



TOHOPEKALIGA

HIGH SCHOOL

Curriculum Guide

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Message from the Principal

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

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

Sincerely,

David Phelps, Principal
Tohopekaliga High School



2018 - 2019 Course Offerings

The following courses may be offered at Tohopekaliga High School. Availability of facilities, faculty certifications, and number of student requests determine the course offerings, especially for elective courses.

Advancement via Individual Determination (AVID)	10, 16
English Language Arts	17
Foreign Languages	20
Health and Physical Education	23
Mathematics	27
Music Education	29
Naval Sciences (JROTC)	35
Sciences	36
Social Studies	39
Theatre Arts	42
Visual Arts	43
STEAM Pathway in Engineering	45
Career and Technical Education	45

Tohopekaliga Mission Statement

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

Tohopekaliga Vision Statement

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

Scheduling Policy and Procedure

This curriculum guide is designed to aid you in making the appropriate choices by providing brief program and course descriptions, prerequisites, and other information pertinent to this process.

Student Scheduling at TKHS

Students will be provided a scheduling orientation starting in January – February that will outline all of the procedures for scheduling at LTHS.

Course selection information will be distributed during scheduling orientation at perspective/zoned high schools and available at school's website.

Email scheduling questions to Johana Santiago @ santiago@osceola.k12.fl.us

Schedule Planning Meeting

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

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

Schedule Change Policies at TKHS

Once students meet with their school counselor in the Schedule Planning Meeting, the scheduling process has begun. To limit the amount of times a student's schedules are changed and for the academic benefit of the student – very few schedule changes are made. Schedule changes are only evaluated based on one or more of the following criteria:

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

Add/Drop at TKHS

Students and/or parents will be able to schedule a meeting with a school counselor during the Add/Drop window. Parents and students may meet with a school counselor to discuss possible add/drop options.

There will be no add/drop once the school year has begun. Only administrative schedule changes will be permitted during the school year.

2018 - 2019 Add/Drop Window

July 9 – July 20 ** dates subject to change ; check school’s website for any possible changes.

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

PLEASE NOTE:

The administration reserves the right to make scheduling changes based on class size. Courses in this curriculum guide may be dropped, if there is not sufficient demand for them. The Florida Class Size Amendment may require balancing of courses after the school year begins and may impact student schedule changes.

Students may be required by Florida law or school district policy to take remediation courses based on standardized test scores from the Florida Comprehensive Achievement Tests and/or Florida End of Course Assessments.

Grade Forgiveness

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

Guidance and Counseling Services

In an effort to provide a successful and positive school experience, students have a number of available resources to assist parents and students to be more successful in school through the below listed Guidance services:

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

Students are encouraged to meet with their counselor on an individual basis. To schedule a meeting with school counselor, visit school’s website and schedule appointment through calendly.

FOCUS PORTAL INFORMATION

Online Registration

1. Log on To This Site: <https://osceola.focusschoolsoftware.com/focus/auth/>
2. To set up an account for the first time, click on the first link. If you already have an account and wish to add another child, click on the second link.

Information for Graduation

Diploma Options for Students

Standard Diploma

24 credits | 2.0 unweighted GPA | passing scores on required state exams based on cohort
(see graduation requirements)

Scholar Designation

(see graduation requirements)

Merit Designation

(see graduation requirements)

Class Rank

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

Promotion Policy

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

Grade 10	5 credits
Grade 11	11 credits
Grade 12	18 credits

Grading Scale

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

Grade Point Average

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



Important Information for All Students

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

All students must complete one high school level virtual course as a requirement for graduation. This course may be a 0.5 credit course.

Osceola Virtual School and Florida Virtual School offer over 60 free high school courses for Florida students. You may contact your Tohopekaliga High School counselor or Osceola Virtual School directly to fulfill this requirement.

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

Osceola Virtual School
<http://ovsk12.osceola.k12.fl.us>
407-870-1445

Florida Virtual School
<http://flvs.net>

Student-Athlete Eligibility

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

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

The NCAA Eligibility Center

The NCAA Eligibility Center certifies the academic and amateur credentials of all students who want to become student-athletes at an NCAA Division I or II institution as a freshman. In order to practice, play, and/or receive an athletic scholarship, students need to meet certain academic criteria.

To determine eligibility, students must register and be evaluated by the NCAA Eligibility Center at:
<http://www.eligibilitycenter.org>.

SAT & ACT Test Preparation

Recommended SAT & ACT Timeline for LTHS Students

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

About the Tests

Scholastic Assessment Test (SAT)

In March of 2016, the new SAT requirements will take effect. The new SAT test takes three hours and 50 minutes (for the optional essay portion).

Features of the new SAT test include: Evidence-Based Reading and Writing (reading test and writing and language test), Math, and an OPTIONAL essay.

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

Taking the SAT is required for freshman entry to many, but not all, universities in the United States.

American College Testing (ACT)

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

Free and Reduced Lunch Student Fee Waivers

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

AVID

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

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

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

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

Advanced Placement (AP)

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

Advanced Placement Courses Offered

AP Biology	AP Statistics
AP Chemistry	AP Studio Art 2-D
AP Calculus	AP United States Government
AP English Language and Composition	AP United States History
AP English Literature and Composition	AP Spanish Literature
AP Human Geography	AP World History
AP Music Theory	AP European History
AP Physics 1: Algebra Based	AP Environmental Science
AP Psychology	AP Comparative Government
AP Spanish Language	AP Computer Science

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

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

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

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

University of Florida Admission Requirements

GPA – 3.5 unweighted

	SAT	ACT	PSAT
Critical Reading and Math	1490	21	142

Must be junior or senior status

University of Central Florida Admission Requirements

GPA – 3.8 recalculated weighted GPA (core classes only)

Test scores

	SAT	ACT
Critical Reading and Math	1200	26 *composite

Students are considered part time and can only take a maximum of 6 credit hours per fall or spring term. Students may also dual enroll at Valencia for an additional 6 credit hours to be considered full time.

Early Admission:

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

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

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

Valencia College Admission Requirements

GPA – 3.0 unweighted

Test scores

	PERT	SAT	ACT
Reading	106	440	20
Math	114/123	440/500	19/21
English	103		17

TECO Admission Requirements

GPA 2.5 unweighted

Test Scores

	PERT	SAT	ACT
Reading	106	440	19
Math	114	440	19
English	103		17

Poinciana TECO campus options- Pharmacy Technician, Medical Coder & Biller , Medical Assisting (day classes only), Certified Nursing Assistant/Home Health Aide/Phlebotomy

Scholarship Information

[2017 Bright Futures Florida Legislative Changes](#)

Bright Futures Student Handbook:

[Chapter 1: Initial Eligibility Requirements](#)

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

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

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

[Chapter 3: Renewing Your Award](#)

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

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

[Bright Futures Brochure](#)

[Chart of Eligibility and Award Criteria](#)

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

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

[Bright Futures Statistical Reports](#)

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

[Religious and Service Obligation Reporting Form](#)

Extracurricular Information

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

Clubs and Organizations

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

Athletics

All Athletics

Football (M)
Volleyball (W)

Cross Country (M, W)
Golf (M, W)
Swimming (M, W)

Winter Athletics

Basketball (M, W)
Competition Cheerleading (W, M)
Weightlifting (W)
Soccer (M, W)
Wrestling (M, W)
Bowling (M, M)

Spring Athletics

Baseball (M)
Softball (W)
Track & Field (M, W)
Flag Football (W)
Weightlifting (M)
Tennis (M, W)

M = Men's / W = Women's

What Should I Take?

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

College/Career Prep

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

Honors Courses/Pre-AP courses

Honors courses are designed to provide more academic rigor and will therefore demonstrate to college admissions officers your willingness to challenge yourself. Their increased rigor will also prepare you for the courses you will encounter in a college setting.

In addition, when you do well in an honors course, you let college admissions officers know how you will do in a college level course.

Select an honors course if you are looking to increase the academic rigor of your high school program, if you hope to ramp up your college applications, and if you need to pull up your GPA.

Advanced Placement

AP courses also provide more academic rigor and can demonstrate to college admissions officers not only your ability to handle college-level courses, but also your willingness to take on a challenge.

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

AVID

Advancement via Individual Determination 1 | 1700390

Prerequisite: AVID Application Process and Acceptance

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

Credits: 1.0 | 9

Advancement via Individual Determination 2 | 1700400

Prerequisite: Advancement via Individual Determination 1

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

Credits: 1.0 | 10

Advancement via Individual Determination 3 | 1700410

Prerequisite: Advancement via Individual Determination 2

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

Credits: 1.0 | 11

Advancement via Individual Determination 4 | 1700420

Prerequisite: Advancement via Individual Determination 3

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

Credits: 1.0 | 12

English Language Arts

English 1 | 1001310

Prerequisite: None

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

Credits: 1.0 / 9

English 1 Honors | 1001320

Prerequisite: None

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

Credits: 1.0 / 9

English 2 | 1001340

Prerequisite: English1

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

Credits: 1.0 / 10

English 2 Honors | 1001350

Prerequisite: English1

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

Credits: 1.0 / 10

English 3 | 1001370

Prerequisite: English 2

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

English 3 Honors | 1001380

Prerequisite: English 2

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

Credits: 1.0 / 11

English 4 | 1001400

Prerequisite: English 3

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

Credits: 1.0 | 12

English 4 Honors | 1001410

Prerequisite: English 3

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

Credits: 1.0 | 12

AP English Language and Composition | 1001420

Prerequisite: English 2 Honors

An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing.

Credits: 1.0 | 11

AP English Literature and Composition | 1001430

Prerequisite: English 3 Honors OR AP Language and Composition

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

Credits: 1.0 | 12

English Language Electives**Speech 1 | 1007300**

Prerequisite: none

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

Credits: 1.0 | 09-12

Speech 2 | 1007310

Prerequisite: Speech 1

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

Credits: 1.0 | 09-12

Debate 1 | 1007330

Prerequisite: none

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

Credits: 1.0 | 09-12

Debate 2 | 1007340

Prerequisite: Debate 1

The purpose of this course is to continue to develop students' awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies for public debate in a variety of given settings. Some work outside of the regular school day may be required.

Credits: 1.0 | 09-12

Leadership Techniques | 2400310

Prerequisite: None

This course will provide an in-depth study of the leadership techniques of decision making, problem solving, meeting skills, communication, group conflict reduction, time and stress management, evaluation, team building, group dynamics, motivational strategy, and the role of leadership in a democratic society. The content should include, but not be limited to, the following: Development in areas such as self-esteem, goal setting, and character building, Enhanced leadership skills and the ability to function in both a group setting and the community.

Credits: 1.0 | 9

World Languages

What You Need To Know About Scheduling a World Language

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

Spanish Speakers courses are intended for students that are heritage speakers. This is defined as a student who is familiar with the reading, writing, and/or speaking on Spanish.

Spanish 1 | 0708340

Prerequisite: None

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

Credits: 1.0 | 9-12

Spanish for Spanish Speakers 1 | 0709300

Prerequisite: Heritage Language is Spanish

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. Language Arts Standards are also included in this course to enable students to become literate in the Spanish language and gain a better understanding of the nature of their own language as well as other languages to be acquired.

Credits: 1.0 | 9-12

Spanish 2 | 0708350

Prerequisite: Spanish1

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

Credits: 1.0 | 10-12

Spanish 3 Honors 0708360

Prerequisite: Spanish 2

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

Credits: 1.0 | 10-12

Spanish 4 Honors 0708370

Prerequisite: Spanish 3 Honors

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

Credits: 1.0 | 10-12

Italian 3 Honors 0705340

Prerequisite: Italian 2

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

Credits: 1.0 | 9-12

Italian 4 Honors 0705350

Prerequisite: Italian 3 Honors

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

Credits: 1.0 | 10-12

Spanish for Spanish Speakers 2 | 0709310

Prerequisite: Spanish for Spanish Speakers 1

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and expanding skills in listening, speaking, reading, and writing, as well as Spanish grammar skills acquired in Spanish for Spanish Speakers 1. Students are exposed to a variety of Spanish literary genres and authors. Language Arts Standards are also included in this course to enable students to become literate in Spanish and gain a better understanding of the nature of their own language as well as other languages to be acquired.

Credits: 1.0 | 10-12

Advanced Placement Spanish Language | 0708400

Prerequisite: Spanish 3 Honors or Spanish for Spanish Speakers 2

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

Credits: 1.0 | 11-12

Advanced Placement Spanish Literature and Culture | 0708410

Prerequisite: Spanish 3 Honors or Spanish for Spanish Speakers 2 or AP Spanish Language

The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students continue to develop proficiencies across the full range of the modes of communication (interpersonal, presentational, and interpretive), honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, and literary criticism).

Credits: 1.0 | 11-12

French 1 | 0701320

Prerequisite: None

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

Credits: 1.0 | 9-12

French 2 | 0701330

Prerequisite: French 1

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

Credits: 1.0 | 9-12

French 3 Honors 0701340

Prerequisite: French 2

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

Credits: 1.0 | 9-12

French 4 Honors 0701350

Prerequisite: French 3 Honors

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

Credits: 1.0 | 9-12

Italian 1 | 0705320

Prerequisite: None

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

Credits: 1.0 | 9-12

Italian 2 | 0705320

Prerequisite: Italian 1

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

Credits: 1.0 | 9-12

Health and Physical Education

Personal Fitness | 1501300

Prerequisite: None

The purpose of this course is to provide students with the knowledge, skills, and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill-related components of physical fitness which are critical for students' success.

Credits: 0.5 | 9

This course paired with an additional 0.5 credit in a Physical Education activity course meets the mandatory Physical Education graduation requirement for all Florida high school students.

Weight Training 1 | 1501340

Prerequisite: Personal Fitness

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

Credits: 0.5 | 10-12

Weight Training 2 | 1501350

Prerequisite: Weight Training 1

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

Credits: 0.5 | 10-12

Weight Training 3 | 1501360

Prerequisite: Weight Training 2

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

Credits: 0.5 | 10-12

Power Weight Training | 1501410

Prerequisite: Weight Training 3

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

*Credits: 0.5 | 10-12***Individual and Dual Sports 1 | 1502410**

Prerequisite: Personal Fitness

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

*Credits: 0.5 | 10-12***Individual and Dual Sports 2 | 1502420**

Prerequisite: Individual and Dual Sports 1

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

*Credits: 0.5 | 10-12***Individual and Dual Sports 3 | 1502430**

Prerequisite: Individual and Dual Sports 2

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

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

Prerequisite: Personal Fitness

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

Credits: 0.5 | 10-12

Team Sports 2 | 1503360
Prerequisite: Team Sports 1

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

Credits: 0.5 | 10-12

Driver Education | 1900310
Must be 16 year's old

Physical Education High School Waiver Information

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

Athletic Training Program

The Tohopekaliga High School Athletic Training Program is designed for juniors and seniors who have an interest in a Sports Medicine career field. The ATP is a two-year program that offers students a curriculum focused on athletic injuries, treatment and prevention. Students will also become CPR and First Aid Certified in their first year of the ATP.

The second year of the ATP focuses on a clinical experience with students working alongside Tohopekaliga High Schools Certified Athletic Trainer. Coursework includes a focus on athletic injuries, treatment and prevention, but extends the learning to the athletic fields in clinical experiences.

ATP Course Sequence

First Year

Anatomy and Physiology Honors | 2003390

Prerequisite: Biology

Semester 1

See Science for course description.

First Aid and Safety | 0800320

Prerequisite: Placement

Semester 1

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

Credits: 0.5 | 11

Care and Prevention of Athletic Injuries | 1502490

Prerequisite: Placement

Semester 2

The purpose of this course is to enable students to develop knowledge of the anatomy and physiology related to athletic injuries and skills related to the nature, prevention, care, and rehabilitation of athletic injuries. The content should include, but not be limited to the following: safety practices, rules, terminology, and history of the sports/activities, correct techniques in performing skills, consumer issues, and benefits of participation, fitness activities, and fitness assessments. The content of the course should include but not limited to such things as injury prevention, anatomy and physiology related to athletic injuries, conditioning methods, identification, management, rehabilitation, athletic training, career opportunities, benefits of knowing issues pertaining to athletic injuries. The purpose of this course is to acquire knowledge and skills relating to the nature, prevention, care, and rehabilitation of athletic injuries for current and future recreational pursuits.

Credits: 0.5 | 11

Second Year

Athletic Training Internship | 1700320 – Research 3

Prerequisite: ATP First Year

The purpose of this course is for students to have the opportunity to use skills acquired in Care and Prevention of Athletic Injuries and First Aid and Safety. Students will be required to participate in after school practices for on the job training of skills learned. Students will need to provide their own transportation as well as time in order to fulfill duties outside of classroom.

Credits: 1.0 | 12

Mathematics

Algebra 1 | 1200310

Prerequisite: None

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

Credits: 1.0 | 9-12

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

Algebra 1 Honors | 1200320

Prerequisite: None

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

Credits: 1.0 | 9-12

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

Geometry | 1206310

Prerequisite: Algebra 1

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

Credits: 1.0 | 10-12

Geometry Honors | 1206320

Prerequisite: Algebra 1

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

Credits: 1.0 | 9-12

Algebra 2 | 1200330

Prerequisite: Geometry

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

Credits: 1.0 | 11-12

Algebra 2 Honors | 1200340

Prerequisite: Geometry

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

*Credits: 1.0 | 10-12***Math for College Readiness | 1200700**

Prerequisite: Placement

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

*Credits: 1.0 | 11***Pre-Calculus Honors | 1202340**

Prerequisite: Algebra 2

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

*Credits: 1.0 | 11-12***Calculus Honors | 1202300**

Prerequisite: Pre-Calculus

The Honors Calculus course consists of a full academic year of work in Calculus and related topics comparable to courses in colleges and universities. Topics to be covered are elementary functions, limits, differential and integral calculus.

*Credits: 1.0 | 11-12***Liberal Arts Mathematics 1 | 1207300**

Prerequisite: Placement

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

*Credits: 1.0 | 12***AP Statistics | 1210320**

Prerequisite: Pre-Calculus Honors or Teacher Recommendation

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

Credits: 1.0 | 12

AP Calculus| 1202310

Prerequisite: Pre-Calculus Honors or Teacher Recommendation

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

Credits: 1.0 | 12

Financial Algebra | 1200387

Prerequisite: Placement

This course is targeted for students who need additional instruction in content to prepare them for success in upper-level mathematics. This course incorporates the Florida Standards for Mathematical Practices as well as the following Florida Standards for Mathematical Content: Algebra, Geometry, Number and Quantity, and Statistics, and the Florida Standards for High School Modeling.

Credits: 1.0 | 12

Music Education**Band 3 | 1302320**

Prerequisite: Audition

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

Credits: 1.0 | 9-12

Band 4 | 1302330

Prerequisite: Band 3

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

Credits: 1.0 | 10-12

Band 5 Honors | 1302340

Prerequisite: Band 4

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

Credits: 1.0 | 11-12

Band 6 Honors | 1302350

Prerequisite: Band 5 Honors

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

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

Prerequisite: Audition

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

*Credits: 1.0 | 9-12***Instrumental Ensemble 2 | 1302470**

Prerequisite: Instrumental Ensemble 1

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

*Credits: 1.0 | 10-12***Instrumental Ensemble 3 | 1302480**

Prerequisite: Instrumental Ensemble 2

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

*Credits: 1.0 | 11-12***Instrumental Ensemble 4 Honors | 1302490**

Prerequisite: Instrumental Ensemble 3

Students with extensive instrumental ensemble experience refine their critical listening, music literacy, and ensemble skills through the study, rehearsal, and performance of high-quality, advanced literature. Students use reflection and problem-solving skills with increasing independence to improve their performance and musical expressivity. Public performances may serve as a culmination of specific instructional goals. Students

may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

Credits: 1.0 | 12

Jazz Ensemble 1 | 1302500

Prerequisite: Audition

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

Credits: 1.0 | 9-12

Jazz Ensemble 2 | 1302510

Prerequisite: Jazz Ensemble 1

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

Credits: 1.0 | 10-12

Jazz Ensemble 3 | 1302520

Prerequisite: Jazz Ensemble 2

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

Credits: 1.0 | 11-12

Jazz Ensemble 4 Honors | 1302490

Prerequisite: Jazz Ensemble 3

Students with significant jazz experience become highly conversant with complex harmonic structures; compose or arrange for small groups; improvise over various forms, keys, and styles; and are knowledgeable about the professional jazz scene and its icons. Musicians study the impact of technology on jazz and the music industry, and learn the basics of sound reinforcement for solo and ensemble performance. In keeping with the rigor expected in an Honors course, students undertake independent study that includes synthesis of learning and experience. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

Credits: 1.0 | 12

Eurhythmics 1 | 1305300

Prerequisite: None

Student dancers develop basic skills in performing and evaluating choreographed performances as an independent ensemble and in cooperation with a music ensemble. Emphasis is placed on dance, equipment manipulation, precision, and the relationship between music and dance. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.
Credits: 1.0 | 9-12

Eurhythmics 2 | 1305310

Prerequisite: Eurhythmics 1

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

Credits: 1.0 | 10-12

Chorus 1 | 1303300

Prerequisite: None; Non-Audition

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

Credits: 1.0 | 9

Chorus 2 | 1303310

Prerequisite: Chorus 1

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

Credits: 1.0 | 9-12

Chorus 3 | 1303320

Prerequisite: Chorus 2

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

Credits: 1.0 | 11-12

Chorus 4 | 130330

Prerequisite: Chorus 3

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

Credits: 1.0 | 11-12

Chorus 5 Honors | 1303340

Prerequisite: Chorus 4

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

Credits: 1.0 | 11-12

Chorus 6 Honors | 1303350

Prerequisite: Chorus 5

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

Credits: 1.0 | 11-12

Orchestra 1 | 1302360

Prerequisite: None

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

Credits: 1.0 | 11-12

Orchestra 2 | 1302370

Prerequisite: Orchestra 1

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

Credits: 1.0 | 11-12

Orchestra 3 | 1302380

Prerequisite: Orchestra 2

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

Credits: 1.0 | 11-12

Orchestra 4 | 1302390

Prerequisite: Orchestra 3

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

Credits: 1.0 | 11-12

Orchestra 5 Honors | 1302400

Prerequisite: Orchestra 4

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

Credits: 1.0 | 11-12

Orchestra 6 Honors | 1302410

Prerequisite: Orchestra 5 Honors

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

Credits: 1.0 | 11-12

Advanced Placement Music Theory | 1300330

Prerequisite: Placement

A major component of any college music curriculum is a course introducing the first-year student to musicianship, theory, musical materials, and procedures. Such a course may bear a variety of titles (Basic Musicianship, Elementary Theory, Harmony and Dictation, Structure of Music, etc.). It may emphasize one aspect of music, such as harmony; more often, however, it integrates aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition and, to some extent, history and style. Musicianship skills such as dictation and other listening skills, sight singing, and keyboard harmony is considered an important part of the theory course, although they may be taught as separate classes. *Credits: 1.0 | 11-12*

Naval Sciences (JROTC)

Naval Science 1 | 1802300

Prerequisite: None

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

Credits: 1.0 | 9-12

Naval Science 2 | 1802310

Prerequisite: Naval Science 1

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

Credits: 1.0 | 10-12

Naval Science 3 | 1802320

Prerequisite: Naval Science 2

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

Credits: 1.0 | 11-12

Naval Science 4 | 1802330

Prerequisite: Naval Science 3

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

Credits: 1.0 | 12

PLEASE NOTE:

One year of Naval Science will count toward the 1 credit Fine Arts graduation requirement set by the Florida DOE.

Two years of Naval Science will count toward the 1 credit Physical Education graduation requirement set by the Florida DOE.

Sciences

Environmental Science | 2001340

Prerequisite: None

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

Credits: 1.0 | 9-12

Environmental Science Honors | 2001341

Prerequisite: None

This course is designed as an interdisciplinary course to provide students with scientific principles, concepts, and methodologies required to identify and analyze environmental problems and to evaluate risks and alternative solutions for resolving and/or preventing them. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course.

Credits: 1.0 | 9-12

Advanced Placement Environmental Science | 2001380

Prerequisite: Placement

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

Credits: 1.0 | 9 - 12

Biology 1 | 2000310

Prerequisite: Physical Science

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

Credits: 1.0 | 9-10

Biology 1 Honors | 2000320

Prerequisite: Physical Science

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

*Credits: 1.0 | 9-10***Advanced Placement Biology | 2000340**

Prerequisite: Biology & Chemistry

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

*Credits: 1.0 | 11-12***Chemistry 1 | 2003340**

Prerequisite: Biology

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

*Credits: 1.0 | 10-11***Chemistry 1 Honors | 2003350**

Prerequisite: Biology

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

*Credits: 1.0 | 10-11***Advanced Placement Chemistry 1 | 2003370**

Prerequisite: Chemistry & Algebra 2

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

Credits: 1.0 | 11-12

Advanced Placement Calculus AB 1202310

Prerequisite: Calculus Honors

The course description for this Advanced Placement courses is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

Credits: 1.0 | 11-12

Earth/Space Science | 2001310

Prerequisite: Biology

Earth/Space Science is a laboratory course focusing on the study of space, geologic structures and forces, the waters on our planet, and the atmospheric forces that shape our world. Through experimentation and investigation, students will explore the earth cycles including the geosphere, hydrosphere, cryosphere, atmosphere, and the carbon cycle. Students will learn about scientific inquiry, geologic time, space exploration, the solar system, and the universe. Students will use web 2.0 tools, interactive experiences, higher-order thinking, collaborative projects, and real-world application through labs and a variety of assessments. Upon completion of the course, students will have a clear understanding of the dynamic forces at work in the world around them, becoming better caretakers of our planet, Earth.

Credits: 1.0 | 11-12

Earth/Space Science Honors | 2001320

Prerequisite: Biology

While the content focus of this course is consistent with the Earth/Space Science course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course.

Credits: 1.0 | 12

Physics 1 Honors | 2003390

Prerequisite: Biology

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

Credits: 1.0 | 11-12

Advanced Placement Physics 1 | 2003421

Prerequisite: Geometry & Completed or Enrolled in Algebra 2

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

Credits: 1.0 | 11-12

Anatomy and Physiology Honors | 8417100

Prerequisite: Biology

While the content focus of this course is consistent with the Anatomy and Physiology course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course.

Credits: 1.0 | 11-12

Marine Science 1 | 2002500

Prerequisite: Biology

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3).

Credits: 1.0 | 9-12

Marine Science 1 Honors | 2002510

Prerequisite: Biology

While the content focus of this course is consistent with the Marine Science I course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course.

Credits: 1.0 | 9-12

Social Studies**World History | 2109310**

Prerequisite: None

The grade 9-12 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

Credits: 1.0 | 10

World History Honors | 2109320

Prerequisite: None

The grade 9-12 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

Credits: 1.0 | 10

Advanced Placement World History | 2109420

Prerequisite: Previous Success in Social Studies Coursework

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

Credits: 1.0 | 10

United States History | 2100310

Prerequisite: World History

The grade 9-12 United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction.

Credits: 1.0 | 11

United States History Honors | 2100320

Prerequisite: World History

The grade 9-12 United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction.

Credits: 1.0 | 11

Advanced Placement United States History | 2100320

Prerequisite: World History; Previous Success in Social Studies Coursework

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

Credits: 1.0 | 11

United States Government | 2106310

Prerequisite: United States History

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

Credits: 0.5 | 12

Economics with Financial Literacy | 2102335

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

Prerequisite: United States History

Credits: 0.5 | 12

United States Government Honors | 2106320

Prerequisite: United States History

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

Credits: 0.5 | 12

Economics with Financial Literacy Honors | 2102345

Prerequisite: United States History

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

Credits: 0.5 | 12

Advanced Placement United States Government and Politics | 2106420

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

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

PLEASE NOTE: This course is paired with US Government Honors to allow a full year for preparation; students will also take Economics Honors paired with another 0.5 credit elective.

Credits: 0.5 | 12

Advanced Placement Human Geography | 2103400

Prerequisite: Previous Success in Social Studies Coursework

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

Credits: 1.0 | 9-12

Advanced Placement European History | 2109380

Prerequisite: Previous Success in Social Studies Coursework

The AP European History course focuses on developing students' understanding of European history from approximately 1450 to the 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 in order to make connections among historical developments in different times and places.

Credits: 1.0 | 9-12

Advanced Placement Psychology | 2107350

Prerequisite: Previous Success in Social Studies Coursework

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

Credits: 1.0 | 11-12

Theatre Arts**Theatre 1 | 0400310**

Prerequisite: None

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

Credits: 1.0 | 9-12

Theatre 2 | 0400320

Prerequisite: Theatre 1; Audition Required

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

Credits: 1.0 | 10-12

Theatre 3 Honors | 0400330

Prerequisite: Theatre 2; Audition Required

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

Credits: 1.0 | 11-12

Theatre 4 Honors | 0400340

Prerequisite: Theatre 3 Honors; Audition Required

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

Credits: 1.0 | 12

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

Prerequisite: Two-Dimensional Studio Art 1

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

Credits: 1.0 | 10-12

Two-Dimensional Studio Art 2 | 0101310

Prerequisite: Two-Dimensional Studio Art 1

Students develop and refine technical skills and create 2-D compositions with a variety of media in drawing. Student artist sketch, manipulate, and refine the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination.

Credits: 1.0 | 10-12

Two-Dimensional Studio Art 3 Honors | 0101320

Prerequisite: Two-Dimensional Studio Art 2

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

Credits: 1.0 | 11-12

Advanced Placement Studio Art: 2-D | 0109350

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

The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year. AP Studio Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions.

Credits: 1.0 | 11-12

Ceramics/Pottery 1 | 0102300

Prerequisite: None

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

Credits: 1.0 | 9-12

Ceramics/Pottery 2 | 0102310

Prerequisite: Ceramics 1

Students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Instructional focus should be on ceramics and/or pottery. Processes and techniques for substitution may include, but are not limited to, wheel-thrown clay, glaze formulation and application. Media may include, but are not limited to, clay and/or plaster with consideration of the workability, durability, cost, and toxicity of the media used. Ceramic and/or pottery artists experiment with and manipulate space-producing devices, including overlapping, transparency, interpenetration, vertical and horizontal axis, inclined planes, disproportionate scale, fractional or abstracted representation, and spatial properties of the structural art elements. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the ceramics and/or pottery art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

Credits: 1.0 | 9-12

Ceramics/Pottery 3 Honors | 0102320

Prerequisite: Ceramics 2

Students communicate a sense of 4-D, motion, and/or time, based on creative use of spatial relationships and innovative treatment of space and its components. Instruction may include content in ceramics, pottery, or other related media. Students address 4-D, the inter-relatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium (i.e., natural, artificial, or reflective), or flexible, entered, or activated space. Other concepts for exploration include tension, compression or expansion, intrusions or extrusions, grouping, proximity, containment, closure, contradiction, and continuity. Ceramic and/or pottery artists experiment with processes, techniques, and media, which may include, but are not limited to, casting and kiln-firing techniques, and mold making. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the ceramics and/or pottery art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

Credits: 1.0 | 9-12

Career and Technical Pathways

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

Engineering Pathways; Engineering Pathway, Energy Pathway, Applied Robotics Pathway

This career pathway provides students with a foundational knowledge and technically oriented experiences in the study of the applications of engineering and its effect upon our daily lives. The content and activities include the study of entrepreneurship, safety, and leadership skills, which are integral skills to achieve success in an engineering career. This program focuses on transferable skills and stresses understanding and demonstration of the technological tools, machines, instruments, materials, processes and systems in business and industry. The first course in this program of study will have the opportunity to specialize in digital electronics, computer integrated manufacturing, or robotics. Students will have the opportunity to earn industry certification in Autodesk programs

Engineering

Introduction to Engineering Design: Digital Electronics / Computer Integrated Manufacturing | 8600550

Prerequisite: Algebra 1

This course exposes students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. Students will employ engineering and scientific concepts in the solution of engineering design problems. In addition, they will learn to use 3D solid modeling design software to design solutions to problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions, document the process, and communicate the results.

Credits: 1.0 | 09

Principles of Engineering Digital Electronics/ Principles of Engineering: Computer Integrated Manufacturing | 8600520

Prerequisite: None

This course helps students understand the field of engineering/engineering technology and prepares them for postsecondary engineering programs by developing a more in-depth mastery of the required knowledge and skills in mathematics, science, and technology. Through problem-based learning strategies, students study key engineering topics, including mechanisms, energy sources, energy applications, machine control, fluid power, statics, material properties, material testing, statistics, and kinematics. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change.

Credits: 1.0 | 10

Digital Electronics | 8600530

Prerequisite: None

This is a course in applied logic that encompasses the application of electronic circuits and devices. Students are exposed to the design process of combinational and sequential logic design, teamwork, communication methods, engineering standards, and technical documentation. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices.

Credits: 1.0 | 11

Computer Integrated Manufacturing | 8600560

Prerequisite: None

This course applies principles of robotics and automation. The course builds on computer solid modeling skills developed in Introduction to Engineering Design. Students use CNC equipment to produce actual models of their three-dimensional designs. Fundamental concepts of robotics used in automated manufacturing, and design analysis are included.

Credits: 1.0 | 11

Engineering Design and Development | 8600650

Prerequisite: None

The purpose of this course is to serve as a capstone course to provide students with the opportunity to develop a solution to a design problem from start to finish. Students work in teams to design, engineer, create a prototype, perform product testing, and then produce a finished product. This would involve using ALL of the knowledge previously learned, not only in technology education, across the curriculum. Students will be expected to create and deliver a formal report on the project.

Credits: 1.0 | 12

Energy Pathway**Energy Industry Fundamentals | 8006110**

Prerequisite: None

This course is designed to develop competencies in the areas of energy history and the global impact of renewable and non-renewable resources; career opportunities; scientific and research concepts; biological and physical science principles; environmental principles; and solar energy safety. Laboratory-based activities are an integral part of this course. These include the safe use and application of appropriate technology, scientific testing and observation equipment.

Credits: 1.0 | 9-12

Ag use of UAS Technology: Cert FLBr006 | 8005233

Prerequisite: None

The purpose of this course is to provide students who have completed or are currently completing an OCP (occupational completion point) in an agricultural program, a capstone experience in UAS Technology for agriculture. This course is designed to enhance competencies in the areas of agricultural science and UAS technology. Laboratory-based activities are an integral part of this course. These include the safe use and application of appropriate technology, scientific testing and observation equipment.

Credits: 1.0 | 12

****This course may be taken only by a student who has completed or is currently completing an occupational completion point in a job preparatory program***

Applied Robotics Pathway

Fundamentals of Robotics | 9410110

Prerequisite: None

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

Credits: 1.0 | 09

Robotics Design Essentials | 9410120

Prerequisite: Fundamentals of Robotics

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

Credits: 1.0 | 10

Robotic Systems | 9410130

Prerequisite: Robotics Design Essentials

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

Credits: 1.0 | 11-12

Robotic Application Capstone | 9410140

Prerequisite: Robotic Systems

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

Credits: 1.0 | 12

Information Technology Pathway

Network Support Services

Networking 1 | 8207020

Prerequisite: None

This course is designed to develop competencies needed for employment in network support positions. The content includes instruction in basic hardware configuration, hardware and software troubleshooting, operating systems, and computer networking.

Credits: 1.0 | 09

Networking 2, Infrastructure | 8207020

Prerequisite: Networking 1

This course focuses on understanding network terminology and protocols, local-area networks, wide-area networks, OSI models, cabling, cabling tools, routers, router programming, Ethernet, IP addressing and network standards.

Credits: 1.0 | 10

Networking 3, Infrastructure | 8207040

Prerequisite: Networking 2

This course continues the study of network support services. The content includes IT management skills, troubleshooting and diagnostic techniques; network design, devices, topographies, protocols and standards; e-mail and Internet activities, network traffic control and security, and WAN vs. LAN technologies.

Credits: 1.0 | 11-12

Networking 4 and 5, Infrastructure | 8207050

Prerequisite: Networking 3

This course continues the study of network support services. The student will learn to install, configure, and maintain large networks. Student will also be able to demonstrate proficiency in defining, configuring and trouble-shooting the following protocols: IP, IGRP, IPX, Async Routing, AppleTalk, Extended Access Lists, IP RIP, Route Redistribution, RIP, Route Summarization, OSPF, VLSM, BGP, Serial, Frame Relay, ISDN, ISL, X.25, DDR, PSTN, PPP, VLANs, Ethernet, Access Lists, 802.10, FDDI, Transparent and Translational Bridging installation.

Credits: 1.0 | 12

Digital Information Technology 8207310

Prerequisite: None

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

Credits: 1.0 | 09

Game/Sim Program

Gaming Simulation Design | 8208120

Prerequisite: None

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

Credits: 1.0 | 09

Gaming Simulation Programming | 8208330

Prerequisite: Gaming Simulation Design

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

Credits: 1.0 | 10

Multiuser Game | 8208340

Prerequisite: Gaming Simulation Programming

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

Credits: 1.0 | 11-12

AP Computer Science |

Prerequisite: None

http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html.

Credits: 1.0 | 11-12

Applied Information Technology

****Please visit FLDOE.ORG for specific course descriptions.***

IT Systems and Applications | 9003430

Prerequisite: None

Credits: 1.0 | 09

Program Essentials | 9003450

Prerequisite: None

Credits: 1.0 | 10

Web Development Technologies | 9003640

Prerequisite: None

Credits: 1.0 | 11

Cyber Fundamentals | 9003490

Prerequisite: None

Credits: 1.0 | 12

Applied Cyber

****Please visit FLDOE.ORG for specific course descriptions.***

Computer Network Security Fundamentals | 9001320

Prerequisite: None

Credits: 1.0 | 09

Cyber Security Essentials | 9001330

Prerequisite: None

Credits: 1.0 | 10

Cyber Security Planning and Analysis | 9001350

Prerequisite: None

Credits: 1.0 | 11

Applied Cybersecurity Applications | 9001390

Prerequisite: None

Credits: 1.0 | 12

Health Science Pathway

Practical Nursing Foundations 1A | 8418410

Prerequisite: None

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

Credits: 1.0 | 09

Health Science Anatomy and Physiology | 8471700

Prerequisite: Biology

*Credits: 1.0 | 09 *Please visit FLDOE.ORG for specific course descriptions.*

Practical Nursing Foundations 2A | 841830

Prerequisite: Practical Nursing Foundations 1A

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

Credits: 1.0 | 10

Health Science Foundations | 8417110

Prerequisite: Health Science Anatomy & Physiology

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

Credits: 1.0 | 10

Comprehensive Nursing and Transitional Skills / Medical Surgical Nurse 2A | 8418470

*Credits: 1.0 | 11-12 ; *Please visit FLDOE.ORG for specific course descriptions.*

Medical Surgical Nursing 2A | 8418470

Prerequisite: Practical Nursing Foundations 2A

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

Credits: 1.0 | 12

Home Health Aide 3 | 8417191

Prerequisite: Health Science Foundations

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

Credits: 1.0 | 11-12

Nursing Assisting 3 | 8417211

Prerequisite: Health Science Foundations

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

Credits: 1.0 | 11-12

Allied Health Assisting 3 | 8417131

Prerequisite: Health Science Foundations

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

Credits: 1.0 | 11-12

Electrocardiography Aide 3 | 8417161

Prerequisite: Health Science Foundations

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

Credits: 1.0 | 12

Biomedical Sciences Pathway**Principles of Biomedical Science | 8708110**

Prerequisite: Biology

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

Credits: 1.0 | 09

Human Body Systems | 8708120

Prerequisite: Principles of Biomedical Science

Students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases and often play the role of biomedical professionals to solve medical mysteries.

Credits: 1.0 | 10

Medical Interventions | 8708130

Prerequisite: Human Body Systems

Students investigate the variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the lives of a fictitious family. The course is a “How-To” manual for maintaining overall health and homeostasis in the body as students explore: how to prevent and fight infection; how to screen and evaluate the code in human DNA; how to prevent, diagnose and treat cancer; and how to prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics
Credits: 1.0 | 11

Biomedical Innovation | 8708140

Prerequisite: Medical Interventions

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

Credits: 1.0 | 12

Culinary Arts Pathway

Culinary Arts 1 | 8800510

Prerequisite: None

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

Credits: 1.0 | 09

Agriscience Foundations | 8106810

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

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

Credits: 1.0 | 09

Culinary Arts 2 | 8800520

Prerequisite: Culinary 1

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

Credits: 1.0 | 10

Food Science Applications 2 | 8129210

Prerequisite: Agriscience Foundations

This course is designed to develop competencies in the concepts related to; the use of taste and other sensory tests in developing foods. The application of scientific principles in food processing; food marketing; nutritional and economic value of plant-based food products; safe and efficient distribution and handling of

food products; environmental factors in food production and processing; the global and historical impact of food on people; and employability skills necessary in the food industry.

Credits: 1.0 / 10

Culinary Arts 3 | 8800530

Prerequisite: Culinary 2

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

Credits: 1.0 / 10

Food Science Applications 3 | 8129220

Prerequisite: Food Science Applications 2

This course is designed to develop competencies the food industry. The course addresses concepts related to developing new food products, scientific experimentation with the chemical and biological components of foods. The impact of microbes in food production; the nutritional and economic value of animal-based food products; food spoilage and waste management; safety and security risks in the food supply; the international trade of foods; and employability skills necessary in the food industry.

Credits: 1.0 / 11

Culinary Arts 4 | 8800540, 8800550, 8800560

Prerequisite: Culinary Arts 3

In this course, students will prepare various meals and food products including those for individuals with various nutritional needs and/or dietary restrictions. The relationship between nutrition and wellness will be examined. Cost control techniques and profitability will be covered as well as analysis of food establishment menus. Students will also demonstrate basic financial literacy skills.

Credits: 1.0 / 10

Food Science Capstone Project

*Credits: 1.0 / 12 ; *Please visit FLDOE.ORG for specific course descriptions.*

Sound and Music Technology Pathway

Music Technology and Sound Engineering 1 | 1304300

Prerequisite: None

Students explore the fundamental applications and tools of music technology and sound engineering. As they create and learn its terminology, students also learn the history and aesthetic development of technology used to capture, create, and distribute music. 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.

Credits: 1.0 / 09-12

Music Technology and Sound Engineering 2 | 1304310

Prerequisite: Music Technology & Sound Engineering 1

Students build on previous experience with the fundamentals of music technology and sound engineering to integrate their knowledge of traditional musical elements with past and current technologies used to capture, create, mix, and present music. They explore the creative and aesthetic implications of music technology and sound engineering through class work. 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.

Credits: 1.0 | 09-12

Digital Audio Production | 8772300

Prerequisite: None

The course provides competencies in operating audio consoles, production writing, news writing, and voice over and on-air skills.

Credits: 1.0 | 09-12

Music Technology and Sound Engineering 3 Honors | 1304320

Prerequisite: Music Technology & Sound Engineering 2

Students expand their experience with music technology and sound engineering, integrating their knowledge of traditional musical elements with past and current technologies used to capture, create, mix, and present music. Students focus on deeper exploration of their own creative work, enhanced by their knowledge of music and other arts and sciences. 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.

Credits: 1.0 | 09-12

Graphic and Interactive Design Pathway

Digital Art Imaging 1 | 0108370

Prerequisite: None

Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still images through the single or combined use of computers, digital cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

Credits: 1.0 | 09-12

Digital Art Imaging 2 | 0108370

Prerequisite: Digital Art Imaging 1

Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still images through the single or combined use of computers, digital cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

Credits: 1.0 | 09-12

Introduction to Information Technology | 8207310

Prerequisite: None

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

Credits: 1.0 | 09-12

Digital Media Technology Pathway

**Please visit FLDOE.ORG for specific course descriptions.*

Television Production Technology | 8772100

Credits: 1.0 | 09-12

Digital Media/Multimedia Design | 8201200

Credits: 1.0 | 09-12

Digital Design | 8209600

Credits: 1.0 | 09-12

Entertainment Design and Technology Pathway

Technical Theatre: Design and Production for Scenery and Props | 0400407

Prerequisite: None

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

Credits: 1.0 | 09-12

Technical Theatre Design and Production I | 0400410

Prerequisite: None

Students focus on developing the basic tools and procedures for creating elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials are central to success in this course. Students explore and learn to analyze dramatic scripts, seeking production solutions through historical, cultural, and geographic research. Students also learn the basics of standard

conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; and the resulting artistic improvement. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

Credits: 1.0 / 09-12

Technical Theatre Design and Production for Lighting and Sound | 0400408

Prerequisite: Technical Theatre Design and Production 1

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

Credits: 1.0 / 09-12

Technical Theatre Design and Production 2 | 0400420

Prerequisite: Technical Theatre Design and Production 1

Students focus on the design and safe application of basic tools and procedures to create elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Students develop assessment and problem-solving skills; the ability to connect selected literature to a variety of cultures, history, and other content areas. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

Credits: 1.0 / 09-12