



# Bloomington Senior High School



**Course Directory**  
**2025-2026**

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# English



## **ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION - Credit 1.0**

*Grade 11*

*Prerequisite: English Honors II*

The purpose of this course is to provide students with an understanding of the semantic, structural, and rhetorical resources of the English language as they relate to the principles of effective writing. The course is also designed to provide students with a variety of writing opportunities calling for the use of different styles and tones. It requires that students take the AP test in May. The content should include, but not be limited to, that determined by the College Board.

## **ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION - Credit 1.0**

*Grade 12*

*Prerequisite: English Honors III*

The purpose of this course is to involve students in the study and practice of writing and in the study of literature. Students should learn to use the modes of discourse and to recognize the assumptions underlying various rhetorical strategies. Students should also acquire an understanding of the resources of the language and an understanding of the writer's craft. They should develop critical standards for the appreciation of any literary work and increase their sensitivity to literature as shared experience. It requires that students take the AP test in May. The content should include, but not be limited to, that determined by the College Board.

## **ENGLISH I - Credit 1.0**

*Grade 9*

The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature. The content should include, but not be limited to, the following: using reading strategies to construct meaning from informative, technical, and literary texts; acquiring an extensive vocabulary through reading, discussion, listening, and systematic word study; using process writing strategies, student inquiry, and self-monitoring techniques; using speaking, listening, and viewing strategies in formal presentations and informal discussions; understanding and responding to a variety of literary forms; and understanding and using language successfully to impact readers, writers, listeners, speakers, and viewers. Special note: Credit in this course precludes Credit in English Skills I, English Honors I, English Honors I Gifted, or English I through ESOL.

## **ENGLISH II - Credit 1.0**

*Grade 10*

The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature. The content should include, but not be limited to, the following: using reading strategies to construct meaning from informative, technical, and literary texts; acquiring an extensive vocabulary through reading, discussion, listening, and systematic word study; using process writing strategies, student inquiry, and self-monitoring techniques; using speaking, listening, and viewing strategies in formal presentations and informal discussions; understanding and responding to a variety of literary forms; and understanding and using language successfully to impact readers, writers, listeners, speakers, and viewers. Special note: Credit in this course precludes Credit in English Skills II, English Honors II, English Honors II Gifted, or English II through ESOL.

## **ENGLISH III - Credit 1.0**

*Grade 11*

The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature. The content should include, but not be limited to, the following: using the reading process to construct meaning using informative, technical, and imaginative texts; using writing processes for various purposes with attention to style and format; using the research process and individual inquiry to locate, analyze, and evaluate information; using effective listening, speaking, and viewing strategies in informal and formal situations; understanding the power of language as it impacts readers, writers, listeners, viewers, and speakers; understanding and analyzing literary texts; and responding critically and aesthetically to literature. The emphasis should be on works of American authors; however, literature representative of other cultures may be used to support integrated studies and multicultural emphases. Credit in this course precludes Credit in English Skills III, English Honors III, English Honors III Gifted, or English III through ESOL.



### **ENGLISH IV - Credit 1.0**

*Grade 12*

The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature. The content should include, but not be limited to, the following: using the reading process to construct meaning using informative, technical, and imaginative texts; using writing processes for various purposes with attention to style and format; using the research process and individual inquiry to locate, analyze, and evaluate information; using effective listening, speaking, and viewing strategies in informal and formal situations; understanding the power of language as it impacts readers, writers, listeners, viewers, and speakers; understanding and analyzing literary texts; and responding critically and aesthetically to literature. The course emphasis should be on the works of British authors; however, literature representative of other cultures may be used to support integrated studies and multicultural emphases.

Special note: Credit in this course precludes Credit in English Skills IV, English Honors IV, or English IV through ESOL.

### **ENGLISH HONORS I - Credit 1.0**

*Grade 9*

The purpose of this course is to promote academic excellence in English language arts through integrated experiences in reading, writing, listening, viewing, speaking, language, and literature. The content should include, but not be limited to, the following: using reading strategies to construct meaning from informative, technical, and literary texts; acquiring an extensive vocabulary through reading, discussion, listening, and systematic word study; using process writing strategies, student inquiry, and self-monitoring techniques; using speaking, listening, and viewing strategies in formal presentations and informal discussions; understanding and responding to a variety of literary forms; and understanding and using language successfully to impact readers, writers, listeners, speakers, and viewers.

Special note: Credit in this course precludes Credit in English Skills I, English I, English I Gifted, or English I through ESOL.

### **ENGLISH HONORS II - Credit 1.0**

*Grade 10*

The purpose of this course is to promote academic excellence in English language arts through integrated experiences in reading, writing, listening, viewing, speaking, language, and literature. The content should include, but not be limited to, the following: using reading strategies to construct meaning from informative, technical, and literary texts; acquiring an extensive vocabulary through reading, discussion, listening, and systematic word study; using process writing strategies, student inquiry, and self-monitoring techniques; using speaking, listening, and viewing strategies in formal presentations and informal discussions; understanding and responding to a variety of literary forms; and understanding and using language successfully to impact readers, writers, listeners, speakers, and viewers.

Special note: Credit in this course precludes Credit in English Skills II, English II, English Honors II Gifted, or English II through ESOL.

### **ENGLISH HONORS III - Credit 1.0**

*Grade 11*

The purpose of this course is to promote academic excellence in English language arts through integrated experiences in reading, writing, listening, viewing, speaking, language, and literature. The content should include, but not be limited to, the following: using the reading process to construct meaning using informative, technical, and imaginative texts; using writing processes for various purposes with attention to style and format; using the research process and individual inquiry to locate, analyze, and evaluate information; using effective listening, speaking, and viewing strategies in informal and formal situations; understanding the power of language as it impacts readers, writers, listeners, viewers, and speakers; understanding and analyzing literary texts; and responding critically and aesthetically to literature. The course emphasis should be on the works of American authors; however, literature representative of other cultures may be used to support integrated studies and multicultural emphases.

Special note: Credit in this course precludes Credit in English Skills III, English III, English Honors III Gifted, or English III through ESOL.

## **ENGLISH HONORS IV - Credit 1.0**

*Grade 12*

The purpose of this course is to promote academic excellence in English language arts through integrated experiences in reading, writing, listening, viewing, speaking, language, and literature. The content should include, but not be limited to, the following: using the reading process to construct meaning using informative, technical, and imaginative texts; using writing processes for various purposes with attention to style and format; using the research process and individual inquiry to locate, analyze, and evaluate information; using effective listening, speaking, and viewing strategies in informal and formal situations; understanding the power of language as it impacts readers, writers, listeners, viewers, and speakers; understanding and analyzing literary texts; and responding critically and aesthetically to literature. The course emphasis should be on the works of British authors; however, literature representative of other cultures may be used to support integrated studies and multicultural emphases.

Special note: Credit in this course precludes Credit in English Skills IV, English IV, or English IV through ESOL.



## **ENGLISH I THROUGH ESOL - Credit 1.0**

*Grade 9*

The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature. The content should include, but not be limited to, the following: using reading strategies to construct meaning from informative, technical, and literary texts; acquiring an extensive vocabulary through reading, discussion, listening, and systematic word study; using process writing strategies, student inquiry, and self-monitoring techniques; using speaking, listening, and viewing strategies in formal presentations and informal discussions; understanding and responding to a variety of literary forms; understanding and using language successfully to impact readers, writers, listeners, speakers and viewers.

## **ENGLISH II THROUGH ESOL - Credit 1.0**

*Grade 10*

The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature. The content should include, but not be limited to, the following: using reading strategies to construct meaning from informative, technical, and literary texts; acquiring an extensive vocabulary through reading, discussion, listening, and systematic word study; using process writing strategies, student inquiry, and self-monitoring techniques; using speaking, listening, and viewing strategies in formal presentations and informal discussions; understanding and responding to a variety of literary forms; understanding and using language successfully to impact readers, writers, listeners, speakers and viewers.

## **ENGLISH III THROUGH ESOL - Credit 1.0**

*Grade 11*

The purpose of this course is to provide integrated educational experiences in the language arts strand of reading, writing, listening, viewing, speaking, language, and literature. The content should include, but not be limited to, the following: using the reading process to construct meaning using technical, informative, and imaginative texts; using writing processes for various purposes with attention to style and format; using the research process and individual inquiry to locate, analyze, and evaluate information; using effective listening, speaking, and viewing strategies in informal and formal situations; understanding the power of language as it impacts readers, writers, listeners, viewers, and speakers; understanding and analyzing literary texts; responding critically and aesthetically to literature.

## **ENGLISH IV THROUGH ESOL - Credit 1.0**

*Grade 12*

The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature. The content should include, but not be limited to, the following: using the reading process to construct meaning using technical, informative, and imaginative texts; using writing processes for various purposes with attention to style and format; using the research process and individual inquiry to locate, analyze, and evaluate information; using effective listening, speaking, and viewing strategies in informal and formal situations; understanding the power of language as it impacts readers, writers, listeners, viewers, and speakers; understanding and analyzing literary texts; responding critically and aesthetically to literature.

## **CREATIVE WRITING 1 - Credit 0.5**

*Grades 9-12*

The purpose of this course is to develop students' writing and language skills needed for individual expression in literary forms. The content should include, but not be limited to, instruction in the development and practice of writing a variety of literary works, including original poetry, short stories, plays, novels, and/or essays and other nonfiction. The course may also include technical aspects of publishing students' work in a literary publication.



### **CREATIVE WRITING 2 - Credit 0.5**

*Grades 9-12*

The purpose of this course is to enable students to continue developing and applying 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.



## **Journalism**

### **JOURNALISM I - Credit 1.0**

*Grades 9-12*

The purpose of this course is to provide instruction in basic aspects of journalism and workshop experiences in journalistic production. The content should include, but not be limited to, instruction in recognizing and writing news for journalistic media and in developing editorials, sports articles, and feature stories. In addition to written work, students should receive instruction in the history and traditions of journalism as well as workshop experiences in photography, layouts, advertising, printing, and other practical aspects of journalistic enterprise. In connection with workshop experiences, one or more student journalistic products may be published.

### **YEARBOOK (JOURNALISM II, III, IV) - Credit 1.0**

*Grades 10-12*

*Prerequisite: Sponsor Approval*

This course provides advanced instruction in journalistic writing and production techniques. The content includes instruction in writing, designing, and managing journalistic enterprises. The emphasis is upon implementing students' creative skills and talents in writing, graphic design, and/or photography, and in providing regular practice in management skills and production techniques in printed journalistic media. The course provides opportunities to develop proficiency in various forms of journalistic writing. Students in this course publish the school's yearbook. Students should be dedicated and hard-working individuals willing to devote after-school hours to meet deadlines.

### **NEWSPAPER (JOURNALISM II, III, IV) – Credit 1.0**

*Grades 10-12*

*Prerequisite: Sponsor Approval*

These courses provide practical experience in successful news gathering techniques, practice in journalistic writing, and opportunities to explore a career in journalism. The content includes frequent practice in gathering information and in writing news, sports, feature articles, editorials, and techniques in news photography, advertising, and editorial cartooning. Organization and management techniques relating to journalistic productions, including leadership skills, record keeping, time management, utilization of personnel, and task organization is stressed. These classes publish the school's newspaper.



## **Student Government**

### **LEADERSHIP SKILLS DEVELOPMENT - Credit 1.0**

*Grades 9 -12*

*Prerequisite: Sponsor Approval*

The purpose of this course is to teach leadership skills, parliamentary procedure, problem solving/decision making, communications skills, group dynamics, time and stress management, public speaking, human relations, public relations, team building and other group processes. The content should include but not be limited to, study in self-understanding and development in such areas as goal setting, self-actualization and assertiveness and study of organizational theories and management.

# Reading



## **INTENSIVE READING 1 - Credit 1.0**

Grade 9

*Prerequisite: According to Skill Needs (FAST Achievement Level)*

The purpose of this course is the development of critical reading skills for students who need targeted instruction and intervention. This course provides guided instruction in small groups and targeted individual skill building. Focus will be on comprehension strategy development and application and writing instruction with consistent progress monitoring.

## **INTENSIVE READING 2 - Credit 1.0**

Grade 10

*Prerequisite: According to Skill Needs (FAST Achievement Level)*

The purpose of this course is the development of critical reading skills for students who need targeted instruction and intervention. This course provides guided instruction in small groups and targeted individual skill building, as well as writing support. This course has a student-centered focus with online and written assessments for consistent progress monitoring.

## **INTENSIVE READING 3 - Credit 1.0**

Grade 11

*Prerequisite: Preparation for FAST Retake and SAT*

The purpose of this course is to prepare for the FAST retake or to achieve a concordant score on the SAT/ACT. The primary focus is on test taking skills, text analysis, and comprehension strategy development. This course provides explicit instruction of reading strategies to meet benchmarks through small group and individual instruction. Students will complete practice tests and analyze answers to develop successful test taking skills.

## **INTENSIVE READING 4 - Credit 1.0**

Grade 12

*Prerequisite: Preparation for FAST Retake and SAT*

The purpose of this course is to prepare for the FAST retake or to achieve a concordant score on the SAT/ACT. The primary focus is on test taking skills, text analysis, vocabulary development and comprehension strategy development. This course provides explicit instruction of reading strategies to meet benchmarks through small group and individual instruction. Students will complete practice tests and analyze answers to develop successful test taking skills.

## **SEMANTICS AND LOGIC HONORS - Credit 0.5**

Grade 9

*Prerequisite: Level 3-5 FAST, Paired with Writing 1*

The purpose of this course is to develop higher level thinking skills through the analysis of complex text and ideas. The curriculum integrates topics from a variety of AP level courses and supports the development of rhetorical analysis through writing and discussion.

## **WRITING 1 - Credit 0.5**

Grade 9

*Prerequisite: Level 3-5 FAST, Paired with Semantics and Logic*

This semester-long course focuses on the standards and skills present in the Language Arts Florida Standards for grades 9 and 10. The purpose of this course is to enable students to develop and use grade level 9-1- writing and language skills in a variety of writing formats for argumentative, informative, and narrative purposes to ensure preparation for college and career readiness.



## Theater

### **THEATER I (INTRODUCTION TO THEATER) - Credit 1.0**

*Grades 9-12*

*Meets requirement for Performing Fine Arts*

An overview of theatrical history, practices and literature from Ancient Greek theatre to Contemporary American Drama.

### **THEATER II - IV - Credit 1.0**

*Grades 10-12*

*Prerequisite: Theatre I*

*Meets requirement for Performing Fine Arts*

An introductory acting course focusing on Stanislavski/Method acting. The course will include both monologues and scene study.

### **TECHNICAL THEATRE DESIGN AND PRODUCTION - Credit 1.0**

*Grades 10-12*

*Meets requirement for Performing Fine Arts*

The purpose of this course is to introduce students to the fundamentals of technical theatre. The content should include, but not be limited to, the following: scenery construction, costuming, make-up, lighting, sound set design, and properties.



# Mathematics



## **ADVANCED PLACEMENT CALCULUS AB - Credit 1.0**

Grades 11 – 12      *Prerequisite: Pre-Calculus or Trigonometry*

The purpose of this course is to provide study of elementary functions and the general theory and techniques of calculus. It is required that the students take the Advanced Placement Examination in Calculus AB. A Graphing Calculator is required for this course.

## **ADVANCED PLACEMENT CALCULUS BC - Credit 2.0**

Grades 11 -12      *Prerequisite: Pre-Calculus*      *Double block period*

The purpose of this course is to provide an extensive study of the General Theory and Techniques of Calculus. It is required that the students take the Advanced Placement Examination in Calculus BC. A Graphing Calculator is required for this course.

## **ADVANCED PLACEMENT STATISTICS - Credit 1.0**

Grades 11 – 12      *Prerequisite: Algebra II or Algebra II Honors*

This course explores the concepts of probability and elementary statistics. It is required that the students take the Advanced Placement Examination in Statistics. A Graphing Calculator is required for this course.

## **ADVANCED PLACEMENT PRE-CALCULUS - Credit 1.0**

Grades 10-12      *Prerequisite: Algebra II Honors*

This course prepares students for other college-level mathematics and science courses. The framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science.

## **STATISTICS HONORS – Credit 1.0**

Grades 10-12      *Prerequisite: Algebra II*

Statistics Honors will emphasize four areas:

1. Creating and interpreting data displays for univariate and bivariate categorical and numerical data
2. Comparing and making observations about populations using statistical data, including confidence intervals and hypothesis testing
3. Extending understanding of probability distributions
4. Developing an understanding of methods for collecting statistical data, including randomized trials

## **ALGEBRA 1A – Credit 1.0**

Grades 9-12      *Level 1 8th Grade FSA Math*

In Algebra 1-A, instructional time will emphasize four areas:

1. Extending understanding of functions to linear functions and using them to model and analyze real-world relationships
2. Solving linear equations and inequalities in one variable and systems of linear equations and inequalities in two variables
3. Building linear functions, identifying their key features and representing them in various ways
4. Representing and interpreting categorical and numerical data with one and two variables

## **ALGEBRA 1B – Credit 1.0**

Grades 9-12      *Prerequisite: Algebra 1A*

In Algebra 1B, instructional time will emphasize four areas:

1. Performing operations with polynomials and radicals and extending the Laws of Exponents to include rational exponents
2. Extending understanding of functions to quadratic and exponential functions and using them to model and analyze real-world relationships
3. Solving quadratic equations in one variable
4. Building functions, identifying their key features, and representing them in various ways



### **ALGEBRA I - Credit 1.0**

*Grades 9 -12*

This course provides the foundation for more advanced mathematics courses and develops the skills needed to solve mathematical problems. The students will be introduced to the scientific and/or graphing calculator. This course is a graduation requirement. Successful completion of this course and passing the End of Course Exam (EOC) fulfills graduation benchmarks.

### **ALGEBRA II - Credit 1.0**

*Grades 9 -12*

*Prerequisite: Geometry or Geometry Honors*

The course continues the study of the structure of algebra and provides the foundation for applying these skills to other mathematical and scientific fields. There will be extensive use of the scientific calculator, and the student will be introduced to the graphing calculator. The earning of credit in this course precludes the earning of credit in Algebra II Honors.

### **ALGEBRA II HONORS - Credit 1.0**

*Grades 9-11*

*Prerequisite: Geometry Honors*

This rigorous course is designed to build on algebraic concepts. It develops advanced algebra skills such as systems of equations, advanced polynomials, imaginary and complex numbers, quadratics, and concepts and includes the study of trigonometric functions. This course is designed to prepare students who excel in mathematics for future Honors and AP math courses. The earning of credit in this course precludes the earning of credit in Algebra II. A Graphing Calculator is required for this course.

### **GEOMETRY - Credit 1.0**

*Grades 9-12*

*Prerequisite: Algebra I or Algebra I Honors*

Geometry emphasizes critical thinking involving relationships, proofs, and skill in applying the inductive method to mathematical situations. All geometry students are required to take the geometry EOC exam. Successful completion of this course and passing the End of Course Exam (EOC) fulfills graduation benchmarks. The earning of credit in this course precludes the earning of credit in Geometry Honors.

### **GEOMETRY HONORS - Credit 1.0**

*Grades 9-10*

*Prerequisite: Algebra I or Algebra I Honors*

Geometry Honors gives an in-depth study of the relationships in geometry, proofs, and skill in applying the inductive method to mathematical situations. This course is a prerequisite for Algebra II Honors, Pre-Calculus, and Calculus. All geometry students are required to take the Geometry EOC exam. Successful completion of this course and passing the End of Course Exam (EOC) fulfills graduation benchmarks. The earning of credit in this course precludes the earning of credit in Geometry.

### **MATH FOR COLLEGE ALGEBRA - Credit 1.0**

*Grades 11-12*

*Prerequisite: Algebra II*

Math for College Algebra will emphasize five areas:

1. Developing fluency with the Laws of Exponents with numerical and algebraic expressions
2. Extending arithmetic operations with algebraic expressions to include rational and polynomial expressions
3. Solving one-variable exponential, logarithmic, radical and rational equations and interpreting the viability of solutions in real-world contexts
4. Modeling with and applying linear, quadratic, absolute value, exponential, logarithmic and piecewise functions and systems of linear equations and inequalities
5. Extending knowledge of functions to include inverse and composition

### **MATH FOR COLLEGE LIBERAL ARTS – Credit 1.0**

*Grades 10-12*

*Prerequisite: Geometry*

Math for College Liberal Arts will focus on analyzing and applying linear and exponential functions within a real-world context; utilizing geometric concepts to solve real-world problems; extending student's understanding of probability theory; representing and interpreting univariate and bivariate data; and developing student's understanding of logic and set theory.

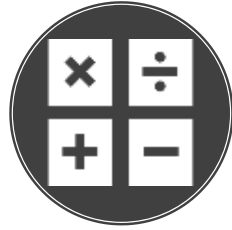
## **MATH FOR DATA AND FINANCIAL LITERACY - Credit 1.0**

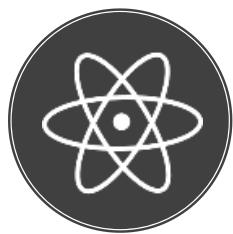
*Grades 10-12*

*Prerequisite: Algebra II or Algebra II Honors*

Math for Data and Financial Literacy will emphasize five areas:

1. Extending knowledge of ratios, proportions and functions to data and financial contexts
2. Developing understanding of basic economic and accounting principles
3. Determining advantages and disadvantages of credit accounts and short- and long-term loans
4. Developing understanding of planning for the future through investments, insurance and retirement plans
5. Extending knowledge of data analysis to create and evaluate reports and to make prediction





## Science

### **AP BIOLOGY - Credit 1.0**

*Grades 10 -12*

AP Biology is intended to provide a rigorous introductory college level biology course with laboratory activities for high school students. Students should possess excellent reading and writing skills. The intensity of the coursework demands that students put forth a significant amount of time and effort to succeed. Focus is on three major areas: Molecules and Cells (25%); Heredity and Evolution (25%); Organisms and Populations (50%). Students will take the AP Biology exam at the end of the course and the score on this exam will determine eligibility for college credit.

### **AP CHEMISTRY - Credit 1.0**

*Grades 10 -12*

This course is an authorized AP® college equivalency chemistry course designed to be the equivalent of a general chemistry course taken during the first year of college. AP Chemistry provides an orderly development of the fundamental concepts and principles of chemistry. Topics of study include: the structure of matter, states of matter, reactions (acid-base, precipitation, oxidation-reduction, stoichiometry, equilibrium, kinetics, thermodynamics, and descriptive chemistry). Laboratory work is an important component of this course. Technology including graphing calculators, probe ware, and graphing and data analysis software and chemistry apparatus is used throughout this course.

This course is represented as a second-year chemistry course in high school and is set up to be similar to a college level, yearlong introductory level general chemistry course. The course requires a working knowledge of chemistry and second-year algebra. The pace and depth of the material covered in AP Chemistry exceeds the standard high school chemistry course. The college-level textbook, laboratory work, and time and effort required of students illustrate this higher level of learning. Students are expected to take the AP Chemistry Exam at the end of this course.

### **AP ENVIRONMENTAL SCIENCE - Credit 1.0**

*Grades 9 -12*

A rigorous course with a focus on real-world science applications in areas of social, political and environmental interrelationships with the natural world. Students will identify and analyze environmental problems by conducting field studies and laboratory investigations. All students enrolled in AP Environmental Science are REQUIRED to take the national AP Environmental exam.

### **AP PHYSICS 1 - Credit 1.0**

*Grades 11 -12*

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore these topics: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound. All students enrolled in AP Physics-1 are required to take the AP Physics-1 examination for that year.

### **AP PHYSICS 2 - Credit 1.0**

*Grade 12*

*Prerequisite: AP Physics 1 or Physics Honors with recommendation*

AP Physics 2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore these topics: fluids; thermodynamics; electrical force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics. All students enrolled in AP Physics-2 are required to take the AP Physics-2 examination for that year.

### **AP PHYSICS C: MECHANICS - Credit 1.0**

*Grade 12*

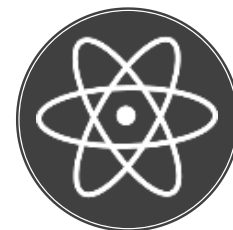
*Prerequisite: Any other Physics course*

AP Physics C: Mechanics is a calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in one of the physical sciences or engineering. Students cultivate their understanding of physics through classroom study and activities as well as hands-on laboratory work as they explore concepts like change, force interactions, fields, and conservation.

## **ANATOMY AND PHYSIOLOGY HONORS - Credit 1.0**

*Grades 10 -12*

Essential principles of human anatomy and physiology will be presented including basic chemistry, cell and tissue studies, and an overview of all the body systems including the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary, and reproductive systems. The course goes at a rigorous pace and will include papers, projects, and labs to reinforce topics covered in class.



## **ASTRONOMY HONORS - Credit 1.0**

*Grades 9 - 12*

Journey through space and time on an intergalactic adventure. Perfect for Freshmen through Seniors, Astronomy Honors is a hands-on science elective. Students discover the beauty of our solar system through modeling, experimenting, and artful expression. Activities take you beyond the celestial sphere in search of answers to the mysteries of the universe. Stars are within your reach as you prepare to BLAST OFF on the ride of a lifetime.

## **BIOLOGY - Credit 1.0**

*Grades 9-10*

The purpose of this one-year course is to provide opportunities to investigate the theories and ideas associated with the biological and environmental sciences in a way that is relevant and usable. Students construct science knowledge by formulating questions, making predictions, planning experiments, making observations, classifying, interpreting and analyzing data, drawing conclusions, and communicating. Students will be able to make informed answers to questions about climate change, fuel shortages and human impact on the environment. Topics to be covered include Environmental Science, Biochemistry, Cells and the Cell Cycle, Cell Energetics (ATP, Photosynthesis, and Cellular Respiration), Mendelian Genetics, Molecular Genetics, Evolution, Classification, Plants and The Human Body. This course is a required Science course, and students must demonstrate proficiency to move onto the next Science course.

## **BIOLOGY HONORS - Credit 1.0**

*Grade 9*

Honors Biology is a year-long course in life sciences. Study will include brief studies of all the major facets of living organisms – including cell structure and function; basic biochemistry, a survey of the major kingdoms of organisms; selected topics in human anatomy, physiology, genetics and reproduction; and an introduction to major ecological and evolutionary concepts. The honors class moves at a quick pace. The successful honors student will have a good work ethic, good attendance, and a healthy curiosity about the natural world.

## **CHEMISTRY - Credit 1.0**

*Grades 10 - 12*

This course provides students with the study of the composition, properties and changes associated with matter. The content includes classification and structure of matter, atomic theory, periodic table bonding, chemical formulas, chemical reactions and balanced equations, behavior of gases, physical changes, acids, bases and salts and energy associated with physical and chemical changes.

## **CHEMISTRY HONORS - Credit 1.0**

*Grades 10 – 12*

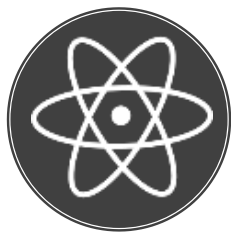
*Prerequisite: Grade of "C" or higher in Biology Honors*

A rigorous study of the composition, properties and changes associated with matter. The content includes heat, changes of matter, atomic structure, periodic table, bonding, formulas, and equations, mole concept, gas laws, energy and orders reaction rates and equilibrium, solutions, acids, bases, salts, nuclear chemistry, electrochemistry, and organic chemistry.

## **EARTH/SPACE SCIENCE - Credit 1.0**

*Grades 9 – 12*

Dynamic lab-based course with in-depth study of the Earth, its structure, the forces at work internally and on the surface. Investigation into the Earth's role in our solar system, galaxy, and universe. Explore the mysteries you never realized existed here on Terra Firma.



### **ENVIRONMENTAL SCIENCE – Credit 1.0**

*Grades 9 – 12*

In this course, students will learn about interactions between earth's natural systems and how the human population influences them. We will look at different natural phenomena and resource cycles, see how humans use and/or change them, and possible solutions for common problems. Human impact and sustainability will be topics covered throughout the entire year. The Everglades is a pivotal part of the second semester curriculum. This course will also stress the development of reading comprehension and test taking skills.

### **FORENSIC SCIENCE - Credit 1.0**

*Grades 10-12*

Forensics is a laboratory course identifying the avenues in which science is applied to the law. The purpose of this course is to expose students to the techniques, skills and innovations being used in the modern crime laboratory and their uses in the criminal justice system.

### **MARINE SCIENCE HONORS - Credit 1.0**

*Grades 10 - 12*

This one-course is designed to survey the oceans of the world with special attention paid to the Florida marine ecosystem. Students will understand the need for conservation and how to address questions regarding our aquatic habitats. Students will also design their own experiments, form hypotheses and conduct analysis. Topics in this course include Aquarium Science, History of Oceanography, Physical, Geological and Chemical Oceanography, and Marine Biology. Students are required to maintain a saltwater aquarium kept on school property and may be asked to participate in other projects chosen by the teacher. This course meets Science elective credit and honors credit for graduation.

### **PHYSICS HONORS - Credit 1.0**

*Grades 11 – 12*

*Prerequisite: Algebra II*

Newtonian Physics at its finest! From Galileo, Kepler, Newton to Hawking, we study concrete examples of kinematics, dynamics, energy transformations, thermodynamics and the processes involved. You need a good working knowledge of mathematics to enjoy the equation manipulations often necessary to understand these energy transformations. Second semester we discover wave energy (to include sound and light), electricity, magnetism, and nuclear particles. Throughout the year, you will have many hands-on lab experiences.

### **ZOOLOGY - Credit 1.0 (Elective Credit Only!)**

*Recommended for Grades 10 – 12*

This course is intended to provide students with a systematic overview of invertebrate and vertebrate animal anatomy and physiology. Representative organisms will be studied to investigate all body systems and animal care, behavior and research requirements will be presented. This course provides elective credit only.

## Social Studies



### **ADVANCED PLACEMENT HUMAN GEOGRAPHY - Credit 1.0**

*Grades 9-12*

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

### **ADVANCED PLACEMENT WORLD HISTORY - Credit 1.0**

*Grades 10-12*

The purpose of advanced placement world history is to provide students with the opportunity to develop the analytic skills and factual knowledge necessary to deal critically with the problems, content, and materials of world historic development. Specific content to be covered will include, but not be limited to geo historic development in time and space, comparative views of History, the origin and development of contrasting civilizations, an analysis of cultural universals, the role of religion in historic change, the varieties of contrasting political theories and philosophies, the role of science and technology as a social catalyst, nationalism as a cohesive force in history, the diversity of economic thought and practices in the world, an analysis of the influence of the major figures and events, and interpretations concerning the historical development of our present world order. Reference should be made to the current advanced placement course description for World History published by the College Board.

### **ADVANCED PLACEMENT COMPARATIVE GOVERNMENT AND POLITICS - Credit 0.5**

*Grades 11- 12*

The purpose of Advanced Placement Comparative Government and Politics is to help students gain knowledge of the world's diverse political structures and practices. The course encompasses the study of the government and politics in Great Britain, France, Russia, China, and a developing nation. Emphasis is on general concepts used to interpret key political relationships found in almost all national politics. Specific content to be covered will include, but not be limited to, the nature and sources of governments; legitimacy; the historical evolution of political traditions; the transmission of political values; the bases and institutional expression of social stratification; the citizens' role in political life; the institutions of national government; the role of political parties and interest groups; the sources, nature, and consequences of political change; and methods of comparative political analysis.

### **ADVANCED PLACEMENT UNITED STATES GOVERNMENT & POLITICS - Credit 0.5**

*Grades 11- 12*

The purpose of Advanced Placement United States Government & Politics course is to give students a critical perspective on politics and government in the United States. This course involves the study of the general concepts used to interpret American politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that make up the American political reality. Specific content to be covered will include, but not be limited to, Federalism and the separation of powers; the development of the Constitution; the process of politics, the nature of public opinion; the role of political parties and interest groups; the major formal and informal institutional arrangement of powers; and the development of civil liberties and civil rights.

### **ADVANCED PLACEMENT MACROECONOMICS - Credit 0.5**

*Grade 12*

*Paired with AP Microeconomics*

This course deals with aggregated decision-making of the economy as a whole and the role of government in the economy, particularly as it applies to the American free enterprise system. Gross Domestic Product, price indexes, economic policy, unemployment and inflation and the global economy are all concepts to be included in the study.

### **ADVANCED PLACEMENT MICROECONOMICS - Credit 0.5**

*Grade 12*

*Paired with AP Macroeconomics*

This course deals with the decision-making of households and businesses in answering the basic questions - what to produce, how to produce it, and for whom to produce it. Concepts such as supply and demand, product and factor markets, costs, revenues, market structures and profit maximization will be studied and analyzed.



### **ADVANCED PLACEMENT UNITED STATES HISTORY - Credit 1.0**

*Grades 11-12*

The purpose of Advanced Placement American United States History is to provide students with the opportunity to develop the analytic skills and factual knowledge necessary to deal critically with the problems, content, and materials of American historic development. This is done by focusing on persistent themes and changes in history and by applying historical reasoning to seek solutions to contemporary problems. Specific content to be covered will include, but not be limited to: geographic-historic and time-space relationships, the development of American culture and institutions, significance of American westward expansion and development of American ideals and characteristics, effects of the American colonial experience on national development, enlightened thinking and its relationship to the Declaration of Independence and the Constitution, socioeconomic and political forces and compromises that formed the Constitution and the Bill of Rights, sectionalism as a change force in United States history, role of the Civil War in resolving constitutional and economic issues in American life, technological change and societal reaction, variety of changing American lifestyles, and changes in United States foreign policy. Integral components of this course will include, but not be limited to, the formation of generalizations from primary sources in history, the synthesis and evaluation of information, the development of a set of criteria for judging proposed courses of action in terms of actual and projected consequences, the comparison of eras with similar trends, an analysis of the impact of major historical figures and groups on American and world events, the detection of bias in making conclusions, and the emergence of patterns in historical development. Reference should be made to current advanced placement course description for American History published annually by the College Board.

### **ADVANCED PLACEMENT PSYCHOLOGY - Credit 1.0**

*Grades 10 -12*

The purpose of the Advanced Placement course in Psychology is 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 methods psychologists use in their science and practice. The course traces the emergence of scientific psychology in the nineteenth century from its roots in philosophy and physiology and covers the development of the major "schools" of psychology, showing how these schools differed in what they viewed as the proper subject matter of psychology and the methods they used to study it. This historical introduction helps students gain an understanding of the principles of twentieth-century approaches to psychology: behavioral, biological, cognitive, humanistic, and psychodynamic. Students learn how these approaches differentially guide research and practice in psychology.

### **ADVANCED PLACEMENT EUROPEAN HISTORY - Credit 1.0**

*Grades 11 -12*

The AP European History course focuses on developing students' understanding of European history from approximately 1450 to present. The course has students investigate the content of European history for significant events, individuals, developments, and processes in four historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides five themes (interaction of Europe and the world, poverty and prosperity, objective knowledge and subjective visions, states and other institutions of power, and individual and society) that students explore throughout the course to make connections among historical developments in different times and places.

### **AFRICAN AMERICAN HISTORY - Credit 0.5**

*Grades 9-12*

The purpose is to provide students with the opportunity to acquire an understanding of African Americans through an overview of those significant events which have affected their formation in the United States. Appropriate concepts and skills will be developed in connection with the content that follows. Specific content will include, but not be limited to, an understanding of maps and time-special relationships, the African heritage, Afro-American life during the colonial period, the dilemma of Black-Americans, Afro-American involvement in the westward expansion and the industrialization of the nation, black population shifts in American historical periods, the rise of Jim Crow in the South, the changes in African American life styles from generation to generation, the Civil rights Movement, problems and potentials facing Black-Americans in this nation, and the achievements of major Black Americans.



## **AMERICAN GOVERNMENT - Credit 0.5**

*Grade 12*

The purpose of this course is to enable students to gain an understanding of American government and political behavior that is essential for effective citizenship and active involvement in a democratic American society. The content should include, but not be limited to, the following: interrelationship between American government and the American economic system; documents that shape our political traditions, including the Declaration of Independence, the Constitution; municipal and county government; the evolving role of political parties and interest groups in determining government policy; how rights and responsibilities of citizens in a democratic state have evolved and been interpreted; contemporary political issues; career opportunities available in government services; importance of civic participation in the democratic political process; role of women and diverse cultural groups in the development of our political system.



## **AMERICAN GOVERNMENT HONORS - Credit 0.5**

*Grade 12*

The purpose of this course is to enable students to gain an understanding of American government and political behavior that is essential for effective citizenship and active involvement in a democratic American society. The content should include, but not be limited to, the following: interrelationship between American government and the American economic system; documents that shape our political traditions, including the Declaration of Independence, the Constitution; municipal and county government; the evolving role of political parties and interest groups in determining government policy; how rights and responsibilities of citizens in a democratic state have evolved and been interpreted; contemporary political issues; career opportunities available in government services; importance of civic participation in the democratic political process; role of women and diverse cultural groups in the development of our political system.

## **UNITED STATES HISTORY - Credit 1.0**

*Grade 11*

The purpose of this course is to enable students to understand the development of the United States within the context of history with major focus on the post-Reconstruction period. The content should include, but not be limited to, the following: review of U.S. History prior to 1880; time-space relationships; significant turning points and trends in the development of United States culture and institutions; impact of expansion on the United States character; origin of United States documents, ideals and characteristics; the changing role of the Constitution over the centuries; political, social and economic conflicts and resolutions; technological and urban transformation of the United States in the 19th and 20th centuries; changes in lifestyles of United States citizens; changes in United States foreign policy from regional to global; cyclical characteristics of United States economic development through the centuries; contemporary domestic and foreign issues that affect the United States with projected scenarios through the 21st century.

## **UNITED STATES HISTORY HONORS - Credit 1.0**

*Grade 11*

The purpose of American History Honors is to provide students with the opportunity to acquire an in-depth and comprehensive understanding of the chronological development of the American people by examining the political, economic, social, religious, military, scientific, and cultural events that have affected the nation. Implicit in this is an understanding of the historical method, the inquiry process, historical reasoning and interpretation, and the issues of external and internal validity. This course enables students to understand the development of the United States within the context of history with major focus on the post-Reconstruction period appropriate concepts and skills will be developed in connection with the content that follows. The content should include, but not be limited to, the following: review of U.S. History prior to 1880; time-space relationships; significant turning points and trends in the development of United States culture and institutions; impact of expansion on the United States character; origin of United States documents, ideals and characteristics; the changing role of the Constitution over the centuries; political, social and economic conflicts and resolutions; technological and urban transformation of the United States in the 19th and 20th centuries; changes in lifestyles of United States citizens; changes in United States foreign policy from regional to global; cyclical characteristics of United States economic development through the centuries; contemporary domestic and foreign issues that affect the United States with projected scenarios through the 21st century.



### **ECONOMICS - Credit 0.5**

*Grade 12*

The purpose of Economics is to provide students with the opportunity to acquire an understanding of the way in which society organizes its limited resources to satisfy unlimited wants. The student will be introduced to the major characteristics of the mixed market economic system in the United States and how the basic economic questions are answered. The major emphasis is to provide the students with an understanding of the forces of the marketplace by examining the effect of their role as producer, consumer, saver, investor, resource owner, voter, and taxpayer on the system. Appropriate concepts and skills will be developed in connection with the content that follows. Specific content to be covered will include, but not be limited to, combining economic understanding in reaching decisions in the marketplace. Necessary to that understanding are the roles and impact of economic wants, productive resources, scarcity and choices, opportunity costs and tradeoffs, economic incentives, specialization, comparative advantage, division of labor, interdependence, how markets work, savings and investment, the role of the citizen as producer, consumer, and decision-maker, the role and function of government policy, the role of money and financial institutions, and labor.

### **ECONOMICS HONORS - Credit 0.5**

*Grade 12*

The purpose of Economics Honors is to provide students with the opportunity to acquire a comprehensive understanding of the way in which society organizes to utilize its limited resources to satisfy unlimited wants and the distinguishing characteristics of other types of economic systems with particular attention to the American mixed market system. The major emphasis is to provide the student with the tools to examine and analyze the implications of market solutions and public policy decisions related to economic problems. Appropriate concepts and skills will be developed in connection with the content that follows. Specific content to be covered will include, but not be limited to, combining economic understanding in reaching decisions in the marketplace. Necessary to that understanding are the role and impact of economic wants, productive resources, scarcity and choices, opportunity costs and tradeoffs, economic incentives, specialization, comparative advantage, division of labor, interdependence, how a market functions, the role of pricing and price determination, types of market failures, savings and investment, the role and function of government and governmental policy, the function of money and financial institutions, labor supply and demand, the distinction between micro and macroeconomic problems, types of competition, inflation, unemployment, monetary and fiscal policy and implications, and social economic goals: freedom, economic efficiency, equity, full employment stability, and growth.

### **PHILOSOPHY HONORS - Credit 0.5**

*Grades 10 -12*

The learner will explore the foundations of philosophy through a historical exploration of the great thinkers. The course will focus on the definition and application of philosophy, appropriate vocabulary, and the notion that everyone should be engaged in the 'doing' of philosophy. The content should include, but not be limited to, the following: definition and application of philosophy, vocabulary of philosophy, master philosophies, and the development of a personal philosophy.

### **LAW STUDIES HONORS- Credit 0.5**

*Grades 9-12*

The purpose of Law Studies is to provide students the opportunity to acquire an understanding of the American legal process with an emphasis on Florida law. Appropriate concepts and skills will be developed in connection with the content that follows. Specific content to be covered will include, but not be limited to, an understanding of the study of historical antecedents for law, constitutional guarantees of citizens, different kinds of laws, comparison of adult and juvenile justice systems, the value of law in society, the role of law enforcement officials, the importance of the adversarial relationships in American jurisprudence, the evolution of interpretations, social values, and their impact on interpretations of the law, and the supremacy of the Constitution.



## **FLORIDA HISTORY- Credit 0.5**

*Grades 9-12*

Students understand the development of the state of Florida within the context of history by examining connections to the past to prepare for the future as participating members of a democratic society. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the progression of Florida including, but not limited to, the evolution of Florida's diverse heritage through Spanish, French, British and American occupations, Florida's Native American population, United States annexation and territorial experience, statehood and an analysis of Florida's first constitution, Florida's system of slavery, Florida under the Confederacy and Reconstruction, Florida's role as a part of the new South, technological and urban transformations of the state, the evolution of Florida lifestyles and ideals over the centuries, the historic evolution of the Florida economy, Florida's diverse geographic regions and population groups, state government, modern day Florida's successes and challenges, and the projection of Florida's future development.

## **ANTHROPOLOGY – Credit 0.5**

*Grades 9 -12*

The purpose of Anthropology is to provide students with the opportunity to acquire an understanding of the differences and similarities, both biological and cultural, in human populations. Students recognize the characteristics that define their culture and gain an appreciation for the culture of others.

## **HISTORY OF HOLOCAUST – Credit 0.5**

*Grades 9 -12*

The primary content emphasis for this course pertains to the examination of the events of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany. Content will include, but is not limited to, the examination of twentieth century pogroms and of twentieth century and twenty-first century genocides, investigation of human behavior during this period, and an understanding of the ramifications of prejudice, racism, and stereotyping. A further purpose of this course is to enable students to understand their connection to the development of civilization by examining the past to prepare for their future as participating members of a global community.

## **PSYCHOLOGY I – Credit .05**

*Grades 9-12*

The purpose of Psychology is to provide students with the opportunity to acquire an understanding of human behavior, behavioral interaction, and the progressive development of individuals. Appropriate concepts and skills will be developed in connection with the content that follows. Specific content to be covered will include, but not be limited to, the theories and methods of study employed by psychologists, human growth and development, self-concept development, adjustment, intelligence, personality and behavior, frustration, abnormal behavior, conformity, autonomy, alienation, stress, mental health, and therapy.

## **PSYCHOLOGY II - Credit 0.5**

*Grades 9-12*

The purpose of Psychology II is to provide students with the opportunity to expand an understanding of human behavior, behavioral interaction, and the progressive development of individuals. Appropriate concepts and skills will be developed in connection with the content that follows. After successfully completing this course, the student will be able to: recognize the types of descriptive and inferential statistics, understand how information is stored and retrieved, understand the functions of sensing and perceiving, recognize the interaction between motivation and emotion, distinguish among the states of altered consciousness, recognize the prevalence of stress in society, understand the role of adjustment in society, understand the theories of human interaction, and utilize the appropriate vocabulary, reference/study, critical thinking and decision making skills.



## **SOCIOLOGY - Credit 0.5**

*Grades 9-12*

The purpose of Sociology is to provide students with the opportunity to acquire a basic understanding of group interaction and its impact on individuals. Appropriate concepts and skills will be developed in connection with the content that follows. Specific content to be covered will include, but not be limited to, an understanding of the methods of study employed by sociologists, social institutions and norms, social classes, relationships between the sexes, racial and ethnic groups, the handicapped, societal determinants, group behavior, the socialization process (including the transmission of group behavior), social deviation, social conflict, social roles, social stratification, social participation, and the role of social organizations and institutions (including their interrelationships and interdependence).

## **WORLD HISTORY - Credit 1.0**

*Grade 10*

The purpose of World History is to provide students with the opportunity to acquire an understanding of the chronological development of civilization by examining the political, economic, social, religious, military, dynastic, scientific, and cultural events that affected humanity. Appropriate concepts and skills will be developed in connection with the content that follows. Specific content to be covered will include, but not be limited to, an understanding of geographic-historic and time-space relationships. The use of arbitrary periodization in history, a review of prehistory, the rise of civilization and cultural universals, the development of religion and the impact of religious thought, the evolution of political systems and philosophies, the interaction of science and society, the development of nationalism as a global phenomenon, the origin and course of economic systems and philosophies, the influence of major historical figures and events, and contemporary world affairs.

## **WORLD HISTORY HONORS - Credit 1.0**

*Grade 10*

The purpose of World History Honors is to provide students with the opportunity to acquire a comprehensive understanding of the past in terms of what has been interpreted about change or process as it relates to the development of humanity. This is done by analyzing the political, economic, social, religious, military, dynastic, scientific, and cultural events that have shaped and molded humanity. Implicit in this is an understanding of the historical method, the inquiry process, historical reasoning and interpretation, and the issues of external and internal validity. Appropriate concepts and skills will be developed in connection with the content that follows. Specific content to be covered will include, but not be limited to, geo-historic development in time-space, comparative views of history, the origin and development of contrasting civilizations, an analysis of cultural universals, the role of religion in historical change, the varieties of contrasting political theories and philosophies, the role of science and technology as a social catalyst, nationalism as a cohesive force in history, the diversity of economic thought and practices in the world, an analysis of the influence of the major figures and events, and interpretations concerning the historical development of our present world order.

## **WOMEN'S STUDIES - Credit 0.5**

*Grades 9-12*

The purpose of this course is to provide students with the opportunity to get an in-depth look into the history of feminism. Students will be introduced to feminist theories, approaches, and a historical look into the evolution of feminism over a 100-year time span. The content should include but not be limited to United States feminism. Student must be willing to participate in discussions and have a strong background in English and History.

## **HISTORY OF THE VIETNAM WAR - Credit 0.5**

*Grades 9 – 12*

The history of the Vietnam War covers the United States' involvement in Southeast Asia from 1919 until the present. Students' research what decisions were made, who the decision makers were, and what impact the decisions had on our society. The course of study utilizes music of the 60's, declassified documents, videos, and several guest speakers. Through role playing, the students face situations of the 60's and understand the decisions that impacted the American and Vietnamese societies.

## **COURT PROCEDURES - Credit 0.5**

*Grades 9-12*

*Prerequisite: Law Studies*

Students develop their ability to function effectively in society by understanding the judicial systems of the United States and Florida. They also participate in mock trials.

# World Languages

## **FRENCH I - Credit 1.0**

Grades 9 - 12

The purpose of this course is to introduce students to the target language and its culture and to develop communicative skills and cross-cultural understanding. The content should include, but not be limited to, beginning skills in listening and speaking with special attention to pronunciation, introduction to reading and writing, fundamentals of grammar and fundamentals of culture. This course is designed for non-native speakers of French.



## **FRENCH II - Credit 1.0**

Grades 9 - 12

*Prerequisite: French I*

The purpose of this course is to reinforce the fundamental skills previously acquired by the students. This course develops increased listening, speaking, reading, and writing skills, as well as cultural awareness. The content should include, but not be limited to, an expansion of the listening and oral skills previously acquired. Reading and writing should receive more emphasis, while oral communication remains the primary objective. This course should continue the cultural survey of French-speaking people.

## **FRENCH III HONORS - Credit 1.0**

Grades 9 - 12

*Prerequisite: French II*

The purpose of this course is to master and expand the skills previously acquired by the students. The content should include, but not be limited to, expansions of vocabulary and conversational skills through discussions based on selected readings. Student acquisition of grammatical concepts should be strengthened by analyzing reading selections. Contemporary vocabulary should stress activities which are important to everyday life of French-speaking people.

## **FRENCH IV HONORS - Credit 1.0**

For Grades 10-12

*Prerequisite: French III*

The purpose of this course is to expand the skills previously acquired by the students. The content should include, but not be limited to, more advanced language structures and idiomatic expressions with emphasis on conversational skills. There should be additional growth in vocabulary for practical purposes including writing. Reading selections should be varied.

## **SPANISH I - Credit 1.0**

Grades 9-12

The purpose of this course is to introduce students to the target language and its culture and to develop communicative skills and cross-cultural understanding. This course is designed for non-native speakers of Spanish. The content should include but not be limited to beginning skills in listening and speaking with special attention to pronunciation. An introduction to reading and writing should also be included, as well as the fundamentals of grammar and culture.



## **SPANISH II - Credit 1.0**

Grades 9-12

*Prerequisite: Spanish I*

The purpose of this course is to reinforce the fundamental skills acquired by the students. This course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. The content should include, but not be limited to, an expansion of listening and oral skills. Reading and writing should receive more emphasis, while oral communication remains the primary objective. This course should continue the cultural survey of Spanish-speaking people.

## **SPANISH III HONORS - Credit 1.0**

Grades 9-12

*Prerequisite: Spanish II*

The purpose of this course is to master and expand the skills acquired by the students. The content should include, but not be limited to, expansions of vocabulary and conversational skills through discussions based on selected readings. Students' acquisition of grammatical concepts should be strengthened by analyzing reading selections. Contemporary vocabulary should stress activities important to everyday life of Spanish-speaking people.



### **SPANISH IV HONORS - Credit 1.0**

*Grades 9-12*

*Prerequisite: Spanish III*

**MAJOR CONCEPTS/CONTENTS:** The purpose of this course is to expand the skills previously acquired by the students. The content should include, but not be limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There should be additional growth in vocabulary for practical purposes, including writing. Reading selections should be varied.

### **AP SPANISH LANGUAGE AND CULTURE - Credit 1.0**

*Grades 10 -12*

*Prerequisite: Spanish IV*

This course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish.

### **AP SPANISH LITERATURE & CULTURE – Credit 1.0**

*Grades 10 – 12*

*Prerequisite Spanish IV*

This course is equivalent to a college level introductory survey course of literate written in Spanish. Students continue to develop their interpretive, interpersonal, and presentational skills in Spanish language as well as critical reading and analytical writing as they explore short stories, novels, plays, essays, and poetry from Spain, Latin America, and U.S. Hispanic authors along with other non-required texts.

# Art

## **CREATING 2D ART - Credit 0.5**

*Grades 9-12*

*Meets requirements for Performing Fine Arts*

This course is an introduction to 2-Dimensional art methods such as drawing, painting, color theory, perspective, and pen and ink. The content also includes the study of Art History from various cultures and periods as well as contemporary works. Students will learn to analyze artwork using basic criticism techniques. Art 2D/I is a course based on project participation.



## **CREATING 3D ART - Credit 0.5**

*Grades 9-12*

*Meets requirements for Performing Fine Arts*

This course is an introduction to 3-Dimensional art methods such as paper sculpture, clay, wire, and recycled sculpture. This content also includes the basic study of Art History from various cultures and periods, as well as contemporary sculpture. Students will learn to analyze works of art using basic criticism techniques. Art 3D/I is a course based on project participation.

## **2-D STUDIO ART II - Credit 1.0**

*Grades 10-12 Prerequisite: B average in Creating 2D Art I and Instructor Signature*

*Meets requirements for Performing Fine Arts*

This course is designed for the serious art student to continue to develop advanced skills and related concepts. Students develop and refine technical skills and create 2-D artworks with a variety of media in drawing, painting, printmaking, collage, and/or design. The Elements & Principles of Art will be the basis for visual exploration of artwork, adding design composition, drawing from observation, research, and/or imagination. This course incorporates hands-on activities and emphasis on the critique process (students evaluate and respond to their own work and that of their peers).

## **PORTFOLIO DEVELOPMENT DRAWING HONORS – Credit 1.0**

*Grades 11-12 Prerequisites: B average in 2D Studio Art II and Instructor Signature*

*Meets requirements for Performing Fine Arts*

This course is designed for the serious art student to develop a body of work. Artists may work in, but are not limited to; drawing, painting, printmaking, and/or mixed media that emphasizes line quality, rendering of form, composition, surface manipulation, and/or illusion of depth. Students regularly reflect on aesthetics and art issues individually and as a group. Students' portfolios show personal vision and artistic growth over time, evidence of sophisticated analytical and problem-solving skills based on historical and cultural knowledge. Artists are required to work outside of class time and must participate in high school, congressional and state Art Shows.

## **ADVANCED PLACEMENT STUDIO ART DRAWING - Credit 1.0**

*Grade 12 Prerequisites: B average in Portfolio Drawing or AP 2D and Instructor Signature*

*Meets requirements Performing Fine Arts*

This is a college level course designed for the serious art student to continue to develop a portfolio that visually explores a particular artistic concern, articulated and supported by a written artist's statement. This course will both challenge and encourage students to develop mastery of concepts, composition, and technical skills promoting personal vision and growth in artistic expression. The student must dedicate a minimum of 5-10 hours per week to AP Studio work. High level skills, techniques and concepts will be emphasized, and the course will incorporate self-evaluations, teacher & peer reviews, and group critiques. Artists are required to participate in high school art competitions, congressional and state Art Shows. There are costs associated with this course.

## **ADVANCED PLACEMENT 2D STUDIO ART - Credit 1.0**

*Grade 11-12 Prerequisite: B average in Studio Art 2D 2 or Portfolio Drawing and Instructor Signature*

*Meets requirements Performing Fine Arts*

This is a college level course designed for the serious art student to continue to develop a portfolio that visually explores a particular artistic concern, articulated, and supported by a written artist's statement. This course will focus on photography, with additional drawing, painting, collage and mastery of concepts, composition, and technical skills promoting personal vision and growth in artistic expression. The student must dedicate a minimum of 5-10 hours per week to AP Studio work outside of class. High level skills, techniques and concepts will be emphasized, and the course will incorporate self-evaluations, teacher & peer reviews, and group critiques. Artists are required to participate in high school art competitions, congressional and state Art Shows. There are costs associated with this course



### **CERAMICS I - Credit 1.0**

*Grades 9-12*

*Meets requirements for Performing Fine Arts*

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) using 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.

### **CERAMICS II - Credit 1.0**

*Grades 10-12*

*Prerequisite: Ceramics I*

*Meets requirements for Performing Fine Arts*

Students explore spatial relationships using nonobjective, abstract, or representational forms, products, or structures. Instructional focus should be on ceramics and/or pottery. Processes and techniques for substitution may include wheel-thrown clay, glaze formulation and application. Media may include 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.

## **Music**

### **BAND I (Freshman Band) - Credit 1.0**

*Grade 9 Prerequisite: One year of band in middle school*

*Meets requirement for Performing Fine Arts*

The purpose of this course is to provide students with opportunities to develop musicianship skills in band and instrumental ensembles. The content will include, but is not limited to, enabling students to develop fundamental skills in characteristic tone production, band performance techniques, musical literacy, and music appreciation. Participation in all Marching Band activities is required.

### **BAND II, III, IV (Concert and Symphonic Band) - Credit 1.0**

*Grades 10 -12 Prerequisite: Band I*

*Meets requirement for Performing Fine Arts*

The purpose of this course is to extend musicianship skills in band instrumental ensembles. The content will include, but is not limited to, extending skill development in characteristic tone production, band performance techniques, musical literacy, and music appreciation. Participation in all Marching Band activities is required.

### **BAND II, III, IV (Wind Ensemble) - Credit 1.0**

*Grades 10 -12 Prerequisite: Group is selected by audition.*

*Meets requirement for Performing Fine Arts*

The purpose of this course is to provide instrumental instruction in a class situation. The content will include, but is not limited to, instruction in performance techniques peculiar to given instruments with emphasis placed on technical and musical fundamentals and listening skills. Participation in all Marching Band activities is required.

### **JAZZ ENSEMBLE I, II, III, IV - Credit 1.0**

*Grades 11-12 Prerequisite: Director Recommendation*

*Meets requirement for Performing Fine Arts*

The purpose of this course is to provide students with an introduction to styles and idiomatic performance techniques of representative contemporary popular music and jazz literature. The content will include, but is not limited to, enabling students to interpret beginning levels of varying styles of jazz literature. Emphasis is placed on characteristic tone production and idiomatic performance techniques.





### **CHORUS I, II, III, IV (Beginning Ladies Choir) - Credit 1.0**

*Grades 9-12*

*Meets requirement for Performing Fine Arts*

The purpose of this course is to provide students with experiences in basic vocal production techniques and part singing. The content will include, but is not limited to, enabling students to develop fundamental skills in choral tone production, performance techniques, musical literacy, and music appreciation. Uniforms and rehearsals/performances outside of the regular school day may be required as part of this course's curriculum.



### **CHORUS I, II, III, IV (Men's Choir) - Credit 1.0**

*Grades 9-12*

*Meets requirement for Performing Fine Arts*

The purpose of this course is to provide students with experiences in basic vocal production techniques and part singing within a unique men's choir setting. The content will include, but is not limited to, enabling students to develop fundamental skills in choir tone production, performance techniques, musical literacy, and music appreciation. Uniforms and rehearsals/performances outside of the regular school day may be required as part of this course's curriculum.

### **CHORUS II, III, IV (Women's Choir) - Credit 1.0**

*Grades 10-12*

*Prerequisite: Chorus I and Director Recommendation Meets requirement for Performing Fine Arts*

The purpose of this course is to extend experiences in advanced vocal production techniques and part singing. The content will include, but is not limited to, extending development of musicianship skills including advanced sight reading, advanced choral performance techniques, vocal tone production, musical literacy, and music listening. Uniforms and rehearsals/performances outside of the regular school day may be required as part of this course's curriculum.

### **VOCAL ENSEMBLE I, II, III, IV (Ambassadors & Silhouettes) - Credit 1.0**

*Grades 10-12*

*Prerequisite: Group is selected by audition Meets requirement for Performing Fine Arts*

The purpose of this course is to develop performance skills in ensembles through the study of jazz and swing choral literature. The content will include, but is not limited to, development of appropriate vocal tone, balance, blend and stylistic interpretation. Content may also include instrumental accompaniment and choreography. An audition at the conclusion of the previous school year is required for placement in this course. Uniforms and rehearsals/performances outside of the regular school day may be required as part of this course's curriculum.

### **ORCHESTRA I, II, III, IV (Sinfonia Orchestra) - Credit 1.0**

*Grade 9-12*

*Prerequisite: One year of orchestra in middle school Meets requirement for Performing Fine Arts*

Sinfonia Orchestra is for students who have mastered the fundamentals of playing string instruments and are ready for more intermediate techniques. The content will include, but is not limited to, enabling students to develop fundamental skills in characteristic tone production, orchestral performing techniques, music literacy, music theory, and music appreciation. This ensemble performs in several concerts during the school year, and members are strongly encouraged to participate in District Solo & Ensemble performance assessment.

### **ORCHESTRA I, II, III, IV (Intermezzo Orchestra) - Credit 1.0**

*Grades 9-12*

*Prerequisite: Group is selected by audition Meets requirement for Performing Fine Arts*

Intermezzo Orchestra is a string ensemble for players who already have a solid set of intermediate skills. It is devoted to strengthening and advancing players' skills and ensemble playing techniques to a more advanced level. This ensemble performs in several concerts during the school year and members are strongly encouraged to participate in District Solo & Ensemble performance assessment. The content will include fundamental musical skills in characteristic tone production, orchestral performing techniques, musical literacy, music theory, and music appreciation. Students must audition to enter this course.



### **ORCHESTRA I, II, III, IV (Philharmonic Orchestra) - Credit 1.0**

*Grades 10-12 Prerequisite: Group is selected by audition Meets requirements Performing Fine Arts*

Philharmonic Orchestra is the first of two advanced string ensembles. Students in this orchestra have mastered both fundamental, intermediate, and early advanced skills and techniques, and are ready to further develop skills like shifting and vibrato in higher levels of repertoire. In addition to performing in several concerts during the school year, the Philharmonic Orchestra participates in the Music Performance Assessment (MPA) at the district level. The content will include, but is not limited to, interpretation of advanced level music; orchestral performing techniques; and analysis of form, style, and history in the performance and preparation of varied orchestral literature. Students must audition to enter this course.

### **ORCHESTRA II, III, IV (Chamber Orchestra) Credit 1.0**

*Grades 9 -12 Prerequisite: Group is selected by audition + one year Orchestra in High School Meets requirement for Performing Fine Arts*

Chamber Orchestra is the second of two advanced ensembles, and its members are highly dedicated string players. The purpose of this course is to develop independence in musicianship, performance techniques, and aesthetic awareness through the rehearsal and performance of varied orchestral literature. This orchestra works at an accelerated pace due to the high facility in music theory and sight-reading skills of its students. Chamber Orchestra participates in the Music Performance Assessment (MPA) at the district AND state level. The content will include, but is not limited to, interpretation of advanced level music; development of independent musicianship; tone production and performance techniques; analysis of form, style, and history, in the performance and preparation of varied orchestral literature; and formulation of critical listening skills and aesthetic values. Students must audition to enter this course.

### **GUITAR 1 - Credit 1.0**

*Grades 9 -12 Meets requirement for Performing Fine Arts*

Students with little or no experience develop basic guitar skills and knowledge, including simple and full-strum chords, bass lines and lead sheets, barre and power chords, foundational music literacy and theory, major scales, simple finger-picking patterns, and ensemble skills for a variety of music. Beginning guitarists explore the careers and music of significant performers in a variety of styles. 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.

### **MUSIC THEORY - Credit 1.0**

*Grades 9 -12 Meets requirement for Performing Fine Arts*

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.

## **Technology & Computer Science**

### **DIGITAL DESIGN I - Credit 1.0**

*Grades 9 -12 Meets requirements for Performing Fine Arts*

Learn how to create brochures, business cards, letterhead, newsletters, flyers, invitations, cards, calendars, magazine ads, CD covers, program posters, certificates, T-shirt designs, forms, etc. This course emphasizes digital publishing concepts and operations to include layout, design, measurement, decision-making, and digital imaging. Earn Industry Certifications – We Pay For the Tests! ADOBE Certifications: InDesign and Photoshop. Prepare for them IN class with online practice tests.

### **DIGITAL DESIGN II HONORS - Credit 1.0**

*Grades 10 – 12 Prerequisite: Digital Design I Meets requirements for Performing Fine Arts*

Learn advanced techniques for creating documents covered in Digital Design 1 plus multi-media projects. This course builds upon digital publishing principles learned in Digital Publishing 1 and introduces students to higher-level applications. Earn Industry Certifications – We Pay for The Tests! ADOBE Certifications: Illustrator. Prepare for them IN class with online practice tests.



### **DIGITAL DESIGN III HONORS – Credit 1.0**

*Grades 11-12 Prerequisite: Digital Design II Meets requirements for Performing Fine Arts*

This course continues the development of industry-standard skills in the digital publishing industry. The content includes the use of a variety of software and equipment to perform digital publishing and digital imaging activities as well as communication, collaboration, and decision-making activities; critical thinking; and problem solving. After successful completion of Digital Design 3, students will have met occupational completion point -C, Digital Assistant Designer – SOC Code 43-90331.



### **AP COMPUTER SCIENCE PRINCIPLES – Credit 1.0**

*Grades 9-12*

The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions.

### **ARTIFICIAL INTELLIGENCE IN THE WORLD – Credit 0.5**

*Grades 10-12 Prerequisite: Algebra 1 Meets requirement for Performing Fine Arts*

This course introduces students to the principles of Artificial Intelligence (AI). The course defines “Intelligent Behavior”, describes the relationship between AI and computer science, explains the history of AI and showcases applications of AI in the real world. Students will explore the role of data in AI applications and the algorithms which guide AI decision making. Students will learn about the role of perception in AI and how AI agents use information in decision making. Students will engage in hands-on activities related to the use of AI in machine learning. This course also covers AI applications.

### **APPLICATIONS OF ARTIFICIAL INTELLIGENCE – Credit 0.5**

*Grades 10-12 Prerequisite: Algebra 1, AI in the World Meets requirement for Performing Fine Arts*

The purpose of this course is to assist students in deepening understanding for application of AI and to explore methods and tools utilized to build AI models. The content includes but is not limited to foundational knowledge and skills related to methods and software used to develop AI applications using data sets. Instruction and learning activities are provided in a laboratory setting using hands-on experience with the equipment, materials and technology appropriate to the course content and in accordance with current practices

### **AP COMPUTER SCIENCE A – Credit 1.0**

*Grades 10-12*

The course 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. The 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.

### **GAME AND SIM FOUNDATIONS – Credit 1.0**

*Grades 9-12 Meets requirement for Performing Fine Arts*

This course is designed to introduce 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 games and simulations, key development methodologies and tools, careers, and industry-related information. This course also covers strategies, processes, and methods for conceptualizing a game or simulation application; storyboarding techniques; and development tools.

### **GAME AND SIM DESIGN – Credit 1.0**

*Grades 10-12 Prerequisite: Game and Sim Foundations Meets requirement for Performing Fine Arts*

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 product report. Emphasis is placed on the techniques needed to develop well-documented, structured game or simulation programs. Extensive use is made of evaluating and analyzing existing games or simulations.



### **GAME AND SIM GRAPHIC ARTIST – Credit 1.0**

*Grades 11-12 Prerequisite: Game and Sim Design Meets requirement for Performing Fine Arts*

This course is focused on students acquiring skills to create, refine, and integrate realistic 2D graphics into a game or simulation product. Students will learn how to use a graphic software package. File maintenance strategies and migration techniques and issues will be covered.

### **GAME AND SIM PROGRAMMING – Credit 1.0**

*Grades 12 Prerequisite: Game and Sim Graphic Artist Meets requirement for Performing Fine Arts*

This course focuses on students acquiring the appropriate programming skills for rendering a game or simulation product, including program control, conditional branching, memory management, scorekeeping, timed event strategies and methodologies, and implementation issues.

### **CYBERSECURITY ESSENTIALS I HONORS - Credit 1.0**

*Grades 9-12 Meets requirement for Performing Fine Arts*

This course introduces students to cybersecurity and provides them with essential computer and networking knowledge and skills, particularly those related to cybersecurity. Learners will explore 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 HONORS - Credit 1.0**

*Grades 10-12 Prerequisite: Cybersecurity Essentials 1 Honors Meets requirement for Performing Fine Arts*

Students will learn the technical underpinnings of cybersecurity and its challenges and work to understand common information and computer system security vulnerabilities. Students will demonstrate an understanding of common cyber-attack mechanisms, as well as the consequences and motivations behind the attacks. Topics of study will include risk mitigation planning, risk management, security policy, contingency planning, disaster recovery, continuity of business, and forensic analysis.

### **COMPUTER AND NETWORK SECURITY FUNDAMENTALS HONORS - Credit 1.0**

*Grades 11-12 Prerequisite: Operational Cybersecurity Honors Meets requirement for Performing Fine Arts*

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

# Culinary Arts



## **CULINARY ARTS I – Credit 1.0**

*Grades 9 – 12*      *Meets requirement for Performing Fine Arts*

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 II – Credit 1.0**

*Grades 10 – 12*      *Prerequisite: Culinary Arts I*      *Meets requirement for Performing Fine Arts*

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 III – Credit 1.0**

*Grades 11-12*      *Prerequisite: Culinary Arts I and II*      *Meets requirement for Fine Arts*

In this course students 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.

## **CULINARY ARTS IV (TRACK 1) – HOSPITALITY MANAGEMENT – Credit 1.0**

*Grade 12*      *Prerequisites: Culinary Arts I, II, and III*      *Meets requirement for Fine Arts*

This course provides opportunities for students to apply their acquired knowledge and skills in culinary related scenarios. Track 1 is 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.

## **CULINARY ARTS IV (TRACK 2) – ADVANCED BAKING TECHNIQUES – Credit 1.0**

*Grade 12*      *Prerequisites: Culinary Arts I, II, and III*      *Meets requirement for Fine Arts*

This course provides opportunities for students to apply their acquired knowledge and skills in culinary related scenarios. Track 2 is focused on Advanced Baking Techniques. This is a culminating course to develop advanced culinary techniques and skills. Students will learn using modern technology and culinary trends.

## **CULINARY ARTS IV (TRACK 3) – ADVANCED CULINARY TECHNIQUES – Credit 1.0**

*Grade 12*      *Prerequisites: Culinary Arts I, II, and III*      *Meets requirement for Fine Arts*

This course provides opportunities for students to apply their acquired knowledge and skills in culinary related scenarios. Track 3 is focused on Gastronomy and Garde Manger Skills. This is a culminating course to develop advanced culinary techniques and skills. Students will learn using modern technology and culinary trends.



## Automotive Technology

### **AUTO MAINTENANCE AND LIGHT REPAIR I - Credit 1.0**

*Grades 9 – 12 Meets requirement for Performing Fine Arts*

The purpose of this course is to develop the competencies essential to automotive technologies. These competencies relate to equipment skills and safety regulations, proficiency in appropriate math skills, an appropriate understanding of basic sciences, proficiency in employability skills, and a general awareness of and orientation to new car preparation and maintenance. Safety glasses and closed shoes are required.

### **AUTO MAINTENANCE AND LIGHT REPAIR II/III - Credit 2.0**

*Grades 10-12 Prerequisite: Auto Maintenance and Light Repair I Double Block Period*

*Meets requirement for Performing Fine Arts*

The purpose of this course is to further develop the competencies essential to the automotive industry. These competencies relate to equipment skills and safety regulations; demonstrate proficiency in appropriate communication skills, in routine maintenance/consumer services, and in automotive systems theory. Safety glasses and closed shoes are required.



## Television Production

### **TELEVISION PRODUCTION I - Credit 1.0**

*Grades 9 – 12*

*Meets requirement for Performing Fine Arts*

This course covers safety, lighting, basic television production equipment, broadcast script interpretation, teamwork, research, and video editing.

### **TELEVISION PRODUCTION II- Credit 1.0**

*Grades 10 – 12 Prerequisite: Television Production I*

*Meets requirement for Performing Fine Arts*

This course covers staging, lighting, equipment uses, and scripts.

### **TELEVISION PRODUCTION III - Credit 1.0**

*Grades 11-12 Prerequisite: Television Production II*

*Meets requirement for Performing Fine Arts*

This course covers special effects lighting, use of equipment, digital audio and video recording and editing operations, television production and programming, and online research.

### **TELEVISION PRODUCTION IV - Credit 1.0**

*Grades 12 Prerequisite: Television Production III*

*Meets requirement for Performing Fine Arts*

This course covers lighting instrument maintenance, Electronic News Gathering and Electronic Field Production, and teamwork

## Drivers Education

### **DRIVER EDUCATION - Credit: 0.5**

*For Grades 9-12*

*Prerequisite: Must be 15 Years of Age or Older*

The purpose of "Driver Education/Traffic Safety-Classroom" is (1) to introduce students to the transportation system and to strategies which will develop driving knowledge and skills related to today and tomorrow's motorized society and (2) to provide an in-depth study of the scope and nature of accident problems and their solutions. Specific content shall include, but not be limited to, instruction within a classroom in vehicle control and traffic procedures, defensive strategies for driving, natural 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, and a comprehensive study of the effects of alcohol and drugs on driving performance.



## Air Force JROTC

### **AEROSPACE SCIENCE (AFJROTC) - Credit 1.0**

*Grades 9-12*

Air Force JROTC (AFJROTC) is a one credit, elective course with a mission of "Building Better Citizens for America". The course promotes leadership, personal responsibility and discipline, character, community service, and a sense of accomplishment. The four-year AFJROTC curriculum consists of three major components: Aerospace Science (AS) (40%), Leadership Education (LE) (40%) and Wellness (20%). Cadets can participate in Military Ball, drill competitions, parades, marksmanship, academic brain bowls, orienteering, flight simulator, and Summer Leadership School activities.



Completing two years of AFJROTC fulfills state graduation requirements for one credit in Physical Education and one credit in Performing Arts. Since each class period is blended (i.e., cadets for grades 9-12 are enrolled in each class), AS and LE topics vary annually in accordance with a four-year curriculum plan to ensure no subject matter is repeated over the length of the four-year period. The annual course syllabus lists what topics are covered in each semester for the school year. Cadets are required to wear an AFJROTC uniform once each week and comply with Air Force grooming standards in accordance with service directives. Exception: First year cadets may opt not to wear the uniform during the first year enrolled in the program; uniform wear is mandatory second year and thereafter. There is absolutely no military commitment for enrolling in AFJROTC. However, cadets who successfully complete 2 to 4 years earn an AFJROTC certificate that authorizes them to enlist in any military service up to two ranks higher than other high school graduates.

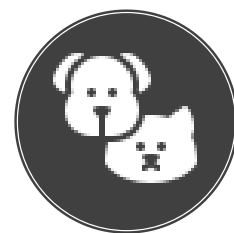
## Veterinary Assisting

### **VETERINARY ASSISTING I - Credit 1.0**

*Grades 9-12*

*Meets requirement for Performing Fine Arts*

Veterinary Assisting develops competencies in areas such as the history of the animal industry; applied scientific and technological concepts; safety; terminology; careers; breed identification; animal care and human relations skills.



### **VETERINARY ASSISTING II - Credit 1.0**

*Grades 10-12*

*Prerequisite: Veterinary Assisting I with a grade of C or better*

*Meets requirement for Performing Fine Art*

*Fine Art*

This course is designed to develop an understanding of the global importance of the animal industry; career opportunities; animal behavior; animal welfare; and animal control. Identification of the parts of animal systems is an important component of this course along with recognizing normal and abnormal animal behavior. Dissection, live and virtual, will help the students to better understand the systems of the animal.

### **VETERINARY ASSISTING III - Credit 1.0**

*Grades 11-12*

*Prerequisite: Veterinary Assisting 2 with a grade of C or better*

*Meets requirement for Performing Fine Art*

*Fine Art*

This course is designed to develop competencies in the areas of animal digestive systems; animal breeding; animal control; animal overpopulation; animal related laws; and breeds.

## Agriculture

### **AGRICULTURE COMMUNICATIONS – Credit 1.0**

Grades 9 -12

The content of this course includes but is not limited to instruction in animal and plant production and pressing; agriculture marketing and communications; employability skills; mathematics; basic science; biological sciences; and human-relations skills.



## Physical Education

### **BASKETBALL I, II - Credit 0.5**

Grades 9 -12

The purpose of this course is to provide students with opportunities to acquire knowledge of strategies of individual and dual sports play, develop skills in selected individual and dual sports, and maintain and/or improve their personal fitness. The content should include, but not be limited to, knowledge and application of skills, techniques, strategies, rules, and safety practices necessary to participate in basketball.



### **HOPE - Credit 1.0**

Grades 9-12

*Meets requirement for HOPE credit*

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. This course will meet the graduation requirement for Physical Education with the integration of health topics. The content will include the following: applying fitness and health concepts, analyzing of health related fitness components (FITNESSGRAM), risk and benefits of varying fitness levels, biomechanical and physiological principles, development of an individual wellness plan, responsible decision making, development of an individual nutrition plan, completion of a behavior change project, analyzing of skills-related fitness, safety and injury prevention (hydration, injury, violence, environmental issues, CPR), safety education practices, analyzing consumer information and community resources, mental and emotional health, including depression and suicide, stress management, coping skills, interpersonal communication (communication, relationships, sportsmanship), disease prevention and control (risk factor assessments, includes communicable and non-communicable diseases such as HIV/AIDS, other STDs, heart disease, diabetes, cancers, asthma), tobacco, alcohol, and other drug use and abuse factors, teen pregnancy prevention, advocating for health and fitness promotion and technology application to facilitate health and fitness.

### **TEAM SPORTS I, II - Credit 0.5**

Grades 9-12

The purpose of this course is to provide students with opportunities to acquire knowledge of strategies of team sport, play, develop skills in selected team sports, and maintain and/or improve their personal fitness should be stressed. The content should include, but not be limited to, knowledge and application of skills, techniques, strategies, rules, and safety practices necessary to participate in selected team sports. Team sports selected may include, but not be limited to, flag football, soccer, softball, speedball, and volleyball. Activities selected in Team Sports I shall not be repeated in Team Sports II. Strategies of team sports play, skill acquisition, and maintenance and/or improvement of personal fitness should be stressed.

### **VOLLEYBALL I, II - Credit 0.5**

Grades 9-12

The purpose of this course is to provide students with opportunities to acquire knowledge and skills in power volleyball that may be used in recreational pursuits today as well as in later life and maintain and/or improve their personal fitness. The content should include, but not be limited to, in-depth knowledge and application of skills, techniques, strategies, rules, and safety rules necessary to participate in power volleyball and knowledge of the organization and administration of volleyball activities. Strategies of team play, skill acquisition, and the maintenance and/or improvement of personal fitness should be stressed.





### **WEIGHT TRAINING I, II, III- Credit 0.5**

*Grades 9 -12*

The purpose of this course is to provide students with opportunities to further extend the acquisition of knowledge and the development of skills in weight training that may be used in physical fitness pursuits today as well as in later life, further improve muscular strength and endurance, and further enhance body image. The content should also include, but not be limited to, reinforcement of basic weight training knowledge, knowledge of safety practices, application of knowledge of design and implement a personal weight training program to meet specific needs and goals, and knowledge of the organization and administration of weightlifting activities. Implementation of personal weight training programs and realization of personal goals should be stressed.

### **SOCCKER - Credit 0.5**

*Grades 9-12*

The purpose of this course is to provide students with opportunities to acquire knowledge and skills in soccer that may be used in recreational pursuits today as well as in later life and maintain and/or improve their personal fitness. The content should include, but not be limited to, in-depth knowledge and application of skills, techniques, strategies, rules, and safety practices necessary to participate in soccer, and knowledge of the organization and administration of soccer activities. Strategies of team play, skill acquisition, and the maintenance and/or improvement of personal fitness should be stressed.

### **POWER WEIGHT TRAINING - Credit 0.5**

*Grades 9 -12 Prerequisite: Weight Training I, II, and III*

This course provides opportunities to extend the acquisition of knowledge and the development of skills in weight training. The training may be used in physical fitness pursuits to improve muscular strength and endurance and enhance the body image. Emphasis is on the implementation of the organization and administration of weight training programs and personal goals.

### **WRESTLING - Credit 0.5**

*Grades 9 -12*

The purpose of this course is to enable students to develop basic-level knowledge and skills in wrestling and to maintain or improve health-related fitness. Appropriate instructional practices and assessments are used to elicit evidence of student understanding and proficiency of course specific benchmarks related to Cognitive Ability, Movement Competency, Lifetime Fitness, and Responsible Behavior and Values as outlined by the Next Generation Sunshine State Standards for Physical Education and the Common Core State Standards.

## **AP Capstone**

### **AP RESEARCH – Credit 1.0**

*Grades 11-12*

*Prerequisite: AP Seminar*

The second course in the AP Capstone experience allows students to design, plan, and conduct a yearlong research-based investigation on a topic of individual interest. Through this inquiry and investigation, students demonstrate the ability to apply scholarly understanding to real-world problems and issues. Students further the skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information to build, present, and defend an argument. Students are assessed through culminating performance tasks: academic thesis paper, approximately 5,000 words, with a defined structure; and presentation, performance, or exhibition and oral defense of research and presentation.

The AP Research score is based on these components and is reported on the standard 1-5 AP scoring scale.



## AVID

### **AVID 1-4 – Credit 1.0**

*Grades 9-12*

The AVID mission is to provide students with the skills needed to be successful in advancing academically with the ultimate goal of attending college and being career ready. Students are taught study skills, note-taking strategies, teambuilding, time management, research and writing skills, while emphasizing how these skills can transfer to life after high school. The class also includes tutoring sessions to support students in their academic core and elective classes.



## Career/On the Job Training

### **CDE/OJT – Credit 1.0**

*Grades 11-12*

The purpose of this course is to provide on-the-job training. The student must have a job and work a minimum of hours equal to the number of hours they would have been in class. Students with a one-period OJT must work a minimum of five (5) hours per week and a student with a two-period OJT must work a minimum of ten (10) hours per week. The student must be compensated for work performed. Students must attend a mandatory first-day orientation.



## Teacher Assistant

### **CUSTOMER SERVICE REPRESENTATIVE I – Credit 1.0**

*Grades 10-12*

The purpose of this program is to prepare students for employment in customer service occupations such as customer service representative, customer service consultant, customer service agent, and customer care manager. The program is designed to prepare students for employment in entry level positions involving customer service activities. Students will divide their time between in-class coursework and on-the-job training in the school's offices or with teachers.



### **CUSTOMER SERVICE REPRESENTATIVE II – Credit 1.0**

*Grades 11-12*

*Prerequisite: Customer Service Representative I*

The purpose of this program is to prepare students for employment in customer service occupations such as customer service representative, customer service consultant, customer service agent, and customer care manager. It builds on the skills and competencies of Customer Service 1. The program is designed to prepare students for employment in entry level positions involving customer service activities. Students will divide their time between in-class coursework and on-the-job training in the school's offices or with teachers.

### **CUSTOMER SERVICE REPRESENTATIVE III – Credit 1.0**

*Grade 12*

*Prerequisite: Customer Service Representative II*

The purpose of this program is to prepare students for employment in customer service occupations such as customer service representative, customer service consultant, customer service agent, and customer care manager. It builds on the skills and competencies of Customer Service 2. The program is designed to prepare students for employment in entry level positions involving customer service activities. Students will divide their time between in-class coursework and on-the-job training in the school's offices or with teachers.

### **AP STUDY HALL (RESEARCH) – Credit 1.0**

*Grades 9-12*

Students who take 3 or more AP classes are invited to take the research elective that provides a 50-minute class period to receive support and time to work on rigorous assignments. This class does not receive any honors or AP points.



## Dual Enrollment

**Note: Dual Enrollment courses require college-ready test scores and a 3.0 unweighted GPA. Grades in these courses become part of your college transcript.**

### **SLS 1106 FIRST YEAR EXPERIENCE – Credit 0.5**

*Grades 9-12*

This interdisciplinary course empowers students by preparing them for a successful college experience and providing them with additional opportunities to develop intellectual potential and life skills. It enhances student understanding of library resources, student services, and other areas of academic support. Topics include goal assessment, time management, power reading, creative and critical thinking, test taking, memory, note taking, and communication skills. College Success does not require college-ready test scores.

### **AMH 2010/2020 EARLY/MODERN AMERICAN HISTORY– Credit 1.0**

*Grades 11-12*

Early – This course provides an overview of United States history including discovery, colonial foundations, movement for independence, and the early years of the republic through the Civil War and Reconstruction, with an emphasis on North American geography.

Modern – This course provides a study of United States development from the period of Reconstruction to the present. Topics include politics, economics, geography, social issues, and reforms as related to contemporary society.



## AICE Program

**To earn the AICE Diploma, students must pass 7 AICE courses and exams. Students must earn one credit from Groups 1, 2 and 3, and pass Global Perspectives and Research. The other three credits can come from any group. Group 4 is optional, and a maximum of 2 courses can come from Group 4.**

### Core

#### **AICE GLOBAL PERSPECTIVES AND RESEARCH – 1.0 Credit**

*Grades 11-12*

Cambridge International AS Level Global Perspectives and Research is a skills-based course that prepares learners for positive engagement with our rapidly changing world. Learners broaden their outlook through the critical analysis of – and reflection on – issues of global significance. They will develop unique, transferable skills including research, critical thinking, and communication by following an approach to analyzing and evaluating arguments and perspectives called the ‘Critical Path’.

Collaborative skills are enhanced through participation in a team project. The skills gained through study of this course help students to meet the demands of 21<sup>st</sup> century learning, preparing the transition to higher education and the world of work. As part of the course, learners write a research report on a research question of their choice.

#### **Group 1 – Mathematics and Science**

##### **AICE ENVIRONMENTAL MANAGEMENT – 1.0 Credit**

*Grades 10-12*

*Prerequisite: Biology 1*

This AS Level course develops scientific knowledge and understanding of global environmental issues and theories, and of the policies and strategies for managing the environment. The course covers the sustainable use and management of resources, and strategies that aim to protect environments. Learners will interpret and analyze data and do investigative work. Case studies allow teachers to choose their own examples to investigate, which may be local, regional, or global. This course provides Science credit. AICE Environmental Management can count as a Group 1 or Group 3 course.

## **AICE PSYCHOLOGY – 1.0 Credit**

*Grades 10-12*

The purpose of AICE Psychology is to help learners develop their appreciation of the subject by exploring the ways in which psychology is conducted. As part of their studies, learners review important research, which provides insight into the ways in which psychology has been applied, thereby leading to a better understanding of key approaches, research methods, issues, and debates. The course reflects on four core areas of psychology: biological; cognitive; learning; and social psychology. Course content also covers abnormality, consumer behavior, health, and organizational psychology. AICE Psychology can count as a Group 1 or Group 3 course.



## **Group 2 – Languages**

### **AICE ENGLISH LANGUAGE – 1.0 Credit**

*Grades 11-12*

Cambridge International AS Level English Language provides learners with the opportunity to study English language and its use in communication. Learners will be encouraged to respond critically to a wide variety of texts in a range of forms, styles, and contexts, and to promote skills of communication, reading, research, and analysis. Through their study, learners will develop an ability to read and analyze material, gaining further knowledge and understanding of English language features and issues. Learners will also develop the skills of writing clearly, accurately, creatively, and effectively for different purposes and audiences. This course provides English credit for graduation.

### **AICE SPANISH LANGUAGE – 1.0 Credit**

*Grades 9-12*

*Prerequisite: Spanish 4 or Instructor Approval*

The Cambridge International AS Level Spanish course enables learners to achieve greater fluency, accuracy, and confidence in the language as it is spoken and written and improve their communication skills. They will learn how to improve their use of Spanish in a variety of situations, understanding how to read texts and other source materials, extract information, initiate conversations, and respond to questions both orally and in writing.

### **AICE SPANISH LITERATURE – 1.0 Credit**

*Grades 9-12*

*Prerequisite: Spanish 4 or Instructor Approval*

The Cambridge International A Level Spanish Language & Literature helps learners to develop language proficiency in Spanish to a CEFR Independent/Proficient User level. Learners will further improve their communication skills as well as intercultural awareness. AICE Spanish Literature can count as a Group 2 or Group 3 course.

## **Group 3 – Arts and Humanities**

### **AICE ENVIRONMENTAL MANAGEMENT – 1.0 Credit**

*Grades 10-12*

*Prerequisite: Biology 1*

This AS Level course develops scientific knowledge and understanding of global environmental issues and theories, and of the policies and strategies for managing the environment. The course covers the sustainable use and management of resources, and strategies that aim to protect environments. Learners will interpret and analyze data and do investigative work. Case studies allow teachers to choose their own examples to investigate, which may be local, regional, or global. This course provides Science credit. AICE Environmental Management can count as a Group 1 or Group 3 course.

### **AICE MEDIA STUDIES – 1.0 Credit**

*Grades 9-12*

Cambridge International AS Level Media Studies offers learners the chance to develop an understanding and appreciation of the place of media in our everyday lives. The syllabus enables learners to take a hands-on approach to the subject. Through the coursework components, they create their own media products from planning through to execution. Learners also consider and analyze examples from existing media, examining production processes and technologies and the effects they achieve.

### **AICE MUSIC – 1.0 Credit**

*Grades 10-12*

*Meets requirement for Performing Fine Art*

The AICE Music class is an advanced music class that is an in-depth study of music history and/or music performance. Students who are interested in the class should either have completed AICE General Paper and/or have a significant background in music.



### **AICE PSYCHOLOGY – 1.0 Credit**

*Grades 10-12*

The purpose of AICE Psychology is to help learners develop their appreciation of the subject by exploring the ways in which psychology is conducted. As part of their studies, learners review important research, which provides insight into the ways in which psychology has been applied, thereby leading to a better understanding of key approaches, research methods, issues, and debates. The course reflects on four core areas of psychology: biological; cognitive; learning; and social psychology. Course content also covers abnormality, consumer behavior, health, and organizational psychology. AICE Psychology can count as a Group 1 or Group 3 course.

### **AICE SOCIOLOGY – 1.0 Credit**

*Grades 9-12*

AICE Sociology offers learners the opportunity not only to explore the processes that are shaping current trends, but also to develop an understanding of the complexity and diversity of human societies and their continuities with the past. The study of sociology stimulates awareness of contemporary social, cultural, and political issues, and focuses on the importance of examining these issues in a rigorous, reasoned, and analytical way.

### **AICE SPANISH LITERATURE – 1.0 Credit**

*Grades 9-12*

*Prerequisite: Spanish 4 or Instructor Approval*

The Cambridge International A Level Spanish Language & Literature helps learners to develop language proficiency in Spanish to a CEFR Independent/Proficient User level. Learners will further improve their communication skills as well as intercultural awareness. AICE Spanish Literature can count as a Group 2 or Group 3 course.

### **Group 4 – Interdisciplinary Subjects (optional)**

#### **AICE GENERAL PAPER – 1.0 Credit**

*Grades 11-12*

AICE English General Paper encourages learners to develop a maturity of critical thought and argument, and a mastery of expression in the English language. These are all skills of great use for university level study. The syllabus draws on topics from across the school curriculum, and learners can draw upon knowledge and understanding gained from study of other subjects. This course provides English credit.

#### **AICE THINKING SKILLS – 1.0 Credit**

*Grades 9-12*

Thinking Skills develops a set of transferable skills, including critical thinking, reasoning, and problem solving, that students can apply across a wide range of subjects and complex real-world issues. The courses enable students to develop their ability to analyze unfamiliar problems, devise problem solving strategies, and evaluate the diverse ways a problem may be solved. During a Thinking Skills course, students learn to put their personal views aside in favor of examining and evaluating the evidence. Students learn how to make informed and reasoned decisions and construct evidence-based arguments. These independent thinking skills build confidence and equip students with a toolkit for tackling complex and unfamiliar subjects, essential for successful progression to higher education or into professional employment.