aesthetic awareness in the context of relevant history and cultures. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

Orchestra 4 | 1302390**Credits: 1.0 | 11-12**

Prerequisite: Orchestra 3

Students with intermediate-level proficiency in string techniques, music literacy, critical listening skills, and musicianship study, rehearse, and perform high-quality orchestra literature. Student musicians strengthen their reflective, analytical, and problem-solving skills to self-diagnose solutions to performance challenges based on their structural, historical, and cultural understanding of the music. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

Orchestra 5 Honors | 1302400**Credits: 1.0 | 11-12**

Prerequisite: Orchestra 4

Students with considerable orchestral experience advance their string and ensemble performance techniques, music literacy, music theory, and aesthetic engagement through high-quality orchestra literature. Student musicians use reflection and problem-solving skills to improve performance significantly based on structural, cultural, and historical understanding of the music. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

Orchestra 6 Honors | 1302410**Credits: 1.0 | 11-12**

Prerequisite: Orchestra 5 Honors

Students with substantial orchestral experience focus on mastery of advanced music skills, techniques, and processes through study, rehearsal, and performance of high-quality orchestra literature. Advanced string players self-diagnose and consider multiple solutions to artistic challenges based on background knowledge of the repertoire, and explore creativity through composition, arranging, and/or use of technology. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

Air Force JROTC

Physical Education High School Waiver and Fine Arts Information

- One year of JROTC will count toward the 1 credit Fine Arts graduation requirement.
- Two years in JROTC will meet the Physical Education and the Fine Arts graduation requirement.

Congress established the Junior ROTC under the National Defense Act of 1916. Certain requirements as stipulated by Congress under U.S. Code: Title 10, Section 2031 must be satisfied in order to participate in a JROTC program. The criteria for determining eligibility to participate in Air Force Junior ROTC are:

- Be enrolled in and attending a regular course of instruction in a grade 9 through 12 at the school hosting the unit.
- Be selected by the Air Force Junior ROTC instructor with the approval of the school principal or his/her representative.
- Maintain acceptable standards of academic achievement and an academic standing that warrants at least normal progression leading to graduation.
- Maintain acceptable standards of conduct.
- Comply with specified personal grooming standards. Common sense and good judgment apply to the attainment of these standards. Standards will not be relaxed to reflect disgrace on the United States Air Force.

One of the keys in the success of the Air Force Junior ROTC program lies in its academic foundation. The curriculum is divided into three components — Aerospace Science, Leadership Education, and Health and Wellness. Each Air Force Junior ROTC unit balances all three areas to meet the needs and abilities of their cadets.

Cadets who complete three years of the Air Force Junior ROTC academic program may earn a certificate of completion and be eligible to enter the military at a higher pay grade compared to most other enlistees. Air Force Junior ROTC cadets are better prepared to enter and work in a highly technical world in the civilian industry, or military service.



Aerospace Science

Aerospace Science studies include aviation history, science of flight, global and cultural studies, exploration of space, management of the cadet corps, aviation honors ground school, and survival. In the study of aviation history, cadets learn about the development of flight and the men and women who contributed throughout the centuries. The science of flight course allows cadets to become acquainted with the aerospace environment, weather, the human requirements of flight and the principles of navigation. Space exploration equips cadets with the basic concepts of space and cyber. Both the science of flight and exploration of space courses complement material taught in high school math, physics, and other science-related courses. These courses support the STEM initiative utilizing 21st Century learning concepts.

Through global and cultural studies, cadets learn to see their world through many different perspectives; introducing them to world affairs, regional studies and cultural awareness.

LEADERSHIP EDUCATION

Leadership Education includes studies of Air Force tradition, wellness, and foundations of citizenship; communication, awareness and leadership; life skills and career opportunities; and principles of management.

The leadership education courses offer cadets many opportunities to shape their lives. They're introduced to the Air Force organizational structure, uniform wear, military customs and courtesies, flag etiquette, civics and drill.

Cadets also learn to think critically, develop effective communications and leadership skills, build personal awareness, learn to build effective teams, and develop behaviors for becoming a credible and competent leader.

They learn about the importance of charting a career path, how to create a personal budget and financial plan, how to write a resume, how to interview for a job and how to apply for college.

HEALTH AND WELLNESS

The objective of the Health and Wellness Program is to motivate cadets to lead healthy, active lifestyles beyond program requirements and into their adult lives. Physical fitness is designed to get the cadet up and moving. The program allows the cadet to push their personal limits, compete and earn awards.

- Develop respect for constituted authority
- Develop a high degree of personal honor, self-reliance, individual discipline, & leadership
- Promote an understanding of the basic elements & need for national security
- Develop respect for & an understanding of the need for authority in a democratic society
- Develop interest in service to the United States

<https://www.airuniversity.af.edu/Holm-Center/AFJROTC/>

Aerospace Science 1 | 1800300**Credits: 1.0 | 9-12**

Prerequisite: Placement selection

The purpose of this course is to enable students to develop knowledge of the historical development of flight and the role of the military in history. Students also develop knowledge of the Air Force Junior Reserve Officer Training Corps (AFJROTC), individual self-control, citizenship, wellness, health, and fitness. Students practice basic drill techniques and conduct military ceremonies.

Aerospace Science 2 | 1800310**Credits: 1.0 | 10-12**

Prerequisite: Placement selection

The purpose of this course is to enable students to develop knowledge of the aerospace environment, human requirements of flight, principles of aircraft flight, and principles of navigation. Students also develop effective communication skills, understanding of human and group behavior, and basic leadership concepts. Students practice drill movements and observe military customs and ceremonies.

Aerospace Science 3 | 1800320**Credits: 1.0 | 11-12**

Prerequisite: Placement selection

The purpose of this course is to enable students to develop knowledge of the space environment, space programs and technology, and manned space flight. Students develop knowledge and skills related to planning for post-secondary education or employment and career opportunities, including financial planning. Students polish skills in marching and conducting military ceremonies.

Aerospace Science 4 - Leadership Development | 1800330**Credits: 1.0 | 12**

Prerequisite: Placement selection

The purpose of this course is to enable students to develop leadership skills including knowledge of individual needs and group dynamics, leadership principles and responsibilities, and effective communication strategies.

Leadership Education 2 | 1800410**Credits: 1.0 | 12**

Prerequisite: Placement selection

- 41.0 Demonstrate leadership and teamwork skills needed to accomplish team goals and objectives.
- 41.01 Employ leadership skills to accomplish organizational goals and objectives.
- 41.02 Establish and maintain effective working relationships with others in order to accomplish objectives and tasks.
- 41.03 Conduct and participate in meetings to accomplish work tasks.
- 41.04 Employ mentoring skills to inspire and teach others.

Sciences

Biology 1 Honors | 2000320

Credits: 1.0 | 9-10

Prerequisite: Placement

While the content focus of this course is consistent with the Biology I course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week.

Chemistry 1 Honors | 2003350

Credits: 1.0 | 10-11

Prerequisite: Biology

This course is designed to serve as a foundation for the study of Chemistry. The utilization of scientific inquiry, web 2.0 tools, interactive experiences, higher order thinking, collaborative projects, real world application through labs and a variety of assessments all aid the student in ultimately demonstrating a vast understanding of the importance of Chemistry in the world around them; enabling them to apply these properties to their everyday lives.

Physics 1 Honors | 2003390

Credits: 1.0 | 11-12

Prerequisite: Biology

While the content focus of this course is consistent with the Physics I course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week.

Environmental Science Honors | 2001350**Credits: 1.0 | 9-12**

Prerequisite: None

This course is designed as an interactive, 21st century course focusing on basic physics and chemistry. Topics include forces and motion, energy through waves, electricity and magnetism, the matter around us, chemical bonding and reactions. This course is designed to serve as a foundation for the study of the physical sciences. The utilization of scientific inquiry, web 2.0 tools, interactive experiences, higher order thinking, collaborative projects, real world application through labs and a variety of assessments all aid the student in ultimately demonstrating a vast understanding of the importance of the physical and chemical properties of the world around them; enabling them to apply these properties to their everyday lives.

Forensic Science 1 | 2002480**Credits: 1.0 | 11-12**

Prerequisite: Biology

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

Social Studies

Economics with Financial Literacy Honors | 2102345

Credits: 0.5 | 12

Prerequisite: United States History

The primary content emphasis for this course pertains to the study of the concepts and processes of thenational and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

Personal Financial Literacy Honors | 2102372

Credits: 0.5 | 9

This grade 9-12 course consists of the following content area and literacy strands: Economics, Financial Literacy, Mathematics, Languages Arts for Literacy in History/Social Studies and Speaking and Listening. Basic economic concepts of scarcity, choice, opportunity cost, and cost/benefit analysis are interwoven throughout the standards and objectives. Emphasis will be placed on economic decision-making and real-life applications using real data.

The primary content for the course pertains to the study of learning the ideas, concepts, knowledge and skills that will enable students to implement beneficial personal decision-making choices; to become wise, successful, and knowledgeable consumers, savers, investors, users of credit and money managers; and to be participating members of a global workforce and society.

United States Government Honors | 2106320

Credits: 0.5 | 12

Prerequisite: United States History

The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study ofgovernment institutions and political processes and their historical impact on American society. Content should include, but is not limited to; the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.

World History Honors | 2109320

Credits: 1.0 | 10

Prerequisite: None

The World History course consists of the following content area strands: World History, Geography andHumanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. Sothat students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

Theatre Arts

Theatre 1 | 0400310

Credits: 1.0 | 9-12

Prerequisite: None

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

Theatre 2 | 0400320

Credits: 1.0 | 10-12

Prerequisite: Theatre 1; Audition Required

This course is designed for students with a year of experience or more and promotes enjoyment and appreciation for all aspects of theatre through opportunities to build significantly on existing skills. Classwork focuses on characterization, playwriting, and playwrights' contributions to theatre; while improvisation, creative dramatics, and scene work are used to help students challenge and strengthen their acting skills and explore the technical aspect of scene work.

Theatre 3 Honors | 0400330

Credits: 1.0 | 11-12

Prerequisite: Theatre 2; Audition Required

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing, painting, printmaking, collage, and/or design. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination.

Theatre 4 Honors | 0400340

Credits: 1.0 | 12

Prerequisite: Theatre 3 Honors; Audition Required

This course is designed for students with extensive experience in theatre and promotes significant depth of engagement and lifelong appreciation for theatre through a broad spectrum of primarily self-directed study and performance. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of sophisticated oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge

Visual Arts

Two-Dimensional Studio Art 1 | 0101300

Credits: 1.0 | 10-12

Prerequisite: None

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

Two-Dimensional Studio Art 2 | 0101310

Credits: 1.0 | 10-12

Prerequisite: Two-Dimensional Studio Art 1

Students develop and refine technical skills and create 2-D compositions with a variety of media in drawing. Student artist sketch, manipulate, and refine the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Students will develop and refine technical skills and create 2-D compositions with a variety of media in drawing, painting, printmaking, collage, and/or design. Student artists will sketch, manipulate, and refine the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

Two-Dimensional Studio Art 3 Honors | 0101320

Credits: 1.0 | 11-12

Prerequisite: Two-Dimensional Studio Art 2

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in painting. Students practice and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination.

World Languages

What You Need to Know About Scheduling a World Language

The Florida State University System requires two years of the same foreign language to meet admission requirements. We recommend college bound students complete their foreign language courses as soon as possible.

French 1 | 0701320

Credits: 1.0 | 9-12

Prerequisite: None

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

French 2 | 0701330

Credits: 1.0 | 9-12

Prerequisite: French 1

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

French 3 Honors | 0701340**Credits: 1.0 | 10-12**

Prerequisite: French 2

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

Spanish 1 | 0708340**Credits: 1.0 | 9-12**

Prerequisite: None

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

Spanish 2 | 0708350**Credits: 1.0 | 9-12**

Prerequisite: Spanish 1

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

Spanish 3 Honors | 0708360**Credits: 1.0 | 9-12**

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

Career and Technical Pathways

Career and Technical Education programs are comprised of a sequence of courses that provide rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare students for further education and careers in industry. All programs give students the opportunity gain valuable technical skill proficiency, and include competency-based applied learning that contribute to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, occupation-specific skills, and knowledge essential to success in the chosen career field.

Business Management Pathway

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Business Management and Administration career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Business Management and Administration career cluster. This pathway comprises our 3DE Program which provides students with additional resources and community partnerships with business leaders.

Course Number	Course Title
8207310	Digital Information Technology
8812110	Principles of Entrepreneurship
8812120	Business Management and Law
8812000	Business Ownership

Digital Information Technology

Prerequisites: None

This course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Digital Information Technology includes the exploration and use of databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards. After successful completion of this core course, students will have met Occupational Completion Point A, Information Technology Assistant - SOC Code 15-1151.

Principles of Entrepreneurship

Prerequisites: Digital Information Technology

This course provides instruction in the basic principles of entrepreneurship: the role of the entrepreneur, entrepreneurship as a career, ethics in business, and the principles of marketing, financing, and managing a business.

Business Management and Law

Prerequisites: Principles of Entrepreneurship

This course explores the reach and impact of managing people, one of the most important resources of an organization. Students are required to perform higher level strategic thinking. Topics include management policy development, evaluating organizational effectiveness, sourcing and recruitment, hiring and retention planning, employee training, performance appraisals, compensation and benefit programs, maintaining working conditions and providing a safe working environment.

Business Ownership

Prerequisites: Business Management and Law

This course is designed to provide a higher level of understanding of business systems, accounting concepts, working with financial information, data analysis skills, managing business information with appropriate software, requirements analysis of information systems, data modeling, and database management.

Sports, Recreation, and Entertainment Marketing Pathway

This program offers a sequence of courses that provides students with the opportunity to explore marketing through the lens of sports. An emphasis is placed on digital marketing and advertising, particularly via the use of social media as a marketing tool.

Course Number	Course Title
8207310	Digital Information Technology
8827410	Sports, Recreation, and Entertainment Essentials
8827420	Sports, Recreation, and Entertainment Applications
8827430	Sports, Recreation, and Entertainment Marketing Management
8827440	Sports, Recreation, and Entertainment Internship

Digital Information Technology

Prerequisites: None

This course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Digital Information Technology includes the exploration and use of databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards. After successful completion of this core course, students will have met Occupational Completion Point A, Information Technology Assistant - SOC Code 15-1151.

Sports, Recreation, and Entertainment Essentials

Prerequisites: Digital Information Technology

The purpose of this course is to develop the competencies essential to sport, recreation, and entertainment marketing. These competencies include employability, human relations, communication, math, and economic skills. The fundamentals of sport, recreation, and entertainment marketing and selling are also included.

Culinary Arts Pathway

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Culinary Industry.

Course Number	Course Title
8800510	Culinary Arts 1
8800520	Culinary Arts 2
8800530	Culinary Arts 3
8800540	Culinary Arts 4

Culinary Arts 1

Prerequisite: None

This course covers the history of the food service industry and careers in that industry. Also covered are safety in the workplace; employability skills; leadership/teamwork skills; care and use of commercial culinary equipment; basic food science; basic nutrition; and following recipes in food preparation labs.

Culinary Arts 2

Prerequisite: Culinary 1

In this course students will learn state mandated guidelines for food service; how to attain food handler training certification; and perform front-of-the-house and back-of-the-house duties. Students will prepare quality food products and present them creatively; demonstrate safe, sanitary work procedures; understand food science principles related to cooking and baking; and utilize nutrition concepts when planning meals/menus.

Culinary Arts 3

Prerequisite: Culinary Arts 2

In this course the student will research career opportunities in professional cooking/baking; follow guidelines on food selection, purchasing, and storage; and use communication skills. Students will prepare and present a variety of advanced food products; create centerpieces; and research laws specific to the hospitality industry. Also covered are management skills; how to develop a business plan; and utilization of technology in the workplace. Students will be knowledgeable about food safety manager training/certification training programs that are acceptable in Florida.

PLEASE NOTE: This course is paired with Culinary Arts 4

Culinary Arts 4

Prerequisite: Culinary Arts 2

This course provides opportunities for students to apply their acquired knowledge and skills in culinary related scenarios. This is a culminating course to develop advanced culinary techniques and skills. Students will learn using modern technology and culinary trends.

PLEASE NOTE: This course is paired with Culinary Arts 3 | 8800530

Digital Multimedia Pathway

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

Course Number	Course Title
8201210	Digital Media/Multimedia Foundations 1
8201220	Digital Media/Multimedia Foundations 2
8201230	Digital Media/Multimedia Foundations 3
8201240	Digital Media/Multimedia Foundations 4

Digital Media/ Multimedia Design Foundations 1

Prerequisites: Digital Information Technology

The purpose of this program is to prepare students for a career as multimedia artists and animators. This course provides competencies in presentation production issues, basic computer knowledge, digital and still photography, and photo editing. This course leads to a certification in Adobe Photoshop.

Digital Media /Multimedia Foundations 2

Prerequisites: Digital Media/ Multimedia Design Foundations 1

This course is the second in a series of four courses preparing students for a career as a multimedia artist or animator. This course covers competencies in advanced design, illustration software, color modes, and fonts.

Digital Media/ Multimedia Foundations 3

Prerequisites: Digital Media/ Multimedia Design Foundations 2

This course continues the program to prepare students for work as multimedia artists and animators. This course covers competencies in design layout software.

Digital Media/ Multimedia Foundations 4

Prerequisites: Digital Media/ Multimedia Design Foundations 3

This course continues the program to prepare students for a career in multimedia design and animation. This course covers competencies in web page design, HTML and CSS, and authoring software for web page design.

Game Design Pathway

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers such as a Game/Simulation Designer, Game Programmer, and Game Software Developer in the Information Technology career cluster.

Course Number	Course Title
8207310	Digital Information Technology
8208110	Game & Simulation Foundations
8208120	Game & Simulation Design
8208330	Game & Simulation Programming
8208340	Multi-User Game & Simulation Programming

Digital Information Technology

Prerequisites: None

This course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Digital Information Technology includes the exploration and use of databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards. After successful completion of this core course, students will have met Occupational Completion Point A, Information Technology Assistant - SOC Code 15-1151.

Game & Simulation Foundations

Prerequisites: None

This course is designed to provide an introduction to game and simulation concepts and careers, the impact game and simulation has on society and industry, and basic game/simulation design concepts such as rule design, play mechanics, and media integration. This course compares and contrasts games and simulations, key development methodologies and tools, careers, and industry-related information. This course also covers strategies, processes, and methods for conceptualizing a game or simulation application; storyboarding techniques; and development tools.

Game & Simulation Design

Prerequisites: Game & Simulation Foundations or Digital Information Technology

This course covers fundamental principles of designing a game or a simulation application, rules and strategies of play, conditional branching, design and development constraints, use of sound and animation, design tools, and implementation issues. The content includes market research, product design documentation, storyboarding, proposal development, and presentation of a project report. Emphasis is placed on the techniques needed to develop well-documented, structured game or simulation programs. Extensive use is made of evaluating and analyzing existing games or simulations.

Game & Simulation Programming

Prerequisites: Game & Simulation Design

This course is focused on students acquiring the appropriate programming skills for rendering a game or simulation product, including program control, conditional branching, memory management, score-keeping, timed event strategies and methodologies, and implementation issues. Standards included in this course of instruction have been aligned to the academic courses shown below. This table shows the number of aligned benchmarks, the total number of academic benchmarks, and the percentage of alignment.

Multi-User Game & Simulation Programming

Prerequisites: Game & Simulation Programming

This course is focused on students acquiring the appropriate programming skills for rendering a game or simulation product, including program control, conditional branching, score-keeping, timed event strategies and methodologies, and implementation issues specific to multi-user game/simulation products.

Hospitality and Tourism Management Pathway

The purpose of this course is to introduce students to the skills necessary for success in the hospitality and tourism industry. Students will also learn hospitality and tourism terminology and the mathematical, economic, marketing, and sales fundamentals of the industry. This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality & Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality & Tourism career cluster.

Course Number	Course Title
8850110	Introduction to Hospitality & Tourism
8703110	Technology for Hospitality & Tourism
8703120	Hospitality & Tourism Marketing Management
8703130	Hospitality & Tourism Entrepreneurship

Introduction to Hospitality & Tourism

Prerequisite: None

The purpose of this course is to introduce students to the skills necessary for success in the hospitality and tourism industry. Students will also learn hospitality and tourism terminology and the mathematical, economic, marketing, and sales fundamentals of the industry.

Technology for Hospitality & Tourism

Prerequisite: Introduction to Hospitality & Tourism

This course is designed to provide an introduction to computer technology and to develop entry-level skills for computer-related careers in the hospitality & tourism industry.

Hospitality & Tourism Marketing Management

Prerequisite: Introduction to Hospitality & Tourism

The purpose of this course is to provide students necessary career specific instruction in hospitality and tourism marketing management. Students will learn sales and management techniques, marketing principles, and entrepreneurship skills necessary to succeed in the hospitality and tourism industry. This course incorporates marketing and management principles and procedures of the hospitality and tourism industry as well as employment qualifications and opportunities.

Hospitality & Tourism Entrepreneurship

Prerequisite: Hospitality & Tourism Marketing Management

The purpose of this course is to provide with the academic and technical preparation to pursue high- demand and high-skill careers in hospitality related industries. In addition, this course is designed so that performance standards meet employer expectations, enhancing the employability of students.



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