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Tarpon Springs High School   
2023 – 2024 Registration Requests

Instructions: Please write down your 7 class selections for next year. Some courses are marked as semester long courses. In that case, two courses will need to be listed on one line. Scan the QR CODE on the back of this sheet for full Registration Guide and course descriptions. \*CORE CLASSES ARE SUBJECT TO CHANGE AND WILL BE DETERMINED BY TESTING DATA AND GRADES.

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Current Grade Level: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course Requests:

1. English:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. Math: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Science: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. History: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Elective: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. Elective: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. Elective: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Alternate Selections for Electives:

1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PROJECTED COURSE OPTIONS FOR 2023-2024**

**Core Course Options:**

|  |  |  |  |
| --- | --- | --- | --- |
| **English**  AICE English General Paper  AICE English Language AS  AICE English Language AL  AICE English Literature AS/AL  DE English Composition 1  DE English Composition 2  English 1 English 2  English 3  English 4 | **Math**  Pre-AICE Math 2 (Geometry)  Pre-AICE Math 3 (Algebra 2)  AP Pre-Calculus  AP Calculus AB  AP Calculus BC  AP Statistics AP Computer Science Principles  Algebra 1-A Algebra 1 Geometry Math for Data and Finance Literacy  Math for College Liberal Arts Algebra 2 | **Science**  Pre-AICE Biology  Pre-AICE Chemistry  Pre-AICE Chemistry 2  AICE Biology AS AICE Environmental Management  AICE Marine Science AS  AICE Physics 1 AS  AICE Physics 2 AL  Biology Chemistry 1 Earth/Space Science Environmental Science  Physical Science | **Social Studies** Pre-AICE World History  AICE European History AS AICE US History AS  AICE Economics AS  AP U.S. Government & Politics  World History  United States History  Economics with Fin. Lit.  Economics with Fin. Lit. Honors United States Government  United States Government Honor |

**Elective Options:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Business Academy of Technology and Entrepreneurial Studies**  Digital Info Technology  Digital Design 1,2,3,4  Legal Aspects of Business  Business Entrepreneurial Principle  Sports & Enter. Marketing Essentials  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Media/Journalism**  AICE Media Studies AS & A  Journalism 1,2,3,4  TV Production Technology 1  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Early Childhood Academy**  Early Childhood Education 1  Child Care Worker (2)  Teacher Aide (Preschool) (3)  Preschool Teacher (4)  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Veterinary Science Academy**  Veterinary Assistance 1  Veterinary Assistance 2  #Veterinary Assistance 3 & 4  #Vet Asst 5/Adv. Con. Ag/Agri Food  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Culinary Arts Academy**  #Culinary Arts 1 & 2  #Cook/Restaurant  #Chef/Head Chef | **Leadership Conservatory of the Arts**  Leadership Skills Development  Music Theory 1/Music Tech&Sound  AP Music Theory  **Band**  #Band 4/Inst. Tech 3  #Band 5/Inst. Tech 4 (honors)  #Band 6/Inst. Ensemble 4 (honors)  ^Jazz Ensemble  **Choral/Theatre**  Sophisticated Ladies  #^Syndicated Sound  #Musical Theatre 1,2,3,4  **Dance/Color Guard**  #Eurhythmics/Dance Rep 1,2,3,4  **Orchestra**  Orchestra 1,2,3,4 | **\*Fine Arts/Practical Arts**  AP 2-D Art & Design  AP Art History  AP Music Theory  2-D Studio Art 1,2,3 3-D Studio Art 1,2,3  Chorus 1  Creative Photography 1,2,3  Dance Techniques 1,2,3,4  Digital Information Technology  Guitar 1  Journalism 1 (Yearbook)  #Musical Theatre  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Foreign Language**  AP Spanish Language  Spanish 1,2,3,4  Greek 1,2,3,4  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Physical Education**  \*HOPE  ~Weight Training 1,2,3  ~Power Weight Training 1,2  ~Basketball 1,2  ~Volleyball 1,2  ~Team Sports 1,2  ~Individual/Dual Sports 1,2 | **Other Electives**  AICE Global Persp. & Research  AICE Media Studies AS & A  AICE Psychology 1 AS  AICE Psychology 2 A  AICE European History A  AICE Thinking Skills  AP Computer Science Principles  AP Human Geography  AP Seminar  Blueprint for Professional Success  ~Drivers Education/Traffic Safety  Found. Of Computer Programming  ~Personal Finance Literacy  ~Principles of Food Prep  Senior Survival  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **College and Career Readiness**  (All students should consider these courses regardless of their academy)  AVID 1,2,3,4  Digital Info Technology  The College Experience  (DE SLS1101)  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Dual Enrollment**  **(offered at TSHS)**  ~The College Experience SLS1101  ~English Composition 1 ENC1101  ~English Composition 2 ENC1102 |

**\*Required for graduation ~Semester long course. #Double Blocked Class (2 Periods) ^Audition Required**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Standard Diploma Requirements** | **18-Credit ACCEL Diploma Option** | **Scholar Diploma Designation** | **Merit Diploma Designation** | **State Level/Private University/College** |
| **Credits of English** | 4 | 4 | 4 | 4 | 4 |
| **Credits of Math** | 4 (Algebra 1 & Geometry Req.) | 4 (Algebra 1 & Geometry Req.) | 4 (Algebra 1, Geometry, Algebra 2, and Pre-Calc/Statistics or equal course Req.) | 4 (Algebra 1 & Geometry Req.) | 4 (at least up to Algebra 2 or higher) |
| **Credits of Science** | 3 (Biology Req.) | 3 (Biology Req.) | 3 (Biology, Chemistry, and Physics or equal course Req.) | 3 (Biology Req.) | 3 (at least up to Chemistry/Physics) |
| **Credits of Social Studies** | 3 (World History, US History, US Gov/Economics Req.) | 3 (World History, US History, US Gov/Economics Req.) | 3 (World History, US History, US Gov/Economics Req.) | 3 (World History, US History, US Gov/Economics Req.) | 3 |
| **Credits of Electives** | 8 | 3 | 8 | 8 | 8 |
| **Credits of Fine/Performing/Practical Art** | 1 | 1 | 1 | 1 | 1 |
| **HOPE Credit** | 1 | 0 | 1 | 1 | 1 |
| **Online Credit** | 1 completed class | 0 | 1 completed class | 1 completed class | 1 completed class |
| **Levels of a Foreign Language** | 0 | 0 | 2 | 0 | at least 2 - best if 3 or higher |
| **Algebra 1 EOC** | Passed or concordant score | Passed or concordant score | Passed or concordant score | Passed or concordant score | Passed or concordant score |
| **Grade 10 ELA FSA** | Passed or concordant score | Passed or concordant score | Passed or concordant score | Passed or concordant score | Passed or concordant score |
| **Geometry EOC** | Just take the exam | Just take the exam | Passed | Just take the exam | Just take the exam |
| **Biology EOC** | Just take the exam | Just take the exam | Passed | Just take the exam | Just take the exam |
| **US History EOC** | Just take the exam | Just take the exam | Passed | Just take the exam | Just take the exam |
| **GPA Required** | 2.0+ | 2.0+ | 2.0+ | 2.0+ | \*see individual college websites |
| **Industry Certification/College Credit** | expectation | expectation | College Credit Req. | Industry Cert. Req. | ideal but not req. |
|  |  | \*not accepted at state level colleges and universities. |  |  |  |

**High School Graduation Requirements/Diploma Options**

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**traditional sample course sequence**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Subject** | **9th Grade** | **10th Grade** | **11th Grade** | **12th Grade** |
| **English** | AICE General Paper  or  English 1 | AICE General Paper  or  AICE English Language  or  English 2 | AICE English Language  or  AICE English Literature  or  English Composition 1 / 2  or  English 3 | AICE English Language  or  AICE English Literature  or  English Composition 1 / 2  or  English 4 |
| **Math** | Algebra 1A  Or  Algebra 1  Or  Geo (standard or Pre AICE)  or  Alg 2 (standard or Pre-AICE) | Algebra 1  or  Geo (standard or Pre-AICE)  Or  Math for Data & Fin. Literacy  Or  Alg 2 (standard or Pre-AICE) or  Precalculus (honors or AICE) | Geometry  or  Math for Data & Fin. Literacy  or  Algebra 2  Or  Math for College Liberal Arts  or  Precalculus (honors or AICE)  or  AP Calculus AB  or  AP Statistics | Geometry  Or  Math for Data & Fin. Literacy  or  Algebra 2  Or  Math for College Liberal Arts  or  Precalculus Honors  or  AP Calculus AB/BC  or  AP Stat |
| **Science** | Environmental Science  Or  Earth/Space Science  or  Biology (standard or Pre-AICE) | Biology  Or  Chemistry (Standard or Pre-AICE) | Your choice- based on what is offered if you already successfully completed Biology | Your choice- based on what is offered if you already successfully completed Biology |
| **Social Studies** | AICE European History  or  World History (standard or Pre-AICE)  or  An elective  *Note: some 9th graders will not take a Social Studies class* | AICE US History  or  World History (standard or Pre-AICE) | AICE Economics and Standard Government  Or  AP Government and AICE Economics  or  US History (standard or AICE) | AICE Economics and Standard Government  Or  AP Government and AICE Economics  or  US Government and Economics |
| **World Language** | World Language is not a requirement for high school graduation, but 2 credits of the same foreign language are required for admission to a 4 year university and for a Bright Futures Scholarship. |  |  |  |
| **Other Required Course** |  | HOPE- Health Opportunities through Physical Education (1 credit)  Performing, Fine, or Practical Arts (1 credit)   * Examples: Art, Band, Theatre, Chorus, Dance, Digital Info Tech, etc.   Online Course (1 course)   * Course can be ½ credit or full credit as long as the full length of the course is completed. * Many courses are available on FLVS * HOPE on TSHS campus is considered an online course   Acceleration Credit (College and/or Career Readiness)   * Earning an Industry Certification through Digital Info Tech, Digital Design, Culinary, etc. OR * Passing score on an AICE or AP exam OR * Passing a Dual Enrollment class with a C or higher |  |  |

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**Aice Cambridge sample course sequence**

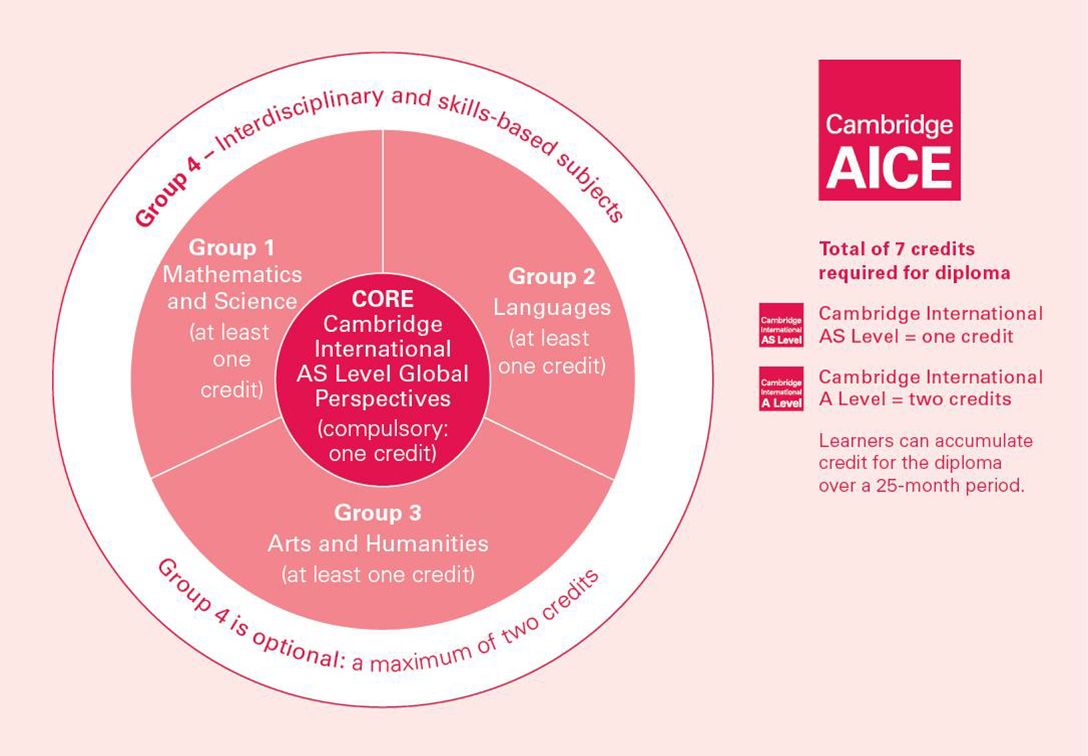
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| --- | --- | --- | --- | --- |
| **Subject** | **9th Grade** | **10th Grade** | **11th Grade** | **12th Grade** |
| **English** | AICE General Papers | AICE English Language AS | AICE English Language A  OR  AICE English Literature AS | AICE English Language A  OR  AICE English Literature AS  OR  DE English Composition 1 / 2 |
| **Math** | Pre-AICE Math 2 (Geometry  OR  Pre-AICE Math 3 (Algebra 2) | Pre-AICE Math 3 (Algebra 2)  OR  AICE Math 1 (Pre-Calc)  OR  Pre-Calculus Honors | AICE Math 1 (Pre-Calc)  OR  Pre-Calculus Honors  OR  AP Calculus AB  OR  AP Stats | AP Calculus AB  OR  AP Calculus BC  OR  AP Stats |
| **Science** | Pre-AICE Biology | Pre-AICE Chemistry | AICE Biology  OR  AICE Enviro. Management  OR  AICE Marine Science  OR  AICE Physics 1 AS  OR  Pre-AICE Chemistry 2 | AICE Biology  OR  AICE Enviro. Management  OR  AICE Marine Science  OR  AICE Physics 1 AS or 2 A  OR  Pre-AICE Chemistry 2 |
| **Social Studies** | AICE European History AS | AICE US History | AICE Economics | AP US Government  OR  AICE European History A |
| **World Language** | Spanish 1,2,3  Greek 1,2,3 | Spanish 2, 3, 4  Greek 2, 3, 4 | Spanish 3, 4, or AP  Greek 3, 4 | Spanish 4 or AP  Greek 3, 4 |
| **Required AICE Class** |  | **AICE GLOBAL PERSPECTIVES** | **AICE GLOBAL PERSPECTIVES** |  |
| **Electives** |  | AICE Thinking Skills  AICE Classical Studies  AICE Psychology 1  AP Human Geography  AICE Media Studies AS | AICE Thinking Skills  AICE Classical Studies  AICE Psychology 1 or 2  AP Human Geography  AICE Media Studies AS or A | AICE Thinking Skills  AICE Classical Studies  AICE Psychology 1 or 2  AP Human Geography  AICE Media Studies AS or A |

\***Students can potentially earn the Cambridge Diploma at the of 11th grade. Students have 3 school years from the 1st year they take an AICE class to earn the Cambridge Diploma.**

**\*Students in our Leadership Conservatory for the Arts, Veterinary Science, and Culinary Arts programs can participate in the Cambridge program and potentially earn a diploma.**

**EARNING AN AICE DIPLOMA**

The AICE diploma is an international high school diploma. To earn an AICE diploma, students must pass 7 credits worth of AS or A level examinations. At least 1 exam must come from each of the 3 groups below (group 4 is optional) and 1 from “Core: Global Perspectives”.

**Core: Global Perspectives**

**Group 3: Arts & Humanities**

* AICE Economics
* AICE Psychology
* AICE English Literature
* AICE US History
* AICE European History
* AICE Media Studies
* AICE Classical Studies

**Group 4: Interdisciplinary & Skills**

* AICE Thinking Skills
* AICE General Papers
* AS Global Perspectives & Research

**Group 1: Mathematics & Science**

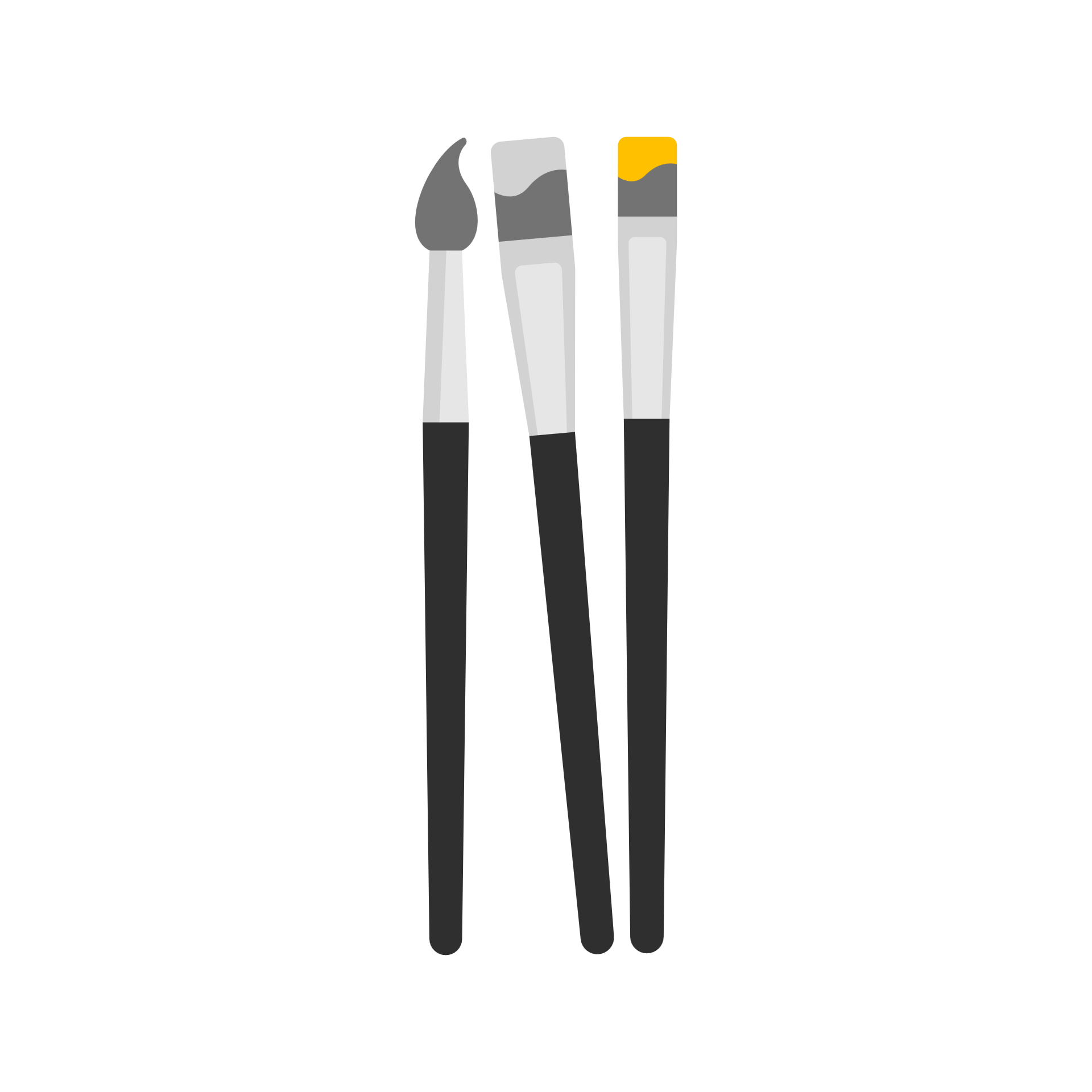
* AICE Biology
* AICE Environmental Management
* AICE Marine Science
* AICE Psychology
* AICE Physics
* AICE Math

**Group 2: Languages**

* English Language

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**Academy pathways**

**Art**

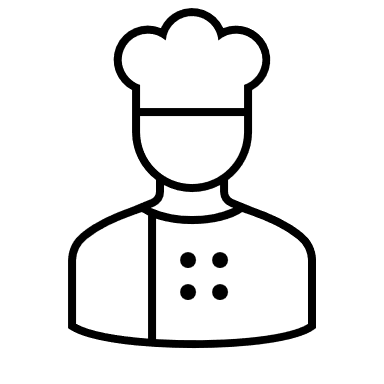
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| --- | --- | --- |
|  | Studio Art | Photography |
| 9th Grade | 2D or 3D Studio Art 1 | 2D or 3D Studio Art 1 |
| 10th Grade | 2D or 3D Studio Art 2 | Creative Photography 1 |
| 11th Grade | 2D or 3D Studio Art 3 | Creative Photography 2 |
| 12th Grade | AP 2-D Art  or AP Art History | **Graduation cap**Creative Photography 3 |

**Avid**

|  |  |
| --- | --- |
| 9th Grade | Avid 1 (with 1 honors level class) |
| 10th Grade | Avid 2 (with 2 honors level classes) |
| 11th Grade | Avid 3 (with 1 honor and 1 college level class) |
| 12th Grade | **Laptop with phone and calculator**Avid 4 (with 2 college level classes) |

**Business**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Business | Digital Design | Programming |
| 9th Grade | Digital Info Tech | Digital Info Tech | Digital Info Tech |
| 10th Grade | Legal Aspects of Bus. | Digital Design 1 | Found. Of Programming |
| 11th Grade | Bus. Entrepreneurial Princ. | Digital Design 2 | AP Computer Science |
| 12th Grade |  | Digital Design 3 |  |

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**Culinary arts**

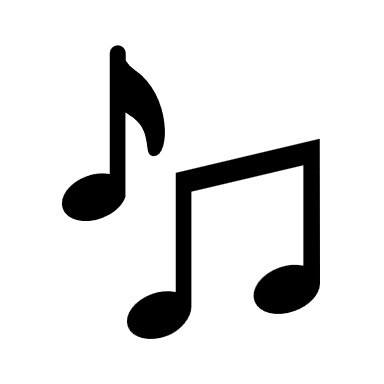
|  |  |
| --- | --- |
| 9th Grade | Culinary Arts 1 and 2 (Double Blocked) |
| 10th Grade | Restaurant Cook (Double Blocked) |
| 11th Grade | Chef/Head Cook (Double Blocked) |
| 12th Grade | Food Service Manager (Double Blocked) |

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**Journalism**

|  |  |
| --- | --- |
| 9th Grade | Journalism 1 |
| 10th Grade | Journalism 2 or TV Production Tech 1 |
| 11th Grade | Journalism 3 or AICE Media Studies |
| 12th Grade | Journalism 4 or AICE Media Studies |

**Leadership**

**\*Required for all Leadership Students**

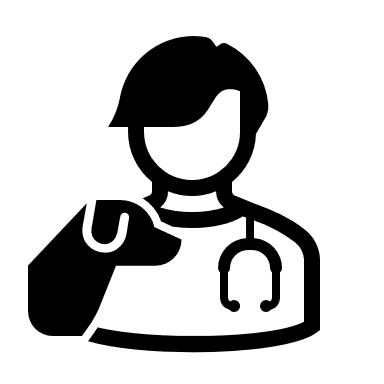
|  |  |
| --- | --- |
| 9th Grade | Leadership Skills Development |
| 10th Grade | Music Theory / Music Technology |
| 11th Grade | \*Can possibly take AP Music Theory |
| 12th Grade |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Band**  \*Double Blocked | **Choral**  \*Double Blocked | **Orchestra** | **Guard**  \*Double Blocked |
| 9th Grade | Band 3/Inst. Tech 2 | Chorus 1 | Orchestra 1 | Eur/Dance Tech 1 |
| 10th Grade | Band 4/Inst. Tech 3 | Vocal Tech 1 | Orchestra 2 | Eur/Dance Tech 2 |
| 11th Grade | Band 5/Inst. Tech 4 | Vocal Tech 2 | Orchestra 3 | Eur/Dance Tech 3 |
| 12th Grade | Band 6/Inst. Ens. 4 | Vocal Tech 3 | Orchestra 4 | Eur/Dance Tech 4 |

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**Early childhood education**

|  |  |
| --- | --- |
| 9th Grade | Early Childhood Education 1 |
| 10th Grade | Child Care Worker |
| 11th Grade | Teacher Aide |
| 12th Grade | Preschool Teacher |

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**Veterinary sciences**

|  |  |
| --- | --- |
| 9th Grade | Vet Assistance 1 |
| 10th Grade | Vet Assistance 2 |
| 11th Grade | Vet Assistance 3 & 4 (Double Blocked) |
| 12th Grade | Vet Assist 5 & Adv Concepts Agri/Agri Direct Study (Double Blocked) |

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**ACADEMIC COURSE DESCRIPTIONS**



**English**

**English 1, 2, 3, & 4**

*Grade: 9th-12th*

*Prerequisites: None but courses are taken in sequential order*

*Length: Year-Long*

*Credit: 1.0*

*Graduation Requirement: Fulfills 1 credit towards English subject area.*   
Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At each grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

**AICE English General Paper**

*Grade: 9th-12th*

*Prerequisites: None*

*Length: Year-Long*

*Credit: 1.0 credit with 1 full quality point*

*Graduation Requirement: Fulfills 1 credit towards English subject area.*

The aim of AICE English General Paper is to improve learners’ skills in reading and writing and the ability to think critically about contemporary issues. It also seeks to improve communication in English. As they explore modern issues in this course, learners become aware that not everyone sees the world as they do. Where we live and what we value play important roles in shaping our views. Students should strive to approach modern matters with both maturity and sensitivity. Activities featured in the scheme of work are designed to help them do this. Learners will take responsibility to pay attention in core courses such as science, math, history, and the arts to help reinforce their understanding of these topics. The strategies for reading and writing explored in this course can transfer to any academic field, making it foundational to learners’ overall educational experience. Each unit builds reading skills, which scaffold into writing. **Student may earn college credit if appropriate score is earned on end of course Cambridge exam.**

**AICE English Language AS Level**

*Grade: 10th-12th*

*Prerequisites: AICE General Papers*

*Length: Year-Long*

*Credit: 1.0 credit with 1 full quality point*

*Graduation Requirement: Fulfills 1 credit towards English subject area.*

In AICE English Language, students will develop skills to make critical and informed responses to a wide range of texts. Students will also demonstrate their ability to produce writing for specific audiences. We read and write descriptive and imaginative pieces, newspaper and magazine articles, blogs and podcast scripts, biographies and autobiographies, reviews, advertisements, and more. We focus on the way that authors create various moods and effects in their writing, and we students will work on creating these effects in their own writing. **Student may earn college credit if appropriate score is earned on end of course Cambridge exam.**

**AICE English Language AL Level**

*Grade: 11th-12th*

*Prerequisites: AICE English Lang AS*

*Length: Year-Long*

*Credit: 1.0 credit with 1 full quality point*

*Graduation Requirement: Fulfills 1 credit towards English subject area.*

As the second year course of AICE English Language, students will continue to develop skills to make critical and informed responses to a wide range of texts. Students will also demonstrate their ability to produce writing for specific audiences. We read and write descriptive and imaginative pieces, newspaper and magazine articles, blogs and podcast scripts, biographies and autobiographies, reviews, advertisements, and more. We focus on the way that authors create various moods and effects in their writing, and we students will work on creating these effects in their own writing. **Student may earn college credit if appropriate score is earned on end of course Cambridge exam.**

**AICE English Literature AS/AL Level**

*Grade: 11th-12th*

*Prerequisites: AICE English Lang*

*Length: Year-Long*

*Credit: 1.0 credit with 1 full quality point*

*Graduation Requirement: Fulfills 1 credit towards English subject area.*

Learners following the Cambridge International AS and A Level English syllabus will study a range of texts in the three main forms: prose, poetry and drama. Set texts are offered from a wide range of different periods and cultures.  Learners will develop skills of reading and analysis of texts and are encouraged to undertake wider reading to aid understanding of the texts studied. They will learn skills of effective and appropriate communication including the ability to discuss the critical context of texts. **Student may earn college credit if appropriate score is earned on end of course Cambridge exam.**

**English Composition 1 (Dual Enrollment ENC1101)**

*Grade: 11th-12th*

*Prerequisites: Appropriate score on the Writing and Reading PERT tests*

*Length: 1 Semester*

*Credit: 1.0 credit with 1 full quality point*

*Graduation Requirement: Fulfills 1 credit towards English subject area.*

This course is designed to develop composition skills. It emphasizes the development of the multi-paragraph essay and includes practice in information retrieval from electronic and other sources, as well as in the selection, restriction, organization, and development of topics. It also offers the student opportunities to improve proficiency with sentence structure, diction, and mechanics. Selected writing samples are examined as models of form and as sources of ideas for the student’s own writing. Conferences provide individual instruction. Sections of computer-assisted and individualized instruction are offered. This course partially satisfies the writing requirements outlined in General Education Requirements. **This class is offered on campus at Tarpon Springs High School and the course grade will be an SPC college credit.**

**English Composition 2 (Dual Enrollment ENC1102)**

*Grade: 11th-12th*

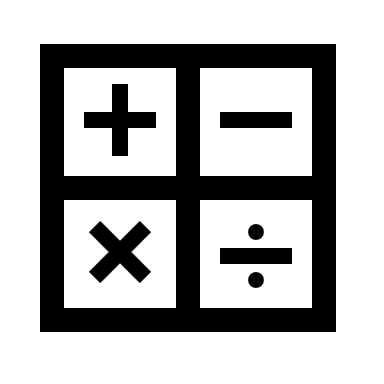
*Prerequisites: ENC1101 and appropriate score on the Writing and Reading PERT tests*

*Length: 1 Semester*

*Credit: 1.0 credit with 1 full quality point*

*Graduation Requirement: Fulfills 1 credit towards English subject area.*

This course builds upon the skills developed in Composition 1. It provides further instruction in the planning, organization, and writing of essays. It stresses methods of library research including information retrieval from electronic sources and emphasizes writing of the research paper and the paper of literary interpretation. The reading includes selections from at least two forms of literature. This course partially satisfies the writing requirements outlined in the General Education Requirements. **This class is offered on campus at Tarpon Springs High School and the course grade will be an SPC college credit.**

**Math**

**Algebra 1-A**

*Grade: 9th*

*Prerequisites: None*

*Length: Year-Long*

*Credit: 1.0*

*Graduation Requirement: Fulfills 1 credit towards math subject area*   
In Algebra 1-A, instructional time will emphasize four areas: (1) extending understanding of functions to linear functions and using them to model and analyze real-world relationships; (2) solving linear equations and inequalities in one variable and systems of linear equations and inequalities in two variables; (3) building linear functions, identifying their key features and representing them in various ways and (4) representing and interpreting categorical and numerical data with one and two variables

**Algebra 1**

*Grade: 9th –10th*

*Prerequisites: None*

*Length: Year-Long*

*Credit: 1.0*

*Graduation Requirement: Fulfills the Algebra 1 requirement.*   
In Algebra 1, instructional time will emphasize five areas: (1) performing operations with polynomials and radicals, and extending the Laws of Exponents to include rational exponents; (2) extending understanding of functions to linear, quadratic and exponential functions and using them to model and analyze real-world relationships; (3) solving quadratic equations in one variable and systems of linear equations and inequalities in two variables; (4) building functions, identifying their key features and representing them in various ways and (5) representing and interpreting categorical and numerical data with one and two variables. **Student must pass Algebra 1 End of Course exam as a graduation requirement.**

**Pre-AICE Math 2 (equivalent to Geometry Honors)**

*Grade: 9th-10th*

*Prerequisites: Pre-AICE Math 1 or Algebra 1 Honors*

*Length: Year-Long*

*Credit: 1.0 credit with 0.5 quality point*

*Graduation Requirement: Fulfills 1 credit towards Math subject area.*

The Cambridge IGSCE Math 2 course aims to enable students to: develop their mathematical knowledge and skills in a way which encourages confidence and provides satisfaction and enjoyment. Learners will develop an understanding of mathematical principles and an appreciation of mathematics as a logical and coherent subject and acquire a range of mathematical skills, particularly those which will enable them to use applications of mathematics in the context of everyday situations and of other subjects they may be studying. **Student must take Geometry End of Course exam as a graduation requirement.**

**Geometry**

*Grade: 9th –11th*

*Prerequisites: Algebra 1 or its equivalent*

*Length: Year-Long*

*Credit: 1.0*

*Graduation Requirement: Fulfills the Geometry requirement.*   
The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. **Student must take Geometry End of Course exam as a graduation requirement.**

**Pre-AICE Math 3 (equivalent to Algebra 2 Honors)**

*Grade: 9th-11th*

*Prerequisites: Pre-AICE Math 2 or Geometry Honors*

*Length: Year-Long*

*Credit: 1.0 credit with 0.5 quality point*

*Graduation Requirement: Fulfills 1 credit towards Math subject area.*

The aims are to enable candidates to: develop their mathematical knowledge and oral, written and practical skills in a way which encourages confidence and provides satisfaction and enjoyment; read mathematics, and write and talk about the subject in a variety of ways; develop a feel for number, carry out calculations and understand the significance of the results obtained; apply mathematics in everyday situations and develop an understanding of the part which mathematics plays in the world around them; solve problems, present the solutions clearly, check and interpret the results; develop an understanding of mathematical principles; recognize when and how a situation may be represented mathematically, identify and interpret relevant factors and, where necessary, select an appropriate mathematical method to solve the problem; develop an ability to apply mathematics in other subjects, particularly science and technology; develop the abilities to reason logically, to classify, to generalize and to prove; a foundation appropriate to their further study of mathematics and of other disciplines.

**Algebra 2**

*Grade: 9th-12th*

*Prerequisites: Algebra 1 and Geometry or its equivalent*

*Length: Year-Long*

*Credit: 1.0*

*Graduation Requirement: Fulfills 1 credit towards Math subject area.*   
In Algebra 2, instructional time will emphasize five areas: (1) extending arithmetic operations with algebraic expressions to include radical and rational expressions and polynomial division; (2) graphing and analyzing functions including polynomials, absolute value, radical, rational, exponential and logarithmic; (3) building functions using compositions, inverses and transformations; (4) extending systems of equations and inequalities to include non-linear expressions and (5) developing understanding of the complex number system, including complex numbers as roots of polynomial equations.

**Math for Data and Financial Literacy**

*Grade: 10th-12th*

*Prerequisites: Algebra 1 and Geometry or its equivalent*

*Length: Year-Long*

*Credit: 1.0*

*Graduation Requirement: Fulfills 1 credit towards Math subject area.*   
In Mathematics for Data and Financial Literacy, instructional time will emphasize five areas: (1) extending knowledge of ratios, proportions and functions to data and financial contexts; (2) developing understanding of basic economic and accounting principles; (3) determining advantages and disadvantages of credit accounts and short- and long-term loans; (4) developing understanding of planning for the future through investments, insurance and retirement plans and (5) extending knowledge of data analysis to create and evaluate reports and to make predictions.

**Math for College Liberal Arts**

*Grade: 11th-12th*

*Prerequisites: Algebra 1 and Geometry or its equivalent*

*Length: Year-Long*

*Credit: 1.0*

*Graduation Requirement: Fulfills 1 credit towards Math subject area.*

In Mathematics for College Liberal Arts, instructional time will emphasize five areas: (1) analyzing and applying linear and exponential functions within a real-world context; (2) utilizing geometric concepts to solve real-world problems; (3) extending understanding of probability theory; (4) representing and interpreting univariate and bivariate data and (5) developing understanding of logic and set theory.

**AP Pre-Calculus**

*Grade: 10th-12th*

*Prerequisites: Pre-AICE Math 3 or Algebra 2 Honors*

*Length: Year-Long*

*Credit: 1.0 credit with 1 full quality point*

*Graduation Requirement: Fulfills 1 credit towards Math subject area.*   
In AP Precalculus, students explore everyday situations and phenomena using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world.

**AP Statistics**

*Grade: 11th-12th*

*Prerequisites: Algebra 2 Honors or its equivalent*

*Length: Year-Long*

*Credit: 1.0 credit with 1 full quality point*

*Graduation Requirement: Fulfills 1 credit towards Math subject area.*

The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. **Student may earn college credit if appropriate score is earned on end of course Advanced Placement exam.**

**AP Calculus AB**

*Grade: 11th-12th*

*Prerequisites: Pre-Calculus Honors or AICE Math 1*

*Length: Year-Long*

*Credit: 1.0 credit with 1 full quality point*

*Graduation Requirement: Fulfills 1 credit towards Math subject area.*   
AP Calculus AB and AP Calculus BC focus on students’ understanding of calculus concepts and provide experience with methods and applications. Through the use of big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), each course becomes a cohesive whole, rather than a collection of unrelated topics. Both courses require students to use definitions and theorems to build arguments and justify conclusions. The courses feature a multi-representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. Teachers and students should regularly use technology to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results. **Student may earn college credit if appropriate score is earned on end of course Advanced Placement exam.**

**AP Calculus BC**

*Grade: 12th*

*Prerequisites: AP Calculus AB*

*Length: Year-Long*

*Credit: 1.0 credit with 1 full quality point*

*Graduation Requirement: Fulfills 1 credit towards Math subject area.*

AP Calculus AB and AP Calculus BC focus on students’ understanding of calculus concepts and provide experience with methods and applications. Through the use of big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), each course becomes a cohesive whole, rather than a collection of unrelated topics. Both courses require students to use definitions and theorems to build arguments and justify conclusions. The courses feature a multirepresentational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. Teachers and students should regularly use technology to reinforce relationships among functions, to confirm written work, to implement experimentation, and to assist in interpreting results.  AP Calculus BC applies the content and skills learned in AP Calculus AB to parametrically defined curves, polar curves, and vector-valued functions; develops additional integration techniques and applications; and introduces the topics of sequences and series. **Student may earn college credit if appropriate score is earned on end of course Advanced Placement exam.**

**AP Computer Science Principles**   
*Grade: 11th-12th*

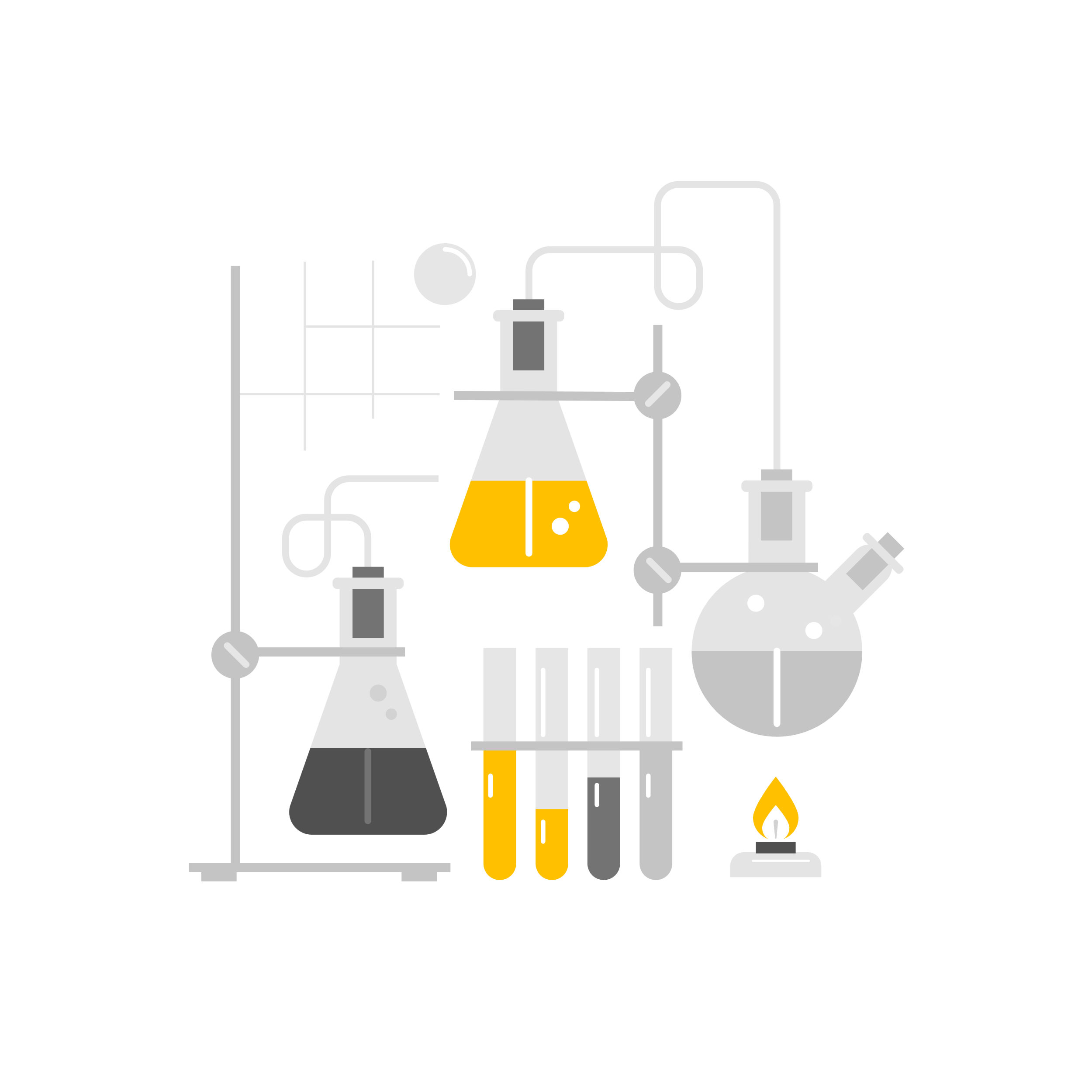
*Prerequisites: Algebra 2 Honors or its equivalent*

*Length: Year-Long*

*Credit: 1.0 credit with 1 full quality point*

*Graduation Requirement: Fulfills 1 credit towards Math subject area OR Science subject area*

AP Computer Science Principles is an introductory college-level computing course that introduces students to the breadth of the field of computer science. Students learn to design and evaluate solutions and to apply computer science to solve problems through the development of algorithms and programs. They incorporate abstraction into programs and use data to discover new knowledge. Students also explain how computing innovations and computing systems — including the internet — work, explore their potential impacts, and contribute to a computing culture that is collaborative and ethical. **Student may earn college credit if appropriate score is earned on end of course Advanced Placement exam.**

**Science**

**Pre-AICE Biology (equivalent to Biology Honors)**

*Grade: 9th*

*Prerequisites: Physical Science Honors or Advanced 8th Grade Science or its equivalent*

*Length: Year-Long*

*Credit: 1.0 credit with 0.5 quality point*

*Graduation Requirement: Fulfills the Biology requirement*   
With an emphasis on human biology, the Cambridge IGCSE Biology course helps learners to understand the technological world in which they live and take an informed interest in science and scientific developments. Learners gain an understanding of the basic principles of biology through a mix of theoretical and practical studies. They also develop an understanding of the scientific skills essential for further study at Cambridge International AS Level, which are useful in everyday life. As they progress, learners understand 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. **Student must take Biology End of Course exam as a graduation requirement.**

**Biology**

*Grade: 9th-10th*

*Prerequisites: None*

*Length: Year-Long*

*Credit: 1.0*

*Graduation Requirement: Fulfills the Biology requirement*   
This course explores the structure, function, diversity, and evolution of living matter by taking an in-depth look at the fundamental characteristics of living organisms. You will have the opportunity to perform hands-on lab activities and develop relationships through collaborative learning. **Student must take Biology End of Course exam as a graduation requirement.**

**Environmental Science**

*Grade: 9th-12th*

*Prerequisites: None*

*Length: Year-Long*

*Credit: 1.0*

*Graduation Requirement: Fulfills 1 credit towards Science subject area*   
Environmental Science discusses the environmental challenges that impact our future, such as land use, pollution, climate change, and loss of biodiversity. This course is centered around achieving global sustainability to meet the needs of a growing human population, while also maintaining natural resources and protecting Earth's various systems. The short-and long-term consequences of our actions to human health and the environment are also a course focus. With the collaboration of the Guy Harvey Ocean Foundation and additional professional partners, this course highlights the research and field experiences of professors, scientists, conservationists, lawyers, and more, while sharing practical and sensible strategies for preserving the delicate balance between land, ocean, air, and life. In addition, this course creates a call to action for students by teaching them how to protect the world's biodiversity and resources by adjusting the way they live, work, play, and govern in the future.

**Earth Space Science**

*Grade: 9th-12th*

*Prerequisites: None*

*Length: Year-Long*

*Credit: 1.0*

*Graduation Requirement: Fulfills 1 credit towards Science subject area*   
This laboratory course focuses on the study of space and the geologic and atmospheric forces that shape our world. Through experimentation and investigation, you will explore Earth’s cycles, including the geosphere, hydrosphere, cryosphere, atmosphere, and carbon cycle.

**Pre-AICE Chemistry (equivalent to Chemistry Honors)**

*Grade: 10th*

*Prerequisites: Pre-AICE Biology or its equivalent*

*Length: Year-Long*

*Credit: 1.0 credit with 0.5 quality point*

*Graduation Requirement: Fulfills 1 credit towards Science subject area*   
The Cambridge IGCSE Chemistry course enables learners to understand the technological world in which they live and take an informed interest in science and scientific developments. Learners gain an understanding of the basic principles of Chemistry through a mix of theoretical and practical studies. They also develop an understanding of the scientific skills essential for further study at Cambridge International AS Level, skills which are useful in everyday life. As they progress, learners understand 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.

**Chemistry 1**

*Grade: 10th-12th*

*Prerequisites: Biology or its equivalent*

*Length: Year-Long*

*Credit: 1.0*

*Graduation Requirement: Fulfills 1 credit towards Science subject area*   
This course provides a foundation for learning chemistry concepts, including scientific inquiry, interactive experiences, higher-order thinking, collaborative projects, real-world applications, and a variety of assessments.

**Pre-AICE Chemistry 2**

*Grade: 11th* or *12th*

*Prerequisites: Pre-AICE Chemistry*

*Length: Year-Long*

*Credit: 1.0 credit with 0.5 quality point*

*Graduation Requirement: Fulfills 1 credit towards Science subject area*

Pre-AICE Chemistry 2 is the second year and continuation of Pre-AICE Chemistry. The second year is great for students who are interested in going into the science field; especially the medical or veterinary fields. Cambridge IGCSE Chemistry course enables learners to understand the technological world in which they live and take an informed interest in science and scientific developments. Learners gain an understanding of the basic principles of Chemistry through a mix of theoretical and practical studies. They also develop an understanding of the scientific skills essential for further study at Cambridge International AS Level, skills which are useful in everyday life. As they progress, learners understand 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.

**AICE Biology AS**

*Grade: 11th-12th*

*Prerequisites: Pre-AICE Biology, Pre-AICE Chemistry, or its equivalent*

*Length: Year-Long*

*Credit: 1.0 credit with 1 full quality point*

*Graduation Requirement: Fulfills 1 credit towards Science subject area*   
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, 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 is ideal for learners who want to study biology, major in pre-medical studies, major in health sciences, or a wide variety of related subjects at university or to follow a career in science. **Student may earn college credit if appropriate score is earned on end of course Cambridge exam.**

**AICE Marine Science AS**

*Grade: 11th-12th*

*Prerequisites: Pre-AICE Biology and Chemistry*

*Length: Year-Long*

*Credit: 1.0 credit with 1 full quality point*

*Graduation Requirement: Fulfills 1 credit towards Science subject area*

Cambridge International AS Level Marine Science provides a coherent and stimulating introduction to the science of the marine environment.  The content of the AS level concentrates on the scientific study of the sea and its ecosystems. We will examine the dynamics of the physical, chemical and biological aspects of the marine environment and discuss human activities influencing the various ecosystems of the ocean.  In order to obtain a complete understanding of the marine environment, we will utilize knowledge from physics, chemistry, biology, earth science and environmental science. Major topics we will cover include: Water, Earth Processes, Interactions in marine ecosystems, Classification and Biodiversity, Examples of marine ecosystems. The content and activities will challenge you to solve problems, think creatively, and apply concepts to practical situations. **Student may earn college credit if appropriate score is earned on end of course Cambridge exam.**

**AICE Environmental Management AS**

*Grade: 11th-12th*

*Prerequisites: Algebra 1, Pre-AICE Biology, Chemistry, or their equivalents*

*Length: Year-Long*

*Credit: 1.0 credit with 1 full quality point*

*Graduation Requirement: Fulfills 1 credit towards Science subject area*

AICE Environmental Management course seeks to educate students about environmental issues, systems, patterns and mechanisms while emphasizing what impact humans have had on the world around us and how we may manage this impact sustainably. Through this class, students learn to analyze and consider environmental issues on both local and global scales, the importance of sustainability in resource management and the necessity of a global perspective when considering these diverse issues. **Student may earn college credit if appropriate score is earned on end of course Cambridge exam.**

**AICE Physics 1 AS**

*Grade: 11th-12th*

*Prerequisites: Pre-AICE Math 3, Algebra 2, or its equivalent*

*Length: Year-Long*

*Credit: 1.0 credit with 1 full quality point*

*Graduation Requirement: Fulfills 1 credit towards Science subject area*

Cambridge International AS Level Physics includes the main theoretical concepts which are fundamental to the subject, some current applications of physics, 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 physics 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. **Student may earn college credit if appropriate score is earned on end of course Cambridge exam.**

**AICE Physics 2 AL**

*Grade: 12th*

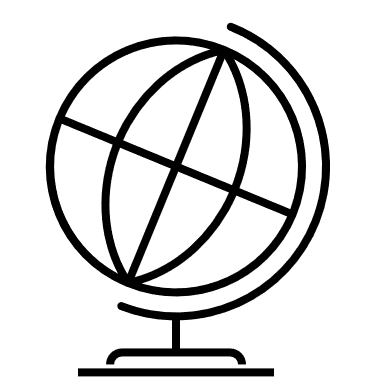
*Prerequisites: AICE Physics 1 AS*

*Length: Year-Long*

*Credit: 1.0 credit with 1 full quality point*

*Graduation Requirement: Fulfills 1 credit towards Science subject area*

Cambridge International AL Level Physics advances the learning from AICE Physics AS and includes the main theoretical concepts which are fundamental to the subject, some current applications of physics, 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 physics ideas in novel contexts as well as on the acquisition of knowledge. **Student may earn college credit if appropriate score is earned on end of course Cambridge exam.**

**Social Studies**

**AICE European History AS**

*Grade: 9th-12th*

*Prerequisites: None*

*Length: Year-Long*

*Credit: 1.0 credit with 1 full quality point*

*Graduation Requirement: Fulfills the World History requirement*   
Cambridge International AS Level History is a flexible and wide-ranging syllabus covering modern history in the nineteenth and twentieth centuries. The syllabus develops lifelong skills including understanding issues and themes within a historical period. 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. **Student may earn college credit if appropriate score is earned on end of course Cambridge exam.**

**World History**

*Grade: 9th-12th*

*Prerequisites: None*

*Length: Year-Long*

*Credit: 1.0*

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

**Pre-AICE World History (equivalent to World History Honors)**

*Grade: 10th-12th*

*Prerequisites: None*

*Length: Year-Long*

*Credit: 1.0 credit with 0.5 quality point*

*Graduation Requirement: Fulfills the World History requirement*

The Cambridge IGCSE History syllabus looks at some of the major international issues of the nineteenth and twentieth centuries, as well as covering the history of particular regions in more depth. The emphasis is on both historical knowledge and on the skills required for historical research. Learners develop an understanding of the nature of cause and effect, continuity and change, similarity and difference and find out how to use and understand historical evidence as part of their studies. Cambridge IGCSE History will stimulate any learner already interested in the past, providing a basis for further study, and also encouraging a lifelong interest in the subject. Both coursework and non-coursework options are available.

**United States History**

*Grade: 10th-12th*

*Prerequisites: None*

*Length: Year-Long*

*Credit: 1.0*

*Graduation Requirement: Fulfills the US History requirement*   
The United States History course consists of the following content area strands:  United States History, Geography, and Humanities.  The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day.  Students will be exposed to the historical, geographic, political, economic and sociological events which influenced the development of the United States and the resulting impact on world history.  So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction. **Student must take the End of Course United States History exam as a graduation requirement.**

**AICE US History AS**

*Grade: 10th-12th*

*Prerequisites: Pre-AICE World History or its equivalent*

*Length: Year-Long*

*Credit: 1.0 credit with 1 full quality point*

*Graduation Requirement: Fulfills the US History requirement*

AICE US History is international in outlook but retains a local relevance. The syllabus provides opportunities for contextualized learning and the content has been created to suit a wide variety of schools, avoid cultural bias, and develop lifelong skills, including critical creative thinking and problem-solving. This course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. Students should learn to assess historical materials – their relevance to a given interpretive problem, reliability and importance – and to weigh the evidence and interpretations present in historical scholarship. A Cambridge US history course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in writing format. **Student must take the End of Course United States History exam as a graduation requirement. Student may earn college credit if appropriate score is earned on end of course Cambridge exam.**

**AP United States Government and Politics**

*Grade: 11th-12th*

*Prerequisites: None*

*Length: 1 Semester- taken in conjunction with a semester of U.S. Government Honors*

*Credit: 0.5 credit with 1 full quality point*

*Graduation Requirement: Fulfills the US Government requirement*   
AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project. **Student may earn college credit if appropriate score is earned on end of course Advanced Placement exam.**

**United States Government**

*Grade: 11th-12th*

*Prerequisites: None*

*Length: 1 Semester*

*Credit: 0.5*

*Graduation Requirement: Fulfills the US Government requirement*   
The United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process. **Student must take the Florida Civics Literacy exam as part of the curriculum.**

**United States Government Honors**

*Grade: 11th-12th*

*Prerequisites: None*

*Length: 1 Semester*

*Credit: 0.5 credit with 0.5 quality point*

*Graduation Requirement: Fulfills the US Government requirement*   
The United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process. **Student must take the Florida Civics Literacy exam as part of the curriculum.**

**Economics with Financial Literacy**

*Grade: 11th-12th*

*Prerequisites: None*

*Length: 1 Semester*

*Credit: 0.5*

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

**Economics with Financial Literacy Honors**

*Grade: 11th-12th*

*Prerequisites: None*

*Length: 1 Semester*

*Credit: 0.5 credit with 0.5 quality point*

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

**AICE Economics AS**

*Grade: 11th-12th*

*Prerequisites: None*

*Length: Year-Long*

*Credit: 1.0 credit with 1 full quality point*

*Graduation Requirement: Fulfills the Economics requirement*   
Students learn how to explain and analyze economic issues and arguments, evaluate economic information, and organize, present and communicate ideas and judgements clearly. The syllabus covers a range of fundamental economic ideas, including an introduction to the price system and government intervention, international trade and exchange rates, the measurement of employment and inflation, and the causes and consequences of inflation. Students also study the theory of the firm, market failure, macroeconomic theory and policy, and economic growth and development. **Student may earn college credit if appropriate score is earned on end of course Cambridge exam.**

**AICE European History A**

*Grade: 11th-12th*

*Prerequisites: AICE European History AS*

*Length: Year-Long*

*Credit: 1.0 credit with 1 full quality point*   
This is a continuation and the second year of Cambridge International AS Level History. It is a flexible and wide-ranging syllabus covering modern history in the nineteenth and twentieth centuries. The syllabus develops lifelong skills including understanding issues and themes within a historical period. 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. **Student may earn college credit if appropriate score is earned on end of course Cambridge exam.**

**elective COURSE DESCRIPTIONS**

**(Alphabetized by academies and subject area)**

**AVID pathway**

**AVID 1, 2, 3, 4**   
Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success. Students receive instruction that utilizes a rigorous college-preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, and academic success skills.  In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth.  Additionally, students engage in activities centered around exploring college and career opportunities and their own agency. AVID’s mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

At the high school level, AVID students are enrolled in their school’s toughest classes, such as Advanced

Placement® or AICE and receive support in an academic elective class - AVID - taught within the school day by a

trained AVID teacher. In the accelerated elective class, AVID students receive support through a rigorous

curriculum and ongoing, structured tutorials. AVID elective teachers support AVID students by providing

academic training, managing their tutorials, working with faculty and parents, and by helping students develop

long-range academic and personal plans.

**AVID 1: 9th Grade**

**At least 1 honors level class**

Students will work on academic and personal goals, communication, involvement in their school and

community, analytical writing, study and test-taking skills.  Students will work collaboratively, learning how to

participate in collegial discussions and use sources to support their ideas and opinions. They will take an active

role in field trips and guest speaker presentations.

**AVID 2: 10th Grade**

**At least 2 honors level classes**

Students will refine the AVID strategies to meet their independent needs and learning styles, refine their time

management and study skills, and practice analyzing prompts, supporting arguments and claims. Students will

expand their vocabulary use in preparation for college entrance exams. Lastly, students will narrow down their

college and careers of interest, based on personal interests and goals.

**AVID 3: 11th Grade**

**At least 1 honors level and 1 college level class**

The eleventh-grade AVID Elective course is the first part in a junior/senior seminar course that focuses on

writing and critical thinking expected of first- and second-year college students. In addition to the academic

focus of the AVID seminar, there are college-bound activities, methodologies and tasks that should be

undertaken during the junior year to support students as they apply to four-year universities and confirm their

postsecondary plans.

**AVID 4: 12th Grade**

**At least 2 college level classes**

The AVID Elective twelfth grade course is the second part in a junior/senior seminar course that focuses on

writing and critical thinking expected of first- and second-year college students. Students will apply to four-

year universities, complete financial aid paperwork and confirm their postsecondary plans. AVID seniors will

graduate with a portfolio representing their years of work in the AVID program, including a resume and letters

of recommendation.

**Business pathway electives**

**Digital Information Technology**

*Grade: 9th-12th*

*Prerequisites: None*

*Length: Year-Long*

*Credit: 1.0*

*Graduation Requirement: Fulfills 1 credit for Fine Art/Practical Art requirement*   
This core course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments.  Emphasis is placed on developing fundamental computer skills.  The intention of this course is to prepare students to be successful both personally and professionally in an information-based society.  Digital Information Technology includes the exploration and use of databases, the internet, social media, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards. **Students will have the chance to earn a industry certification in Entrepreneurship & Small Business (INTUT002) and MTA:OS Fundamentals (MICRO076).**

**Digital Design 1, 2, 3,4**

*Grade: 10th-12th*

*Prerequisites: Digital Information Technology*

*Length: Year-Long*

*Credit: 1.0*

*Graduation Requirement: Fulfills 1 credit for Fine Art/Practical Art requirement*

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and the relevant technical knowledge and skills needed to prepare for further education and careers in the Arts, A/V Technology and Communication career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Arts, A/V Technology and Communication career cluster. **Students will have the chance to earn a industry certification in Adobe Certified Professional in Visual Design (ADOBE024) and Adobe Certified Professional in Video Design (ADOBE023).**

**Sports, Recreation, and Entertainment Marketing Essentials**

*Grade: 10th-12th*

*Prerequisites: Digital Information Technology*

*Length: Year-Long*

*Credit: 1.0*

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales and Service career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Marketing, Sales and Service career cluster. The purpose of this program is to prepare students for employment or advanced training in the sport, recreation, and entertainment marketing and sales industry. The content includes, but is not limited to, employability skills; selling techniques; public relations and publicity; event planning and execution; and licensing, sponsorship, and endorsements.

**Legal Aspects of Business**

*Grade: 10th-12th*

*Prerequisites: Digital Information Technology*

*Length: Year-Long*

*Credit: 1.0*

This course is designed to provide an introduction to the legal aspects of business. Topics include business law concepts, forms of business ownership, insurance awareness, governmental regulations, management functions, human resources management issues, and career development. The use of computers is an integral part of this program.

**Business Entrepreneurial Principles**

*Grade: 10th-12th*

*Prerequisites: Digital Information Technology*

*Length: Year-Long*

*Credit: 1.0*

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.

**Foundations of Programming**

*Grade: 10th-12th*

*Prerequisites: Digital Information Technology* *and Algebra 1*

*Length: Year-Long*

*Credit: 1.0*

Foundations of Programming will teach students the fundamentals of programming using the computer language Python. The course provides students with the concepts, techniques, and processes associated with computer programming and software development. Students will also explore the many programming career opportunities available in this high-demand field.

**Culinary arts academy**

**Culinary Arts 1 & 2**

*Grade: 9th*

*Prerequisites: None*

*Length: Year-Long*

*Credit: 1.0 each*

*Graduation Requirement: Culinary Arts 2 counts as a Practical Art credit*

Culinary Arts 1 covers the history of the food service industry and careers in that industry. Also covered are safety in the workplace; employability skills; leadership/teamwork skills; care and use of commercial culinary equipment; basic food science; basic nutrition; and following recipes in food preparation labs. Culinary Arts 2 covers state mandated guidelines for food service; how to attain food handler training certification; and perform front-of-the-house and back-of-the-house duties. Students will prepare quality food products and present them creatively; demonstrate safe, sanitary work procedures; understand food science principles related to cooking and baking; and utilize nutrition concepts when planning meals/menus. **\*Double Blocked Classes. Students will have the chance to earn a ServSafe Certification in this course.**

**Restaurant Cook**

*Grade: 10th*

*Prerequisites: 2.0+ GPA and Culinary Arts 1 & 2*

*Length: Year-Long*

*Credit: 1.0 each*

This course includes front-of-the-house and back-of-the-house duties, proper receiving and storage of food, and application of basic nutrition to menus and recipes. Content also includes the study of basic ingredients, and the preparation of fruits and vegetables in stocks, soups, salads and sandwiches, and an introduction to the bakery.

**\*Double Blocked Classes**. **Students will receive a college credit for this class through Pinellas Technical College if they have a 2.0+ GPA**

**Chef/Head Cook**

*Grade: 11th*

*Prerequisites: 2.0+ GPA and Restaurant Cook*

*Length: Year-Long*

*Credit: 1.0 each*

This course is a combination of classroom and hands-on instruction in the selection, purchasing and preparation of entrée items including meats, fish and poultry. Students will also examine career and advancement opportunities in professional cooking and baking. **\*Double Blocked Classes. Students will receive a college credit for this class through Pinellas Technical College if they have a 2.0+ GPA.**

**Food Service Management**

*Grade: 12th*

*Prerequisites: 2.0+ GPA and Chef/Head Cook*

*Length: Year-Long*

*Credit: 1.0 each*

This course includes the study of purchasing, use, and maintenance of all food service equipment and tools; applying advanced cooking and baking techniques in the classroom and kitchen; the study of international and ethnic cuisine; and the application of math and food science skills. **\*Double Blocked Classes. Students will receive a college credit for this class through Pinellas Technical College if they have a 2.0+ GPA.**

**Early Childhood education pathway electives**

**Early Childhood Education 1**

*Grade: 9th-12th*

*Prerequisites: None*

*Length: Year-Long*

*Credit: 1.0*

This course includes competencies on childcare rules and regulations, safe learning environments, stages of child development, developmentally appropriate practices, and communication skills, principles of child nutrition and technology use; as well as competencies from the DCF 40-hour Introductory Child Care Training coursework.

**Child Care Worker**

*Grade: 10th-12th*

*Prerequisites: Early Childhood Education 1*

*Length: Year-Long*

*Credit: 1.0*

This course includes competencies on professionalism, community resources, the importance of relationship skills and communicating with children’s families, history of school-age care, infant-toddler developmentally appropriate guidance activities, and observing and recording methods; as well as competencies from the DCF 40-hour Introductory Child Care Training coursework. **Students with a 2.5+ GPA can earn Dual Enrollment college credit for this course.**

**Teacher Aide (Preschool)**

*Grade: 11th-12th*

*Prerequisites: Child Care Worker*

*Length: Year-Long*

*Credit: 1.0*

This course includes competencies in developing lesson plans, child development theories, factors that affect the development of a child, and developmentally appropriate practices and activities for infants/toddlers, preschoolers. Also covered are components on working with students with special needs, classroom management techniques and creating optimum environments for all children; as well as competencies from the DCF 40-hour Introductory Child Care Training coursework. **Students with a 2.5+ GPA can earn Dual Enrollment college credit for this course.**

**Preschool Teacher**

*Grade: 12th*

*Prerequisites: Teacher Aide*

*Length: Year-Long*

*Credit: 1.0*

In this course students will acquire competence in the areas of creating a successful developmentally appropriate curriculum, mentoring, developing the ability to motivate children, recognizing cultural differences when planning activities, including children with special needs, recent trends and issues in early childhood education, and professionalism; as well as competencies from the DCF 40-hour Introductory Child Care Training coursework. **Students with a 2.5+ GPA can earn Dual Enrollment college credit for this course. Important Note: Before exiting the program, students must pass all competency exams in the DCF training.**

**Fine Arts/Practical Arts electives**

**(1 credit is required for graduation)**

**2-D Studio Art 1**

*Grade: 9th-12th*

*Prerequisites: None*

*Length: Year-Long*

*Credit: 1.0*   
Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing, painting, printmaking, collage, and/or design. Student practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

**2-D Studio Art 2**

*Grade: 9th-12th*

*Prerequisites: 2-D Studio Art 1*

*Length: Year-Long*

*Credit: 1.0*   
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.

**2-D Studio Art 3**

*Grade: 10th-12th*

*Prerequisites: 2-D Studio Art 2*

*Length: Year-Long*

*Credit: 1.0*   
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.

**AP 2-D Art & Design**

*Grade: 10th-12th*

*Prerequisites: 2-D Studio Art 3 or teacher recommendation*

*Length: Year-Long*

*Credit: 1.0*   
Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams. **Student may earn college credit if appropriate score is earned on end of course advanced placement exam.**

**3-D Studio Art 1**

*Grade: 9th-12th*

*Prerequisites: None*

*Length: Year-Long*

*Credit: 1.0*   
Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Media may include, but are not limited to, clay, wood, plaster, and paper maché. 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 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.

**3-D Studio Art 2**

*Grade: 9th-12th*

*Prerequisites: 3-D Studio Art 1*

*Length: Year-Long*

*Credit: 1.0*   
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. 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.

**3-D Studio Art 3**

*Grade: 10th-12th*

*Prerequisites: 3-D Studio Art 2*

*Length: Year-Long*

*Credit: 1.0*   
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. 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. 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.

**AP Art History**

*Grade: 10th-12th*

*Prerequisites: None*

*Length: Year-Long*

*Credit: 1.0*

*Graduation Requirement: Fulfills 1 credit for Fine Art requirement*

The AP Art History course welcomes students into the global art world to engage with its forms and content as they research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the students develop in-depth, holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, developing understanding of individual works and interconnections across history. **Student may earn college credit if appropriate score is earned on end of course advanced placement exam.**

**Creative Photography 1, 2, 3**

*Grade: 10th-12th*

*Prerequisites: 2-D or 3-D Studio Art 1*

*Length: Year-Long*

*Credit: 1.0*

*Graduation Requirement: Fulfills 1 credit for Fine Art requirement*   
Students explore the aesthetic foundations of art making using beginning photography techniques. This course may include, but is not limited to, color and/or black and white photography via digital media and/or traditional photography. Students become familiar with the basic mechanics of a camera, including lens and shutter operation, compositional foundations, printing an image for display, and evaluating a successful print. Student photographers may use a variety of media and materials, such as 35mm black and white film, single lens reflex camera, digital camera, darkroom, computer application, filters, various papers, digital output, photogram, cyanotypes, Sabatier effect, and pinhole photography. Craftsmanship and quality are reflected in the surface of the prints and the care of the materials. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials

**Digital Information Technology**

*Grade: 9th-12th*

*Prerequisites: None*

*Length: Year-Long*

*Credit: 1.0*

*Graduation Requirement: Fulfills 1 credit for Fine Art/Practical Art requirement*   
This core course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments.  Emphasis is placed on developing fundamental computer skills.  The intention of this course is to prepare students to be successful both personally and professionally in an information-based society.  Digital Information Technology includes the exploration and use of databases, the internet, social media, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards. **Students will have the chance to earn a industry certification in Entrepreneurship & Small Business (INTUT002) and MTA:OS Fundamentals (MICRO076).**

**Digital Design 1, 2, 3**

*Grade: 10th-12th*

*Prerequisites: Digital Information Technology*

*Length: Year-Long*

*Credit: 1.0*

*Graduation Requirement: Fulfills 1 credit for Fine Art/Practical Art requirement*

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and the relevant technical knowledge and skills needed to prepare for further education and careers in the Arts, A/V Technology and Communication career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Arts, A/V Technology and Communication career cluster. **Students will have the chance to earn a industry certification in Adobe Certified Professional in Visual Design (ADOBE024) and Adobe Certified Professional in Video Design (ADOBE023).**

**Guitar 1**

*Grade: 9th-12th*

*Prerequisites: None*

*Length: Year-Long*

*Credit: 1.0*

*Graduation Requirement: Fulfills 1 credit for Fine Art requirement*   
Students with little or no experience develop basic guitar skills and knowledge, including simple and full-strum chords, bass lines and lead sheets, barre and power chords, foundational music literacy and theory, major scales, simple finger-picking patterns, and ensemble skills for a variety of music. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

**Orchestra 1, 2, 3, 4**

*Grade: 9th-12th*

*Prerequisites: None but courses will be taken in sequential order*

*Length: Year-Long*

*Credit: 1.0*

*Graduation Requirement: Fulfills 1 credit for Fine Art requirement*

Rehearsals focus on the development of critical listening skills, rudimentary string techniques, music literacy, ensemble skills, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

**Journalism 1 (Yearbook)**

*Grade: 9th-12th*

*Prerequisites: None*

*Length: Year-Long*

*Credit: 1.0*

*Graduation Requirement: Fulfills 1 credit for Fine Art/Practical Art requirement*

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

**Chorus 1**

*Grade: 9th-12th*

*Prerequisites: None*

*Length: Year-Long*

*Credit: 1.0*

*Graduation Requirement: Fulfills 1 credit for Fine Art requirement*

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

**Dance Techniques 1,2,3,4**

*Grade: 9th-12th*

*Prerequisites: None*

*Length: Year-Long*

*Credit: 1.0*

*Graduation Requirement: Fulfills 1 credit for Fine Art requirement*

Students in this year-long, entry-level course, designed for those having no prior dance instruction, learn foundational skills in two or more dance styles. Their development of fundamental dance technique is enriched and enlivened through study of works by a variety of diverse artists, developing genre-specific movement vocabulary and dance terminology, and building knowledge and skills related to somatic practices, dance composition, analysis of effort and outcomes, dance history and culture, collaborative work, and rehearsal and performance protocols.

**Musical Theatre 1,2,3**

*Grade: 9th-12th*

*Prerequisites: None*

*Length: Year-Long*

*Credit: 1.0 each*

Musical Theater is for students that are interested in learning about acting, singing, and dancing.  Students learn how to perform monologues, duet and ensemble scenes.  They learn vocal and dance techniques. No experience is necessary.  We produce dinner theater in the fall and the musical in the spring.  **\*Double Blocked Classes**

**AP Music Theory**

*Grade: 11th-12th*

*Prerequisites: Prospective students should be able to read and write musical notation and have basic performance skills with voice or an instrument*

*Length: Year-Long*

*Credit: 1.0 credit with 1 full quality point*

*Graduation Requirement: Fulfills 1 credit for Fine Art requirement*

The AP Music Theory course corresponds to one-to-two semesters of typical, introductory college music theory coursework that covers topics such as musicianship, theory, and musical materials and procedures. Musicianship skills, including dictation and listening skills, sight singing, and harmony, are an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural (listening) skills is a primary objective. Performance is also part of the curriculum through the practice of sight-singing. Students learn basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized.

***Student may earn college credit if appropriate score is earned on the end of course advanced placement exam.***

**Foreign Language Electives**

**(A minimum of 2 years of the same foreign language is required for acceptance into a Florida SUS University and to qualify for a Bright Futures Scholarship)**

**Spanish 1**

*Grade: 9th-12th*

*Prerequisites: None*

*Length: Year-Long*

*Credit: 1.0*

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

**Spanish 2**

*Grade: 9th-12th*

*Prerequisites: None*

*Length: Year-Long*

*Credit: 1.0*   
Spanish 2 reinforces the fundamental skills acquired by the students in Spanish 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Spanish 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

**Spanish 3**

*Grade: 9th-12th*

*Prerequisites: None*

*Length: Year-Long*

*Credit: 1.0*   
Spanish 3 provides mastery and expansion of skills acquired by the students in Spanish 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

**Spanish 4**

*Grade: 9th-12th*

*Prerequisites: None*

*Length: Year-Long*

*Credit: 1.0*   
Spanish 4 expands the skills acquired by the students in Spanish 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing.

**AP Spanish Language**

*Grade: 9th-12th*

*Prerequisites: Spanish 4 or teacher recommendation*

*Length: Year-Long*

*Credit: 1.0*

AP Spanish Language and Culture is equivalent to an intermediate level college course in Spanish. Students cultivate their understanding of Spanish language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges.

**Greek 1**

*Grade: 9th-12th*

*Prerequisites: None*

*Length: Year-Long*

*Credit: 1.0*   
Greek 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

**Greek 2**

*Grade: 9th-12th*

*Prerequisites: None*

*Length: Year-Long*

*Credit: 1.0*   
Greek 2 reinforces the fundamental skills acquired by the students in Greek 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Greek 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people continues.

**Greek 3**

*Grade: 9th-12th*

*Prerequisites: None*

*Length: Year-Long*

*Credit: 1.0*   
Greek 3 provides mastery and expansion of skills acquired by the students in Greek 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

**Greek 4**

*Grade: 9th-12th*

*Prerequisites: None*

*Length: Year-Long*

*Credit: 1.0*   
Greek 4 expands the skills acquired by the students in Greek 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

**Journalism and Media Electives**

**Journalism 1, 2, 3, 4 (Yearbook)**

*Grade: 9th-12th*

*Prerequisites: None but courses will be taken in sequence*

*Length: Year-Long*

*Credit: 1.0*

*Graduation Requirement: Journalism 1 fulfills 1 credit for Fine Art/Practical Art requirement*

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

**TV Production Technology 1**

*Grade: 9th-12th*

*Prerequisites: None*

*Length: Year-Long*

*Credit: 1.0*   
This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Arts, A/V Technology and Communication career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Arts, A/V Technology and Communication career cluster.

**AICE Media Studies AS (Yearbook)**

*Grade: 9th-12th*

*Prerequisites: None*

*Length: Year-Long*

*Credit: 1.0 credit with 1 full quality point*

AICE Media Studies is the study of how media affects culture. Key areas of investigation are how media texts achieve meaning through camera shots, angles, movement, composition, editing, sound and mise-en-scène as well as how media represents gender, age, ethnicity, social groups, places, time periods and themes. Through creation of a foundation portfolio, learners also delve into genre, ideology, audience and the institutions who produce, market and distribute media texts. Learners also consider the political and social environment during which the narrative is created. **Student may earn college credit if appropriate score is earned on end of course Cambridge exam.**

**Leadership Conservatory of the Arts academy**

**Leadership Skills Development**

*Grade: 9th*

*Prerequisites: None*

*Length: Year-Long*

*Credit: 1.0*

**Required to earn Leadership Conservatory Credential**

The purpose of this course is to teach leadership skills, parliamentary procedure, problem solving, decision making, communication skills, group dynamics, time and stress management, public speaking, human relations, public relations, team building, and other group processes.

**Music Theory 1**

*Grade: 10th-11th*

*Prerequisites: None*

*Length: 1 Semester*

*Credit: 0.5*

**Required to earn Leadership Conservatory Credential**

The purpose of this course is to introduce and explore musical fundamentals as practiced in various historical periods.  Emphasis will be placed on aural and notational skill development.

**Music Technology & Sound Engineering 1**

*Grade: 10th-11th*

*Prerequisites: None*

*Length: 1 Semester*

*Credit: 0.5*

**Required to earn Leadership Conservatory Credential**

Students explore the fundamental applications and tools of music technology and sound engineering. As they create and learn its terminology, students also learn the history and aesthetic development of technology used to capture, create, and distribute music. Public performance may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

BAND

**Band 3, 4, 5, 6/Instrument Techniques and Ensemble 2, 3, 4**

*Grade: 9th-12th*

*Prerequisites: None but courses will be taken in sequence*

*Length: Year-Long*

*Credit: 1.0 each (0.5 quality point added for 3rd and 4th year classes)*

This course provides students with instruction in the 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. **\*Double Blocked Classes**

**Jazz Ensemble 1, 2, 3, 4**

*Grade: 9th-12th*

*Prerequisites: Audition or teacher recommendation*

*Length: Year-Long*

*Credit: 1.0*

The purpose of this course is to provide students with an introduction to styles and performance techniques of varied contemporary music and jazz literature. An emphasis will be placed on basic improvisation skills, tone production, and individual and ensemble performance. Content includes an emphasis on producing a characteristic tone, developing individual and ensemble techniques, improvising and refining an appreciation for the history of jazz.

**Music Techniques/Ensemble 1, 2**

*Grade: 10th-12th*

*Prerequisites: Teacher recommendation*

*Length: Year-Long*

*Credit: 1.0*

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

DANCE/GUARD

**Eurhythmics 1,2,3,4/Dance Repertory 1, 2, 3, 4 (Guard)**

*Grade: 9th-12th*

*Prerequisites: None but courses will be taken in sequence*

*Length: Year-Long*

*Credit: 1.0 each*

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. 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. Emphasis will be on individual creativity and develop the ability to evaluate the appropriateness and general effects of individual and ensemble performances. **\*Double Blocked Classes**

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.

**Dance Techniques 1,2,3,4**

*Grade: 9th-12th*

*Prerequisites: None*

*Length: Year-Long*

*Credit: 1.0*

*Graduation Requirement: Fulfills 1 credit for Fine Art requirement*

Students in this year-long, entry-level course, designed for those having no prior dance instruction, learn foundational skills in two or more dance styles. Their development of fundamental dance technique is enriched and enlivened through study of works by a variety of diverse artists, developing genre-specific movement vocabulary and dance terminology, and building knowledge and skills related to somatic practices, dance composition, analysis of effort and outcomes, dance history and culture, collaborative work, and rehearsal and performance protocols.

ORCHESTRA

**Orchestra 1, 2, 3, 4**

*Grade: 9th-12th*

*Prerequisites: None but courses will be taken in sequential order*

*Length: Year-Long*

*Credit: 1.0*

*Graduation Requirement: Fulfills 1 credit for Fine Art requirement*

Rehearsals focus on the development of critical listening skills, rudimentary string techniques, music literacy, ensemble skills, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

CHORAL

**Chorus 1**

*Grade: 9th-12th*

*Prerequisites: None*

*Length: Year-Long*

*Credit: 1.0*

*Graduation Requirement: Fulfills 1 credit for Fine Art requirement*

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

**Vocal Ensemble (Sophisticated Ladies)**

*Grade: 9th-12th*

*Prerequisites: Audition or teacher recommendation*

*Length: Year-Long*

*Credit: 1.0*

Students with previous vocal ensemble experience continue building musicianship and performance skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant musical styles and time periods. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

**Vocal Techniques (Syndicated Sound)**

*Grade: 9th-12th*

*Prerequisites: Audition or teacher recommendation*

*Length: Year-Long*

*Credit: 1.0 each*

Students in this novice-level class continue to develop musical and technical skills on a specific voice through developmentally appropriate solo literature, etudes, scales, and exercises. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills necessary to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.  **\*Double Blocked Classes**

**Musical Theatre 1,2,3**

*Grade: 9th-12th*

*Prerequisites: None*

*Length: Year-Long*

*Credit: 1.0 each*

Musical Theater is for students that are interested in learning about acting, singing, and dancing.  Students learn how to perform monologues, duet and ensemble scenes.  They learn vocal and dance techniques. No experience is necessary.  We produce dinner theater in the fall and the musical in the spring.  **\*Double Blocked Classes**

**PE Electives**

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

*Grade: 9th-12th*

*Prerequisites: None*

*Length: Year-Long*

*Credit: 1.0*

*Graduation Requirement: Fulfills HOPE and online class requirement*   
The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. Students will realize the full benefit of this course when it is taught with an integrated approach.  In addition to the physical education content represented in the benchmarks below, specific health education topics within this course include, but are not limited to: Mental/Social Health, Physical Activity, Components of Physical Fitness, Nutrition and Wellness Planning, Diseases and Disorders, Health Advocacy, First Aid/CPR, Alcohol/Tobacco/Drug Prevention, Human Sexuality including Abstinence and HIV, and Internet Safety.

**Weight Training/Power Weight Training 1, 2, 3**

*Grade: 9th-12th*

*Prerequisites: None*

*Length: 1 Semester*

*Credit: 0.5*   
The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement as it relates to weight training. The integration of fitness concepts throughout the content is critical to the success of this course.

**Basketball 1, 2**

*Grade: 9th-12th*

*Prerequisites: None*

*Length: 1 Semester*

*Credit: 0.5*   
Students begin with the basics/fundamentals, stance/triple threat and progress through to more advanced skills dribbling, passing, defense, shooting, rebounding and more. Each class is curriculum based and will build upon the skills and concepts learned in the previous class(es). Children will also learn key basketball rules, terminology and vocabulary.

**Volleyball 1, 2**

*Grade: 9th-12th*

*Prerequisites: None*

*Length: 1 Semester*

*Credit: 0.5*   
This course is designed to develop/teach basic skills and knowledge in the game of Volleyball. Students will learn fundamental skills and rules in order to enhance their knowledge, performance, and understanding for the game of Volleyball.

**Team Sports 1, 2**

*Grade: 9th-12th*

*Prerequisites: None*

*Length: 1 Semester*

*Credit: 0.5*   
The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course.

**Veterinary Science academy**

**Veterinary Assistance 1, 2, 3, 4, 5**

*Grade: 9th-12th*

*Prerequisites: None but courses will be taken in sequence*

*Length: Year-Long*

*Credit: 1.0*

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Agriculture, Food and Natural Resources career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Agriculture, Food and Natural Resources career cluster.

The content includes but is not limited to broad, transferable skills and stresses understanding and demonstration of the following elements of the veterinary assisting industry: planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety and environmental issues.  The program also provides supplemental training for persons previously or currently employed as veterinary assistants.

**\*11th and 12th Grade courses are double blocked**

**Advanced Concepts of Agriculture**

*Grade: 12th*

*Prerequisites: Veterinary Assistance 1-4*

*Length: 1 Semester*

*Credit: 0.5*

The purpose of this course is to provide students who have completed or are currently completing a specific secondary job preparatory program, a capstone experience in agriscience education.  This course is designed to enhance competencies in the areas of agricultural science and research; biological and physical science; environmental principles; and principles of leadership.  Laboratory-based activities are an integral part of this course.  These include the safe use and application of appropriate technology, scientific testing and observation equipment

**Agriculture Food Natural Resource, Directed Study**

*Grade: 12th*

*Prerequisites: Veterinary Assistance 1-4*

*Length: 1 Semester*

*Credit: 0.5*

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Agriculture, Food and Natural Resources career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Agriculture, Food and Natural Resources career cluster. The purpose of this course is to provide students with learning opportunities in a prescribed program of study within the Agriculture, Food and Natural Resources cluster that will enhance opportunities for employment in the career field chosen by the student.

**Other Electives**

**Blueprint for Professional Success**

*Grade: 9th-12th*

*Prerequisites: None*

*Length: Year-Long*

*Credit: 1.0*

The purpose of this course is designed to prepare students for the workplace in the twenty-first century. The course includes developing human resources, work ethics, decision making, balancing work and family, as well as other skills. These skills are often referred to as "business skills". Exploration of a variety of careers is highly recommended through a job shadowing experience. Development of a portfolio will provide a personal file and organizational tool for the student to transfer knowledge to a real life experience. Business/health/human and public services/ community/ technology partnerships are essential to provide current workplace practices. Planned and supervised job shadowing experiences must be provided through one or more of the following: (1) directed workplace experiences (2) student projects (3) simulations (4) outside of class explorations. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the tools, materials and technology appropriate to the course content and in accordance with current practices. Activities provide instruction in the use of current equipment and technology, such as personal computers, software, and multi-media platforms.

**Driver Education/Traffic Safety**

*Grade: 9th-12th*

*Prerequisites: None*

*Length: 1 Semester*

*Credit: 0.5*   
The purpose of this classroom course is to introduce students to Florida driving laws/rules of the road and safe driving behavior. It will also provide an in-depth study of the contributing factors to vehicle crashes and their solutions. The content should include, but not be limited to, the following: meaning and responsibilities of a Driver License, laws that govern the operation of a motor vehicle, knowledge of Florida’s Graduated Driver Licensing (GDL) laws, vehicle control and traffic procedures, knowledge of sharing the road with other types of vehicles and vulnerable road users, defensive driving strategies, physical and mental factors that affect driving ability, and the effects of alcohol and other drugs on driving performance.  There is a driving portion of this course that is done in a closed empty parking lot.

**English Language Development**

*Grade: 9th-12th*

*Prerequisites: None- students are automatically placed based on ELL ACCESS testing scores*

*Length: Year-Long*

*Credit: 1.0*

The purpose of this course is to provide students are native speakers of languages other than English instruction enabling students to accelerate the development of reading and writing skills and to strengthen these skills so they are able to successfully read, write, and comprehend grade level text independently. Instruction emphasizes reading comprehension and vocabulary through the use of a variety of literacy and informational text encompassing the broad range of text structures, genres, and levels of complexity.

**Intensive Reading 1, 2, 3, & 4**

*Grade: 9th-12th*

*Prerequisites: None- students are automatically placed based on FSA reading score*

*Length: Year-Long*

*Credit: 1.0*

The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills, so they are able to successfully read and write grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text and is removed as the reading and writing abilities of students improve over time.

**Personal Finance Literacy**

*Grade: 10th - 12th*

*Prerequisites: None*

*Length: 1 Semester*

*Credit: 0.5*

The primary content for the course pertains to the study of learning the ideas, concepts, knowledge and skills that will enable students to implement beneficial personal decision-making choices; to become wise, successful, and knowledgeable consumers, savers, investors, users of credit and money managers; and to be participating members of a global workforce and society.

**Principles of Food Prep**

*Grade:10th-12th*

*Prerequisites: None*

*Length: 1 Semester*

*Credit: 0.5*

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality & Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality & Tourism career cluster. The content includes but is not limited to preparing students to understand the principles of food, selection and storage, basic food preparation, and selection of food services.

**Senior Survival**

*Grade: 12th*

*Prerequisites: None*

*Length: Year-Long*

*Credit: 1.0*

This program offers skills needed to prepare for further education and careers in the Human Services career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Human Services career cluster. The content includes but is not limited to food preparation and nutrition, housing, consumer and personal finance, apparel selection and care, parenting skills, healthy relationships, leadership skills, and employability skills.

**AP Human Geography**

*Grade: 9th-12th*

*Prerequisites: None*

*Length: Year-Long*

*Credit: 1.0 credit with 1 full quality point*

This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012). **Student may earn college credit if appropriate score is earned on end of course Cambridge exam.**

**AICE Classical Studies**

*Grade:10th-12th*

*Prerequisites: None*

*Length: Year-Long*

*Credit: 1.0 credit with 1 full quality point*

Classical Studies involves the study of the civilizations of Greece and Rome in the Classical period. The topics allow candidates to survey the culture, literature, history and politics of the Classical period as well as studying significant individuals.

**AICE Global Perspectives & Research AS**

*Grade: 10th-11th*

*Prerequisites: None*

*Length: Year-Long*

*Credit: 1.0 credit with 1 full quality point*

***Must be in the Cambridge Program.  A passing score on the end of course Cambridge exam is a requirement for the Cambridge Diploma.*** AICE Global Perspectives and Research is the bottleneck through which all AICE candidates must pass through. The course is designed to study large, complex, global issues from a variety of perspectives with the goal of passing 3 exams. Paper 1 is given in May and has the students deconstructing articles to compare their arguments and weigh their respective strengths and weaknesses. Paper 2 is a 2000-word essay answering a question of the student's choosing on a global topic with multiple themes/perspectives that is submitted during the school year. Paper 3 is a team project with multiple components; an 8-minute videotaped individual presentation in class, a PowerPoint, an 800-word reflection paper with the group's solution(s) and a transcript of the videotaped presentation, all of which is submitted during the school year, like Paper 2.

**AICE Media Studies AS (Yearbook)**

*Grade: 9th-12th*

*Prerequisites: None*

*Length: Year-Long*

*Credit: 1.0 credit with 1 full quality point*

AICE Media Studies is the study of how media affects culture. Key areas of investigation are how media texts achieve meaning through camera shots, angles, movement, composition, editing, sound and mise-en-scène as well as how media represents gender, age, ethnicity, social groups, places, time periods and themes. Through creation of a foundation portfolio, learners also delve into genre, ideology, audience and the institutions who produce, market and distribute media texts. Learners also consider the political and social environment during which the narrative is created. **Student may earn college credit if appropriate score is earned on end of course Cambridge exam.**

**AICE Media Studies AL (Yearbook)**

*Grade: 10th-12th*

*Prerequisites: AICE Media Studies AS*

*Length: Year-Long*

*Credit: 1.0 credit with 1 full quality point*

The AICE Media Studies AL Level advances what students learn in the AS level of this course.  Through the coursework components students will develop the Advanced Portfolio where they create their own media products from planning through to execution. Learners also consider and analyze examples from existing media, examining production processes and technologies and the effects they achieve. **Student may earn college credit if appropriate score is earned on end of course Cambridge exam.**

**AICE Thinking Skills**

*Grade: 10th-12th*

*Prerequisites: None*

*Length: Year-Long*

*Credit: 1.0 credit with 1 full quality point*

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

**AICE Psychology 1 AS**

*Grade: 10th-12th*

*Prerequisites: None*

*Length: Year-Long*

*Credit: 1.0 credit with 1 full quality point*

AICE Psychology aims to encourage an interest in and appreciation of psychology through an exploration of the ways in which psychology is conducted. This exploration includes a detailed review and investigation of several important research studies (12 specific studies). The syllabus uses a wide variety of assessment techniques that will allow learners to show what they know, understand and are able to do. The emphasis is on the development of psychological skills as well as the learning of psychological knowledge. The key concepts and primary objective on which this syllabus is built are as follows: Nature versus nurture, ethics in psychological research, the need for research constraints and the use of some research techniques. No one view in psychology is definitive: Psychological theories are developed by posing hypotheses which are then tested through research. The relevance of psychology in contemporary society is a primary focus and students are expected to be able to critically think about real life issues that may affect human behavior and society. **Student may earn college credit if appropriate score is earned on end of course Cambridge exam.**

**AICE Psychology 2 AL**

*Grade: 11th-12th*

*Prerequisites: AICE Psychology 1 AS*

*Length: Year-Long*

*Credit: 1.0 credit with 1 full quality point*

Cambridge International A Level Psychology builds on the knowledge gain from the AS Psychology level and is designed to give students an understanding of psychological concepts, theories and research methodology.  This syllabus aims to encourage an interest in and appreciation of psychology through an exploration of the ways in which psychology is conducted. This exploration includes: a review of several important research studies and an opportunity to look at the ways in which psychology has been applied. The syllabus uses a wide variety of assessment techniques that will allow learners to show what they know, understand and can do. The emphasis is on the development of psychological skills as well as the learning of psychological knowledge. **Student may earn college credit if appropriate score is earned on end of course Cambridge exam.**

**AP Seminar**

*Grade: 10th-12th*

*Prerequisites: None*

*Length: Year-Long*

*Credit: 1.0 credit with 1 full quality point*

Develop and practice the skills in research, collaboration, and communication that you’ll need in any academic discipline. You’ll investigate topics in a variety of subject areas, write research-based essays, and design and give presentations both individually and as part of a team.

**Dual Enrollment Classes offered at TSHS**

**(Credit will be received through St. Petersburg College)**

**The College Experience (SLS1101)**

*Grade: 11th-12th*

*Prerequisites: 11th grade- 2.5+ GPA, 12th grade- 2.0+ GPA*

*Length: 1 Semester*

*Credit: 0.5*

*Graduation Requirement: Fulfills Acceleration credit*

This course is designed to strengthen skills essential to success in college, with further applications to post-college plans. Included are study and test-taking strategies; effective interpersonal skills; time management techniques; creative and critical thinking skills; college services and resources; educational policies, procedures, regulations and terminology; and library resources, research strategies, and information skills for online, blended, and traditional learning environments. Students testing into one or more college prep courses are required to take SLS 1101. **This class is offered at Tarpon Springs High School through SPC. The grade for this course is a college credit.**

**English Composition 1 (Dual Enrollment ENC1101)**

*Grade: 11th-12th*

*Prerequisites: Appropriate score on the Writing and Reading PERT tests*

*Length: 1 Semester*

*Credit: 1.0 honors credit*

*Graduation Requirement: Fulfills 1 credit towards English subject area.*

This course is designed to develop composition skills. It emphasizes the development of the multi-paragraph essay and includes practice in information retrieval from electronic and other sources, as well as in the selection, restriction, organization, and development of topics. It also offers the student opportunities to improve proficiency with sentence structure, diction, and mechanics. Selected writing samples are examined as models of form and as sources of ideas for the student’s own writing. Conferences provide individual instruction. Sections of computer-assisted and individualized instruction are offered. This course partially satisfies the writing requirements outlined in General Education Requirements. **This class is offered at Tarpon Springs High School through SPC. The grade for this course is a college credit.**

**English Composition 2 (Dual Enrollment ENC1102)**

*Grade: 11th-12th*

*Prerequisites: ENC1101 and appropriate score on the Writing and Reading PERT tests*

*Length: 1 Semester*

*Credit: 1.0 honors credit*

*Graduation Requirement: Fulfills 1 credit towards English subject area.*

This course builds upon the skills developed in Composition 1. It provides further instruction in the planning, organization, and writing of essays. It stresses methods of library research including information retrieval from electronic sources and emphasizes writing of the research paper and the paper of literary interpretation. The reading includes selections from at least two forms of literature. This course partially satisfies the writing requirements outlined in the General Education Requirements. **This class is offered at Tarpon Springs High School through SPC. The grade for this course is a college credit.**