STEAM
EDUCATION

TECHNOLOGY

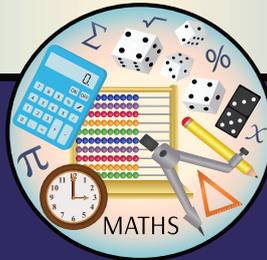ENGINEERING

SCIENCE

ART

MATHS

Tohopekaliga High School
Career Technical Education CTE
& Arts Programs

welcome
Tohopekaliga CTE Programs

THE ROLE OF SECONDARY CTE

Provide career and technical education in the state's

K-12 system of public education

Introduce students to career options

in development of career goals

Provide technical skills

Provide occupation-specific skills

Prepare students for further education and trainin

AREAS OF STUDY
CTE provides courses and pathways consistent with industry standards. Exploratory courses begin in the 7th grade, and subsequent courses teach students specific job readiness and job skills, which can lead to employment and postsecondary education.

CAREER ACADEMIES
CTE provides small learning communities within high schools that provides rigorous and relevant instruction which focuses on preparing students for both the workplace and college.

OUR VISION:
The vision of Career and Technical Education is to promote literacy and academic advancement, provide job training and employer partnerships, and improve the employability potential of each student in a K-20 seamless education environment.

Career and Technical Education creates pathways to success for every secondary student by providing him or her with the technical skills and academic knowledge needed to prepare for future employment and/or successful transition to postsecondary education.

table of
content

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team work

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Allied Health

Purpose

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 Health Science 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 Health Science career cluster.

The content includes but is not limited to performing skills representative of one to three areas of allied health care in the laboratory and clinical settings. Major areas of allied health are defined as physical therapy, emergency, radiation, laboratory and respiratory medicine, and occupational therapy. Other areas of health, medicine, dentistry,

or veterinary may be included, with instructor provided competencies. Such competencies must remain at the aide level and not go beyond the scope of practice of unlicensed assistive personnel. Invasive procedures that fall into the nursing scope of practice are not to be added. Clinical experience is defined as activities performed in the clinical setting under the supervision of a health professional duly certified/licensed in the selected occupational fields. Simulated labs are not a substitute for clinical experience. School certificates for this module must be for "Allied Health Assistant". Specific competencies may be listed on the back.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of three courses and two occupational completion points. The two credit core is required as a prerequisite for all programs and options. Secondary students completing the two required courses will not have to repeat the core in postsecondary. When the recommended sequence is followed, the structure allows students to complete at specified points for employment or remain for advanced training or cross-training. A student who completes the applicable competencies at any occupational completion point may either continue with the training program or exit as an occupational completer.
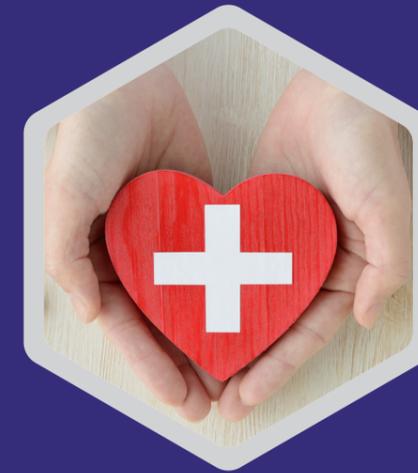
Careers

Athletic training
Audiology
Cardiovascular perfusion technology
Cytotechnology
Dental hygiene
Diagnostic medical sonography
Dietetics
Emergency medical sciences
Health administration
Health information management

Medical technology
Nuclear medicine technology
Occupational therapy
Physical therapy
Physician assistant
Radiation therapy technology
Radiography
Rehabilitation counseling
Respiratory therapy
Respiratory therapy technology
Speech-language pathology

Cybersecurity
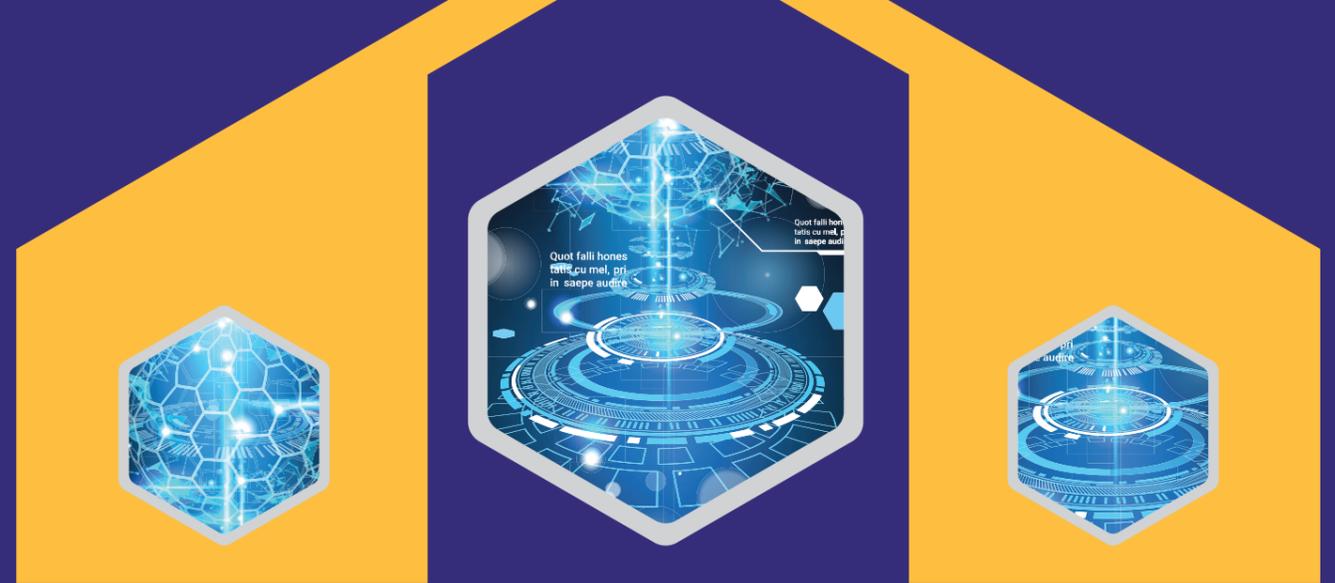
Purpose

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 cybersecurity-related careers in the Information Technology 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 cybersecurity.
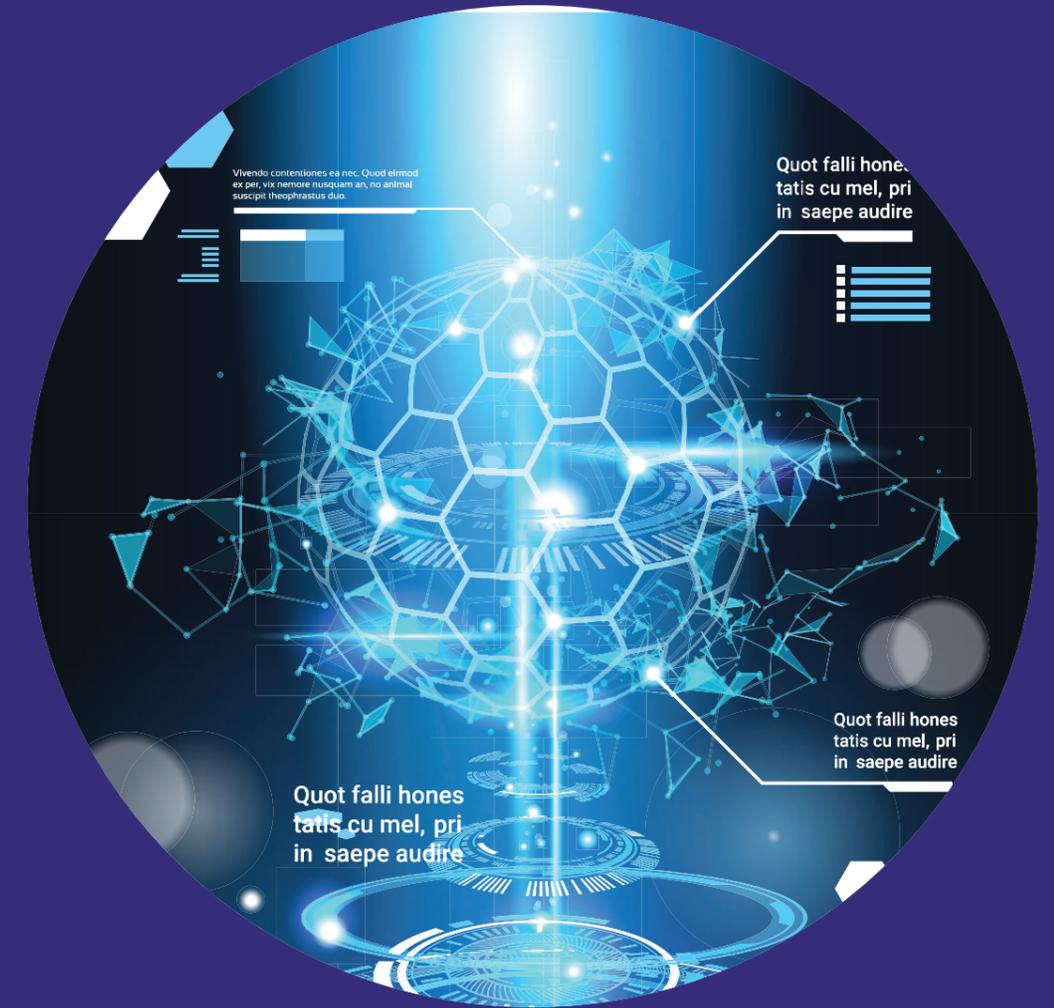
The content includes but is not limited to foundational knowledge and skills in computer and network security, security vulnerabilities, attack mechanisms and techniques, intrusion detection and prevention, cryptographic systems, system hardening, risk identification, incidence response, penetration testing, key management, access control, and recovery. Specialized courses focus on database security, planning and analysis, software, and web security.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of two occupational completion points (OCPs). The Introduction to Information Technology course (8207310) may be used as a substitute for IT Fundamentals (9001310) in this program. To complete this program, students must complete OCP A plus one of the subsequent courses in OCP B.

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Vivendo contentiones ea nec. Quod eirmod ex per, vix nemore nusquam an, no animal suscipit theophrastus duo.

Careers

Security Consultant.
Information Security Analyst.
Ethical Hackers.
Computer Forensics Analysts.

Chief Information Security Officer.
Penetration Tester.
IT Security Consultant.
Security Systems Administrator

Robotics

Purpose

The purpose of this program is to provide students with a foundation of knowledge and technically oriented experiences in the study of the principles and applications of robotics engineering and its effect upon our lives and the choosing of an occupation. The content and activities will also include the study of entrepreneurship, safety, and leadership skills. This program focuses on transferable skills and stresses understanding and demonstration of the science and mathematics knowledge, technological tools, machines, instruments, materials, processes and systems related to robotics.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of four courses.

It is recommended (but not required) that students complete or be concurrently enrolled in advanced science (physics) and mathematics courses (e.g., trigonometry, calculus).

Certifications

This program offers the students to take up to six different certifications that provide valuable experience, proof of mastery of the content and can count for college credits

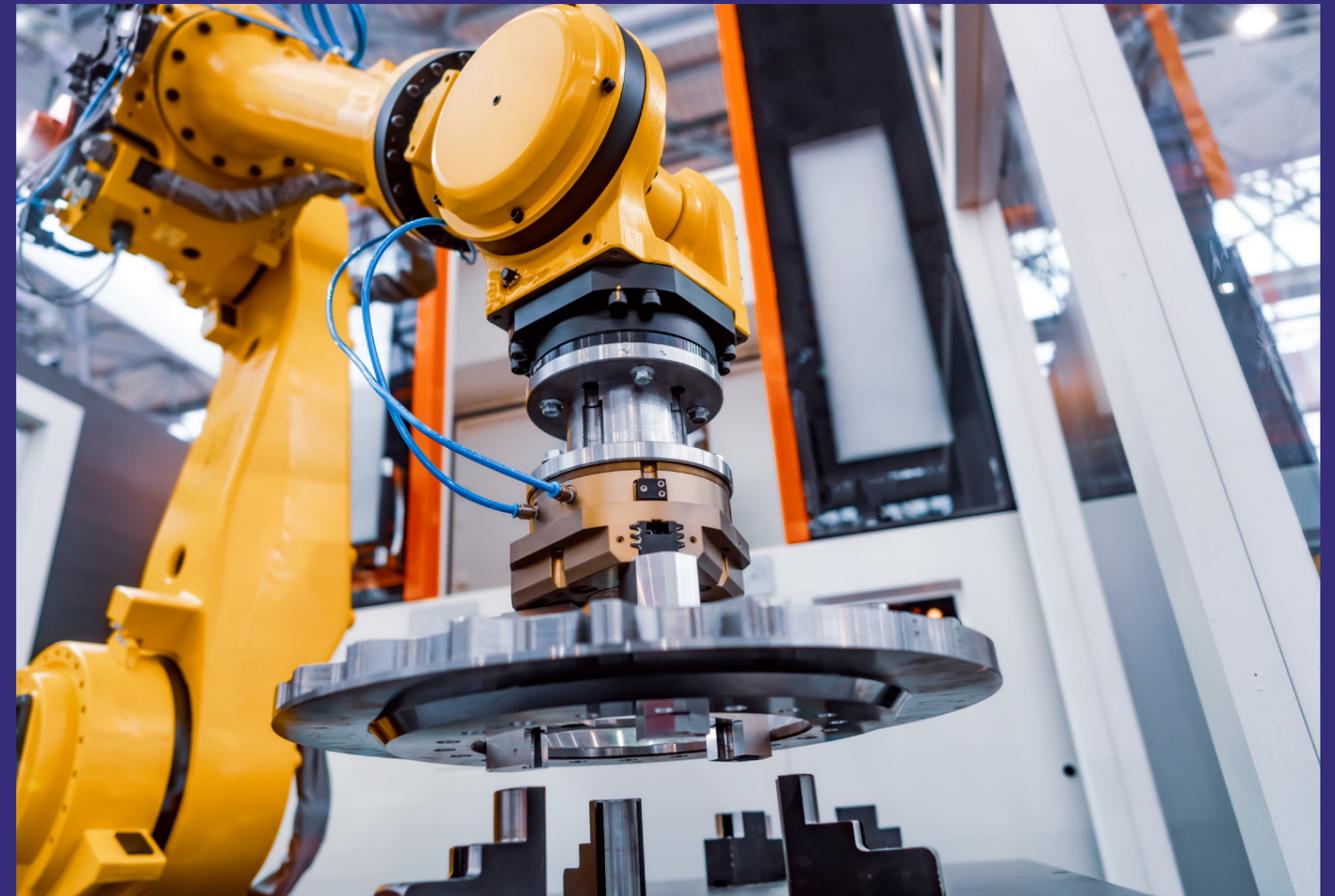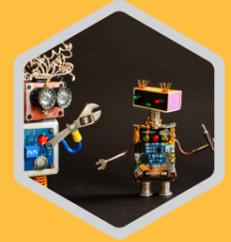Autodesk Certified User – Inventor

Certified Solidworks Associate-Academic

RECF Pre-Engineering Certification

RECF Robotics Certification

FANUC Certified Robot Operator

MSSC Certified Productions Technician

Careers

Robotics Engineer
Robotics Technician
Sales Engineer
Software Developer
Robotics Operator
Mechanical Engineers

Aerospace Engineering and Operations Technicians
Electro-mechanical Technicians.
Sales Engineers
Computer and Information Research Scientists
Computer Programmers.

Bio Medical

Purpose

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 Health Science 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 Health Science career cluster.

The purpose of this program is to provide students with a foundation of knowledge and technically oriented experiences in the study and applications of biomedical sciences and the possibilities in the biomedical field.

The content includes but is not limited to the study of human body systems, medicine, health, key biological concepts, communication, transport of substances, locomotion, metabolic processes, defense, protection, research processes, engineering principles and an introduction to bio-informatics. The program also includes the design and development of various medical interventions, including vascular stents, cochlear implants, and prosthetic limbs. In addition, students review the history of organ transplants and gene therapy, and stay updated on cutting-edge developments via current scientific literature.

Careers
Biomedical scientist
Biotechnologist
Forensic scientist
Healthcare scientist, clinical bio-chemistry
Healthcare scientist, genomics
Healthcare scientist, haematology
Healthcare scientist, immunology
Medicinal chemist
Microbiologist
Physician associate
Research scientist (medical)
Toxicologistes

Culinary Arts

Purpose

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.

The Culinary Arts program offers four courses designed by the Florida Department of Education. Each course provides coherent and rigorous content aligned with industry expectations, academic standards, and relevant technical knowledge. Each program progresses onto the next providing advanced rigorous industry expectations, experiential-based assessments, cuisine enhancement and theoretical knowledge. Students earn a high school credit for each course completed. During the fourth course of study, students have the opportunity to choose a culminating track to develop advanced culinary techniques and skills. Students will learn utilizing modern technology and culinary trends and obtain certifications and scholarship. Welcome to our career, are you up for the challenge?

Careers

Executive Chef. Manages the kitchen staff, prepares work schedules, creates menus, and computes food costs.
Sous Chef
Banquet Chef
Pastry Chef
Food Production Manager
Purchasing Manager
Private Club and Resort Manager

Digital Design

Purpose

The purpose of this program is to prepare students for employment in the Digital Design industry as Information Technology Assistants, Production Assistants, Digital Assistant Designers, Graphic Designers, and Multimedia Designers.

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and the 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, enhanced practical experiences in computer-generated art and text, graphic design, graphic production, digital design skills, preparation of digital layouts and illustrations, scanning, and the development of specialized multimedia presentations.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

Program Structure

This program is a planned sequence of instruction consisting of five occupational completion points.

Graphic and Interactive Design Associate in Science (A.S.)

The Graphic and Interactive Design Associate in Science (A.S.) degree program is a two-year program that prepares you to go directly into a specialized career in print design, advertising design, web design or interactive design. As a graphics student, you'll learn what it means to kern type, crop photos and "lose the widows." From the creative process to interpersonal communication, our students receive hands-on experience and learn employable skills that prepare them to enter directly into a career. With a trusted reputation in the Orlando creative industry, we pride ourselves in educating some of the most talented designers in Central Florida.

Our students have received recognition in local, regional, national and even international competitions. Their accomplishments include over 100 ADDY Awards, Florida Print Awards, the Create Awards, the ONE Show, Print Magazine and Siggraph.

Specializations Available:
Graphic Design
Interactive Design

Careers

Multimedia Designer
Web Designer.
Logo Designer
Brand Identity Designer.
Creative/Art Director
Photo Editing/Photoshop Artist.
Layout Artist
Package Designer

Certifications:

Adobe Photoshop
Adobe Illustrator
Adobe InDesign
12 Credits Hours @Valencia College
Portfolio after 4 years

VALENCIA COLLEGE
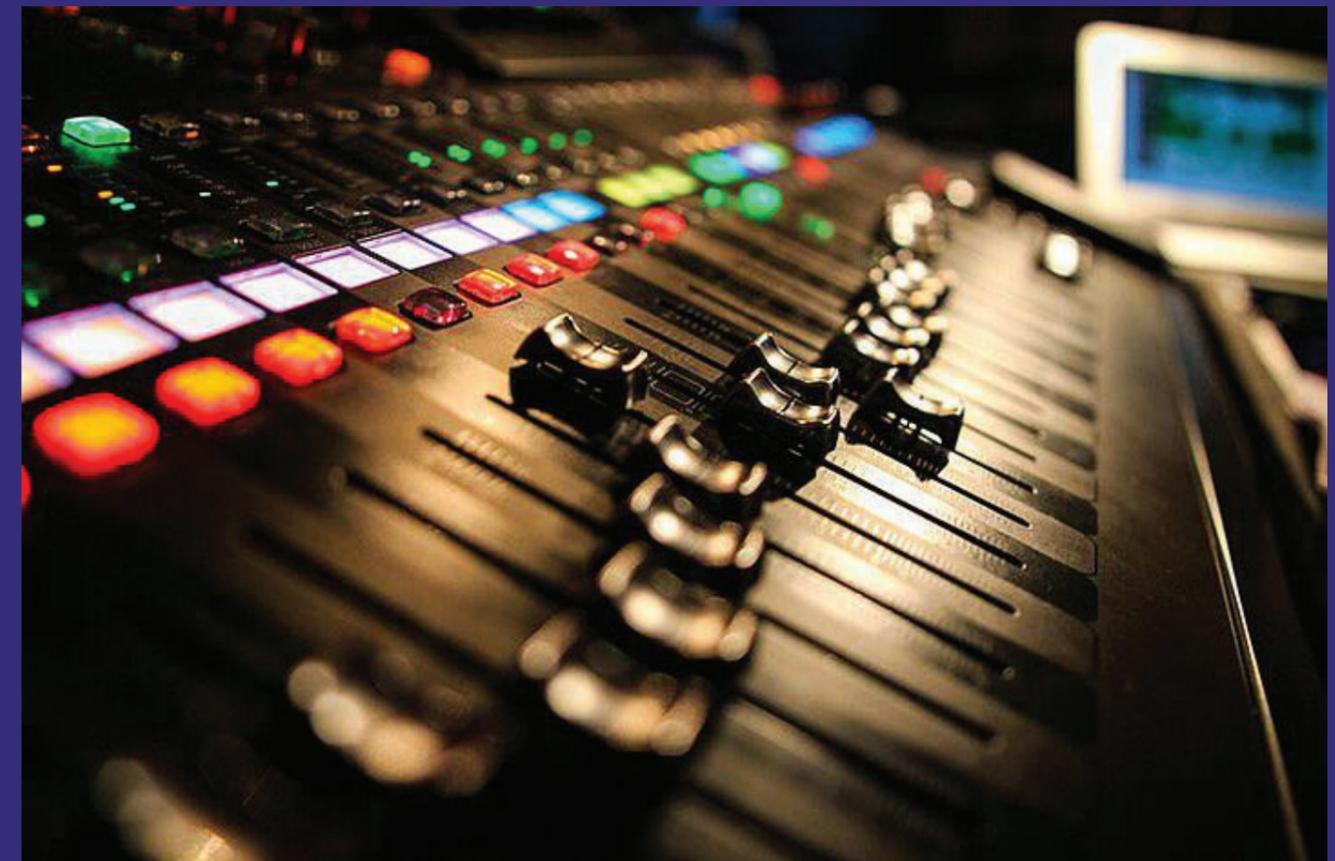
Digital Audio

Purpose

The purpose of this program is to prepare students for initial employment as radio and television announcers, audio and video equipment technicians, sound engineering technicians, and broadcast technicians.

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, communication skills, leadership skills, human relations and employability skills; safe and efficient work practices; announcing and moderating programs; preparing copy, programming, and operating audio broadcast equipment to support the production of materials or programs.

Careers
Record Producer
Audio Technician
Recording Studio Manager.
Sound Designer.
Instrument Tech.
Sound Mixer.
Radio Broadcast Engineer.
Digital Audio Editor.

Digital Info

Purpose

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.
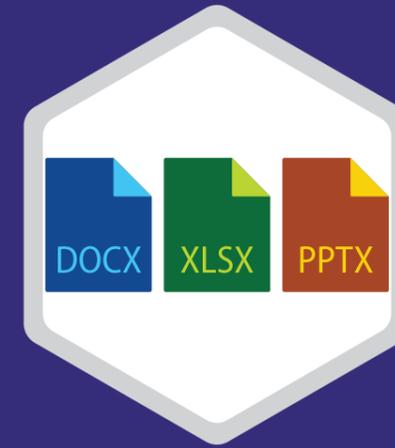
Microsoft Excel

Course content includes:
Create and Manage Worksheets and Workbooks
Manage Data Cells and Ranges
Create Tables
Perform Operations with Formulas and Functions
Create Charts and Objects

Microsoft PowerPoint

Course content includes:
Create and Manage Presentations
Insert and Format Text, Shapes, and Images
Insert Tables, Charts, SmartArt, and Media
Apply Slide Transitions
Manage Multiple Presentations

Microsoft Outlook

Course content includes:
Manage the Outlook Environment for Productivity
Manage Messages
Manage Schedules
Manage Contacts and Groups
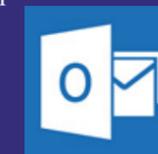
Microsoft Word

Course content includes:
Create and Manage Documents
Format Text, Paragraphs, and Sections
Create Tables and Lists
Create and Manage References
Insert and Format Graphic

Elements

*To become a Microsoft Office Specialist you must pass any three (3) of the four (4) certification exams with a score of 700 or higher. You will earn 9 college credits at any Florida University or College .

Digital Video

Purpose

The purpose of this program is to prepare students for initial employment as production assistants, audio/video equipment technicians, video/TV camera operators, video editors, multimedia artists/animators and broadcast technicians.

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 be limited to, communication skills, leadership skills, human relations and employability skills, safe and efficient work practices, and preparation to assume responsibility for the overall production of digital video activities (e.g., scripts, lighting, camera operation, electronic news gathering, field/studio production, video editing).

Careers
Production assistant
Grip Operator
Screenwriter
Camera operator/Assistant camera operator
Cinematographer
Director
Videographer

Food Science

Agriscience Foundation 1

Students will be learn the basic history of agriculture and it affects us today. Students will learn about different career paths they may find within the agricultural industry. Students will learn to use scientific skills to do research on biological, physical environmental principles. Students will also learn about the skills to be a leader and us human relations skill in Agriscience. Students will put together a garden to grow on vegetables and spices. 20% of the class will be hands on experience. Lastly, students will learn employability and agribusiness.

Certification:
Agriculture production technology

Food Science Applications 2

Students will learn how to use their taste and other senses to develop foods. Students will use application of scientific principles in food processing; food marketing; nutritional and economic value of plant-based food products; safe and efficient distribution and handling of food products; environmental factors in food production and processing; the global and historical impact of food on people; and employability skills necessary in the food industry.

Food Science Applications 3

Students will address concepts related to developing new food products; scientific experimentation with the chemical and biological components of foods; the impact of microbes in food production; the nutritional and economic value of animal-based food products; food spoilage and waste management; safety and security risks in the food supply; the international trade of foods; and

employability skills necessary in the food industry.

On the Job Training 4

Students will find a job related to the food science industry to get hands on experience with the field. Students will be able to see what all goes on in the job and determining if it may be a career path for them or not.

Career and Technical Student Organization (CTSO)

FFA is the intercurricular career and technical student organization providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

After High School

College
There are many opportunities for students to continue their education after high school.

Valencia College
Students can earn an A.S in

specializations in horticulture, landscape, and sustainable agriculture. Currently they are partnering with the College of Agricultural and Life Sciences (CALS) at UF to build some articulated degree pathways for the Valencia students to transfer to CALS.

University of Florida
Students can pursue a BA in Food Science to continue their education within the food science industry.
Students could also pursue a BA in a variety of agriculture related fields like agriculture communications, biology, agriculture education, agriculture business, agricultural and natural resources, environmental science, family, youth and community science, dietetics, plant science and much more options.
University of Florida is one of the best agriculture affiliated places to receive an education.

Employment

There are a ton on agriculture food science fields around. With the certifications that are offered

and the on the job training that could be available to students it could crisp up the resume to help asset in jobs in specific areas.
Other
The agriculture industry is something that some people forget how important it is to our world. The goal of this program is to introduce students to give them an understanding how to food comes from farm to table and what that process looks like along the way.

Careers
Agriculture engineer
Agronomist
Bee Keeper
Botanist
Conservation planner
Endangered Species Biologist
Forest Health Specialist
Landscaper
Park ranger
Water quality specialist
Wild life officer

Gaming

Gaming and Simulation Foundation (year 1)

Students will learn the basics of game design. They will learn about making 2D graphics for their games by learning Photoshop. Students will then use a 2D game development program called Gamemaker begin making games using their 2D graphics and game design principles. This will also help them learn basic programming skills used in writing games.

Certifications:
Photoshop ACA

Game and Simulation Design (year 2)

Students will continue learning about game design. A 3D game development environment called Unity will be used. The students will learn about designing games in a 3D environment. Coding skills will also be enhanced by using C# scripting in Unity. Students will learn to create and use design documents. The fields of Virtual Reality and Augmented Reality will be explored.
Certifications:
Unity

Game and Simulation Programming (year 3)

Students will continue to enhance their programming skills in Unity. Maya, a 3D modeling and animation program, will be used to make 3D models for their games. They will also learn about 3D animations. This gives the student the complete knowledge of the process of programming 3D games, simulations and animaitons.

Certifications:
MAYA

Game and Simulation Advanced Application (year 4)

This course is a culmination of this pathway. Students will be put into teams and create a game/simulation/animation that allow experiences that utilize both skills and knowledge directly related to the student's career interests. The project must provide opportunities for members to experience a high level of interactivity related to the challenges of learning and applying advanced skills. Skills utilized include team building, scheduling, coordination of activities, and budgeting.

Certifications:
Modeling and Simulation
After High School

Employment

Orlando area is one of the nation's leaders in companies specializing in Modeling and Simulation – especially for the military. There could be opportunities for part time or full time jobs for the motivated student.
However – college is the best option for this career choice.

College

There are many opportunities for students to continue their education after high school. Seminole State College Students can earn an AS degree in Computer Programming and Analysis. They can then continue on to a BS degree in Information Systems with a concentration in Modeling and Simulation.

UCF
Students can pursue a BA in Digital Media – Game Design to continue their gaming career. They can also pursue a BFA in Emerging Technology in animation or graphic design. UCF has one of the top masters programs in gaming

Other
I have also had several students who have graduated from this pathway attend Florida Polytechnic Institute in Lakeland. Students will have enough programming experience to pursue a degree in IT or computer programming at any college – including Valencia.

The field of Gaming, Simulation and Animation is a growing field. The goal of this program is to introduce students to the tools used and give then a good foundation so they can further pursue careers in this field.

Careers
Multimedia Artist/Animator
Video Game Tester
Customer Support Agent
Composer/Musician
Developer
UAV operator
Technical artist
Digital architect.
3D printer
Viral advertising
Game tester
App developer

Nursing

Purpose

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 Health Science 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 Health Science career cluster.

This program is designed to prepare students for employment as licensed practical nurses (SOC 29-2061). The program must be approved by the Florida State Board of Nursing in order for graduates to may apply to take the examination to practice as a Licensed Practical Nurse.

The content includes, but is not limited to, theoretical instruction and clinical experience in medical, surgical, obstetric, pediatric, and geriatric nursing; theoretical instruction and clinical experience in acute, care, long term care and community settings; theoretical instruction and clinical application of vocational role and function; personal, family and community health concepts; nutrition; human growth and development over the life span; body structure and function; interpersonal relationship skills, mental health concepts; pharmacology and administration of medications; legal aspects of practice; and current issues in nursing

Careers
Certified Nursing Assistant
Clinical Nurse Specialist (CNS) Average Salary: $81,305.
Flight Nurse. Average Salary: $61,752
Labor and Delivery Nurse. Average Salary: $56,858.
LPN/LVN. Average Salary: $44,030
Neonatal Intensive Care Nurse
Nurse Anesthetist (CRNA)
Nurse Educator

TKHS ARTS

Programs offered through the Chorus Department
Vocal Performance- Advancement in courses that will prepare each vocalist for their college auditions in classically trained singing.
Musical Theater Performance- Advancement in course that will prepare each vocalist for their college auditions in musical theater repertoire.
Contemporary and Commercial Music- Advancement in course that combine digital audio and vocal training to prepare students for a carrier in contemporary music and production

Each program will prepared training for students to achieve high scores on their collegiate placement exams. An average of 6 credits can be waved based on student performance and college regulations.

Performance Opportunities offered through the Chorus Department

The Florida Vocal Association (FVA) Solo & Ensemble Events

FVA District and State level Choral Festival

FVA State Honor Choir

American Choral Director's

Association (ACDA) State Honor Choir

ACDA Regional Honor Choir

ACDA National Honor Choir

Osceola All County Performances

Disney's Candlelight Processional

Amway center for the Orlando Magic

Two annual concerts for the community in our stunning Performing Arts Center

We also, have BAND and JAZZ BAND!

Graduate from Westminster Choir College in Princeton, NJ. Ms. Kaufmann first traveled to Vienna Austria to perform German Lieder before coming back to the states to start her career as a Choral Director. Since she has been back in Florida she has been nominated for Osceola Arts Teacher of the Year every year and won the award in 2018, been appointed the District Chair Person for Middle School Choral Activities in Osceola County, and has traveled to China, Africa, and Indonesia as a choir performer. She loves her students and focuses on building a culture where excellence comes from a great work ethic and a loving heart!

TKHS ARTS

2D Studio Art

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

Honors and AP Level

Students will create a body of work through the application, analysis, evaluation, REVISION and creation of complex ideas. The investigation must be abstract and multi-faceted, students are challenged to think and collaborate critically on their content.

3D Studio Art

Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instructional focus will be on ceramics and/or pottery. Media may include, but are not limited to, clay and/or plaster, with consideration of the workability, durability, cost, and toxicity of the media used. Student artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail, size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftsmanship and quality in the surface and structural qualities of the completed art forms. Students in the ceramics and/or pottery art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

TKHS ARTS

Theater 1 **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.** students are challenged to think and collaborate critically on their content.

Musical Theater 1
Students' course work focuses on, but is not limited to, acting, vocal performance, dance, non-dance movement, and staging, which transfer readily **to performances in musicals and other venues. Students survey the evolution of music in theatre from ancient Greece to modern Broadway through a humanities approach and representative literature. Music theatre students explore the unique staging and technical demands of musicals in contrast to non-musical plays. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.**

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

Welcome to Tohopekaliga High School, Home of the Tigers.

We are excited to share with you our new high school that has been established to serve the students and families of Osceola County and the great state of Florida.

Tohopekaliga High is a Science, Technology, Engineering, The Arts, and Math (STEAM) high school. Our school offers Advanced Placement classes, which will include a broad and challenging educational program for students from diverse cultural backgrounds. Tohopekaliga High School is committed to inspiring students to achieve at the highest standards of intellectual and personal development. Our programs are comprehensive and contain multiple
Career, Technical and Education pathways.

Our school has established a caring, respectful, multicultural environment that is committed to instilling in each student a desire to learn, to take appropriate risks, and to accept challenges. Our school community is committed to developing students who are resilient and adaptable, equipped with the knowledge, skills, and disposition to continue their education and become personally fulfilled, interdependent, socially responsible adults.

As your principal, I am excited to serve the students, families, staff and community of Osceola County. I bring a dedicated, passionate heart that believes that every student needs and deserves a quality education. I encourage all of us to join together and create new bonds of friendship, collaboration and commitment to ensure that all students learn and grow.

Our Motto is," Sapere aude, which in Latin means, "Dare to Know or Dare to be Wise". A strong foundation of knowledge will guide our efforts as we seek to become wise.

I look forward to serving you.

Professionally,
David Phelps
Principal
Tohopekaliga High School

Tohopekaliga High School

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TOHOPEKALIGA
HIGH SCHOOL