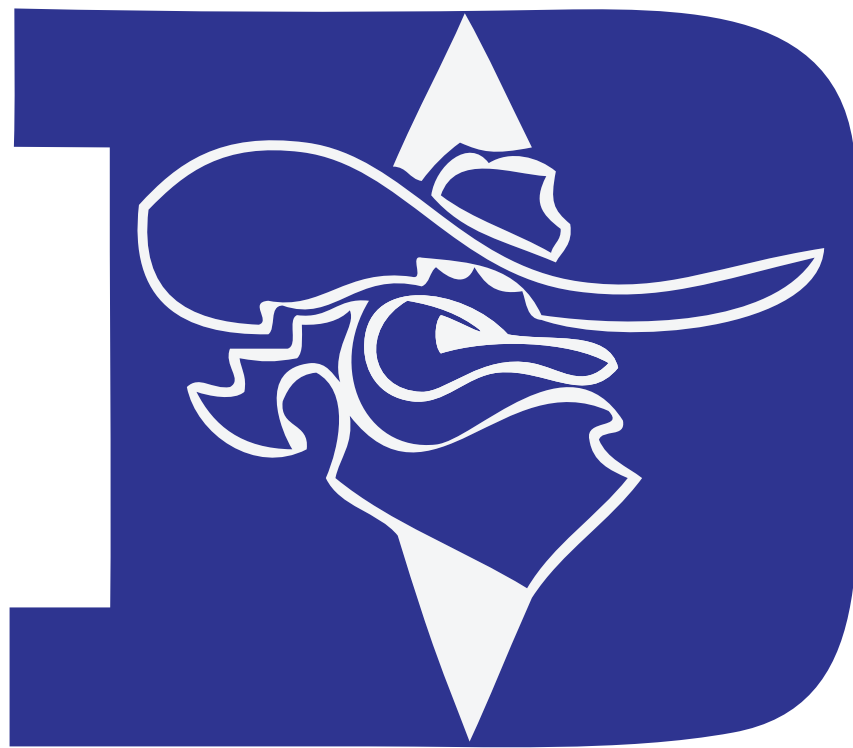


# Course Description Book

# Dixie M. Hollins

2015



2016

# High School

**DIXIE M. HOLLINS HIGH SCHOOL**  
4940 62<sup>nd</sup> Street North  
St. Petersburg, Florida 33709

**ADMINISTRATION**

Daniel J. Evans, Ed.D. .... Principal  
Luke Kademoff .... Assistant Principal  
Lisa Sinatra .... Assistant Principal  
Mary Taylor, Ed.D. ....Assistant Principal  
Eric Zebley .... Assistant Principal

**GUIDANCE COORDINATOR**

Tracy Procaccini

**GUIDANCE COUNSELORS**

Cynthia Burnett  
Jennifer Figliozi  
Susan Stone

**VE SPECIALIST** .... Cynthia Mucerino

**THE SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA**

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**SUPERINTENDENT**

Michael A. Grego, Ed. D.

**ASSISTANT SUPERINTENDENT REGION III**

Ward Kennedy



### A Message from the Principal

Dear Friends of DHHS,

We are pleased to provide you with our curriculum catalog which contains information that will assist you and your student(s) in making proper course selections for the 2015-2016 school year.

Our curriculum provides students with a challenging, full spectrum of high academic and career technical courses. Class time will provide students with a full year of daily core curriculum instruction. We highly encourage parents to work closely with their students in the selection process of courses. Verification sheets for registered students will be distributed in May and any necessary changes in course selection will be honored at that time.

Our faculty and staff look forward to working with each of you as we partner together to provide the very best education possible for all students at Dixie H. Hollins High School.

Sincerely,

Daniel J. Evans, Ed.D.  
Principal

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# 2016 Division I New Academic Requirements



## *Initial-eligibility standards for NCAA Division I college-bound student-athletes are changing*

College-bound student-athletes first enrolling at an NCAA Division I school on or after August 1, 2016, will need to meet new academic rules to practice, compete and receive athletics scholarships during their first year.

Full Qualifier	Academic Redshirt
Complete 16 core courses: <ul style="list-style-type: none"> <li>• Ten of the 16 core courses must be completed before the seventh semester (senior year) of high school</li> <li>• Seven of the 10 core courses must be in English, math, or science</li> </ul>	Complete 16 core courses
Earn a core-course GPA of at least 2.300	Earn a core-course GPA of at least 2.000
Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see back page)	Earn the ACT/SAT score matching your core-course GPA on the Division I sliding scale (see back page)
Graduate high school	Graduate high school

**Full Qualifier:** College-bound student-athletes may practice, compete and receive athletics scholarship during their first year of enrollment at an NCAA Division I school.

**Academic Redshirt:** College-bound student-athletes may receive athletics scholarships during their first year of enrollment and may practice during their first regular academic term but may NOT compete during their first year of enrollment.

**Nonqualifier:** College-bound student-athletes cannot practice, receive athletics scholarships or compete during their first year of enrollment at an NCAA Division I school.

### **After August 1, 2016**

1. A college-bound student-athlete completes nine core courses prior to the seventh semester of high school. However, he/she is an **academic redshirt** because only nine of the 10 required courses were completed before the seventh semester. He/she would be permitted to practice and receive scholarships, provided he/she presents 16 core courses and meets the minimum core-course GPA and test-score requirement at the time of graduation.
2. A college-bound student-athlete completes 16 core courses in the required coursework with a 2.300 core-course GPA and a 79 sum ACT. The college-bound student-athlete is **full qualifier** under the new sliding scale because the minimum GPA requirement is 2.300 with an ACT sum score of at least 75.
3. A college-bound student-athlete completes 15 core courses with a 2.500 core-course GPA and an 820 SAT score (critical reading and math). The college-bound student-athlete is a **nonqualifier** because only 15 core courses were completed, not the required 16 core courses.

Visit [www.eligibilitycenter.org](http://www.eligibilitycenter.org) for more information.

<i>Use for Division I beginning August 1, 2016</i>		
<b>NCAA DIVISION I SLIDING SCALE</b>		
<b>Core GPA</b>	<b>SAT</b>	<b>ACT Sum</b>
Verbal and Math ONLY		
3.550	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51
3.000	620	52
2.975	630	52
2.950	640	53
2.925	650	53
2.900	660	54
2.875	670	55
2.850	680	56
2.825	690	56
2.800	700	57
2.775	710	58
2.750	720	59
2.725	730	60
2.700	740	61
2.675	750	61
2.650	760	62
2.625	770	63
2.600	780	64
2.575	790	65
2.550	800	66
2.525	810	67
2.500	820	68
2.475	830	69
2.450	840	70
2.425	850	70
2.400	860	71
2.375	870	72
2.350	880	73
2.325	890	74
2.300	900	75
2.299	910	76
2.275	910	76
2.250	920	77
2.225	930	78
2.200	940	79
2.175	950	80
2.150	960	81
2.125	970	82
2.100	980	83
2.075	990	84
2.050	1000	85
2.025	1010	86
2.000	1020	86

Visit [www.eligibilitycenter.org](http://www.eligibilitycenter.org) for more information.

## PSAT INFORMATION

The Preliminary SAT (PSAT) is a valuable tool for students. Pinellas County Schools pays for all 9<sup>th</sup> and 10<sup>th</sup> grade students to take the PSAT in order to evaluate the skills that each student has developed in critical reading, mathematics, and writing based on nationally normed data. The PSAT is an effective way for students to start getting ready for the SAT and provides personalized feedback about their academic strengths and weaknesses, which leads to stronger preparation for life beyond high school and greater success in college and careers.

In addition to providing this test free of charge to all 9<sup>th</sup> and 10<sup>th</sup> grade students, we strongly encourage 11<sup>th</sup> grade students to pay the small fee to take the PSAT. This is the final opportunity to take the PSAT and it is the only year that the PSAT results are considered to qualify a student to be recognized as a National Merit Scholar, Hispanic Scholar, or Achievement Scholar. These three recognitions all award significant scholarships for eligible students who meet the criteria and complete the requirements. For more information, contact the PCS Advanced Studies office at (727) 588-6466.

## FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM 2016 GRADUATES

### GENERAL ELIGIBILITY REQUIREMENTS FOR THE FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM

- Be a Florida resident and a U.S. citizen or eligible non-citizen, as determined by the student's postsecondary institution.
- Complete the Florida Financial Aid Application (FFAA) by high school graduation.
- Earn a standard Florida high school diploma or its equivalent.
- Be accepted by, enroll in, and be funded at an eligible Florida public or independent postsecondary education institution within the specified timeframe (2 years or 3 years) from the student's year of high school graduation. If a student enlists directly into the military after graduation, the 2-year or 3-year period begins on the date the student is separated from active duty.
- Not have been found guilty of, or pled nolo contendere to, a felony charge, unless the student has been granted clemency by the Governor and Cabinet sitting as the Executive Office of Clemency.
- Be enrolled for at least 6 semester credit hours (or the equivalent in quarter or clock hours).
- NEW - Submission of a Free Application for Federal Student Aid (FAFSA) is NO LONGER required; however, students are encouraged to submit the FAFSA to learn of potential eligibility for additional state and federal aid.
- Meet the Community Service requirement for the desired award level, as described below.

### Florida Academic, Medallion and Gold Seal Scholars Awards GPA Calculations for Scholarship Eligibility

The grade point average calculated by the Florida Bright Futures Scholarship Program evaluation system to determine initial eligibility is based on the weighting of certain courses. The following courses are weighted .25 per semester course or .50 per year course.

- Courses identified in the Course Code Directory as Advanced Placement, Pre-International Baccalaureate, International Baccalaureate, Honors, Pre-Advanced International Certificate of Education (Pre-AICE), or Advanced International Certificate of Education (AICE).
- Courses designated as academic dual enrollment courses in the Statewide Course Numbering System. State University System approved courses identified in the Course Code Directory as Level 3 in the subject areas of mathematics, language arts, science, and social studies. These are listed in the "[Counseling for Future Education Handbook](#)" (PDF 1.68 MB). (Note: Not all Level 3 courses are weighted.)

Florida Bright Futures gives the following weight for a .50 credit course: A=2.25, B=1.75, C=1.25 and D=.75. For purposes of eligibility for a Florida Bright Futures Scholarship at the Academics Scholars or Medallion Scholars Awards, a student's weighted GPA will be calculated using the 16 academic courses identified as college preparatory courses. For purpose of eligibility for a Florida Bright Futures Gold Seal Vocational Scholars Award, a student's weighted GPA will be calculated using the 16 high school courses (excluding electives) required for graduation or the 15 high school courses (excluding electives) required for graduation if following the 18 credit career path option. Academic courses taken in excess of the sixteen academic credits (up to a total of 18 total credits) will be included if the grades improve the student's GPA.

### Deadlines for Meeting Eligibility Requirements

Test score requirements must be met before the end of June of student's graduation year. All other requirements must be met by the date of graduation.

### Mid-year Graduates

A mid-year graduate is a student who graduates between September 1st and January 31st of an academic year. The student must submit the *Florida Financial Aid Application* by August 31st PRIOR TO the intended graduation date. There are NO EXCEPTIONS to this application deadline. The student must meet the scholarship requirements in effect for the academic year in which he/she graduates. (Example: A December 2013 graduate must meet the 2013-14 scholarship eligibility requirements as well as the general program requirements, viewable at [www.FloridaStudentFinancialAid.org/ssfad/bf/genrequire.htm](http://www.FloridaStudentFinancialAid.org/ssfad/bf/genrequire.htm).)

If a student does not graduate mid-year as planned and wishes to apply as an end-of-year graduate, the student must submit a *new* FFAA after the application opens on December 1.

### Early Admission

Students enrolled in the Early Admission Program need to verify with their high school guidance counselor that their postsecondary courses will satisfy scholarship curriculum requirements for a Bright Futures Scholarship Award. Early Admit students will no longer be eligible to apply for Bright Futures prior to their senior year in high school. Students may apply for an award beginning December 1 of the student's high school graduation year.

## FLORIDA ACADEMIC SCHOLARS AWARD



### Florida Academic Scholars Award Criteria

Students applying for the Florida Academic Scholars Award must meet the following criteria:

- ◆ Meet general eligibility criteria requirements for the Florida Bright Futures Scholarship Program; *and*
- ◆ Complete 100 hours of documented community service. Students must be attending high school and complete the required paperwork, signed and approved by their agency contact and high school community service designee, before beginning to earn their 100 hours. These hours must be completed by the date of graduation.

In addition, meet one of the following:

- ◆ Earn an unrounded, weighted GPA of 3.5 using the 16 high school academic courses identified as college-preparatory courses *plus* earn a 1290 SAT or 29 ACT test score; *or*
- ◆ Earn an International Baccalaureate (IB) Diploma; *or*
- ◆ Complete the IB curriculum *plus* earn a 1290 SAT or 29 ACT test score; *or*
- ◆ Earn the AICE Diploma; *or*
- ◆ Complete the AICE curriculum *plus* earn a 1290 SAT or 29 ACT; *or*
- ◆ Be a National Merit or Achievement Scholar or Finalist, or be a Hispanic Scholar; *or*

### Award Level for Florida Academic Scholars

- ◆ Students will receive the specific award amount per credit hour established by the Florida Legislature in the General Appropriations Act. A student will receive funding up through five years from high school graduation (if initially funded within three years after high school graduation) or up to completion of his/her first baccalaureate degree program, whichever comes first. Renewal is based on a cumulative postsecondary GPA of 3.00 and a minimum of six non-remedial semester hours (or the equivalent in quarter or clock hours) for each term funded.

## **FLORIDA MEDALLION (FORMALLY MERIT) SCHOLARS AWARD**

### Florida Medallion Scholars Award Criteria

Students applying for the Florida Medallion Scholars Award must meet the following criteria:

- ◆ Meet general eligibility criteria requirements for the Florida Bright Futures Scholarship Program.
- ◆ Complete 75 hours of documented community service. Students must be attending high school and complete the required paperwork, signed and approved by their agency contact and high school community service designee, before beginning to earn 75 hours. These hours must be completed by the date of graduation.

In addition, meet one of the following:

- ◆ Earn an unrounded, weighted GPA of 3.0 using the 16 high school academic courses identified as college-preparatory courses *plus* earn a 1170 SAT or 26 ACT test score; *or*
- ◆ Complete the IB curriculum *plus* earn a 1170 SAT or 26 ACT; *or*
- ◆ Complete the AICE curriculum *plus* a 1170 SAT or 26 ACT; *or*
- ◆ Be a National Merit or Achievement Scholar or Finalist, or be a Hispanic Scholar with no documented community service hours; *or*

### Award Level for Florida Medallion Scholars

- ◆ Students will receive the specific award amount per credit hour established by the Florida Legislature in the General Appropriations Act. A student will receive funding up through five years from high school graduation (if initially funded within three years after high school graduation) or up to completion of his/her first baccalaureate degree program, whichever comes first. Renewal is based on a cumulative postsecondary GPA of 2.75 and a minimum of six non-remedial semester hours (or the equivalent in quarter or clock hours) for each term funded.
- ◆ The 2006 Florida Legislature amended section 1009.535, Florida Statute; beginning fall 2006, Florida Medallion Scholars who choose to attend a Florida public community college may receive an award equal to the amount given to students receiving the Florida Academic Scholarship for college credit courses leading toward an associate degree.

## **FLORIDA GOLD SEAL VOCATIONAL SCHOLARS AWARD**

### Florida Gold Seal Vocational Scholars Award Criteria

Students applying for the Florida Gold Seal Vocational Scholars Award must meet the following criteria:

- ◆ Meet general eligibility criteria requirements for the Florida Bright Futures Scholarship Program; *and*
- ◆ Complete 30 hours of documented community service. Students must be attending high school and complete the required paperwork, signed and approved by their agency contact and high school community service designee, before beginning to earn their 30 hours. These hours must be completed by the date of graduation.
- ◆ Earn an unrounded, weighted GPA of 3.0 using the 16 high school core courses required for graduation or the 15 high school core courses required for graduation, if following the 18 credit career path graduation option; *and*
- ◆ Complete a program of study that requires a minimum of *three vocational job-preparatory or technology education credits in one vocational program* (excluding on-the-job training); *and*
- ◆ Earn a unweighted GPA of 3.5 in the *three vocational credits*; *and*
- ◆ Earn the following scores:

Postsecondary Education Readiness Test (PERT) – Reading 104, Writing 99, Math 113, or  
SAT – Verbal 440, Math 440, or  
ACT – Reading 18, English 17, Math 19.

**Award Level for Florida Gold Seal Vocational Scholars**

- ◆ Students may be funded for up to 100% of their program of study in Career Education Programs. Technical Degree Education includes: Associate of Science degrees (AS), Associate of Applied Science degrees (AAS), and College Credit Certificates (CCC). Career Certificates or Diplomas (also referred to as Postsecondary Adult Vocational/PSAV) include Career Certificates and Applied Technology Diplomas (ATD).
  - Students may be funded for up to 72 semester hours (or 2,160 clock hours) except in the Applied Technology Diploma (ATD) where they are limited to 60 semester hours (or 1,800 clock hours).
  - Students may be funded in additional certificates, diplomas, and/or degrees up to the maximum hours of funding allowed.
  - If students finish an ATD and then transfer into another eligible program, they are eligible to be funded up to 72 semester hours (or 2,160 clock hours).
  - Students may receive funding in these career education programs up to their Bright Futures maximum hours of funding

Brooke Pair  
[pairb@pcsb.org](mailto:pairb@pcsb.org)

Financial Aid/Florida Bright Futures  
Please disregard earlier information sheets

727-588-6013  
11/1/2012

*The Florida Legislature could change scholarship requirement during any legislative session. For further information and updates, check with your guidance counselor, the Florida Department of Education Home Page (<http://www.firn.edu/doe/brfuture>) or the Pinellas County Schools Home Page ([www.pinellas.k12.fl.us](http://www.pinellas.k12.fl.us)). Inform most current at this time.*

# Language Arts



## English

All students in the state of Florida are required to take four years of English.

1. Honors
2. Regular

English 3 meets state requirements for American Literature and composition, English 4 stresses British Literature and Composition.

## Intensive Language Arts: Critical Reading

Grade Level: 11-12 #10004000

Length: 1 semester or 1 year

Prerequisite: None

Credit: 1 elective credit; may earn multiple credits

This course is designed for FCAT retakers who need additional work before retaking the FCAT reading test to meet the graduation requirement.

## Journalism 1 (Magazine, Yearbook or TV production)

Grade Level: 10 #10063001,2

Length: 1 year

Prerequisite: None

Credit: 1

The purpose of this course is to provide instruction in basic aspects of journalism and workshop experiences in journalistic production. Emphasis is placed on identifying and describing elements of the history and traditions of journalism as well as organizing and utilizing appropriate production modes.

## Journalism 2 (Magazine, Yearbook or TV production)

Grade Level: 10 -12 #10063101,2

Length: 1 year

Prerequisite: Journalism 1

Credit: 1

The purpose of this course is to develop writing skills through practice in

journalistic writing. Emphasis is placed on gathering information, writing articles, and exploring career opportunities in journalism. Students prepare materials for publication.

## Journalism 3 (Magazine, Yearbook or TV production)

Grade Level: 10 -12 #10063201,2

Length: 1 year

Prerequisite: Journalism 2

Credit: 1

The purpose of this course is to improve writing and production skills related to journalistic media. Emphasis is placed on writing in a variety of styles. Students apply organizational and managerial skills in the production of various publications.

## Journalism 4 (Magazine, Yearbook or TV production)

Grade Level: 10 -12 #10063301,2

Length: 1 year

Prerequisite: Journalism 3

Credit: 1

The purpose of this course is to refine writing and production skills related to journalistic media. Emphasis is placed on writing, graphic design, and/or photographic techniques. Students practice managerial skills in journalistic contexts.

## \*English 1 Through ESOL

Grade Level: 9 #10023001,2

Length: 1 year

Credit: 1

This course provides English instruction to English Language Learner (ELL) students. It focuses on the study of literature, language, and composition. Emphasis is placed on developing an understanding of literary genres, terms, and elements and on using the writing process to produce paragraphs and papers of two or more paragraphs. Speaking and listening skills, vocabulary skills, study skills, and reference skills are also included.

## \*English 2 Through ESOL

Grade Level: 10 #10023101,2

Length: 1 year

Credit: 1

This course provides English instruction to English Language Learner (ELL) students. It focuses on the study of literature, language, and composition. Emphasis is placed on developing an understanding of literary elements, devices and themes, and on using the writing process to produce specific types of papers. Speaking and listening skills, vocabulary skills, study skills, and reference skills and a study of mass media are also included.

## \*English 3 Through ESOL

Grade Level: 11 #10023201,2

Length: 1 year

Credit: 1

This course provides English instruction to English Language Learner (ELL) students. It focuses on the study of literature, language, and composition. Emphasis is placed on developing an understanding of major authors, periods, features, and themes of American literature and on using the writing process to produce specified types of papers including literary analysis, the persuasive essay, and the brief research paper. Speaking and listening skills, vocabulary skills, study skills, and reference skills are also included.

## \*English 4 Through ESOL

Grade Level: 12 #10025201,2

Length: 1 year

Credit: 1

This course provides English instruction to English Language Learner (ELL) students. It focuses on the study of literature, language, and composition. Emphasis is placed on developing an understanding of the major authors and periods of British literature and on using the writing process to produce specified types of papers including literary analysis, the persuasive essay, and the research paper. Speaking and listening skills, vocabulary skills, study skills, reference skills, and the study of the English language are also included.

## Creative Writing I

Grade Level: 9-12 #10093200

Length: 1 semester

Prerequisite: None

Credit: ½

The purpose of this course is to develop skills in writing through the study of literary forms. Emphasis is placed on using all aspects of the writing process to produce publishable pieces of writing in various literary forms. Students will evaluate representative examples of literature as models for writing.

### **Creative Writing II**

Grade Level: 9-12 #100933001,2

Length: 1 semester

Prerequisite: Creative Writing 1

Credit ½

The purpose of this course is to extend the development of the writing and language skills needed for individual expression in literary forms as introduced in Creative Writing I. Emphasis is placed on writing a variety of literary works, including original poetry, short stories, plays, novels and/or essays, and nonfiction. Also included are the technical aspects of publishing students' work in literary publications.

### **Q Creative Writing III**

Grade Level: 9-12 #10093310

Length: 1 year

Prerequisite: Creative Writing 2

Credit 1

The purpose of this course is to extend the development of the writing and language skills needed for individual expression in Creative Writing II. Emphasis is placed on writing a variety of literary works, including original poetry, short stories, plays, novels and/or essays, and nonfiction. Also included are the technical aspects of publishing students' work in literary publications.

### **Q Creative Writing IV**

Grade Level: 9-12 #10093320

Length: 1 year

Prerequisite: Creative Writing 3

Credit: 1

The purpose of the course is to have students develop a compilation of works of professional literary merit in the form of a chapbook, essay or short story collection. After successfully completing this course, the student will: 1. Produce a selection of polished poems, stories, or

essays. 2. Interact critically with other students engaged in creative writing. 3. Apply critical feedback from evaluators to the revision of personal pieces of writing. 4. Provide critical feedback from the evaluation of professional chapbooks and other collections.

### **\*\* Speech I**

Grade Level: 9-12 #10073001,2

Length: 1 semester

Prerequisite: None

Credit: ½

The purpose of this course is to develop oral communication skills in formal and informal speaking situations. Emphasis is placed on using public speaking skills, listening skills, and group discussion techniques. Students will analyze audiences for speaking purposes and will evaluate speeches and speaking techniques.

### **\*\* Speech II**

Grade Level: 9-12 #10073101,2

Length: 1 semester

Prerequisite: Speech 1

Credit: ½

The purpose of this course is to improve oral communication skills through the study of formal and informal speaking situations. Emphasis is placed on making formal speeches and participating in debate activities and formal class discussions. Oral interpretation is also included.

### **\*\* Speech III**

Grade Level: 9-12 #10073201,2

Length: 1 semester

Prerequisite: Speech II

Credit : ½

The purpose of this course is to utilize advanced oral communication skills, including verbal and nonverbal techniques in formal and extemporaneous speeches. Emphasis is placed on argumentation and persuasion.

### **\*\* Debate I**

Grade Level: 9-12 #10073301,2

Length: 1 semester

Prerequisite: None

Credit: ½

The purpose of this course is to develop debate skills through the study of

fundamental concepts of argumentation and problem solving and through the presentation of informative, persuasive, and argumentative speeches. Emphasis is placed on critical thinking and research skills. Students will participate in debate activities.

### **\*\* Debate 2**

Grade Level: 9-12 #10073401,2

Length: 1 semester

Prerequisite: Debate 1

Credit: ½

The purpose of this course is to improve argumentation and debate skills. Emphasis is placed on greater proficiency in critical thinking and research skills. Students will evaluate debates and debate techniques, and they will participate in various kinds of debate activities.

### **Q\*\* Debate III**

Grade Level: 10-12 10073501,2

Length: 1 semester

Prerequisite: Debate II

Credit: ½

The purpose of this course is to enable students to develop intermediate-level skills and techniques for use in debate and forensic activities. Emphasis is placed on critical thinking, research, logic, techniques of public speaking, and analysis of debates. Students will participate in various kinds of debate activities.

### **Intensive Reading**

Grade Level: 9 #1000410N,O

Length: 1 year

Prerequisite: None

Credit: 1

The purpose of this course is to help students reading below FCAT Level 3 improve their reading skills. Emphasis is placed on expanding vocabulary, and reading with enhanced fluency and comprehension.

### **Intensive Reading**

Grade Level: 10 #1000410T,U

Length: 1 year

Prerequisite: None

Credit: 1

The purpose of this course is to help students reading below FCAT Level 3 improve their reading skills. Emphasis is

placed on expanding vocabulary, and reading with enhanced fluency and comprehension.

**Intensive Reading: Read 180**

Grade Level: 9 #10004101,2

Length: 1 year

Prerequisite: None

Credit: 2 credits of 10004101,2 per year.

This course requires a 90-minute block for an entire year. This course will adhere strictly to Scholastic's Read 180 model, which involves phonemic awareness, phonics, fluency, comprehension, and vocabulary instruction. This course is designed to help students reading below FCAT Level 2 reach higher levels of reading and writing achievement.

**Intensive Language Arts: Critical Reading**

Grade Level: 11-12 #10004000

Length: 1 year

Prerequisite: None

Credit: 1 elective credit; may earn multiple credits.

This course is designed for FCAT retakers who need additional work before retaking the FCAT reading test to meet the graduation requirement.

**English 4: Florida College Prep**

Grade Level: 12 #10014050

Length: 1 year

Prerequisite: English 3 (any level)

Credit: 1

All students who do not score "college ready" on a college placement test and score a Level 2 or Level 3 on the FCAT Reading test are required to take English IV: Florida College Prep during their 12th grade year. The purpose of this course is to prepare 12th grade students for the demands of college level reading and writing. Students will read, analyze, evaluate, and respond to various kinds of texts. Students will write effective arguments, explanatory pieces, narrative pieces, and research pieces. Students will collaborate, present research, and use the conventions of standard English grammar and usage appropriately in writing and speaking. Students will increase their vocabularies and read and write widely.

**Q\* Pre-AICE English Language**

Grade Level: 9 #10015600

Length: 1 year

Prerequisite: Acceptance into Cambridge Or FCAT Reading 3-5 and advanced/honor courses

Credit: 1

Students learn how to employ a wide-ranging vocabulary, use correct grammar, spelling and punctuation, and develop a personal style and an awareness of the audience being addressed. Students are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. This course also develops more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively.

**Q\* Pre-AICE English Literature**

Grade Level: 10 #1005380

Length: 1 year

Prerequisite: Acceptance into Cambridge  
Credit: 1

The syllabus enables students to read, interpret and evaluate texts through the study of literature in English. They develop an understanding of literal meaning, relevant contexts and of the deeper themes or attitudes that may be expressed. Through their studies, students learn to recognize and appreciate the ways in which writers use English to achieve a range of effects, and will be able to present an informed, personal response to the material they have studied. The syllabus also encourages the exploration of wider and universal issues, promoting students' better understanding of themselves and of the world around them.

**Q\* AICE General Paper**

Grade Level: 10-12 #1009360

Length: 1 year

Prerequisite: Acceptance into Cambridge  
Credit: 1

The AS General Paper is multi-disciplinary, its subject matter drawn from across the curriculum. The syllabus encourages in candidates the ability to make cross-curricular links; to develop a maturity of

thought appropriate to students at this level; and to achieve an understanding and usage of the English language which enables them to express arguments, ideas and opinions in a reflective and academic manner.

**Q AICE English Language AS**

Grade Level: 11-12 #1001550

Length: 1 year

Prerequisite: Acceptance In to Cambridge  
Credit: 1

The purpose of this course is to provide students with an understanding of the semantic, structural, and rhetorical resources of the English language as they relate to the principles of effective writing. The course also provides a variety of writing opportunities calling for the use of different styles and tones.

**Q AICE Think SKLS 2 AL**

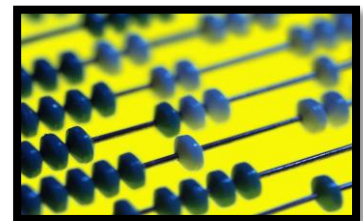
Grade Level: 11-12 1700374

Length: 1 year

Prerequisite: Acceptance In to Cambridge  
Credit: 1

Thinking Skills develops a specific set of intellectual skills, independent of subject content, reflecting the need voiced by universities and employers for more mature and sophisticated ways of thinking. The Thinking Skills syllabus also enables students to approach their other subjects with an improved ability to understand, analyze and resolve problems. As a result, students will find the course of great benefit when preparing for higher education and for a wide range of careers, including law, scientific research, social science, journalism, medicine, business, accounting and engineering. The Thinking Skills syllabus encourages free and open debate, critical and investigative thinking, and informed and disciplined reasoning.

## Mathematics



**Please note:** Since math is a sequential subject, course prerequisites must be satisfied. In many instance, students are scheduled for math courses to early in the

school year to determine whether or not they have fulfilled all necessary prerequisites for a math course. If it is determined at a later date that a student has not satisfied all prerequisites for a math course, the student will be rescheduled from that course to a more appropriate one.

**\*Algebra 1 (One-year Algebra Program)**

Grade Level: 9-12 #12003101,2

Length: 1 year

Prerequisite: None

Credit: 1

The purpose of this course is to provide the foundation for more advanced mathematics courses and to develop the algebra skills needed to solve real-world and mathematical problems. Topics shall include, but not be limited to, sets, ratios, proportions, radical expressions, variables, the real number system, equations and inequalities, graphs, systems of linear equations and inequalities, integral exponents, polynomials, factoring, irrational numbers, quadratic equations, Venn diagrams, coordinate geometry, problem solving strategies, and literacy strategies.

**Algebra 1B (Two-year Algebra Program)**

Grade Level: 9-12 #12003801,2

Length: 1 year

Prerequisite: One full credit in Algebra 1A

Credit: 1

This course is the second year of a two-year algebra program and utilizes Algebra 1A as the first-year course. Topics shall include, but not be limited to, ratios, proportions, radical expressions, algebraic notation, polynomials, factoring, coordinate geometry, graphs, solutions to linear, quadratic, and systems of equations and inequalities, real-world applications, problem solving strategies, and literacy strategies. Algebra 1A and Algebra 1B equate to one unit of Algebra 1.

**Credit Recovery Courses**

**Course #** 1200315 Algebra 1 for Credit

Recovery: ALG 1 CR

**Grade Level:** 9-12

**Credit:** 1

Special notes: Credit Recovery courses are credit bearing courses with specific content requirements defined by Next Generation Sunshine State Standards and/or Common Core State Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment) since the course requirements for the Credit Recovery courses are exactly the same as the previously attempted corresponding course. For example, Geometry (1206310) and Geometry for Credit Recovery (1206315) have identical content requirements. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1) (a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards, since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of-Course assessment retake.

**\*Geometry**

Grade Level: 9-12 #12063101,2

Length: 1 year

Prerequisite: One full credit in algebra 1 or equivalent

Credit: 1

The purpose of this course is to develop the geometric relationships and deductive strategies that can be used to solve a variety of real world and mathematical problems. Topics shall include, but not be limited to, logic, equivalent propositions, Euclidean Geometry, direct and indirect proofs, constructions, lines, polygons, transformations, quadrilaterals, triangles, circle, polyhedral, spheres, trigonometric ratios, problem solving strategies and literacy strategies.

**\*Liberal Arts Mathematics**

Grade Level: 10-12 #12083001,2

Length: 1 year

Prerequisite: One full credit in Geometry or equivalent

Credit: 1

The purpose of this course is to strengthen Algebra 1 skills and to explore informal geometry. State assessment skills will be reinforced. Topics shall include, but not be limited to, laws of exponents, real number properties and operations, graphs, functions, equations and inequalities, quadratic equations, coordinate geometry, polygons, quadrilaterals, triangles, solids, data sets, measures of central tendency, real-world applications, problem solving strategies and literacy strategies. Students may not earn credit in both Liberal Arts Mathematics courses.

**Note:** *This course is not recognized by the State University System as meeting one of the core courses required for freshman admissions.*

**\*Liberal Arts Mathematics 2**

Grade Level: 10-12 #1208300

Length: 1 year

Prerequisite: One full credit of Algebra 1

Credit: 1

The purpose of this course is to strengthen Algebra 1 skills and to explore informal geometry. State assessment skills will be reinforced. Topics shall include, but not be limited to, laws of exponents, real number properties and operations, graphs, functions, equations and inequalities, quadratic equations, coordinate geometry, polygons, quadrilaterals, triangles, solids, data sets, measures of central tendency, real-world applications, problem solving strategies and literacy strategies. Students may not earn credit in both Liberal Arts Mathematics courses.

Note: This course is not recognized by the State University System as meeting one of the core courses required for freshman admissions.

**\*Algebra 2**

Grade Level: 9-12 #12003301,2

Length: 1 year

Prerequisite: One full credit in Algebra 1 or equivalent.

Credit: 1

The purpose of this course is to continue the study of the structure of algebra and to apply these skills to fields such as science, social science, statistics, and health-related fields. Topics shall include, but not be limited to, complex numbers, functions, equations and inequalities, rational expressions and equations, absolute value, direct, inverse and joint variation, arithmetic and geometric sequences and series, systems of equations and inequalities, parabolas, quadratic equations, powers, roots, exponents and logarithms, polynomials, problem solving strategies and literacy strategies.

### **Algebra 2 Honors**

Grade Level: 9-12 #12003401,2

Length: 1 year

Prerequisite: One full credit in Algebra 1 Honors or one full credit in Algebra 1 and enrollment in AVID

Credit: 1

The purpose of this course is to analyze the similarities between exponential and logarithmic functions, trigonometric and circular functions, and polynomial functions. Topics shall include, but not be limited to, graphs, relations, functions and their inverses, rational and polynomial equations, exponential and logarithmic functions, trigonometric functions, real-world applications, problem solving strategies, and literacy strategies.

**Note:** *Students earning credit in Pre-Calculus cannot earn credit in both Trigonometry and analytic Geometry, The trigonometry/Analytic Geometry sequences will be phased out with the next textbook adoption.*

### **Math for College Success**

Grade Level: 12 #1200410

Length: Semester

Prerequisite

Credit 0.5

This course is targeted for grade 12 students, whose test scores on the Postsecondary Educational Readiness Test (P.E.R.T.) are below the established cut

scores for mathematics, indicating that they are not yet “college ready” in mathematics. This course incorporates the Common Core Standards for Mathematical Practices as well as the following Common Core Standards for Mathematical Content: Expressions and Equations, The Number System, Ratios and Proportional Relationships, Functions, Algebra, Geometry, Number and Quantity, Statistics and Probability, and the Common Core Standards for High School Modeling. The standards align with the Mathematics Postsecondary Readiness Competencies deemed necessary for entry-level college courses.

Note: This course is required for seniors who do not demonstrate proficiency on the mathematics portion of the Postsecondary Education Readiness Test (PERT) administered during their junior year. Students would be placed in the appropriate course based on their PERT score.

### **Q Pre Calculus**

Grade level: 10-12 #12023401,2

Length: 1 year

Prerequisite: One full credit in Algebra 2

Credit: 1

The purpose of this course is to emphasize the study of functions and other skills necessary for the study of calculus. Topics shall include, not be limited to, polynomial, rational, trigonometric/circular functions, arithmetic and geometric series, concept of limits, vectors, conic sections, polar coordinate systems, mathematical induction, parametric equations, complex numbers, real-world applications, problem solving strategies and literacy strategies.

**Note:** *A student who receives credit for both Trigonometry and Analytic Geometry cannot receive credit for Pre-calculus.*

### **Q\*Advanced Placement Calculus AB**

Grade Level: 11-12 #12023101,2

Length: 1 year

Prerequisite: Credit in Trigonometry and Analytic Geometry or Pre-Calculus

Credit: 1

The purpose of this course is to provide study of elementary functions and the general theory and techniques of calculus. The content is specified by the Advance Placement Program.

**Note:** *Student are required to take the Advanced Placement examination. A student may earn credit in both AP Calculus AB and BC.*

### **Q\*Advanced Placement Statistics**

Grade Level: 11-12 #12103201,2

Length: 1 year

Prerequisite: One full credit in Algebra 2

Credit: 1

The purpose of this course is to provide study in exploratory data, planning a study, anticipating patterns in advance and statistical inference. Topics shall include, but not be limited it, graphical displays, summaries and comparisons of distributions of univariate data, bivariate data and categorical data, overview methods of data collection, planning and conducting surveys and experiments, anticipating patterns using probability simulation, and confirming models through statistical inference. Credit in this course precludes credit in Probability and Statistics with Applications.

**Note:** *Students are required to take the Advanced Placement examination*

### **\*Mathematics for College Readiness**

Grade Level: 12 #12007001,2

Length: 1 year

Prerequisite: One full credit in Geometry or equivalent

Credit: 1

This course is targeted for grade 12 students whose test scores on the Postsecondary Educational Readiness Test are below the established cut scores for mathematics, indicating that they are not yet college ready in mathematics. This course incorporates the Common Core Standards for Mathematical Practices as well as the following Common Core Standards for Mathematical content; an introduction to functions, linear equations and inequalities, solving systems of equations, rational equations and algebraic fractions, radicals and rational exponents, factoring and quadratic

equations, complex numbers, and the Common Core Standards for High School Modeling. The benchmarks reflect the Florida College Competencies necessary for entry-level college courses.

**Note:** *This course is required for seniors who do not demonstrate proficiency on the mathematics portion of the Postsecondary Education Readiness Test (PERT) administered during their junior year.*

#### **Q \*Probability and Statistics with Applications Honors**

Grade Level: 11-12 #1210300

Length: 1 year

Prerequisite: One full credit in Algebra 2 or higher

Credit: 1

The purpose of this course is to explore the concepts of probability and elementary statistics. Topics shall include, but not be limited to, random experiments, probability concepts, counting principles, permutations, combinations, sample spaces, binomial distribution, concepts of descriptive statistics, measures of central tendency, measures of variability, normal distribution, statistical applications including hypotheses testing, real-world applications, problem solving strategies and literacy strategies.

#### **\*Advanced Algebra with Financial Applications**

Grade Level: 10-12 #12005000,1,2

Length: 1 year

Prerequisite: One full credit in Algebra 2

Credit: 1

The purpose of this course is to develop the algebraic relationship and deductive strategies through financial applications that can be used to solve a variety of real world and mathematical problems. Topics shall include, but not limited to, financial planning, credit management, career explorations, equations, inequalities, linear functions, systems of linear equations and inequalities, quadratic, polynomial, exponential and logarithmic functions, interest, personal and commercial debt, mortgages, stocks,

bonds, insurance, credit, taxes and measures of central tendency.

#### **Q\*Analysis of Functions Honors**

Grade Level: 10-12 #1201315

Length: 1 semester

Prerequisite: One full credit in Algebra 2

Credit: 0.5

The purpose of this course is to analyze the similarities between exponential and logarithmic functions, trigonometric and circular functions, and polynomial functions. Topics shall include, but not be limited to, graphs, relations, functions and their inverses, rational and polynomial equations, exponential and logarithmic functions, trigonometric functions, real-world applications, problem solving strategies and literacy strategies.

#### **Q\*Trigonometry Honors**

Grade Level: 10-12 #1211300

Length: 1 semester

Prerequisite: One full credit in Algebra 2

Credit: 1/2

The purpose of this course is to study circular and trigonometric functions and their applications. Topics shall include, but not be limited to, vectors, circular functions, trigonometric ratios, equations, functions and identities, polar coordinates, trigonometric form of complex numbers, real-world applications, problem solving strategies and literacy strategies.

Note: Students earning credit in Pre-Calculus cannot earn credit in both Trigonometry and Analytic Geometry. The Trigonometry/Analytic Geometry sequences will be phased out with the next textbook adoption.

#### **Q\*Pre-AICE Mathematics 2 (counts for Geometry)**

Grade Level: 9 #12098200

Length: 1 year

Prerequisite: Algebra 1 Honors

Credit: 1

Pre-AICE Geometry is a course designed to provide a rigorous and complete study of geometry concepts with the emphasis on

methods of proof and the formal language of mathematics.

#### **Pre-AICE Math 2/Q\*Geometry Honors**

Grade Level: 9-10 #12063201, 2

Length: 1 year

Prerequisite: One full credit in Algebra 1 Honors or one full credit in Algebra 1 and enrollment in AVID.

Credit: 1

The purpose of this course is to develop the geometric relationships and deductive strategies that can be used to solve a variety of real world and mathematical problems. Topics shall include, but not be limited to, truth tables, logic, equivalent propositions, Euclidean Geometry, direct and indirect proofs, vectors, Fibonacci sequence, golden ratio, constructions, lines, polygons, transformations, quadrilaterals, triangles, circles, polyhedral, cross sections, spheres, coordinate geometry, trigonometric ratios, problem solving strategies and literacy strategies.

#### **Q\* Pre-AICE Mathematics 3 (counts for Algebra 2 Honors)**

Grade Level: 9-10 #1209825

Length: 1 year

Prerequisite: Mathematics 2 in Pre-AICE

Credit: 1

This course is an in-depth study of the topics of algebra with emphasis on theory, proof, the development of formulas, and their application.

#### **Q\* AICE Mathematics 1**

Grade Level: 9-12 #1202352

Length: 1 year

Prerequisite: Acceptance into PRE-AICE

Credit: 1 year

A and AS Level Mathematics builds on the skills acquired at IGCSE (or equivalent) level. The syllabus allows Centres flexibility to choose from three different routes to AS Level Mathematics - Pure Mathematics only or Pure Mathematics and Mechanics or Pure Mathematics and Probability and Statistics. Centres can choose from three different routes to A Level Mathematics depending on the choice of Mechanics, or Probability and Statistics, or both, in the broad area of



'applications'.

**Q\* AICE Mathematics & Probability & Statistics 2 A Level**

#1202364 (AICE MA & PR & ST 2 AL)

Grade Level: 11-12

Length: 1 year

Prerequisite: Acceptance into Pre-AICE  
Credit: 1.0

This course is designed to provide the learner with a deeper understanding of mathematical principles and further the development of mathematical skills including the use of applications of mathematics in the context of everyday situations and other subjects they may be studying. The learner will further develop the ability to analyze problems logically and recognize when and how a situation may be represented mathematically. The learner will develop a deeper understanding of the use of mathematics as a means of communication and develop a solid foundation for further study.

## Science



**\*Biology 1**

Grade Level: 10-12 #20003101,2

Length: 1 year

Prerequisite: None

Credit: 1

This course focuses on the study of life through the examination of fundamental concepts such as cellular biology, genetics, ecology, evolution and physiology. The scientific process and laboratory skills are emphasized along with biology's connections to other scientific disciplines. Students learn scientific writing skills and also examine current biological issues.

**Note:** Students are required to take the state Biology End-of-Course Exam.

**\*Physical Science**

Grade Level: 9-12 #20033101,2

Length: 1 year

Prerequisite: None

Credit: 1

This course provides students with a qualitative, investigative study of the introductory concepts of physics and chemistry. Topics include dynamics, periodic table, forms of energy, electricity and magnetism and chemical interactions.

**\*Earth/Space Science**

Grade Level: 9-12 #20013101,2

Length: 1 year

Prerequisite: None

Credit: 1

This course includes typical topics contained in regular earth/space science, but will require that students will be required to complete additional projects and communicate scientific concepts with clarity.

**Q\*Anatomy and Physiology Honors**

Grade Level: 9-12 #20003601,2

Length: 1 year

Prerequisite: Biology 1 or 1 H, and Chemistry. Recommended C or better in biology and chemistry, and/or enrollment in AVID

Credit: 1

This advanced course will cover essentially the same topics as regular anatomy and physiology but at higher levels of complexity, greater depth, and faster pace. The reading level will be higher and more reading will be required. Students will be required to use a higher level of vocabulary, do more writing, do more homework, and meet the standards of more challenging tests.

**\*Marine Science 1**

Grade Level: 9-12 #20025001,2

Length: 1 year

Prerequisite: Biology, with a recommended average grade of C or better.

Credit: 1

This course is designed to present an integrated overview of the principles and concepts of the geology, chemistry, physics, and biology as they relate to the world's oceans.

**Note:** Students are required to take the state Biology End-of-Course Exam.

**Q Marine Science II Honors**

Course # 2002520

Grade Level 9-12

Length 1 year

Prerequisite Marine Science 1

Credit 1

This course will provide an in-depth study of the marine environment begun in marine science. Its goal is to present science in a social context and to give students the foundation needed to be intelligent participants in important societal discussions that involve environmental issues touching on oceans, climate and coastal zones.

**\*Chemistry 1**

Grade Level: 10-12 #20033401,2

Length: 1 year

Prerequisite: Algebra 1

Credit: 1

This course will provide students with the study of the composition, properties, and changes associated with matter. Topics such as atomic theory, periodic table, bonding, chemical formulas, behavior of gases, and chemical reactions are included.

**\*Physics 1**

Grade Level: 9-12 #20033801,2

Length: 1 year

Prerequisite: Algebra 1 with a recommended grade of C or better.

Credit: 1

This course will provide students with an introductory study of the theories and laws governing the interaction of matter, energy and the forces of nature. Topics such as kinematics, dynamics, work and power, thermodynamics, wave characteristics and magnetism are included.

**Q\*Physics 1 Honors**

Grade Level: 9-12 #20033901,2

Length: 1 year

Prerequisite: Algebra 2 with a recommended average grade of C or better, and/or enrollment in AVID

Credit: 1

This course will provide students with a rigorous introductory study of the theories and laws governing the interaction of matter, energy and the forces of nature. Topics include energy, heat, light, electricity and nuclear physics.

#### **Q\*Advanced Placement Physics B**

Grade Level: 9-12 #20034201,2

Length: 1 year

Prerequisite: chemistry and physics, Recommended grade of B or better in physics, and/or enrollment in AVID.

Credit: 1

This purpose of this course is to provide a college level course in physics and to prepare the students to seek credit and/or appropriate placement in college physics courses. To parallel college science courses that have a required laboratory section, it is recommended that this course be accompanied by or paired with Physics 2 Honors to insure sufficient time for the required laboratory experiences.

**Note:** *Students are required to take the Advanced Placement examination.*

#### **Q\*Advanced Placement Physics C**

Grade Level: 9-12 #20034301,2

Length: 1 year

Prerequisite: chemistry and physics, and must be enrolled in calculus. C or better in Physics 1, and/or enrollment in AVID

Credit: 1

This course will provide college level course in physics and will prepare students to seek credit and/or appropriate placement in college physics. Unlike AP Physics B, this course will involve the students in calculus applications. To parallel college science courses that have a required laboratory section, it is recommended that this course be accompanied by or paired with Physics 2 Honors to insure sufficient time for the required laboratory experiences.

**Note:** *Students are required to take the Advanced Placement examination.*

#### **\*Astronomy Solar/Galactic**

Grade Level: 9-12 #20013501,.2

Length: 1 year

Prerequisite: None

Credit: 1

The purpose of this course is to enable students to develop and apply knowledge of the universe and compare the conditions, properties, and motions of bodies in space. Emphasis shall be placed on concepts basic to the earth, including materials, processes, history, and the environment.

**Note:** *this course is recommended as an elective course for 12<sup>th</sup> grade students.*

#### **Q AICE Environmental Management Science**

Grade Level 11-12 #2001381

Length 1 year

Prerequisite: Acceptance into AICE

Credit 1.0

This AS syllabus covers environmental issues and their management, especially the human aspect. Through their studies, learners gain an understanding of environmental resources and their human exploitation, and the goal of sustainable environmental management. Learners also consider a range of case study material which can feature local, regional or global examples. Although Cambridge International AS Level Environmental Management extends and complements the relevant Cambridge O Level and Cambridge IGCSE syllabuses, learners do not need to have studied the subject before starting the course.

#### **Q\*Pre-AICE Biology**

Grade Level: 9 #20003220

Length: 1 year

Prerequisite: Acceptance into Cambridge  
Credit: 1

This course is a challenging, concept-oriented and hands-on course designed to provide a strong foundation for AICE Biology. This course will teach student to better understand the technological world in which they live, and take an informed interest in science and scientific developments. Student will learn about the basic principles of biology through a mix of theoretical and practical studies. Students will also develop and understanding of the scientific skills useful in everyday life. As the progress, students will learn how science is studied and practiced, and become aware that the

results of scientific research can have both good and bad effects on individuals, communities and the environment.

#### **Q \*AICE Biology 1 AS**

Grade Level: 11-12 #2000321

Length: 1 year

Prerequisite: Acceptance In to Cambridge  
Credit: 1.0

Cambridge International AS and A Level Biology builds on the skills acquired at Cambridge IGCSE (or equivalent) level. The syllabus includes the main theoretical concepts which are fundamental to the subject, a section on some current applications of biology, and a strong emphasis on advanced practical skills. Practical skills are assessed in a timetabled practical examination. The emphasis throughout is on the understanding of concepts and the application of biology ideas in novel contexts as well as on the acquisition of knowledge. The course encourages creative thinking and problem-solving skills which are transferable to any future career path. Cambridge International AS and A Level Biology are ideal for learners who want to study biology or a wide variety of related subjects at university or to follow a career in science. Please note that the Scheme of Assessment has changed since 2005.

#### **Q\* Pre-AICE Chemistry**

Grade Level: 10 #2003372

Length: 1 year

Prerequisite: Acceptance into Cambridge  
Credit: 1

As well as a subject focus, the IGCSE Chemistry syllabus enables students to better understand the technological world in which they live, and take an informed interest in science and scientific developments. Students learn about the basic principles of Chemistry through a mix of theoretical and practical studies. Students also develop an understanding of the scientific skills essential for further study at A Level, skills which are useful in everyday life. As they progress, students learn how science is studied and practiced, and become aware that the results of scientific research can have both

good and bad effects on individuals, communities and the environment.

## Social Studies



### \*American Government

Grade Level: 12 #21063100

Length: 1 semester

Prerequisite: None

Credit: ½

Students gain an understanding of American government and political behavior that is essential for effective citizenship and active involvement in contemporary American society.

### Law Studies

Grade Level: 9-12 #21063500

Length: 1 semester

Prerequisite: None

Credit: ½

Students learn that the American legal system is the foundation of American society. In order to function effectively, students examine those laws which have an impact on citizens' lives and are provided with an introduction to fundamental civil and criminal justice procedures.

### Court Procedures

Grade Level: 9-12 #21063900

Length: 1 semester

Prerequisite: Law Studies

Credit: ½

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

### \*World History

Grade Level: 9-12 #21093101,2

Length: 1 year

Prerequisite: None

Credit: 1

Students explore their connections to the development of civilizations by examining

the past to prepare for their future as participating members of a global community. They use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings.

### Q \*World History Honors

Grade Level: 9-12 #21093201,2

Length: 1 year

Prerequisite: None

Credit: 1

Students examine their connections to the development of civilizations by examining the past to prepare for their future as participating members of a global community. They use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings. Students in an honors class will study and analyze primary source documents, write document based question essays, and incorporate additional reading and current events.

### \*United States History

Grade Level: 9-12 #21003101, 2

Length: 1 year

Prerequisite: None

Credit: 1

Students explore the development of the United States from the Reconstruction period to the current time within the context of history by examining connections to the past to prepare for the future as participating members of a democratic society. They use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings.

### Q\*United States History Honors

Grade Level: 9-12 #21003201, 2

Length: 1 year

Prerequisite: None

Credit: 1

Students examine the development of the United States from the Reconstruction

period to the current time within the context of history by examining connections to the past to prepare for the future as participating members of a democratic society. They use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings. Students in an honors class will study and analyze primary source documents, write document based question essays, and incorporate additional reading and current events.

### \*Economics

Grade Level: 9-12 #21023100

Length: 1 semester

Prerequisite: None

Credit: ½

Students examine choices they must make as producers, consumers, investors and taxpayers. The study of economics provides students with the knowledge and decision-making tools necessary for understanding how society organizes its limited resources to satisfy its unlimited wants.

### Psychology I

Grade Level: 10-12 #21073000

Length: 1 semester

Prerequisite: None

Credit: ½

Through study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. This will better prepare them to understand their own behavior and the behavior of others.

### Psychology 2

Grade Level: 10-12 #21073100

Length: 1 semester

Prerequisite: Psychology 1

Credit: ½

This advanced study involves students in an analysis of human behavior, interaction and the progressive development of individuals. This will better prepare them to understand their own behavior and the behavior of others.

## **Sociology**

Grade Level: 9-12 #21083000

Length: 1 semester

Prerequisite: None

Credit: ½

Students acquire an understanding of group interaction and its impact on individuals in order that they may have a greater awareness of the beliefs, values and behavior patterns of others. In an increasingly interdependent world, students need to recognize how group behavior affects both the individual and society.

## **Q Advanced Placement Human Geography**

Grade Level: 9-12 #21034001,2

Length: 1 year

Prerequisite: None

Credit: 1

The purpose of this course is to prepare students to understand the discipline of geography, including its tools, themes, and concepts; think critically about geographic problems on a global, national, and local scale; appreciate global cultures and their economic characteristics; and understand how cultural landscapes are created and how they change over time.

**Note:** Students are required to take the Advanced Placement examination.

## **Q\* Advanced Placement United States Government and Politics**

Grade Level: 9-12 #21064200

Length: 1 semester

Prerequisite: None

Credit: ½

Students acquire a critical perspective of politics and government in the United States. They learn general concepts used to interpret American politics and analyze specific case studies. Students also become familiar with the various institutions, groups, beliefs and ideas that constitute the American political perspective.

**Note:** Students are required to take the Advanced Placement examination.

## **Women's Studies**

Grade Level: 9-12 #2104340

Length: 1 semester

Prerequisite: None

Credit: ½

Students develop a basic understanding of women throughout history, of individual women who have shaped history and the world today, and of contemporary issues that impact the lives of women today.

The social studies disciplines included in this course are American and world history, economics, sociology, and psychology.

## **Q\* Pre-AICE World History**

Grade Level: 10 #21093211,2

Length: 1 year

Prerequisite: Acceptance into Cambridge

Credit: 1

The purpose of this course is to promote the acquisition of knowledge and understanding of human activity in the past, promote and understanding of the nature of cause and consequence, continuity and change, similarity and difference, and to encourage international understanding. The content should include: the Revolutions of 1848, unification of Germany and Italy, civil war in the United States, First World War, causes of World War II and the Cold War and US/USSR relations. Students build both their historical knowledge and skills in using historical concepts and explanatory tools.

## **Q \*AICE US History AS**

Graduation Requirements: American History (AH)

Grade Level: 11-12 #2100500

Length: 1 year

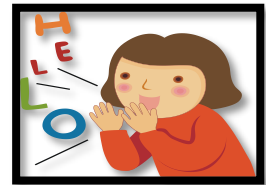
Prerequisite: Acceptance into Cambridge

Credit: 1.0

The Cambridge International AS and A Level History syllabus builds upon skills gained at Cambridge IGCSE (or equivalent) level study. The emphasis is again on both historical knowledge and on the skills required for historical research. Learners develop an understanding of cause and effect, continuity and change, similarity and difference, and use historical evidence as part of their studies. The flexible and wide-ranging syllabus covers six periods, ranging from the history of the Caribbean from 1794 to 1900, to

international history from 1945 to 1991. Learners can also study periods from European, Asian, African and American history. Teachers choose which periods to focus on, allowing them to build a course that reflects their learners' interests and staff specialties, or which is relevant to the local or regional context.

# **World Languages**



## **American Sign Language 1**

Grade Level: 9-12 #07173001,2

Length: 1 year

Prerequisite: None

Credit: 1

The purpose of this course is to teach hearing students basic conversational skills in American Sign Language (ASL) and awareness of various aspects of deafness. The content should include, but not be limited to, conversational vocabulary and the grammatical features and principles of ASL. The audio logical, educational, social, cultural and historical aspects of deafness are also included. Essential Learnings are practiced and assessed throughout the course.

**Note:** This course may be used for the foreign language university requirement.

## **American Sign Language 2**

Grade Level: 9-12 #07173101,2

Length: 1 year

Prerequisite: American Sign Language 1 or mastery of Student Performance Standards corresponding to ASL 1

Credit: 1

The purpose of this course is to further develop the student's knowledge of American Sign Language. The content should include, but not be limited to, conversational skills in ASL, its syntax and principles, and the cultural aspect of the deaf community. This course will provide students with an accumulated receptive and expressive vocabulary of 1,500 signs. Essential Learnings are practiced and assessed throughout the course.

**Note:** This course may be used for the foreign language university requirement.

### **American Sign Language 3**

Grade Level: 9-12 #07173121,2

Length: 1 year

Prerequisite: American Sign Language 2 or mastery of Student Performance Standards corresponding to ASL 2

Credit: 1

The purpose of this course is to continue to prepare hearing students with information in advanced skill development in ASL. The content shall include, but not be limited to, specialized vocabulary (medical, legal, education, etc.), grammatical features of ASL, receptive and expressive skill development and a performance component designed to monitor the student's growing proficiency in signing skills.

### **American Sign Language 4**

Grade Level: 9-12 #07173141,2

Length: 1 year

Prerequisite: American Sign Language 3 or mastery of Student Performance Standards corresponding to ASL 3

Credit: 1

The purpose of this course is to continue to prepare a hearing student with information and practice in advanced skill development in ASL. The content shall include, but not be limited to, specialized vocabulary in order to build the student's accumulated receptive and expressive abilities, advanced grammatical features of ASL, and a performance component designed to monitor the student's growing proficiency in advanced expressive signing skills.

### **French 1**

Grade Level: 9-12 #07013201,2

Length: 1 year

Prerequisite: None

Credit: 1

The purpose of this course is to enable students to begin to acquire proficiency in French through a linguistic, communicative, and cultural approach to language learning. Emphasis is placed on the development of listening, speaking,

reading and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered, and real-life applications of Essential Learnings are practiced and assessed throughout the course.

### **French 2**

Grade Level: 9-12 #07013301,2

Length: 1 year

Prerequisite: French 1 or equivalent

Credit: 1

The purpose of this course is to enable students to enhance proficiency in French through a linguistic, communicative and cultural approach to language learning. There is continued emphasis on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered, and real-life applications of Essential Learnings are practiced and assessed throughout the course.

### **Q French 3**

Grade Level: 9-12 #07013401,2

Length: 1 year

Prerequisite: French 2 or equivalent

Credit: 1

The purpose of this course is to reinforce, master, and expand skills previously acquired by the student. Emphasis is placed on the development of interpretive listening and reading, interpersonal communication and presentational speaking and writing and through utilization of various contexts important to the everyday life of the French-speaking people. Cross-cultural understanding is fostered, and real-life applications of Essential Learnings are practiced and assessed throughout the course.

### **Q French 4**

Grade Level: 9-12 #07013501,2

Length: 1 year

Prerequisite: French 3 or equivalent

Credit: 1

The purpose of this course is to reinforce, master and expand skills previously learned by the student. The content includes more advanced language

activities and idiomatic expressions with emphasis on refining interpretive listening and reading, interpersonal communication and presentational speaking and writing. Reading selections will vary. Skills previously acquired will be reinforced, mastered and expanded through conversation and composition. Cross-cultural understanding is fostered, and real-life applications of Essential Learnings are practiced and assessed throughout the course.

### **Q French 5**

Grade Level: 9-12 #07013601,2

Length: 1 year

Prerequisite: French 4 or equivalent

Credit: 1

The purpose of this course is to expand the skills previously acquired by the student. Emphasis is placed on developing communication skills through the presentation of oral reports on literary and cultural topics, current events and personal experiences. Readings include newspaper and magazine articles, short stories and plays, and a survey of literature. Writing is enhanced through compositions using correct language structures and expanded contemporary vocabulary.

### **Q French 6**

Grade Level: 9-12 #07013701,2

Length: 1 year

Prerequisite: French 5 or equivalent

Credit: 1

The purpose of this course is to reinforce and master the skills previously acquired by the student. Emphasis will be placed on expansion of the student's ability to communicate ideas, feelings and opinions in oral and written forms. There is further development of comprehension skills through the study of literary selections, reading and interpretation of great works in the language, while developing an understanding of major literary movements.

### **Q Advanced Placement French Language**

Grade Level: 9-12 #07013801,2

Length: 1 year

Prerequisite: French 4 or equivalent

Credit: 1

The purpose of this course is to develop oral and written fluency in the language. The content includes, but is not limited to, that determined by the Advanced Placement Program guidelines.

**Note:** *Students are required to take the Advanced Placement examination.*

### **Spanish 1**

Grade Level: 9-12 #07083401,2

Length: 1 year

Prerequisite: None

Credit: 1

The purpose of this course is to enable students to begin to acquire proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. Emphasis is placed on the development of interpretive listening and reading, interpersonal communication and presentational speaking and writing. Cross-cultural understanding is fostered, and real-life applications of Essential Learnings are practiced and assessed throughout the course.

### **Spanish 2**

Grade Level: 9-12 #07083501,2

Length: 1 year

Prerequisite: Spanish 1 or equivalent

Credit: 1

The purpose of this course is to enable students to enhance proficiency in Spanish through a linguistic, communicative and cultural approach to language learning. There is continued emphasis placed on the development of interpretive listening and reading, interpersonal communication and presentational speaking and writing. Cross-cultural understanding is fostered, and real-life applications of Essential Learnings are emphasized throughout the course.

### **Spanish 3**

Grade Level: 9-12 #07083601,2

Length: 1 year

Prerequisite: Spanish 2 or equivalent

Credit: 1

The purpose of this course is to reinforce, master, and expand skills previously

acquired by the students. Emphasis is placed on the development of interpretive listening and reading, interpersonal communication and presentational speaking and writing and through utilization of various contexts important to the everyday life of the Spanish-speaking people. Cross-cultural understanding is fostered, and real-life applications of Essential Learnings are practiced and assessed throughout the course.

### **Q Spanish 4**

Grade Level: 9-12 #07083701,2

Length: 1 year

Prerequisite: Spanish 3 or equivalent

Credit: 1

The purpose of this course is to reinforce, master and expand skills previously learned by the student. The content includes more advanced language activities and idiomatic expressions with emphasis on refining interpretive listening and reading, interpersonal communication and presentational speaking and writing. Reading selections will vary. Skills previously acquired will be reinforced, mastered and expanded through conversation and composition. Cross-cultural understanding is fostered, and real-life applications of Essential Learnings are practiced and assessed throughout the course.

### **Q Spanish 5**

Grade Level: 9-12 #07083801,2

Length: 1 year

Prerequisite: Spanish 4 or equivalent

Credit: 1

The purpose of this course is to expand the skills previously acquired by the students. Interpretive skills are enhanced through readings and recordings, including radio broadcasts, podcasts, newspaper, magazine articles, short stories and plays, and a survey of literature. Emphasis is placed on developing communication skills through oral and written presentations on literary and cultural topics, and interpersonal communication based on current events and personal experiences.

### **Q Spanish 6**

Grade Level: 9-12 #07083901,2

Length: 1 year

Prerequisite: Spanish 5 or equivalent

Credit: 1

The purpose of this course is to reinforce and master the skills previously acquired by the student. Emphasis will be placed on expansion of the student's ability to communicate ideas, feelings and opinions in oral and written forms. There is further development of comprehension skills through the study of literary selections, reading and interpretation of great works in the language, while developing an understanding of major literary movements.

### **Q Advanced Placement: Spanish Language**

Grade Level: 9-12 #07084001,2

Length: 1 year

Prerequisite: \* Spanish 4 and/or 5 equivalent

Credit: 1

*\*It is recommended that students complete the highest level of Spanish offered at the school before enrolling in an AP course.*

The purpose of this course is to develop oral and written fluency in the language. Content includes, but is not limited to, that determined by the Advanced Placement Program Guidelines.

**Note:** *Students are required to take the Advanced Placement examination.*

### **Spanish for Spanish Speakers 1**

Grade Level: 9-12 #07093001,2

Length: 1 year

Prerequisite: None

Credit: 1

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their home language by reinforcing and acquiring skills in listening, speaking, reading and writing, including the fundamentals of Spanish grammar. The course content will reflect the cultural values of Spanish language and societies. The course will enable students to gain a better

understanding of the nature of their own language as well as other languages to be acquired.

### **Spanish for Spanish Speakers 2**

Grade Level: 9-12 #07093101,2

Length: 1 year

Prerequisite: Spanish for Spanish Speakers 1

Credit: 1

This course is a continuation of Spanish for Spanish Speakers 1. The purpose is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their home language by reinforcing and acquiring skills in listening, speaking, reading and writing, including the fundamentals of Spanish grammar. The course content will reflect the cultural values of Spanish language and societies. The course will enable students to gain a better understanding of the nature of their own language as well as other languages to be acquired.

### **Q Spanish for Spanish Speakers 3 Honors**

Grade Level: 9-12 #0709320

Length: 1 year

Prerequisite: Spanish for Spanish Speakers 2 or equivalent

Credit: 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 2. Students are exposed to a variety of Spanish literary genres and authors from a variety of cultural authentic sources. Language Arts Standards are also included in this course to enable students to become literate in Spanish and gain a better understanding of the nature of their own language as well as other languages to be acquired.

### **Q Spanish for Spanish Speakers 4 Honors**

Grade Level: 9-12 #0709330

Length: 1 year

Prerequisite: Spanish for Spanish Speakers 3 or equivalent

Credit 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. Students are exposed to a variety of Spanish literary genres and authors, technical styles from a variety of cultural authentic sources. Language Arts Standards are also included in this course to enable students to become literate in Spanish and gain a better understanding of the nature of their own language as well as other languages to be acquired.

## **Business & Technology**



### **\*Computing for College and Careers**

Grade Level: 9-10 #8209020

Length: 1 year

Prerequisite: None

Credit: 1

This course is designed to provide a basic overview of current business and information systems and trends and to introduce students to the basics and foundations required for today's business environments. Emphasis is placed on developing proficiency with touch keyboarding and fundamental computer applications, so that they may be used as communication tools for enhancing personal and work place proficiency in an information-based society. This also includes proficiency with computers using word processing applications, databases, spreadsheets, presentation applications, and the integration of these programs using software that meets industry standards. The appropriate soft skills for developing and maintaining professional business relationships will also be

covered.

### **\*Digital Design 1**

Grade Level: 10-12 #8209510

Length: 1 year

Prerequisite: Computing for college and Careers

Credit: 1

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

### **Q \*Digital Design 2**

Grade Level: 10-12 #8209520

Length: 1 year

Prerequisite: Digital Design 1

Credit: 1

This course continues the development of entry-level skills for careers in the digital publishing industry. The content includes computer skills: digital publishing operations; layout, design, and measurement activities; and digital imaging.

*\*Quality Points approved for the first time in December 2009, for courses already existing in the course code directory, become effective with the 2010-2011 entering ninth grade class and subsequent years. (see district policy 5420.03, Final Grades, (H) Honors Quality Points)*

**Note:** Students **not** enrolled in the 2010-2011 entering ninth grade class may **not** receive quality points for these courses.

### **Q \*Foundations of Web Design**

Grade Level: 10-11 #9001110

Length: 1 year

Prerequisite: Computing for College and Careers

Credit: 1

This course provides instruction in website planning and the design process. It includes instruction on markup language structures, basic webpages, incorporates images and graphical formatting. The content also includes table, form and frame structures, use of Cascading Style Sheets, the process of publishing a website, monitoring and analyzing

website performance and creating an informational website.

### **Q \*User Interface Design**

Grade Level: 10-11 #9001120

Length: 1 year

Prerequisite: Foundations of Web Design

Credit: 1

This course provides instruction in incorporating Human Computer Interface (HCI) principles of design, researching information for use in designing the user interface, creating intuitive interfaces using Cascading Style Sheets (CSS), creating a CSS formatted informational website, creating a logical website file structure, and publishing, testing, monitoring and maintaining a website.

### **Q \*Web Scripting Fundamentals**

Grade Level: 11-12 #9001130

Length: 1 year

Prerequisite: User Interface Design

Credit: 1

This course provides instruction in server-side and client-side scripting, client-side scripting languages (JavaScript, VBScript, and ECMAScript). The content also includes the Document Object Model (DOM), designing, writing, debugging and incorporating a JavaScript client-side script into webpage, incorporate basic JavaScript form validation and form handling, advanced JavaScript techniques and accessibility issues. Students will select and modify appropriate library and pre-built JavaScript to incorporate into webpage.

### **Q Business and Entrepreneurial Principles**

Grade Level: 10-12 #8215120

Length: 1 year

Prerequisite: Computing for College and Careers or Introduction to Information Technology

Credit: 1

This course is designed to provide an introduction to business organization, management, and entrepreneurial principles. Topics include communication skills, various forms of business ownership and organizational structures, supervisory/management skills, leadership skills, human resources

management activities, business ethics, and cultural diversity. Emphasis is placed on job readiness and career development. The use of computers is an integral part of this program.

### **Business Cooperative Education- On The Job Training - (BCE/OJT)**

Grade Level: 11-12 #8200410

Length: 1 year

Prerequisite: Satisfactory performance in a business education job preparatory program, approval from the BCE Coordinator, parental permission and a 2.0 cumulative GPA.

Credit: Multiple Credits

This course is designed to provide on-the-job training component when the cooperative method of instruction is used to prepare students for employment in business occupations. On-the-job experiences are provided as a part of a job preparatory program which will develop occupational competencies required for employment in the occupation chosen by the student as a career choice or to provide the student an in-school job preparatory program. Supervised on-the-job training provides opportunities for selective placement based on the student's job preparatory program and the development and evaluation of occupational competencies. Job related classroom instruction MUST be provided. A student may not be enrolled in BCE without concurrent enrollment in a business technology class. The student must be paid for work performed and must be directly supervised.

### **Computer and Business Skills**

Grade Level: 9-12 #8200330

Length: 1 semester

Prerequisite: Keyboarding and Business Skills

Credit: 1/2

This course is a follow-up to Keyboarding and Business Skills and is designed to introduce students to the basic skills and foundations required for today's business environments. Emphasis is placed on developing proficiency with touch keyboarding and fundamental computer applications using databases,

spreadsheets, presentation applications, and the integration of these programs using software that meets industry standards.

### **\*Custom Promotional Layout Design**

Course # 8217110, 0

Grade Level: 10-11 #8217110, 0

Length: 1 year

Prerequisite: Computing for College and Careers

Credit: 1

This course is designed to develop basic entry-level skills required for careers in the custom imprinted merchandise industry. The content includes: computer skills; layout; design; measurement activities; decision making activities; digital imaging; sublimation activities; digital embroidery activities; digital precision cutting activities; direct to garment printing activities; and sign making activities. After successful completion of Custom Promotional Layout Design students will be able to perform basic design and layout in predictable situations.

### **Promotional Design Management**

Grade Level: 11-12 8217120

Length 1 year

Prerequisite: Custom Promotional Layout Design

Credit 1

This course is designed to develop organizational skills needed for the imprinted merchandise industry. The content includes: entrepreneur concepts; basic supervision and management activities; portfolio development activities; and workforce development skills evaluation activities. After successful completion of Promotional Design Management the student may be prepared to manage small production runs of imprinted merchandise in unpredictable situations.

### **Custom Promotional Sales and Distribution Management**

Grade Level: 11-12 #8217130

Length 1 year

Prerequisite Promotional Design Management



Credit 1

This course is designed to develop mid-level management skills required in the imprinted merchandise industry. The content includes real world production schedules for single lines of merchandise, management of production equipment, customer relations, and sales of imprinted merchandise and delivery of the product. This course is designed to be done in a real production environment through placement in a school-based imprinted merchandise enterprise or industry internship placement. After successful completion of Custom Promotional Sales and Distribution the student may be prepared to manage a production line from customer product design through delivery of final product.

## Career Technical Education



### Culinary Arts 1-4

Grade Level: 9-12 #88005101,2  
\*88005201,2  
\*88005301,2  
Q88005401,2

Length: 1-4 years

Prerequisite: Must be taken in order and be in Culinary Academy

Credit: 1

This program provides students with the opportunity to learn about the restaurant and food service industry. The recommended curriculum, ProStart, was created by the National Restaurant Association. Students learn basic food preparation, accounting, cost control, sanitation, and workplace safety. On-the-job training through internships and job site mentoring are an important part of the instruction. Upon successful completion of this program, students are eligible for certifications and articulations with selected post-secondary institutions.

**Note:** No seniors in level 1

### \*Commercial Art Technology

Grade Level: 9-12 #87180101, 2  
#87180201, 2  
Q\*8718030-91

Length: 1-4 years

Prerequisite: Must be taken in order

Credit: 1-10

The purpose of this program is to prepare students for employment as artists and related workers, illustrators, commercial designers (SOC 27-1024). The course content includes the following: basic art skills; lettering skills; preparation of layouts and illustrations; preparation of camera ready paste-up; and development of specialized skills. The course content also includes training in communication, leadership, human relations and employability skills; and safe, efficient work practices. This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the Commercial Art industry; planning, management, finance, technical and product skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues.

**Note:** No seniors in level 1

### \*Cosmetology (Courses 8905120-90 meet Practical Arts requirement)

Grade Level: 9-12  
#8757210 Groom & Salon Core 1 .5 credit  
#8905120 Cosmetology Nails 2 .5 credit  
#8905130 Cosmetology Facials 3 .5 credit  
#8905140 Cosmetology 4 1 credit  
#8905150 Cosmetology 5 1 credit  
#8905160 Cosmetology 6 1 credit  
#8905170 Cosmetology 7 1 credit  
#8905180 Cosmetology 8 1 credit  
#8905190 Cosmetology 9 1.5 credit

Prerequisite: Grooming and Salon Services Core (8757210, .5 credit) must be taken first and then these courses must be taken in order.

Credits: .5 – 8

A student completing the Cosmetology program is prepared for employment as a licensed Hairdressers, Hairstylists, and Cosmetologists (SOC 39-5012).

Instruction is designed to qualify students for employment upon successfully

obtaining a Cosmetology license. The content includes, but is not limited to: communication, leadership, human relations and employability skills; safe and efficient work practices; Florida cosmetology law and rules; acquisition of knowledge of the cosmetology/nails specialist/facial specialist and the related chemistry; bacteriology, anatomy and physiology; art of make-up; and development of skill in performing the manipulative and electrical techniques required in the practice of cosmetology/nails specialist and facials specialist occupations. This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the cosmetology industry; planning, management, finance, technical and production skills, underlying technological principles, labor, community, health, safety, and environmental issues.

**Note:** Kit required \$130.00 or higher

### Machining

Grade Level: 9-12 #87540101,2  
#87540201,2  
Q\*8754030-091

PTEC Course # Clw 1480503

Length: 1-4 years

Prerequisite: Must be taken in order

Credit: 1-13

The purpose of this course is to prepare students for employment as lathe operators, mill operators, cut-off saw operators, machine set-up persons, and drill press operators. The content includes but is not limited to producing machine parts, bench work, blueprint reading, precision measurement, layout and inspection. This course may be taken in one- or multi-hour blocks of time.

## HOPE, Physical Education and Drivers Education



**(HOPE) Health Opportunities through Physical Education**

Grade Level: 9-12 #3026010

Length: 1 year

Prerequisite: None

Credit: 1

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. Students will alternate between learning principals and background information in a classroom setting and applying that knowledge during physically activity. Content to include: Understand the impact of personal health behaviors on body systems. Develop and implement an individual nutrition and wellness plan. Demonstrate knowledge of depression, suicide prevention, and stress management skills. Apply knowledge and skills for safety, injury and disease prevention. Utilize technology to facilitate health and personal fitness. Apply effective communication skills to enhance interpersonal relationships, refusal skills and decision making to promote teamwork, sportsmanship, and cultural diversity. Demonstrate the ability to make positive decisions regarding wellness. Advocate for personal, family and/or community health and fitness promotion. Analyze the influence of culture, media, technology, and other factors on health.

**First Aid Safety**

Grade Level: 9-12 #0800320

Length: 1 semester

Prerequisite: None

Credit: 1/2

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. The content should include, but is not limited to, the following: •Safety promotion •First aid procedures •Adult, child, and infant CPR,

and AED procedures •Disaster preparedness •Community resources and services •Career and public service opportunities

**\*Comprehensive Fitness**

Grade Level: 9-12 #15013900

Length: 1 semester

Prerequisite: None

Credit: ½

The purpose of this course is to provide students with opportunities to acquire knowledge and concepts of all aspects of fitness and to increase their total fitness level. The content shall include: concepts of muscular strength and endurance, cardiovascular fitness, body composition and flexibility; safety factors related to these areas; development of a program of total fitness; knowledge of hypokinetic diseases; and knowledge of myths associated with fitness and conditioning.

**\*Individual & Dual Sports I**

Grade Level: 9-12 #15024100

Length: 1 semester

Prerequisite: None

Credit: ½

The purpose of this course is to provide students with opportunities to acquire knowledge of strategies of individual and dual sports play, develop skills in selected individual and dual sports, and maintain and/or improve their personal fitness. The content should include, but not be limited to, knowledge and application of skills, techniques, strategies, rules, and safety practices necessary to participate in selected individual and dual sports. Individual and dual sports selected may include, but not be limited to, archery, badminton, bowling, golf, gymnastics, handball, paddleball, racquetball, skating, swimming, table tennis and tennis. Activities selected in Individual and Dual Sports I shall not be repeated in Individual and Dual Sports II or III. Strategies of individual and sports play, skill acquisition, and the maintenance and/or improvement of personal fitness should be stressed.

**\*Softball**

Grade Level: 9-12 #15033300

Length: 1 semester

Prerequisite: None

Credit: ½

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

**\*Team Sports I**

Grade Level: 9-12 #15033500

Length: 1 semester

Prerequisite: None

Credit: ½

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

**\*Team Sports II**

Grade Level: 9-12 #15033600

Length: 1 semester

Prerequisite: None

Credit: ½

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

**\*Tennis 1**

Grade Level: 9-12 #15015000  
 Length: 1 semester  
 Prerequisite: None  
 Credit: ½

The purpose of this course is to provide students with opportunities to acquire knowledge and skills in tennis that may be used in recreational pursuits today as well as in later life and maintain and/or improve their personal fitness. This course expands and refines concepts and activities that were introduced in elementary and middle school. The content should include, but not be limited to, in depth knowledge and application of the fundamentals of each of the basic strokes, techniques, rules, etiquette, and safety practices necessary to participate in tennis. Skill acquisition and the maintenance and/or improvement of personal fitness should be stressed.

**\*Tennis 2**

Grade Level: 9-12 #15045100  
 Length: 1 semester  
 Prerequisite: Tennis 1  
 Credit: ½

The purpose of this course is to provide students with opportunities to extend the acquisition of knowledge and the development of skills introduced in beginning tennis that may be used in recreational pursuits today as well as in later life and maintain and/or improve

their personal fitness. The content should include, but not be limited to, further development of the tennis strokes, knowledge of strategies in singles and doubles play, and knowledge of the organization and administration of tennis tournaments. Skill acquisition, strategies of singles and doubles play, and the maintenance and/or improvement of personal fitness should be stressed.

**\*Volleyball 1**

Grade Level: 9-12 #15055000  
 Length: 1 semester  
 Prerequisite: None  
 Credit: ½

The purpose of this course is to enable students to acquire basic knowledge and skills in volleyball and to maintain or improve health-related fitness. Students will demonstrate awareness of: safety practices, rules and terminology, biomechanical and physiological principles related to exercise and training, potential benefits derived from participation in volleyball. In addition, students will demonstrate the use of skills and techniques and exhibit an improved level of skill.

**\*Volleyball 2**

Grade Level: 9-12 #15055100  
 Length: 1 semester  
 Prerequisite: Volleyball 1  
 Credit: ½

The purpose of this course is to provide students with opportunities to extend the acquisition of knowledge and the development of skills introduced in Beginning Volleyball that may be used in recreational pursuits today as well as in later life and maintain and/or improve their personal fitness. The content will be increasing those strategies, techniques, skills, and knowledge learned in Beginning Volleyball.

**Volleyball 3**

Grade Level: 9-12 #15055200  
 Length: 1 semester  
 Prerequisite: Volleyball 2  
 Credit: 1/2

The purpose of this course is to allow students to continue to improve the skills

developed in beginning and intermediate volleyball. The content will increase strategies in safety, rules and terminology, history, biomechanical and physiological principles, techniques and strategies, sportsmanship, fitness activities, fitness assessment, officiating, organization and administration of volleyball activities, consumer issues and the benefits of participation.

**\*Weight Training 1**

Grade Level: 9-12 #15013400  
 Length: 1 semester  
 Prerequisite: None  
 Credit: ½

The purpose of this course is to provide students with opportunities to acquire basic knowledge and skills in weight training that may be used in physical fitness pursuits today as well as in later life, improve muscular strength and endurance, and enhance body image. The content should include, but not be limited to, knowledge of the importance of muscular strength and endurance, assessment of muscular strength and endurance, knowledge of health problems associated with inadequate levels of muscular strength and endurance, knowledge of skeletal muscles, knowledge and application of biomechanical and physiological principles to improve and maintain muscular strength and endurance, knowledge of sound nutritional practices related to weight training, knowledge of safety practices related to weight training, and knowledge of consumer issues related to weight training.

**\*Weight Training 2**

Grade Level: 9-12 #15013500  
 Length: 1 semester  
 Prerequisite: Wgt. Training 1  
 Credit: ½

The purpose of this course is to provide students with opportunities to extend the acquisition of knowledge and the development of skills in weight training that may be used in physical fitness pursuits today as well as in later life, further improve muscular strength and endurance, and further enhance body

image. The content should include, but not be limited to, reinforcement of basic weight training knowledge, knowledge of safety practices, expansion of weight training programs by incorporating new Intermediate Weight exercises, increasing resistance, and modifying the number of sets and repetitions, knowledge of various weight training theories, knowledge of various equipment available in the field to develop muscular strength and endurance, and knowledge of designing, implementing and evaluating a personal weight training program.

### **\*Weight Training 3**

Grade Level: 9-12 #15013600

Length: 1 semester

Prerequisite: Wgt. Training 2

Credit: ½

The purpose of this course is to provide students with opportunities to extend the acquisition of knowledge and the development of skills introduced in intermediate weight training, further improve muscular strength and endurance, and further enhance body image. The content should include, but not be limited to, reinforcement of the knowledge introduced in beginning/intermediate weight training, application of knowledge to design and implement a personal weight training program to meet specific needs and goals, and knowledge of the organization/administration of weight lifting competition.

### **\*Wrestling 1**

Grade Level: 10-12 #15055500

Length: 1 semester

Prerequisite: None

Credit: ½

The purpose of this course is to: (a) acquire knowledge and skills in wrestling, and (b) maintain and/or improve health-related fitness.

### **\*Wrestling 2**

Grade Level: 10-12 #15055600

Length: 1 semester

Prerequisite: Wgt. Training 2

Credit: ½

The purpose of this course is to: (a) extend the knowledge and the development of skills in wrestling, and (b) maintain and/or improve health-related fitness.

### **\*Basketball**

Grade Level: 9-12 #15033100

Length: 1 semester

Prerequisite: None

Credit: ½

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

### **Care and Prevention of Athletic Injuries**

Grade Level: 10-12 #1502490

Length: 1 semester

Prerequisite: None

Credit: 1/2

The purpose of this course is to provide students with opportunities to acquire knowledge and skill relating to the nature, prevention, care and rehabilitation of athletic injuries that may be used in recreational pursuits today as well as in later life. The content should include knowledge of injury prevention, identification, management, and rehabilitation, knowledge of anatomy and physiology as related to athletic injuries and knowledge of conditioning methods.

### **Driver Education - Class/Lab**

Grade Level: 9-12 #19003100

Length: 1 semester

Prerequisite: Restricted license\*

Credit: ½

The purpose of this course is to introduce students to the highway transportation system, and strategies which will develop driving knowledge and skills related to today's and tomorrow's motorized society, and while providing an in depth study of the scope and nature of accident problems and their solutions. Laboratory instruction in dual controlled vehicles under the direction of an instructor and on off-street multiple vehicle driving ranges are available.

**Note:** \*Students who do not have their restricted license the first day of class will be given the DATE course required by the DMV during the first few days of class. They must then go to the license bureau to secure their restricted license using the waiver issued by the driver education teacher. Students who do not present a restricted license by a specified date will be dropped from the course.

## **Drama**



### **\*Theatre 1**

Grade Level: 9-12 #04003101,2

Length: 1 year

Prerequisite: None

Credit: 1

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

**\*Theatre 2**

Grade Level: 10-12 # 04003201,2

Length: 1 year

Prerequisite: Theatre 1

Credit: 1

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.

**Q\*Theatre 3 Honors**

Grade Level:10-12 #04003301,2

Length: 1 year

Prerequisite: Theatre 2

Credit: 1

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.

**Q\*Theatre 4 Honors**

Grade Level: 10-12 #04003401,2

Length: 1 year

Prerequisite: Theatre 3

Credit: 1

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.

**\*Technical Theatre Design and Production 1**

Grade Level: 9-12 #0400410

Length: 1 year

Prerequisite: None

Credit: 1

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

**\*Technical Theatre Design and Production 2**

Grade Level: 10-12 #0400420

Length: 1 year

Prerequisite: Technical Theatre: Design and Production 1

Credit: 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.

**\*Technical Theatre Design and Production 3**

Grade Level: 11-12 # 0400430

Length: 1 year

Prerequisite: Technical Theatre: Design and Production 2

Credit: 1

Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre. Student designers and technicians assemble a portfolio that showcases a body of work representing artistic growth over time; growing command of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills. 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.

**Q\*Technical Theatre Design and Production 4 Honors**

Grade Level: 11-12 #0400440

Length: 1 year

Prerequisite: Technical Theatre: Design and Production 3

Credit: 1

Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre in ways that are progressively more innovative. Students analyze increasingly more sophisticated

theatre literature to inform the work of developing technical design and production pieces for one-acts or a larger production. Students assemble a portfolio that showcases an extensive body of work representing personal vision and artistic growth over time. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

### **Musical Theatre 1**

Grade Level: 9-12 #0400700

Length: 1 year

Prerequisite:

Credit: 1

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

### **Musical Theatre 2**

Grade Level: 9-12 #0400710

Length: 1 year

Prerequisite:

Credit: 1

Students learn from the styles and techniques used by well-known singer-actor-dancers and choreographers to build a performance portfolio for auditions and/or interviews. Students examine the contributions of major writers, composers, lyricists, and choreographers of musical theatre and learn to analyze the structures, stories, and settings of musical theatre exemplars to understand how those components

serve the story and concept. Students extend their dance and movement techniques required to sing and dance at the same time. 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.

### **Musical Theatre 3**

Grade Level: 9-12 #0400720

Length: 1 year

Prerequisite:

Credit: 1

Students refine their audition techniques and performance/audition portfolio, and consider the contributions of musical theatre in the community and beyond. Students select a number of pieces to showcase their abilities and become conversant about individuals who, currently and in the past, are considered major contributors to the field. Students refine their dance and movement techniques required to sing and dance for long periods of time in rehearsals and performance. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

## **Music Education**



### **\*Guitar I**

Grade Level: 9-12 #13013201,2

Length: 1 year

Prerequisite: None

Credit: 1

This course is designed to offer introductory experiences on the guitar in performance skills and interpretation of simple notation. The students will develop the ability to perform simple chords and melodies using correct hand positions,

play chords and melodies in selected keys and demonstrate a beginning knowledge of music reading and vocabulary.

### **\*Guitar 2**

Grade Level: 9-12 #13013301,2

Length: 1 year

Prerequisite: Guitar 1\*

Credit: 1

The purpose of this course is to develop the skills introduced in Guitar I with an emphasis on independence. The content will include the study of a variety of guitar literature in solo and ensemble settings.

### **\*Guitar 3**

Grade Level: 9-12 #13013401,2

Length: 1 year

Prerequisite: Guitar 2\*

Credit: 1

This course will enable students to perform guitar literature in a variety of meters, styles, and keys. The student will demonstrate the knowledge of appropriate expressive characteristics, vocabulary, history, analysis, and listening skills. The content will include the development of improvisation and accompaniment skills.

### **\*Guitar 4**

Grade Level: 9-12 #13013501,2

Length: 1 year

Prerequisite: Guitar 3\*

Credit: 1

The purpose of this course is to provide students with opportunities to perform varied guitar solo and ensemble literature. The content will integrate knowledge of music history, analysis, and listening skills. Students will demonstrate and refine improvisational and accompaniment skills. Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses.

### **\*Keyboard I**

Grade Level: 9-12 #13013601,2

Length: 1 year

Prerequisite: None

Credit: 1

This course will provide students with introductory experiences on the keyboard

in performance skills and interpretation of simple notation. Content includes the development of music fundamentals, appropriate vocabulary, and listening skills.

**\*Keyboard 2**

Grade Level: 9-12 #13013701,2

Length: 1 year

Prerequisite: Keyboard 1\*

Credit: 1

This course is designed to develop the ability to perform keyboard selections by using correct fingering and hand positions. The student will demonstrate an intermediate knowledge of music reading and vocabulary, play root chords, scales, and chord progressions.

**\*Keyboard 3**

Grade Level: 9-12 #13013801,2

Length: 1 year

Prerequisite: Keyboard 2\*

Credit: 1

The purpose of this course is to offer students the opportunity to perform varied keyboard literature in a variety of meters, styles and keys. The student will demonstrate appropriate performance techniques, and the knowledge of music vocabulary, history, analysis and listening skills.

**\*Keyboard 4**

Grade Level: 9-12 #13013901,2

Length: 1 year

Prerequisite: Keyboard 3\*

Credit: 1

This course provides students with advanced instruction in individual keyboard performance of difficult solos and accompaniments in a variety of meters, styles, historical eras and keys. Students will sight-read grade III level literature, harmonize melodies using four part chorale style, transpose easy melodies and harmonies, and formulate critical evaluations and decisions about musical performance. This course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fire arts courses.

**\*Band 1 A/B**

Grade Level: 9-12 #13023001,2

Length: 1 year

Prerequisite: None

Credit: 1

The purpose of this course is to provide students with the opportunity to develop technical skills on band instruments in an ensemble setting. The content will include developing performance techniques and reading musical notation.

**\*Band 2 A/B**

Grade Level: 9-12 #13023101,2

Length: 1 year

Prerequisite: Band 1\*

Credit: 1

This course is designed to extend musicianship skills and the development of technical skills through performance in instrumental ensembles. The content will include the production of characteristic tone, and the development of basic band performance techniques, musical literacy, and music appreciation.

**\*Band 3 A/B**

Grade Level: 9-12 #13023201,2

Length: 1 year

Prerequisite: Band 2\*

Credit: 1

This course provides students with instruction in development of musicianship and technical skills through the study of varied band literature. The content will include interpreting medium level band music, establishing appropriate tone production and performance techniques, identifying simple musical form and various styles, and formulating aesthetic awareness.

**\*Band 4 A/B**

Grade Level: 9-12 #13023301,2

Length: 1 year

Prerequisite: Band 3\*

Credit: 1

The purpose of this course is to provide students with in-depth instruction in musicianship and technical skills through the study of varied band literature. The content will include interpreting medium/difficult level band literature, refining tone production and performance

techniques, demonstrating an understanding of musical form, and evaluating musical performance as a participant and as a listener.

**\*Instrumental Techniques I**

Grade Level: 9-12 #13024200

Length: 1 year

Prerequisite: None

Credit: 1

The purpose of this course is to develop fundamental performance techniques and the interpretation of musical notation. The student will display knowledge of the care of the instrument, demonstrate a characteristic tone on the instrument of choice and develop beginning level evaluative listening skills.

**\*Instrumental Techniques 2**

Grade Level: 9-12 #13024300

Length: 1 year

Prerequisite: Instrumental Tech. I\*

Credit: 1

This course will provide instruction in performance techniques with emphasis placed on technical and musical fundamentals and listening skills.

**\*Instrumental Techniques 3**

Grade Level: 9-12 #13024401, 2

Length: 1 year

Prerequisite: Instrumental Tech. II\*

Credit: 1

The purpose of this course is to provide students the opportunity to develop solo performance skills. Instruction will include performance techniques such as breath control, tone production, intonation, phrasing, and expression. Students will demonstrate independence in the interpretation of grade III-IV solo literature and the evaluation of critical listening skills.

**Q \*Instrumental Techniques 4 Honors**

#13024501,2

Grade Level: 9-12 #13024501,2

Length: 1 year

Prerequisite: Instrumental Tech. III\* or Band 4

Credit: 1

This course will give the student an opportunity to demonstrate advanced

solo performance skills and independence in the interpretation of grades IV and V solo literature. The student will integrate performance techniques independently, formulate critical evaluations and make decisions about music performance as a listener and a performer. Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses.

**\*Jazz Ensemble 1 A/B**

Grade Level: 9-12 #13025001,2

Length: 1 year

Prerequisite: Previous instrumental experience

Credit: 1

The purpose of this course is to provide students with an introduction to styles and performance techniques of varied contemporary music and jazz literature.

**\*Jazz Ensemble 2 A/B**

Grade Level: 9-12 #13025101,2

Length: 1 year

Prerequisite: Jazz Ensemble 1\*

Credit: 1

The purpose of this course is to develop and extend an understanding of styles and performance techniques of contemporary music and jazz literature. An emphasis will be placed on basic improvisation skills, tone production, and individual and ensemble performance.

**\*Chorus I A/B**

Grade Level: 9-12 #13033001,2

Length: 1 year

Prerequisite: None

Credit: 1

The purpose of this course is to develop basic vocal techniques and musicianship skills through the study of varied choral literature. The content will include fundamental skills in vocal tone production, choral performance techniques, musical literacy and music appreciation.

**\*Chorus 2 A/B**

Grade Level: 9-12 #13033101,2

Length: 1 year

Prerequisite: Chorus 1, Chorus High/Low range 1\*

Credit: 1

The purpose of this course is to extend the development of basic musicianship skills including choral performance techniques, vocal tone production, musical literacy and music listening. This course will include the study of a variety of choral literature.

**\*Chorus 3 A/B**

Grade Level: 9-12 #13033201,2

Length: 1 year

Prerequisite: Chorus 2

Credit: 1

This course provides students with instruction in the development of vocal musicianship and technical skills. An emphasis will be placed on producing an appropriate vocal tone, interpreting musical notation, and formulating aesthetic values.

**\*Chorus 4 A/B**

Grade Level: 9-12 #13033301,2

Length: 1 year

Prerequisite: Chorus 3\*

Credit: 1

This course provides students with instruction in the application of vocal musicianship and technical skills. An emphasis will be placed on the refinement of tone production and performance techniques, analysis of musical form, and aesthetic perceptions.

**\*Vocal Ensemble I A/B**

Grade Level: 9-12 #13034401,2

Length: 1 year

Prerequisite: Prior Vocal Experience

Credit: 1

This course will develop vocal performance techniques in an ensemble setting with an emphasis on appropriate vocal balance, blend, stylistic interpretation and choreography. The content will include the study of a wide variety of choral ensemble literature.

**\*Vocal Ensemble 2 A/B**

Grade Level: 9-12 #13034501,2

Length: 1 year

Prerequisite: Vocal Ensemble 1\*

Credit: 1

The purpose of this course is to apply performance techniques in Vocal Ensemble II vocal ensembles through the study of varied choral literature. The student will demonstrate musical independence necessary to perform various styles.

**\*Vocal Ensemble 3 A/B**

Grade Level: 9-12 #13034601,2

Length: 1 year

Prerequisite: Vocal Ensemble 2\*

Credit: 1

This course will refine musical independence and creativity necessary for vocal ensemble performance. The content will include the opportunity to perform ensemble techniques such as balance, blend, tone production and stylistic interpretation through the study of appropriate choral ensemble literature.

**\*Vocal Ensemble 4 A/B**

Grade Level: 9-12 #13034701,2

Length: 1 year

Prerequisite: Vocal Ensemble 3\*

Credit: 1

The purpose of this course is to provide opportunities for leadership and performance creativity in small vocal ensembles. The content will foster independent application of vocal balance, blend and stylistic interpretation through the study of varied appropriate choral literature. Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses.

**\*Eurythmics I A/B**

Grade Level: 9-12 #13053000

Length: 1 year

Prerequisite: None

Credit: 1

The purpose of this course is to provide students with instruction in the development of beginning level skills in the art of performing movements in rhythm using musical accompaniment. Content will include basic terminology related to music and movement and the understanding of safety practices related



to eurythmic activities including warm-up and cool-down.

**\*Eurythmics 2 A/B**

Grade Level: 9-12 #13053100

Length: 1 year

Prerequisite: Eurythmics 1

Credit: 1

This course will enable students to apply the basic performance techniques in movement sequences set to music. Students will display knowledge of basic rhythms, meter, tempo and form.

**\*Eurythmics 3 A/B**

Grade Level: 9-12 #13053201,2

Length: Semester 1 Only

Prerequisite: Eurythmics 2

Credit: ½

This course will provide students with the opportunity to choreograph and perform solo movement sequences set to music in a given style. Students will display knowledge of terminology related to music and movement.

**\*Eurythmics 4 A/B**

Grade Level: 9-12 #13053301,2

Length: 1 year

Prerequisite: Eurythmics 3

Credit: 1

The purpose of this course is to extend the study of musical interpretation through movement. Emphasis will be on individual creativity and develop the ability to evaluate the appropriateness and general effects of individual and ensemble performances.

A. Courses may require students insurance for after-school rehearsals and off-school site concerts.

B. May require mandatory after-school rehearsals and performances as part of the criteria for grades.

**\*Orchestra I A/B**

Grade Level: 9-12 #13023601,2

Length: 1 year

Prerequisite: None

Credit: 1

This course will enable students to develop fundamental music skills, appropriate tone production and performance techniques on orchestral

instruments. The content will include the knowledge of basic rhythmic values and meters and identification of simple musical terms.

**\*Orchestra 2 A/B**

Grade Level: 9-12 #13023701,2

Length: 1 year

Prerequisite: Orchestra I\*

Credit: 1

The purpose of this course is to provide ensemble experiences on orchestral instruments and to develop skills in characteristic tone production, performance techniques, musical literacy and music appreciation.

**\*Orchestra 3 A/B**

Grade Level: 9-12 #13023801,2

Length: 1 year

Prerequisite: Orchestra II\*

Credit: 1

The purpose of this course is to provide students with instruction in the development of technical skills through the study of varied orchestral literature. The content will include interpreting medium level orchestral music, establishing appropriate tone production and performance techniques, and identifying musical form and style periods.

**\*Music Technology and Sound Engineering 1**

Grade Level: 9-12 #13043001, 2

Length: 1 year

Prerequisite: None

Credit: 1

The purpose of this course is to provide students with instruction at the beginning level in the use of computers and MIDI instruments. Students will display fundamental knowledge of sequencing and notation software terms and functions of creating and arranging music with the available technology.

**Q \*Music Technology and Sound Engineering 2**

Grade Level: 9-12 #13043101,2

Length: 1 year

Prerequisite: Electronic Music I

Credit: 1

This course will enable the student to

apply performance, composing, and arranging techniques with the use of computers and MIDI instruments. The student will demonstrate appropriate knowledge of interfacing computers with instruments (MIDI) and perform various styles and idioms. Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses.

**Q \*Music Technology and Sound Engineering 3 Honors**

Grade Level: 9-12 #13043201,2

Length: 1 year

Prerequisite: Electronic Music II

Credit: 1

This course will develop independence in programming, composing, arranging, and performing with instruments (MIDI) interfacing with computers. The content will include a familiarity with the State of the Art music technology, compositional software and its uses in performances, rehearsals, and teaching situations. A variety of musical styles and idioms will be demonstrated by the students. Course includes district developed requirements designed to demonstrate student mastery of rigorous standards required of quality point fine arts courses.

**Visual Arts Education  
(Lab Fee Required)**



**\*\*Creating Two-Dimensional Art .5**

#0101355

Grade Level: 9-12 #0101355

Length: 1 semester

Prerequisite: None

Credit: 1/2

Students investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art-making

processes of creating two-dimensional works, which may include drawing, painting, printmaking, and/or collage. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills. This course incorporates hands-on activities and consumption of art materials.

**\*\*Creating Three-Dimensional Art .5**

Grade Level: 9-12 #0101365

Length: 1 semester

Prerequisite: None

Credit: 1/2

Students in Creating Three-Dimensional Art, investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art-making processes of creating 3-D artworks, which may include sculpture, assemblage, and/or ceramics. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills. This course incorporates hands-on activities and consumption of art materials.

**\*\*Two-Dimensional Studio Art 1**

Grade Level: 9-12 #01013000

Length: 1 year

Prerequisite: Creating 2-D Art

Credit: 1

This year-long, entry-level class promotes the enjoyment and appreciation of art as students experiment with the media and techniques used to create two-dimensional (2-D) artworks, including drawing, painting, printmaking, collage, and more. Students regularly reflect on aesthetics and issues related to art and anchor the structural elements of art and organizational principles of design, experimenting with them as they create.

**\*\*Two-Dimensional Studio Art 2**

Grade Level: 10-12 #01013100

Length: 1 year

Prerequisite: Two-Dimensional Art 1

Credit: 1

Students develop and refine technical

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

**Q \*\*Two-Dimensional Studio Art 3-honors**

Grade Level: 11-12 #01013200

Length: 1 year

Prerequisite: Two-Dimensional Studio Art 2

Credit: 1

Students demonstrate proficiency in the conceptual development of content in drawing, painting, printmaking, collage, and/or design to create self-directed or collaborative 2-D artwork suitable for inclusion in a portfolio. Students produce works that show evidence of developing craftsmanship and quality in the composition. Through the critique process, students evaluate and respond to their own work and that of their peers. Through a focused investigation of traditional techniques, historical and cultural models, and individual expressive goals, students begin to develop a personal art style. This course incorporates hands-on activities and consumption of art materials.

**\*\*Digital Art Imaging 1**

Grade Level: 10-12 #0108370

Length 1 Year

Prerequisite: Creating Two-Dimensional Art, Creating Three-Dimensional Art, Two-Dimensional Studio Art 1, OR Three-Dimensional Studio Art 1

Credit: 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.

**\*\*Digital Art Imaging 2**

Grade Level: 10-12 #0108380

Length: 1 year

Prerequisite: Digital Art Imaging 1

Credit: 1

Students explore and develop concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional graphic and fine works of art. As they become more adept at using the tools and techniques available to them, students design 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 designs and images and those of their peers to measure artistic growth with increasing sophistication. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

**Q \*\*Digital Art Imaging 3**

Grade Level: 11-12 #0108390

Length: 1 Year

Prerequisite: Digital Art Imaging 2

Credit: 1

Students explore advanced topics through project-based work, becoming more self-directed in their acquisition and use of concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional graphic and fine works of art in print and web formats. As they become more adept at using the tools and techniques available to them, students design and 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 designs and images and those of their peers to measure artistic growth with increasing sophistication and independence to promote risk-taking in the completion of conceptually based self-directed work. This course incorporates hands-on activities, the use of technology, and consumption of art materials. Students must submit a minimum of 2 works to Countywide Exhibitions that are adjudicated such as Scholastic Art Awards, Word and Image, Student Surreal, 3+ Dimensions and St. Petersburg College High Schools Exhibition

**\*\*Three-Dimensional Studio Art 1 (Sculpture)**

Grade Level: 10-12 #01013300

Length: 1 year

Prerequisite: Creating 3-D Art

Credit: 1

This year-long, entry-level class promotes the enjoyment and appreciation of art as students experiment with the media and techniques used to design and construct three-dimensional (3-D) artworks, including sketching, casting, carving, modeling, and assembling in such media as wire, wood, clay, paper maché, and found objects. Students regularly reflect on aesthetics and issues related to art and anchor the structural elements of art and organizational principles of design, experimenting with them as they create

**\*\*Three-Dimensional Studio Art 2**

Grade Level: 10-12 #01013400

Length: 1 year

Prerequisite: Three-Dimensional Studio Art 1

Credit: 1

Students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or

building arts. Processes and techniques for substitution include wheel-thrown clay, glaze formulation and application, or extruded, cast, draped, molded, laminated, or soft forms. Media may include, but are not limited to, clay, wood, metal, plaster, paper maché, and plastic with consideration of the workability, durability, cost, and toxicity of the media used. 3-D 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 3-D 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.

**Q \*\*Three-Dimensional Studio Art 3-Honors**

Grade Level: 11-12 #01013500

Length: 1 year

Prerequisite: Three-Dimensional Studio Art 2

Credit: 1

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, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. 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. 3-D artists experiment with processes, techniques,

and media, which may include, but are not limited to, creating maquettes, casting and kiln-firing techniques, stone carving, mold making, or working with glass, cement, PVC piping, or structures scaled to human existence. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D 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.

**Q \*\*Portfolio Development -Drawing Honors**

Grade Level: 11-12 #01093100

Length: 1 year

Prerequisite: 2 Years of Visual Arts or Art 2D

Credit: 1

Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in drawing, painting, printmaking, and/or mixed media that emphasizes line quality, rendering of form, composition, surface manipulation, and/or illusion of depth. Students regularly reflect on aesthetics and art issues individually and as a group, and focus on expressive content that is progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials.

**Q\*\* Portfolio Development -Two-Dimensional Honors**

Grade Level: 10-12 #01093200

Length: 1 year

Prerequisite: 2 Years of Visual Art

Credit: 1

Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in drawing, painting, printmaking, mixed media, traditional photography, digital photography, and/or new media and emerging technologies that demonstrate understanding of design principles as applied to a 2-dimensional surface. Students regularly reflect on aesthetics and art issues individually and as a group, and manipulate the structural elements of art and organizational principles of design to create 2-dimensional works of art that are progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials.

**Q\*\*Advanced Placement Studio Art: 2/D Design Portfolio**

Grade Level: 10-12 #01093500

Length: 1 year

Prerequisite: 2 years of art

Credit: 1

This Advanced Placement course is intended to address a very broad interpretation of two-dimensional (2-D) design issues. This type of design involves purposeful decision-making about how to use the elements and principles of art in

an integrative way. It is for the advanced student who wishes to seek AP Credit through submitting a Portfolio of work for consideration by the College Board. Course includes district developed requirements that demonstrate students' mastery of rigorous standards required of quality point art courses.

**\*\*Sculpture I**

Grade Level: 10-12 #0111310

Length: 1 year

Prerequisite: 1 year of Visual Arts

Credit: 1

Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Media may include, but are not limited to, clay, wood, plaster, and paper maché 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 sculpture 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.

**\*\*Sculpture II**

Grade Level: 10-12 #0111320

Length: 1 year

Prerequisite: Sculpture I

Credit: 1

Students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Media may include, but are

not limited to, clay, wood, metal, plaster, paper maché, and plastic with consideration of the workability, durability, cost, and toxicity of the media used. Sculpture 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 sculpture 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.

**Q\* Pre -AICE Art & Design**

Grade Level: 10 #0101370

Length: 1 year

Prerequisite: Acceptance into Cambridge or Art 2D and Teacher Approval

Credit: 1

The Art and Design syllabus considers expression and communication. Students learn about visual perception and aesthetic experience, and the ways in which art and design creates a language of its own. Most of the work for this syllabus is practical or studio based, so that students can develop their abilities of observation and analysis of the visual world, sensitivity, skill, personal expression and imagination. They also learn how to relate their skills to an enhanced knowledge of their own cultures, past and present, as well as an appreciation of practical design problems.

**Q\*\* AICE Art & Design 1**

Grade Level: 9-12 #0101370

Length: 1 year

Prerequisite: Acceptance into Cambridge  
Credit: 1

The Art and Design syllabus considers expression and communication. Students learn about visual perception and

aesthetic experience, and the ways in which art and design creates a language of its own. Most of the work for this syllabus is practical or studio based, so that students can develop their abilities of observation and analysis of the visual world, sensitivity, skill, personal expression and imagination. They also learn how to relate their skills to an enhanced knowledge of their own cultures, past and present, as well as an appreciation of practical design problems.

**Q \*\*AICE Art and Design II**

Grade Level: 11-12 #0101371

Length: 1 Year

Prerequisite: Acceptance in to Cambridge

Credit: 1

The purpose of this course is to enable students to communicate and express through visual perception and aesthetic experiences a language in addition to those used by literary, mathematical, scientific and factually-based subjects. This studio-based language will enable students to develop their abilities of observation and analysis of the visual world, sensitivity, skill, personal expression and imagination. Students should also learn to relate these skills to an enhanced knowledge of their own and other cultures, past and present, and an appreciation of practical design problems.

**Diversified Technology**



**Workplace Essentials**

Grade Level: 12 #83003101,2

Length: 1 sem

Prerequisite: None

Credit: ½

The purpose of this course is to provide students with those workplace skills essential for gainful employment. The

content of this course includes the following: developing an employment plan, seeking and applying for employment opportunities, accepting employment, communicating on the job, maintaining professionalism, adapting and coping with change, work ethics and behavior, demonstrating technological literacy, maintaining interpersonal relationships and demonstrating leadership and team work.

**Practical Arts General**

Grade Level: 12 #8300320,0

Length: 1 year

Prerequisite: None

Credit: 1

The purpose of this course is to provide students with general practical skills. The content of this course will consist of instructional and learning activities provided in the school setting using hands-on experiences with the tools and materials appropriate to the course content and in accordance with current practices.

**Junior Reserve Officers' Training Corps (JROTC)**



Junior Reserve Officers' Training Corps (JROTC) Leadership Skill Development program is a cooperative effort on the part of the United States Armed Forces and the Pinellas County Schools to provide high school students opportunities for total development. The JROTC learning experience is intended to be useful to students in any future career, military or civilian. Satisfactory completion of the program (a minimum of two credits) can also lead to advance placement credit in Senior ROTC or advanced rank in the military. Cadets incur no military obligation by participating in JROTC. Uniforms, books, and training aids are furnished at no cost to the student. Some

of the desired learning outcomes for JROTC are as follows:

\*Appreciation of the ethical values and principles that underlie good citizenship which include integrity, responsibility, and respect for constituted authority.

\*Development of leadership potential with the ability to live and work cooperatively with others.

\*Ability to think logically and to communicate effectively both orally and in writing.

\*Appreciation of the importance of physical fitness in maintaining good health.

\*Development of self-discipline pride and self-esteem.

\*Performance of basic military skills which will be of benefit to the cadet and of value in both civilian and military endeavors.

**Leadership Education and Training I**

Grade Level: 9- 12 #18013001,2

Length: 1 year

Prerequisite: None

Credit: 1

Topics in this course include the ROTC program and the Army, leadership theory, drill and ceremonies, hygiene and first aid, maps and map reading, techniques of oral communication, and marksmanship and firearm safety. After this course, cadets are eligible to attend JROTC Summer Camp at Blanding or the equivalent.

**Leadership Education and Training 2**

Grade Level: 10- 12 #18013101,2

Length: 1 year

Prerequisite: Leadership Education & Training 1

Credit: 1

This course expands on the topics covered in Leadership Education and Training I. ROTC opportunities in Senior ROTC, ROTC scholarships and advanced placement, and an orientation for service academy opportunities are covered. After this course, cadets are eligible to attend JROTC Summer Camp at Blanding or the equivalent.

**Leadership Education and Training 3**

Grade Level: 11 - 12 #18013201,2

Length: 1 year

Prerequisite: Leadership Education & Training 2

Credit: 1

Cadets in this course will be assigned commander or staff positions. In these positions they will have opportunities to apply the leadership principles learned earlier. After this course, cadets are eligible to attend JROTC Summer Camp at Blanding or the equivalent.

### Leadership Education and Training 4

Grade Level: 12 #18013301,2

Length: 1 year

Prerequisite: Leadership Education & Training 3

Credit: 1

This course is a continuation of Leadership Education and Training III.

## Peer Counseling



### Peer Counseling I

Grade Level: 9- 12 #14003000

Length: 1 semester

Prerequisite: None

Credit: ½

The purpose of this course is to provide students with an understanding of the elements of communications and group processes. The content should include, but not be limited to, listening skills; questioning skills; feedback and paraphrasing skills; nonverbal communication skills; nonjudgmental response skills; and group cohesiveness.

### Peer Counseling 2

Grade Level: 9- 12 #14003100

Length: 1 semester

Prerequisite: None

Credit: ½

The purpose of this course is to provide an understanding of the components of personal development and to facilitate personal and group growth and fulfillment through individual and group processes.

The content should include, but not be limited to, knowledge of self and others; decision making; problem-solving techniques; family relationships; peer pressure; individual responsibility; goal setting (long and short range; and development of a positive attitude toward self, school, and community.

### Peer Counseling 3

Grade Level: 9- 12 #14003200

Length: 1 semester

Prerequisite: None

Credit: ½

The purpose of this course is to provide instruction in the development and implementation of small and large-group presentations on the concerns of youth. The content should include, but not be limited to, techniques of conducting needs assessment; research skills; program planning; identifying target populations; identifying school and community resources; coordinating program delivery with school personnel and community agencies; and evaluating program effectiveness.

### Peer Counseling 4

Grade Level: 9- 12 #14003300

Length: 1 semester

Prerequisite: None

Credit: ½

The purpose of this course is to provide students with varied experiences in program continuity and development. The content should include, but not be limited to, refining understanding acquired in previous peer courses; various intervention strategies; and facilitative strategies.

## Research and Critical Thinking



### Q\* Pre-AICE Global Perspectives

Grade Level: 9 #17003621,2

Length: 1 year

Prerequisite: Acceptance into Cambridge

Credit: 1

The Cambridge IGCSE Global Perspectives course encourages awareness of global problems and offers opportunities to explore possible solutions through cooperation and collaboration. The course is not about getting everybody to think identically; rather it is a matter of opening minds to the great complexity of the world and of human thought, and opening hearts to the diversity of human experience and feeling.

Students will have opportunities to acquire and apply a range of skills, including:

- gathering, synthesizing and communicating information
- collaborating with others to achieve a common outcome
- analyzing and evaluating planning, processes and outcomes
- developing and justifying a line of reasoning

## Advancement Via Individual Determination (AVID)



### AVID I

Grade Level: 9 th Gr AVID Students

Course: #17003901,2

Length: 1 year

Prerequisite: None

Credit: 1

Advancement Via Individual Determination (AVID) is an elective class that provides academic support for students in the AVID program through curricular and mentoring activities. This course is designed to enable students to develop fundamental skills aligned with current curriculum.

## **AVID 2**

Grade Level: 10 th Gr AVID Students

Course: #17004001,2

Length: 1 year

Prerequisite: None

Credit: 1

Advancement Via Individual

Determination (AVID) is an elective class that provides academic support for students in the AVID program through curricular and mentoring activities. This course is designed to enable students to develop basic skills aligned with current curriculum.

## **AVID 3**

Grade Level: 11 th Gr AVID Students

Course: #17004001,2

Length: 1 year

Prerequisite: None

Credit: 1

Advancement Via Individual

Determination (AVID) is an elective class that provides academic support for students in the AVID program through curricular and mentoring activities. This course is designed to enable students to develop intermediate skills aligned with current curriculum.

## **AVID 4**

Grade Level: 12 th Gr AVID Students

Course: #17004201,2

Length: 1 year

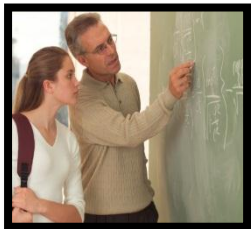
Prerequisite: None

Credit: 1

Advancement Via Individual

Determination (AVID) is an elective class that provides academic support for students in the AVID program through curricular and mentoring activities. This course is designed to enable students to develop advanced skills aligned with current curriculum.

## **Service Learning**



## **Personal, Career, and School Development Skills I**

Grade Level: 9- 12 #05005001,2

Length: 1 year

Prerequisite: None

Credit: 1

The purpose of this course is to provide students with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community. Students assess personal, academic and career goals; enhance effective study skills; demonstrate job-readiness skills; and acquire effective communication skills.

Students may be involved in work experience or job-shadowing opportunities as well as career internships.

## **Personal, Career, and School Development Skills 2**

Grade Level: 9- 12 #05005101,2

Length: 1 year

Prerequisite: Personal, Career, and School Developments Skills 1

Credit: 1

The purpose of this course is to provide students with additional opportunities to experience success in school and improve attitudes and behaviors towards learning, self, school and community. Students demonstrate job-readiness skills; and acquire effective communication skills.

Students may be involved in work experience or job-shadowing opportunities as well as career internships. After successfully completing this course, the student will:

- Demonstrate an understanding of interpersonal skills
- Exhibit basic leadership skills
- Demonstrate skills needed for seeking and keeping employment
- Exhibit decision-making skills

## **Executive Internship I**

Grade Level: 12 #050030000

Length: 1 semester

Prerequisite: Application

Credit: ½

This purpose of this course is to provide a practical introduction to the work environment through direct contact with

professionals in the community. The content should include, but not be limited to the following: discussion of professional job requirements; building vocabulary appropriate to the area of professional interest; development of decision-making skills; and development of personal and educational job-related skills.

## **Executive Internship 2**

Grade Level: 12 #050031000

Length: 1 semester

Prerequisite: Application

Credit: ½

The purpose of this course is to supplement the existing curriculum by providing community internships. Students apply textbook learning, leadership skills, and understanding in challenging and creative professional areas. The content should include, but not be limited to the following: study of a variety of career options; written and oral communication skills; higher-level thinking skills; interpersonal relationship skills; factors affecting job performance; in-depth research study; theories of executive management; the influence of unions; economics affecting free enterprise; knowledge of professional organizations and their impact; and career planning.

## **Executive Internship 3**

Grade Level: 12 #05003201,2

Length: 1 semester

Prerequisite: Executive Internship 1 and/or 2

Credit: 1

The purpose of this course is to further refine and apply technical skills and competencies for leadership within specific professional areas. The content should include, but not be limited to the following: more intensive study of a variety of career options; written and oral communication skills; higher-level thinking skills; interpersonal relationship skills; factors affecting job performance; in-depth research study; theories of executive management; the influence of unions; economics affecting free enterprise; knowledge of professional

organizations and their impact; and career planning.

#### **Executive Internship 4**

Grade Level: 12 #05003301,2

Length: 1 semester

Prerequisite: Executive Internship 3

Credit: 1

The purpose of this course is to continue to provide students with an opportunity to apply technical skills and competencies to real-life career processes and settings. The content should include, but not be limited to the following: analysis of career options; career planning processes; characteristics of work settings; theories of executive management; influence on unions; free enterprise concepts; and organizational structure.

## **Exceptional Student Education**



ESE courses are offered to Standard Diploma and Special Diploma students of varying exceptionalities. ESE student schedules are complete by the school's Varying Exceptionality Specialist and/or the School's Guidance Counselor in accordance with the Sunshine States Standards and the students' needs. Please contact the Varying Exceptionality Specialist at 727-547-7876 ext. 2084 for more information on scheduling.

## **Teen Parents Only**



#### **Child Development** (No Perkins Funding)

Grade Level: 9-12 #85003100

Length: 1 semester

Prerequisite: None

Credit: 1/2 credit

This course is designed to prepare students to understand the nature of child development from conception to age three. This course emphasizes positive development and nurturing of the family at each stage of a child's growth. This course is strongly recommended for students planning to take Early Childhood Education.

#### **Family Dynamics** (No Perkins Funding)

Grade Level: 11-12 #85003450

Length: 1 semester

Prerequisite: None

Credit: 1/2 credit

This course is designed to prepare students for the roles, responsibilities and relationships essential to functional families. Instruction will focus on self-understanding and understanding the nature, function, and significance of human relationships within the family unit.



**Mission Statement:**

The mission of Dixie M. Hollins High School is to create an inviting and active school community through collaboration and continuous learning that results in graduating students who are life ready.

**Notes:**

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