

Dixie Hollins High School
2019-2020
Curriculum Guide



4940 62nd Street N
St Petersburg, FL 33709
727-547-7727

www.pcsb.org/dixiehollins-hs

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Graduation Requirements - 4-year, 24 credit diploma		
Total Credits	24 credits	
English	4 credits	Students must take (one credit each) English I, II, III, and IV or their equivalents.
Mathematics	4 credits	Students must earn credit in algebra I, geometry, and two additional courses
Science	3 credits	Biology and two other lab courses
Social Studies	3 credits	American Government - 1/2 credit; World History - 1 credit; American History - 1 credit; Economics - 1/2 credit
Physical Education/Health	1 credit	Students must take one credit in physical education with integrated health (HOPE) to meet this requirement.
Fine Arts	1 credit	
Online Course	½ credit	Students must complete one course on line – we offer American Government and Economics Honors as our online course options
Grade Point Average	2.0	
State Assessment	Proficiency score on FSA ELA and FSA Algebra EOC	

Students wishing to enter a state-supported four-year university as a freshman must earn two or more sequential credits in a foreign language.

Retention Policy

Rising sophomores with fewer than 6 credits remain freshmen.

Rising juniors with fewer than 12 edits remain sophomores.

Rising seniors with fewer than 17 credits remain juniors.

Students can be promoted once the correct number of credits has been earned. Numerous opportunities for credit recovery are available throughout the year. Contact your guidance counselor for more information.

NCAA:

Next Level Opportunities

- NCAA Division I, II, and III
- NAIA
- Junior College

For more information regarding NCAA, please view the Power Point. [“A School’s Guide.”](#)

NCAA Division I Qualifier:

Requirements for Athletics Aid, Practice and Competition - Students will need to meet the following requirements to receive **athletics aid, practice** and **compete** their first year:

16 core courses in the following areas:

- 4 years English;

- 3 years Math at Algebra I level or higher;
 - 2 years Natural or Physical Science (one lab if offered at any high school attended);
 - 1 year additional English, Math or Natural/Physical Science;
 - 2 years Social Science; and
 - 4 years additional from areas above or: Foreign Language, Philosophy or Comparative Religion.
- Minimum required GPA:

Minimum GPA of **2.300** in those 16 core courses.

Students who meet the following criteria after six semesters will be certified as qualifiers:

- For Division I:** Minimum SAT (math and critical reading) of 900 or minimum sum score of 75 on the ACT; and a core-course GPA of 3.000 or higher in a minimum of 14 core courses:
 - 3 English;
 - 2 Math;
 - 2 Science;
 - 2 additional core courses in English, Math or Science; and
 - 5 additional core courses in any area.
- For Division II:** Minimum SAT (math and critical reading) of 1000 or minimum sum score of 85 on the ACT; and a core-course GPA of 3.000 or higher in a minimum of 12 core courses:
 - 3 English;
 - 2 Math;
 - 2 Science; and
 5 additional core courses in any area.

When to Register:

- You should register for the clearinghouse when you are actively being recruited by a school. Receiving letters from schools does not mean they are recruiting you.
- Ask the college you want to attend if they plan on adding you to their Institutional Request List (IRL).
- If so, then you need to register at NCAA Eligibility Center once you become active on a college IRL (Institutional Request List).
- You will also need to register before you take an official visit.
- The school recruiting will ask you for your NCAA ID Number.

Check online for more information about college athletics.

Grading Scale

The following point scale will apply to all high schools, as well as to middle school students enrolled in high school courses in grade 7 or 8 for credit toward graduation:

A = 4 grade points (90-100) (outstanding progress)

B = 3 grade points (80-89) (above average progress)

C = 2 grade points (70-79) (average progress)

D = 1 grade point (60-69) (lowest acceptable progress)

F = 0 grade points (0-59) (failure)

Percents between eighty-nine percent (89%) and ninety percent (90%), seventy-nine percent (79%) and eighty percent (80%), sixty-nine percent (69%) and seventy percent (70%), and fifty-nine (59%) and sixty percent (60%) shall be rounded up to the higher grade if at the midpoint (.5) or above; those below the midpoint (.5) shall be rounded down to the lower grade.

Calculating Final Grades

The final semester grade is determined by averaging each nine week period by 37.5% and the exam grade of 25%.

$T1 (37.5\%) + T2 (37.5\%) + Exam (25\%) = Semester Grade$

Weighted Grade Point Average

Grades are assigned the following point values only when determining class ranking and for averages for summa cum laude, magna cum laude, cum laude status, valedictorian, salutatorian, and the National Honor Society:

	A	B	C	D	F
Dual Enrollment/Advanced Placement	5	4	3	1	0
Honors	4.5	3.5	2.5	1	0
Regular	4	3	2	1	0

Class Rank: Class rank will be computed based on all courses taken for high school credit through the first semester of the 12th grade year.

Honors Status

Students must earn the following cumulative weighted grade point averages (not rounded) to qualify for honors status. High school seniors who become eligible for an honors status during the second semester of their senior year shall have their seals mailed to them.

Summa cum laude- GPA greater than 4.0

Magna cum laude -GPA greater than 3.8 but less than or equal to 4.0

Cum laude - GPA greater than or equal to 3.5 but less than or equal to 3.8

With Distinction -GPA greater than or equal to 3.25 but less than 3.5

EARLY COLLEGE and EARLY ADMISSIONS PROGRAMS

The Early College and Early Admissions Program is a partnership between St. Petersburg College (SPC) and Pinellas County School (PCS) that offers new and innovative options for high school students. Students entering grades 11 and 12 in PCS, as well as private and home-schooled students, who meet dual enrollment eligibility standards and reside in Pinellas County, will have the opportunity to attend the Early College Program. Private and home-schooled students will be required to enroll in a public high school to participate. Students will remain dual-enrolled in their home high schools (allowing them to participate in all extracurricular activities) and in classes at SPC. For additional information, see the website www.spcollege.edu/central/earlycollege.

FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM

This program offers The Florida Academic, the Florida Medallion, and the Gold Seal scholarships. Refer to the web site below for related criteria www.floridastudentfinancialaid.org

The PSAT-NMSQT is administered for all ninth and tenth grade students to provide teachers with data about individual student strengths and areas in need of further development in mathematics, reading and writing. The PSAT also provides students with feedback about where they are on the continuum of preparation for higher education, online resources to target areas in need of improvement and online college and career planning tools.

Eleventh grade students are encouraged to take the PSAT-NMSQT in preparation for the SAT and also in order to qualify as a National Merit Scholar, an Achievement Scholar, or a Hispanic Scholar – all of which include **college scholarship opportunities of up to \$2500**. Pinellas County Schools strongly recommends that every student who plans to attend a four year university participates in the PSAT-NMSQT in their junior year of high school. The exact cost of the test is announced each fall and is approximately \$15. Students in need of financial assistance should ask their school counselor if they qualify for a fee waiver. Students in the eleventh grade must see their school counselor to register and pay for the test during the first two weeks of September.

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

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

Eighteen Credit Option for Early Graduation

Students will meet Florida's high school standard diploma course requirements without the required physical education (HOPE) and only three credits in electives, and have a cumulative GPA of 2.0 on a 4.0 scale.

Pinellas Virtual School

Students who wish to take online courses through Pinellas Virtual School must be enrolled in the online course prior to the start of the semester in order to have the course replace one of the classes in their school day.

Advanced Placement (AP) College Courses

Advanced Placement classes provide students an opportunity to take classes for both high school and college credit. In order to receive college credit at state universities, a score of 3 or higher (on a scale of 1-5) on a test is required. D. Hollins High School requires students to take first semester exams in all AP classes. The resulting grade will be factored into the first three grading periods for the final semester grade. **Students are required to take the Advanced Placement Exam in May.**

AP Capstone Diploma Program

AP Capstone is an innovative new diploma program that gives students an opportunity to apply critical thinking, collaborative problem-solving, and research skills in a cross-curricular context. AP Capstone is built on the foundation of a new, two-year high school course sequence — AP Seminar and AP Research — and is designed to complement and enhance the in-depth, discipline-specific study provided through AP courses. It cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions. www.collegeboard.org/ap-capstone

AP Course Descriptions

AP Art 2D: Students learn to address a broad interpretation of two-dimensional design issues through digital or drawing media.

AP Calculus AB: Most of the year must be devoted to topics in differential and integral calculus. Students must be familiar with the properties of functions, the algebra of functions, and the graphs of functions. Students must also understand the language of functions.

AP Calculus BC: Designed as a follow-up course for students who demonstrate proficiency in AP Calculus AB to further develop their skills in preparation for advance college coursework in mathematics.

AP Computer Science Principles: a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

AP Environmental Science: This course is designed for students to understand the interrelationships of the natural world and to analyze and identify environmental problems both natural and human-made.

AP Human Geography: Economic theories and models, international conflicts, border disputes, world religions, the origin of languages, urban development, industrialization and city planning are among issues explored in this course.

AP Music Theory: Students learn to recognize and understand the total rhythmic nature of any music that is heard or read in the score. Content will include the development of music theory skills, composition, and harmonization.

AP Capstone Research: Continues the independent research of AP Seminar as students write and defend a comprehensive research project. This course is a requirement for the AP Capstone Diploma.

AP Capstone Seminar: Students explore real-world issues and consider multiple points of view. This course prepares students for AP Research and is a requirement for the AP Capstone Diploma.

AP Spanish Language: The course emphasizes the use of language for active communication and helps students develop the ability to understand spoken Spanish in various contexts.

AP Spanish Literature: Students will gain proficiency in the fundamental language skills that enable them to read and understand prose and verse of moderate difficulty and mature content, and formulate and express critical opinions and judgments in correct oral and written Spanish.

AP Statistics: Introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data

AP United States American Government and Politics: Students acquire a critical perspective of politics and government in the United States. They learn concepts used to interpret American politics and analyze specific case studies.

AP World History: The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies.

Cambridge / AICE Program

The Cambridge Program at D. M. Hollins High School began in 2011 with 55 students in 9th grade. The program has grown rapidly to almost 300 students and it continues to expand each year. In addition to those students who are taking the full Cambridge course load and pursuing the prestigious AICE Diploma, an additional 200-300 students at Dixie are taking some of the Cambridge / AICE courses even if they have not been selected into the full program. To be considered an AICE Diploma seeking student, you must apply and accept the rigors of this college prep program. For more information, please visit Cambridge's [website](#).

The Advanced International Certificate of Education (AICE) is an innovative and accelerated method of academic study offered solely through the University of Cambridge International Examinations (CIE), a division of the University of Cambridge in Cambridge, England -- an institution that consistently ranks as one of the top five academic universities in the world. AICE provides a flexible, broad-based curriculum that is offered worldwide at schools and colleges in over 161 countries. For over 170 years, the prestigious University of Cambridge has been setting worldwide curriculum standards through their examinations.

University of Cambridge Advanced International Certificate of Education (AICE) Program Diploma

The AICE Program is the curriculum whereby students are enrolled in a program of studies offered through the AICE Program and administered by the AICE Office. A student who has successfully completed the following AICE course requirements will receive a standard high school diploma:

- A. four (4) credits of English Language
- B. three (3) credits of World Language
- C. four (4) credits of Social Studies
- D. four (4) credits of Experimental Sciences
- E. four (4) credits of Mathematics
- F. one (1) credit of AICE Global Perspectives, beginning with students who entered high school in 2013-14 and subsequent years
- G. three (3) credits of AICE elective or other college level courses
- H. one (1) credits other electives

Requirements equal twenty-four (24) total credits, and all AICE assessments required by the CIE Organization for diploma candidates.

The State Board of Education has established rules that specify the cutoff scores on AICE Examinations that will be used to grant postsecondary credit at community colleges and universities. Students shall be exempt from payment of any fees for administration of the examinations in the year they sit for the corresponding course, regardless of whether or not the student achieves a passing score on the examination.

Pre-AICE Course Descriptions

Cambridge IGCSE— Biology (0610) Grade 09-10

With an emphasis on human biology, the Cambridge IGCSE Biology syllabus 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 A 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.

Cambridge IGCSE— Chemistry (0620) Grade 09-10

The Cambridge IGCSE Chemistry syllabus 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 A 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.

Cambridge IGCSE— First Language (0500) Grade 09-10

Cambridge IGCSE First Language English is designed for learners whose first language is English. Cambridge IGCSE First Language English learners develop the ability to communicate clearly, accurately and effectively in both speech and writing. They learn how to employ a wide-ranging vocabulary, use correct grammar, spelling and punctuation, and develop a personal style and an awareness of the audience being addressed. Learners are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. Cambridge IGCSE First Language English also develops more general analysis and communication skills such as synthesis, inference, and the ability to order facts and present opinions effectively. issues, promoting learners' better understanding of themselves and of the world around them.

Cambridge IGCSE— Mathematics (0580) Grade 09-10

An essential subject for all learners, Cambridge IGCSE Mathematics encourages the development of mathematical knowledge as a key life skill, and as a basis for more advanced study. The syllabus aims to build learners' confidence by helping them develop a feel for numbers, patterns and relationships, and places a strong emphasis on solving problems and presenting and interpreting results. Learners also gain an understanding of how to communicate and reason using mathematical concepts.

AICE Course Descriptions

Cambridge International -- AICE Art and Design AS and A Level (9704) Grade 11-12

The course stimulates interest, enjoyment and personal enrichment as well as introducing artistic exploration and design thinking. Successful candidates gain lifelong skills, including:

- communication skills, especially the ability to communicate concepts and feelings
- how to record from direct observation and personal experience;
- the ability and confidence to experiment, be innovative, intuitive and imaginative;
- the language and technical terms used in art and design;
- research and evaluation skills;
- an appreciation of practical design problems and how to solve these

Cambridge International – AICE Biology AS and A Level (9700) Grade 11-12

Universities value learners who have a thorough understanding of key concepts in biology, an in-depth knowledge of biology's most important themes and strong practical skills. Cambridge International AS and A Level Biology help learners develop the knowledge and skills that will prepare them for successful university study.

- Cells as the units of life
- Biochemical processes
- DNA, the molecule of heredity
- Natural selection
- Organisms in their environment
- Observation and experiment

Cambridge International – AICE Economics AS and A Level (9708) Grade 11-12

The key concepts which run through the study of economics are set out below. These key concepts can help teachers think about how to approach their teaching in order to encourage learners to make links between topics and develop a deep overall understanding of the subject.

- Scarcity and choice
- Equilibrium and efficiency
- Progress and development
- The margin and change
- Regulation and equity

Cambridge International – AICE English Language AS Level (9093) Grade 11-12

Successful English Language learners develop an understanding of a wide variety of different texts, both written and spoken. They gain awareness of how language works in different ways, for different purposes and for different audiences. In addition, they gain skills for life, including:

- the ability to appreciate how different texts are shaped by their language and style
- skills in creating their own imaginative and persuasive writing for different purposes and audiences
- skills in researching, selecting and shaping information from different sources
- the ability to analyze and compare written and spoken texts in close detail

Cambridge International – AICE English Literature AS Level (9695, 2020 Syllabus) Grade 11-12

Students enrolled in AICE Literature will read a selection of Poetry, Prose, and Drama written in English throughout the English-speaking world. Two compulsory papers will be administered at the end of the school year assessing student knowledge and understanding of the texts they have read and studied in class (papers 3 and 4). Students will gain:

- an appreciation of and informed personal response to literature in English in a range of texts in different forms, and from different periods and cultures

- the interdependent skills of reading, analysis, and communication
- effective and appropriate communication
- a wider reading of Literature and an understanding of how it contributes to personal development.

Cambridge International – AICE English Literature A Level (9695, 2020 Syllabus) Grade 12
(Students must have completed or be concurrently enrolled in the AS Level course)

Students enrolled in AICE Literature will read a selection of Poetry, Prose, and Drama written in English by authors throughout the English-speaking world. Two compulsory papers will be administered at the end of the school year assessing student knowledge and understanding of the texts they have read and studied in class, including a required Shakespeare play (papers 5 and 6). Students will deepen and strengthen the skills they have developed in the AS course, with an additional focus on varying opinions and interpretations of Literary works (critical theory, historical response, filmed plays, etc.)

Cambridge International – AICE General Paper AS Level

Students in General Paper gain knowledge and understanding of contemporary issues within national and international contexts through reading and writing in three broad topic areas:

1. Economic, historical, moral, political and social
2. Science, including its history, philosophy, ethics, general principles and applications; environmental issues; and
3. Literature, language, the arts, crafts, and the media.

Cambridge International -- AICE Global Perspectives AS Level (9239) Grade 11-12

This syllabus is firmly based on skills rather than specific content. Through the study of a range of global issues, learners will explore different and sometimes opposing perspectives. Recognizing these perspectives will help to nurture a climate of cross-cultural awareness and promote cultural agility.

Through well-defined stages, called the Critical Path, learners will be encouraged to apply a logical approach to thinking and reasoning. By following this path, they will be able to analyze the structure and context of arguments, assess the impact and limitations of evidence and make well-reasoned judgments. Learners will build skills in organizing and communicating their findings in appropriate multimedia formats.

Please refer to Cambridge University's [website](#) for a full description and syllabus.

Cambridge International – AICE Physics AS Level (9702) Grade 11-12

The key concepts on which this syllabus is built are set out below. These key concepts can help teachers think about how to approach each syllabus topic in order to encourage learners to make links between topics and develop a deep overall understanding of the subject.

- Models of physical systems
- Forces and fields
- Testing predictions against evidence
- Matter, energy and waves
- Mathematics as a language and problem-solving tool

Please refer to Cambridge University's [website](#) for a full description and syllabus.

Cambridge International – AICE Psychology AS Level (9698) Grade 11-12

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 a number of important research studies
- 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 students 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.

Please refer to Cambridge University's [website](#) for a full description and syllabus.

Cambridge International – AICE Thinking Skills AS and A Level (9694) Grade 11-12

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

Please refer to Cambridge University's [website](#) for a full description and syllabus.

Cambridge International—AICE US History AS and A Level History (9389) Grade 11-12

Cambridge International AS and A Level History is a flexible and wide-ranging syllabus covering modern history in the nineteenth and twentieth centuries. 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. At AS learners can select from topics on European, American or International history. At A Level learners can select from topics on European, American, African, Southeast Asian and International history.

Successful candidates gain lifelong skills including:

- assessing different interpretations of an argument
- formulating their own ideas about a subject
- presenting clear and logical arguments
- evaluating historical evidence
- developing an understanding of historical concepts such as cause and effect, similarity and difference and continuity and change
-

Please refer to Cambridge University's [website](#) for a full description and syllabus.

Dual Enrollment Courses

Most of these courses are offered on D. Hollins's campus. These courses are one semester in length and earning a final grade of C or better will result in earning both high school and college credit. See guidance counselors for further details regarding this program. **Students must complete an application and submit it to their counselor before May 2018 to participate in off campus enrollment.**

EXECUTIVE INTERNSHIP I-IV (3 credits) – this is an off campus course offering and requires a separate application through SPC

This course is to provide a practical introduction to the work environment through direct contact with professionals in the community. Program coordinators will arrange for students to spend between one to four semesters working with professionals in their chosen career field.

PUBLIC SAFETY EDUCATION PROGRAM – this is an off campus course offering and requires a separate application through SPC. Course location is the Allstate Campus, and course times are after the regular school day.

Courses are designed to allow students to begin preparation for a career in law enforcement while still in high school. The program is available to eligible juniors and seniors. Students will take SPC Dual Enrollment college courses at the SPC Allstate Campus and receive training from St. Petersburg College and the St. Petersburg Police Department. The courses students take do not replace those they will get in the police academy; they serve to strengthen each student's employability readiness and improve their likelihood of successfully transitioning into public safety careers.

ENC 1101 COMPOSITION I (3 credits)

"G" Prerequisite: (ENC 0020) and (prerequisite or co-requisite REA 0002) or EAP 1695 or appropriate scores on the Writing and Reading placement tests. This course is designed to develop composition skills. It emphasizes the development of the multi-paragraph essay and includes practice in information retrieval from electronic and other sources, as well as in the selection, restriction, organization, and development of topics. It also offers the student opportunities to improve proficiency with sentence structure, diction, and mechanics. Selected writing samples are examined as models of form and as sources of ideas for the student's own writing. Conferences provide individual instruction. Sections of computer-assisted and individualized instruction are offered. This course partially satisfies the writing requirements outlined in the General Education Requirements. Credit is only given for one of the following: ENC 1101, ENC 1121H or IDS 1101H. 47 contact hours.

ENC 1102 COMPOSITION II (3 credits)

"G" Prerequisite: (ENC 1101 or ENC 1121H) and (REA 0002 or EAP 1695) or appropriate scores on the English and Reading placement test. This course builds upon the skills developed in Composition I. It provides further instruction in the planning, organization, and writing of essays. It stresses methods of library research including information retrieval from electronic sources, and emphasizes writing of the research paper and the paper of literary interpretation. The reading includes selections from at least two forms of literature. This course partially satisfies the writing requirements outlined in the General Education Requirements. Credit is not given for both ENC 1102 and ENC 1122H. 47 contact hours.

HUM10201 INTRO TO HUMANITIES (3 credits)

HUM22331 WESTERN HUMANITIES (3credits)

SLS 1101 THE COLLEGE EXPERIENCE (3 credits)

This course is designed to strengthen skills essential to success in college, with further applications to post-college plans. Included are study and test-taking strategies; effective interpersonal skills; time management techniques; creative and critical thinking skills; college services and resources; educational policies, procedures, regulations and terminology; and library resources, research strategies, and information skills for online, blended, and traditional learning environments.

Requirements: You must have taken the SAT, ACT, or all 3 sections of the PERT. (There is no minimum score requirement.) You also must have a 2.5 unweighted GPA or higher. Juniors and Seniors may register for this course.

Academy of Entertainment Arts

The Academy of Entertainment Arts is divided into four areas of concentration. Students will either pursue the filmmaking, design, digital music, and gaming/animation. Students can choose to take courses in multiple studios if their schedule allows. Elective courses are also offered to the Entertainment Arts students including 2D Animation, Special Effects in Film, Photography, and 3D Creature Design.

All incoming students will need to apply to The Academy of Entertainment Arts and then select the studio they wish to pursue after being accepted into the academy.

Pinellas Technical College (PTC)

PTC offers custom training for business and industry in the highly-technical and specialized areas of medical, automotive, electronics, construction, manufacturing, and a variety of service occupations. Incoming juniors and seniors who meet eligibility requirements may take a bus from our campus to PTC St. Petersburg Campus in the morning, returning for lunch and afternoon classes at our D. Hollins campus. Course enrollments are limited to space availability.

Course Name	Grade Level	Amount of Credit
PTC Automotive Collision Repair (12 th only)	11-12	3
PTC Automotive Service Technology (12 th only)	11-12	3
PTC Building Construction (11 th or 12 th)	11-12	3
PTC Culinary (11 th or 12 th)	12	3
PTC Commercial Foods (12 th only)	12	3
PTC Commercial Photography (12 th only)	12	3
PTC Cosmetology (12 th only)	11-12	3
PTC Digital Video Production (11 th or 12 th)	11-12	3
PTC Drafting PSAV (11 th or 12 th)	12	3
PTC Electrical (11 th or 12 th)	11-12	3
PTC HVAC (12 th only)	11-12	3
PTC Medical Administrative Specialist (11 th or 12 th)	11-12	3
PTC Network Support Services (11 th or 12 th)	12	3
PTC Pharmacy Technician (12 th only)	11-12	3
PTC Plumbing (12 th only)	12	3
PTC Welding (12 th only)	12	3

CULINARY ARTS

Students will explore different fields of the culinary trade in our recently updated facility. By focusing on hands-on training, students prepare for a dynamic, rewarding career in the food service and hospitality industry. Students will be able to apply their skills easily into new careers upon graduation.

The Culinary Arts Academy students are expected to complete all four years of the Pro Start curriculum and after doing so they will qualify for the chance to receive their Serve Safe certification. The learning doesn't stop at the classroom, other activities that the students participate in include workshops, competitions, and various field trips to professional kitchens in hotels and restaurants.

Courses are intensive, practical and updated regularly to reflect current industry trends. Students receive career oriented instruction in both classic and modern culinary arts with an emphasis on the skills needed to succeed in the industry and post-secondary education. On campus, the students enjoy creating delicious snacks and baked goods that are sold for the faculty and students to enjoy.

MATHEMATICS

Algebra 1a/1b Block 1200370/1200380 Prerequisite: None Length: 1 year GL: 9 Credit: 2 This course will be given during a two-period block that will allow students to complete both Algebra 1a and Algebra 1b during one school year. The two courses combined are equivalent to Algebra 1. At the completion all students will take the state mandated FSA Algebra 1 exam.

Algebra 1 12003100 Prerequisite: None Length: 1 year GL: 9-12 Credit: 1 The purpose of this course is to provide the foundation for more advanced mathematics courses and to develop the algebra skills needed to solve real-world and mathematical problems. Topics shall include, but not be limited to, sets, ratios, proportions, radical expressions, variables, the real number system, equations and inequalities, integral exponents, polynomials, factoring, irrational numbers, quadratic equations, Venn diagrams, coordinate geometry, problem solving strategies, and literacy strategies. Grades are assigned through completion of course work. Obtaining an achievement level of 3, 4, or 5 on the Algebra End-Of-Course (EOC) assessment is required for graduation.

Geometry 12063100 Prerequisite: Algebra 1 Length: 1 year GL: 9-12 Credit: 1 The purpose of this course is to develop the geometric relationships and deductive strategies that can be used to solve a variety of real world and mathematical problems. Topics shall include, but not be limited to logic, equivalent propositions, Euclidean Geometry, direct and indirect proofs,

constructions, lines, polygons, transformations, quadrilaterals, triangles, circles, polyhedral, spheres, trigonometric ratios, problem solving strategies and literacy strategies. Students are required to take the Geometry End of Course Examination.

Liberal Arts Mathematics 1 12073000 Prerequisite: Algebra 1 Length: 1 year GL: 10-12 Credit: 1 The purpose of this course is to strengthen Algebra 1 skills and to explore informal geometry. State assessment skills will be reinforced. Topics shall include but not be limited to laws of exponents, real number properties, and operations, graphs, functions, equations and inequalities, quadratic equations, coordinate geometry, polygons, quadrilaterals, triangles, solids, data sets, measures of central tendency, real-world applications, problem solving strategies and literacy strategies. Note: This course is not recognized by the State University System as meeting one of the core courses required for freshman admissions.

Algebra 2 Honors 12003400 Prerequisite: Algebra 1 Length: 1 year GL: 9-12 Credit: 1 The purpose of this course is to study algebraic topics in-depth with emphasis on theory, proof, and development of formulas and their applications. Topics shall include but not be limited to complex numbers, functions, equations and inequalities, absolute value, direct, inverse and joint variation, systems of equations and inequalities, parabolas, quadratic equations, powers, roots, exponents and logarithms, polynomial equations and inequalities, Binomial Theorem, radical expressions, non-linear systems of equations, conic sections, sigma notation, arithmetic and geometric sequences, equations of circles, real-world applications, problem solving strategies and literacy strategies. Mathematics for College Readiness 12007000 Prerequisite: Geometry or equivalent Length: 1 year GL: 11-12 Credit: 1 This course is targeted for grade 12 students, whose test scores on the Postsecondary Educational Readiness Test are below the established cut scores for mathematics, indicating that they are not yet college ready in mathematics. This course incorporates the Common Core State Standards for Mathematical Practices as well as the following Common Core Standards for Mathematical Content: an introduction to functions, linear equations and inequalities, solving systems of equations, rational equations and algebraic fractions, radicals and rational exponents, factoring and quadratic equations, complex numbers, and the Common Core Standards for High School Modeling. The standards align with the Mathematics Postsecondary Readiness Competencies deemed necessary for entry-level college courses. Note: This course is required for seniors who do not demonstrate proficiency on the mathematics portion of the Postsecondary Education Readiness Test (PERT) administered during their junior year.

Pre-Calculus Honors 12023400 Prerequisite: Algebra 2 Length: 1 year GL: 10-12 Credit: 1 The purpose of this course is to emphasize the study of functions and other skills necessary for the study of calculus. Topics shall include but not be limited to polynomial, rational, trigonometric/circular functions, arithmetic and geometric series, concepts of limits, vectors, conic sections, polar coordinate systems, mathematical induction, parametric equations, complex numbers, real-world applications, problem solving strategies and literacy strategies.

Course Name	Course Number	Grade Level	Course Prerequisites	Amount of Credit
Algebra IA/IB (double blocked classes)	12003800	9		2
Algebra I		9		1
Liberal Arts Mathematics I (between Algebra and Geometry)	12073000	10		1
Geometry	12063100	9-12	Algebra I	1
Math for College Readiness	12007000	11-12	Algebra I and Geometry	1
Financial Algebra	12003870	12	Algebra I and Geometry	1
Algebra II Honors	12003400	9-12	Algebra I and Geometry	1
Probability and Statistics Honors	12103000	11-12	Algebra II Honors	1
Pre-Calculus Honors	12023400	10-12	Algebra II Honors	1
Calculus Honors	12023000	11-12	Pre-Calculus	1
Advanced Placement: Calculus AB	12023100	11-12	Pre-Calculus	1
Advanced Placement: Statistics	12103200	11-12	Algebra II or higher	1
Advanced Placement: Calculus BC	12023200	12	Calculus AB or instructor permission	1

ENGLISH AND ENGLISH ELECTIVES

ENGLISH I, II, III: The purpose of this course is to provide English 1 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The content should include, but not be limited to, the following: active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn, analysis of literature and informational texts from varied literary periods to examine: text craft and structure, elements of literature, arguments and claims supported by textual evidence, power and impact of language, influence of history, culture, and setting on language, personal critical and aesthetic response, writing for varied purposes such as: developing and supporting argumentative claims, crafting coherent, supported informative/expository texts, responding to literature for personal and analytical purposes, writing narratives to develop real or imagined events, writing to sources using text-based evidence and reasoning; effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions; collaboration amongst peers.

English IV College Prep: The content should include, but not be limited to, the following: demonstrating successful reading of argument, including recognizing bias and supporting details; demonstrating successful reading of fact and opinion, including recognizing inferences and main ideas; demonstrating knowledge of a variety of organizational patterns and their relationships in the comprehension of text, including recognizing purpose and tone of informational reading; demonstrating successful understanding of vocabulary in context and through writing effective sentence structures; effectively implementing patterns of paragraph development; recognizing and solving common sentence development problems; reading and modeling mentor essays; and understanding and using language, grammar, and mechanics effectively.

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

Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

Journalism 1 - Semester only class. Prerequisite for taking advanced Journalism classes. Must pass with a C or higher to take Level 2 of Yearbook or TV Production. Learn how to write a basic news article, follow composition guidelines for photography, tell a story through photographs, write effective captions, and produce video features.

Creative Writing 1 - Semester only class. Prerequisite for Level 2 Creative Writing. This class focuses on writing using effective words to convey tone and build on sounds and rhythms for emotional impact. Write in a variety of genres in both poetry and fiction. Additional activities on adverbs, alliteration, dialogue, etc. are included. Learn, through activities, how to be more observant in order to add more details to your writing.

Journalism Y (Yearbook) - Full year class. Produce the school's yearbook by taking and editing photographs, writing and editing copy, and designing content. Marketing strategies.

Creative Writing 2 - Full year class. Delve deeper into poetry and fiction. Learn the fundamental qualities of poetry that distinguish simple poetry from sophisticated poetry. Write in a variety of genres such as flash fiction. Learn how to develop your plot and characters and effectively choose your story's POV.

Creative Writing 3+ - Full year class. Individualized and structured to meet the needs of the students. Balanced instruction with independent study for student choice of writing projects.

SCIENCE

BIOLOGY: Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data

BIOLOGY H: While the content focus of this course is consistent with the Biology I course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data

SOCIAL STUDIES

Economics with Financial Literacy - The 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. (Required)

Law Studies - The Law Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the study of the American legal system as the foundation of American society by examining those laws which have an impact on citizens' lives and an introduction to fundamental civil and criminal justice procedures. Content should include, but is not limited to, the need for law, the basis for our legal system, civil and criminal law, adult and juvenile courts, family and consumer law, causes and consequences of crime, individual rights and responsibilities, and career opportunities in the legal system. (Elective)

Psychology 1 - Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. The content examined in this first introductory course includes major theories and orientations of psychology, psychological methodology, memory and cognition, human growth and development, personality, abnormal behavior, psychological therapies, stress/coping strategies, and mental health. (Elective)

Psychology 2 - Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. The content examined in this second introductory course includes statistical research, psychobiology, motivation and emotion, sensation and perception, states of consciousness, psychological testing, and social psychology. (Elective)

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

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

Women's Studies employs an interdisciplinary set of tools for analyzing women's experiences and studies the ways that sex and gender manifest themselves in social, cultural and political contexts. As an introduction to Women's Studies, this course is designed to: (1) Acquaint you with some key issues, questions and debates in the field of Women's Studies (2) Introduce you to some of the frameworks and concepts feminist scholars have developed (3) Increase awareness of the history and

experience of women as half the world's population. This course will concentrate on the experiences of women in the United States and abroad. (Elective)

This course does not only consider differences between women and men, but also explores differences among women. The readings and discussion will be designed to examine ideas about race, class, sexuality and other aspects of identity in addition to gender. Together we will discuss the relationships among these categories, and will analyze when and how such categories operate.

United States History - 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. (Required)

United States Government - 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. (Required)

Honors/Advanced in Social Studies courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

WORLD LANGUAGES

0708340 SPANISH I Prerequisite: English Teacher Approval

This course is designed to emphasize speaking and listening skills with oral participation. Reading and writing are introduced and basic grammar structures explained. Students will be introduced to the culture and customs of various Spanish-speaking countries. **Native speakers may not enroll in level 1.**

0708350 SPANISH II Prerequisite: Spanish I

This course is designed and recommended for the student who has successfully completed Spanish I with a grade of C or better. This course is designed for the student to continue to develop skills in listening and speaking. Conversation in the target language is stressed. Reading and writing will be further developed through expanded vocabulary and more complex grammatical structures. Culture, history and geography will be studied in greater depth.

0708360 SPANISH III Honors Prerequisite: Spanish II

This course is designed to continue to develop skills in listening and speaking. Conversation is stressed. Reading and writing will be further developed through expanded vocabulary and more complex grammatical structures. Culture, history and geography will be studied in greater depth. Opportunities for enjoyment of the customs, ideas and heritage will increase.

0708370 SPANISH IV Honors Prerequisite: Previous Level of Spanish

This course is designed for students to pursue fluency in the language. Emphasis is on advanced language structures, idiomatic expressions and conversational skills. The students will study the cultural aspects that influence the Spanish view of the world.

0708400 AP SPANISH LANGUAGE AND CULTURE Prerequisite: Teacher Advisement, Student Agreement
The program involves in-depth practice of language skills for those students at a more advanced level. The course is taught at a college level and will help prepare students for the AP test given at the end of the school year. Based on the AP test scores, college credit may be awarded by participating colleges and universities. Students enroll in this class.
MUST TAKE AP TEST

0708410 AP SPANISH LITERATURE AND CULTURE Prerequisite: AP Spanish Language or Native Speaker, Teacher Advisement, Student Agreement
This course is taught at a college level and will help the student prepare for the Advanced Placement Literature exam given at the end of the school year. This course covers selected works of literature. This course is offered to non-native students who have taken the AP Spanish Language test and to native speakers. Participating colleges and universities may award credit based on the results of the Advanced Placement Examination. **MUST TAKE AP TEST**

American Sign Language counts as a foreign language credit in many university systems. The student would be advised to check with their intended college or university for foreign language requirements especially since it is not accepted at all universities and colleges as a foreign language.

0717300 AMERICAN SIGN LANGUAGE I Prerequisite: Students Need to be Fluent in English
This course will teach hearing and deaf students basic conversational skills in American Sign Language (ASL), and the awareness of various aspects of Deafness. The content includes conversational vocabulary, the grammatical features, principles of ASL and the educational, social, cultural, and historical aspects of deafness.

0717310 AMERICAN SIGN LANGUAGE II Prerequisite: American Sign Language I
This course is designed and recommended for the student who has successfully completed ASL I with a grade of C or better. ASL II continues vocabulary, grammar and cultural issues started in ASL I. Students will build their vocabularies and acquire additional comprehension skills, learning how to process sign to voice

0717312 AMERICAN SIGN LANGUAGE III Honors Prerequisite: American Sign Language II
This course is designed for students to pursue the goal of fluency in the language. Emphasis is on advanced structure and mastery of the skills and vocabulary acquired in ASL II.

0717314 AMERICAN SIGN LANGUAGE IV Honors Prerequisite: American Sign Language III
This course is designed for those students interested in pursuing a career in interpretation. Students will continue to develop advanced skills in American Sign Language through a communicative and cultural approach. in ASL III. Emphasis is on the mastery of ASL through in-depth practice, using both receptive and expressive skills, for a variety of settings. The course will also include studies in Deaf literature, history and culture.

PHYSICAL EDUCATION

Health Opportunities through Physical Education (HOPE) 3026010 Prerequisite: None Length: 1 year GL: 9-12 Credit: 1
The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. Students will alternate between learning principals and background information in a classroom setting and applying that knowledge during physically activity. Content to include: Understand the impact of personal health behaviors on body systems. Develop and implement an individual nutrition and wellness plan. Demonstrate knowledge of depression, suicide prevention, and stress management skills. Apply knowledge and skills for safety, injury and disease prevention. Utilize technology to facilitate health and personal fitness. Apply effective communication skills to enhance interpersonal relationships, refusal skills and decision making to promote teamwork, sportsmanship, and cultural diversity. Demonstrate

the ability to make positive decisions regarding wellness. Advocate for personal, family and/or community health and fitness promotion. Analyze the influence of culture, media, technology, and other factors on health.

Basketball 15033100 Prerequisite: None Length: 1 semester GL: 9-12 Credit: 0.5 The purpose of this course is to provide students with opportunities to acquire knowledge and skills in basketball that may be used in recreational pursuits today as well as in later life, and to maintain and/or improve their personal fitness. This course expands and refines concepts and activities introduced in elementary and middle school. The content should include, but not be limited to, in depth knowledge and application of skills, techniques, strategies, rules and safety practices necessary to participate in basketball, and knowledge of the organization and administration of basketball games. Strategies of team play, skill acquisition, and the maintenance and/or improvement of personal fitness should be stressed.

Team Sports 1 15033500 Prerequisite: None Length: 1 semester GL: 9-12 Credit: 0.5 The purpose of this course is to provide students with opportunities to acquire knowledge of strategies of team sports play, develop skills in selected team sports, and maintain and/or improve their personal fitness. The content should include, but not be limited to, knowledge and application of skills, techniques, strategies, rules, and safety practices necessary to participate in selected team sports. Team sports selected may include, but not be limited to, basketball, flag football, flicker ball, gatorball, soccer, softball, speedball, track and field, and volleyball. Activities selected in Team Sports I shall not be repeated in Team Sports II. Strategies of team sports play, skill acquisition, and maintenance and/or improvement of personal fitness should be stressed.

Team Sports 2 15033600 Prerequisite: Team Sports 1 Length: 1 semester GL: 10-12 Credit: 0.5 The purpose of this course is to provide students with opportunities to acquire knowledge of strategies of team sports play, develop skills in selected team sports, and maintain and/or improve their personal fitness. The content should include, but not be limited to, knowledge and application of skills, techniques, strategies, rules, and safety practices necessary to participate in selected team sports. Team sports selected may include, but not be limited to, basketball, flag football, flicker ball, gatorball, soccer, softball, speedball, track and field, and volleyball. Strategies of team sports play, skill acquisition, and the maintenance and/or improvement of personal fitness should be stressed.

Volleyball 1 15055000 Prerequisite: None Length: 1 semester GL: 9-12 Credit: 0.5 The purpose of this course is to enable students to acquire basic knowledge and skills in volleyball and to maintain or improve health-related fitness. Students will demonstrate awareness of: safety practices, rules and terminology, biomechanical and physiological principles related to exercise and training, potential benefits derived from participation in volleyball. In addition, students will demonstrate the use of skills and techniques and exhibit an improved level of skill.

Volleyball 2 15055100 Prerequisite: Volleyball 1 Length: 1 semester GL: 10-12 Credit: 0.5 The purpose of this course is to provide students with opportunities to extend the acquisition of knowledge and the development of skills introduced in Beginning Volleyball that may be used in recreational pursuits today as well as in later life and maintain and/or improve their personal fitness. The content will be increasing those strategies, techniques, skills, and knowledge learned in Beginning Volleyball.

Weight Training 1 15013400 Prerequisite: None Length: 1 semester GL: 9-12 Credit: 0.5 The purpose of this course is to provide students with opportunities to acquire basic knowledge and skills in weight training that may be used in physical fitness pursuits today as well as in later life, improve muscular strength and endurance, and enhance body image. The content should include, but not be limited to, knowledge of the importance of muscular strength and endurance, assessment of muscular strength and endurance, knowledge of health problems associated with inadequate levels of muscular strength and endurance, knowledge of skeletal muscles, knowledge and application of biomechanical and physiological principles to improve and maintain muscular strength and endurance, knowledge of sound nutritional practices related to weight training, knowledge of safety practices related to weight training, and knowledge of consumer issues related to weight training.

Weight Training 2 15013500 Prerequisite: Weight Training 1 Length: 1 semester GL: 10-12 Credit: 0.5 The purpose of this course is to provide students with opportunities to extend the acquisition of knowledge and the development of skills in weight training that may be used in physical fitness pursuits today as well as in later life, further improve muscular strength and endurance, and further enhance body image. The content should include, but not be limited to, reinforcement of basic weight training knowledge, knowledge of safety practices, expansion of weight training programs by incorporating new Intermediate Weight exercises, increasing resistance, and modifying the number of sets and repetitions, knowledge of various weight training theories, knowledge of various equipment available in the field to develop muscular strength and endurance, and knowledge of designing, implementing and evaluating a personal weight training program.

BUSINESS

Digital Information Technology:

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

Digital Design I

This course is designed to develop basic entry-level skills required for careers in the digital publishing industry. The content includes computer skills; digital publishing concepts and operations; layout, design, measurement activities; and digital imaging as well as communication, collaboration and decision-making activities; critical thinking; and problem solving. After successful completion of Digital Design 1 students will have met occupational completion point - B, Production Assistant - SOC Code 43-9031.

Digital Design II

This course is designed to develop basic entry-level skills required for careers in the digital publishing industry. The content includes computer skills; digital publishing concepts and operations; layout, design, measurement activities; and digital imaging as well as communication, collaboration and decision-making activities; critical thinking; and problem solving. After successful completion of Digital Design 1 students will have met occupational completion point - B, Production Assistant - SOC Code 43-9031.

Digital Design III

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

Digital Design IV

This course is designed to develop advanced industry-standard skills required for careers in the digital publishing industry. The content includes the use of a variety of software and equipment, including digital video cameras and video/audio editing software. After successful completion of Digital Design 4 and 5, students will have met occupational completion point - D, Graphic Designer - SOC Code 27-1014.

Foundations of Web Design

This course is designed to provide students with opportunities to acquire and apply foundational skills related to web design. Students will learn design principles, coding using HTML and CSS.

User Interface Design

This course provides advanced concepts used in interface design. The content includes principles of Human Computer Interface (HCI), advanced page design using Cascading Style Sheets (CSS), advanced HTML commands, multimedia applications, Internet/Intranet tools, and website promotion.

Web Scripting Fundamentals

This course provides an introduction to scripting related to web development. The content primarily focuses on client-side scripting using JavaScript

Business and Entrepreneurial Principles

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.

Legal Aspects of Business

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.

Management and Human Resources

This course explores the reach and impact of managing people, one of the most important resources of an organization. Students are required to perform higher level strategic thinking. Topics include; management policy development, evaluating organizational effectiveness, sourcing and recruitment, hiring and retention planning, employee training, performance appraisals, compensation and benefit programs, maintaining working conditions and providing a safe working environment.

Custom Promotional Layout and Design

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

Custom Promotional Sales and Distribution Management

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

Promotional Business Management and Supervision I

This course is designed to develop entry-level skills required in management and supervision in the imprinted merchandise industry. The content includes activities in equipment operation and maintenance, small business development, market evaluation, and economic effects on small businesses in the United States. After successful completion of Promotional Business Management and Supervision 1 students will be able to organize a small business in the imprinted merchandise industry.

COSMETOLOGY

8757210 Grooming and Salon Services Core Length: 1 semester Credit: 0.5

8905120 Cosmetology Nails Length: 1 semester Credit: 0.5

8905130 Cosmetology Facials Length: 1 semester Credit: 0.5

8905140 Cosmetology 4 Length: 1 year Credit: 1

8905150 Cosmetology 5 Length: 1 year Credit: 1

8905160 Cosmetology 6 Length: 1 year Credit: 1

8905170 Cosmetology 7 Length: 1 year Credit: 1

8905180 Cosmetology 8 Length: 1 year Credit: 1

8905190 Cosmetology 9 Length: 1 year Credit: 1

Prerequisite: Grooming and Salon Services Core must be taken first and then these courses must be taken in order. A student completing the Cosmetology program is prepared for employment as a licensed Hairdressers, Hairstylists, and Cosmetologists (SOC 39-5012). Instruction is designed to qualify students for employment upon successfully obtaining a Cosmetology license. The content includes, but is not limited to: communication, leadership, human relations and employability skills; safe and efficient work practices; Florida cosmetology law and rules; acquisition of knowledge of the cosmetology/nails specialist/facial specialist and the related chemistry; bacteriology, anatomy and physiology; art of make-up; and development of skill in performing the manipulative and electrical techniques required in the practice of cosmetology/nails specialist and facials specialist occupations. This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the cosmetology industry; planning, management, finance, technical and production skills, underlying technological principles, labor, community, health, safety, and environmental issues.

JROTC

The JROTC program is one of the most comprehensive courses in high school earning elective credits and satisfying the HOPE and Fine Arts requirements for graduation. Two years of this elective, becoming a member of an extra-curricular team, and maintaining a 2.0 GPA will accomplish this. JROTC can improve performance not only in high school, but also in college or the future workplace. When a college or employer accepts a JROTC cadet, he/she knows this is a good citizen with strong motivation who is willing to work hard.

JROTC instructors are committed to guiding youth. They follow a high personal standard and teach by example. The program is an apprenticeship where the instructors are positive role models for young people today who are seeking direction, guidance, values, and a purpose for their lives. Cadets develop inner strengths like integrity, dependability and self-discipline. They leave the program with confidence, respect for others and themselves, and the self-confidence to seek other avenues of success in future endeavors. <http://www.highschoolrotc.com/index.php>

There is no cost involved and the Army JROTC uniform will be issued free of cost. Two years of JROTC satisfies the HOPE requirement and the Fine Arts requirement.

FINE ARTS

Creating Two-Dimensional Art (#0101355) Semester, Intro Level

Students investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art-making processes of creating two-dimensional works, which may include drawing, painting, printmaking, and/or collage. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills. This course incorporates hands-on activities and consumption of art materials.

Creating Three-Dimensional Art (#0101365) Semester, Intro Level

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

Digital Art Imaging 1 (#0108370) Year-long, Intro Level must have prerequisite of Creating 2D Art

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

Digital Art Imaging 2 (#01083800) Year long, Digital Art Imaging I pre-requisite.

Students explore and develop concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional graphic and fine works of art. As they become more adept at using the tools and techniques available to them, students design digital still images through the single or combined use of computers, digital cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

Two-Dimensional Studio Art 2 (#0101340) Year-long, level 2, must have prerequisite of Creating 2D Art

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.

Three-Dimensional Studio Art 2 (#0101340) *Year-long, level 2, must have prerequisite of Creating 3D Art*

Students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Processes and techniques for substitution include wheel-thrown clay, glaze formulation and application, or extruded, cast, draped, molded, laminated, or soft forms. Media may include, but are not limited to, clay, wood, metal, plaster, paper maché, and plastic with consideration of the workability, durability, cost, and toxicity of the media used. 3-D artists experiment with and manipulate space-producing devices, including overlapping, transparency, interpenetration, vertical and horizontal axis, inclined planes, disproportionate scale, fractional or abstracted representation, and spatial properties of the structural art elements. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

Portfolio Development: Two-Dimensional Design Honors (#0109320)

Year-long, level 3, must have prerequisite of Two-Dimensional Studio Art 2 or approval of instructor

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

Portfolio Development: Three-Dimensional Design-Honors (#0109330) *Year-long, level 3, must have prerequisite of Three-Dimensional Studio Art 2 or approval of instructor*

Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in clay, wood, wire, glass, metal, jewelry, fabrics/fibers, fashion design, green design, industrial design, and/or objects for interior design or architecture that integrate 3-dimensional design issues in a purposeful way. Students regularly reflect on aesthetics and art issues individually and as a group, and manipulate the structural elements of art and organizational principles of design to create 3-dimensional works of art that are progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials.

Advanced Placement Studio Art Two-Dimensional Design (#0109350)

year-long, level 4, must have prerequisite of Portfolio Development: Two-Dimensional Design-Honor or Digital Art Imaging 2 or approval of instructor

Advanced Placement Studio Art Drawing (#0104300)

year-long, level 4, must have prerequisite of Portfolio Development: Two-Dimensional Design-Honor or Digital Art Imaging 2 or approval of instructor

Advanced Placement Studio Art Three-Dimensional

MUSIC

Guitar 1 13013200 Prerequisite: None Length: 1 year GL: 9-12 Credit: 1 This course is designed to offer introductory experiences on the guitar in performance skills and interpretation of simple notation. The students will develop the ability to

perform simple chords and melodies using correct hand positions, play chords and melodies in selected keys and demonstrate a beginning knowledge of music reading and vocabulary.

Guitar 2 13013300 Prerequisite: Guitar 1 Length: 1 year GL: 9-12 Credit: 1 The purpose of this course is to develop the skills introduced in Guitar I with an emphasis on independence. The content will include the study of a variety of guitar literature in solo and ensemble settings.

Band 1 13023000 Prerequisite: None Length: 1 year GL: 9-12 Credit: 1 The purpose of this course is to provide students with the opportunity to develop technical skills on band instruments in an ensemble setting. The content will include developing performance techniques and reading musical notation.

Band 2 13023100 Prerequisite: Band 1 Length: 1 year GL: 9-12 Credit: 1 This course is designed to extend musicianship skills and the development of technical skills through performance in instrumental ensembles. The content will include the production of characteristic tone, and the development of basic band performance techniques, musical literacy, and music appreciation.

Band 3 13023200 Prerequisite: Band 2 Length: 1 year GL: 9-12 Credit: 1 This course provides students with instruction in development of musicianship and technical skills through the study of varied band literature. The content will include interpreting medium level band music, establishing appropriate tone production and performance techniques, identifying simple musical form and various styles, and formulating aesthetic awareness.

Band 4 13023300 Prerequisite: Band 3 Length: 1 year GL: 9-12 Credit: 1 The purpose of this course is to provide students with in-depth instruction in musicianship and technical skills through the study of varied band literature. The content will include interpreting medium/difficult level band literature, refining tone production and performance techniques, demonstrating an understanding of musical form, and evaluating musical performance as a participant and as a listener.

Band 5 1302340 Prerequisite: None Length: 1 Year GL: 9-12 Credit: 1 This year-long, advanced course, designed for wind and percussion students with extensive experience in solo performance and larger performing ensembles, promotes significant depth of engagement and lifelong appreciation of music through performance and other experiences with sophisticated instrumental music, as well as creativity through composition and/or arranging. The course includes the development of advanced instrumental ensemble techniques and skills, extended music literacy and theory, and deep aesthetic engagement with a broad spectrum of high-quality repertoire, ranging from early music to the contemporary. Musical independence and leadership are particularly encouraged in this setting.

Band 6 1302350 Prerequisite: Band 5 Length: 1 Year GL: 10-12 Credit: 1 This year-long, highly advanced course, designed for students with substantial experience in solo performance and larger performing ensembles, promotes significant engagement with and appreciation for music through performance of sophisticated wind and percussion literature. Study focuses on mastery of highly advanced music skills, techniques, and processes, as well as creativity through composition and/or arranging and use of current technology to enhance creativity and performance effectiveness. This course also provides significant opportunities for student leadership through peer mentoring, solo work, and participation as a performer or coach in a small or large ensemble.

Orchestra 1 13023600 Prerequisite: None Length: 1 year GL: 9-12 Credit: 1 This course will enable students to develop fundamental music skills, appropriate tone production and performance techniques on orchestral instruments. The content will include the knowledge of basic rhythmic values and meters and identification of simple musical terms.

Orchestra 2 13023700 Prerequisite: Orchestra 1 Length: 1 year GL: 9-12 Credit: 1 The purpose of this course is to provide ensemble experiences on orchestral instruments and to develop skills in characteristic tone production, performance techniques, musical literacy and music appreciation.

Orchestra 3 13023800 Prerequisite: Orchestra 2 Length: 1 year GL: 9-12 Credit: 1 The purpose of this course is to provide students with instruction in the development of technical skills through the study of varied orchestral literature. The content will include interpreting medium level orchestral music, establishing appropriate tone production and performance techniques, and identifying musical form and style periods.

Jazz Ensemble 1 13025000 Prerequisite: Previous instrumental experience Length: 1 year GL: 9-12 Credit: 1 The purpose of this course is to provide students with an introduction to styles and performance techniques of varied contemporary music and jazz literature.

Jazz Ensemble 2 13025100 Prerequisite: Jazz Ensemble 1 Length: 1 year GL: 9-12 Credit: 1 The purpose of this course is to develop and extend an understanding of styles and performance techniques of contemporary music and jazz literature. An emphasis will be placed on basic improvisation skills, tone production, and individual and ensemble performance.

Jazz Ensemble 3 13025200 Prerequisite: Jazz Ensemble 2 Length: 1 year GL: 9-12 Credit: 1 This course will develop the ability to apply the knowledge of styles and techniques of varied contemporary music and jazz literature through 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.

Chorus 1 (Concert) 13033000 Prerequisite: None Length: 1 year GL: 9-12 Credit: 1 The purpose of this course is to develop basic vocal techniques and musicianship skills through the study of varied choral literature. The content will include fundamental skills in vocal tone production, choral performance techniques, musical literacy and music appreciation.

Chorus 2 (Concert) 13033100 Prerequisite: Chorus 1 Length: 1 year GL: 9-12 Credit: 1 The purpose of this course is to extend the development of basic musicianship skills including choral performance techniques, vocal tone production, musical literacy and music listening. This course will include the study of a variety of choral literature.

Chorus 3 (Chamber) 13033200 Prerequisite: Chorus 2 Length: 1 year GL: 9-12 Credit: 1 This course provides students with instruction in the development of vocal musicianship and technical skills. An emphasis will be placed on producing an appropriate vocal tone, interpreting musical notation, and formulating aesthetic values.

Chorus 4 (Chamber) 13033300 Prerequisite: Chorus 3 Length: 1 year GL: 9-12 Credit: 1 This course provides students with instruction in the application of vocal musicianship and technical skills. An emphasis will be placed on the refinement of tone production and performance techniques, analysis of musical form, and aesthetic perceptions.

Chorus 5 1303340 Prerequisite: None Length: 1 Year GL: 9-12 Credit: 1 This year-long, advanced class is designed for students with previous participation in a high school chorus who have demonstrated a capacity for developing advanced listening/aural skills and advanced knowledge of vocal techniques, musical literacy, and choral performance. Chorus V focuses on development and application of these skills and provides opportunities for aesthetic engagement and making individual musical choices, where appropriate, while preparing a variety of high-quality choral literature.

Chorus 6 1303350 Prerequisite: Chorus 5 Length: 1 Year GL: 10-12 Credit: 1 This year-long, very advanced class is designed for students who have demonstrated a capacity for developing very advanced listening/aural skills and performance techniques, as well as very advanced knowledge of vocal techniques, musical literacy, ensemble skills, and related musical knowledge. Chorus VI focuses on managing, mastering, and refining these skills and techniques through a variety of high-quality choral literature at a high level of aesthetic engagement. Musical independence and student leadership are promoted through significant opportunities for peer mentoring, solo work, and participation as a performer, conductor, or coach in a small or large ensemble.

Music Technology and Sound Engineering (Electronic Music) 13043000 Prerequisite: None Length: 1 year GL: 9-12 Credit: 1 The purpose of this course is to provide students with instruction at the beginning level in the use of computers and MIDI instruments. Students will display fundamental knowledge of sequencing and notation software terms and functions of creating and arranging music with the available technology.

PERFORMING ARTS/DRAMA

Theatre 1 04003100 Prerequisite: None Length: 1 year GL: 9-12 Credit: 1 This year-long, foundational class, designed for students with little or no theatre experience, promotes enjoyment and appreciation for all aspects of theatre. Classwork focuses on the exploration of theatre literature, performance, historical and cultural connections, and technical requirements. Improvisation, creative dramatics, and beginning scene work are used to introduce students to acting and character development. Incorporation of other art forms in theatre also helps students gain appreciation for other art forms, such as music, dance, and visual art.

Theatre 2 04003200 Prerequisite: Theatre 1 Length: 1 year GL: 10-12 Credit: 1 This course is designed for students with a year of experience or more, and promotes enjoyment and appreciation for all aspects of theatre through opportunities to build significantly on existing skills. Classwork focuses on characterization, playwriting, and playwrights' contributions to theatre;

while improvisation, creative dramatics, and scene work are used to help students challenge and strengthen their acting skills and explore the technical aspect of scene work.

Theatre 3 04003300 Prerequisite: Theatre 2 Length: 1 year GL: 10-12 Credit: 1 This course is designed for students with extensive experience in theatre, and promotes significant depth of engagement and lifelong appreciation for theatre through a broad spectrum of primarily self-directed study and performance. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of sophisticated oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge.

Theatre 4 04003400 Prerequisite: Theatre 3 Length: 1 year GL: 10-12 Credit: 1 This course is designed for students with extensive experience in theatre, and promotes significant depth of engagement and lifelong appreciation for theatre through a broad spectrum of primarily self-directed study and performance. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of sophisticated oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge.

Technical Theatre Design and Production 1 04004100 Prerequisite: None Length: 1 year GL: 9-12 Credit: 1 Students focus on developing the basic tools and procedures for creating elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials are central to success in this course. Students explore and learn to analyze dramatic scripts, seeking production solutions through historical, cultural, and geographic research. Students also learn the basics of standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; and the resulting artistic improvement. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

Technical Theatre Design and Production 2 04004200 Prerequisite: Technical Theatre 1 Length: 1 year GL: 10-12 Credit: 1 Students focus on the design and safe application of basic tools and procedures to create elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Students develop assessment and problem-solving skills; the ability to connect selected literature to a variety of cultures, history, and other content areas. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

Technical Theatre Design and Production 3 04004300 Prerequisite: Technical Theatre 2 Length: 1 year GL: 11-12 Credit: 1 Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre. Student designers and technicians assemble a portfolio that showcases a body of work representing artistic growth over time; growing command of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

Technical Theatre Design and Production 4 04004400 Prerequisite: Technical Theatre 3 Length: 1 year GL: 10-12 Credit: 1 Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre in ways that are progressively more innovative. Students analyze increasingly more sophisticated theatre literature to inform the work of developing technical design and production pieces for one acts or a larger production. Students assemble a portfolio that showcases an extensive body of work representing personal vision and artistic growth over time. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Musical Theatre 1 0400700 Prerequisite: None Length: 1 year GL: 9-12 Credit: 1 Students' course work focuses on, but is not limited to, acting, vocal performance, dance, non-dance movement, and staging, which transfer readily to performances in musicals and other venues. Students survey the evolution of music in theatre from ancient Greece to modern Broadway through a humanities approach and representative literature. Music theatre students explore the unique staging and technical demands of musicals in contrast to non-musical plays. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Musical Theatre 2 0400710 Prerequisite: None Length: 1 year GL: 9-12 Credit: 1 Students learn from the styles and techniques used by well-known singer-actor-dancers and choreographers to build a performance portfolio for auditions and/or interviews. Students examine the contributions of major writers, composers, lyricists, and choreographers of musical theatre and learn to analyze the structures, stories, and settings of musical theatre exemplars to understand how those components serve the story and concept. Students extend their dance and movement techniques required to sing and dance at the same time. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Musical Theatre 3 0400720 Prerequisite: None Length: 1 year GL: 9-12 Credit: 1 Students refine their audition techniques and performance/audition portfolio, and consider the contributions of musical theatre in the community and beyond. Students select a number of pieces to showcase their abilities and become conversant about individuals who, currently and in the past, are considered major contributors to the field. Students refine their dance and movement techniques required to sing and dance for long periods of time in rehearsals and performance. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

AVID

AVID 1 (Freshmen)

Focus: Support for rigorous high school content, exploring college options, PSAT prep

Requirements

- Enrolled in at least 1 honors or pre-AICE course
- Maintain 2.5 GPA or higher
- Submit Application

AVID 2 (Sophomores)

Focus: Support for rigorous high school content, analysis of college & scholarship requirements, PSAT/SAT/ACT prep

Requirements

- Enrolled in at least 2 honors or Pre-AICE course.
- Unweighted GPA of 2.5 or higher.
- Submit Application

AVID 3 (Juniors)

Focus: Support for college level courses, SAT/ACT prep, finalizing college choices and starting the application process, and scholarships.

Requirements

- Enrolled in at least 3 advanced courses, 1 of these must be college level (AICE, AP, Dual Enrollment)
- Unweighted GPA of 2.5 or higher.
- Submit Application

AVID 4 (Seniors)

Focus: Support for college level courses, applying to colleges, FAFSA, scholarships, increasing SAT/ACT scores, prep for college life.

Requirements

- Enrolled in at least 3 advanced courses, 1 of these must be college level (AICE, AP, Dual Enrollment)
- Unweighted GPA of 2.5 or higher.
- Submit Application

DRIVERS EDUCATION: The purpose of this course is to introduce students to the highway transportation system and to strategies that will develop driving knowledge and skills related to today's and tomorrow's motorized society. It will also provide an in-depth study of the scope and nature of accident problems and their solutions. The content should include, but not be limited to, the following:

- vehicle control and traffic procedure

- defensive driving strategies
- pertinent laws and their application to driving
- energy efficient and safe enjoyable vehicle ownership
- physical and mental factors
- legal and moral obligations
- knowledge of motorcycle operations and interactions in the system
- planning for safe travel to include map studies
- the effects of alcohol and other drugs on driving performance

ESE COURSES

Course Name	Course Number	Grade Level	Amount of Credit
Learning Strategies	7963080	9-12	Multiple (sequentially or simultaneously)

ESOL COURSES

Course Name	Course Number	Grade Level	Amount of Credit
English Through ESOL	10023000	9-12	1
Developmental Lang Arts	18023800	9-12	1

CHANGING COURSES ONCE YOU HAVE REGISTERED:

We expect students, after discussion with their parents and counselors, to choose their courses with care, prior to registration. However, if you find that you need to change a course, it can be done if you decide BEFORE THE DEADLINE. After schedules are printed, changes may be made ONLY through the SCHEDULE ADJUSTMENT PROCESS and MUST meet the criteria listed on this page.

CRITERIA FOR CONSIDERING A SCHEDULE CORRECTION

- Computer errors due to miscoding, dropping of a section, etc.
- Failure to pass the course the previous semester or failure to meet the course pre-requisites
- Level changes
- Course needed to meet graduation requirements
- Administrative changes

Schedule changes are made during a small window of time at the beginning of each semester. After this window, no requests to change schedules will be honored.

DIXIE HOLLINS HIGH SCHOOL
Course Selection Worksheet for 2019-20

Name: _____
Last
First

Graduation Requirements: 24 Credits + 2.0 GPA + Passing Scores on State Testing + One on-line course

Language Arts: 4 Science: 3 Math: 4 Social Studies: 3 Fine Arts: 1 HOPE: 1

State Testing Scores required for all Graduating Seniors

Passing FSA Reading scores and Algebra End of Course tests are required for Graduation.

#	Fall Semester	Spring Semester
1		
2		
3		
4		
5		
6		
7		
8		

LIST ALTERNATES - IN **ORDER OF PREFERENCE**:

1. _____
2. _____

Discuss your choices with your Parent(s) or Guardian(s).

Students who score below a proficient level on the FSA *will be* placed in reading instead of elective courses to help improve skills and meet graduation requirements.

I have chosen the above courses for the 2019-20 school year. It is my responsibility to speak with my parents/guardians about my selections. If a first choice elective cannot be scheduled, other elective courses will be substituted.

Student Signature

Date