



TARPON SPRINGS HIGH SCHOOL

CURRICULUM GUIDE 2025-2026



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HIGH SCHOOL GRADUATION REQUIREMENTS/DIPLOMA OPTIONS

	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	8/7.5**	3/2.5**	8/7.5**	8/7.5**	8/7.5**
Credits of Fine/Performing/Practical Art	1	1	1	1	1
HOPE Credit	1	0	1	1	1
Financial Literacy Course**	0.5	0.5	0.5	0.5	0.5
Levels of a Foreign Language	0	0	2	0	at least 2 - best if 3 or higher
Algebra 1 EOC BEST	Passed or concordant score	Passed or concordant score	Passed or concordant score	Passed or concordant score	Passed or concordant score
Grade 10 ELA FAST	Passed or concordant score	Passed or concordant score	Passed or concordant score	Passed or concordant score	Passed or concordant score
Geometry EOC BEST	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.
**Requirement for students starting high school in the 23/24 year and after		not accepted at state level colleges and universities.			

Tarpon Springs High School

Comprehensive Graduation Checklist

Student Name: _____

COURSE LEVEL KEY: R = Regular, H = Honors/Pre-AICE,
AP = Advanced Placement, DE = DUAL ENROLLMENT,
AICE = CAMBRIDGE. * = current enrollment

English (4.0 credits REQUIRED)

	S 1	S 2	Course Level
ENG 1			R H AP AICE
ENG 2			R H AP AICE
ENG 3			R H AP AICE
ENG 4			R H AP AICE

Math (4.0 credits – Alg. 1 & Geo REQUIRED)

	S 1	S 2	Course Level
Algebra 1			R H AP AICE
Geometry			R H AP AICE
			R H AP AICE
			R H AP AICE

Science (3.0 credits – Biology REQUIRED)

	S 1	S 2	Course Level
Biology			R H AP AICE
			R H AP AICE
			R H AP AICE

Social Studies (3.0 credits – ALL REQUIRED)

	S 1	S 2	Course Level
World			R H AP AICE
US History			R H AP AICE
Economics (.5 Credit)		----	R H AP AICE
US Gov (.5 Credit)		----	R H AP AICE

Elective Credits (7.5 credits)

1	2	3	4	5	6	7	0.5
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HOPE (1.0 credit - REQUIRED)

	S 1	S 2
HOPE		

Financial Literacy (0.5 credit - REQUIRED)

Course Name	

Fine Arts/Approved Prac. Arts (1.0 credit)

COURSE NAME	S 1	S 2

Testing - REQUIRED TO PASS	Passed
FAST – 10 th Grade ELA	
Alg. 1 EOC	

Concordant scores for FAST Reading, Algebra 1 EOC:

10th Grade ELA FAST: ACT-18 /SAT-480/CLT 36: _____

Algebra 1 EOC PSAT-430/ACT-16/SAT-420/CLT-11: _____

EOCs Required to Take: Bio. ____ Geo. ____ US Hist. ____

Foreign Language – ONLY NECESSARY FOR BRIGHTS
FUTURES OR SUS UNIVERISTY ELIGIBILITY

(min. 2.0 credits in same language)	Sem. 1	Sem. 2

Current U/W GPA: _____ (2.0 REQUIRED)

Certification/Accelerated Course: ☐ _____

Cambridge Diploma Track: ☐

Magnet Program/Career Path: _____

Diploma Designation: Industry Scholar Adv. Scholar

Graduation Code: _____

TRADITIONAL SAMPLE COURSE SEQUENCE

Subject	9th Grade	10th Grade	11th Grade	12th Grade
<u>English</u>	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 3	AICE English Language or AICE English Literature or English 4
<u>Math</u>	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 AP Precalculus	Geometry or Math for Data & Fin. Literacy or Algebra 2 Or Math for College Liberal Arts or AP Precalculus or AP Calculus AB or AP Statistics	Geometry Or Math for Data & Fin. Literacy or Algebra 2 Or Math for College Liberal Arts or AP Precalculus or AP Calculus AB/BC or AP Stat
<u>Science</u>	Pre-AICE Biology	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
<u>Social Studies</u>	AICE European History or Pre-AICE World History or An elective <i>Note: some 9th graders will not take a Social Studies class</i>	AICE US History or Pre-AICE World History	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
<u>World Language</u>	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.			
<u>Other Required Course</u>	<u>HOPE- Health Opportunities through Physical Education (1 credit)</u> <u>Personal Financial Literacy</u> <u>Performing, Fine, or Practical Arts (1 credit)</u> - Examples: Art, Band, Theatre, Chorus, Dance, Digital Info Tech, etc. <u>Acceleration Credit (College and/or Career Readiness)</u> - Earning an Industry Certification through Digital Info Tech, Digital Design, Culinary, etc. <u>OR</u> - Passing score on an AICE or AP exam <u>OR</u> - Passing a Dual Enrollment class with a C or higher			

The Cambridge Program

The Cambridge Program is an innovative and academically accelerated course of study offered through the University of Cambridge International Examinations in England. Pre-AICE and AICE courses are designed to help prepare students for work at the college and university level.

AICE courses allow students the opportunity to earn college-level credits while still in high school. Students have the potential to earn up to 30 hours of credit at all public universities and colleges in Florida. Students can also work to earn the AICE diploma. With the required community service hours, the **AICE diploma automatically qualifies students for the Bright Futures Florida Academic Scholars Award, regardless of the student's test scores or GPA.**

The Cambridge curriculum is comprehensive and flexible – it allows each student to design a schedule of accelerated courses around his or her skills and interests. Cambridge students build knowledge, learning skills, critical thinking skills, and problem-solving skills in order to become independent learners.

Upon successful completion of AICE classes, students are required to sit for each of the corresponding AICE examinations. The AICE Diploma is awarded to those students who pass seven AICE tests. Students decide which classes they would like to take to earn the seven credits needed for the AICE diploma.

The Benefits of Cambridge AICE classes

Advantages: The Cambridge advanced level courses (AS) are equivalent to those of Advanced Placement (AP), and International Baccalaureate (IB). Completion of the AS level classes and exams may lead to advanced standing at the college level and college credit. The AICE (Advanced International Certificate of Education) Diploma is an award for a completion of a specific number and type of classes that is recognized at many universities throughout the US in which college credit may be earned.

Why Choose Cambridge Classes?

- Cambridge offers students the flexibility to take just one or two Cambridge classes or a full schedule of Cambridge courses. Students choose classes that best meet their abilities and interests.
- Colleges look for students who take academically challenging classes.
- Colleges look for students who can demonstrate a directed pursuit of study.
- Colleges look for students who show the kinds of skills required to complete the Cambridge classes and their corresponding examinations.
- AICE classes are equivalent to first year college and university courses.
- Students who pass 7 Cambridge examinations are awarded the AICE Diploma directly by the University of Cambridge. Students who do not earn the AICE Diploma are given credit for those examinations they pass.
- AICE and Pre-AICE courses strictly follow a course syllabus that is designed by University of Cambridge professors.
- AICE students are eligible for the Florida Bright Futures Scholarship. Bright Futures and other scholarship committees look for students who academically challenge themselves.

Frequently Asked Questions

What characteristics are apparent in an AICE Student?

- Self-motivated
- Self-disciplined
- Excellent expressive writer
- Good time manager
- Organized
- Possesses leadership qualities
- Passionate about learning

Do students have to earn the full AICE Diploma in order to earn college credits?

No. Students receive General Certificate of Education (GCE) subject certificates for AS and A Level examinations passed. Colleges award credit on a subject-by-subject basis, according to grades earned on individual examinations passed.

How do AICE examination grades compare with the US grading scale?

Passing grades available on AICE exams range from A to E with A being the highest. A Department of Education AICE program study found that a Cambridge grade of E most closely correlated with an Advanced Placement exam grade of 3.

Do many colleges and universities award credit for examinations passed?

Yes. Cambridge publishes a list on their website of US universities that have provided written statements of their AICE recognition policy (which includes AS and A Levels). If a university admissions counselor is unfamiliar with AICE, you should ask to speak to the *international admissions counselor*. All public universities and community colleges in Florida Award up to 45 hours of college credit for AICE exams passed. For more information about college credit for examinations passed in Florida, visit the FACTS.org page on Articulation.

In addition, the Florida DOE recognizes the AICE program as an official acceleration mechanism and is included in the Bright Futures Scholarship Program as an additional means to earn scholarship monies. Students who earn the AICE Diploma and have 100 community service hours are given the 100% Academic Scholars Award. Students who complete the diploma program, but do not earn the scholarship can still earn the 100% scholarship with appropriate SAT and ACT test scores.

AICE CAMBRIDGE SAMPLE COURSE SEQUENCE

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

*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

- AS Global Perspectives & Research

Group 1: Mathematics & Science

- AICE Biology
- AICE Environmental Management
- AICE Marine Science
- AICE Physical Education
- AICE Psychology
- AICE Physics

Group 2: Languages

- English Language
- Spanish Language

Group 3: Arts & Humanities

- AICE Economics
- AICE Psychology
- AICE English Literature
- AICE US History
- AICE European History
- AICE Media Studies
- AICE Digital Media & Design
- AICE Drama
- AICE Environmental Mgmt.
- AICE Physical Education

Group 4: Interdisciplinary & Skills

- AICE Thinking Skills
- AICE General Papers



Tarpon Springs High School

Cambridge Diploma Progress Report

Student Name: _____

School Year of 1st AICE Exam: _____

AICE COURSES: 7 total exams must be passed
and at least one exam in each group must be passed.

Group 1

Course Name	Grade	Year
Biology 1 AS		
Env. Mgmt. AS**		
Marine Science AS		
Physical Ed. AS**		
Psychology 1 AS**		
Psychology 2 A**		
Physics 1 AS		
Physics 2 A		

Group 2

Course Name	Grade	Year
English Lang. AS		
English Lang. A		
Spanish Lang. AS		

Group 3

Course Name	Grade	Year
Dig. Media & Des. AS		
Drama AS		
Economics AS		
English Lit. AS		
English Lit A		
Env. Mgmt. AS**		
European History AS		
Media Studies AS		
Media Studies A		
Psychology 1 AS**		
Psychology 2 A**		
Physical Ed. AS**		
U.S. History AS		

Group 4

Course Name	Grade	Year
Global Persp. 1 AS*		
English Gen. Paper AS		
Thinking Skills AS		

of Exams Passed: _____

TOTAL POINTS EARNED: _____

Grading Scale:

a = 60 points	A* = 140 points
b = 50 points	A = 120 points
c = 40 points	B = 100 points
d = 30 points	C = 80 points
e = 20 points	D = 60 points
U/u = 0 points	E = 40 points

Diploma Levels associated with points:

Distinction = 360 - 420 points

Merit = 250 - 359 points

Pass = 140 - 249 points

Student Signature: _____

Date: _____

* = This class is a REQUIREMENT in order to get any Cambridge Diploma.

** = These classes can be counted for ONE group only, not both.

Students have 3 school years to work on and earn their Cambridge Diploma.

ACADEMY PATHWAYS

ART



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

AVID



9 th Grade	Avid 1 (with 1 honors level class)
10 th Grade	Avid 2 (with 2 honors level classes)
11 th Grade	Avid 3 (with 1 honor and 1 college level class)
12 th Grade	Avid 4 (with 2 college level classes)



BUSINESS

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



CULINARY ARTS

9 th Grade	Culinary Arts 1
10 th Grade	Culinary Arts 2/Hospitality & Tourism (Double Blocked)
11 th Grade	Restaurant Cook (Double Blocked)
12 th Grade	Chef/Head Cook (Double Blocked)

JOURNALISM



9 th Grade	Journalism 1
10 th Grade	TV Production Tech 1 or AICE Media Studies
11 th Grade	AICE Media Studies AS
12 th Grade	AICE Media Studies AL

LEADERSHIP

*Required for all Leadership Students

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



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



EARLY CHILDHOOD EDUCATION

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

VETERINARY SCIENCES



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

YOUR PATH TO AN A.A. DEGREE AT TARPON SPRINGS HIGH SCHOOL

General requirements (this page) total 36 credits. With a total of 60 credits needed for an A.A. degree, students must complete an additional 24 credits in elective coursework.

DUAL ENROLLMENT COURSE GRADES MUST BE C OR HIGHER FOR ALL GENERAL EDUCATION REQUIRED COURSES

AA Degree Credit Requirements	AA Subject Area Requirements	Course Options	Location		
Communications Requirements (9 Credits)	Writing/Composition I - Core (6000 words) 1 course from this group	AP English Language or Literature (Exam score 3+)	TSHS		
		AICE English Language or Literature AS (Exam score a-e)	TSHS		
		ENC 1101 Composition I	TSHS		
	Literature/Composition II (6000 words) 1 course from this group	AP English Language or Literature (Exam score 4+)	TSHS		
		AICE English Language or Literature A (Exam score A-E)	TSHS		
		ENC 1102 Composition II	TSHS		
	Speech (2000 words) 1 course from this group	SPC 1017 Intro to Speech Communication	SPC		
		SPC 1065 Business & Professional Speaking	SPC		
		SPC 1608 Public Speaking	SPC		
Humanities (6 credits)	Humanities A - Core (2000 words) 1 course from this group	ARH 1000 Understanding Art	SPC		
		HUM 1020 Introduction to Humanities*	SPC		
	Humanities B - Other (2000 words) 1 course from this group	REL 2300 World Religions*	SPC		
		HUM 2270 Humanities East-West Synthesis*	SPC		
College Math (6 credits)	College Level Math 2 courses from this group	AP Statistics (Exam score 3+)	TSHS		
		AP Calculus AB (Exam score 3+)	TSHS		
		AICE Math AS (Exam score a-e)	TSHS		
		AICE Further Math A (Exam score A-E)	TSHS		
		MAC 1105 College Algebra	SPC		
		MGF 1106 Mathematics for Liberal Arts I	SPC		
		MGF 1107 Mathematics for Liberal Arts II	SPC		
ETHICS (3 credits)	Ethics (2000 words)	PHI 1600 Studies in Applied Ethics <small>Topic options include: General, Business or Professional, Health Care, Life & Death</small>	SPC		
Social & Behavioral Science (6 credits)	American Government (2000 words)	POS 2041 American National Government	SPC		
	Social & Behavioral Science (2000 words) 1 course from this group	AICE Psychology AS or A (Exam score a-e or A-E)	TSHS		
		SYG 2000 Intro to Sociology	SPC		
		AICE Economics A (Exam score A-E)	TSHS		
		AMH 2010 History of the United States I (to 1865)	SPC		
		AMH 2020 History of the United States II (from 1865)	SPC		
Natural Sciences (minimum 6 credits including a lab) Lab requirement is met by any course ending with an L or C	Natural Sciences A - Core 1 course from this group <i>(note the science majors listed to assist in proper selection of science course - courses without a major listed are for non-science majors)</i>	AST 1002 Universe: The Infinite Frontier	SPC		
		BSC 1005C Biological Science w/ Lab	SPC		
		AICE Biology A Level (Exam score A-E)	TSHS		
		BSC 2085 / 2085L Human Anatomy & Physiology I w/ Lab	SPC		
		AICE Chemistry A (Exam score A-E)	TSHS		
		ESC 1000C Earth Science w/ Lab	SPC		
		AICE Environmental Management AS (Exam score a-e)	TSHS		
		AICE Physics A Level (Exam score A-E)	TSHS		
		PHY 2048 / 1048L Physics I w/ Lab	SPC		
		Natural Sciences B - Other 1 additional course from this group or A - Core <i>(note the science majors listed to assist in proper selection of science course - courses without a major listed are for non-science majors)</i>	AST 1003 / 1002L The Solar System / Obs. Astronomy lab	SPC	
	BSC 2011 / 2011L Biology II Organisms & Ecology w/ Lab		SPC		
	BSC 2086 / 2086L Human Anatomy & Physiology II/lab		SPC		
	BSC 2250C Field Biology of Florida w/ Lab		SPC		
	CHM 2046 / 2046L General Chemistry II w/ Lab		SPC		
	CHM 2210 / 2210L Organic Chemistry I w/ Lab		SPC		
	CHM 2211 / 2211L Organic Chemistry II w/ Lab		SPC		
	HUN 1201 Science of Nutrition		SPC		
	ENHANCED WORLD VIEW: This requirement can be satisfied by taking one of the courses listed above with an asterisk *, or by taking one semester of a college level World Language course (does not include American Sign Language).				

YOUR PATH TO AN A.A. DEGREE AT TARPON SPRINGS HIGH SCHOOL

General requirements (this page) total 36 credits. With a total of 60 credits needed for an A.A. degree, students must complete an additional 24 credits in elective coursework.

ADDITIONAL REQUIREMENTS FOR AN A.A. DEGREE

Dual Enrollment Eligibility	Students must meet minimum test score requirements and maintain an unweighted GPA of at least 3.0 and a college GPA of at least 2.0 to participate in dual enrollment. The Approved Course Matrix (link on the PCSB Adv. Studies webpage) includes pre-requisite courses and minimum test scores.
General Education A.A. Requirements	The list of courses on the reverse side of this document is not the complete list of options for A.A. degree courses, but is the list of the options available at the high school plus the most frequently enrolled options at the college. For a complete list of options, review the Approved Course Matrix on the PCSB Advanced Studies webpage.
Pre-requisites for Bachelor's Programs	Students who have decided on the Bachelor's Degree they wish to pursue should select speech, mathematics, natural sciences, and elective courses that meet the prerequisites required for entry into their degree program.
College Level Courses Limitations	Pinellas County students taking dual enrollment classes are limited to a maximum of 6 college level classes per semester. This includes dual enrollment, AP, AICE and/or IB combined.
General graduation requirements	60 credit hours, 2.0 cumulative college GPA, 15+ credits completed through Dual Enrollment coursework
Computer Literacy Requirement	Can be met in three ways: (1) opt out test (\$27 fee), (2) articulated credit from high school courses resulting in industry certification, or (3) taking one of the following courses - CGS 1070, CGS 1100, CGS 1309, EME 2040)
World Language Requirement	Can be met in three ways: (1) completing 2 consecutive years of the same language in high school (2) taking a language proficiency test, or (3) earn credit in 2 college semesters of the same language

ADDITIONAL CREDITS THAT CAN BE EARNED AT TSHS THROUGH DUAL ENROLLMENT CLASSES OR AP EXAMS TO MEET ELECTIVE REQUIREMENTS FOR A.A. DEGREE

SLS 1101 The College Experience	3 credit dual enrollment course
AP Music Theory Exam score 3+	Credit for MUT 1001 if composite is 3+ OR 1111 & MUT 1241 if both subscores are 3+ MUT
AP World Language Exam scores 3	Credit for one semester of intermediate language course
AP World Language Exams scores 4+	Credit for two semesters of intermediate language course
AP Capstone Exam score 3+	Credit for an IDS course as defined by SPC
AP Human Geography Exam score 3+	Credit for GEO 1400 or GEO 1420
AP Studio Art 2-D Exam score 3+	Credit for ART 1201C
AP Studio Art Drawing Exam score 3+	Credit for ART 1300C
AICE Media Studies Exam score a-e	DIG X000
AICE General Paper Exam score a-e	Credit for IDS X110
AICE History Exam score a-e	Various depending upon which papers the student completes
AICE Global Perspectives Exam score a-e	ISS X011 or ISS X013
AICE Marine Science Exam score a-e	OCE X001
AICE Thinking Skills Exam score a-e	PHI X103 or PHI X401

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: 9th-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: 10th-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

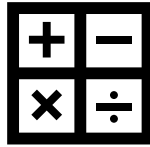
Length: Year-Long

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.**

MATH



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. **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

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.**

Intermediate Algebra (Dual Enrollment MAT1033)

Grade: 11th-12th

Prerequisites: Appropriate score on the Math PERT test

Length: 1 Semester

Credit: 0.5 credit with 1 full quality point

Graduation Requirement: Fulfills 0.5 credit towards Math subject area.

This course is designed for students who require additional skills in algebra before taking MAC 1105, MGF 1106 or MGF 1107. The major topics include sets and real numbers, linear equations and inequalities with applications, polynomials and factoring, and more. This course does not apply toward the associate in arts degree, but does count as an elective course. It will satisfy 0.5 credit of math at the high school level. **This class is offered on campus at Tarpon Springs High School and the course grade will be an SPC college credit.**

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.**

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.

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.

AICE Biology AS

Grade: 11th-12th

Prerequisites: Pre-AICE Biology 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 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 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 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

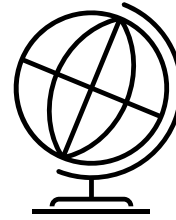
Length: Year-Long

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.**

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.**

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-10th

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: 11th

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: 12th

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.**

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 2.0+ 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 2.0+ 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 2.0+ 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/CAREER TECH 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

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.

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 Honors

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.

AICE Spanish Language AS

Grade: 10th-12th

Prerequisites: None

Length: Year-Long

Credit: 1.0 credit with 1 full quality point

AICE Spanish Language AS enables learners to achieve greater fluency, accuracy, and confidence in the language as it is spoken and written, and improve their communication skills.

Student may earn college credit if appropriate score is earned on end of course Cambridge exam.

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 Honors

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 Honors

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.

French 1 & 2

Grade: 9th-12th

Prerequisites: None

Length: Year-Long

Credit: 1.0

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

JOURNALISM AND MEDIA ELECTIVES

Journalism 1

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 & 2

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 & A (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 (Practice Period)

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, Pre-AICE Drama 2

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.

AICE Drama

Grade: 11th-12th

Prerequisites: None

Length: Year-Long

Credit: 1.0 credit with 1 full quality point

AICE Drama encourages learners to develop their skills in performing, devising, and researching a wide range of theatrical styles and genres. They learn to communicate with an audience through practical and creative work on performance texts and their own devised material, both as individuals and in groups. Underpinned by theoretical and practical study, they learn to research, analyze, create, and interpret as well as to become skilled, well-informed, and reflective theatrical practitioners who enjoy drama.

Student may earn college credit if appropriate score is earned on end of course Cambridge exam.

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 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 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.**

AICE Physical Education

Grade: 10th-12th

Prerequisites: None

Length: Year-Long

Credit: 1.0 credit with 1 full quality point

AICE Physical Education is both practical and theoretical, covering anatomy and physiology, movement skills, and contemporary studies in sports. Learners are encouraged to try out a range of physical activities, including team and individual sports, games, and outdoor activities, and then use the theoretical knowledge they have gained to analyze the different factors influencing performance.

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.

Student may earn college credit if appropriate score is earned on end of course Cambridge exam.

DUAL ENROLLMENT CLASSES OFFERED AT TSHS

(CREDIT WILL BE RECEIVED THROUGH ST. PETERSBURG COLLEGE)

Career and Life Planning (SLS1301)

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 assists students in identifying aptitudes, interests, and values as related to career decision-making and is individualized to personal lifestyles. Employment and future trends in careers will be explored. **This class is offered at Tarpon Springs High School through SPC. The grade for this course is a college credit.**

Intermediate Algebra (Dual Enrollment MAT1033)

Grade: 11th-12th

Prerequisites: Appropriate score on the Math PERT test

Length: 1 Semester

Credit: 0.5 credit with 1 full quality point

Graduation Requirement: Fulfills 0.5 credit towards Math subject area.

This course is designed for students who require additional skills in algebra before taking MAC 1105, MGF 1106 or MGF 1107. The major topics include sets and real numbers, linear equations and inequalities with applications, polynomials and factoring, algebraic fractions, exponents, roots and radicals, quadratic equations, relations and functions, graphs and systems of linear equations with applications. This course does not apply toward the associate in arts degree, but does count as an elective course. It will satisfy 0.5 credit of math at the high school level. **This class is offered on campus at Tarpon Springs High School and the course grade will be an SPC college credit.**