



**Curriculum Guide 2019-2020**

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## Message from the Principal

Welcome to Tohopekaliga High School where the Latin phrase “Sapere aude” is our motto!

Our Curriculum Guide outlines Pathway Courses of study offered to students. Your selections should support your efforts and develop your talents and skills. Your choices will help you build your academic foundation for the future. The registration process is a critical piece of building that future. Please read the descriptions and requirements carefully. Discuss the options with your parents, and ask questions of your teachers and counselors. Our teachers and staff stand ready to encourage and support your academic journey. We know that 2018-2019 will be a wonderful new start for students here at Tohopekaliga High School. Our teachers and staff have worked hard to establish a rigorous curriculum based on STEAM. (Science, Technology, Engineering, Arts and Mathematics) We challenge you to strive to achieve the highest levels in all your endeavors. We believe all students have the potential to complete college level courses or even earn an Associates of Arts Degree while at Tohopekaliga High School. We encourage you to challenge yourself with honors, advanced placement and Valencia College courses. Course selection allows you to begin an adventure through which you will learn and define not only who you are, but also what you can become. Tohopekaliga High School is establishing a tradition of excellence in academics, athletics, and the arts. We encourage you to participate fully in the high school experience and to involve yourself in our school community. As you continue on your academic journey as a Tiger keep this in mind “Do not go where the path may lead; go instead where there is no path and leave a trail.” - Ralph Waldo Emerson

Sincerely,

David Phelps, Principal  
Tohopekaliga High School

### Tohopekaliga Mission Statement

The purpose of Tohopekaliga High School is to educate, empower, and enable all students to become caring, contributing citizens who can succeed in an ever-changing world. Tohopekaliga High School is committed to focusing on high expectations and individual academic success and to creating a community of respect and responsibility.

### Tohopekaliga Vision Statement

Tohopekaliga High School will be a nurturing, safe and professional environment that supports the educational success and social, emotional, and physical development of all students. Courses will be academic, engaging, and standards-based, with a focus on the learner. All school staff will be highly qualified and caring instructors who are attentive to the educational, cultural and physical needs of students and the Tohopekaliga community. Parents will be positive, supporting members of the school community. Students will be respectful, self-disciplined, productive citizens who think critically, make informed decisions and act ethically.

## Table of Contents

Athletics .....	6
Bright Future Information.....	7
College Test Preparation.....	8
Dual Enrollment Options: Valencia, UCF, UF, and oTECH.....	9
Extracurricular Information .....	10
FOCUS Portal .....	10
Graduation Information.....	11
Guidance and Counseling Services.....	13
Scheduling Policies and Procedures.....	14
Virtual School Information for All Students.....	15
What Should I Take? .....	15
Advanced Placement (AP) .....	16
AVID .....	21
Electives .....	23
English Language Arts .....	25
Health and Physical Education .....	26
Mathematics.....	30
Music Education.....	32
Naval Sciences (JROTC) & Navy National Defense Cadet Corps Program.....	38
Sciences .....	39
Social Studies.....	42
Theatre Arts.....	43
Visual Arts .....	45

World Languages.....	47
Career and Technical Pathways.....	48
<b>School of Arts</b> .....	48
Digital Audio Production Pathway.....	48
Digital Design Pathway.....	50
Digital Video Technology Pathway.....	51
Technical Theater & Entertainment Design Pathway.....	52
<b>School of Culinary Arts</b> .....	53
Culinary Arts Pathway.....	54
Food Science Applications Pathway.....	55
<b>School of Engineering</b> .....	56
Applied Robotics Pathway.....	56
<b>School of Health Sciences</b> .....	56
Allied Health Assisting Pathway.....	57
Electrocardiograph Technician Pathway.....	57
Home Health Aide Pathway.....	58
Nursing Assistant Pathway.....	58
Biomedical Sciences Pathway.....	59
Practical Nursing Pathway.....	60
<b>School of Information Technology</b> .....	62
Applied Cybersecurity Pathway.....	62
Game/Simulation/Animation Programming Pathway.....	63
Microsoft Office Specialist Pathway.....	64

## Athletics

All Athletics	Winter Athletics	Spring Athletics
Football (M) Volleyball (W) Cross Country (M, W) Golf (M, W) Swimming (M, W) Lacrosse (M)	Basketball (M, W) Competition Cheerleading (W, M) Weightlifting (W) Soccer (M, W) Wrestling (M, W) Bowling (M, M)	Baseball (M) Softball (W) Track & Field (M, W) Flag Football (W) Weightlifting (M) Tennis (M, W)
<b>M = Men   W = Women</b>		

### Student-Athlete Eligibility

In order to participate in FHSAA sanctioned athletics at Tohopekaliga, students must have a cumulative GPA of 2.0 (unweighted) at the conclusion of each semester to be academically eligible during the next semester.

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>.

## Bright Future Information

### Bright Futures Student Handbook:

#### [Chapter 1: Initial Eligibility Requirements](#)

- Requirements for Scholarship Types (*FAS, FMS, GSV, GSC*)
- Non-Traditional Students (*home-educated, GED, out-of-state, mid-year*)

#### [Chapter 2: Information to Know Now That You Are Eligible](#)

- Length of the Scholarship Award
- Award Amounts
- Transferring the Scholarship between Institutions

#### [Chapter 3: Renewing Your Award](#)

- Renewal Requirements
- Reinstatement Requirements
- Restoration Requirements
- Institutional Appeal Process

#### [2017 Bright Futures Florida Legislative Changes](#)

#### [Bright Futures Brochure](#)

#### [Chart of Eligibility and Award Criteria](#)

#### [Bright Futures Award Amounts \(BFFAS Private\)](#)

#### [The Out-Of-State Student Guide](#)

#### [Bright Futures Statistical Reports](#)

#### [Bright Futures Credit Hour Renewal Requirement Interactive Tool](#)

#### [Religious and Service Obligation Reporting Form](#)

**Other Bright Futures Resources:** Contact 1-888-827-2004

## College Test Preparation

### **Recommended SAT & ACT Timeline for TKHS Students**

Tohopekaliga High School recommends that college-bound students begin taking SAT & ACT 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)**

In March of 2016, the new SAT requirements will take effect. The new SAT test takes three hours and 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.

#### **American College Testing (ACT)**

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 and Reduced Lunch Student Fee Waivers**

Students that are receiving Free or Reduced Lunch through the School District of Osceola County may receive up to two fee waivers for each assessment during their four years in high school. Waivers are available through the College and Career Counselor.

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

Juniors and Seniors at Tohopekaliga 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 TKHS. Students in the DE Program take a mix of high school and college courses, or a full schedule of college courses. Students accepted in to the DE Program will earn high school and college credit simultaneously.

### University of Florida Admission Requirements

- Have an unweighted GPA of 3.5 unweighted and must be junior or senior status.

Test Scores:

Critical Reading and Math	SAT	ACT	PSAT
	1490	21	142

### 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
	1200	26 *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.

## Extracurricular Information

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

### Clubs and Organizations:

- Art Club
- Cheerleading – Sideline
- Color Guard
- Dance Team
- DECA
- Drama Club
- Jazz Ensemble
- Key Club
- Marching Band
- National Honor Society
- NJROTC
- Senior Class Officers

**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 subject/content area.

## FOCUS 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.

### Online Registration

1. Log on to this Site: [FOCUS Parent Portal](#)
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 need further assistance in creating a Parent Portal account, click on this document: [Parent Portal Instructions](#)

## 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 TKHS.

### 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
- Algebra II
- U.S. History

### Diploma Information

The Florida Department of Education flyer web links 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:
  - Scholar Diploma
  - Merit Diploma

[Academic Advisement Flyer for Students Entering Grade Nine in the 2015-2016 School Year](#)  
[Academic Advisement Flyer for Students Entering Grade Nine in the 2016-2017 School Year](#)

### 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. 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

In an effort to provide a successful and positive school experience, parents and students have a number of 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 Calendly.

## Scheduling Policies and Procedures

### Student Scheduling at TKHS

Students will be provided a scheduling orientation starting in January – February that will outline all of the procedures for scheduling at TKHS. Course selection information will be distributed during scheduling orientation at perspective/zoned high schools and available on the school's website.

### Schedule Planning Meeting

Starting in January – February, the school Assistant Principal of Instruction will visit zoned high schools to discuss curriculum and scheduling courses and procedures for new enrolled/transferred TKHS students.

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

### Schedule Change Policies at TKHS

Once students meet with their school counselor in the Schedule Planning Meeting, the scheduling process has begun. 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 is in need of a course for graduation requirement
- Course prerequisites not met

### Course Add/Drop

Students and/or parents will be able to schedule a meeting with a school counselor during the Add/Drop window. Parents and students may meet with a school counselor to discuss possible add/drop options. There will be no add/drop once the school year has begun. Only administrative schedule changes will be permitted during the school year.

Twenty minute appointments may be scheduled through the TKHS website, or by calling the TKHS Guidance Office. Only add/drop concerns will be addressed during these meetings.

**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 sufficient 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.

## Virtual School Information for All Students

On June 2, 2011 Governor Rick Scott signed the Digital Learning Act into law.

All students must complete one high school level virtual course as a requirement for graduation. This course may be a 0.5 credit course. Osceola Virtual School and Florida Virtual School offer over 60 free high school courses for Florida students. You may contact your Tohopekaliga High School counselor or Osceola Virtual School directly to fulfill this requirement.

We strongly recommend that all TKHS students have this graduation requirement met prior to entering their junior year. Failure to follow this timeline may result in the student be identified as at-risk for on-time graduation.

### Osceola Virtual School

<http://ovsk12.osceola.k12.fl.us>

407-870-1445

### Florida Virtual School

<http://flvs.net>

## What Should I Take?

Are you wondering what courses you should take at Tohopekaliga High School?

### 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/Pre-AP 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

AP 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 courses go further than that. These courses are designed to prepare students for the AP exams. These tests can be taken after the completion of the AP course. Earning a 3 on the exam will demonstrate your competence in the subject and will earn you college credit in some colleges.

## 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 tests are 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 Biology
- AP Calculus
- AP Capstone Seminar
- AP Capstone Research
- AP Chemistry
- AP Computer Science
- AP English Language & Composition
- AP English Literature & Composition
- AP Environmental Science
- AP Human Geography
- AP Physics 1: Algebra Based
- AP Psychology
- AP Spanish Language
- AP Statistics
- AP Studio Art 2-D
- AP Studio Art Drawing
- AP Studio Art 3-D
- AP United States Government
- AP United States History
- AP World History

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 whom miss the AP Exam may be required to reimburse TKHS for the test administration fees.

### Advanced Placement Biology | 2000340

Credits: 1.0 | 10-12

**Prerequisite:** Biology & Chemistry

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes — energy and communication, genetics, information transfer, ecology, and interactions.

**PLEASE NOTE:** This course is paired with Genetics Honors | 2000440

### 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 Capstone Seminar | 1700500**

Credits: 1.0 | 11

**Prerequisite:** Passed 1 AP Exam

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

**Advanced Placement Capstone Research | 1700510**

Credits: 1.0 | 12

**Prerequisite:** AP Capstone Seminar

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

**Advanced Placement Chemistry 1 | 2003370**

Credits: 1.0 | 11-12

**Prerequisite:** Chemistry & Algebra 2

The AP Chemistry course provides students with a foundation to support future advanced course work in chemistry. Through inquiry-based learning, students develop critical thinking and reasoning skills. Students cultivate their understanding of chemistry and science practices as they explore topics such as; atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.

**PLEASE NOTE:** This course is paired with Chemistry 2 Honors | 2003360**Advanced Placement Computer Science | 0200320**

Credits: 1.0 | 11-12

**Prerequisite:** Algebra 2

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 Environmental Science | 2001380**

Credits: 1.0 | 9 - 12

**Prerequisite:** Placement

The AP Environmental Science course is the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

**Advanced Placement Human Geography | 2103400**

Credits: 1.0 | 9-12

**Prerequisite:** Previous Success in Social Studies Coursework

This course will be based on the national curriculum for AP Human Geography. The purpose of this course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, uses, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools that geographers use in their science and practice. Some of the topics studied will be physical geography, population patterns, and cultural influences on society, urbanization and industrialization, impact of agriculture, politics and economics.

**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.

**PLEASE NOTE:** This course is paired with Experimental Science 1 Honors | 2003400

**Advanced Placement Psychology | 2107350**

Credits: 1.0 | 11-12

**Prerequisite:** Previous Success in Social Studies Coursework

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

**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 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

The Drawing Portfolio is intended to address a very broad interpretation of drawing issues and media. Line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth and mark-making are drawing issues that can be addressed through a variety of means, which could include painting, printmaking, mixed media, etc. Abstract and observational works may demonstrate drawing competence. The range of marks used to make drawings, the arrangement of those marks, and the materials used to make the marks are endless.

**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 Economics Financial Literacy Honors.

**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 on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

**Advanced Placement World History | 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.



## 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. In particular, 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

### **Creative Writing 1 | 1009320**

Credits: .5 | 09-10

**Prerequisite:** none

The purpose of this course is to enable students to develop and use grade 9-10 writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing.

### **Creative Writing 2 | 1009330**

Credits: .5 | 11-12

**Prerequisite:** none

The purpose of this course is to enable students to develop and use grade 11-12 writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing.

### **Debate 1 | 1007330**

Credits: 1.0 | 09-12

**Prerequisite:** none

The purpose of this course is to develop students' beginning awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies for public debate in a variety of given settings.

### **Executive Internship 1 | 0500300**

Credits: 1.0 | 11-12

**Prerequisite:** Placement

The purpose of this course is to provide a practical introduction to the work environment through direct contact with professionals in the community. The content should include, but not be limited to, the following:

- discussion of professional job requirements
- awareness and knowledge of career opportunities
- building vocabulary appropriate to the area of professional interest
- development of decision-making skills
- development of personal and educational job-related skills

### **Executive Internship 2 | 0500310**

Credits: 1.0 | 11-12

**Prerequisite:** Executive Internship 1

The purpose of this course is to supplement the existing curriculum by providing community internships. Students apply textbook learning, leadership skills, and understanding in challenging and creative professional areas. The content should include, but not be limited to, the following:

- study of a variety of career options
- written and oral communication skills
- higher-level thinking skills
- interpersonal relationship skills
- factors affecting job performance
- in-depth research study
- theories of executive management
- the influence of unions
- economic factors affecting free enterprise

- knowledge of professional organizations and their impact
- career planning

### **Executive Internship 3 | 0500320**

Credits: 1.0 | 11-12

**Prerequisite:** Executive Internship 2

The purpose of this course is to further refine and apply technical skills and competencies for leadership within specific professional areas. The content should include, but not be limited to, the following:

- more intensive study of a variety of career options
- written and oral communication skills
- higher level thinking skills
- interpersonal relationship skills
- factors affecting job performance
- in-depth research study
- theories of executive management
- the influence of unions
- economic factors affecting free enterprise
- knowledge of professional organizations and their impact
- career planning

### **Executive Internship 4 | 0500330**

Credits: 1.0 | 12

**Prerequisite:** Executive Internship 3

The purpose of this course is to continue to provide students with an opportunity to apply technical skills and competencies to real-life career processes and settings. The content should include, but not be limited to, the following:

- analysis of career options
- career planning processes
- characteristics of work settings
- theories of executive management
- influence on unions
- free enterprise concepts
- organizational structure

### **Journalism 1 | 1006300**

Credits: 1.0 | 09-12

**Prerequisite:** none

The purpose of this course is to enable students to develop fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.

### **Journalism 2 | 1006310**

Credits: 1.0 | 10-12

**Prerequisite:** Journalism 1

The purpose of this course is to enable students to extend fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop further knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.

**Speech 1 | 1007300**

Credits: 1.0 | 09-12

**Prerequisite:** none

The purpose of this course is to develop students' beginning awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies in a variety of given settings.

**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
- independent learning
- examine the complexity of knowledge
- application of acquired knowledge
- develop problem solving skills
- high-level communication
- create/deliver quality products
- self-awareness

**English Language Arts****English 1 | 1001310**

Credits: 1.0 | 9

**Prerequisite:** None

The purpose of this course is to provide English 1 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

**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 | 1001340** Credits: 1.0 | 10

**Prerequisite:** English1

The purpose of this course is to provide grade 10 students, using texts of high complexity, 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 | 1001370** Credits: 1.0 | 11

**Prerequisite:** English 2

The purpose of this course is to provide grade 11 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and 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 | 1001400** Credits: 1.0 | 12

**Prerequisite:** English 3

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

**Basketball | 1503310**

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 | 1503315**

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

**Career Research and Decision Making | 1700380**

Credits: 0.5 | 9-12

**Prerequisite:** none

The purpose of this course is to develop career planning competencies, enabling students to make informed career choices and develop the skills needed to successfully plan and apply for college or a job. Student athletes will understand the college process (Recruiting, applications, resumes, life skills, college search engine, NCAA, NAIA). The content should include, but not be limited to, the following: goal-setting and decision-making processes, self-assessment, sources of career information, occupational fields and educational requirements -postsecondary education and training opportunities -writing, listening, viewing, and speaking skills for applications and interviews, financial planning and sources of educational financial assistance and career planning

**Driver Education | 1900310**

Credits: 0.5 | 10-12

**Prerequisite:** Must be 16 year's old

The purpose of this course is to introduce students to the highway transportation system and to strategies that will develop driving knowledge and skills related to today's and tomorrow's motorized society. It will also provide an in-depth study of the scope and nature of accident problems and their solutions. The content should include, but not be limited to, the following:

- vehicle control and traffic procedure
- defensive driving strategies
- pertinent laws and their application to driving
- energy efficient and safe enjoyable vehicle ownership
- physical and mental factors
- legal and moral obligations
- knowledge of motorcycle operations and interactions in the system
- planning for safe travel to include map studies
- the effects of alcohol and other drugs on driving performance

**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.

**Outdoor Education | 1502480**

Credits: 0.5 | 9-12

**Prerequisite:** None

This course provides students with opportunities to acquire knowledge and skills of different sports. Students will acquire skills used in recreational pursuits today, as well as later in life, and to maintain or improve personal fitness.

**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.

**Softball | 1503330**

Credits: 0.5 | 9-12

**Prerequisite:** None

The purpose of this course is to enable students to acquire basic knowledge of softball play, develop skills in softball and maintain or improve health-related fitness.

**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.

## Mathematics

**Algebra 1** | 1200310

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.

**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.

**Algebra 2** | 1200330

Credits: 1.0 | 11-12

**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.

**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.

**Geometry | 1206310**

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.

**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.

**Liberal Arts Mathematics 1 | 1207300**

Credits: 1.0 | 10-12

**Prerequisite:** Placement

During the 2013-2014 school year, Florida transitioned to the Common Core State Standards for Mathematics. The content standards for Liberal Arts Mathematics 1 are based upon these new standards. Though this course has a primary focus on Algebra and Geometry, this course WILL NOT trigger the Algebra I and Geometry End-of-Course Assessments.

**Math for College Readiness | 1200700**

Credits: 1.0 | 11-12

**Prerequisite:** Placement

This course is target for students who are not yet "college ready" in mathematics or simply need some additional instruction in content to prepare them for success in college level mathematics. This course incorporates the Florida Standards for Mathematical Practices as well as the following Florida Standards for Mathematical Content: Expressions and Equations, The Number System, Functions, Algebra, Geometry, Number and Quantity, Statistics and Probability, and the Florida Standards for High School Modeling. The standards align with the Mathematics Postsecondary Readiness Competencies deemed necessary for entry-level college courses.

**Pre-Calculus Honors | 1202340**

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.

**Probability & Statistics with Applications Honors | 1210300**

Credits: 1.0 | 11-12

**Prerequisite:** Placement

Topics for the course will include descriptive statistics, probability of independent and conditional events, probability distribution, decision making, simulation and experimental design, inferencing, and Chi-Squared distributions. Throughout the course, students will develop learning strategies, critical thinking skills, and problem solving techniques.

**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.

**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.

**Keyboard 1 | 1301360**

Credits: 1.0 | 9-12

**Prerequisite:** None

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

**Keyboard 2 | 1301370**

Credits: 1.0 | 10-12

**Prerequisite:** Keyboard 1

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

**Music Theory | 1300300**

Credits: 1.0 | 9-12

**Prerequisite:** None

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.

**Music Techniques | 1305500**

Credits: 1.0 | 9-12

Prerequisite: None

Students in this entry-level class focus on the development of musical and technical skills on a specific instrument or voice through etudes, scales, and selected music literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills to be more disciplined performers. 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, if used for an instrumental class, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

**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.

**Naval Sciences (JROTC) & Navy National Defense Cadet Corps Program****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.

**Purpose:** To instill in participating U.S. high school students the values of citizenship, service to the United States, personal responsibility, and a sense of accomplishment.

**Program Goals**

- Promote patriotism
- Develop informed & responsible citizens

- 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

**Naval Science 1 | 1802300**

Credits: 1.0 | 9-12

**Prerequisite:** None

The purpose of this course is to introduce students to the precepts of citizenship, the elements of leadership, and the value of scholarship in attaining life goals. This course will also enable students to develop appreciation for the heritage and traditions of America, to recognize the importance of the role of sea power in America's future, and to develop a sense of pride in his/her organization, associates, and self. These elements are pursued at a fundamental level.

**Naval Science 2 | 1802310**

Credits: 1.0 | 10-12

**Prerequisite:** Naval Science 1

The purpose of this course is to engender a sound appreciation of the heritage and traditions of America, with recognition that the historically significant role of sea power will be important in America's future. This course will also enable students to develop a sense of pride in his/her organization, associates, and self. This course will further enable students to develop understanding of maritime geography as it relates to our natural resources, landforms, climate, soil, bodies of water, people, governments, the military, and geopolitics.

**Naval Science 3 | 1802320**

Credits: 1.0 | 11-12

**Prerequisite:** Naval Science 2

The purpose of this course is to enable students to further develop their understanding for the importance of sea power and national security, naval operations and support functions, military law, international law, and the sea. This course will also enable students to develop understanding of the technical area of naval science study.

**Naval Science 4 | 1802330**

Credits: 1.0 | 12

**Prerequisite:** Naval Science 3

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.

## Sciences

**Anatomy and Physiology Honors | 2000360**

Credits: 1.0 | 10-12

**Prerequisite:** Biology

While the content focus of this course is consistent with the Anatomy and Physiology 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.

**Biology 1 | 2000310**

Credits: 1.0 | 9-10

**Prerequisite:** Physical Science

The Biology course guides students through the study of living and non-living systems and how they interact with one another. Students explore the world they live in by posing questions and seeking answers through scientific inquiry. Discovery takes place through observation and data collection. The students will be introduced to the structure, function, diversity, and evolution of living matter. This is a course with real relevance. It encourages curiosity and provides opportunity for students to work on hands on lab activities and develop relationships through collaboratively learning. Engaging in the study of biological science broadens the picture of the world around us.

**Biology 1 Honors | 2000320**

Credits: 1.0 | 9-10

**Prerequisite:** Physical Science

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 | 2003340**

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.

**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.

**Chemistry 2 Honors | 2003360**

Credits: 1.0 | 10-12

**Prerequisite:** Chemistry and Algebra 2

The purpose of this course is to enable students to develop knowledge of chemistry by expanding and applying chemical concepts introduced in 2003340

**PLEASE NOTE:** This course is paired with Advanced Placement Chemistry 1 | 2003370

**Environmental Science | 2001340**

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.

**Experimental Science Honors 1 | 2002340**

Credits: 1.0 | 11-12

**Prerequisite:** Geometry & Completed or Enrolled in Algebra 2

The purpose of this course is for students to pursue advanced science research. 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.

**PLEASE NOTE:** This course is paired with Advanced Placement Physics | 2003421**Genetics Honors | 2000440**

Credits: 1.0 | 10-12

**Prerequisite:** Biology and Chemistry

The purpose of this course is for students to understand the fundamental concepts of genetics. Through experimentation, students will be able to solve genetic based problems.

**PLEASE NOTE:** This course is paired with Advanced Placement Biology | 2000340**Marine Science 1 Honors | 2002510**

Credits: 1.0 | 9-12

**Prerequisite:** Biology

While the content focus of this course is consistent with the Marine Science 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.

**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.

## Social Studies

### **Economics with Financial Literacy | 2102335**

Credits: 0.5 | 12

**Prerequisite:** None

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

Prerequisite: United States History

### **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 the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

### **United States Government | 2106310**

Credits: 0.5 | 12

**Prerequisite:** United States History

The 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.

### **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 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.

### **United States History | 2100310**

Credits: 1.0 | 11

**Prerequisite:** World History

The United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical,

geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that 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 which occurred before the end of Reconstruction.

**United States History Honors | 2100320**

Credits: 1.0 | 11

**Prerequisite:** World History

The United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that 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 which occurred before the end of Reconstruction.

**World History | 2109310**

Credits: 1.0 | 10

**Prerequisite:** None

The World History course consists of the following content area strands: World History, Geography and Humanities. 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. So that 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.

**World History Honors | 2109320**

Credits: 1.0 | 10

**Prerequisite:** None

The World History course consists of the following content area strands: World History, Geography and Humanities. 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. So that 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

**Acting 1 | 0400370**

Credits: 1.0 | 9-12

**Prerequisite:** None

Through improvisation, simple scripted scenes, performance projects, and/or practical application, students learn to identify what makes performances believable and explore the tools used to create, articulate, and execute them. Upon completion of this course, students have a strong foundation for future scene work, script analysis, and play production. 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.

**Theatre Improvisation | 0400620**

Credits: 1.0 | 9-12

**Prerequisite:** None

Students learn to communicate effectively, both verbally and non-verbally; develop and build critical listening and collaborative skills, and think and solve problems quickly and appropriately on the spot, which transfers well to academic, career, and social arenas. Through collaboration, communication, and performance activities, students engage in improvisation as a stand-alone art form and as an acting methodology. 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.

**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

### **Ceramics/Pottery 1** | 0102300

Credits: 1.0 | 9-12

**Prerequisite:** None

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.

### **Ceramics/Pottery 2** | 0102310

Credits: 1.0 | 10-12

**Prerequisite:** Ceramics 1

Students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Instructional focus should be on ceramics and/or pottery. Processes and techniques for substitution may include, but are not limited to, wheel-thrown clay, glaze formulation and application. 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. Ceramic and/or pottery artists experiment with and manipulate space-producing devices, including overlapping, transparency, interpenetration, vertical and horizontal axis, inclined planes, disproportionate scale, fractional or abstracted representation, and spatial properties of the structural art elements. Craftsmanship and quality are reflected 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.

### **Ceramics/Pottery 3 Honors** | 0102320

Credits: 1.0 | 11-12

**Prerequisite:** Ceramics 2

Students communicate a sense of 4-D, motion, and/or time, based on creative use of spatial relationships and innovative treatment of space and its components. Instruction may include content in ceramics, pottery, or other related media. Students address 4-D, the inter-relatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium (i.e., natural, artificial, or reflective), or flexible, entered, or activated space. Other concepts for exploration include tension, compression or expansion, intrusions or extrusions, grouping, proximity, containment, closure, contradiction, and continuity. Ceramic and/or pottery artists experiment with processes, techniques, and media, which may include, but are not limited to, casting and kiln-firing techniques, and mold

making. Craftsmanship and quality are reflected 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.

**Creative Photography 1 | 0108310**

Credits: 1.0 | 11-12

Prerequisite: None

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

**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.

**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.

#### **French 4 Honors | 0701350**

Credits: 1.0 | 11-12

##### **Prerequisite:** French 3 Honors

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

#### **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 for Spanish Speakers 3 | 0709320**

Credits: 1.0 | 9-12

**Prerequisite:** Heritage Language or Spanish 2

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

The course content will continue reflecting the cultural values of Spanish language and societies.

### 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.

#### School of Arts

- Digital Audio Production Pathway
- Digital Design Pathway
- Digital Video Technology Pathway
- Technical Theater & Entertainment Design Pathway

#### Digital Audio Production Pathway

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.

**Digital Audio Production 1 | 8772310** Credits: 1.0 | 9  
**Prerequisite:** None  
The course provides competencies in operating audio consoles, production writing, news writing, and voice over and on-air skills.

**Digital Audio Production 2 | 8772320** Credits: 1.0 | 10  
**Prerequisite:** Digital Audio Production 1  
This course provides competencies in the set up and configuration of a computer for audio applications and the operation of audio equipment.

**Digital Audio Production 3 | 8772330** Credits: 1.0 | 10  
**Prerequisite:** Digital Audio Production 2  
This course covers competencies in digital audio production.

**Digital Audio Production 4 | 8772340** Credits: 1.0 | 11  
**Prerequisite:** Digital Audio Production 3  
This course provides competencies in the operation of basic reproduction, reinforcement and recording audio equipment.

**Digital Audio Production 5 | 8772350** Credits: 1.0 | 11  
**Prerequisite:** Digital Audio Production 4  
This course covers competencies in application of control protocols and their relationship to equipment used in the music industry and advanced digital production skills.

**Digital Audio Production 6 | 8772360** Credits: 1.0 | 12  
**Prerequisite:** Digital Audio Production 5  
This course provides competencies in advanced digital production skills and music industry supplier transactions.

**Digital Audio Production 7 | 8772370**

Credits: 1.0 | 12

**Prerequisite:** Digital Audio Production 6

This course provides competencies in planning, coordinating and managing an audio broadcast or album, as well as legal copyright issues.

**Digital Design Pathway**

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.

**Digital Information Technology | 8207310**

Credits: 1.0 | 9-10

**Prerequisite:** 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.

**Two-Dimensional Studio Art 1 | 0101300**

Credits: 1.0 | 9-10

See description on page: 46

**Digital Design 1 | 8209510**

Credits: 1.0 | 9

**Prerequisite:** Two-Dimensional Studio Art 1

This course is designed to develop the entry-level skills required for careers in digital design. The content includes computer skills; digital publishing concepts and operations; layout, design, and measurement activities; digital imaging; communication, collaboration and decision-making activities; critical thinking and problem-solving.

**Digital Design 2 | 8209520**

Credits: 1.0 | 10

**Prerequisite:** Digital Design 1

This course continues the development of entry-level skills required for careers in digital design. The content includes computer skills; digital publishing operations; layout, design, and measurement activities; digital imaging; communication, collaboration and decision-making activities; critical thinking and problem solving.

**Digital Design 3 | 8209530**

Credits: 1.0 | 11

**Prerequisite:** Digital Design 2

This course continues the development of industry-standard skills required for careers in digital design. The content includes the use of software and equipment to perform digital publishing and digital imaging activities. Students continue to learn about communication, collaboration and decision-making activities, critical thinking and problem solving.

**Digital Design 4 | 8209540**

Credits: 1.0 | 12

**Prerequisite:** Digital Design 3

This course is designed to develop advanced industry-standard skills required for careers in digital design. The content includes the use of software and equipment, including digital video cameras and video/audio editing software.

**Digital Video Technology Pathway**

The purpose of this program is to prepare students for initial employment as production assistants, audio/video equipment technician, 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).

**Digital Video Technology 1 | 8201410**

Credits: 1.0 | 9

**Prerequisite:** None

This course provides students with an introduction to the digital video production process; content includes safe work practices, planning a production set, designing lighting plans, camera operation, and audio/ video recording, mixing, and editing.

**Digital Video Technology 2 | 8201420**

Credits: 1.0 | 10

**Prerequisite:** Digital Video Technology 1

This course provides students with intermediate level instruction in the digital video production process.

**Digital Video Technology 3 | 8201430**

Credits: 1.0 | 11

**Prerequisite:** Digital Video Technology 2

Students will participate in the digital video pre-production, production, and post-production processes.

**Digital Video Technology 4 | 8201440**

Credits: 1.0 | 12

**Prerequisite:** Digital Video Technology 3

Students will demonstrate proficiency in all phases of the digital video production process (pre-production, production, post-production).

**Digital Video Technology 5 | 8201450**

Credits: 1.0 | 12

**Prerequisite:** Digital Video Technology 4

Students will demonstrate professionalism, develop interviewing skills, perform on camera in video productions, and complete all phases in the digital video production process.

**Technical Theater & Entertainment 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 in Technical Theatre and Entertainment Design.

Students will take courses that teach them the procedures for creating elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. They will also explore the leadership roles of director and stage manager.

**Theatre 1 | 0400310**

Credits: 1.0 | 9-10

**Prerequisite:** None

See description on page: 44

**Technical Theatre Design and Production I | 0400410**

Credits: 1.0 | 9

**Prerequisite:** Theatre 1

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

**Technical Theatre: Design and Production for Scenery and Props** | 0400407      Credits: 1.0 | 10

**Prerequisite:** Technical Theatre Design and Production I

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

**Technical Theatre: Design and Production for Lighting and Sound** | 0400408      Credits: 1.0 | 10

**Prerequisite:** Technical Theatre Design and Production I

Students focus on learning the basic tools and procedures for designing and creating the lighting and sound needs for productions with particular attention to technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials. Lighting and sound designers and technicians analyze dramatic scripts to find production solutions through historical, cultural, and geographic research. These students also learn the standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; and the resulting artistic improvement. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

**Theatrical Direction and Stage Management 1** | 0400500      Credits: 1.0 | 11

**Prerequisites:** Technical Theatre: Design and Production for Scenery and Props **OR** Lighting and Sound

Students learn how to select, organize, and mount formal and informal staged productions by means of exploring the leadership roles of director and stage manager. Students focus on the nature and responsibilities of the director and stage manager in relation to the entire production team; the effect of the director's concept on the overall production; vocabulary and principles of the various elements of play production; techniques used to create an effective theatre work; and basic knowledge and application of staging. 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.

**Theatrical Direction and Stage Management 2 Honors** | 0400510      Credits: 1.0 | 12

**Prerequisite:** Theatrical Direction and Stage Management 1

Students execute the responsibilities of director or stage manager by applying standard theatrical conventions in specialized, practical assignments. Coursework include, but is not limited to, play selection; justification, analysis, and the formation of a directorial concept; assembling a prompt book; assembling a cast, production team, and tech crew; effective team-building ensemble skills and communication practices; and successfully planning and running rehearsals leading toward one or more culminating projects. 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.

## School of Culinary Arts

- Culinary Arts Pathway
- Food Science Applications Pathway

### 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 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.

#### **Culinary Arts 1 | 8800510**

Credits: 1.0 | 09-10

**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 | 8800520**

Credits: 1.0 | 10-11

**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 | 8800530**

Credits: 1.0 | 11-12

**Prerequisite:** Culinary 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 | 8800540

#### **Culinary Arts 4 | 8800540 (Track 1/Culinary and Hospitality Management)**

Credits: 1.0 | 11-12

**Prerequisite:** Culinary Arts 2

This course provides opportunities for students to apply their acquired knowledge and skills in culinary related scenarios. Track 1 is comprised of Standards 20 - 27 and is a one credit course focused on Culinary and Hospitality Management. 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

### Food Science Applications 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 Agriculture, Food and Natural Resources 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 Agriculture, Food and Natural Resources career cluster.

The content includes but is not limited to instruction in the application of biological, chemical, and physical principles of converting raw agricultural products into processed forms for human consumption and the storage of these products, human physiology and nutrition, food chemistry, agricultural products processing, food additives, food preparation and packaging,

#### **Agriscience Foundations 1 | 8106810**

Credits: 1.0 | 9-10

**Preferred courses:** Biology, Algebra 1, and/or Anatomy & Physiology

This course is designed to develop competencies in the areas of agricultural history and the global impact of agriculture; career opportunities; scientific and research concepts; biological and physical science principles; environmental principles; agriscience safety; principles of leadership; and agribusiness, employability, and human relations skills in agriscience. Laboratory-based activities are an integral part of this course. These include the safe use and application of appropriate technology, scientific testing and observation equipment.

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental quality, and safety procedures will be an integral part of this course. Students will interact with materials and primary sources of data or with secondary sources of data to observe and understand the natural world. Students will develop an understanding of measurement error, and develop the skills to aggregate, interpret, and present the data and resulting conclusions.

#### **Food Science Applications 2 | 8129210**

Credits: 1.0 | 10-11

**Prerequisite:** Agriscience Foundations

This course is designed to develop competencies in the concepts related to; the use of taste and other sensory tests in developing foods. The 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 | 8129220**

Credits: 1.0 | 11-12

**Prerequisite:** Food Science Applications 2

This course is designed to develop competencies the food industry. The course addresses 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.

## School of Engineering

- Applied Robotics Pathway

### Applied Robotics Pathway

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.

#### Foundations of Robotics | 9410110

Credits: 1.0 | 09

**Prerequisite:** None

This course provides students with a foundation in content and skills associated with robotics and automation, including artificial intelligence, electronics, physics, and principles of engineering.

#### Robotics Design Essentials | 9410120

Credits: 1.0 | 10

**Prerequisite:** Foundations of Robotics

This course provides students with content and skills essential to the design and operation of robotics, including artificial intelligence, sensors, electronic devices, engineering technologies, motion physics, electrical motors, programming, simulation and modeling, and critical thinking skills

#### Robotic Systems | 9410130

Credits: 1.0 | 11

**Prerequisite:** Robotics Design Essentials

This course provides students with extended content and skills essential to the design and operation of robotic systems, including artificial intelligence, specialized sensors, electronic applications, engineering technologies, environmental physics, manufacturing, topographical considerations, programming, communications, simulation and modeling, and critical thinking skills.

#### Robotic Application Capstone | 9410140

Credits: 1.0 | 12

**Prerequisite:** Robotic Systems

This course provides students with extended content and skills essential to the design and operation of autonomous robotic systems in the context of a capstone project

## School of Health Sciences

- Allied Health Assisting Pathway
- Electrocardiograph Aide Pathway
- Home Health Aide Pathway
- Nursing Assistant Pathway
- Biomedical Sciences Pathway
- Practical Nursing Pathway

### **Health Science Anatomy and Physiology | 8417100**

Credits: 1.0 | 9-10

**Prerequisite:** Biology

This course is part of the secondary Health Core consisting of an overview of the human body, both structurally and functionally with emphasis on the pathophysiology and transmission of disease. Medical terminology is an integral part of the course.

**PLEASE NOTE:** This is the first course required for the Allied Health Assisting, Electrocardiograph Aide, Home Health Aide and Nursing Assistant Pathways.

### **Health Science Foundations | 8417110**

Credits: 1.0 | 10-11

**Prerequisite:** Health Science Anatomy & Physiology

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

**PLEASE NOTE:** This is the second course required for the Allied Health, Electrocardiograph Aide, Home Health Aide and Nursing Assistant Pathways.

### **Allied Health Assisting 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 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.

### **Allied Health Assisting 3 | 8417131**

Credits: 1.0 | 11-12

**Prerequisite:** Health Science Foundations

In this course students will perform skills representative of one to three areas of allied health care in the laboratory and clinical settings. Major areas of allied health are defined as physical therapy, radiation, EKG, laboratory and respiratory medicine, and occupational therapy. Other areas of health, medicine, dentistry, or veterinary may be included with instructor provided competencies.

### **Electrocardiograph Technician 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 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 planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues. Clinical learning experiences are an integral part of this program.

### **Electrocardiograph Technician | 8417161**

Credits: 0.5 | 12

**Prerequisite:** Health Science Foundations

This course prepares students to be employed as Electrocardiograph aides. Content includes, but is not limited to, a foundation in the cardiovascular system, safety measures for the individual, co-workers and patients as well as training in the appropriate theories and instruments used by an Electrocardiograph Technician.

### **Home Health Aide 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 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 home attendants or home health aides.

The content includes, but is not limited to, instruction in those supportive services that are required to provide and maintain bodily and emotional comfort and to assist the patient toward independent living in a safe environment, as stated in Rules of the Department of Health and Rehabilitative Services, Division of Health, Chapter 10D-68 - Minimum Standards for Home Health Agencies. Clinical experiences, where the student may practice, demonstrate and perform the procedures associated with bedside client care, are an appropriate part of this program.

### **Home Health Aide 3 | 8417191**

Credits: 0.5 | 12

**Prerequisite:** Health Science Foundations

This course prepares students to be employed as Home Health Aides, Content includes but is not limited to patient care and safety, geriatric patient care, nutrition principles, rehabilitation services as well as supervised management functions.

### **Nursing Assistant 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 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 course is designed to prepare students for employment as nursing assistants in nursing homes, hospitals, or other health care facilities.

The content includes, but is not limited to, interpersonal skills, medical terminology, legal and ethical responsibilities, safe and efficient work, gerontology, nutrition, pet-facilitated therapy, health and safety including Cardio-pulmonary Resuscitation (CPR) – heart saver level, and employability skills.

### **Nursing Assisting 3 | 8417211**

Credits: 1.0 | 12

**Prerequisite:** Health Science Foundations

This is a course designed to prepare the student to provide/assist with all aspects of activities of daily living for the adult patient in both hospital and nursing home settings. The course, which is taught by a registered nurse, includes didactic instruction, skills practice in the laboratory and clinical experience. Emphasis is also placed on t

### **Biomedical Sciences 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 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.

### **Principles of Biomedical Science | 8708110**

Credits: 1.0 | 09

**Prerequisite:** Biology

Students investigate the human body systems and various health conditions. This course is designed to provide an overview of all the courses in the Biomedical Sciences program and lay the scientific foundation for subsequent courses. Students are introduced to human physiology, medicine, research processes and bioinformatics. Key biological concepts including homeostasis, metabolism, inheritance of traits, and defense against disease are embedded in the curriculum. Engineering principles including the design process, feedback loops, and the relationship of structure to function are also incorporated.

### **Human Body Systems | 8708120**

Credits: 1.0 | 10

**Prerequisite:** Principles of Biomedical Science

Students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students

build organs and tissues on a skeletal manikin, work through interesting real world cases and often play the role of biomedical professionals to solve medical mysteries.

**Medical Interventions | 8708130**

Credits: 1.0 | 11

**Prerequisite:** Human Body Systems

Students investigate the variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the lives of a fictitious family. The course is a “How-To” manual for maintaining overall health and homeostasis in the body as students explore: how to prevent and fight infection; how to screen and evaluate the code in human DNA; how to prevent, diagnose and treat cancer; and how to prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics

**Biomedical Innovation | 8708140**

Credits 1.0 | 12

**Prerequisite:** Medical Interventions

In this capstone course, students apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health.

**Practical Nursing 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 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, 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.

**Practical Nursing Foundations 1A | 8418410**

Credits: 1.0 | 09

**Prerequisite:** None

The objectives in the course include knowledge of the health care system and professions, safety, security and emergency procedures, HIV/AIDS, computer literacy, basic communication skills, legal & ethical nursing concepts, principles of infection control and aseptic technique.

**Practical Nursing Foundations 1B | 8418420**

Credits: 1.0 | 9

**Prerequisite:** Practical Nursing Foundations 1A

This course is a continuation of Practical Nursing Foundations 1A. The objectives in the course include basic nursing care procedures, geriatric care, restorative activities, organizational functions, structure

and function of the body system across the lifespan and nutrition. Laboratory and clinical experiences are an integral part of this course.

**Practical Nursing Foundations 2A | 8418430**

Credits: 1.0 | 10

**Prerequisite:** Practical Nursing Foundations 1B

The objectives in the course include growth & development across the lifespan, performance of nursing procedures, pharmacology, mental health, healthy lifestyle, and education for family and community awareness.

**Practical Nursing Foundations 2B | 8418440**

Credits: 1.0 | 10

**Prerequisite:** Practical Nursing Foundations 2A

This course is a continuation of Practical Nursing Foundation 2A and may be concurrent with Practical Nursing Foundation 2A. Clinical experiences will allow the student to practice the role of the practical nurse as a member of the health team and to participate in the health and wellness aspects of the patient and family.

The clinical experience provides the student with the opportunity to build on acquired knowledge and skills, to practice and develop skills in selected procedures, including administration of medications, to apply nursing principles in meeting the needs of medical surgical patients including the aged and/or chronically ill patient, and practice and understand the role of the practical nurse. It reinforces and expands practice with common diseases included in Practical Nursing Foundations 1.

**Medical Surgical Nursing 1A | 8418450**

Credits: 1.0 | 11

**Prerequisite:** Practical Nursing Foundations 2B

The objectives in the course include Medical/ Surgical Nursing procedures for the following body systems: Circulatory/Cardiovascular, Respiratory, Lymphatic/Immune, Musculoskeletal, Endocrine, and Integumentary/Sensory and care for the Pre-Op and Post-Op patient.

**Medical Surgical Nursing 1B | 8418460**

Credits: 1.0 | 11

**Prerequisite:** Medical Surgical Nursing 1A

This course is a continuation of Medical Surgical Nursing 1A and may be concurrent with Medical Surgical Nursing 1A. Clinical experiences will allow the student to practice the role of the practical nurse as a member of the health team and to participate in the health and wellness aspects of the patient and family.

The clinical experience provides the student with the opportunity to build on acquired knowledge and skills, to practice and develop skills in selected procedures, including administration of medications, to apply nursing principles in meeting the needs of medical surgical patients, the aged and/or chronically ill patient, and practice and understand the role of the practical nurse.

**Medical Surgical Nursing 2A | 8418470**

Credits: 1.0 | 12

**Prerequisite:** Medical Surgical Nursing 1B

The objectives in the course include Medical/ Surgical Nursing procedures for the following body systems: Gastrointestinal, Neurological, Urinary, and Reproductive or Oncologic.

## **Medical Surgical Nursing 2B | 8418480**

Credits: 1.0 | 12

**Prerequisite:** Practical Nursing Foundations 2A

This course is a continuation of Medical Surgical Nursing 2A and may be concurrent with Medical Surgical Nursing 2A. Clinical experiences will allow the student to practice the role of the practical nurse as a member of the health team and to participate in the health and wellness aspects of the patient and family.

The clinical experience provides the student with the opportunity to build on acquired knowledge and skills, to practice and develop skills in selected procedures, including administration of medications, to apply nursing principles in meeting the needs of medical surgical patients, the aged and/or chronically ill patient, and practice and understand the role of the practical nurse.

## **Comprehensive Nursing and Transitional Skills | 8418490**

Credits: 1.0 | 12

**Prerequisite:** Medical Surgical Nursing 2B

The objectives in this course include obstetrics care, SUIDS education for patients, pediatric care, graduate transition and employability skills for the practical nurse.

The clinical experience provides the student with the opportunity to build on acquired knowledge and skills, to practice and develop skill in selected procedures, to apply nursing principles in meeting the needs of the obstetrical patient and the newborn, the child and the elderly patient and to practice the role of the practical nurse as a member of the health team and to participate in the health and wellness aspects of the patient and family.

### **School of Information Technology**

- Applied Cybersecurity Pathway
- Game/Simulation/Animation Programming Pathway
- Microsoft Office Specialist Pathway
- Network Support Services Pathway

### **Applied Cybersecurity 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 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.

**Digital Information Technology | 8207310**

Credits: 1.0 | 9

See description on page: 50

**IT Fundamentals | 9001310**

Credits: 1.0 | 9

This course introduces students to the essential concepts, components, terminology, and knowledge about computers, computer systems, peripherals, and networks.

**Computer Network Security Fundamentals | 9001320**

Credits: 1.0 | 10

**Prerequisite:** 9

This course introduces students to cybersecurity and provides them with essential computer and networking knowledge and skills, particularly those related to cybersecurity.

**Cyber Security Essentials | 9001330**

Credits: 1.0 | 11

**Prerequisite:** Computer Network Security Fundamentals

This course provides students with insight into the many variations of vulnerabilities, attack mechanisms, intrusion detection systems, and some methods to mitigate cybersecurity risks, including certificate services and cryptographic systems.

**Operational Cybersecurity | 9001340**

Credits: 1.0 | 12

**Prerequisite:** Cyber Security Essentials

This course provides students with insight into the many ways in which computer systems can be secured, countermeasures implemented, and risk assessment performed.

**Applied Cybersecurity Applications | 9001390**

Credits: 1.0 | 12

**Prerequisite:** Operational Cybersecurity

This is a project-based capstone course to provide Applied Cybersecurity students with the opportunity to apply their skills from both offensive and defensive perspectives. Students work in teams to research, plan, design, create, and configure a virtual network to prevent intrusion. Students will be expected to plan, document, perform, and report on penetration testing of a mock virtual network. This activity may take the form of a Capture the Flag (CTF) event.

**Game/Simulation/Animation Programming 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; 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 Information Technology career cluster.

The content includes but is not limited to practical experiences in game/simulation conceptualization, design, storyboarding, development methodologies, essential programming techniques, and implementation issues. Specialized programming skills involving advanced mathematical calculations and physics are also integrated into the curriculum.

**Gaming Simulation Foundations | 8208110**

Credits: 1.0 | 9

**Prerequisite:** 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.

**Gaming Simulation Design | 8208120**

Credits: 1.0 | 10

**Prerequisite:** Gaming Simulation Foundations

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.

**Gaming Simulation Programming | 8208330**

Credits: 1.0 | 11

**Prerequisite:** Gaming 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.

**Multiuser Game | 8208340**

Credits: 1.0 | 12

**Prerequisite:** Gaming 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.

**Microsoft Office Specialist Pathway****Digital Information Technology | 8207310**

Credits: 1.0 | 9-12

See description on page: 50

**PLEASE NOTE:** This is the only course required for this pathway.