

# CURRICULUM GUIDE



# SUMNER HIGH SCHOOL

10650 COUNTY ROAD 672  
RIVERVIEW, FL 33579  
(813) 378 - 8626

2024 - 2025

## Sumner High School

# Unity Through Diversity

### Alma Mater

A song to you dear Sumner High our Alma Mater True.  
Our honesty, integrity, we pledge them both to you!  
So here's to you the blue and green, rising above the rest.  
We hold tried and true to be faithful to you, our guide in knowledge quest.  
Hail Sumner High!

### Administration

Christine Wasyliw	Principal
Candace Culpepper	Assistant Principal of Curriculum
Ronald Buffano	Assistant Principal of Administration
Rina Larosa	Assistant Principal of Student Affairs Last Names A-C
Hulya Tasci	Assistant Principal of Student Affairs Last Names D-G
Edward Livesay	Assistant Principal of Student Affairs Last Names H-Me
Jimmy Calixte	Assistant Principal of Student Affairs Last Names Mi-R
Amanda Morehouse	Assistant Principal of Student Affairs Student Last Names S-Z

## Contents

Students and Parents / Guardians .....	8
General Information .....	9
Programming Guidelines .....	9
Course Cancellation .....	9
Change Of Schedule .....	9
Educational Fees.....	9
Sumner High School 2022 – 2023 Bell Schedule .....	10
Enhanced Instruction for Non-Proficient Students .....	11
Dropping Courses .....	11
Graduation Requirements.....	11
Physical Education (HOPE) High School Waiver Options.....	11
Online Course Graduation Requirement.....	<b>Error! Bookmark not defined.</b>
Achievement Levels .....	12
Grading Scale and Grade Point Average.....	12
Honor Roll Criteria.....	12
Grade Enhancement .....	12
Sumner High School Sports .....	13
Sports by Season.....	13
Sports Academic Requirements.....	13
Ninth Grade Sports Eligibility.....	13
Residence Requirements.....	13
Sports Transfers .....	14
Age Limitations .....	14
Limit of Eligibility .....	14
Standard Diploma Requirements - August 2020.....	15
Graduation Information for Students with Disabilities.....	17
Florida Virtual School .....	17
Hillsborough Virtual School.....	17
Florida Shines .....	17
National Collegiate Athletic Association (NCAA).....	18
AICE and Dual Enrollment.....	18
Cambridge Advanced International Certificate of Education Diploma Program .....	18
Sumner High School 2022-2023 AICE Courses by Group .....	18
Recommended AICE Course Progression .....	19
Dual Enrollment .....	19
Dual Enrollment Courses vs. Cambridge AICE Courses .....	19
State University Admission Policies.....	20
Florida College System (Community and State Colleges).....	20
Florida Bright Futures Scholarship Programs .....	21
Florida Bright Futures Scholarship Calendar .....	22
Seal of Biliteracy.....	22
English Language Arts.....	23
English 1 (EN).....	24
Pre-AICE English Language (EN) .....	24
English 2 (EN).....	24
Pre-AICE English Literature (EN).....	24
AICE English General Paper AS - 8021 (EN).....	25
AICE English Language AS - 9093 (EN) .....	25
English 4 (EN).....	25

English 4 Honors (EN) .....	25
AICE English Literature 1 AS - 9695 (EN) .....	25
World Literature (Works in Translation / Weird & Strange Literature) (EN) .....	25
Reading and English Support Classes .....	26
Intensive Reading 1 .....	26
Intensive Reading 2 .....	26
Intensive Reading 3 .....	26
Intensive Reading 4 .....	26
English Language Development & ESOL Courses .....	26
English 1 Through ESOL (EN) .....	26
English 2 Through ESOL (EN) .....	27
English 3 Through ESOL (EN) .....	27
English 4 Through ESOL (EN) .....	27
English Language Development .....	27
Mathematics .....	28
Algebra 1-A (MA) .....	29
Algebra 1-B (A1) .....	29
Algebra 1 (A1) .....	29
Geometry (GE) .....	29
Geometry Honors (GE) .....	29
Algebra 2 (MA) .....	30
Pre-AICE Mathematics 3 IGCSE Level (MA) .....	30
Math For College Algebra (MA) .....	30
Math For Data & Financial Literacy Honors (MA) .....	30
Probability-Statistics w/Application Honors (MA) .....	31
AICE Math, Probability, and Statistics 1 AS - 9709 (MA) .....	31
AICE Math, Probability, and Statistics 2 A - 9709 (MA) .....	31
AICE Mathematics - Further AS - 9231 (MA) .....	31
Science .....	32
Anatomy and Physiology (EQ) .....	33
Earth-Space Science (EQ) .....	33
Biology 1 (BI) .....	33
Pre-AICE Biology (BI) .....	33
Chemistry (EQ) .....	33
Pre-AICE Chemistry (EQ) .....	33
Marine Science 1 (EQ) .....	34
Physics 1 (EQ) .....	34
Physics 1 Honors (EQ) .....	34
Forensic Science Honors (EQ) .....	34
AICE Biology 1 AS – 9700 (DD) .....	34
AICE Chemistry 1 AS - 9701 (EQ) .....	35
AICE Environmental Management AS - 8291 (EQ) .....	35
AICE Marine Science 1 AS - 9693 (EQ) .....	35
Social Studies .....	36
World Cultural Geography .....	37
World History (WH) .....	37
Pre-AICE World History (WH) .....	37
AICE European History - 9489 (WH) .....	37
US History (AH) .....	38
US History Honors (AH) .....	38
AICE American History - 9489 (AH) .....	38

Economics With Financial Literacy (EC) .....	39
Economics With Financial Literacy Honors (EC) .....	39
AICE Economics 1 AS - 9708 (EC) .....	39
US Government (AG).....	39
US Government Honors (AG) .....	40
Social Studies Electives.....	40
Advanced African American Studies .....	40
African American History 1 .....	40
African American History 2 Honors .....	40
History of the Holocaust.....	41
History of the Vietnam War / American Wars of the 20 <sup>th</sup> Century .....	41
Court Procedures.....	42
Law Studies .....	42
Leadership Skills Development (SGA) .....	42
Psychology 1 .....	42
Psychology 2 .....	42
AICE Psychology 1 AS - 9990.....	43
World Languages.....	44
American Sign Language 1 .....	45
American Sign Language 2.....	45
American Sign Language 3 Honors.....	45
Spanish 1 .....	45
Pre-AICE Spanish.....	45
Spanish For Spanish Speakers 1 .....	45
Spanish 2.....	46
Spanish 3 Honors .....	46
AICE Spanish Language AS - 8685 .....	46
AICE Spanish Literature AS - 8673.....	46
Advancement Via Individual Determination (AVID) .....	47
AVID 1 .....	48
AVID 2 .....	48
AVID 3 .....	48
AVID 4 .....	48
Junior Reserve Officer Training Corps (JROTC) .....	49
JROTC Leadership Education Training 1 .....	50
JROTC Leadership Education Training 2.....	50
JROTC Leadership Education Training 3.....	50
JROTC Leadership Education Training 4.....	50
Career & Technical Education (CTE) .....	51
2022 - 2023 Sumner Industry Certifications by Course (Earnable) .....	52
2022 - 2023 Sumner Certification Descriptions.....	53
AICE Information Technology 1 AS - 9626.....	56
Cybersecurity Essentials.....	56
Operational Cybersecurity.....	56
Digital Information Technology (PA).....	56
Game & Simulation Foundations (PA).....	56
Game & Simulation Design (PA) .....	56
Culinary Arts 1 .....	57
Culinary Arts 2 (PA) .....	57
Culinary Arts 3 (PA) .....	57
Culinary Arts 4 .....	57

Customer Service Representative 1-3.....	57
Accounting Applications .....	58
Principles of Entrepreneurship (PA) .....	58
Business Management & Law.....	58
Television Production Technology 1-4 (PF).....	58
Criminal Justice Operations 1-4 .....	58
Family and Consumer Science "Senior Survival" .....	58
On-Job-Training (OJT) .....	59
Veterinary Assisting 1 Honors .....	59
Veterinary Assisting 2 Honors .....	59
Veterinary Assisting 3 Honors .....	59
Veterinary Assisting 4 Honors .....	59
Visual Fine Arts.....	60
2-D Studio Art 1 (PF) .....	61
2-D Studio Art 2 (PF) .....	61
Painting 1 (PF).....	61
Advanced Placement Art & Design (PF) .....	61
Art in World Cultures (PF) .....	61
Advanced Placement Art History (PF).....	62
Ceramics/Pottery 1 (PF).....	62
Creating 2-D Art (PF) .....	62
AICE Digital Media & Design - 9481 (PF).....	62
Drawing 1 (PF).....	63
Advanced Placement Drawing (PF) .....	63
Fine Craft Studio Art 1 (PF).....	63
Music & Performing Arts .....	64
Band 1 (PF) .....	65
Band 2 (PF) .....	65
Band 3 (PF) .....	65
Band 4 (PF) .....	65
Guitar 1 (PF) .....	65
Guitar 2 (PF) .....	66
Keyboard 1 (PF).....	66
Keyboard 2 (PF).....	66
Eurhythmics 1 (PF) .....	66
Orchestra 1 (PF) .....	66
Orchestra 2 (PF) .....	67
Orchestra 3 (PF) .....	67
Orchestra 4 (PF) .....	67
Chorus 1 (PF) .....	67
Chorus 2 (PF) .....	67
Chorus 3 (PF) .....	68
Chorus 4 (PF) .....	68
AICE Music 1 AS - 9483 (PF).....	68
Physical Education.....	69
HOPE (Physical Education) .....	70
Basketball 1 & 2.....	70
Soccer .....	70
Team Sports 1 & 2.....	70
Volleyball 1 & 2.....	70
Weight Training 1-3.....	70

AICE Physical Education 1 AS - 9396.....	71
General Electives.....	72
Journalism 1 .....	73
Journalism 2-4 .....	73
Technical Theatre: Design & Production 1-3 (PF) .....	73
Technical Theatre: Design & Production 4 Honors (PF) .....	73
Pre-AICE Theatre 1 (PF).....	74
AICE Drama 1 AS - 9482 (PF) .....	74
AICE Drama 2 A - 9482 (PF).....	74
Driver Education / Traffic Safety.....	74
Classical Literature Honors (Greek Mythology) (EN) .....	74
Speech 1 (PF).....	75
Debate 1 (PF) .....	75
College Board Advanced Placement Courses.....	76
Advanced Placement Art & Design (PF) .....	77
Advanced Placement Drawing (PF) .....	77
Advanced Placement Art History (PF).....	77
Cambridge AICE Courses & Diploma Program .....	78
AICE English General Paper AS - 8021 (EN).....	79
AICE Environmental Management AS - 8291 (EQ).....	79
AICE Spanish Literature AS - 8673.....	79
AICE Spanish Language AS - 8685 .....	79
AICE English Language AS - 9093 (EN) .....	79
AICE Global Perspective 1 AS - 9239 .....	79
AICE Mathematics - Further AS - 9231 (MA) .....	80
AICE Travel & Tourism 1 AS - 9395.....	80
AICE Physical Education 1 AS - 9396.....	80
AICE Music 1 AS – 9483 (PF).....	80
AICE Digital Media & Design - 9481 (PF).....	80
AICE Drama 1 AS - 9482 (PF) .....	81
AICE Drama 2 A - 9482 (PF).....	81
AICE Economics 1 AS - 9708 (EC) .....	81
AICE American History - 9489 (AH) .....	81
AICE European History - 9489 (WH).....	82
AICE Media Studies AS - 9607 .....	82
AICE Information Technology 1 AS - 9626.....	82
AICE Marine Science 1 AS - 9693 (EQ).....	82
AICE Thinking Skills 1 AS - 9694.....	82
AICE English Literature 1 AS - 9695 (EN) .....	83
AICE Biology 1 AS – 9700 (DD).....	83
AICE Chemistry 1 AS - 9701 (EQ) .....	83
AICE Math, Probability, and Statistics 1 AS - 9709 (MA).....	83
AICE Math, Probability, and Statistics 2 A - 9709 (MA) .....	83
AICE Psychology 1 AS - 9990.....	83
Clubs .....	84
Frequently Asked Questions .....	86

## Students and Parents / Guardians

Dear Students and Parents/Guardians,

At Sumner High School we provide our students with the education and training necessary to excel in the community upon graduation. By offering 24 college-level AICE courses, 3 Advanced Placement courses, 22 honors courses, 18 industry certifications, and 23 student clubs; all of our students have the opportunity to flourish academically, personally, and professionally during their high school career.

This curriculum guide highlights the courses that Sumner High School is planning on offering during the 2024-2025 academic school year. Please note that classes are subject to student demand and facilities limitations. Because course offerings, class schedules, and the hiring of teachers are based upon student requests, we highly encourage parents and students to plan carefully when selecting courses. *You are expected to honor the commitments made during programming and future schedule changes will not be made for requested courses.*

Students, this curriculum guide will assist you in identifying and requesting the classes that most align with your individual goals and objectives. If you have a question about a course after reading the course description, please reach out to your school counselor prior to making a class request. If you desire to take a course that we do not offer, let us know so that we can research offering the class at a future date. Finally, please be attentive to the course selection process. Be sure to review any pre-requisites and request teacher recommendations where necessary.

Parents, if your student is college-bound, please encourage them to take a combination of dual enrollment, AICE, or honors coursework; doing so highlights their commitment to academic achievement and increases competitiveness on college applications. If your student has an aptitude or interest in working in business, criminal justice, culinary arts, information technology, television production, or veterinary medicine, urge them to take one of our licensure-offering CTE courses; doing so increases competitiveness in the workforce. Finally, regardless of your student's future plans, encourage them to do their best in every class that they take.

Thank you for taking the time to complete your course requests for the 2024- 2025 school year. We appreciate your involvement and stand ready to help in our pursuit of academic excellence.

Sincerely,

Sumner High School Administration  
Sumner High School Student Services



## General Information

### Programming Guidelines

1. Review the Curriculum Guide and discuss course selections with your parents or guardians.
2. Write down any questions that you have for your teachers and counselor.
3. Study the courses in the Curriculum Guide and review your choices with your teachers.
4. Core academic courses will be based on teacher recommendations, course prerequisites and student interest.
5. Pay close attention to course requirements in the curriculum guide. Select your elective courses and obtain the appropriate teacher recommendation for any course that indicates approval is required.
6. Clearly indicate your elective choices by ranking them in priority order. Every effort is made to give you your top choices; however, if there is a scheduling conflict, alternate course selections must be made. If you do not choose alternate courses, one or more will be selected for you and *will not be changed later*.
7. Ensure that you fully complete the online form. You will receive an e-mail confirmation for your records.
8. Complete your online Request Form on or before the deadline. Late or absent submissions will result in placement based on course availability and schedule changes will not be offered.

### Course Cancellation

Sumner High School reserves the right to cancel any course due to insufficient enrollment, a lack of instructional materials, and/or limited teacher certification. In the event of a course cancellation, all efforts will be made to place you into similar academic content.

### Change Of Schedule

The registration process and the development of student schedules takes place in the fall, at which time faculty and staff counsel students. The process includes input from students, parents/guardians, teachers, counselors, and administrators. The school's master schedule is built, and new staff are hired based on registration requests.

Students are expected to honor their commitments and complete the courses for which they register during the registration period. Therefore, schedule change requests will only be considered for the following reasons:

- The student has already earned credit for the course.
- The student has failed to meet the prerequisite for the course.
- The student is scheduled for too many or not enough classes.
- There was a clerical error.
- The school administration receives a district directive regarding course progression.

### Educational Fees

In some courses, there may be occasional requests for fees to provide educational enhancement. No student shall be denied the opportunity to participate fully in these classes because of an inability to pay. In such circumstances, please notify the teacher.

## Sumner High School 2024 – 2025 Bell Schedule



Regular Bell Schedule			
Period	Time	Total Minutes	Notes
<b>*0</b>	7:47 – 8:35	48	<b>Optional Period for Dual Enrollment Course(s)</b>
<b>1</b> Announcements	8:40 – 9:29	48 * Extra minute for pledge/moment of silence	Morning Show will be posted a few minutes before the end of the period
<b>2</b>	9:34 – 10:22	48	
<b>3</b>	10:27 – 11:15	48	Academy Lunch
<b>4</b>	11:20 – 12:08	48	High School Lunch
<b>5</b>	12:13 – 1:01	48	High School Lunch
<b>6</b>	1:06 – 1:54	48	High School Lunch
<b>7</b>	1:59 – 2:47	48	High School Lunch
<b>8</b>	2:52 – 3:40	48	

Early Release Bell Schedule			
Period	Time	Total Minutes	Notes
<b>*0</b>	7:55 - 8:35	40	<b>Optional Period for Dual Enrollment Course(s)</b>
<b>1</b> Announcements	8:40 – 9:25	40 * Extra 5 minutes for pledge/moment of silence	Morning Show will be posted 5 minutes before the end of the period
<b>2</b>	9:30 – 10:10	40	
<b>3</b>	10:15 - 10:55	40	Academy Lunch
<b>4</b>	11:00 – 11:40	40	High School Lunch
<b>5</b>	11:45 – 12:25	40	High School Lunch
<b>6</b>	12:30 – 1:10	40	High School Lunch
<b>7</b>	1:15 – 1:55	40	High School Lunch
<b>8</b>	2:00 – 2:40	40	

Extended HR Bell Schedule			
Period	Time	Total Minutes	Notes
<b>*0</b>	7:55 - 8:35	40	<b>Optional Period for Dual Enrollment Course(s)</b>
<b>HR</b>	8:40 – 9:40	60	Announcements/Morning Show/Pledge/Moment of Silence
<b>1</b>	9:45 – 10:25	40	
<b>2</b>	10:30 – 11:10	40	
<b>3</b>	11:15 - 11:55	40	Academy Lunch
<b>4</b>	12:00 – 12:40	40	High School Lunch
<b>5</b>	12:45 – 1:25	40	High School Lunch
<b>6</b>	1:30 – 2:10	40	High School Lunch
<b>7</b>	2:15 – 2:55	40	High School Lunch
<b>8</b>	3:00 – 3:40	40	

## Enhanced Instruction for Non-Proficient Students

Student must earn a Level 3 or higher in reading and/or math on a standardized assessment within the last two or more consecutive years. Students who do not meet these criteria may be required to receive enhanced instruction through a course that will assist in building the student's skills and in mastering standards.

## Dropping Courses

If a student is requesting to be removed from a class, they must do so within the first five class meetings. The student may NOT drop the course until the end of the semester and only if the following conditions exist:

- The student earned a semester grade of D or F.
- A parent conference is completed during each grading period.
- There is demonstration of the student seeking consistent academic assistance.
- Space availability exists in a comparable course.

## Graduation Requirements

To earn a standard diploma in Hillsborough County, a student must meet specific academic requirements that are set forth by the State of Florida. It is advised that students and parents review the information in this guide to be certain that they understand what is necessary for a student to successfully earn a high school diploma.

## Physical Education (HOPE) High School Waiver Options

The Health Opportunities through Physical Education (HOPE) is a full-year physical education course that integrates health education and is the HCPS option to meet the physical education graduation requirement. This requirement may be waived for students participating in one of the following:

1. 18-credit ACCEL, Career and Technical Education Graduation options, or being awarded an AICE diploma.
2. Participation in two seasons of an interscholastic sport at the junior varsity and/or or varsity level.
  - a. Students must request a HOPE sports waiver from the Athletic Director.
  - b. The Athletic Director will complete and forward a signed sports waiver to the registrar and school counselor for addition to the student's official high school transcript.
3. Completion of two years in a Junior Reserve Officer Training Corps (JROTC) course.
  - a. JROTC waives the full HOPE **and** Practical / Fine Art graduation requirements.
  - b. Students must request a waiver from their counselor after completing two years of JROTC.
  - c. School Counselors will verify eligibility and forward waivers to the registrar for addition to the student's official high school transcript.

## Achievement Levels

Sumner High School provides courses for each student's developmental level. A multi-level structure provides for these differences and enables individualized instruction. Honors, Cambridge Advanced International Certificate of Education, and Dual Enrollment courses are recommended for the highly motivated student with above average achievement. Students must meet requirements as stated in the Hillsborough County Student Progression Plan to be placed in these courses.

## Grading Scale and Grade Point Average

The grading scale and interpretation of letter grades in grades 6 through 12 are defined by state statute as described in the following chart. (F.S. 1003.437)

Letter	Scale	Quality Points	Description
<b>A</b>	90% - 100%	4	Outstanding Progress
<b>B</b>	80% - 89%	3	Above Average Progress
<b>C</b>	70% - 79%	2	Average Progress
<b>D</b>	60% - 69%	1	Lowest Acceptable Progress
<b>F</b>	0% - 59%	0	Failure

The state grade point average (GPA) is unweighted and is the cumulative average of the semester final grades for high school credit courses. It is calculated by dividing the total number of quality points earned by the total number of points possible based on a 4.0 scale. Quarter and exam grades are not directly used in the calculation.

The district GPA includes weighting for the completion of advanced coursework with a final semester grade of a C or higher.

1. District approved honors courses are awarded a .04 weighting per semester that is added to the cumulative, weighted district GPA for each semester credit.
2. AICE, AP, IB, and dual enrollment courses are awarded a .08 weighting per semester that is added to the cumulative, weighted district GPA for each semester credit.
3. Honors points may not be awarded more than once per course.

## Honor Roll Criteria

Honor rolls are determined based on a student's academic and conduct quarter grades when the student is enrolled in a minimum of four district courses. *The Principal's Honor Roll* is awarded to students who earn A's in academics and conduct for all courses. *The High Honor Roll* is awarded to students who earn a B or higher in academics and conduct with a minimum of three A's in academics. *The Honor Roll* is awarded to students who earn B's or higher in academics and conduct.

## Grade Enhancement

Credit recovery courses allow students to earn grade enhancement.

1. Grade enhancement for required courses is limited to replacing a grade of D or F with a grade of C or higher, earned subsequently in the same or comparable course.
2. Grade enhancement for elective courses is limited to replacing a grade of D or F with a grade of

C or higher, earned subsequently in another course.

3. An exception is provided for students who earned a grade of C for a high school credit course during middle school.

The cumulative, unweighted state GPA required for graduation is calculated by including all grades that the student attempted with the exception of grades replaced by grade enhancement. District GPA calculation and class rank includes all courses attempted including grades replaced by grade enhancement.

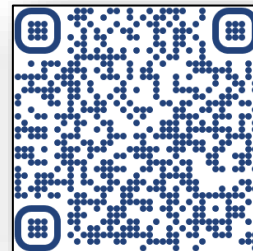
## Sumner High School Sports

### Sports by Season

<b>Fall</b>	Football Boys Cross Country Girls Cross Country	Volleyball Golf Swimming
<b>Winter</b>	Cheerleading Girls Basketball Boys Basketball	Girls Soccer Boys Soccer Wrestling
<b>Spring</b>	Baseball Softball Tennis	Boys Track & Field Girls Track & Field Flag Football

Please Note: Application, physicals, tryouts, and fees may apply.

**Athletic Director** [Ronald.buffano@hcps.net](mailto:Ronald.buffano@hcps.net)  
**Athletic Secretary** [chiquita.pugh@hcps.net](mailto:chiquita.pugh@hcps.net)



[Hillsborough County  
Athletics Website](#)

### Sports Academic Requirements

If you are in the 11th grade or 12th grade, you must have a cumulative 2.0 grade point average on a 4.0 unweighted scale in all courses taken through the end of the previous semester. If you are in the ninth grade or 10th grade, you must have a cumulative 2.0 grade point average on a 4.0 unweighted scale in all courses taken through the end of the previous semester; OR you must have earned a 2.0 grade point average on a 4.0 unweighted scale in the courses taken in the previous semester alone, provided you sign an academic performance contract (FHSAA form EL5) with your school and attend summer school as necessary. (Article 9.4, FHSAA Handbook, Bylaws and Policies).

### Ninth Grade Sports Eligibility

A student shall be eligible during the first semester of his/her ninth-grade year provided that it is the student's first entry into the ninth grade and he/she was regularly promoted from the eighth grade the immediate preceding year.

### Residence Requirements

A student will be eligible at the first school in which he/she enrolls, or participates in an athletic practice, at the beginning of each school year. The student will be eligible in his/her first school of choice each year

as long as the student remains enrolled in that school. (Florida Law 97-53) Additionally, home school students who are registered through Hillsborough County Public Schools and charter school students who are enrolled in a Hillsborough County registered charter school are eligible for athletic participation at their school of residence.

## **Sports Transfers**

Per School Board Policy 2431.01, student-athletes who transfer are allowed to immediately participate in interscholastic athletics for their new school as long as they are enrolled prior to the start of a specific sport's season. Student-athletes that participated in a sport at their previous school during the same school year may not participate in the same sport unless they meet one of the following criteria:

1. Dependent children of active-duty military personnel whose move resulted from military orders.
2. Children who have been relocated due to a foster care placement in a different school zone.
3. Children who move due to a court-ordered change in custody due to separation or divorce, or the serious illness or death of a custodial parent.
4. Authorized good cause established in this policy.

## **Age Limitations**

Students reaching the age of 19 before July 1st will make them ineligible to participate in interscholastic athletics for that school year and beyond.

## **Limit of Eligibility**

A student shall be eligible for no more than four (4) consecutive academic years upon first entrance to ninth grade as defined by the pupil progression plan of the school in which the student is enrolled. A student who does not attend school, repeats any grade, is declared ineligible to participate, or otherwise fails to exercise the opportunity to participate for any reason for any length of time during this four-year period shall not be entitled to any additional period of eligibility.





## Standard Diploma Requirements - August 2020

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts (ELA) or a concordant score
- Algebra 1 end of course (EOC) or a comparative score

Refer to [Graduation Requirements for Florida's Statewide Assessments](#) for concordant and comparative scores.

Students enrolled in the following courses must participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade\*:

- Algebra 1
- Geometry
- Biology 1
- U.S. History

\*Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (credit acceleration program [CAP]).

What is the difference between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

What is the difference between the CTE Pathway option and the 24-credit option?

- At least 18 credits are required
- 4 elective credits instead of 8
  - 2 credits in CTE courses, must result in completion and industry certification
  - 2 credits in work-based learning programs or up to 2 elective credits including financial literacy
- Physical Education is not required
- Fine and Performing Arts, Speech and Debate, or Practical Arts is not required
- Online course is not required



### 24 Credit Standard Diploma

#### 4 Credits ELA

- ELA 1, 2, 3, 4
- ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment courses may satisfy this requirement

#### 4 Credits Mathematics\*

- One of which must be Algebra 1 and one of which must be Geometry
- Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry)
- An identified computer science\*\* credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)

#### 3 Credits Science

- One of which must be Biology 1, two of which must be equally rigorous science courses
- Two of the three required course credits must have a laboratory component
- Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology 1)
- An identified computer science\*\* credit may substitute for up to one science credit (except for Biology 1)

#### 3 Credits Social Studies

- 1 credit in World History
- 1 credit in U.S. History
- 0.5 credit in U.S. Government
- 0.5 credit in Economics

#### 1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts\*

#### 1 Credit Physical Education\*

- To include the integration of health

#### 8 Elective Credits

Students must earn a 2.0 grade point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments unless a waiver of assessment results is granted by the IEP team for students with disabilities.

\* Eligible courses are specified in the [Florida Course Code Directory](#).

\*\*A computer science credit may not be used to substitute for both a mathematics and science credit.

## Scholar Diploma Designation

In addition to meeting the 24-credit standard high school diploma requirements, a student must meet all the following requirements:

- Earn 1 credit in Algebra 2 or an equally rigorous course
- Pass the Geometry EOC
- Earn 1 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC\*
- Earn 1 credit in Chemistry or Physics
- Earn 1 credit in a course equally rigorous to Chemistry or Physics
- Pass the U.S. History EOC\*
- Earn 2 credits in the same World Language
- Earn at least 1 credit in an AP, IB, AICE or a dual enrollment course

\*A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB or AICE Biology 1 or U.S. History course; takes the respective AP, IB or AICE assessment; and earns the minimum score to earn college credit.

## Merit Diploma Designation

- Meet the standard high school diploma requirements
- Attain one or more [industry certifications](#) from the list established (per s. 1003.492, F.S.)

### What are the additional graduation options for students with disabilities?

Two additional options are available only to students with disabilities. Both allow students to substitute a CTE course with related content for one credit in ELA 4, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History). The two options are as follows:

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least 0.5 credit via paid employment.

### What is the CAP?

The CAP allows a student to earn high school credit if the student passes an AP examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include:

- Algebra 1
- Geometry
- Biology 1
- U.S. History

## State University System (SUS)

Admission into Florida's public universities is competitive. Prospective students should complete a rigorous course of study in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements (credit earned by industry certification does not count for SUS admission):

- High school graduation with a standard diploma, a minimum of a 2.5 GPA, and admission test scores meeting minimum college-ready test scores per Board of Governors (BOG) Regulation 6.008
- 16 credits of approved college preparatory academic courses per BOG Regulation 6.002
- 4 English (3 with substantial writing)
- 4 Mathematics (Algebra 1 level and above)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language or other equivalents)
- 2 approved electives

### [State University System of Florida](#)

## The Florida College System

The 28 colleges of the Florida College System serve nearly 800,000 students. Colleges offer affordable and stackable workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor's degree program. Many colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who earned a standard high school diploma or an equivalent diploma or successfully earned college credit.

### [Florida College System](#)

## Career and Technical Colleges and Centers

Florida also offers students 49 accredited career and technical colleges or centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.

### [Career and Technical Education Directors](#)

### Where is information on financial aid located?

The Florida Department of Education's Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships.

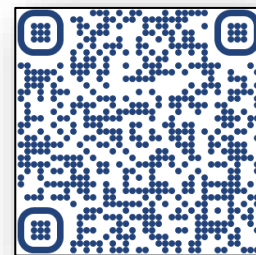
### [Office of Student Financial Assistance](#)



## Graduation Information for Students with Disabilities

Two additional options are available only to students with disabilities. Both allow students to substitute a CTE course with related content for one credit in ELA 4, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History). The two options are:

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least 0.5 credit via paid employment.

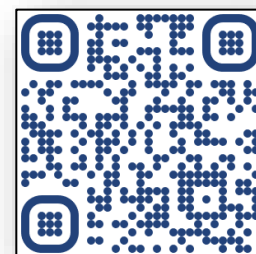


For additional information from the Florida Department of Education in reference to Exceptional Student Education, please visit <https://www.fldoe.org/academics/exceptional-student-edu/>

## Florida Virtual School



Students have the opportunity to earn credit each school year through Florida Virtual School. Students should be self-motivated and task-oriented to successfully complete the coursework. Visit the Florida Virtual website at [www.flvs.net](http://www.flvs.net) for course and enrollment information. Once the student creates an FLVS account and requests a course, approval from the high school counselor is required to complete the registration process.



## Hillsborough Virtual School

Hillsborough Virtual School is available for full time K-12 students who attend a Hillsborough County school. HVS is a franchise of the Florida Virtual School and utilizes the FLVS curriculum with Hillsborough County teachers trained to instruct and monitor the virtual courses. HVS can be used for credit recovery, acceleration, scheduling conflicts, or to fulfill the online course requirement.



## Florida Shines

Florida Shines provides a variety of online services for students from Florida's public high schools, colleges, and universities. Florida Shines' academic advising services make it easy for high school students to prepare for college and careers after graduation. They can explore Florida's college and university offerings (both traditional and distance learning programs), learn about financial aid, and apply for admission. Dual enrolled high school students and those in accelerated education programs can even access online library resources used within Florida's colleges and universities.

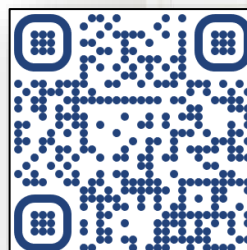
FloridaShines

Go to College

Succeed in College

Find a Career

Welcome to Florida's Student Hub of Innovative Educational Services.



What is FloridaShines.org?

At Hub of Innovative Educational Services, an information-rich website of free to students and adult learners succeed in school, earn a college degree, and among the many features available on FloridaShines.org is the ability to easily explore colleges and universities in Florida, search for courses, check your progress to graduation, and so much more.

For more information, visit <https://www.floridashines.org/>.

## National Collegiate Athletic Association (NCAA)

The initial eligibility standards for the college bound student athlete are different from general graduation requirements and can be more difficult. Please refer to <https://web3.ncaa.org/ecwr3/> for more information or contact the Athletic Director if you are considering playing athletics at the collegiate level.

## AICE and Dual Enrollment

### Cambridge Advanced International Certificate of Education Diploma Program



# Cambridge Assessment International Education

## Cambridge International School

The Cambridge AICE Diploma is an internationally recognized diploma awarded to students for the satisfactory completion of a series of academically rigorous courses specific to AICE in high school. To earn the AICE diploma, students will need to complete at least 7 AICE courses from different categories (Mathematics and Sciences, Languages, Arts and Humanities and Interdisciplinary and Skills-Based Subjects). Students will also be required to take and pass the associated assessments for each course. The AICE program is described as a rigorous course of study, preparing students for college at a more intensive pace than traditional coursework.

### Sumner High School 2023-2024 AICE Courses by Group

Group 1: Math & Science	Group 2: Languages	Group 3: Humanities	Group 4: Interdisciplinary
AS + A Level Math AS Environmental Mgmt* AS Marine Science AS Psychology*	AS English Language AS Spanish Language	AS + A Drama AS English Literature AS Environmental Mgmt* AS History, Euro AS History, US AS Media Studies AS Music AS Psychology* AS Spanish Literature AS Travel & Tourism	AS English General Paper AS Thinking Skills



[Sumner High School  
AICE Diploma Website](#)

## Recommended AICE Course Progression

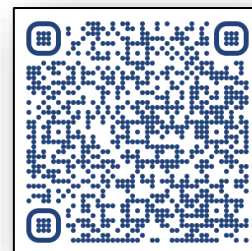
9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Take 2 AICE-Level Classes	Take 3 AICE-Level Classes	Take 3 AICE-Level Classes	Take additional AICE Classes
Pre-AICE English Language	Pre-AICE English Literature, AICE English Language	AICE English Language AS, AICE English Language A, AICE English Literature AS	AICE Literature AS
Geometry Reg / Hon Algebra 2 Reg / Hon	Placement based on Math Progression Plan (AICE Math)	Placement based on Math Progression Plan (AICE Math)	Placement based on Math Progression Plan (AICE Math)
Pre-AICE Biology	Pre-AICE Chemistry or AICE Biology	Physics Honors, AICE Biology, AICE Chemistry, AICE Marine Science, AICE Env. Management	Physics Honors, AICE Biology, AICE Chemistry, AICE Marine Science, AICE Env. Management
<b>AICE Thinking Skills*</b>	Pre-AICE World History or AICE European History	US History Hon or AICE American History	U.S. Government and Economics w/ Financial Lit.
<b>AICE General Paper*</b>	AICE Elective Options (1-3)	AICE Elective Options (0-3) <b>AICE Global Perspectives*</b>	AICE Elective Options (0-4)
Open Electives (2)	Open Electives (0-2)	Open Electives (0-3)	Open Electives (0-4)

## Dual Enrollment



Dual enrollment courses at the college level are courses for which a student may earn both college and high school credit simultaneously. It is the responsibility of students to ensure that all required paperwork is completed accurately and thoroughly and submitted well in advance of published deadlines. Students need to keep in mind that by enrolling in a dual enrollment course, they are establishing a college GPA. The grade earned in the course becomes a permanent part of their college transcript. Universities will consider a student's college GPA when making admission decisions.

To qualify for dual enrollment courses, students must meet the minimum eligibility requirements as defined by Hillsborough Community College and Hillsborough County Public Schools. For specific guidelines relating to dual enrollment coursework at Hillsborough Community College, please visit their website at: <https://www.hccfl.edu/admissions/steps-enroll/dual-enrollment-and-early-admissions>. Dual enrollment applications must be approved by your School Counselor prior to making any course commitments. Students must provide their school counselor with a copy of their HCC student schedule.



## Dual Enrollment Courses vs. Cambridge AICE Courses

The choice as to which, if any, college acceleration program one participates in is up to the student. Students, along with the help of parents, need to research the university(s) of their choice and see what the university will accept. Not every university will give the same credit for AICE exam scores or Dual Enrollment courses. Some things that should be considered before making decisions are:

- If applying to out of state schools or some of the highly selective in-state schools, it may be

advantageous to take as many AICE courses as possible.

- If attending a community college after graduation, students may want to consider taking Dual Enrollment courses that meet the AA or AS degree requirements.
- If applying to a four-year university that is moderately selective, a mixture of both Dual Enrollment courses and AICE may be acceptable.

Comparison of Programs	
Dual Enrollment	Cambridge AICE
Instructors have a master's degree with 19 credit hours in content area.	Teachers are certified by Cambridge.
Students receive college credit if their final grade is "C" or higher.	Students receive college credit by passing the standardized exam.
College credit is accepted by the State University System with passing grade.	College credit acceptance by State University System is depended on AICE exam score and major.

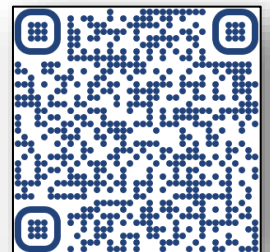
## State University Admission Policies

Admission into Florida's public universities is competitive. Acceptance is determined by enrollment limitations and qualifications of the freshmen applicant pool. It is recommended that prospective college students apply to more than one university and complete a rigorous curriculum in high school in an effort to increase their chances for acceptance.

The minimum state level admission policies have been established for first time in college (FTIC) students and for undergraduate students transferring without an AA degree from a Florida College System Institution. It is important to note; however, that universities are permitted to set high admission standards and include other factors when making admission decisions. Minimum admission criteria includes, but is not limited, to:

1. High school graduation with a standard diploma.
2. Minimum grade point average in high school academic course courses.
3. Minimum admissions test scores (ACT or SAT).
4. Course distribution requirements.

English	4	Social Science	3
Mathematics (Algebra 1 or higher)	4	World Language (must be in the same language)	2 (3+ recommended)
Natural Science	3	Electives	2



## Florida College System (Community and State Colleges)

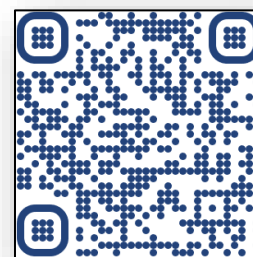
Florida's 28 public colleges are open-access institutions. Students are not required to earn a minimum high school GPA or SAT/ACT score in order to be admitted. While some colleges within the system have dropped "community" from their name and others have added "state," all colleges retain their open-door

admissions policy for students seeking an associate's degree. Failure to complete the college preparatory curriculum listed in the previous section does not preclude admissions to an institution; however, students who lack this preparation may need to take additional remedial courses after high school graduation and before enrollment in college-credit courses.

## Florida Bright Futures Scholarship Programs

The Florida Bright Futures Scholarship program consists of three scholarships funded through lottery dollars and awarded to eligible Florida high school graduates planning to continue their education at any eligible Florida post-secondary institution. For the most current information on the program, visit the Bright Futures website at:

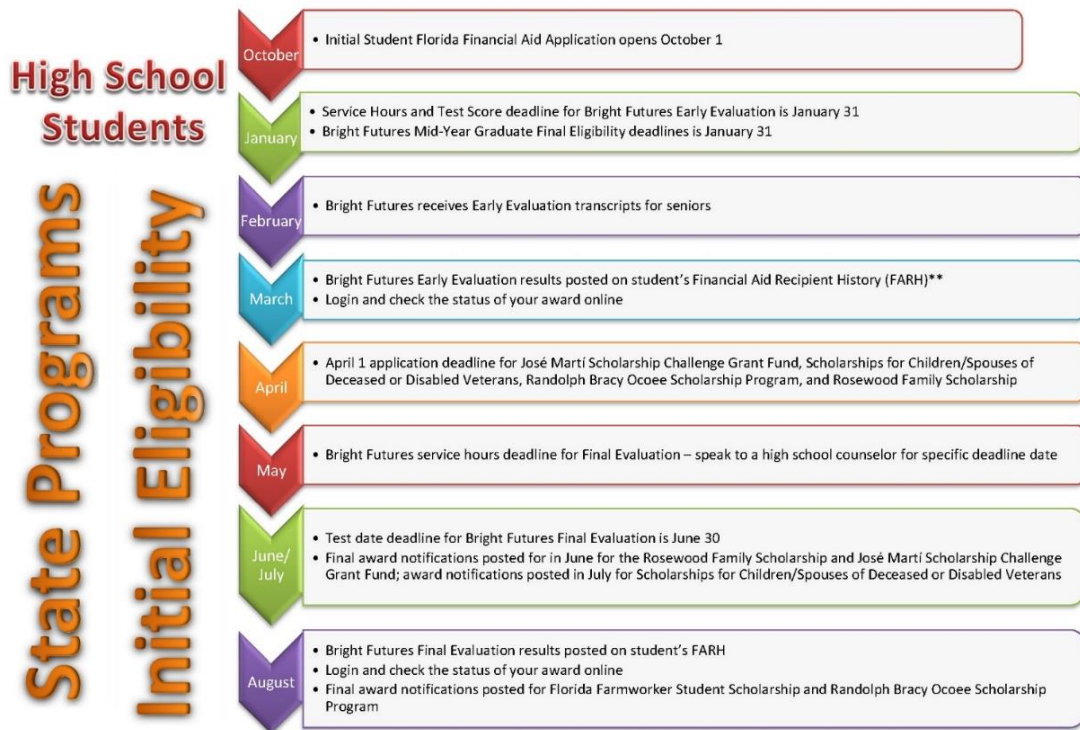
<https://www.floridastudentfinancialaidsg.org/SAPHome/SAPHome>



	<b>Florida Academic Scholars Award (FAS)</b>	<b>Florida Medallion Scholars Award (FMS)</b>	<b>Florida Gold Seal Vocational Scholars Award (GSV)</b>	<b>Florida Gold Seal CAPE Scholars (GSC)</b>
<b>Grade Point Average</b>	3.5 weighted GPA using the credits listed below	3.0 weighted GPA using the credits listed below	3.0 weighted GPA using the credits listed below and a 3.5 unweighted GPA in three vocational courses	High School Diploma and Completion of Associate or Science/Applied Science
<b>Required Credits</b>	Courses must include 16 credits of college preparatory academic courses. 4 English 4 Mathematics (Algebra I and above) 3 Natural Science 3 Social Science 2 Foreign Language (sequential, same language)	Courses must include 16 credits of college preparatory academic courses. 4 English 4 Mathematics (Algebra I and above) 3 Natural Science 3 Social Science 2 Foreign Language (sequential, same language)	Credits must include 16 core credits required for graduation. 4 English 4 Mathematics (including Algebra I) 3 Natural Science 3 Social Science 1 Fine or Practical Art 1 HOPE	Earn a minimum of 5 postsecondary credit hours through CAPE industry certifications which articulate for college credit.
<b>Volunteer / Work Hours</b>	100 volunteer hours OR 100 paid work hours	75 volunteer hours OR 100 paid work hours	30 hours OR 100 paid work hours	30 hours OR 100 paid work hours
<b>Test Scores</b>	SAT: 1330 (Critical Reading and Math sections only)  OR  ACT: 29 (Best composite score excluding the writing section).	SAT: 1210 (Critical Reading and Math sections only)  OR  ACT: 25 (Best composite score excluding the writing section).	SAT: Reading - 24 Writing/Language - 25 Math - 24 OR ACT: English - 17 Reading - 19 Math - 19 OR PERT: Reading - 106 Writing - 103 Math - 114	No testing requirements.
The Florida Legislature is authorized to change eligibility and funding requirements at any point. Students may apply for this scholarship program beginning on October 1st of their senior year. For the most updated requirements and additional detail about these awards, please refer to the Bright Futures Handbook at <a href="https://www.floridastudentfinancialaidsg.org/SAPBFMAIN/SAPBFMAIN">https://www.floridastudentfinancialaidsg.org/SAPBFMAIN/SAPBFMAIN</a> .				
<b>Additional Information</b>	In addition to completing the Initial Student Florida Financial Aid Application, it is also strongly recommended that students submit a complete, error-free Free Application for Federal Student Aid application. The form should only be completed online at <a href="https://studentaid.gov/h/apply-for-aid/fafsa">https://studentaid.gov/h/apply-for-aid/fafsa</a>			



## Florida Bright Futures Scholarship Calendar



\*For Mid-year Graduates: Early Evaluation – Service hours and test scores deadline is June 30 ; Final Evaluation – Service hours and test scores deadline is January 31 with final status posted in February. Deadline to apply is December 31.

\*\*Eligibility status is only posted online to student's FARH.

## Seal of Biliteracy

The Seal of Biliteracy is the attainment of a high level of competency in listening, speaking, reading, and writing in one or more world languages, in addition to English. This recognition will be noted on the high school diploma and transcript as either a Gold Seal of Biliteracy (highest level of competency) or a Silver Seal of Biliteracy (second-highest level of competency) and awarded by the Commissioner of Education to high school graduates meeting the requirements.

The requirements for earning the Seal of Biliteracy include:

- earning four world language course credits in the same world language with a cumulative 3.0 grade point average or higher on a 4.0 scale,
- achieving a qualifying score on a world language assessment, or
- satisfying alternative requirements as determined by the State Board of Education.

The **Silver Seal of Biliteracy** is awarded to students who have earned four world language credits in the same world language with a cumulative 3.0 GPA or higher on a 4.0 scale or earned a qualifying score on a nationally recognized assessment. Refer to the HCPS or FLDOE websites for the recognized exams and required scores.

The **Gold Seal of Biliteracy** is awarded to students who have met the above requirements and have also earned a level 4 or higher on the grade 10 FSA ELA or have attained an advanced qualifying score on a nationally recognized assessment.

# English Language Arts



## English 1 (EN)

Grade 9

1.0 Credit

This course defines what students should understand and be able to do by the end of 9th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts. Poetry, short stories, drama, novels, and nonfiction will be thoroughly explored during the year. Students will be introduced to authors from Shakespeare to Lee. In addition to these topics, writing will play an important part in this course's curriculum. The writing process and different styles and genres of composition will be taught. Finally, this course will help prepare students to take and successfully pass the reading and writing portion of the state assessment test.

## Pre-AICE English Language (EN)

Grade 9

1.0 Credit

This course marks the beginning of the accelerated track in language arts. Simply, this course is an introduction into the world of literature at a secondary level. Poetry, short stories, drama, novels, and nonfiction will be thoroughly explored during the year. Students will be introduced to authors from Shakespeare to Lee. In addition to these topics, writing will play an important part in this course's curriculum. The writing process and different styles and genres of Composition will be taught. Students will be encouraged to write frequently in and out of class. This class will begin to prepare students for the rigorous academic challenges in English that await them after high school graduation. Finally, this course will help prepare students to take and successfully pass the reading and writing portion of the state assessment test.

## English 2 (EN)

Grade 10

1.0 Credit

This course defines what students should understand and be able to do by the end of 10th grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are working with universal themes and archetypes. They are also continuing to build their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts. The literature is focused around writings from all over the world. The Western and Non-Western traditions of fiction, poetry, drama, and nonfiction will be fully explored. A strong emphasis will be placed on writing, and written proficiency will be a high priority for all students. This class will help prepare students to take and pass the reading and writing sections of the state assessment test, a graduation requirement in the state of Florida.

## Pre-AICE English Literature (EN)

Grade 10

1.0 Credit

This is the accelerated credit for sophomore English. At this level, the literature is focused around writings from all over the world. The Western and Non-Western traditions of fiction, poetry, drama, and nonfiction will be fully explored. Students will spend time analyzing the cultural and theoretical meanings behind some of the classical works of literature. Again, a strong emphasis will be placed on writing, and written proficiency will be a high priority for all students. In preparation for postsecondary education, students will be encouraged to write often in and out of school on various topics. This class will help prepare students to take and pass the reading and writing sections of the state assessment test, a graduation requirement in the State of Florida.



## **AICE English General Paper AS - 8021 (EN)**

**Grades 9-12**

**1.0 Credit**

The purpose of this course is to encourage learners to engage with a variety of topics, including knowledge and understanding gained from study of other subjects. They learn to become confident in analyzing knowledge and opinion from a variety of sources, to build arguments and to communicate through written English.

## **AICE English Language AS - 9093 (EN)**

**Grade 11**

**1.0 Credit**

Learners will study the English language and its use in communication. They will be encouraged to respond critically to a wide variety of texts in a range of forms, styles and contexts, and to promote skills of communication, reading, research and analysis. Learners will develop an ability to read and analyze material, gaining further knowledge and understanding of English language features and issues and develop the skills of writing clearly, accurately, creatively and effectively for different purposes and audiences.

## **English 4 (EN)**

**Grade 12**

**1.0 Credit**

During a student's senior year, the English course focuses on the study of literature through critical perspectives. From this perspective, students will study Shakespeare to the modern poets of the world. Composition skills, grammar, novels, poetry, short stories, and drama will all be covered. The instructor's focuses will strongly remain in preparing student for life after secondary school. Whether college, military, or the work force, the skills necessary to achieve a student's full potential will be covered.

## **English 4 Honors (EN)**

**Grade 12**

**1.0 Credit**

This is the accelerated credit for senior year English. During a student's final year in high school, the English class focuses on the study of literature from critical perspective. From this vantage point, students will study Shakespeare to the modern poets. Comp. skills, grammar, novels, poetry, short stories, and drama will all be covered. The focus of the instructor will be to provide a smooth transition from high school English into college composition. The teacher's focus will be to provide the background knowledge in writing and analysis to insure success in post-secondary school.

## **AICE English Literature 1 AS - 9695 (EN)**

**Grade 12**

**1.0 Credit**

Learners will study a range of texts in the three main forms: prose, poetry and drama. Set texts are offered from a wide range of different periods and cultures. Learners will develop skills of reading and analysis of texts, and are encouraged to undertake wider reading to aid understanding of the texts studied. They will learn skills of effective and appropriate communication including the ability to discuss the critical context of texts.

## **World Literature (Works in Translation / Weird & Strange Literature) (EN)**

**Grades 9-12**

**1.0 Credit**

The purpose of this course is to enable students, using texts of appropriate complexity, to develop knowledge of world literature while honing their reading skills and increasing their knowledge base. Emphasis will be on representative world literature, with its varied cultural influences, highlighting the major genres, themes, issues, and influences associated with the selections.

## Reading and English Support Classes

### Intensive Reading 1

**Grade 9**

**1.0 Credit**

This course is designed for 9th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard. Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students.

### Intensive Reading 2

**Grade 10**

**1.0 Credit**

This course is designed for 10th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard. Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students.

### Intensive Reading 3

**Grade 11**

**1.0 Credit**

This course is designed for 11th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard. Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students.

### Intensive Reading 4

**Grade 12**

**1.0 Credit**

This course is designed for 12th grade students reading below grade level. The course includes foundational skill standards to be used until a student has mastered the standard. Teachers will use the listed standards that correspond to student need based on diagnostic assessments and adjust according to ongoing progress monitoring data. Instruction is individualized and targeted to the skills that pose the greatest barrier to learning and is characterized by the greatest number of minutes of instruction with the narrowest focus for an individual or a very small group of students.

## English Language Development & ESOL Courses

### English 1 Through ESOL (EN)

**Grade 9**

**1.0 Credit**

This course helps students acquire English as a second language through listening, viewing, speaking, reading, and writing. This language-based curriculum is supplemented with grade appropriate grammar and literature while addressing the needs of the individual student. Real life topics help students develop both language and critical thinking skills. Studies of holidays, entertainment, and social issues help students become acclimated to our national culture. Course requirements include the benchmarks from the Florida State Standards.

## English 2 Through ESOL (EN)

**Grade 10**

**1.0 Credit**

Students are provided integrated educational experiences in listening, viewing, speaking, reading, and writing in order to gain language proficiency and independence in effective communication. The application of skills and strategies increases in complexity, as needed for the language proficiency of the individual student. Literature selections by American and British authors parallel those included in the high school curriculum. This course meets benchmark graduation requirements and is designed to provide students with skills for employment and college entrance.

## English 3 Through ESOL (EN)

**Grade 11**

**1.0 Credit**

This course is offered for students who are developing and improving skills in English as a second language, this course offers strategies for effective communication through word study, informative, technical, and literary texts, grammar usage, viewing techniques, and the development of writing skills. Needs of individual language proficiencies are met as experiences and literary selections by American authors parallel the high school curriculum for juniors.

## English 4 Through ESOL (EN)

**Grade 12**

**1.0 Credit**

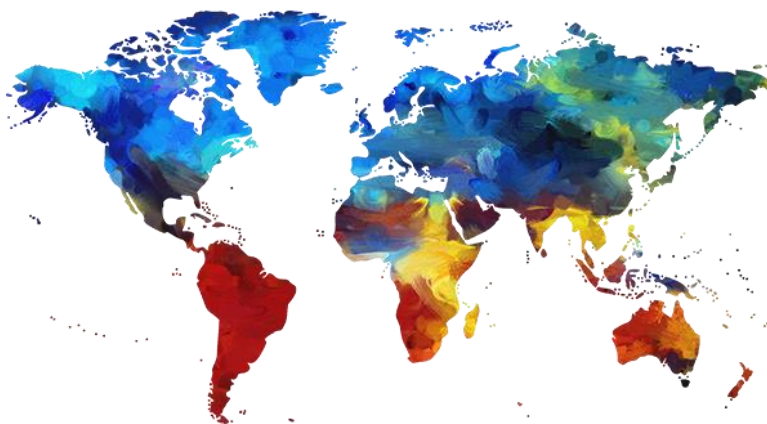
The purpose of this course is to provide whole language experiences for senior students who are native speakers of languages other than English. The research process, techniques for analyzing information and communication in formal and informal situations are included. Emphasis is placed on style and format in writing critical and aesthetic responses to British and world literature, and effective communication in the academic setting and the workplace. Graduation requirements and benchmarks from the Florida State Standards are met as the senior high school curriculum is paralleled.

## English Language Development

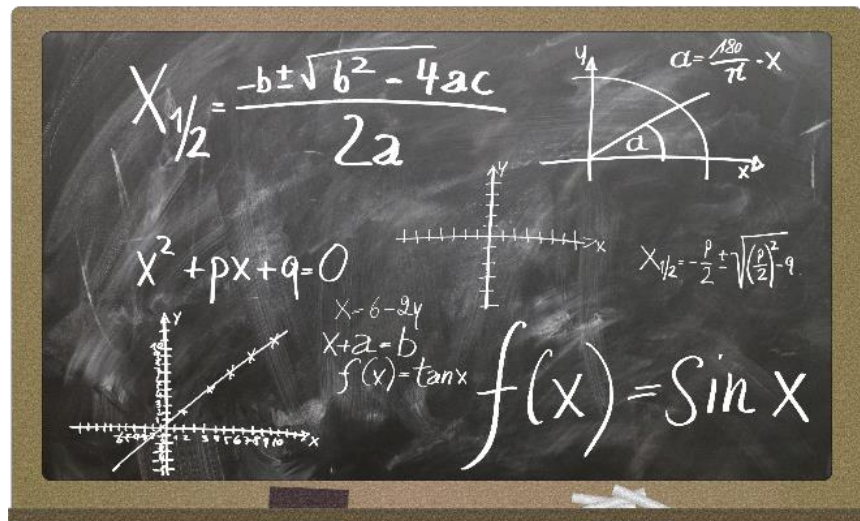
**Grades 9-12**

**1.0 Credit**

This course enables students who are native speakers of languages other than English to accelerate the development of communication and literacy skills that will promote English proficiency. This course will strengthen English listening, speaking, reading and writing skills so that students are able to successfully comprehend high school grade-level text independently, as well as communicate for social and instructional purposes within the school setting.



# Mathematics



## Algebra 1-A (MA)

**Grades 9-12**

**1.0 Credit**

This course covers the first half of Algebra 1. The fundamental purpose of this course is to formalize and extend the mathematics that students' learned in the middle grades. In Algebra 1-A, instructional time will emphasize four areas: extending understanding of functions to linear functions and using them to model and analyze real-world relationships; solving linear equations and inequalities in one variable and systems of linear equations and inequalities in two variables; building linear functions, identifying their key features and representing them in various ways and representing and interpreting categorical and numerical data with one and two variables.

## Algebra 1-B (A1)

**Grades 9-12**

**1.0 Credit**

This course covers the second half of Algebra 1. In Algebra 1-B, instructional time will emphasize four areas: performing operations with polynomials and radicals, and extending the Laws of Exponents to include rational exponents; extending understanding of functions to quadratic and exponential functions and using them to model and analyze real-world relationships; solving quadratic equations in one variables and building functions, identifying their key features and representing them in various ways.

**Passing the Algebra 1 end of course examination is a state graduation requirement.**

## Algebra 1 (A1)

**Grades 9-12**

**1.0 Credit**

Algebra provides the foundation for more advanced mathematics courses and focuses on the skills needed to solve mathematical problems. This class is a graduation requirement. In Algebra 1, instructional time will emphasize five areas: performing operations with polynomials and radicals, and extending the Laws of Exponents to include rational exponents; extending understanding of functions to linear, quadratic and exponential functions and using them to model and analyze real-world relationships; solving quadratic equations in one variable and systems of linear equations and inequalities in two variables; building functions, identifying their key features and representing them in various ways and representing and interpreting categorical and numerical data with one and two variables.

**Passing the Algebra 1 end of course examination is a state graduation requirement.**

## Geometry (GE)

**Grades 9-12**

**1.0 Credit**

**Prerequisite:** Passed Algebra 1 or Algebra 1 Honors.

In Geometry, instructional time will emphasize five areas: proving and applying relationships and theorems involving two-dimensional figures using Euclidean geometry and coordinate geometry; establishing congruence and similarity using criteria from Euclidean geometry and using rigid transformations; extending knowledge of geometric measurement to two-dimensional figures and three-dimensional figures; creating and applying equations of circles in the coordinate plane and developing an understanding of right triangle trigonometry.

## Geometry Honors (GE)

**Grades 9-12**

**1.0 Credit**

**Prerequisite:** Passed Algebra 1 or Algebra 1 Honors with a 3 or higher on Algebra 1 EOC.

This course provides a rigorous and in-depth look at the study of Geometry. Instructional time will emphasize five areas: proving and applying relationships and theorems involving two-dimensional figures using Euclidean geometry and coordinate geometry; establishing congruence and similarity using criteria from Euclidean geometry and using rigid transformations; extending knowledge of geometric measurement to two-dimensional figures and three-dimensional figures; creating and applying equations of circles in the coordinate plane and developing an understanding of right triangle trigonometry.

## Algebra 2 (MA)

**Grades 10-12**

**1.0 Credit**

**Prerequisite:** Passed Geometry or Geometry Honors.

In Algebra 2, instructional time will emphasize five areas: extending arithmetic operations with algebraic expressions to include radical and rational expressions and polynomial division; graphing and analyzing functions including polynomials, absolute value, radical, rational, exponential and logarithmic; building functions using compositions, inverses and transformations; extending systems of equations and inequalities to include non-linear expressions and developing understanding of the complex number system, including complex numbers as roots of polynomial equations. A graphing calculator is allowed to help support the algebraic concepts introduced in this course. A TI – 83 or TI -84 graphing calculator is suggested.

## Pre-AICE Mathematics 3 IGCSE Level (MA)

**Grade 9-12**

**1.0 Credit**

**Prerequisite:** Passed Geometry or Geometry Honors with a 4 or 5 on Geometry EOC; teacher recommendation.

Formerly Algebra 2 Honors. The subject content is organized by topic: number, algebra, shape and space, and probability and statistics. The content is not presented in a teaching order. This content structure and the use of tiering allows flexibility for teachers to plan delivery appropriately for their learners. Learners should be able to both use techniques listed in the content and apply them to solve problems. Scientific calculators are allowed throughout the course. Learners should know when and how to use their calculator, how to check their answers and how to apply rounding appropriately when solving a problem. Learners should be able to show their working and be able to communicate mathematically, using appropriate notation and structure to communicate their reasoning within a problem.

**This course will prepare students to take AICE Math, Probability, and Statistics 9709 A Level and focuses on concepts that will help them be successful in that class.**

## Math For College Algebra (MA)

**Grades 10-12**

**1.0 Credit**

**Prerequisite:** Passed Algebra 2, Algebra 2 Honors, or Pre-AICE Mathematics 3 IGCSE.

This course is an extension of topics learned in Algebra 2 including solving and modeling linear, quadratic, exponential functions. In Mathematics for College Algebra, instructional time will emphasize five areas: developing fluency with the Laws of Exponents with numerical and algebraic expressions; extending arithmetic operations with algebraic expressions to include rational & polynomial expressions; solving one-variable exponential, logarithmic, radical and rational equations and interpreting the viability of solutions in real-world contexts; modeling with and applying linear, quadratic, absolute value, exponential, logarithmic and piecewise functions and systems of linear equations and inequalities; extending knowledge of functions to include inverse and composition.

## Math For Data & Financial Literacy Honors (MA)

**Grade 10-12**

**1.0 Credit**

**Prerequisite:** Passed Algebra 2 or Algebra 2 Honors.

In Mathematics for Data and Financial Literacy Honors, instructional time will emphasize five areas: extending knowledge of ratios, proportions and functions to data and financial contexts; developing understanding of basic economic and accounting principles; determining advantages and disadvantages of credit accounts and short- and long- term loans; developing understanding of planning for the future through investments, insurance and retirement plans and extending knowledge of data analysis to create and evaluate reports and to make predictions.

## Probability-Statistics w/Application Honors (MA)

**Grades 11-12**

**1.0 Credit**

**Prerequisite:** Passed Algebra 2 or Pre-AICE Mathematics 3.

In Probability and Statistics Honors, instructional time will emphasize four areas: creating and interpreting data displays for univariate and bivariate categorical and numerical data; comparing and making observations about populations using statistical data, including confidence intervals and hypothesis testing; extending understanding of probability and probability distributions and developing an understanding of methods for collecting statistical data, including randomized trials.

## AICE Math, Probability, and Statistics 1 AS - 9709 (MA)

**Grade 10-12**

**1.0 Credit**

**Prerequisite:** Passed Algebra 2, Algebra 2 Honors, or Pre-AICE Mathematics 3 IGCSE with teacher recommendation.

This course is a rigorous college-level math course that combines the topics of Precalculus, Trigonometry, Calculus and Statistics. Students will take 2 papers at the end of the year; one titled *Pure Math 1* and the other *Statistics 1*.

## AICE Math, Probability, and Statistics 2 A - 9709 (MA)

**Grade 11-12**

**1.0 Credit**

**Prerequisite:** Passing score on Math Probability & Statistics 1 AS level course with teacher recommendation.

This rigorous college-level math course is an extension of the Statistics and Calculus concepts learned in 9709 AS Level. Students will take 2 papers at the end of the year, one titled *Pure Math 3* and the other *Statistics 2*.

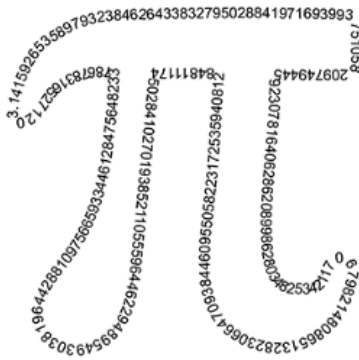
## AICE Mathematics - Further AS - 9231 (MA)

**Grade 10-12**

**1.0 Credit**

**Prerequisite:** Passing score on Math Probability & Statistics 2 A level course with teacher recommendation.

Cambridge International AS Level Further Mathematics makes up the first half of the Cambridge International A Level course in further mathematics and provides a foundation for the study of further mathematics at Cambridge International A Level. Depending on local university entrance requirements, students may be able to use it to progress directly to university courses in mathematics or some other subjects. It is also suitable as part of a course of general education. Cambridge International A Level Further Mathematics provides an excellent foundation for the study of mathematics or related courses in higher education.





# Science





## **Anatomy and Physiology (EQ)**

**Grades 9-12**

**1.0 Credit**

Anatomy and Physiology covers the structure and function of the systems of the human body. This course is presented in a systemic approach, reviewing concepts such as the renal system, nervous system, cardiovascular system, etc. Students will have the opportunity to participate in engaging lab activities, including dissection and identification of key structures.

## **Earth-Space Science (EQ)**

**Grades 9-12**

**1.0 Credit**

The Earth-Space science course supports students in their efforts to become life-long learners, growing in their understanding of the world. The nature of science includes the concepts that scientific explanations are based on logical thinking; are subject to rules of evidence; are consistent with observational, inferential, and experimental evidence; are open to rational critique; and are subject to refinement and change with the addition of new scientific evidence. 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.

## **Biology 1 (BI)**

**Grades 9-12**

**1.0 Credit**

This Biology 1 course offers concepts in ecology, cells, genetics, evolution, plants, invertebrates, vertebrates, and humans. Laboratory investigations include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures.

## **Pre-AICE Biology (BI)**

**Grades 9-12**

**1.0 Credit**

This course is a rigorous exploration of life, from molecules to ecosystems. In this engaging course, students will share the excitement of research breakthroughs and begin to construct a framework of key biological concepts into which you can fit the many new things that you will learn throughout your lifetime. If you like projects, group work, and the study of nature, then this course is for you. Honors students give honors effort to receive honors rewards.

## **Chemistry (EQ)**

**Grades 10-12**

**1.0 Credit**

This course offers a study of the composition, properties, and changes associated with matter. The content includes heat, changes of matter, atomic structure, periodic table, bonding, formulas, and equations, mole chemistry, electrochemistry, and organic chemistry.

## **Pre-AICE Chemistry (EQ)**

**Grades 10-12**

**1.0 Credit**

**Prerequisite: A or B in Bio 1 or Bio 1 Honors**

A rigorous study of the composition, properties, and changes associated with matter. The content includes heat, changes of matter, atomic structure, periodic table, bonding, formulas, and equations, mole chemistry, electrochemistry, and organic chemistry.

## **Marine Science 1 (EQ)**

**Grades 9-12**

**1.0 Credit**

Marine Science 1 dives into all aspects of Earth's oceans. This course combines elements from a variety of scientific disciplines in order to understand the marine environment, marine life, and how they interact. Students will have the opportunity to set up and manage fish tanks, as well as participate in a variety of lab activities.

## **Physics 1 (EQ)**

**Grades 11-12**

**1.0 Credit**

**Prerequisite:** Successful completion of Algebra 1

This is a preparatory course that provides an understanding of the physical laws fundamental to all science. Utilizing a problem-solving approach, topics such as mechanics, wave theory, heat, sound, light, magnetism, electricity, and nuclear reactions will be explored. Concepts presented will be reinforced through student activities, laboratory experiments, and lectures. 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. Special attention is given to the mathematical treatment of data.

## **Physics 1 Honors (EQ)**

**Grades 11-12**

**1.0 Credit**

**Prerequisite:** Algebra 2

Newtonian Physics at its finest! From Galileo, Kepler, Newton to Hawking, we study concrete examples of kinematics, dynamics, energy transformations, and the processes involved. You need a good working knowledge of mathematics to enjoy the equation manipulations often necessary to understand these energy transformations. Second semester, we discover concepts about light, heat, sound, magnetism, electricity, and nuclear particles. Throughout the year, you will have many hands-on lab experiences.

## **Forensic Science Honors (EQ)**

**Grades 10-12**

**1.0 Credit**

Be a real-life investigator! Discover the world of forensic science. Find out how real crime scene investigators solve crimes! Learn the techniques necessary to identify evidence. Participate in solving a crime each semester. There are plenty of labs and field trips taken during the course to get a more hands-on experience in the field of forensics.

## **AICE Biology 1 AS – 9700 (DD)**

**Grades 10-12**

**1.0 Credit**

**Prerequisite:** Pre-AICE Biology and Pre-AICE Chemistry

In this course, students will learn about the main theoretical concepts which are fundamental to the subject, some current applications of biology, and a strong emphasis on advanced practical skills. Practical skills are assessed in a timetabled practical exam. The emphasis throughout is on the understanding of concepts and the application of biology ideas in novel contexts as well as on the acquisition of knowledge. The course encourages creative thinking and problem-solving skills which are transferable to any future career path.

## AICE Chemistry 1 AS - 9701 (EQ)

Grades 10-12

1.0 Credit

**Prerequisite:** Successful completion of Pre-AICE Biology and Pre-AICE Chemistry

This course provides learners with knowledge of theoretical concepts which are fundamental to the subject, some current applications of chemistry, and a strong emphasis on advanced practical skills. The emphasis is on the understanding of concepts and the application of chem. ideas in novel contexts as well as on the acquisition of knowledge. The course encourages creative thinking and problem-solving skills which are transferable to any future career path. This course is ideal for learners who want to study chemistry or a wide variety of related subjects at college/ university or to follow a career in science.

## AP Chemistry (EQ)

Grades 11-12

1.0 Credit

**Prerequisite:** Successful completion of Pre-AICE Biology and Pre-AICE Chemistry

This course is a deep dive into the principles and patterns that govern chemical reactions and the properties of matter. This course requires curiosity, critical thinking, and perseverance. By the end, you'll gain a deeper appreciation for the molecular world and a solid foundation in chemistry that will be valuable for future science studies.

## AICE Environmental Management AS - 8291 (EQ)

Grades 10-12

1.0 Credit

This course will help learners develop scientific knowledge and understanding of global environmental issues and theories, and of the policies and strategies for managing the environment. The course covers the sustainable use and management of resources, and strategies that aim to protect environments. Learners will interpret and analyze data and do investigative work. Case studies allow teachers to choose their own examples to investigate, which may be local, regional or global.

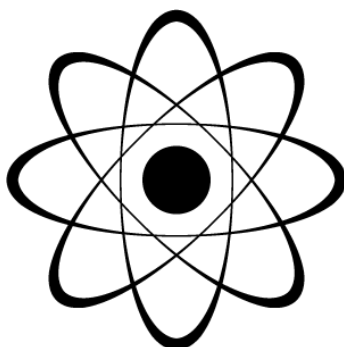
## AICE Marine Science 1 AS - 9693 (EQ)

Grades 10-12

1.0 Credit

**Prerequisite:** Successful completion of Pre-AICE Biology

The Cambridge International Marine Science course provides students with a coherent and stimulating introduction to the science of the marine environment. The emphasis throughout is on the understanding of concepts and the application of ideas to new contexts. Marine Science can form part of an ideal subject combination for learners who want to study Marine Biology or Environmental Science at university or to follow a career in shipping, fisheries, tourism or aquaculture.



# Social Studies



## World Cultural Geography

Grade 9

1.0 Credit

The World Cultural Geography course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of world cultural regions in terms of location, physical characteristics, demographics, historical changes, land use, and economic activity. Content should include, but is not limited to, the use of geographic tools and skills to gather and interpret data and to draw conclusions about physical and human patterns, the relationships between physical geography and the economic, political, social, cultural and historical aspects of human activity, patterns of population growth and settlement in different cultures and environments, the interaction between culture and technology in the use, alteration and conservation of the physical environment, and the interrelationships and interdependence of world cultures.

## World History (WH)

Grade 10

1.0 Credit

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.



## Pre-AICE World History (WH)

Grade 10

1.0 Credit

The Pre-AICE World History course provides a more rigorous and intensive study 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.

## AICE European History - 9489 (WH)

Grade 9-12

1.0 Credit

The purpose of this course is to help learners develop lifelong skills including understanding issues and themes within a European historical period. The emphasis is again on both historical knowledge and on the skills required for historical research. Learners develop an understanding of cause and effect, continuity and change, similarity and difference, and use historical evidence as part of their studies.

**Note: This course fills Florida's World History graduation requirement.**

## US History (AH)

**Grade 11**

**1.0 Credit**

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.



## US History Honors (AH)

**Grade 11**

**1.0 Credit**

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



## AICE American History - 9489 (AH)

**Grade 11**

**1.0 Credit**

The purpose of this course is to teach students modern history in the nineteenth and twentieth centuries. This course helps students develop lifelong skills including understanding issues and themes within an American historical period. The emphasis is again on both historical knowledge and on the skills required for historical research. Learners develop an understanding of cause and effect, continuity and change, similarity and difference, and use historical evidence as part of their studies.

**Note: This course fills Florida's American History graduation requirement.**

## **Economics With Financial Literacy (EC)**

**Grade 12**

**0.5 Credit**

The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

## **Economics With Financial Literacy Honors (EC)**

**Grade 12**

**0.5 Credit**

The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

## **AICE Economics 1 AS - 9708 (EC)**

**Grade 12**

**1.0 Credit**

Students learn how to explain and analyze economic issues and arguments, evaluate economic information, and organize, present and communicate ideas and judgements clearly. The aims are to enable students to know and understand the terminology, concepts, theories and principles of economics; to express ideas in writing and using statistics and diagrams, or other methods, where appropriate; to develop the habit of using works of reference as sources of information specific to economics; to read critically to gain information about the changes in the wider economic and social environment; to appreciate the methods of study that economists use, and the most effective ways economic information may be analyzed, correlated, discussed, evaluated and presented; and to develop an interest in and enthusiasm for economics that could lead to further study.

**Note: This course fills Florida's Economics graduation requirement.**

## **US Government (AG)**

**Grade 9**

**0.5 Credit**

This course must include a comparative discussion of political ideologies, such as communism and totalitarianism, that conflict with the principles of freedom and democracy essential to the founding principles of the United States. The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.



## US Government Honors (AG)

**Grade 9**

**0.5 Credit**

This course must include a comparative discussion of political ideologies, such as communism and totalitarianism, that conflict with the principles of freedom and democracy essential to the founding principles of the United States. The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.

## Social Studies Electives

### Advanced African American Studies

**Grades 9-12**

**1.0 Credit**

Students in African American studies look at the history, politics, culture, and economics of North American people of African descent. From the slave economy to the civil rights movement, and from the blues to hip-hop, African Americans have had a huge role in shaping American society and culture. If you major in African American studies, you'll learn about their achievements. You'll also examine the hardships African Americans faced during their history. Further, you'll dive into the difficult issues, such as unequal educational opportunities, they deal with today. Scholars in African American studies play a key role in the development of modern academics. By focusing on people and viewpoints that have been ignored in other fields, they lead the way in integrating minority experiences into all academic subjects.



### African American History 1

**Grades 9-12**

**0.5 Credit**

The primary content emphasis for this course pertains to the study of the chronological development of African-Americans by examining the political, economic, social, religious, military and cultural events that affected the cultural group. Content will include, but is not limited to, West African heritage, the Middle Passage and Triangular Trade, the African Diaspora, significant turning points and trends in the development of African-American culture and institutions, enslavement and emancipation, the Abolition, Black Nationalist, and Civil Rights movements, major historical figures and events in African-American history, and contemporary African-American affairs.

### African American History 2 Honors

**Grades 9-12**

**0.5 Credit**

**Prerequisite: African American History 1**

The grade 9-12 African-American History Honors course consists of the following content area strands: World History, American History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of African Americans by examining the political, economic, social, religious, military and cultural events that affected the cultural group. Content will include, but is not limited to, West African heritage, the Middle Passage and Triangular Trade, the African Diaspora, significant turning points and trends in the development of African American culture and institutions, enslavement and emancipation, the Abolition, Black Nationalist, and Civil Rights movements, major historical figures and events in African-American history, and contemporary African-American affairs.



## **Women's Studies**

**Grades 9-12**

**0.5 Credit**

Women's Studies will explore the impact and contributions of women throughout history and today. In this class, we will discuss topics like gender equality, women's rights movements, and the inspiring stories of trailblazing women who have shaped our world. Through dynamic discussions, thought provoking projects, and a supportive environment, you will gain new perspectives about the historical contributions of women. The course will integrate literature, film, art, and scholarly articles, encouraging critical thinking, discussion, and active participation. Discover the power of your own story and be part of a community committed to understanding and advancing Women's Studies.

## **Latin American History**

**Grades 9-12**

**1 credit**

Explore the vibrant and diverse history of Latin America in a class designed to connect with your heritage and inspire your curiosity! In this engaging course, we will dive deep into the stories, cultures, and events that have shaped Latin America from Ancient civilizations to the present day. We don't just study history - we experience it. Join us for interactive lessons that incorporate the rich flavors of Latin American foods (yes, we EAT!) and celebrations of major holidays. Discover your roots and make history come alive!"

## **Florida History**

**Grades 9-12**

**0.5 credit**

This semester long survey course covers events, people, ideas, and more that have occurred throughout the development and history of Florida. This class is for native Floridians, transplants, or those just passin' through to learn more about the state and community in which they live in. The goal in this class is for students to have multiple means to explore history and modern events through multiple forms of final products.

## **History of the Holocaust**

**Grades 9-12**

**0.5 Credit**

The Holocaust course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the examination of the events of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany. Content will include, but is not limited to, the examination of twentieth century pogroms and of twentieth century and twenty-first century genocides, investigation of human behavior during this period, and an understanding of the ramifications of prejudice, racism, and stereotyping.

## **History of the Vietnam War / American Wars of the 20<sup>th</sup> Century**

**Grades 9-12**

**0.5 Credit**

The History of Vietnam course consists of the following content area strands: United States History, World History, Civics and Government, Geography, and Humanities. The primary content emphasis for this course pertains to the study of the chronological development of the Vietnam War by examining the political, economic, social, religious, military and cultural events that affected the war. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the progression of the war including, but not limited to, an analysis of the United States military effort and makeup in the war, an evaluation of the role of the United States homefront, interpretations of the effects of the media, film and literature during and after the war, a judgment of crucial decisions made during the Vietnam War and an analysis of the resulting impact of the conflict.

## Court Procedures

**Grades 9-12**

**0.5 Credit**

This course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content for the course pertains to the study of the structure, processes and procedures of the judicial systems of the United States and Florida. Content should include, but not be limited to, the structure, processes and procedures of county, circuit and federal courts, civil and criminal procedures, juvenile law, the rights of the accused, evolution of court procedures, comparative legal systems, and career choices in the judicial system.



## Law Studies

**Grades 9-12**

**0.5 Credit**

This 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.

## Leadership Skills Development (SGA)

**Grades 9-12**

**1.0 Credit**

**STUDENT GOVERNMENT:** The purpose of this course is to teach leadership skills, parliamentary procedure, problem solving, decision making, communication skills, group dynamics, time and stress management, public speaking, human relations, public relations, team building, and other group processes. The content should include, but not be limited to, the following: study in self-understanding; the development in such areas as goal setting, self-actualization, and assertiveness; and the study of organizational theories and management.

## Psychology 1

**Grades 9-12**

**0.5 Credit**

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.

## Psychology 2

**Grades 9-12**

**0.5 Credit**

**Prerequisite:** Psychology 1

Through the study of psychology, students acquire an understanding of and an appreciation for human

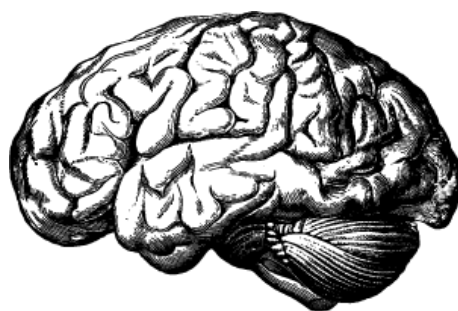
behavior, behavior interaction and the progressive development of individuals. The content examined in this second introductory course includes statistical research, psychobiology, motivation and emotion, sensation and perception, states of consciousness, psychological testing, and social psychology.

### **AICE Psychology 1 AS - 9990**

**Grades 9-12**

**1.0 Credit**

The purpose of this course is to help learners develop their appreciation of the subject by exploring the ways in which psychology is conducted. As part of their studies, learners also review important research; this provides an insight into the ways in which psychology has been applied, thereby leading to a better understanding of key approaches, research methods and issues and debates. The course reflects on four core areas of psychology, namely biological, cognitive, learning and social; it also relates psychology to abnormality, consumer behavior, health and organizations.



# World Languages



## American Sign Language 1

**Grades 9-12**

**1.0 Credit**

American Sign Language (ASL) 1 introduces students to the target language and its culture. Students will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language with introductions to culture, connections, comparisons, and communities.



## American Sign Language 2

**Grades 9-12**

**1.0 Credit**

**Prerequisite:** C or better in ASL 1

American Sign Language 2 reinforces the fundamental skills acquired by the students in American Sign Language 1. The course develops increased receptive and expressive skills as well as cultural awareness. Specific content to be covered is a continuation of skills acquired in ASL 1 while communication remains the primary objective.

## American Sign Language 3 Honors

**Grades 9-12**

**1.0 Credit**

**Prerequisite:** C or better in ASL 2.

American Sign Language 3 provides mastery and expansion of skills acquired by the students in American Sign Language 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected media. Contemporary vocabulary stresses activities which are important to the everyday life of people using ASL.

## Spanish 1

**Grades 9-12**

**1.0 Credit**

Students will be introduced to the Spanish language and its culture. Students will also learn to develop communicative skills and cross-cultural understanding. Course content includes listening activities in Spanish; and students are expected to speak, read, and write in Spanish. It is strongly recommended that students have a solid background in English grammar.

## Pre-AICE Spanish

**Grades 9-12**

**1.0 Credit**

Students are introduced to the Spanish language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities. It is strongly recommended that students have a solid background in English grammar.

## Spanish For Spanish Speakers 1

**Grades 9-12**

**1.0 Credit**

This course will enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. Language Arts Standards are also included in this course.

## Spanish 2

**Grades 9-12**

**1.0 Credit**

**Prerequisite:** C or better in Spanish 1

The students will reinforce and build on the fundamental skills acquired in level I. Reading; writing, listening, and speaking skills will continue to be developed, while adding more complex grammatical structures. This course will also continue the cultural survey of Spanish-speaking people through readings, videos, individual and group projects.

## Spanish 3 Honors

**Grades 9-12**

**1.0 Credit**

**Prerequisite:** C or better in Spanish 2

Students will expand and master their skills acquired in the first two years. The content includes expansion of vocabulary and conversational skills through discussions based on selected readings. Students' acquisition of grammatical concepts should stress activities, which are important to everyday life of Spanish-speaking people.

## AICE Spanish Language AS - 8685

**Grades 9-12**

**1.0 Credit**

**Prerequisite:** B or better in Spanish 4

This course enables learners to achieve greater fluency, accuracy and confidence in the Spanish language as it is spoken and written and improve their communication skills. They will learn how to improve their use of Spanish in a variety of situations, understanding how to read texts and other source materials, extract information, initiate conversations and respond to questions both orally and in writing.

## AICE Spanish Literature AS - 8673

**Grades 9-12**

**1.0 Credit**

**Prerequisite:** B or better in AICE Spanish Language - 8685

Learners following the Cambridge International AS Level Spanish syllabus will study a series of works from Spanish literature. The aim is to understand these texts and the issues raised by the authors, and to develop the skills to communicate this understanding in a clear and focused way. Learners will study a variety of texts, including novels, poems and plays, looking both at the way the authors have conveyed their ideas, and discussing the wider issues that each text raises.

# Advancement Via Individual Determination (AVID)

Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth.



## **AVID 1**

### **Grade 9**

### **1.0 Credit**

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

## **AVID 2**

### **Grade 10**

### **1.0 Credit**

During the 10th grade AVID Elective course, students will refine the AVID strategies to meet their independent needs and learning styles. Students will continue to refine and adjust their academic learning plans and goals, increasing awareness of their actions and behaviors. As students increase the rigorous course load and school/community involvement, they will refine their time management and study skills accordingly. Students will expand their writing portfolio to include: analyzing prompts, supporting arguments and claims, character analysis and detailed reflections. Students will also analyze various documents, in order to participate in collaborative discussions and develop leadership skills in those settings. Students will expand their vocabulary use, continuing to prepare for college entrance exams and preparation. Text analysis will focus on specific strategies to understand complex texts. Lastly, students will narrow down their college and careers of interest, based on personal interests and goals.

## **AVID 3**

### **Grade 11**

### **1.0 Credit**

The 11th grade AVID Elective course is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first and second year college students. This course is organized around the theme of "Leadership as a Catalyst for Change in Society." Students study, in depth, exceptional leaders in contemporary society, and examine the effect these individuals have had on culture, politics, education, history, science, and the arts. The course requires that students read essays, speeches, articles and letters by these leaders as well. In addition, each student is required to conduct a research project that is presented in the senior year. In addition to the academic focus of the AVID Seminar, there are college bound activities, methodologies and tasks that should be undertaken during the junior year to support students as they apply to four year universities and confirm their postsecondary plans.

## **AVID 4**

### **Grade 12**

### **1.0 Credit**

The AVID 12th grade course is the second part in a junior/senior seminar course that focuses on writing and critical thinking expected of first and second year college students. This course continues around the theme of "Leadership as a Catalyst for Change in Society." Students will complete a final research essay project from research conducted in their junior year in AVID. In addition to the academic focus of the AVID Senior Seminar, there are college bound activities, methodologies and tasks that should be achieved during the senior year that support students as they apply to four year universities and confirm their post-secondary plans. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program, as well as complete the requirements for the seminar course.

# Junior Reserve Officer Training Corps (JROTC)

Junior Reserve Officer Training Corps (JROTC) is a leadership education program. This program will help students build a strong knowledge base of self-discovery and leadership skills applicable to many leadership and managerial situations. Mastery of these standards through project-based learning, service learning and leadership development activities will prepare students for 21st Century leadership responsibilities.

**Students may substitute two years of JROTC to achieve the Florida HOPE and Practical / Fine Art graduation requirements.**

## JROTC Leadership Education Training 1

**Grades 9-12**

**1.0 Credit**

This laboratory course is designed to introduce students to the history, customs, traditions and purpose of the JROTC program. It teaches students strategies to maximize their potential for success through learning and self-management. Basic leadership skills to include leadership principles, values and attributes and communications skills are integrated throughout the course. The JROTC curriculum is enhanced through physical fitness activities, extracurricular and cocurricular activities that support the core employability skills standards.

## JROTC Leadership Education Training 2

**Grades 10-12**

**1.0 Credit**

**Prerequisite:** Successful completion of LET 1

This laboratory course is designed to build on the self-discovery skills sets taught in LET 1. As self-directed learners, students study the fundamentals citizenship skills, the foundation of the American political system and our Constitution. Personal responsibility and wellness is reinforced by diet, nutrition and physical fitness activities. Drug and alcohol awareness and prevention are reinforced. Students are placed in leadership roles that enable them to demonstrate an understanding of basic leadership principles, values and attributes. The curriculum is enhanced through physical fitness activities, extracurricular and co-curricular activities that support the core employability skills standards.

## JROTC Leadership Education Training 3

**Grades 10-12**

**1.0 Credit**

**Prerequisite:** Successful completion of LET 2

This laboratory course is designed to build on the leadership experiences developed during LET 1 and 2. Basic command and staff principles are introduced and include an overview of organizational roles and responsibilities. Leadership strategies, managing conflict, leading others, planning and communications skills are evaluated to improve organizational effectiveness. Career planning is investigated. The Junior ROTC curriculum is enhanced through physical fitness activities, extracurricular and co-curricular activities that support the core employability skills standards.

## JROTC Leadership Education Training 4

**Grades 11-12**

**1.0 Credit**

**Prerequisite:** Successful completion of LET 3

This laboratory course is designed to build on the leadership skills developed in LET 3. Students develop an in-depth understanding of the branches of military service. Intermediate leadership skills to include leadership principles, values and attributes and communications skills are integrated throughout the course. Financial planning skills are studied through the National Endowment for Financial Education. Fundamental teaching skills are introduced. The JROTC curriculum is enhanced through physical fitness activities, extracurricular and co-curricular activities that support the core employability skills standards.



# Career & Technical Education (CTE)



The Career & Technical Education (CTE) section of the course selection guide includes courses under the areas of:

- Agricultural Science
- Business Technology
- Criminal Justice
- Culinary Arts
- Family & Consumer Science
- Information Technology / Cybersecurity
- On the Job Training
- Veterinary Medicine

## 2022 - 2023 Summer Industry Certifications by Course (Earnable)

<b>8918030</b> FDMQAO30	<b>CRIMINAL JUSTICE OPERATIONS 3</b> 911 Public Safety Telecommunicator
<b>8800510</b> NRFSP001	<b>CULINARY ARTS 1</b> Certified Food Safety Manager
<b>8800520</b> NRFSP001 NRAEF003	<b>CULINARY ARTS 2</b> Certified Food Safety Manager Certified Food Protection Manager (ServSafe)
<b>8800530</b> NRFSP001 NRAEF003	<b>CULINARY ARTS 3</b> Certified Food Safety Manager Certified Food Protection Manager (ServSafe)
<b>8800540</b> NRFSP001 NRAEF003	<b>CULINARY ARTS 4</b> Certified Food Safety Manager Certified Food Protection Manager (ServSafe)
<b>8848110</b> PROS0031	<b>CUSTOMER SERVICE REPRESENTATIVE 1</b> Certified Internet Web (CIW) Social Media Strategist
<b>8848120</b> PROS0031	<b>CUSTOMER SERVICE REPRESENTATIVE 2</b> Certified Internet Web (CIW) Social Media Strategist
<b>9009600</b> PROSO807 PROSO802 PROSO804 PROSO808	<b>DIGITAL DISCOVERIES</b> ICT - Computing Essentials ICT - Gaming Essentials ICT - Programming & Logic Essentials ICT - Cybersecurity Essentials
<b>8207310</b> MICR0076 PROS0031	<b>DIGITAL INFO TECH</b> Microsoft Technology Associate (MTA) - Windows OS Fundamentals Certified Internet Web (CIW) Social Media Strategist
<b>8500365</b> NRAEF003	<b>FAMILY &amp; CONSUMER SCIENCE (FACS)</b> Certified Food Protection Manager (ServSafe)
<b>8021300</b> FLFBR009	<b>FUND OF AG SYSTEMS</b> Agriculture Systems Associate Certification
<b>8208110</b> MICR0076 UNITY001	<b>GAME &amp; SIM FOUNDATIONS</b> Microsoft Technology Associate (MTA) - Windows OS Fundamentals Unity Certified Associate
<b>8201510</b> ADOBE023	<b>TV PRODUCTION TECH 1</b> Adobe Certified Professional in Video Design

<b>8201520</b> ADOBE023	<b>TV PRODUCTION TECH 2</b> Adobe Certified Professional in Video Design
<b>8201530</b> ADOBE023	<b>TV PRODUCTION TECH 3</b> Adobe Certified Professional in Video Design
<b>8201540</b> ADOBE023	<b>TV PRODUCTION TECH 4</b> Adobe Certified Professional in Video Design
<b>8111510</b> FLVMA002 FLFBR009 FLFBRO07 FLFBR005	<b>VETERINARY ASSIST 1</b> Certified Veterinary Assistant (CVA) Agriculture Systems Associate Certification Agriculture Associate Certification Animal Science Specialist Certification
<b>8111540</b> FLFBR007 FLFBR005 FLFBR009 FLVMA002	<b>VETERINARY ASSIST 2</b> Agriculture Associate Certification Animal Science Specialist Certification Agriculture Systems Associate Certification Certified Veterinary Assistant (CVA)
<b>8111550</b> FLVMA002 FLFBR007 FLFBR005 FLFBR009	<b>VETERINARY ASSIST 3</b> Certified Veterinary Assistant (CVA) Agriculture Associate Certification Animal Science Specialist Certification Agriculture Systems Associate Certification
<b>8111520</b> FLFBR009 FLVMA002 FLFBR007 FLFBR005	<b>VETERINARY ASSIST 4</b> Agriculture Systems Associate Certification Certified Veterinary Assistant (CVA) Agriculture Associate Certification Animal Science Specialist Certification
<b>8812110</b> INTUT002 PROS0031 INTUT001	<b>PRINCIPLES OF ENTREPRENEURSHIP</b> Entrepreneurship and Small Business v2 Certified Internet Web (CIW) Social Media Strategist QuickBooks Certified User

## 2022 - 2023 Summer Certification Descriptions

**911 Dispatch (Level 3 & 4)** - The 911 Public Safety Telecommunicator certification is a state licensure that documents the knowledge and skills for employment as a dispatcher for police, fire, and ambulance. An individual must complete an approved PST training program as defined in §401.465(1)(c), Florida Statutes. Visit <https://www.doh.state.fl.us/mqa> for additional information.

**Adobe Certified Professional in Video Design** - The Adobe Certified Associate (ACA) Video Design Specialist certification tests competencies in working in the video industry; project setup and interface; organizing video projects; creating and modifying visual elements; and publishing digital media. Two examinations required: Premiere Pro AND After Effects OR Photoshop. Visit

<https://certiport.pearsonvue.com/Certifications/Adobe/ACA/Adobe-Certified-Professional> for additional information.

**Agriculture Systems Associate** - The Associate of Agriculture Systems certification measures knowledge in the evolution of production agriculture; differences between animal welfare and ethical treatment of animals; principles and skills used in dairy, livestock, poultry, aquaculture, vegetable and nursery production; good work habits, agricultural leadership, and communication skills; and scientific and technical skills used in production agriculture. Visit <https://aest.ag/certify/> for additional information.

**Animal Science Associate** - The Animal Science certification measures knowledge and skills in the animal sector of the agriculture industry including planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues, health, safety and environmental issues, and the use and care of animal health-care instruments, animal grooming equipment, animal restraining equipment, and laboratory equipment. Visit <https://aest.ag/certify/> for additional information.

**Certified Food Protection Manager (ServSafe)** - The Certified Food Protection Manager (ServSafe®) certification measures knowledge and skills in FDA Food Code, food safety research and food sanitation training. One exam required. Visit <https://www.nraef.org> for additional information.

**Certified Food Safety Manager** - The Certified Food Safety Manager certification measures knowledge and skills in food safety standards to demonstrate knowledge and skills meet measurable and specified food safety standards adopted by the Conference for Food Protection to protect the public from foodborne illnesses. Visit <https://www.nrfsp.com/> for additional information.

**Device Management Configuration** - Candidates for this exam will demonstrate foundational skills in, and a basic knowledge of, Windows devices and mobility. Visit <https://certiport.pearsonvue.com/Certifications/ITSpecialist/Certification/Overview> for additional information.

**Certified Internet Web (CIW) Social Media Strategist** - The Social Media Strategist certification exam tests knowledge in social media; social media in business; campaigns; platforms; presentations and blogs; risk, reputation and crisis management; advertising; metrics and analysis; and reporting and optimization. One exam required (1D0-623); 55 questions; 90 minutes; passing score of 76.36% or more required. Visit <https://www.ciwcertified.com/ciw-certifications> for additional information.

**Certified Veterinary Assistant (CVA)** - The Certified Veterinary Assistant (CVA) certification measures knowledge and skills to familiarize new assistants and other hospital staff with the procedures performed daily in an animal hospital. A 90-day (500 hours) working apprenticeship in the veterinary hospital of the candidate's choice. Once the applicant has successfully achieved Level One certification, they must Complete six months (180 day work experience/ 1000 hours) at Level One before they are eligible to sit for the Level Two exam. Visit <https://fvma.org/certification/certified-vet-assistant> for additional information.

**Entrepreneurship and Small Business (ESB)** - The Entrepreneurship & Small Business certification validates understanding of core business principles, including the essentials of launching and maintaining a successful company. Competencies tested include



entrepreneurship; recognizing and evaluating opportunities; planning for, starting, and operating a business; marketing and sales; and business financials and funding a business; marketing and sales; venture capital and seed funding; and financial management. Visit <https://certiport.com/esb> for additional information.

### **Food Safety Manager and National Registry**

**HTML/CSS Coding Specialist** - The HTML/CSS Coding Specialist certification tests competencies in 5 key areas covering HTML and CSS up to an intermediate level. Candidates will be tested on the fundamentals of HTML, including its uses and limitations as well as placing elements on a page, such as text, links, tables, and media. The exam also tests the candidate's ability to work with the basics of CSS and will be expected to have a clear understanding of how HTML documents can interact with CSS in a coherent and professional manner. Visit <https://knowledge-pillars.com/certifications> for additional information.

### **Microsoft Technology Associate (MTA) - Windows OS Fundamentals**

#### **Private Security Class D (Level 4)**

**Social Media Strategies (SMS)** - The Social Media Strategist certification exam tests knowledge in social media; social media in business; campaigns; platforms; presentations and blogs; risk, reputation and crisis management; advertising; metrics and analysis; and reporting and optimization. Visit <https://www.ciwcertified.com/ciw-certifications> for additional information.

**Toon Boom Certified Associate** - The Toon Boom Certified Associate certification is a certification that validates entry-level skills for the production of high-quality animation. Harmony is the industry-standard tool for drawing, animating, working in a 3D space, creating camera moves, and doing special effects. This software has an advanced system for character rigging, with tools to create characters with body parts on separate layers. One exam required; 25 multiple choice questions; passing score of 80% or higher required. Visit [www.toonboom.com/education/certification](http://www.toonboom.com/education/certification) for additional information.

**Unity Certified Associate** - The Unity Certified Associate exam tests competencies in animation, asset management, audio, editor interface, employment preparedness, game art principles, game design principles, industry awareness, lighting, materials and effects, navigation and pathfinding, physics, programming, project management, and user interface. One exam required; 100 questions over 16 topic areas; 90 minutes. Visit <https://certification.unity.com/products/certified-associate> for additional information.



## **AICE Information Technology 1 AS - 9626**

**Grades 10-12**

**1.0 Credit**

This course encourages learners to become effective and discerning users of IT. It helps them to develop a broad range of IT skills, knowledge and understanding. Learners study the structure and use of IT systems within a wide range of organizations, including the use of a variety of computer networks. As a result, learners gain an understanding of IT system life cycles, and how these affect the workplace. They also learn about the wider impact of IT on society in general. Lastly, learners' study simple programming for the web relevant to their own use of IT.

## **Cybersecurity Essentials**

**Grades 9-12**

**1.0 Credit**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for the cybersecurity-related careers in the Information Technology field. The content includes the foundational knowledge and skills in computer network security, security vulnerabilities, attack mechanisms and techniques, and intrusion detection and prevention methods.

## **Operational Cybersecurity**

**Grades 10-12**

**1.0 Credit**

**Prerequisite:** Cybersecurity Essentials

A continuation of the Cybersecurity program, Operational Cybersecurity provides students with insight into the many ways in which computer systems can be secured, countermeasures implemented, and risk assessment performed. Students will have the opportunity to earn state licensure in Cybersecurity.

## **Digital Information Technology (PA)**

**Grades 9-12**

**1.0 Credit**

This course is a one- credit course designed to provide an introduction to information technology concepts and careers as well as the impact information technology has on the world, people, and basic web design concepts. The content includes IT career research, operating systems, software applications, emerging technologies, and electronic communications including email and internet services. Students will also have an opportunity to earn the Entrepreneur and Small Business (ESB) certification, validating a comprehension and understanding of core business principles, including the essentials of launching and maintaining a successful company.

## **Game & Simulation Foundations (PA)**

**Grades 9-12**

**1.0 Credit**

This course is designed to provide an introduction to game and simulation concepts and careers, the impact game and simulation has on society and industry, and basic game/simulation design concepts such as rule design, play mechanics, and media integration. This course compares and contrasts games and simulations, key development methodologies and tools, careers, and industry-related information. This course also covers strategies, processes, and methods for conceptualizing a game or simulation application; storyboarding techniques; and development tools.

## **Game & Simulation Design (PA)**

**Grades 10-12**

**1.0 Credit**

**Prerequisite:** B or better in Game & Design Foundations

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

## **Culinary Arts 1**

**Grades 9-12**

**1.0 Credit**

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

## **Culinary Arts 2 (PA)**

**Grades 10-12**

**1.0 Credit**

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

## **Culinary Arts 3 (PA)**

**Grades 11-12**

**1.0 Credit**

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

## **Culinary Arts 4**

**Grade 12**

**1.0 Credit**

This course provides opportunities for students to apply their acquired knowledge and skills in culinary related scenarios. Track 1 is comprised of Standards 20 - 28 and is a one-credit course focused on Culinary and Hospitality Management. This is a culminating course to develop advanced culinary techniques and skills. Students will use modern technology and culinary trends. To complete the program, students must complete either Track 1 or Track 2 or Track 3. Students may complete more than one track in Culinary Arts 4.

## **Customer Service Representative 1-3**

**Grades 9-12**

**1.0 Credit**

These courses provide instruction in the basic principles of customer service including knowledge of identification and classification of customer service, technology literacy related to customer service, the human relations, leadership, organization, and communication skills necessary for success in the customer service industry, and the terminology unique to customer service. Additionally, this program is designed to prepare students for employment in entry level positions that prepares students for employment in customer service occupations such as customer service representatives, customer service consultants, customer service agents, and customer care managers. Ultimately, this course teaches students to set realistic goals and to integrate what they learned in this course in real world situations. At the end of this course, the students are expected to practice and earn industry certification for Microsoft Office. It is expected that each student participates as well as pass the exams to become certified.

**Note: This series of courses enable students to pursue multiple licensures or certifications as well as function as a teacher's assistant.**

## Accounting Applications

**Grades 9-12**

**1.0 Credit**

This course emphasizes double-entry accounting; methods and principals of recording business transactions; the preparation of various documents used in recording income, expenses acquisition of assets, incurrence of liabilities, and changes in equity; and the preparation of financial systems.

## Principles of Entrepreneurship (PA)

**Grades 9-12**

**1.0 Credit**

This course provides instruction in the basic principles of entrepreneurship: the role of the entrepreneur, entrepreneurship as a career, ethics in business, and the principles of marketing, financing, and managing a business.

## Business Management & Law

**Grades 10-12**

**1.0 Credit**

**Prerequisite:** Principles of Entrepreneurship

This course is designed to provide an introduction to business management techniques. Topics include human relations, decision-making, communication techniques, business-related legal concepts, and characteristics of the American enterprise system. Students can earn the following industry certifications: Entrepreneurship & Small Business, Master Entrepreneurship and Social Media Specialist.

## Television Production Technology 1-4 (PF)

**Grades 9-12**

**1.0 Credit**

Television Production Technology introduces students to the basic principles of broadcast journalism. Training provides students with the knowledge, skills, and abilities necessary to perform the duties of a broadcast journalist: supporting video documentation of emerging news events, documenting critical training opportunities, supporting public affairs outreach initiatives, and conducting studio broadcasts over the Internet. Various types of camera equipment are explored as well as accessories critical to achieving a solid video product. Finally, students are taught the fundamentals of non-linear video editing, enabling professionally produced stories to be delivered to customers on time and under budget.

## Criminal Justice Operations 1-4

**Grades 9-12**

**1.0 Credit**

These courses provide coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster.

## Family and Consumer Science "Senior Survival"

**Grade 12**

**1.0 Credit**

The purpose of this course is to show future trends in food and consumer technology, global food issues, impact of food technology, trends in consumer and personal finance, consumer decisions, cost of technology equipment, and the impact consumer technology on the family unit. Additionally, it includes future trends in equipment technology, current innovative resources, apparel and housing alternatives, environmental and ecological issues as well as the impact on the family.

## On-Job-Training (OJT)

**Grades 11-12**

**1.0 Credit**

This course provides an on-the-job training component when the cooperative method of instruction is appropriate. Whenever the cooperative method is offered, the following is required for each student: a training agreement, a training plan signed by the student, teacher and employer, including instructional objectives; a list of on-the-job and in-school learning experiences; a workstation which reflects equipment, skills and tasks which are relevant to the occupation which the student has chosen as a career goal; and a site supervisor with a working knowledge of the selected occupation. The work may be in an industry setting or in a virtual learning environment. The student must be compensated for work performed. Students must be employed before signing up for this course.

## Veterinary Assisting 1 Honors

**Grades 9-12**

**1.0 Credit**

This course is designed to develop competencies in areas such as the history of the animal industry; applied scientific and technological concepts; safety; terminology; careers; breed identification; animal care and human relations skills.

## Veterinary Assisting 2 Honors

**Grades 10-12**

**1.0 Credit**

**Prerequisite:** C or better in Vet Assist. 1

This course builds upon the fundamentals discussed in Veterinary Assisting 1. Veterinary Assisting 2 is designed to develop competencies in the areas such as basic first aid; scientific and technological; tools and equipment; breed identification; and functions of systems.

## Veterinary Assisting 3 Honors

**Grades 11-12**

**1.0 Credit**

**Prerequisite:** C or better in Vet Assist. 2

Further building upon the principals of Veterinary Assisting 2, Veterinary Assisting 3 is designed to develop competencies in the areas animal digestive systems; animal breeding; animal control; animal overpopulation; animal related laws; and breeds.

## Veterinary Assisting 4 Honors

**Grade 12**

**1.0 Credit**

**Prerequisite:** C or better in Vet Assist. 3

Culminating the Veterinary Assisting program, this course is designed to develop competencies in the areas of animal welfare and rights; research; record keeping; disease and parasites. Students will develop competencies in the areas of grooming, effects of captivity of exotics; genetics and biotechnology in reproduction; diagnostic and therapeutic testing; surgical preparation; and pharmacology.



# Visual Fine Arts





## 2-D Studio Art 1 (PF)

**Grades 9-12**

**1.0 Credit**

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

## 2-D Studio Art 2 (PF)

**Grades 9-12**

**1.0 Credit**

**Prerequisite:** 2-D Studio Art 1

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

## Painting 1 (PF)

**Grades 10-12**

**1.0 Credit**

**Prerequisite:** 2-D Studio Art 1

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

## Advanced Placement Art & Design (PF)

**Grades 11-12**

**1.0 Credit**

**Prerequisite:** B or higher in Art levels 1 & 2. Requires teacher approval.

In the AP Art and Design course you'll develop the skills that artists and designers use and create a portfolio of work you'll submit for an AP score. First, develop your 2-D skills through materials and processes such as graphic design, photography, collage, printmaking, fashion illustration, collage, and others. You'll create artwork that reflects your own ideas and skills and what you've learned. Further, develop 3-D skills in materials and processes, such as sculpture, architectural rendering and models, metal work, ceramics, glass work, and others. You'll create artwork that reflects your own ideas and skills and what you've learned. Finally, develop your skills in drawing as you experiment with different materials and processes. You'll create artwork that reflects your own ideas and skills and what you've learned.

**New for 2022-23:** Starting this year, all portfolios (2-D, 3-D, and Drawing) will be submitted digitally only. AP 2-D and AP Drawing students will no longer mail their physical work to the AP Program.

## Art in World Cultures (PF)

**Grades 9-12**

**0.5 Credit**

Students survey selected works of art, utilitarian artworks, and architecture from around the world. Students explore both the traditional forms and contemporary interpretations, including analysis of purpose, theme, cultural and historical context, formal qualities, symbols, and media. Students explore and compare various cultural responses to universal themes, as evidenced in their art. Students also consider the value of preserving these works in today's museums and other public buildings, private collections, and in digital format. This course may incorporate hands-on activities and consumption of art materials.



## Advanced Placement Art History (PF)

**Grades 11-12**

**1.0 Credit**

**Prerequisite:** None

AP Art History is an introductory college-level art history course. Students cultivate their understanding of art history through analyzing works of art and placing them in historical context as they explore concepts like culture and cultural interactions, theories and interpretations of art, the impact of materials, processes, and techniques on art and art making, and understanding purpose and audience in art historical analysis.

## Ceramics/Pottery 1 (PF)

**Grades 9-12**

**1.0 Credit**

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

## Creating 2-D Art (PF)

**Grades 9-12**

**0.5 Credit**

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.

## AICE Digital Media & Design - 9481 (PF)

**Grades 11-12**

**1.0 Credit**

**Prerequisite:** Student pursuing AICE diploma. Requires teacher approval.

AS Level AICE Digital Media & Design is for students who want to explore a range of processes and techniques in digital media. The subject content allows space for teaching and learning to be creative. It is grouped into three broad areas of study: digital photography, the moving image, and mobile and multimedia applications. The subject content includes a list of skills, knowledge and understanding common to all areas of study as well as skills, techniques, knowledge and understanding specific to individual areas of study. The aims are to enable students to: develop awareness of the world of digital media and design and understand influencing factors and contexts; develop creative processes and understand that design is an iterative process; reflect on the requirements and feedback from specific audiences and clients in developing their work; use digital media creatively as a way of expressing meaning; develop the skills needed for the study of digital media and design in higher education; and prepare for working in a collaborative industry.

## Drawing 1 (PF)

**Grades 10-12**

**1.0 Credit**

**Prerequisite:** 2-D Studio Art 1

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

## Advanced Placement Drawing (PF)

**Grades 11-12**

**1.0 Credit**

**Prerequisite:** B or higher in Advance Placement Art & Design.

College level Two-Dimensional course. The purpose of this course is to enable students to communicate ideas or concepts through the use of design and composition while making critical judgments and showing an appreciation and cultural awareness of the world

## Fine Craft Studio Art 1 (PF)

**Grades 9-12**

**1.0 Credit**

Students create well-designed work that is utilitarian, purposeful, wearable, and/or sculptural in nature. This course may include, but is not limited to, content in metals, jewelry, glass, fabrics/fibers, clay, fashion design, and/or objects for interior or architectural design/embellishment. Students develop the language of fine craft through a concentration on fundamental technical skills. Student artisans reflect on aesthetics and visual issues related to fine craft through the use of the structural elements of art and organizational principles of design. Students use analytical and problem-solving skills to improve personal work and that of their peers. Students investigate the significance of Western and non-Western cultures related to understanding the art role in global culture and informing creative choices in media and design.



# Music & Performing Arts



## **Band 1 (PF)**

**Grades 9-12**

**1.0 Credit**

This year-long, entry-level class, designed for students having little or no previous band experience with woodwind, brass, and/or percussion instruments, promotes the enjoyment and appreciation of music through performance of high-quality, beginning wind and percussion literature from different times and places. Rehearsals focus on the development of critical listening/aural skills; rudimentary instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.

## **Band 2 (PF)**

**Grades 9-12**

**1.0 Credit**

This year-long, beginning-level class, designed for students with at least one year of woodwind, brass, and/or percussion ensemble experience, promotes the enjoyment and appreciation of music through performance of high-quality wind and percussion literature. Rehearsals focus on the development of critical listening skills, instrumental and ensemble technique and skills, expanded music literacy, and aesthetic awareness culminating in periodic public performances.

## **Band 3 (PF)**

**Grades 10-12**

**1.0 Credit**

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

## **Band 4 (PF)**

**Grades 10-12**

**1.0 Credit**

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

## **Guitar 1 (PF)**

**Grades 9-12**

**1.0 Credit**

Students with little or no experience develop basic guitar skills and knowledge, including simple and full-strum chords, bass lines and lead sheets, barre and power chords, foundational music literacy and theory, major scales, simple finger-picking patterns, and ensemble skills for a variety of music. Beginning guitarists explore the careers and music of significant performers in a variety of styles. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

## Guitar 2 (PF)

**Grades 9-12**

**1.0 Credit**

Students with previous guitar experience build on their skills and knowledge, adding chords, new strumming and finger-picking patterns, movable major and minor scales, basic music theory, more complex bass lines and lead sheets, and ensemble skills for a variety of music. Beginning guitarists explore the careers and music of significant performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

## Keyboard 1 (PF)

**Grades 9-12**

**1.0 Credit**

Students build fundamental piano techniques while learning to read music, acquire and apply knowledge of basic music theory, and explore the role of keyboard music in history and culture. Beginning pianists develop skills in analytical listening and explore musical creativity in the form of basic improvisation and basic composition. 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.



## Keyboard 2 (PF)

**Grades 9-12**

**1.0 Credit**

Students build on previous piano techniques and skills through reading music, acquiring and applying knowledge of music theory, and exploring the role of keyboard music in history and culture. Students learn repertoire from various styles and time periods, exploring the historical influence keyboards have had on music performance and composition. Students explore the basic tools of music technology (i.e., MIDI keyboards). 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.

## Eurhythmics 1 (PF)

**Grades 9-12**

**1.0 Credit**

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

## Orchestra 1 (PF)

**Grades 9-12**

**1.0 Credit**

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

## **Orchestra 2 (PF)**

**Grades 9-12**

**1.0 Credit**

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

## **Orchestra 3 (PF)**

**Grades 9-12**

**1.0 Credit**

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

## **Orchestra 4 (PF)**

**Grades 9-12**

**1.0 Credit**

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

## **Chorus 1 (PF)**

**Grades 9-12**

**1.0 Credit**

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

## **Chorus 2 (PF)**

**Grades 9-12**

**1.0 Credit**

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

### **Chorus 3 (PF)**

**Grades 9-12**

**1.0 Credit**

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

### **Chorus 4 (PF)**

**Grades 9-12**

**1.0 Credit**

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

### **Vocal Techniques (PF)**

**Grades 9-12**

**1.0 Credit**

An auditioned Chamber Choir that performs high level, challenging repertoire.

### **Vocal Ensemble (PF)**

**Grades 9-12**

**1.0 Credit**

An auditioned Show Choir that performs a variety of repertoire that combines singing and dancing with a small, auditioned band.

### **AICE Music 1 AS - 9483 (PF)**

**Grades 9-12**

**1.0 Credit**

The AICE music class is an advanced music class that is an in-depth study of music history and/or music performance. The topics covered in the class cover a wide range of musical ideas including form, harmonic structure, historical context, and emotion in music. Two fundamental ideas in music are assigned by Cambridge each year for in-depth study. Additional concepts are assigned by the teacher to ensure a thorough understanding of music. The examination for this class does require students to perform musical pieces, compose short musical pieces, and write about music based on selections that are played for you. Students who are interested in the class should either have completed AICE General Paper and/or have a significant background in music. Please note there is NO requirement that students in the class have a musical background. The information provided by AICE makes it very clear that non-music people are encouraged to take the class.



# Physical Education



## **HOPE (Physical Education)**

**Grades 9-12**

**1.0 Credit**

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. In addition to the physical education content taught, specific health education topics within this course include, but are not limited to: Mental/Social Health, Physical Activity, Components of Physical Fitness, Nutrition and Wellness Planning, Diseases and Disorders, Health Advocacy, First Aid/CPR, Alcohol, Tobacco, and Drug Prevention, Human Sexuality including Abstinence and HIV, Internet Safety.

**Note: This course is a Florida High School Graduation Requirement.**

## **Basketball 1 & 2**

**Grades 9-12**

**0.5 Credit**

The purpose of this course is to enable students to develop knowledge and skill in basketball and to maintain or improve health-related fitness. Basketball 2 will provide more in-depth instruction of the fundamental skills, tactics rules, and etiquette in basketball. Introduction to systems of play will be included to enhance the student's understanding. Advanced skills and drills which directly affect students' physical and cognitive abilities will be covered. It is not required to have taken Basketball 1 in order to take Basketball 2.

## **Soccer**

**Grades 9-12**

**0.5 Credit**

In this course students will learn the fundamentals of soccer, the positions on a team, and the basic strategies of gameplay. Students will be able explain what each position performs and demonstrate the basic actions of the different positions; such as how to control the ball. Finally, students will learn and demonstrate effective offensive as well as defensive game strategies.

## **Team Sports 1 & 2**

**Grades 9-12**

**0.5 Credit**

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

## **Volleyball 1 & 2**

**Grades 9-12**

**0.5 Credit**

In this course students will learn the fundamentals of Volleyball, the positions on a team, and the basic strategies of gameplay. Students will be able to explain what each position performs on the team as well as demonstrate passing, setting, serving, hitting, and blocking. Further, students will learn and demonstrate effective offensive and defense patterns of play. Finally, participants will develop a positive attitude towards volleyball as a life-long sport with the ability to bolster physical fitness.

## **Weight Training 1-3**

**Grades 9-12**

**0.5 Credit**

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

## **AICE Physical Education 1 AS - 9396**

**Grades 9-12**

**1.0 Credit**

This course is both practical and theoretical, covering anatomy and physiology, movement skills and contemporary studies in sport. Learners are encouraged to try out a range of physical activities, including team and individual sports, games, and outdoor activities, and then use the theoretical knowledge they have gained to analyze the different factors influencing performance. The course also encourages learners to understand and explain global trends in Physical Education and Sport.

# General Electives

## Journalism 1

Grades 9-12

1.0 Credit

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

## Journalism 2-4

Grades 10-12

1.0 Credit

**Prerequisite: Journalism 1 and teacher approval.**

In Journalism 2 through 4 students continue to develop the knowledge, skills, and abilities necessary to function in the print, multimedia, web, and broadcast/radio fields. Students in this course will directly apply these skillsets as members of the school yearbook team, documenting school activities throughout the year for formal preservation in our yearbook archive.



## Technical Theatre: Design & Production 1-3 (PF)

Grades 9-12

1.0 Credit

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 & Production 4 Honors (PF)

Grades 9-12

1.0 Credit

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 (PF)

Grades 9-12

1.0 credit

Open to any students wanting to experience an introduction to musical theatre; it includes singing and choreography and a study of the history of musical theatre.

## **Musical Theatre 2-4 (PF)**

Grades 9-12

1.0 credit

Teacher recommendation

An honors musical performance class, involving singing and choreography, that creates performances for competition and after-school shows. It does include two required Saturday rehearsals and has a \$25 dues fee.

## **Pre-AICE Theatre 1 (PF)**

Grades 9-12

1.0 Credit

Through practical and theoretical study, learners develop an understanding and enjoyment of drama, developing group and individual skills and studying ways to communicate ideas and feelings to an audience. They learn how to discover the performance possibilities of a text and other stimuli and devise dramatic material of their own. Learners also develop their performance skills, the demonstration of which will form part of the final assessment. AICE Drama 1 AS - 9482 (PF)

Grades 9-12

1.0 Credit

**Prerequisite: Pre-AICE Theatre 1.**

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

## **AICE Drama 2 A - 9482 (PF)**

Grades 9-12

1.0 Credit

**Prerequisite: AICE Drama 1 AS.**

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

## **Driver Education / Traffic Safety**

Grades 9-12

0.5 Credit

**Prerequisite: Must be 15 years of age.**

The purpose of this classroom course is to introduce students to the highway transportation system and to teach strategies that will develop driving knowledge 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. Please note: A Certified Birth Certificate or Passport, Social Security Card, and a \$40.00 fee are required.

## **Classical Literature Honors (Greek Mythology) (EN)**

Grades 9-12

0.5 Credit

Throughout this course, students will study many facets of Greek mythology, including myths, heroes, and gods and goddesses. Additionally, students will be applying their knowledge of mythology to advertising, social media, and other current trends.



### **Speech 1 (PF)**

**Grades 9-12**

**0.5 Credit**

In this course, student develop beginning awareness, understanding, and application of language arts as they apply to oral communication concepts and strategies in a variety of given settings.

### **Debate 1 (PF)**

**Grades 9-12**

**0.5 Credit**

In this course, student develop beginning awareness, understanding, and application of language arts as they apply to oral communication concepts and strategies for public debate in a variety of given settings.



# College Board Advanced Placement Courses

## **What is Advanced Placement?**

Advanced Placement Courses, developed by The College Board, the same organization to create the PSAT and SAT, provides students with the opportunity to tackle college-level coursework while they're still in high school. Through achieving a satisfactory score on Advanced Placement Exams, students can further accelerate their academic school careers by earning college credit.

## Advanced Placement Art & Design (PF)

Grades 11-12

1.0 Credit

**Prerequisite:** B or higher in Art levels 1 & 2. Requires teacher approval.

In the AP Art and Design course you'll develop the skills that artists and designers use and create a portfolio of work you'll submit for an AP score. First, develop your 2-D skills through materials and processes such as graphic design, photography, collage, printmaking, fashion illustration, collage, and others. You'll create artwork that reflects your own ideas and skills and what you've learned. Further, develop 3-D skills in materials and processes, such as sculpture, architectural rendering and models, metal work, ceramics, glass work, and others. You'll create artwork that reflects your own ideas and skills and what you've learned. Finally, develop your skills in drawing as you experiment with different materials and processes. You'll create artwork that reflects your own ideas and skills and what you've learned.

**New for 2022-23:** Starting this year, all portfolios (2-D, 3-D, and Drawing) will be submitted digitally only. AP 2-D and AP Drawing students will no longer mail their physical work to the AP Program.

## Advanced Placement Drawing (PF)

Grades 11-12

1.0 Credit

**Prerequisite:** B or higher in Advanced Placement Art & Design.

College level Two-Dimensional course. The purpose of this course is to enable students to communicate ideas or concepts through the use of design and composition while making critical judgments and showing an appreciation and cultural awareness of the world

## Advanced Placement Art History (PF)

Grades 11-12

1.0 Credit

**Prerequisite:** None

AP Art History is an introductory college-level art history course. Students cultivate their understanding of art history through analyzing works of art and placing them in historical context as they explore concepts like culture and cultural interactions, theories and interpretations of art, the impact of materials, processes, and techniques on art and art making, and understanding purpose and audience in art historical analysis.

# Cambridge AICE Courses & Diploma Program

## What is Cambridge AICE Diploma?

The Cambridge AICE Diploma is an internationally recognized diploma awarded to students for the satisfactory completion of a series of academically rigorous courses specific to AICE in high school. To earn the AICE diploma, students will need to complete at least 7 AICE courses from different categories (Mathematics and Sciences, Languages, Arts and Humanities and Interdisciplinary and Skills-Based Subjects). Students will also be required to take and pass the associated assessments for each course. The AICE program is described as a rigorous course of study... getting students ready for hard college classes at a more rapid rate than traditional coursework.

## What are some benefits of the Cambridge AICE Diploma?

**Opportunity:** Students can earn college credit by taking an AICE level course and receiving a passing score on the exam.

**Scholarship:** In Florida, students who earn an AICE diploma and complete 100 hours of Community Service will automatically qualify for the Florida Academic Scholarship Award from the Bright Futures Scholarship program.

**Flexibility:** The AICE program allows students the flexibility to pick and choose their AICE courses, therefore allowing students to take courses in the area(s) of their strengths. This is less restrictive than other programs such as IB, where students have prescribed courses that they must take (and pass the exams) in order to receive their IB diploma.

## **AICE English General Paper AS - 8021 (EN)**

**Grades 9-10**

**1.0 Credit**

The purpose of this course is to encourage learners to engage with a variety of topics, including knowledge and understanding gained from study of other subjects. They learn to become confident in analyzing knowledge and opinion from a variety of sources, to build arguments and to communicate through written English.

## **AICE Environmental Management AS - 8291 (EQ)**

**Grades 10-12**

**1.0 Credit**

This course will help learners develop scientific knowledge and understanding of global environmental issues and theories, and of the policies and strategies for managing the environment. The course covers the sustainable use and management of resources, and strategies that aim to protect environments. Learners will interpret and analyze data and do investigative work. Case studies allow teachers to choose their own examples to investigate, which may be local, regional or global.

## **AICE Spanish Literature AS - 8673**

**Grades 9-12**

**1.0 Credit**

**Prerequisite: B or better in AICE Spanish Language - 8685**

Learners following the Cambridge International AS Level Spanish syllabus will study a series of works from Spanish literature. The aim is to understand these texts and the issues raised by the authors, and to develop the skills to communicate this understanding in a clear and focused way. Learners will study a variety of texts, including novels, poems and plays, looking both at the way the authors have conveyed their ideas, and discussing the wider issues that each text raises.

## **AICE Spanish Language AS - 8685**

**Grades 9-12**

**1.0 Credit**

**Prerequisite: B or better in Spanish 4**

This course enables learners to achieve greater fluency, accuracy and confidence in the Spanish language as it is spoken and written and improve their communication skills. They will learn how to improve their use of Spanish in a variety of situations, understanding how to read texts and other source materials, extract information, initiate conversations and respond to questions both orally and in writing.

## **AICE English Language AS - 9093 (EN)**

**Grade 11**

**1.0 Credit**

Learners will study the English language and its use in communication. They will be encouraged to respond critically to a wide variety of texts in a range of forms, styles and contexts, and to promote communication, reading, research and analysis skills. Learners will develop an ability to read and analyze material, gaining further knowledge and understanding of English language features and issues and develop the skills of writing clearly, accurately, creatively and effectively for different purposes and audiences.

## **AICE Global Perspective 1 AS - 9239**

**Grades 9-12**

**1.0 Credit**

This is a skills-based course that prepares learners for positive engagement with our rapidly changing world. Learners broaden their outlook through the critical analysis of – and reflection on – issues of global significance. They will develop unique, transferable skills including research, critical thinking and communication by following an approach to analyzing and evaluating arguments and perspectives called the 'Critical Path'.

## **AICE Mathematics - Further AS - 9231 (MA)**

**Grade 10-12**

**1.0 Credit**

**Prerequisite:** Passing score on Math Probability & Statistics A level course with teacher recommendation.

Cambridge International AS Level Further Mathematics makes up the first half of the Cambridge International A Level course in further mathematics and provides a foundation for the study of further mathematics at Cambridge International A Level. Depending on local university entrance requirements, students may be able to use it to progress directly to university courses in mathematics or some other subjects. It is also suitable as part of a course of general education. Cambridge International A Level Further Mathematics provides an excellent foundation for the study of mathematics or related courses in higher education.

## **AICE Travel & Tourism 1 AS - 9395**

**Grades 9-12**

**1.0 Credit**

Cambridge International AS and A Level Travel and Tourism (9395) is ideal for those seeking to specialize in this subject. The course encourages learners to appreciate the changing nature of travel and tourism and understand the importance of sustainability in the development and management of the industry. The course enables learners to understand the concepts and theories in travel and tourism and recognize their impact on people, environments and economies. It further develops learners' practical and research skills through planning and organizing an actual tourism event, which will contribute to their further study and working in the industry.

## **AICE Physical Education 1 AS - 9396**

**Grades 9-12**

**1.0 Credit**

This course is both practical and theoretical, covering anatomy and physiology, movement skills and contemporary studies in sport. Learners are encouraged to try out a range of physical activities, including team and individual sports, games, and outdoor activities, and then use the theoretical knowledge they have gained to analyze the different factors influencing performance. The course also encourages learners to understand and explain global trends in Physical Education and Sport.

## **AICE Music 1 AS – 9483 (PF)**

**Grades 9-12**

**1.0 Credit**

The AICE music class is an advanced music class that is an in-depth study of music history and/or music performance. The topics covered in the class cover a wide range of musical ideas including form, harmonic structure, historical context, and emotion in music. Two fundamental ideas in music are assigned by Cambridge each year for in-depth study. Additional concepts are assigned by the teacher to ensure a thorough understanding of music. The examination for this class does require students to perform musical pieces, compose short musical pieces, and write about music based on selections that are played for you. Students who are interested in the class should either have completed AICE General Paper and/or have a significant background in music. Please note there is NO requirement that students in the class have a musical background. The information provided by AICE makes it very clear that non-music people are encouraged to take the class.

## **AICE Digital Media & Design - 9481 (PF)**

**Grades 11-12**

**1.0 Credit**

**Prerequisite:** Student pursuing AICE diploma. Requires teacher approval.

AS Level AICE Digital Media & Design is for students who want to explore a range of processes and techniques in digital media. The subject content allows space for teaching and learning to be creative. It is grouped into three broad areas of study: digital photography, the moving image, and mobile and multimedia applications. The subject content includes a list of skills, knowledge and understanding common to all areas of study as well as skills, techniques, knowledge and understanding specific to individual areas of study. The aims are to enable students to: develop awareness of the world of digital media and design and understand influencing factors and contexts; develop creative processes and

understand that design is an iterative process; reflect on the requirements and feedback from specific audiences and clients in developing their work; use digital media creatively as a way of expressing meaning; develop the skills needed for the study of digital media and design in higher education; and prepare for working in a collaborative industry.

### **AICE Drama 1 AS - 9482 (PF)**

**Grades 9-12**

**1.0 Credit**

**Prerequisite:** Pre-AICE Theatre 1.

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

### **AICE Drama 2 A - 9482 (PF)**

**Grades 9-12**

**1.0 Credit**

**Prerequisite:** AICE Drama 1 AS.

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

### **AICE Economics 1 AS - 9708 (EC)**

**Grade 12**

**1.0 Credit**

Students learn how to explain and analyze economic issues and arguments, evaluate economic information, and organize, present and communicate ideas and judgements clearly. The aims are to enable students to know and understand the terminology, concepts, theories and principles of economics; to express ideas in writing and using statistics and diagrams, or other methods, where appropriate; to develop the habit of using works of reference as sources of information specific to economics; to read critically to gain information about the changes in the wider economic and social environment; to appreciate the methods of study that economists use, and the most effective ways economic information may be analyzed, correlated, discussed, evaluated and presented; and to develop an interest in and enthusiasm for economics that could lead to further study.

**Note: This course fills Florida's Economics graduation requirement.**

### **AICE American History - 9489 (AH)**

**Grade 11**

**1.0 Credit**

The purpose of this course is to teach students modern history in the nineteenth and twentieth centuries. This course helps students develop lifelong skills including understanding issues and themes within an American historical period. The emphasis is again on both historical knowledge and on the skills required for historical research. Learners develop an understanding of cause and effect, continuity and change, similarity and difference, and use historical evidence as part of their studies.

**Note: This course fills Florida's American History graduation requirement.**

## **AICE European History - 9489 (WH)**

**Grade 9-12**

**1.0 Credit**

The purpose of this course is to help learners develop lifelong skills including understanding issues and themes within a European historical period. The emphasis is again on both historical knowledge and on the skills required for historical research. Learners develop an understanding of cause and effect, continuity and change, similarity and difference, and use historical evidence as part of their studies.

**Note: This course fills Florida's World History graduation requirement.**

## **AICE Media Studies AS - 9607**

**Grades 9-12**

**1.0 Credit**

This course offers learners the chance to develop an understanding and appreciation of the place of media in our everyday lives. Learners will take a hands-on approach to the subject as they create their own media products from planning through to execution. Learners also consider and analyze examples from existing media, examining production processes and technologies and the effects they achieve.

## **AICE Information Technology 1 AS - 9626**

**Grades 10-12**

**1.0 Credit**

This course encourages learners to become effective and discerning users of IT. It helps them to develop a broad range of IT skills, knowledge and understanding. Learners study the structure and use of IT systems within a wide range of organizations, including the use of a variety of computer networks. As a result, learners gain an understanding of IT system life cycles, and how these affect the workplace. They also learn about the wider impact of IT on society in general. Lastly, learners' study simple programming for the web relevant to their own use of IT.

## **AICE Marine Science 1 AS - 9693 (EQ)**

**Grades 10-12**

**1.0 Credit**

**Prerequisite: Successful completion of Pre-AICE Biology**

The Cambridge International Marine Science course provides students with a coherent and stimulating introduction to the science of the marine environment. The emphasis throughout is on the understanding of concepts and the application of ideas to new contexts. Marine Science can form part of an ideal subject combination for learners who want to study Marine Biology or Environmental Science at university or to follow a career in shipping, fisheries, tourism or aquaculture.

## **AICE Thinking Skills 1 AS - 9694**

**Grade 9-10**

**1.0 Credit**

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



## **AICE English Literature 1 AS - 9695 (EN)**

**Grade 12**

**1.0 Credit**

Learners will study a range of texts in the three main forms: prose, poetry and drama. Set texts are offered from a wide range of different periods and cultures. Learners will develop skills of reading and analysis of texts, and are encouraged to undertake wider reading to aid understanding of the texts studied. They will learn skills of effective and appropriate communication including the ability to discuss the critical context of texts.

## **AICE Biology 1 AS – 9700 (DD)**

**Grades 10-12**

**1.0 Credit**

In this course, students will learn about the main theoretical concepts which are fundamental to the subject, some current applications of biology, and a strong emphasis on advanced practical skills. Practical skills are assessed in a timetabled practical exam. The emphasis throughout is on the understanding of concepts and the application of biology ideas in novel contexts as well as on the acquisition of knowledge. The course encourages creative thinking and problem-solving skills which are transferable to any future career path.

## **AICE Chemistry 1 AS - 9701 (EQ)**

**Grades 10-12**

**1.0 Credit**

This course provides learners with knowledge of theoretical concepts which are fundamental to the subject, some current applications of chemistry, and a strong emphasis on advanced practical skills. The emphasis is on the understanding of concepts and the application of chem. ideas in novel contexts as well as on the acquisition of knowledge. The course encourages creative thinking and problem-solving skills which are transferable to any future career path. This course is ideal for learners who want to study chemistry or a wide variety of related subjects at college/ university or to follow a career in science.

## **AICE Math, Probability, and Statistics 1 AS - 9709 (MA)**

**Grade 10-12**

**1.0 Credit**

**Prerequisite:** Passed Algebra 2, Algebra 2 Honors, or Pre-AICE Mathematics 3 IGCSE with teacher recommendation.

This course is a rigorous college-level math course that combines the topics of Precalculus, Trigonometry, Calculus and Statistics. Students will take 2 papers at the end of the year; one titled *Pure Math 1* and the other *Statistics 1*.

## **AICE Math, Probability, and Statistics 2 A - 9709 (MA)**

**Grade 11-12**

**1.0 Credit**

**Prerequisite:** Passing score on Math Probability & Statistics 1 AS level course with teacher recommendation.

This rigorous college-level math course is an extension of the Statistics and Calculus concepts learned in 9709 AS Level. Students will take 2 papers at the end of the year, one titled *Pure Math 3* and the other *Statistics 2*.

## **AICE Psychology 1 AS - 9990**

**Grades 9-12**

**1.0 Credit**

The purpose of this course is to help learners develop their appreciation of the subject by exploring the ways in which psychology is conducted. As part of their studies, learners also review important research; this provides an insight into the ways in which psychology has been applied, thereby leading to a better understanding of key approaches, research methods and issues and debates. The course reflects on four core areas of psychology, namely biological, cognitive, learning and social; it also relates psychology to abnormality, consumer behavior, health and organizations.

# Clubs



With the commitment and support of our Sumner faculty and staff, and community, we have been able to offer clubs to our students! Clubs are student formed and led and are supervised/sponsored by an adult(s) right here on the school campus. Clubs meet once a month during a class period and students are required to sign up to obtain a pass which they will use throughout the year. Clubs may also meet during non-school hours but require prior approval from our administrative staff prior to coordinating additional activities beyond the once-a-month gathering. Below is a list of current student-led clubs being offered.

- 1<sup>ST</sup> PRIORITY CLUB
- STUDENT COUNCIL
- ART CLUB
- FCCLA
- SCIENCE NATIONAL HONOR SOCIETY
- THESPIAN CLUB
- SPECIAL OLYMPICS
- FUTURE FARMERS OF AMERICA (FFA)
- KEY CLUB
- A.L.I.V.E.
- JUNIOR CLASS COUNCIL
- NATIONAL HONOR SOCIETY
- SNEAKER CLUB
- SUMNER SAVES LIVES
- THURGOOD MARSHALL HISTORY CL
  - ECO ENTHUSASITS (THE GREEN CLUB)
  - JUNIOR USO
  - SOPHMORE CLASS COUNCIL
  - SUMNER ARCHERY CLUB
  - SUMNER SPEECH AND DEBATE
- UNITY THROUGH DIVERSITY
- FBLA
- GIRLS RECEIVING AUTHENIC CHARACTER EDUCATION (GRACE)
- SUMNER HIGH SCHOOL CREATE FOR KIDS CLUB
- DUNGEONS AND DRAGONS
- A.V.I.D.'S COMMUNITY SERVICE CLUB
- SENIOR CLASS COUNCIL
- CULINARY HISTORY CLUB
- ART CLUB
- DECA CLUB
- PBS MENTOR GROUP
- SWAG'HER

# Frequently Asked Questions

**QUESTION: When can my student make course requests for the following school year?**

ANSWER: Students can complete their Course Selection Form during the programming window-of-time that is announced by the Student Services Department each school year (typically occurs in November for Juniors).

**QUESTION: Are students able to make changes to their course selections at a later date if they change their mind about a course.**

ANSWER: Schedule change requests will only be considered for the following reasons:

- The student has already earned credit for the course.
- The student has failed to meet the prerequisite for the course.
- The student is scheduled for too many or not enough classes.
- There was a clerical error.
- The school administration receives a district directive regarding course progression.

**QUESTION: If my student makes their course requests on time, are they guaranteed that they will get what they chose?**

ANSWER: Our school counselors do their very best to honor the course requests of all Sumner students. However, due to a variety of factors such as class seat availability, course prerequisites, and core graduation requirements students may not always get their 1st elective choice.

**QUESTION: Is my student allowed to take honors, AICE, or Dual Enrollment courses?**

ANSWER: At Sumner HS it is our mission to encourage students to challenge themselves and select rigorous courses for educational / professional growth. We strongly encourage our students to speak with their teachers and school counselors to identify what higher-level courses have the greatest potential to achieve personal and professional goals.

**QUESTION: How many courses are on a student schedule?**

ANSWER: Students are required to have 7 courses and 1 lunch period on their schedule. If a student is enrolled in on-the-job-training (OJT) and/or Dual Enrollment, they may have placeholders listed on their schedule that allow early dismissal to report to work or to Hillsborough Community College.

**QUESTION: What time does school start and end?**

ANSWER: Classes begin at 8:40 am each day, however we highly encourage our students to plan to arrive at 8:10 am so that they have enough time to get breakfast at school if needed and/or give themselves enough time to arrive early to their first class. Class ends at 2:40 pm on Mondays and 3:40 pm on Tuesdays-Fridays.

**QUESTION: How many minutes do students have in-between periods to get from one class to another?**

ANSWER: Students are given 5 minutes to transition from one class to another.

**QUESTION: Does my student have to follow specific dress code while attending Sumner HS?**

ANSWER: We expect that all students respect the guidelines set forth by our school district in the Student Handbook. To access and review the Student Handbook, please visit <https://www.sdhc.k12.fl.us/policymanual>

# SUMNER HIGH SCHOOL

## Unity Through Diversity

### Alma Mater

A song to you dear Sumner High our Alma Mater True.  
Our honesty, integrity, we pledge them both to you!  
So here's to you the blue and green, rising above the rest.  
We hold tried and true to be faithful to you, our guide in knowledge quest.  
Hail Sumner High!

Sumner High School  
10650 County Road 672  
Riverview, Florida 33579

Phone: (813) 378-8626  
Fax: (813) 559-830

<https://www.hillsboroughschools.org/sumner>