



Howard W. Blake
High School
Curriculum Guide
2024-2025

Dear Students, Parents and Families.

Our comprehensive curriculum, including traditional and magnet courses, provides each student a unique opportunity for an individual high school experience. Our emphasis on the Three E's (Education, Employment, and Enlistment) are at the core of our mission for our students.

Moreover, Blake High School emphasizes high expectations, utilizes technology as a tool for high-level thinking, and increases skills in the core subjects of Mathematics, Science, Social Studies, and English.

In addition, students may focus on elective courses of their choice and/or may audition for the visual, performing, and communication arts magnet programs.

This curriculum guide includes descriptions of the numerous courses offered at Blake High School. Please review the guide carefully since selection of the proper courses is vital for your success.

We want you to be challenged and develop skills in your areas of interest or talent.

Students, remember to involve your teachers, school counselors, administrative staff, and parents in your selection process and is highly recommended.

**Our staff is committed to your academic achievement!
We will work with you to fulfill your personal vision for educational success.**

Sincerely,

Valerie Newton

**Ms. Valerie Newton
Principal
Howard W. Blake High School**

Howard W. Blake High School



ADMINISTRATION

Principal:

Valerie Newton

Responsible for the total operation of the school.

Assistant Principal for**Curriculum (APC):**

Martha McFarland

Responsible for managing the academic affairs of the school. Matters related to course offerings, academic policies and procedures, and student performance can be addressed to the APC.

Assistant Principal for**Administration (APA):**

Ronald Thompson

Responsible for managing the activities and business affairs of the school. Matters related to clubs, organizations, athletics, fundraisers, and the school facility should be addressed to the APA.

Assistant Principals for**Student Affairs (APSA):**

Chelsea Clark

Responsible for student discipline, attendance, health, homebound services, free and reduced lunch availability, lockers, and other matters related to the well-being of the student. Students are assigned to their APSA by the first letter of their last name.

School Counselors:

Lisette Santos

Debra Alston

Ayesha Cade

Katonya Thomas

Responsible for providing educational and personal guidance to students. Counselors assist students with developing their Individual Career Plans and select courses to attain personal goals. Students are assigned to guidance counselors by the first letter of their last name.

College & Career Counselor:

Kim Tymoczko

Assists students with college planning coordinates scholarships, and post- secondary institution/college visits.

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HIGH SCHOOL GRADUATION PROGRAMS OVERVIEW



If you are a high school student or the parent of a high school student in Hillsborough County Public Schools (HCPS), this guide is for you. It is designed to explain Florida's high school graduation programs. The guide also provides information to help students and their families as they plan and prepare for postsecondary goals, including information on acceleration options and advanced coursework.

HCPS students may choose from one of three options to earn a standard diploma

- 24-credit program
- Advanced International Certificate of Education (AICE)
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) program
 - ✓ *All these graduation paths include opportunities to take rigorous academic courses designed to prepare students for their future academic and career choices.*
 - ✓ *All students, regardless of graduation program, must earn a 2.0 grade point average on a 4.0 scale and achieve passing scores on the required state assessments to graduate with a standard diploma (refer to graduation requirements charts).*
- **Graduation Requirements for Students with Disabilities**
 - ✓ *In addition to the 24-credit and the ACCEL 18-credit options, there are two other standard diploma options available only to students with disabilities: academic and employment option and access points option.*
 - ✓ *Refer to graduation requirements charts for more information.*
- **Diploma Designations**
 - ✓ *Students who select the 24-credit program may also earn the scholar designation and/or the merit designation on their standard high school diploma.*
 - ✓ *Refer to graduation requirements charts for specific requirements.*

ACCELERATION PROGRAMS AND ADVANCED COURSEWORK

Studies show that students who complete a solid academic program in high school, including advanced courses, are more likely to be successful in college. Students in all graduation programs are encouraged to take advantage of advanced course offerings and acceleration programs, such as dual enrollment, early admission, the Advanced Placement Program, the Advanced International Certificate of Education, and Hillsborough Virtual School. These programs are available to all qualified students, no matter which graduation program they choose. For more information, contact your child's school counselor.

ADVANCED PLACEMENT (AP) PROGRAM

The College Board's AP Program is a nationwide program consisting of more than 30 college-level courses and exams offered at participating high schools. Subjects range from art to statistics. Students who earn a qualifying grade of three or above on an AP exam may earn college credit, or AP credit, or both, depending on the college or university. Students in Florida's public secondary schools enrolled in AP courses do not have to pay to take the exams. For information, visit www.collegeboard.org

ADVANCED INTERNATIONAL CERTIFICATE OF EDUCATION (AICE)

AICE, or the Advanced International Certificate of Education, is an internationally recognized program that emphasizes the value of broad and balanced study. It offers students the ability to gain an in-depth understanding of subjects that suit their specific passions and interests while developing the tools necessary to succeed in college-level classes.

DUAL ENROLLMENT AND EARLY ADMISSION

These programs allow eligible high school students to enroll in post-secondary courses. They earn credit toward high school graduation and, at the same time, earn credit toward a college degree or technical certificate. All 28 Florida colleges and some of the state universities participate in dual enrollment. Students are permitted to take dual enrollment courses on a part-time basis during school hours, after school, or during the summer term. Dual enrollment students do not have to pay registration, matriculation, or laboratory fees. In addition, textbooks for dual enrollment are provided to students free of charge. Dual enrollment courses will be weighted the same as courses taught through other acceleration mechanisms. Students should be aware that grades received through dual enrollment at Florida colleges and universities become part of the permanent postsecondary record. State universities will not admit a

student who has less than a 2.0 grade point average on a 4.0 scale.

Students must have prior approval from their school before enrolling in any off campus dual enrollment course. The steps to apply for dual enrollment and early admission at Hillsborough Community College (HCC) and the University of South Florida (USF) are posted on the colleges' respective websites: www.hccfl.edu/dualenrollment or www.honors.usf.edu (click on prospective students)

Note: Since the Florida College System is the primary agency for dual enrollment, only courses not offered at the student's local state or community college will be approved for dual enrollment at USF. It is the student's responsibility to submit all the required paperwork before the deadline published on the HCC and USF websites. Additional information can be found in the HCPS Student Handbook and Student Progression Plan.

HILLSBOROUGH VIRTUAL SCHOOL (HVS)

HVS offers full-time enrollment and co-enrollment for HCPS students. For more information visit: www.sdhc.k12.fl.us (search HVS)

INDUSTRY CERTIFICATION

Industry Certification provides students who take a concentrated career and technical education program with an opportunity to earn a guaranteed number of college credits in the Florida College System. A list of Industry Certification programs aligned to Associate in Applied Science (AAS)/Associate in Science (AS) degrees can be viewed at:

www.fldoe.org/workforce/dwdframe/artic_indcert2aas.asp

ADULT EDUCATION

Many school districts let high school students take courses through their adult education program. Credits earned may be applied to requirements for high school graduation, subject to the local school board's policies. See your school counselor for more information

Eligibility Requirement for Extracurricular Participation

2024-2025

➤ First semester 2024-2024

✓ **Students first entering 9th grade**

Must be regularly promoted from 8th grade to 9th grade

✓ **Students entering 10th grade**

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 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 he/she signed an academic performance contract with their school and attended summer school as necessary.

✓ **Students entering 11th or 12th grade**

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.

➤ Second semester 2024-2025

✓ **9th and 10th grade students**

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 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 he/she signed an academic performance contract with their school and attended summer school as necessary.

✓ **Students entering 11th or 12th grade**

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 student-athlete is a senior, he/she must not have entered the 10th grade more than two years ago. If student-athlete is a 9th, 10th, or 11th grader, he/she must not have successfully completed 8th

Exceptional Student Education



**(SPECIFIC LEARNING DISABILITIES/
EMOTIONAL HANDICAP/ EDUCABLE
MENTALLY HANDICAP) SLD/ EH/ EM)**

- ✓ *Classes for students identified as SLD, EH, and EMH are provided. Part time services are also available for VI, HI, Speech, and language students. ESE students are enrolled in a combination of mainstream academic, vocational, resource and FUSE classes to meet the students' individual educational needs. Resource classes present the same county curriculum as mainstream classes but with smaller student/ teacher ratio and the use of multisensory teaching techniques.*
- ✓ *FUSE classes are taught by two instructors- a core subject area teacher and an ESE teacher sharing instruction and student assistance. In addition, specialized courses with modified curriculum are available for students on a special diploma tract.*

❖ **MATHEMATICS**

➤ **ACCESS ALGEBRA 1A**

Credit Multiple Grades: 9-12

Prerequisite: ESE Program Eligibility

The purpose of this course is to develop the algebraic concepts and processes that can be used to analyze and solve a variety of routine and non-routine real-world and mathematical problems.

The content should include, but not be limited to, the following: Content-related vocabulary; Operations using real numbers in real-world problems; Patterns, relations, and functions, including tables, sequences, and graphs; Graphs to summarize data and predict outcomes; Variables and their impact on outcomes; Varied solution strategies to solve real-world problems

➤ **ACCESS ALGEBRA 1B**

Credit Multiple Grades: 9-12

Prerequisite: ESE Program Eligibility

The purpose of this course is to develop the algebraic concepts and processes that can be used to analyze and solve a variety of routine and non-routine real-world and mathematical

problems.

The content should include, but not be limited to, the following: Content-related vocabulary; Operations using real numbers in real-world problems; Patterns, relations, and functions, including tables, sequences, and graphs; Graphs to summarize data and predict outcomes; Ratios; Variables and their impact on outcomes, Varied solution strategies to solve real-world problems.

➤ **ACCESS ALGEBRA 2**

Credit Multiple Grades: 10-12

Prerequisite: ESE Program Eligibility

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades.

The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using functions.

The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

➤ **ACCESS GEOMETRY**

Credit Multiple Grades: 9-12

Prerequisite: ESE Program Eligibility

The purpose of this course is to develop the geometry concepts and processes that can be used to analyze and solve a variety of routine and non-routine real-world and mathematical problems. This course emphasizes critical thinking involving relationships, proofs, and skill in applying the inductive method to mathematical Situations

❖ **ENGLISH/LANGUAGE ARTS**

➤ **ACCESS ENGLISH 1**

Credit Multiple Grades: 9-12

Prerequisite: ESE Program Eligibility

The content is intended to develop or expand the student's understanding of: The reading process; Literary analysis; The writing process; Writing applications; Communication; Information and media

literacy.

➤ **ACCESS ENGLISH 2**

Credit Multiple Grades: 9-12

Prerequisite: ESE Program Eligibility

The content is intended to develop or expand the student's understanding of: The reading process; Literary analysis; The writing process; Writing applications; Communication; Information and media literacy.

➤ **ACCESS ENGLISH 3**

Credit Multiple Grades: 9-12

Prerequisite: ESE Program Eligibility

The content is intended to develop or expand the student's understanding of: The reading process; Literary analysis; The writing process; Writing applications; Communication; Information and media literacy.

➤ **ACCESS ENGLISH 4**

Credit Multiple Grades: 9-12

Prerequisite: ESE Program Eligibility

The content is intended to develop or expand the student's understanding of: The reading process; Literary analysis; The writing process; Writing applications; Communication; Information and media literacy.

❖ **SCIENCE**

➤ **ACCESS BIOLOGY**

Credit Multiple Grades: 9-12

Prerequisite: ESE Program Eligibility

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of Biology I. Understanding the diverse characteristics of and dynamic relationship between life forms, processes, and the environment improves the ability to predict how we develop, maintain health, and impact our surroundings.

➤ **ACCESS INTEGRATED SCIENCE**

Credit Multiple Grades: 9-12

Prerequisite: ESE Program Eligibility

The purpose of this course is to provide students with significant cognitive disabilities access to the concepts and content of Integrated Science.

Understanding the characteristics of and dynamic relationship between energy, matter, life, and the environment improves the ability to predict how we impact our surroundings and prepares us to respond to and interact with the forces and objects of nature.

The content should include, but not be limited to: Biological, physical, and chemical characteristics of matter; Characteristics of energy transmission; Practical application of electric and magnetic phenomena; Interaction of matter and energy; Characteristics of life; Equilibrium of Earth's biotic community.

➤ **ACCESS EARTH SPACE**

Credit Multiple Grades: 9-12

Prerequisite: ESE Program Eligibility

The purpose of this course is to provide students with advanced exploratory experiences and activities in the fundamental concepts of earth space science.

The content should include, but not be limited to, the following: the study of space, the geologic and atmospheric forces that shape our world through experimentation and investigation, students will explore the earth cycles including the geosphere, hydrosphere, atmosphere, and the carbon cycle.

➤ **ACCESS CHEMISTRY**

Credit Multiple Grades: 9-12

Prerequisite: ESE Program Eligibility

The purpose of this course is to provide students with advanced exploratory experiences and activities in the fundamental concepts of Chemistry.

The content should include use of chemical measurement with respect to behavior of matter and energy. This course is intended as an introduction to chemistry for students with concepts. hydrosphere, atmosphere, and the carbon cycle

❖ **SOCIAL STUDIES**

ACCESS WORLD HISTORY

Credit Multiple Grades: 9-12

Prerequisite: ESE Program Eligibility

The purpose of World History is to provide students with the opportunity to acquire an understanding of the chronological development of civilization by examining the political, economic, social, religious, military, dynastic, scientific, and cultural events that affected humanity.

➤ **ACCESS UNITED STATES HISTORY**

Credit Multiple Grades: 9-12

Prerequisite: ESE Program Eligibility

The purpose of American History is to provide students with the opportunity to acquire an understanding of the chronological development of the American people by examining the political, economic, social, religious, military, scientific, and cultural events that have affected the rise and growth of our political, social and economic past.

➤ **ACCESS UNITED STATES GOVERNMENT**

Credit Multiple Grades: 9-12

Prerequisite: ESE Program Eligibility

Access United States Government consists of the following content area strands: Civics and Government and Geography.

The content is intended to develop or expand the student's understanding of: Origins and purposes of government, law, and the American political system; Roles, rights, and responsibilities of United States citizens; Principles, functions, and organization of government; United States foreign policy; Characteristics, distribution, and migration of human populations; Human actions that can impact the environment.

➤ **ACCESS ECONOMICS**

Credit Multiple Grades: 9-12

Prerequisite: ESE Program Eligibility

Access Economics consists of the following content area strands: Economics and Geography. The content is intended to develop or expand the student's understanding of: Fundamental concepts of local, national, and international economies; Maps and other geographic representations, tools, and

technology; Physical and cultural characteristics of places; Relationships between the Earth's ecosystems and the populations that dwell within them; Characteristics, distribution, and migration of human populations.

➤ **CAREER PREPARATION**

Credit Multiple Grades: 10-12

Prerequisite: ESE Program Eligibility

The purpose of this course is to enable students with disabilities to acquire the career knowledge and skills necessary to identify career options, obtain community resources, and develop work-related behaviors.

The course will provide a foundation for further progress toward achieving the student's desired post-school outcomes related to a career.

The content should include, but not be limited to, the following: Self-appraisal; decision making; self-determination and self-advocacy; career options; community resources related to career decisions; workplace competencies; rights and responsibilities.

➤ **LEARNING STRATEGIES 9-12**

Credit Multiple Grades: 9-12

Prerequisite: ESE Program Eligibility

The purpose of this course is to enable students with disabilities to acquire and generalize strategies and skills across academic, community, and employment settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

➤ **SOCIAL AND PERSONAL SKILLS**

Credit Multiple Grades: 9-12

Meets Requirements: EBD, PI, SLD, EMH, TMH, VI, HI, Autism Spectrum Disorder

The purpose of this course is to provide instruction related to environmental, interpersonal, and task-related behavior of students with disabilities.

❖ **ELECTIVE OFFERINGS**

➤ **ACCESS HOPE**

Credit Multiple Grades: 9-12

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health & fitness.

Required for graduation.

➤ **ACCESS VISUAL AND PERFORMING ARTS**

Credit Multiple Grades: 9-12

The purpose of this course is to develop and

enhance knowledge of music and/or performing arts.

Meets the performing arts credit required for graduation.

➤ **ACCESS DRAWING 1**

Credit Multiple Grades: 9-12

➤ **Advancement Via Individual Determination (AVID)**

AVID is a fourth through twelfth-grade system to prepare students in the academic middle for four-year college eligibility.

It has a proven track record in bringing out the best in students, and in closing the achievement gap.

✓ **What is AVID's mission?**

AVID's mission is to close the achievement gap by preparing students for college readiness in a global society.

✓ **The AVID Student**

AVID targets students in the academic middle — B, C, and even D grade more than three years ago (FH5AA Bylaw 115).

Note 1:

- A grading period is defined as one semester.
- A semester is defined as one half of a school year (approximately 18 school weeks or 90 school days).

SEMANTICS AND LOGIC

Credit: 0.5

Grade: 9

Prerequisite: according to skill needs

This is a rigorous college-level critical thinking, vocabulary development and higher-order verbal/reading skill course to prepare students for the PSAT/SAT/CPT assessments. A special review of the PSAT verbal and writing sub-tests are included in this curriculum.

The purpose of this course is to develop and enhance knowledge of 2-D Art and/or performing arts.

Meets the performing arts credit required for graduation

- This definition is applicable to schools regardless of the type of class scheduling format used - block, traditional, A/B.

✓ **The AVID Elective**

Not only are students enrolled in their school's toughest classes, such as honors and Advanced Placement, but also in the AVID elective.

- For one period a day, they learn organizational and study skills, work on critical thinking and ask probing questions, get academic help from peers and college tutors, and participate in enrichment and motivational activities that make college seem attainable.
- Their self-images improve, and they become academically successful leaders and role models for other students

✓ **AVID I, II, III, and IV**

Credit 1.0 Grades: 9-12

Prerequisite: Teacher Recommendation

Students will receive instruction in study skills, test taking skills, writing, organization, and collaborative (group) work. Students will also be afforded opportunities to participate in field trips to colleges and other places of interest as well as discussions with guest and motivational speakers

➤ **INTENSIVE READING 1**

Credit: 1.0

Grade: 9

Prerequisite: ALL STUDENTS who have NOT met the state reading graduation benchmarks are supported in reading classes.

Scores determine student placement.

Description The purpose of this course is to continue the development of reading skills. The content will include, but not be limited to, instruction in

ENGLISH LANGUAGE ARTS / READING

vocabulary and comprehension (literal, inferential, and evaluative). Various study skills and test-taking

strategies will be examined and individual methods suiting each student should be developed.

➤ **INTENSIVE READING 2**

Credit: 1.0

Grade: 10

Prerequisite: ALL STUDENTS who have NOT met the state reading graduation benchmarks are supported in reading classes.

Scores determine student placement.

Description: The purpose of this course is the development of reading skills for students reading slightly below grade level. The students will develop literal and inferential comprehension skills, critical reading skills, vocabulary enrichment, study skills, and test-taking skills. The development of reading as an independent reading activity will be emphasized.

➤ **INTENSIVE READING 3**

Credit: 1.0

Grade: 11

Prerequisite: According to skill needs

Description: The content should include, but not be limited to reading skills, test-taking skills and content area reading strategies related to FSA Reading.

➤ **READING 4**

Credit: 1.0

Grade: 12

Prerequisite: According to skill needs

Description: The content should include, but not be

limited to reading skills, test-taking skills and content area reading strategies related to FSA Reading.

WRIT 1

course is to enable students to develop and use grade level 9-10 writing and language skills in a variety of writing formats for argumentative, informative, and narrative purposes to ensure preparation for college and career readiness. The content will include active reading of exemplary writing models; writing for varied purposes; effective listening, speaking, and viewing strategies; and collaboration amongst peers.

❖ **AICE**

➤ **AICE ENGLISH GENERAL PAPER**

Credit 1.0

Grades: 9-12

Description: This course builds learners' ability to understand and write in English through the study of a broad range of contemporary topics. They will analyze opinions and ideas and learn how to construct an argument. This syllabus develops highly transferrable skills including how to develop arguments and present reasoned explanations; a wider awareness and knowledge of current issues; independent reasoning, interpretation, and persuasion skills; the ability to present a point of view clearly and reflect upon those of others.

into transferable skills, including critical thinking,

➤ **AICE THINKING SKILLS**

Credit 1.0

Grades: 9-12

Description: Thinking Skills develops a set of confidence and equip students with a toolkit for tackling complex and unfamiliar subjects, essential for successful progression to higher education or and into professional employment The purpose of this

to analyze unfamiliar problems, devise problem solving strategies, and evaluate the diverse ways a problem may be solved.

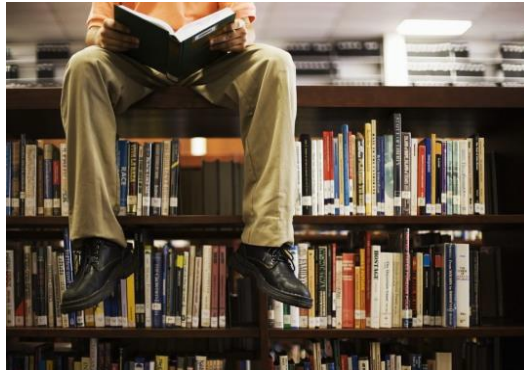
English FOR SPEAKERS OF OTHER LANGUAGES (esol)

➤ ENGLISH I, II, III and IV THROUGH ESOL

Credit 1.0

Grades: 9-12

Description: The purpose of this course is to provide integrated educational experiences to native speakers of a language other than English in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature.



❖ **ADVANCED PLACEMENT**

➤ **AP ENGLISH LANGUAGE & COMPOSITION**

Credit 1.0

Grade: 11

Prerequisite: Summer Reading and Teacher recommendation

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

➤ **AP ENGLISH LITERATURE & COMPOSITION**

Credit 1.0

Grade: 12

Prerequisite: Summer Reading and Teacher recommendation

Description: The purpose of this course is to involve students in the study and practice of writing and in the study of literature. Students should acquire an understanding of the resources of the language and understanding of the writer's craft. They should develop critical standards for the appreciation of any literary work and increase their sensitivity to literature as shared experiences.

➤ **ENGLISH I HONORS**

Credit 1.0

Grade: 9

Description: This course promotes academic excellence in English language arts through the study of world literature and through enriched experiences in composition, speech, and listening skills.

➤ **ENGLISH II HONORS**

Credit 1.0

Grade: 10

Description: This course promotes academic excellence in English language arts through the study of world literature and through enriched experiences in composition, speech, and listening skills.

➤ **ENGLISH III HONORS**

Credit: 1.0

Grade: 11

Description: This course promotes academic excellence in English language arts through enriched experiences in reading, writing, speaking, and listening and provides instruction through the study of American literature.

➤ **ENGLISH IV HONORS**

Credit: 1.0

Grade: 12

Description: This course promotes academic excellence in English language arts through the study of world literature and through enriched experiences in composition, speech, and listening skills.

❖ **ENGLISH DEPARTMENT ELECTIVES**

➤ **LITERATURE IN THE ARTS I (Mythology)**

Credit: 0.5

Grades: 9-12

Description: The focus of Literature and the Arts I Honors is the study of ancient mythology and its relationship with historical and modern culture. Students will study the mythology of four major civilizations: the Ancient Greeks and Romans, the Vikings, and the Ancient Egyptians. By the end of the semester, students will have a better understanding of how the stories and ideas that began in these mythologies have shaped Western thought, ideology, culture, literature, and fine arts. Students will explore these concepts through the analysis of literary texts, visual arts, and music.

➤ **LITERATURE IN THE ARTS II (Fables & Fairy Tales)**

Credit: 0.5

Grades: 9-12

Description: The focus of Literature and the Arts 2 Honors is the study of world folklore and fairytales and their relationship with historical and modern culture. Students will study fables, folklore, tall tales, and fairytales. By the end of the semester, students will have a better understanding of how the stories and

ideas that began in these forms have shaped Western thought, ideology, culture, literature, and fine arts. Students will explore these concepts through the analysis of literary texts, visual arts, and music.

❖ **AICE**

➤ **AICE MEDIA STUDIES**

Credit: 0.5

Grades: 9-12

Description: The purpose of this course is to enable students to develop fundamental skills in the use of social media across print, multimedia, web, and broadcast platforms, including ethical and legal uses. Students will understand how to develop and implement social media campaigns for Public Relations and self-promotion, integrate social media in experiential production plans and how to capture and broadcast compelling content online with minimal or no budget.

➤ **AICE ENGLISH LANGUAGE**

Credit: 1.0

Grades: 11 & 12

Description: Cambridge International AS and A Level English Language provides learners with the opportunity to study English language and its use in communication. Learners 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. Through their study, learners will develop an ability to read and analyze material, gaining further knowledge and understanding of English language features and issues. Learners will also develop the skills of writing clearly, accurately, creatively, and effectively for different purposes and audiences.

➤ **AICE ENGLISH LANGUAGE & LITERATURE**

Credit: 1.0

Grades: 11& 12

Description: The Language and Literature in English syllabus aims to encourage an appreciation of literature in English - prose, poetry, and drama - of different types and from different cultures; and to develop the key skills required to read, analyze, and communicate effectively in English. By studying a range of texts, learners understand more about writers' choices of language, form, and structure, and develop their ability to form independent opinions about what they read. Learners also improve their understanding of the English language and how it is used, extending their skills across a range of writing styles, including imaginative, discursive, and argumentative.



MATHEMATIC COURSES

➤ ***ALGEBRA I-A**

Credit: 1.0

Grades: 9-11

Prerequisite: M/J Math 3

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

➤ ***ALGEBRA I-B**

Credit: 1.0

Grades: 9-11

Prerequisite: M/J Math 3

Description: In Algebra 1-B, instructional time will emphasize four areas: (1) performing operations with polynomials and radicals and extending the Laws of Exponents to include rational exponents; (2) extending understanding of functions to quadratic and exponential functions and using them to model and analyze real-world relationships; (3) solving quadratic equations in one variable and (4) building functions, identifying their key features, and representing them in various ways.

➤ ***ALGEBRA I**

Credit: 1.0

Grades: 9-11

Prerequisite: M/J Math 3

Description: In Algebra 1, instructional time will emphasize five areas: (1) performing operations with polynomials and radicals, and extending the Laws of Exponents to include rational exponents; (2) extending understanding of functions to linear, quadratic and exponential functions and using them to model and analyze real-world relationships; (3) solving quadratic equations in one variable and systems of linear equations and inequalities in two variables; (4) building functions,

identifying their key features and representing them in various ways and (5) representing and interpreting categorical and numerical data with one and two variables.

➤ ***ALGEBRA II**

Credit: 1.0

Grades: 10-12

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

➤ ***ALGEBRA II HONORS**

Credit: 1.0

Grades: 10-12

Description: In Algebra 2 Honors, instructional time will emphasize six areas: (1) developing understanding of the complex number system, including complex numbers as roots of polynomial equations; (2) extending arithmetic operations with algebraic expressions to include polynomial division, radical and rational expressions; (3) graphing and analyzing functions including polynomials, absolute value, radical, rational, exponential and logarithmic; (4) extending systems of equations and inequalities to include non-linear expressions; (5) building functions using compositions, inverses and transformations and (6) developing understanding of probability concepts.

mathematics

➤ ***GEOMETRY**

Credit: 1.0

Grades: 10-12

Prerequisite: Passing score on Algebra 1 EOC

Description: This course emphasizes critical thinking involving relationships, their proofs, and skill in applying the inductive method to mathematical situations. This course is a prerequisite for Algebra II and is required for a college preparatory course of study.

➤ ***GEOMETRY HONORS**

Credit: 1.0

Grades: 9-11

Prerequisite: At least a "C" in Algebra I Honors; recommendation

Description: This rigorous course gives an in-depth study of the relationships in geometry, their proofs, and skill in applying the inductive method to mathematical situations. This course is a prerequisite for Algebra II Honors, Analysis of Functions, and Calculus.

➤ **FOUNDATIONAL SKILLS IN MATHEMATICS**

Credit: 1.0

Grades: 9-12

Description: This course supports students who need additional instruction in foundational mathematics skills as it relates to core instruction. Instruction will use explicit, systematic, and sequential approaches to mathematics instruction addressing all strands including number sense & operations, algebraic reasoning, functions, geometric reasoning, and data analysis & probability. Teachers will use the listed benchmarks that correspond to each students' needs. Effective instruction matches instruction to the need of the students in the group and provides multiple opportunities to practice the skill and receive feedback. The additional time allotted for this course is in addition to core instruction. The intervention includes materials and strategies designed to supplement core instruction. This class exposes students to math but does not count as math credits.



➤ **PRE-CALCULUS**

Credit: 1.0

Grades: 11-12

Description: In Precalculus Honors, instructional time will emphasize six areas: (1) extending right triangle trigonometry to unit circle trigonometry and trigonometric functions; (2) extending understanding of functions to trigonometric; (3) developing understanding of conic sections; (4) representing and performing operations with complex numbers and vectors in the coordinate plane; (5) extending understanding of relations in the plane using parametric representations, including polar coordinates and (6) analyzing arithmetic and geometric sequences and series.

➤ **PROBABILITY AND STATISTICS HONORS**

Credit: 1.0

Grades: 10-12

Description: In Probability and Statistics Honors, instructional time will emphasize four areas: (1) creating and interpreting data displays for univariate and bivariate categorical and numerical data; (2) comparing and making observations about populations using statistical data, including confidence intervals and hypothesis testing; (3) extending understanding of probability and probability distributions and (4) developing an understanding of methods for collecting statistical data, including randomized trials.

➤ ***MATH FOR COLLEGE ALGEBRA**

Credit: 1.0

Grade: 11-12

mathematics

Prerequisite: Algebra II

Description: In Mathematics for College Algebra, instructional time will emphasize five areas: (1) developing fluency with the Laws of Exponents with numerical and algebraic expressions; (2) extending arithmetic operations with algebraic expressions to include rational and polynomial expressions; (3) solving one-variable exponential, logarithmic, radical and rational equations and interpreting the viability of solutions in real-world contexts; (4) modeling with and applying linear, quadratic, absolute value, exponential, logarithmic and piecewise functions and systems of linear equations and inequalities; (5) extending knowledge of functions

➤ **MATHEMATICS FOR DATA AND FINANCIAL LITERACY HONORS**

Credit: 1.0

Grade: 11-12

Prerequisite: Algebra II

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

❖ ADVANCED PLACEMENT

➤ ***AP CALCULUS AB**

Credit: 1.0

Grades: 11-12

Prerequisite: "C" or higher in Pre-Calculus & Teacher Recommendation

Description: The purpose of this course is to provide study of elementary functions and the general theory and techniques of Calculus. A graphing calculator is required. It is required that the student take the Advanced Placement examination in Calculus AB.

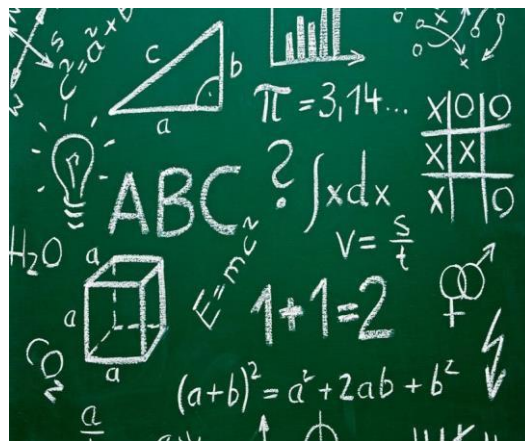
➤ ***AP STATISTICS**

Credit: 1.0

Grades: 11-12

Prerequisite: "B" or higher in Algebra II , "C" or higher in Algebra 2 Honors and Teacher recommendation

Description: This course explores the concepts of probability and elementary statistics. A graphing calculator is required. This course is a precursor



of the statistics required by most fields of study in college. The student will be required to take the Advanced Placement examination.

SCIENCE

SCIENCE COURSES

➤ ENVIRONMENTAL SCIENCE

Credit: 1.0

Grade: 9

Description: In this course students will interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models. Identify, analyze, and relate the internal (Earth system) and external (astronomical) conditions that contribute to global climate change. Explain how various atmospheric, oceanic, and hydrologic conditions in Florida have influenced and can influence human behavior, both individually and collectively. Explain the significance of genetic factors, environmental factors, and pathogenic agents to health from the perspectives of both individual and public health.

➤ BIOLOGY I

Credit: 1.0

Grade: 9

Prerequisite: FSA Reading Proficiency > 336 or Environmental Science

Description: The purpose of this course is to provide exploratory experiences, laboratory experiences, and real-life applications in the biological sciences. Concepts taught include Ecology, Biochemistry, Cells, Genetics, Evolution, Classification, Plants, and Human Body Systems. **Passing this course is required for graduation.**

➤ BIOLOGY HONORS

Credit: 1.0

Grades: 9-10

Prerequisite: FSA Reading Proficiency > 336 or Environmental Science

Description: The purpose of this course is to provide exploratory experiences, laboratory experiences, and real-life applications in the biological sciences. Concepts taught include Ecology, Biochemistry, Cells, Genetics, Evolution, Classification, Plants, and Human Body Systems. **Passing this course is required for graduation.**

➤ CHEMISTRY I

Credit: 1.0

Grades: 10-12

Prerequisite: Biology 1

Description: Chemistry explores chemical concepts/principles and focuses on the following key areas: matter and energy, atomic structure, bonding, the periodic table, acid-based theory, application of principles of reaction, nuclear chemistry, and laboratory activities. Emphasis is placed on the use of chemical measurement with respect to the behavior of matter and energy. This course is intended to be less mathematically rigorous than Chemistry 1 Honors.

➤ CHEMISTRY I HONORS

Credit: 1.0

Grades: 10-12

Prerequisite: Biology 1

Description: Chemistry explores chemical concepts/principles and focuses on the following key areas: matter and energy, atomic structure, bonding, the periodic table, acid-based theory, application of principles of reaction, nuclear chemistry, and laboratory activities. Emphasis is placed on the use of chemical measurement with respect to the behavior of matter and energy. This course is mathematically rigorous, so a strong understanding of algebra and arithmetic is recommended.

➤ PRINCIPLES OF TECHNOLOGY 1

Credit: 1.0

Grades: 10-12

Prerequisite: Chemistry 1

Description: Principles of Technology 1 is an introduction to the techniques and procedures necessary in the field of engineering. The course is project-based and designed to express the creative, competitive, and scientific nature of physics and engineering. The projects include pinewood derby cars, trebuchets, egg drop vehicles, bridges, mousetrap cars, microcontrollers, programming, and robotics.

➤ PHYSICS I HONORS

Credit: 1.0

Grades: 10-12

Prerequisite: Chemistry 1

SCIENCE

Description: The purpose of this laboratory-based course is to provide students with theories, laws, and mathematical formulas governing the interaction of matter, energy, forces, motion, gravity, thermodynamics, waves, electricity, and magnetism. This course is mathematically rigorous, so a strong understanding of algebra and arithmetic is recommended.

❖ AICE

➤ **AICE MARINE SCIENCE**

Credit: 1.0

Grades 10-12

Description: The emphasis throughout is on the understanding of concepts and the application of ideas to new contexts. It is expected that practical activities will underpin the teaching of the whole course. Science is a practical subject and research suggests that success in future scientific study, or a scientific career, requires good practical skills. Cambridge International AS and A Level 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.



❖ **EQUALLY RIGOROUS SCIENCE COURSES:**

While the following courses are considered “Equally Rigorous” by the Florida Department of Education, students in Hillsborough County Public Schools are best served by a course sequence that includes both Chemistry and Physics coursework. “Equally Rigorous” courses should most often be permitted in addition to Chemistry and Physics courses, rather than in place of them.

SCIENCE

correct terminology, diseases and disorders and multiple dissections. Strong reading and memorization skills are recommended.

❖ **ADVANCED PLACEMENT**

➤ **AP BIOLOGY**

Credit: 1.0

Grades: 11-12

Description: AP Biology is a college level course in biological science and will prepare students to seek credit and/or appropriate placement in college biology courses. Concepts previously learned in Biology are expanded upon including biochemistry, cells, genetics, evolution, organisms, and ecology. Investigative and inquiry labs comprise 25% of the coursework to teach proper research design as well as biological principles. Strong reading and organizational skills are recommended.

➤ **AP PHYSICS C**

Credit: 1.0

Grades: 11-12

Prerequisite/Corequisite: Calculus

Description: AP Physics C is a calculus-based, college-level physics course. The first semester is dedicated to the study of mechanics. This branch of physics covers kinematics, Newton's laws and motion, work, energy, power, systems of particles and linear momentum, circular motion, rotation, oscillations, and gravitation. The second semester is dedicated to the study of electricity and magnetism. This branch of physics covers electrostatics, conductors, capacitors, dielectrics, electric circuits, magnetic fields, and electromagnetism. Introductory differential and integral calculus are used throughout the course.

➤ **ANATOMY AND PHYSIOLOGY HONORS**

Credit: 1.0

Grades: 11-12

Prerequisite: Teacher Recommendation

Description: The purpose of this lab-based course is to provide students with a detailed foundation in the structures and functions of each of the human

➤ **ASTRONOMY HONORS**

Credit: 1.0

Grades: 11-12

body systems. Emphasis is placed on learning

Prerequisite: Teacher recommendation

Description: This course emphasizes the seasonal changes observed in the night sky including constellations, galaxies, stars, planets, and the sun and the moon. Instruments such as satellites, telescopes and spectroscopes will be studied along with techniques used to measure the size and distance of astronomical objects.

Historical

developments in astronomy will be studied including Kepler's Laws, Newton's Laws of Motion and gravity, Einstein's Theory of Relativity, and Hubble's constant. Other topics include but are not limited to the Big Bang, light, stellar evolution, NASA, and human space exploration. A strong background in chemistry and physics is recommended.

➤ **EARTH SPACE SCIENCE**

Credit: 1.0

Grades: 11-12

Description: The purpose of this course is to provide exploratory students opportunities to develop concepts basic to the earth, its materials, process, history, and environments in space. The content should include, but not be limited to, the following:

Earth systems, structures and processes, natural



SCIENCE

forces and their effect on Earth and the universe, dynamic nature of geosphere, water cycle, weather, and climate.

➤ **EARTH SPACE SCIENCE HONORS**

Credit: 1.0

Grades: 11-12

Description: *The purpose of this course is to provide students with advanced exploratory experiences and activities in the fundamental concepts of earth space science. The content should include, but not be limited to, the following: the study of space, the geologic and atmospheric forces that shape our world. Through experimentation and investigation, students will explore the earth cycles including the geosphere, hydrosphere, atmosphere, and the carbon cycle. Students will learn about scientific inquiry, geologic time, space exploration, the solar system, and the universe.*

➤ **MARINE SCIENCE HONORS**

Credit: *1.0*

Grades: *10-12*

Description: *The purpose of this lab-based course is to provide students with an in- depth survey of the marine ecosystem. Topics will include the chemical, physical, and geological aspects of the marine environment, marine communities, ecology of various sea zones and characteristics of major marine ecosystems and phyla.*

➤ **Forensic Science 1**

Credit: 1.0

Grades: 10-12

Description: *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. Classes experiences are in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection*

techniques, and models. Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations.

SOCIAL STUDIES

❖ **ADVANCED PLACEMENT**

➤ **AP UNITED STATES HISTORY**

Credit: 1.0

Grade: 11

Prerequisite: 3.0 Social Studies' GPA

Corequisite: Honors American History

Description: The purpose of Advanced American History is to provide students with the opportunity to develop the analytic skills and factual knowledge necessary to deal critically with the problems, content, and materials of American historic development. This is done by focusing on persistent themes and changes in history and by applying historical reasoning to seek solutions to contemporary problems.

➤ **AP HUMAN GEOGRAPHY**

Credit: 1.0

Grades: 9-12

Prerequisite: Level 3 or higher on FSA

Description: The purpose of the AP course in Human Geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

➤ **AP MACRO ECONOMICS**

Credit: 0.5

Grade: 12

Prerequisite: Teacher Recommendation

Description: This course deals with aggregated decision-making of the economy as a whole and the role of government in the economy, particularly as it applies to the American free enterprise system. Gross National Product, price indexes, economic policy, unemployment, and inflation are all concepts to be included in the

➤ **AP PSYCHOLOGY**

Credit: 1.0

Grades: 11-12

Description: The purpose of Advanced Placement Psychology is to introduce students to the systematic and scientific study of the behavior and mental

study.

processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the methods psychologists use in their science and practice. The course traces the emergence of scientific psychology in the nineteenth century from its roots in philosophy and physiology and covers the development of courses traces the emergence of scientific psychology, showing how these schools differed in what they viewed as the proper subject matter of psychology and the methods the major “school” of psychology, showing how these schools differed in what they viewed as the proper subject matter of psychology and the methods, they used to study it. This historical introduction helps students gain an understanding of the principal twentieth-century approaches to psychology: behavioral, biological, cognitive, humanistic, and psychodynamic. Students learn how these approaches guide research and practice in psychology.

➤ **AP WORLD HISTORY**

Credit: 1.0

Grade: 10

Prerequisite: Level 3 or higher on FSA

Description: This course highlights six themes: impact of interaction among major societies (trade, war, diplomacy); The relationship of change and continuity across time periods: Impact of technology and demography on people and the environment (population growth and decline, disease, manufacturing, migrations, agriculture, weaponry); systems of social structure and gender structure: cultural and intellectual developments and interactions among and within societies: changes in functions and

SOCIAL STUDIES

structures of states and in attitudes toward states and political identities (political culture), including the emergence of the nation-state.

➤ **AP US GOVERNMENT & POLITICS**

Credit: 1.0

Grade: 12

Prerequisite: Teacher Recommendation

Description: The purpose of this course is to give students a critical perspective on politics and government in the United States. This course involves the study of the general concepts used to interpret American politics and the analysis of specific case studies.

➤ **UNITED STATES GOVERNMENT/UNITED STATES GOVERNMENT HONORS**

Credit: 0.5

Grade: 12

Description: The purpose of this course is to provide students with the opportunity to acquire a comprehensive understanding of American government and political behavior. Required for high school graduation.

➤ **UNITED STATES HISTORY**

Credit: 1.0

Grade: 11

Description: The purpose of American History is to provide students with the opportunity to acquire an understanding of the chronological development of the American people by examining the political, economic, social, religious, military, scientific, and cultural events that have affected the rise and growth of our political, social and economic past.

Required for high school graduation.

➤ **UNITED STATES HISTORY HONORS**

Credit: 1.0

Grade: 11

Description: This course provides students with an in-depth study of American History from Reconstruction to the contemporary issues that face American citizens. The emphasis is on developing an understanding of American life and attitudes today by looking at our political,

social, and economic past. Required for high school graduation.

➤ **WORLD HISTORY**

Credit: 1.0

Grade: 10

Description: The purpose of World History is to provide students with the opportunity to acquire an understanding of the chronological development of civilization by examining the political, economic, social, religious, military, dynastic, scientific and cultural events that affected humanity. Required for high school graduation.

➤ **WORLD HISTORY HONORS**

Credit: 1.0

Grade: 10

Description: The purpose of World History Honors is to provide students with the opportunity to acquire a comprehensive understanding of the past in terms of what has been interpreted about change or process as it relates to the development of humanity. This is done by analyzing the political, economic, social, religious, military, dynastic, scientific, and cultural events that have shaped and molded humanity. Implicit in this is an understanding of interpretation, and the issues of external and internal validity.

Required for high school graduation.



SOCIAL STUDIES



➤ ECONOMICS

Credit: 0.5

Grade: 12

Description: The purpose of this course is to provide students with the opportunity to acquire an understanding of the way in which society organizes its limited resources to satisfy unlimited wants. The student will be introduced to the major characteristics of the mixed market economic system in the United States and how the basic economic questions are answered.

Required for high school graduation.

➤ ECONOMICS HONORS

Credit: 0.5

Grade: 12

Description: The major emphasis is to supply the student with the tools to examine and analyze the implication of market solutions and public decisions related to economic problems.

Required for high school graduation.

➤ AFRICAN AMERICAN HISTORY

Credit: 0.5

Grades: 9-12

Description: This class is an overview of African Americans from their time in Africa to their contributions of today. It will include significant events which have affected their formation in the United States along with African heritage, the problems and potentials facing Black Americans in this nation, and the achievements of major Black Americans. Issues still facing African- Americans will be discussed with some emphasis on current events as they happen in real time today.

LAW STUDIES:

Credit: 0.5

Grades: 9-12

Description: This course consists of the following

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,

content area strands: American History, World adult and juvenile courts, family and consumer law, causes and consequences of crime, individual rights and responsibilities, and career opportunities in the legal system.

➤ AICE GLOBAL Perspectives & Research

Credit: 1.0

Grades: 11-12

Description: The purpose of this course is to Cambridge International AS & A Level Global Perspectives and Research 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'. Collaborative skills are enhanced through participation in a team project. The skills gained through study of this course help students to meet the demands of Twenty-First century learning, preparing the transition to higher education and the world of work.

➤ PHILOSOPHY HONORS

Credit: 1.0

Grades: 10-12

Prerequisite: Teacher recommendation

Description: This class is about self-reflection and self-exploration. Learn about reality, life, the existence of God, ethics, what it means to be able to “think”, political ideology and more. Explore the ideas of the ancient thinkers and some of the most radical thinkers as well. This class will challenge your perspective, if you love to express your opinion

*you can do so in an open forum. Films will also
be used to challenge your way of thought and*

SOCIAL STUDIES

expression.

➤ **PSYCHOLOGY I**

Credit: 0.5

Grades: 11-12

Description: Psychology is the study of human behavior and the human mind. This class examines the basic framework of psychology and the cognitive characteristics of individual behavior. Topics include the history of psychological thought and research, lifespan development, psychological testing, theories of personality, psychological disorders, and treatment. Students will gain an understanding of the mental processes that underlie human thought and behavior. This class is an ideal introduction for students that want to explore psychology as a potential field of future study.

Court Procedures:

Credit:0.5

Grades: 9-12

Description: 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.

➤ **PSYCHOLOGY II**

Credit: 0.5

Grades: 11-12

Description: Psychology is the study of human

behavior and the human mind. Building upon the foundation of Psychology I, this class examines the biological processes that underlie cognitive functions and behaviors, as well as characteristics of social behavior. Topics include sensation and perception, altered states of consciousness, learning and memory, motivation and emotion, and social interaction. Students will gain an understanding of the physical processes that drive thought and behavior, as well as exploring aspects of human interaction.

➤ **WOMEN'S STUDIES**

Credit: 0.5

Grades: 10-12

Description: The purpose of this course is to enable students to develop a basic understanding of women throughout history, of individual women who have shaped history and the world today, and of contemporary issues that impact the lives of women today. This is a broad overview of women and their struggles and contributions to society. Economics, Sociology and Psychology

➤ **WORLD CULTURAL GEOGRAPHY**

Credit:1.0

Grades: 9-10

Description: The purpose of this course encourages students to explore both the physical and cultural aspects of geographical features, human relationships, political and sociological disciplines. Early emphasis is placed on the development of and appreciation of geographic knowledge including meteorology, geomorphology and cartography.

WORLD LANGUAGES

WORLD LANGUAGES

❖ **ADVANCED PLACEMENT**

➤ **AP SPANISH LANGUAGE**

Credit: 1.0

Grades: 11-12

Prerequisite: Spanish 3; Teacher recommendation

Description: This course is intended for students who wish to develop proficiency and integrate their language skills, using authentic materials and sources. Students who enroll should already have a basic knowledge of the language and cultures of Spanish-speaking peoples and should have attained a reasonable proficiency in using the language. Although qualifications may be attained in a variety of ways, it is assumed that most students will be in the final stages of their secondary school training and will have appropriate course work in the language.

course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Reading and writing will receive more emphasis, while oral communication remains the primary objective. This course continues the cultural survey of Spanish-speaking people.

➤ **SPANISH III HONORS**

Credit: 1.0

Grades: 10-12

Prerequisite: Spanish II; Teacher recommendation

Description: The content includes expansions of vocabulary and conversational skills through discussions based on selected readings.

➤ **SPANISH I**

Credit: 1.0

Grades: 9-12

Description: This course introduces students to the Spanish language and its culture and develops communication skills and cross-cultural understanding. This content includes beginning skills and listening and speaking; an introduction to reading and writing; and the fundamentals of grammar and culture. Because of the content of this course, it is not available to native speakers of the Spanish Language.

➤ **SPANISH II**

Credit: 1.0

Grades: 9-12

Prerequisite: Spanish I

Description: This course reinforces the fundamental skills acquired by the student. The

WORLD LANGUAGES

➤ FRENCH I

Credit: 1.0

Grades: 9-12

Prerequisite: French III; Teacher recommendation

Description: Student-led study of upper-level French.

This advanced study of grammar, vocabulary,

Description: The purpose of this course is to introduce students to the target language and its culture, and to develop communicative skills and cross-cultural understanding. The content should include but is not limited to beginning skills in listening and speaking. An introduction to reading and writing should also be included as well as the fundamentals of grammar and culture. Because the content of this course, it is not available to native speakers of the French Language.

Grades: 10-12

➤ FRENCH II

Credit: 1.0

Grades: 9-12

Prerequisite: French 1

Description: The purpose of this course is to reinforce the fundamental skills previously acquired by the students. This course develops increased listening, speaking, reading, and writing skills, as well as cultural awareness. The content should include but is not limited to an expansion of the listening and oral skills previously acquired. Reading and writing should receive more emphasis, while oral communication remains the primary objective. This course should continue the cultural survey of French-speaking people.

➤ FRENCH III HONORS

Credit: 1.0

Grades: 10-12

Prerequisite: French II; Teacher recommendation

Description: The content includes expansions of vocabulary and conversational skills through discussions based on selected reading.

Contemporary vocabulary should stress activities that are important to everyday life of French-speaking people.

➤ FRENCH IV HONORS

Credit: 1.0

reading, conversation, and culture will lead to deeper understanding of the French language. Students will expand their reading, writing, listening, and speaking skills as well as gain new insight into Francophone culture and norms.

AICE FRENCH:

Prerequisite: French II; Teacher recommendation

Description: Student-led study of upper-level French. This advanced study of grammar, vocabulary, reading, conversation, and culture will lead to deeper understanding of the French language. Students will expand their reading, writing, listening, and speaking skills as well as gain new insight into Francophone culture and norms and will take an AICE exam at the end of the year. This course will count toward the AICE diploma.



PHYSICAL EDUCATION



➤ **HOPE**

Credit: 1.0

Grade: 9

Description: The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health & fitness.

Required for graduation.

➤ **BEGINNING WEIGHT TRAINING**

Credit: 0.5

Grades: 9-12

Description: This course provides opportunities to acquire basic knowledge and skills in weight training that may be used in physical fitness pursuits today as well as later in life, improve muscular strength and endurance, and enhance body image and training.

➤ **INTERMEDIATE WEIGHT TRAINING**

Credit: 0.5

Grades: 10-12

Prerequisite: Beginning Weight Training

Description: This course provides opportunities to extend the acquisition of knowledge and skills in weight training that may be used in physical fitness pursuits today as well as in later life, further improve strength and endurance and further enhance body image.

➤ **ADVANCED WEIGHT TRAINING**

Credit: 0.5

Grades: 10-12

Prerequisite: Intermediate Weight Training

Description: This course provides opportunities to further extend the acquisition of knowledge and the development of skill in weight training that may be used in physical fitness pursuits today as well as in later life, further improve muscular strength and endurance, and further enhance the body image. Emphasis is placed on the implementation of the

organization and administration of weightlifting activities and realization of personal weight training programs and realization of personal goals.

➤ **BASKETBALL**

Credit: 0.5

Grades: 9-12

Description: This course will provide students with opportunities to acquire knowledge of strategies of team play and development of basic skills, personal fitness, and good sportsmanship.

➤ **BASKETBALL 2**

Credit: 0.5

Grades: 9-12

Description: The purpose of this course is to 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 students' understanding. Advanced skills and drills which directly affect student's physical and cognitive abilities will be covered. Students will participate in advanced individual and team techniques in relationship to basketball strategy. Participation in course activities will continue to enhance healthy behaviors that influence students to participate in physical activities throughout their life.

➤ **TEAM SPORTS 1**

Credit: 0.5

Grade: 9

Description: This course provides opportunities to acquire knowledge of strategies of team sports play, develop skill in selected team sports, and to maintain and/ or improve personal fitness. This sport may include basketball, flag football, soccer, softball, and volleyball. This course also includes the knowledge and application of skills, techniques, strategies, rules, and safety practices necessary to participate in selected team sports.

➤ **TEAM SPORTS II**

Credit: 0.5

Grades: 9-12

Prerequisite: Team Sports I

Description: This course provides students with opportunities to acquire knowledge of strategies of team play, to develop skills in selected team

sports, and to maintain and/or improve their personal fitness. This sport may include flag rugby, lacrosse, track & field, gatorball and ultimate frisbee.

➤ **SOCCER**

Credit: 0.5

Grades: 9-12

Description: This course will teach skills associated with receiving, passing, and shooting. Both offensive and defensive strategies will be taught along with an opportunity to participate in game competition.

➤ **VOLLEYBALL**

Credit: 0.5

Grades: 9-12

Description: This course will teach skills associated with setting, spiking, the forearm pass, overarm serve, and blocking. Both offensive and defensive strategies will be taught along with an opportunity to participate in game competition.

➤ **VOLLEYBALL 2**

Credit: 0.5

Grades: 9-12

Description: This course will further develop the skills taught in Volleyball 1 including the following: skills associated with setting, spiking, the forearm pass, overarm serve, and blocking. Both offensive and defensive strategies will be taught along with an opportunity to participate in game competition.

➤ **DRIVER EDUCATION**

Credit: 0.5

Grades: 9-12

Prerequisite: Must be at least 15 years old, have parent permission, and corrected vision of at least 20/40.

Description: The purpose of "Driver Education/Traffic Safety-Classroom and Lab" is to introduce students to the transportation system and to strategies, which will develop driving knowledge and tomorrow's motorized society and to provide an in-depth study of the scope and nature of accident problems and their solutions. Laboratory activities shall be offered concurrently with classroom instruction and may

include, but not be limited to, use of electronic simulation equipment, off street multiple cars driving range, and on street driving practice in a dual controlled car under the direction of an instructor.

There is a lab fee of \$40.00.

This fee covers the rental of the driving education vehicles.

License fee of \$48.00

❖ **AIR FORCE JROTC**

- **Program Description:** Each JROTC course has an Aerospace Science and a Leadership Education component. Aerospace Science deals with aviation history, cultural studies, and exploration of space. The Leadership Education component emphasizes character development and covers a wide range of topics to include communication skills, life skills, and conflict resolution. This component seeks to instill self-discipline. JROTC courses also have a fitness/wellness component which accounts for 20 percent of the final grade.

Two years of Air Force JROTC satisfies the HOPE/PE requirement. Each JROTC unit accepts transfer credit from other JROTC programs. Two years of Navy JROTC counts the same as two years of Air Force JROTC. Wearing of the cadet uniform on assigned uniform days is **mandatory**.

This is an Air Force JROTC requirement.

- **AIR FORCE JROTC 1 - A Journey into Aviation History**

Credit: 1.0

Grades: 9-12

Prerequisite: 1st year cadet

Description: This is an aviation history course focusing on the development of flight throughout the centuries. It starts with ancient civilizations, then progresses through time to modern day. The emphasis is on civilian and military contributions to aviation; the development, modernization, and transformation of the Air Force; and a brief astronomical and space exploration history. It is interspersed with concise overviews of the principles of flight to include basic aeronautics, aircraft motion and control, flight power, and rockets.

- **AIR FORCE JROTC 2 - Global and Cultural Studies**

Credit: 1.0

Grades: 10-12

Prerequisite: Air Force JROTC 1 and Senior Instructor Approval

Description: A multidisciplinary social studies type course designed to acquaint students with six regions of the world (Latin America, Africa, East Asia, South Asia, Middle East and Europe)

- **AIR FORCE JROTC - Exploration of Space**

Credit: 1.0

Grades: 10-12

Prerequisite: Air Force JROTC 1 and Senior Instructor Approval

Description: This course guides you through a new world of satellites, orbits, space environments and travel to other planets. The course also introduces Space Exploration underway by commercial organization.



➤ **LEADERSHIP EDUCATION 400 - Principles of Management**

Credit: 1.0

Grade: 12

Prerequisite: 4th year cadet - Requires Senior Instructor Approval

Description: Senior cadets focus on developing and solidifying leadership skills as they plan and organize activities of the Cadet Corp. There are four building blocks of leadership considered in this course from the military and civilian perspective. Attention to these four areas will form a strong foundation for a capability to lead others - something that can be very valuable to you for the rest of your life. The four areas are Management techniques, Management Decisions, Management Functions, and Managing Self and Others

❖ **Business Technology Department**

➤ **CUSTOMER SERVICE I, II, & III**

Credit: 1.0

Grades: 10-12

Description: The purpose of this program is to prepare students for employment in customer service occupations. Students will divide their time between in-class coursework and on-the-job training in the school's offices. Microsoft Office Industry Certification is part of the curriculum.



❖ **AICE**

➤ **AICE Tourism & Hospitality**

Credit: 1.0

Grades: 10-12

Description: This syllabus 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. At A Level, learners also study simple programming for the web relevant to their own use of IT.

➤ **CULINARY ARTS 1**

Credit: 1.0

Grades: 9-10

Requirements: EL

Description: Culinary Arts 1 is the first course of four in the Culinary Arts Program of Study. This course covers the history of the food service/ hospitality industry and careers in this industry. Students will learn safety and sanitation procedures, use and care of commercial culinary tools and equipment, basic food science, nutrition, reading and following recipes and state mandated guidelines for the food service industry. Leadership, teamwork, and employability skills are imbedded in the coursework.

➤ **CULINARY ARTS 2**

Credit: 1.0

Grades: 10-11

Prerequisite: Culinary Arts I

Requirements: PF

Description: Culinary Arts 2 is taken after successful completion of the Culinary Arts 1 course. In this course students will learn 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.

This course meets the requirements for the high school performing arts/fine arts credit.

➤ **CULINARY ARTS 3**

Credit: 1.0

Grades: 10-11

Prerequisite: Culinary Arts 1 **and** Culinary Arts 2

Requirements: PF

Description: In Culinary Arts 3, students will research career opportunities in professional cooking/baking; follow guidelines on food selection, purchasing, and storage; and use communication skills. Students will be knowledgeable about food safety manager training/certification training programs that are accepted in Florida.

This course meets the requirements for the

high school performing arts/fine arts credit.

➤ **CULINARY ARTS 4**

Credit: 1.0

Grades: 11-12

Prerequisite: Culinary Arts 1, 2 **and** 3

Requirements: EL, Honors

Description: In Culinary Arts 4, students will prepare various meals and food products including those for individuals with various nutritional needs and /or dietary restrictions. The relationship between nutrition and wellness will be examined. Cost control techniques and profitability will be covered as well as analysis of food establishment menus. Students will also demonstrate basic financial literacy skills.



➤ **BARBERING 1**

Credit: 1.0

Grades: 9-12

Description: Barbering I - Is a prerequisite to all Barbering courses. Safety, sanitation, and Florida law are emphasized in this portion of the program. Most of the work in this course is done in the classroom.

(Lab fee \$65.00)

➤ **BARBERING 2-7**

Credit: 1.0

Grades: 10-12

Description: Each course builds on prior knowledge. Upon completion of Barbering 1-4 students that have completed the Florida State requirements are eligible to take the exam to receive a restricted Barbering license.

(Lab fee \$65.00)

➤ **GROOMING AND SALON**

Credit: 0.5

Grades: 9-11

Description: This introduction is provided to give the student the core competencies that are essential to all cosmetology occupations. Safety, sanitation, and Florida law are emphasized in this portion of the program. Most of the work in this unit is done in the classroom.

➤ **COSMETOLOGY NAILS 2**

Credit: 0.5

Grades: 9-11

Prerequisite: Grooming and Salon

Description: The structure of nails is covered in this unit. Students are required to purchase supplies needed to have hands on training in Artificial Nail Application. Students will give and receive manicures, pedicures, and artificial nails.

ON THE JOB TRAINING (OJT)

Credit: 1.0

Grades: 11-12

Description: This course is for students who have

an after-school job and transportation. Students will leave campus during school hours to attend work. All graduation requirements must be met for students to choose this class.

➤ **COSMETOLOGY 3**

Credit: 0.5

Grades: 10-11

Prerequisite: Grooming and Salon; Cosmetology 2

Description: This part of the course provides the student with hands-on learning in the salon. Students are required to purchase a mannequin, uniform, and shears for this portion of the training. Haircutting, styling, scalp treatments and thermal styling are covered in this unit.

➤ **COSMETOLOGY 4**

Credit: 1.0

Grades: 10-12

Prerequisite: Grooming and Salon; Cosmetology 2 & 3.

Description: This course covers hair cutting and styling. The mannequin that was purchased by the student is used to train the students to cut and style hair.

(Lab fee \$80.00)

➤ **COSMETOLOGY 5-8**

Credit: 1.0

Grades: 10-12

Prerequisite: Grooming and Salon Services, Cosmetology 2, 3, and 4.

Description: Each unit should be taken in numerical sequence. The course work follows State Board requirements for each student to successfully complete their Cosmetology training and take their State Exam.

➤ **COSMETOLOGY 9**

Credit: 0.5

Grades: 10-12

Prerequisite: Grooming and Salon Services, Cosmetology 2, 3, and 4.

Description: Each unit should be taken in numerical sequence. The course work follows State Board requirements for each student to successfully complete their Cosmetology training and take their State Exam.

➤ **FACIAL SPECIALTIES 3**

Credit: 1.0

Grades: 10-12

Prerequisite: Stage Makeup

Description: The course follows all the state requirements for the students to obtain a skin care specialty license through the State Board of Cosmetology. Skin care products and employability skills are involved in this course. will prepare and present a variety of advanced food products; create centerpieces; research laws specific to the hospitality industry; 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 accepted in Florida.

This course meets the requirements for the high school performing arts/fine arts credit.

➤ **NAIL SPECIALTY 3**

Credit: 1.0

Grades: 10-12

Prerequisite: Grooming and Salon Services Core 1 and Nails Specialty 2

Description: This course requires the completion of Grooming and Salon and Nail Specialty courses. Students will need to purchase some supplies to complete this training. Following State Board requirements, students are trained to do manicures, pedicures, and all types of artificial nails. Upon completion of the State requirements, the student is eligible to receive their Florida State specialty license in nail services.

❖ FINE ARTS

➤ ART IN WORLD CULTURES

Credit: 0.5

Grades: 9-12

Description: 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.

➤ BASIC CERAMICS

Credit: 0.5

Grades: 9-12

Description: 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.

➤ CREATIVE PHOTOGRAPHY I

Credit: 1.0

Grades: 9-10

Prerequisite: Teacher Approval

Description: The purpose of this course is to give students a basic understanding of photographic imagery. The content includes the study of black and white photography. Students will study the history of photography, cameras, and darkroom processing. Such aspects of photography may be included as the light meter, developing film, printing photographs through direct contact or use of an enlarger, the pinhole camera, and black and white slides.

Photography as an art form and photographic composition will be stressed. Image exploration will include shadows, reflections, patterns (line, shape, repetition), texture, movement, and viewpoint.

➤ CREATING TWO-DIMENSIONAL ART

Credit: 0.5

Grades: 9-12

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

➤ CREATING THREE-DIMENSIONAL ART

Credit: 0.5

Grades: 9-12

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

❖ Instrumental

➤ **BAND I**

Credit: 1.0

Grades: 9-12

Description: The purpose of this course is to provide students with opportunities to develop musicianship skills in band and instrumental ensembles. The content includes enabling students to develop fundamental skills in characteristic tone production, band performance techniques, musical literacy, and music appreciation.

➤ **BAND II**

Credit: 1.0

Grades: 9-12

Prerequisite: Band I

Description: The purpose of this course is to extend musicianship skills in band instrumental ensembles. The content includes extending skill development in characteristic tone production, band performance techniques, musical literacy, and music appreciation.

➤ **BAND III**

Credit: 1.0

Grades: 9-12

Prerequisite: Band II

Description: The purpose of this course is to provide students with instruction in the development of musicianship and technical skills through study of varied band literature. The content includes interpreting medium level band music, establishing appropriate tone production and performance techniques; identifying simple musical forms and varied style periods; formulating aesthetic awareness.

➤ **BAND IV**

Credit: 1.0

Grades: 9-12

Prerequisite: Band III

Description: The purpose of this course is to

provide students with instruction in the application of musicianship and technical skills through the study of varied band literature. The content includes interpreting medium level band music; refining tone production and performance techniques, understanding of musical form, style and aesthetic perceptions

➤ **PIANO/ORGAN I (KEYBOARD I)**

Credit: 1.0

Grades: 10-12

Description: The purpose of this course is to provide students with introductory experiences on the keyboard in performance skills and interpretation of simple notation. The content includes the development of music fundamentals, keyboard performance techniques and interpretation of musical notation.

➤ **GUITAR I**

Credit: 1.0

Grades: 9-12

Description: The purpose of this course is to provide students with introductory experiences on the guitar in performance skills and interpretation of simple notation. The content includes a thorough introduction to music fundamentals, guitar performance techniques and interpretation of musical notation including chord symbols.

➤ **MUSIC OF THE WORLD**

Credit: 1.0

Grades: 9-12

Description: To allow students to build the behind-the-scenes business and technical skills to succeed in the music/entertainment industry. Students will understand sales trends, major labels, digital downloads, production and distribution, consumerism (convenience and simplicity), MP3 compression, music staying power, anticipation and pre-hype excitement, entertainment that is exciting emotional and timeless, merchandising, licensing, advertising-supported entertainment, quality products, music managers, shareware distribution, competitive market.

❖ DANCE

➤ DANCE TECHNIQUES I & II

Credit: 1.0

Grades: 9-12

Description: The purpose of this course is to provide students with opportunities to acquire knowledge and skill in two or more styles of dance.

The content includes in-depth knowledge and application of techniques of two or more dance styles (ballet, jazz, modern, theater, or tap),

➤ THEATRE

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

Corequisite: Acting II

Description: The purpose of this course is to introduce students to the study and practice of acting. The content includes techniques of acting, terminology, movement, vocal production, and characterization. Each area is explored through exercises and improvisation as well as scripted monologues and scenes.

❖ AICE

➤ AICE DRAMA

Credit: 1.0

Grades: 9-12

Description: Cambridge International AS & 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. Cambridge International AS & A Level Drama provides a foundation for the further study of drama or related courses in higher education.

➤ AICE MEDIA STUDIES

knowledge of dance terminology, and knowledge of basic choreography of movement sequences. Acquisition of technique should be stressed.

❖ Performing arts

Credit: 1.0

Grades: 9-12

Description: Cambridge International AS & A Level Digital Media & Design is a new addition to the Cambridge International creative subject suite. This syllabus is for learners who want to explore a range of processes and techniques in digital media. The subject content is grouped into three broad areas of study: digital photography, moving image through film and animation, and mobile and multimedia applications including games design. You can structure a course around a single area of study or create a course that includes a combination of two or three areas of study.

Cambridge International AS & A Level Digital Media & Design helps learners develop the knowledge and skills that will prepare them for further study and to work in a collaborative industry. They will develop an awareness of the world of digital media and design and the factors and contexts that influence it. Learners will: develop creative processes and the ability to critically evaluate their work to continually review and refine ideas; learn how to combine innovative approaches and techniques to solve problems creatively; expand their knowledge of digital media by exploring different designers, processes and concepts.



➤ **JOURNALISM 1**

Credit: 1.0

Grades: 9-12

Description: Introduction to the basic principles of various communications forms, the dominant communication theories, and communication industries. Introduction to laws and regulations that govern journalists, media content and industries. Introduction to newswriting techniques, with emphasis on learning news values, recognizing parts of a story and writing stories. Students who advance in the course will have the opportunity to publish work in print and online.

➤ **JOURNALISM II, III, IV (NEWSPAPER)**

Credit: 1.0

Grades: 9-12

Description: The course provides a continuation of Journalism 1 studies as well as the task of daily production on the student publication(s).

Preparation for careers in news gathering and storytelling for news. This course emphasizes the clear writing of accurate, clear and meaningful news stories for print and digital formats; codes of ethical and responsible journalistic behavior; audio recording, production and storytelling techniques; and social media information gathering and sourcing. Students will learn to develop story ideas. This course requires coverage of breaking news and other events outside of class. Also

requires participation in meaningful staff development related field trips.

➤ **JOURNALISM VI, VII (ADVANCE NEWSPAPER)**

Credit: 1.0

Grades: 9-12

Description: An introduction to multimedia journalistic storytelling. The course is a reporting and production course in which students gather information using journalism practices, such as in-person interviews, conduct research and learn to use various technologies to produce video journalism stories for online distribution. Requires daily production on the student publication(s). This course requires coverage of breaking news and other events outside of class. Also requires participation in meaningful staff development related field trips.

➤ **JOURNALISM II, III (YEARBOOK)**

Credit: 1.0

Grades: 9-12

Description: Students gain skills in page design, advanced publishing techniques, copy writing, editing and photography while producing a creative, innovative yearbook which records school memories and events. There is an emphasis on journalism skills. Students gain useful, real-world skills in time management, marketing, teamwork and design principles. Also requires participation in meaningful staff development related field trips.



Magnet Program Course Descriptions

The courses on the following pages are designed for students that have auditioned for and have been accepted to the Blake Performing Arts, Communication Arts and Visual Arts program.

All students in the magnet program must have teacher approval for all courses in their major area of concentration.

**Courses designated with an asterisk (*) can be taken by ALL
students (traditional and magnet)**

MC - Course Required for Master Certification Area



❖ MUSIC

➤ **AP MUSIC THEORY (MC)**

Credit: 1.0

Grades: 11-12

Prerequisite: Music Theory I & II; Teacher Approval

Description: This course is designed to develop the student's ability to recognize, understand, and describe the basic materials and processes of music that are heard or presented in a score. Students who successfully complete this course will be eligible to participate in the College Board AP Test for Music Theory. Students enrolled in AP Theory will also be enrolled in the Music Research course in Composition/ Arranging and Conducting.

➤ ***BAND I**

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

Description: The purpose of this course is to provide students with opportunities to develop musicianship skills in band and instrumental ensembles. The content includes enabling students to develop fundamental skills in characteristic tone production, band performance techniques, musical literacy, and music appreciation.

➤ ***BAND II**

Credit: 1.0

Grades: 9-12

Prerequisite: Band I; Teacher Approval

Description: The purpose of this course is to extend musicianship skills in band instrumental ensembles. The content includes extending skill development in characteristic tone production, band performance techniques, musical literacy, and music appreciation.

➤ ***BAND III**

Credit: 1.0

Grades: 9-12

Prerequisite: Band II; Teacher Approval

Description: The purpose of this course is to provide students with instruction in the development of musicianship and technical skills through the study of varied band literature. The content includes interpreting medium level band music; establishing appropriate tone production and performance techniques; identifying simple musical form and varied style periods; formulating aesthetic awareness.

➤ ***BAND IV**

Credit: 1.0

Grades: 9-12

Prerequisite: Band III; Teacher Approval

Description: The purpose of this course is to provide students with instruction in the application of musicianship and technical skills through the study of varied band literature. The content includes interpreting medium level band music; refining tone production and performance techniques, understanding of musical form, style and aesthetic perceptions.

➤ **BAND V (Honors) [Junior Level]**

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

Description: In addition to Band III requirements, it is required that student plan with instructor requirements they intend to complete. Two required activities and four activities from a selective curriculum. Student is required to complete activities from a required list and from a selective curriculum student will plan with instructor requirements they intend to complete.

➤ **BAND VI (Honors) [Senior Level]**

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

Description: In addition to the standard Band IV expectations, activities from a required list and from a selective curriculum will be completed by the student. These objectives will be planned with the instructor.

➤ **CHORUS I**

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

Description: The purpose of this course is to provide students with experience in basic vocal production techniques and part-singing. The content includes enabling students to develop fundamental skills in vocal tone production, choral performance techniques, musical literacy and music appreciation.

➤ **CHORUS II**

Credit: 1.0

Grades: 9-12

Prerequisite: Chorus I; Teacher Approval

Description: The purpose of this course is to extend experiences in basic vocal production techniques and part-singing. The content includes extending development of basic musicianship skills including choral performance techniques, vocal tone production, musical literacy and music listening.

➤ **CHORUS III**

Credit: 1.0

Grade: 10-12

Prerequisite: Chorus II; Teacher Approval

Description: The purpose of this course is to provide students with instruction in the development of basic vocal musicianship and technical skills through the study of varied choral literature. The content includes interpretation of notation; establishment of appropriate tone production and performance techniques; holistic presentation of simple musical form, varied style periods, and aesthetic values.

➤ **CHORUS IV**

Credit: 1.0

Grades: 10-12

Prerequisite: Chorus III; Teacher Approval

Description: The purpose of this course is to provide students with instruction in the application of vocal musicianship and technical skills through the study of varied choral literature. The content includes independent interpretation of easy-medium easy (E-ME) level choral music; refinement of tone production and performance techniques; analysis of musical form, varied style periods, aesthetic perceptions.

➤ **CHORUS V (Honors) [Junior Level]**

Credit: 1.0

Grades: 11

Prerequisite: Teacher Approval

Description: In addition to the standard Chorus III expectations, the student is required to complete activities from a required list and from a selective curriculum student will plan with instructor requirements they intend to complete.

➤ **CHORUS VI (Honors) [Senior Level]**

Credit: 1.0

Grades: 12

Prerequisite: Teacher Approval

Description: In addition to the standard Chorus IV expectations, the student is required to complete activities from a required list and from a selective curriculum student will plan with instructor requirements they intend to complete.



➤ **VOCAL ENSEMBLE I, II AND III
(MIXED CHORUS)**

Credit 1.0

Grades: 9-12

Prerequisite: Teacher Approval

Description: Students continue to build musicianship and performance skills through the study, rehearsal, and performance of increasingly challenging, high- quality vocal ensemble literature. Student musicians strengthen their techniques, ensemble skills, music literacy, and analytical skills as they study relevant history, cultures, and music genres. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

➤ **VOCAL ENSEMBLE IV (HONORS)**

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

Description: Students with extensive vocal ensemble experience refine their critical listening, music literacy, and ensemble skills through the study, rehearsal, and performance of high-quality, advanced literature. Students use reflection and problem-solving skills with increasing independence to improve their performance and musical expressivity. 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.

****Honors and Advanced Level Course Note:**

Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multifaceted, students are challenged to think and collaborate critically on the content they are learning.

➤ ***GUITAR I**

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

Description: The purpose of this course is to provide students with introductory experiences on the guitar in performance skills and interpretation of simple notation. The content includes a thorough introduction to music fundamentals, guitar performance techniques and interpretation of musical notation including chord symbols.

➤ **GUITAR II**

Credit: 1.0

Grades: 9-12

Prerequisite: Guitar I; Teacher Approval

Description: The purpose of this course is to provide students with instruction in guitar using varied performance techniques. The content includes the development of music fundamentals, guitar performance techniques and interpretation of musical notation including chord symbols.

➤ **GUITAR III HONORS [Junior Level]**

Credit: 1.0

Grades: 9-12

Prerequisite: Guitar II; Teacher Approval

Description: In addition to Guitar III requirements, it is required that student plan with instructor requirements they intend to complete. Two required activities and four activities from a selective curriculum. A student is required to complete activities from a required list and from a selective curriculum student will plan with instructor requirements they intend to complete.

➤ **GUITAR IV HONORS [Senior Level]**

Credit: 1.0

Grades: 9-12

Prerequisite: Guitar III; Teacher Approval

Description: In addition to Guitar IV requirements, it is required that students plan with instructor requirements they intend to complete. Two required activities and four activities from a selective curriculum. Student are required to complete activities from a required list and from a selective curriculum student will plan with instructor requirements they intend to complete.

➤ **HARP I (INSTRUMENTAL ENSEMBLE I)**

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

Description: This course will provide students with introductory experience on the harp in performance skills and interpretation of simple notation. Content includes thorough introduction to music fundamentals, harp performance techniques, and interpretation of musical notation.

➤ **HARP II (INSTRUMENTAL ENSEMBLE II)**

Credit: 1.0

Grades: 10-12

Prerequisite: Harp I; Teacher Approval

Description: This course will provide students with instruction in harp using varied performance techniques. Content includes harp performance techniques and interpretation of musical notation.

➤ **HARP III (INSTRUMENTAL ENSEMBLE III)**

Credit: 1.0

Grades: 10-12

Prerequisite: Harp II; Teacher Approval

Description: The purpose of this course is to develop independence in musicianship, performance techniques and aesthetic awareness through the rehearsal and performance of varied harp literature. The content includes interpreting difficult music; developing independent musicianship, tone production and performance techniques; analyzing form, style and history in the performance preparation of varied harp literature; formulating critical listening skills and aesthetic values.

➤ **HARP III HONORS (KEYBOARD III HONORS)**

[Junior Level]

Credit: 1.0

Grades: 11-12

Prerequisite: Harp II; Teacher Approval

Description: In addition to Harp III requirements, it is required that students plan with instructor requirements they intend to complete. Two required activities and four activities from a selective curriculum. Students are required to complete activities from a required list and from a selective curriculum student will plan with instructor requirements they intend to complete.

➤ **HARP IV HONORS (KEYBOARD IV HONORS)**

[Junior Level]

Credit: 1.0

Grades: 9-12

Prerequisite: Harp III

Description: In addition to Harp IV requirements, It is required that student plan with instructor requirements they intend to complete. Two required activities and four activities from a selective curriculum. Student is required to complete activities from a required list and from a selective curriculum student will plan with instructor requirements they intend to complete



➤ **INSTRUMENTAL TECHNIQUES 1
(HARP OR ORCHESTRA)**

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

Description: Students in this entry-level class focus on the development of musical and technical skills on a specific instrument through etudes, scales, and selected music literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

➤ **INSTRUMENTAL TECHNIQUES 2
(HARP OR ORCHESTRA)**

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

Description: Students in this novice-level class continue to develop musical and technical skills on a specific instrument through developmentally appropriate solo literature, etudes, scales, and exercises. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills necessary to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.



➤ **INSTRUMENTAL TECHNIQUES 3
(HARP OR ORCHESTRA)**

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

Description: Students in this intermediate-level class develop their musical and technical skills further on a specific instrument, and expand their technical and performance skills, enhanced by historical and cultural background knowledge of the music. Students explore more demanding solo literature, etudes, and technical exercises with increasing independence. 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.

➤ **ORCHESTRA I**

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

Description: The purpose of this course is to develop musicianship skills in music ensembles on orchestral instruments. The content includes enabling students to develop fundamental skills in characteristic tone production, orchestral performing techniques, musical literacy, and music appreciation.

➤ **ORCHESTRA II**

Credit: 1.0

Grades: 9-12

Prerequisite: Orchestra I; Teacher Approval

Description: The purpose of this course is to extend musicianship and ensemble experiences with orchestra instruments. The content includes extending skill development in characteristic tone production, orchestral performance techniques, musical literacy, and music appreciation.

➤ **ORCHESTRA III**

Credit: 1.0

Grades: 10-12

Prerequisite: Orchestra II; Teacher Approval

Description: The purpose of this course is to provide students with instruction in the development of technical skills through the study of varied orchestral literature. The content includes interpreting medium level orchestral music; establishing appropriate tone production and performance techniques; identifying simple musical forms and varied style periods; formulating aesthetic awareness.

➤ **ORCHESTRA IV**

Credit: 1.0

Grades: 10-12

Prerequisite: Orchestra III; Teacher Approval

Description: The purpose of this course is to provide students with instruction in the application of musicianship and technical skills through the study of varied orchestral literature. The content includes independent interpretation of medium level orchestral music; refinement of tone production and performance techniques; musical form, style periods, and aesthetic perceptions.

➤ **ORCHESTRA V (Honors)**

Credit: 1.0

Grades: 11

Prerequisite: Orchestra III; Teacher Approval

Description: In addition to the standard Orchestra V expectations, the student is required to complete activities from a required list and from a selective curriculum student will plan with instructor requirements they intend to complete.

➤ **ORCHESTRA VI (Honors)**

Credit: 1.0

Grades: 12

Prerequisite: Orchestra IV; Teacher Approval

Description: In addition to the standard Orchestra VI expectations, the student is required to complete activities from a required list and from a selective curriculum student will plan with instructor requirements they intend to complete.

➤ **INSTRUMENTAL TECHNIQUES 1 (PIANO)**

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

Description: Students in this entry-level class focus on the development of musical and

etudes, scales, and select- ed music literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

➤ **INSTRUMENTAL TECHNIQUES 2 (PIANO)**

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

Description: Students in this novice-level class continue to develop musical and technical skills on a specific instrument through developmentally appropriate solo literature, etudes, scales, and exercises. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills necessary to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals.

➤ **INSTRUMENTAL TECHNIQUES 3 (PIANO)**

technical skills on a specific instrument through

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

Description: *Students in this intermediate-level class develop their musical and technical skills further on a specific instrument, and expand their technical and performance skills, enhanced by historical and cultural background knowledge of the music. Students explore more demanding solo literature, etudes, and technical exercises with increasing independence. 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.*

➤ ***PIANO/ORGAN I (KEYBOARD I)**

Credit: 1.0

Grades: 10-12

Prerequisite: Teacher Approval

Description: The purpose of this course is to provide students with introductory experiences on the keyboard in performance skills and interpretation of simple notation. The content includes the development of music fundamentals, keyboard performance techniques and interpretation of musical notation.

➤ ***PIANO/ORGAN II (KEYBOARD II)**

Credit: 1.0

Grades: 11-12

Prerequisite: Keyboard I; Teacher Approval

Description: The purpose of this course is to provide students with instruction in varied performance techniques on the keyboard. The content includes the development of music fundamentals, performance techniques and interpretation of musical notation.

➤ **PIANO/ORGAN III (KEYBOARD III)**

Credit: 1.0

Grades: 11-12

Prerequisite: Keyboard II; Teacher Approval

Description: The purpose of this course is to provide students with instruction in the development of musicianship and technical skills through the study of varied keyboard literature. The content includes instruction for students who are capable of independent interpretation of medium- difficult level keyboard music. It offers development of various stylistic performance techniques. Musical form, style and historical eras are taught through the study of varied keyboard literature presented holistically.

➤ **PIANO/ORGAN III HONORS (KEYBOARD III)**

Credit: 1.0

Grades: 11-12

Prerequisite: Keyboard II; Teacher Approval

Description: In addition to Piano III requirements, it is required that students plan with instructor requirements they intend to complete. Two required activities and four activities from a selective curriculum. Students are required to complete activities from a required list and from a

selective curriculum student will plan with instructor requirements they intend to complete.

➤ **PIANO/ORGAN IV (KEYBOARD IV)**

Credit: 1.0

Grades: 11-12

Prerequisite: Keyboard III; Teacher Approval

Description: The purpose of this course is to provide students with advanced instruction in individual keyboard performance. The content includes instruction in performing difficult solos and accompaniments of varied styles and historical eras. Emphasis is placed on individual style and performance. The content should include but not be limited to, interpreting difficult music; developing independent musicianship, tone production and performance techniques; analyzing form, style and history in the performance preparation of varied piano/organ literature; formulating critical listening skills and aesthetic values.

➤ **PIANO/ORGAN IV HONORS**

Credit: 1.0

Grades: 12

Prerequisite: Keyboard III; Teacher Approval

Description: In addition to Piano IV requirements, It is required that student plan with instructor requirements they intend to complete. Two required activities and four activities from a selective curriculum. Students are required to complete activities from a required list and from a selective curriculum student will plan with instructor requirements they intend to complete.

➤ ***JAZZ ENSEMBLE I**

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

Description: The purpose of this course is to provide students with an introduction to styles and idiomatic performance techniques of representative contemporary popular music and jazz literature. The content includes enabling students to interpret beginning levels of varying styles of jazz literature. Emphasis is placed on characteristic one production and idiomatic performance techniques.

➤ ***JAZZ ENSEMBLE II**

Credit: 1.0

Grades: 10-12

Prerequisite: Jazz Ensemble I; Teacher Approval

Description: The purpose of this course is to develop and extend an understanding of styles and idiomatic performance techniques of representative contemporary popular music and jazz literature. The content includes the rehearsal and performance of diverse popular and idiomatic jazz literature. Basic improvisation, tone production, and individual and ensemble performance techniques are also emphasized.

➤ ***JAZZ ENSEMBLE III**

Credit: 1.0

Grades: 11-12

Prerequisite: Jazz Ensemble II; Teacher Approval

Description: The purpose of this course is to develop ability to apply the knowledge of styles and techniques of varied contemporary popular and Jazz literature. The content includes the study and performance of varied medium level popular and jazz idiomatic literature. Improvisation, characteristic tone, individual and ensemble performance techniques, and an appreciation of the history of jazz in the United States are emphasized and applied.

➤ ***JAZZ ENSEMBLE IV**

Credit: 1.0

Grades: 12

Prerequisite: Jazz Ensemble III; Teacher Approval

Description: The purpose of this course is to develop independence in knowledge of styles and performance techniques of varied contemporary music and jazz literature. The content includes the study and performance of varied difficult diverse popular and idiomatic literature. Independence in improvisation, interpretation and performance is emphasized

➤ **JAZZ MUSIC THEORY**

Credit: 1.0

Grades: 10-12

Prerequisite: Music Theory I; Teacher Approval

Description: The purpose of this course is to teach students analysis and application of jazz fundamentals as practiced in the jazz idiom. The



content includes instruction in the structure of music composition through written analysis and performance with emphasis placed on aural development, harmonic notation, and analysis.

➤ **MUSIC THEORY I**

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

Description: The purpose of this course is to teach students analysis and application of musical fundamentals as practiced in the various historical periods. The content includes instruction in the structure of music composition through written analysis and performance with emphasis placed on aural development, harmonic notation, and analysis.

➤ **MUSIC THEORY II**

Credit: 1.0

Grades: 10-12

Prerequisite: Music Theory I; Teacher Approval

Description: The purpose of this course is to teach students analysis application of musical fundamentals as practiced in the various historical periods. The content includes instruction in the structure of music composition through written analysis and performance with emphasis placed on aural development, harmonic notation, and analysis.

➤ **MUSIC OF THE WORLD**

Credit: 1.0

Grades: 9-12

Description: To allow students to build the behind-the-scenes business and technical skills to succeed in the music/entertainment industry. Students will understand sales trends, major labels, digital downloads, production and distribution, consumerism (convenience and simplicity), merchandising, licensing, advertising-supported entertainment,

quality products, music managers, shareware distribution, competitive market.

➤ **SOUND ENGINEERING 1
(MULTIMEDIA PRODUCTION)**

Credit: 1.0

Grades: 9-12

Description: The purpose of this course is to enable students to develop musical skills and an understanding of the elements of a recording studio and apply the concepts and language in a musical setting.

❖ **THEATRE**

➤ **THEATRE I**

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

Corequisite: Acting II

Description: The purpose of this course is to introduce students to the study and practice of acting. The content includes techniques of acting, terminology, movement, vocal production, and characterization. Each area is explored through exercises and improvisation as well as scripted monologues and scenes.

➤ **THEATRE II**

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

Corequisite: Theater I

Description: The purpose of this course is to develop the acting skills of students. The content includes scene study, ensemble acting, various character studies, and solo character exercises.

➤ **THEATRE III**

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

Corequisite: Theater II

Description: The purpose of this course is to sharpen the use of the actor's voice and body. There will be various studies and exercises that lead to group performance.

➤ **THEATRE IV HONORS**

Credit: 1.0

Grades: 10-12

Prerequisite: Teacher Approval

Corequisite: Theater III

Description: The purpose of this course is to refine acting skills. The content includes script analysis and in-depth study of character and scene work. Individual performances are based on student research.

➤ **THEATRE IMPROVISATION**

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

Description: Students learn to communicate effectively, both verbally and non-verbally; develop and build critical listening and collaborative skills and think and solve problems quickly and appropriately on the spot, which transfers well to academic, career, and social arenas. Through collaboration, communication, and performance activities, students engage in improvisation as a stand-alone art form and as an acting methodology. 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.

➤ **ACTING I (FRESHMAN ACTING MAJORS)**

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

Description: The purpose of this course is to introduce students to the study and practice of acting. The content includes techniques of acting, terminology, movement, vocal production, and characterization. Each area is explored through exercises and improvisation as well as scripted monologues and scenes.

➤ **ACTING II (FRESHMAN ACTING MAJORS)**

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

Corequisite: Acting I

Description: The purpose of this course is to develop the acting skills of students. The content includes scene study, ensemble acting, various character studies, and solo character exercises.

➤ **ACTING III**

Credit: 1.0

Grades: 10-12

Prerequisite: Teacher Approval

Corequisite: Acting II

Description: The purpose of this course is to sharpen the use of the actor's voice and body. There will be various studies and exercises that lead to group performance.

➤ **ACTING IV HONORS**

Credit: 1.0

Grades: 10-12

Prerequisite: Teacher Approval

Corequisite: Acting III

Description: The purpose of this course is to refine acting skills. The content includes script analysis and in-depth study of character and scene work. Individual performances are based on student research.

➤ **MUSICAL THEATER I
(THEATRICAL DANCE)**

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

Corequisite: Musical Theater II

Description: The purpose of this course is to provide students the opportunities to study and perform scenes from varied styles of musical theater with special attention to the fundamentals of stage movement, acting, and characterization as related to musical production. The content includes the study of the history of musical theatre, music theory, acting, dance, and production and performance of a musical.

➤ **MUSICAL THEATER II HONORS (THEATRICAL DANCE)**

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

Corequisite: Musical Theater II

Description: In addition to Musical Theater II requirements, it is required that students plan with instructor requirements they intend to complete. Two required activities and four activities from a selective curriculum. Students are required to complete activities from a required list and from a

selective curriculum student will plan with instructor the requirements they intend to complete.

➤ **MUSICAL THEATER III HONORS
(THEATRICAL DANCE)**

Credit: 1.0

Grades: 10-12

Prerequisite: Teacher Approval

Corequisite: Musical Theater II

Description: In addition to the educational expectations of standard Musical Theatre it is required that the student plan with instructor requirements they intend to complete. Two required activities and four activities from a selective curriculum. Students are required to complete activities from a required list and from a selective curriculum student will plan with instructor the requirements they intend to complete.



➤ **VOICE AND DICTION**

(FRESHMAN ACTING STUDENTS)

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

Description: Students assess their own and others' speaking habits and vocal characteristics as the first step in identifying qualities to retain and refine and modifying or eliminating those that may be undesirable in certain settings, such as regional dialects and slang. With this work, students also identify common speech errors and strengthen their comfort level with Standard American English language. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

➤ **VOCAL TECHNIQUES I**

(THEATER FRESHMAN)

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

Description: Students in this class focus on the development of musical and technical skills on a specific voice through etudes, scales, and selected music literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

➤ **VOCAL TECHNIQUES II & III**

(THEATER UPPERCLASSMEN)

Credit: 1.0

Grades: 10-12

Prerequisite: Teacher Approval

Description: Students in this class continue to develop musical and technical skills in a specific voice through developmentally appropriate solo literature, etudes, scales, and exercises. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive skills

necessary to be more disciplined performers. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

➤ **THEATRE 3 HONORS**

(MUSICAL THEATER JUNIORS)

Credit: 1.0

Grades: 11

Prerequisite: Teacher Approval

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

➤ **THEATRE 4 HONORS**

(MUSICAL THEATER SENIORS)

Credit: 1.0

Grades: 12

Prerequisite: Teacher Approval

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

All instruction related to Theatre benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Theatre benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

****Honors and Advanced Level Course Note:**

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

➤ **THEATRE HISTORY AND LITERATURE**

Credit: 1.0

Grades: 10-12

Prerequisite: Teacher Approval

Description: The purpose of this course is to provide an opportunity for career-oriented students to study the historical elements and literature of theatre in the 20th century with emphasis on theatre in the United States. The content should include, but not be limited to, the following: The styles, design, literary, and production aspects of theatre from the end of the 19th century to the present, with focus on theatre in the United States.

➤ **THEATRICAL DIRECTION I (Directing)**

Credit: 1.0

Grades: 11-12

Prerequisite: Teacher Approval

Description: The purpose of this course is to introduce students to the fundamentals of directing. The content should include, but not be limited to, the following: play analysis, staging areas, movement, technical terms of the directing trade, and play production.



❖ **TECHNICAL THEATRE AND COUSTUME DESIGN COSTUME DESIGN**

➤ **COSTUME DESIGN**

Credit: 1.0

Grades: 10-12

Description: Students begin to develop skills required of a professional costume designer through specific design projects. Upon completion of the course, students should have projects that demonstrate an ability to formulate and clearly render a well-researched costume design.

❖ **TECHNICAL THEATHRE**

➤ **TECHNICAL THEATRE DESIGN & PRODUCTION 1**

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

Description: Students focus on developing the basic tools and procedures for creating elements of technical theatre, including costumes, lighting, makeup, proper- ties (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 2**

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

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

➤ **TECHNICAL THEATRE DESIGN & PRODUCTION 3**

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

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

➤ **TECHNICAL THEATRE DESIGN & PRODUCTION 4 HONORS**

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

Description: 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 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.

****Honors and Advanced Level Course Note:**

Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multifaceted, students are challenged to think and collaborate critically on the content they are learning.



➤ **THEATER DIRECT AND MAIN STAGING 1**

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

Description: Students learn how to select, organize, and mount formal and informal staged productions by means of exploring the leadership roles of director and stage manager. Students focus on the nature and responsibilities of the director and stage manager in relation to the entire production team; the effect of the director's concept on the overall production; vocabulary and principles of the various elements of play production; techniques used to create an effective theatre work; and basic knowledge and application of staging. 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.

➤ **TECHNICAL THEATRE:**

DESIGN & PRODUCTION FOR COSTUME, MAKEUP, & HAIR

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

Description: Students focus on learning the basic tools and procedures for designing and creating costumes, hair, and makeup with particular attention to technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials. Students also learn the 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.

➤ **THEATRE, CINEMA AND FILM PRODUCTION**

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

Description: In Theatre, Cinema, and Film Production, a one-credit course, students explore the elements of film and cinematic techniques used by those who create movies. Students study the techniques in film that serve the story and articulate the theme. Students also prepare a comparative for theatre, film, and literature. Public performances may serve as a resource for specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or film production beyond the school day to support, extend, and assess learning in the classroom.

➤ **THE BUSINESS OF THEATRE: MANGEMENT & PRODUCTION**

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

Description: Students examine the practices and theories fundamental to theatre management and arts administration, focusing on administrative operations and economic aspects of theatre. Within this framework, students explore the concepts, principles, and techniques used to organize, manage, and promote theatrical productions in educational, community, and commercial settings. As they explore, students learn the basics of professional profit and not-for profit organizations that facilitate, promote, advocate for, fund, and/or govern arts, arts education activities, and/or spaces for arts performances and exhibitions. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.



❖ DANCE

➤ **BALLET I**

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

Description: Ballet I provides students with a basic understanding of the fundamental principles of classical ballet technique, self-discipline and physical control. Class emphasis is on flexibility, strength, proper terminology and application of the universally recognized Vaganova ballet technique. Specific content includes knowledge and application of basic barre exercises, counter technique, pirouettes, petite and medium allegro. Basic point work may be introduced into the class under the teacher's discretion.

➤ **BALLET II**

Credit: 1.0

Grades: 10

Prerequisite: Teacher Approval

Corequisite: Ballet I

Description: Ballet II is a continuation of Ballet I with an emphasis on strength, flexibility and control. A more complex ballet movement vocabulary will be utilized. Performance quality and musicality will accompany the application technique. Specific content includes knowledge and application of the ballet barre exercises, center technique, pirouettes, petite, medium and grand allegro, along with point work.

➤ **BALLET III**

Credit: 1.0

Grades: 11

Prerequisite: Teacher Approval

Corequisite: Ballet II

Description: Ballet III carries over from Ballet II the emphasis on strength, flexibility, and control. A more complex ballet movement vocabulary,

performance quality and musicality will be utilized.

The content

includes further development of knowledge and application of the classical ballet technique. Students will work on more challenging barre exercises, center technique, petite and grad pirouettes, petite, medium and grand allegro, along with intermediate level point work.

➤ **BALLET IV HONORS**

Credit: 1.0

Grades: 12

Prerequisite: Teacher Approval

Corequisite: Ballet III

Description: The objective of this course is to extend, refine, and develop the classical ballet technique. Students will have to demonstrate an exemplary level of commitment and discipline during the learning process. Along with the mentioned above requirements for Ballet IV, students are expected to explore further the art of ballet, capture on video the learning process, submit documentation as evidence of the independent activity completion and present a detailed portfolio for final evaluation skills learned in Dance Techniques II. Students will acquire technical advancement with emphasis on developing performance qualities, dynamics, focus, projection, and expressive range. Students will have the opportunity for independent work in solo and group choreography culminating in a final performance project. Through experimentation in form and structure of choreography, students will learn to discipline and shape the creative impulse into specific forms, with emphasis on staging technique. The content includes safety practices.

➤ **DANCE REPERTORY 1**

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

Description: Students study the historical works of professional choreographers in one or more genres, such as ballet, modern, jazz, or other traditional dance forms. Students learn to understand and apply each choreographer's movement design and artistic intent, respecting the work as each choreographer's intellectual property, and gain skills for group and self-assessment, analysis, and problem solving. 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. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

➤ **DANCE REPERTORY 2**

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

Description: Students study the historical works of exemplary professional choreographers in one or more genres, learning to understand and apply each choreographer's movement design and artistic intent, and respecting the work as each choreographer's intellectual property. Students learn about Narrative, Literal, Non-Literal and Abstract dances, gaining skills for group and self-assessment, analysis, and problem solving. 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, purchase) appropriate footwear and/or dance attire from an outside source.

➤ **DANCE REPERTORY 3 HONORS**

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

Description: Students study the historical works of professional choreographers in one or more genres, learning to understand, apply, and respect each choreographer's movement design, artistic intent, and intellectual property. Students expand on Narrative, Literal, Non-Literal and Abstract dance, refining skills for group and self-assessment, analysis, and problem solving. 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, purchase) appropriate footwear and/or dance attire from an outside source.

➤ **DANCE REPERTORY 4 HONORS**

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

Description: Students study the historical background and works of professional choreographers in one or more genres, and can apply, and respect each choreographer's movement design, artistic intent, and intellectual property. Students may demonstrate Narrative, Literal, Non-Literal and Abstract dance, advancing skills for group and self-assessment, analysis, and problem solving. Dancers assess their skills and techniques in the context of careers in theatrical, commercial and concert dance. Students may be required to 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, purchase) appropriate footwear and/or dance attire from an outside source.



➤ ***DANCE TECHNIQUES I & II**

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

Corequisite: Dance Tech I

Description: The purpose of this course is to provide students with opportunities to extend the acquisition of knowledge and the development of techniques of dance. The content includes further development of knowledge and application of techniques in two or more dance styles (ballet, jazz, modern, theater, or tap), knowledge of dance terminology, and knowledge of choreography. Acquisition of technique and choreography should be stressed.

➤ **DANCE CHOREOGRAPHY/PERFORMANCE I**

Credit: 1.0

Grades: 9-12

Description: The purpose of this course is to provide the talented and skilled dancers with opportunities to acquire in-depth knowledge in the techniques of choreography while continuing to refine their skills in performing. Acquisition of choreographic skills and their application to performance should be stressed. The content includes in-depth knowledge of the elements of music, creating movement sequences exploring space, time, force, and flow, improvisation, lighting, costuming, make-up for dance, and performing.

➤ **DANCE CHOREOGRAPHY/PERFORMANCE II HONORS**

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

Description: Students explore key concepts of designing dance works with a focus on

improvisation, composition, and choreographic processes and principles. Students study the works and creative techniques of highly respected choreographers in varied performance genres as guidance and a source of inspiration. They also examine the social, political, and cultural forces that influenced their works, and consider the innovations that came out of them. 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, purchase) appropriate footwear and/or dance attire from an outside source.

****Honors and Advanced Level Course Note:**

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

➤ **DANCE KINESIOLOGY I**

Credit: 1.0

Grades: 9-12

Description: The purpose of this course is to study the physical systems that contribute to the science of movement with reference to dance. Students should be able to research dance technical development using knowledge of exercise physiology, Kinesiology movement taxonomy, anatomy, and principles of athletic training. Students will be involved in the study and application of the biological and physical principles of human movement to identify situations requiring correctives for the dancer. The content includes identification of human movement potential, knowledge of human neuromuscular development, the anatomical basis of dance movement, and correctives for dancers.

➤ **DANCE HISTORY AND AESTHETICS I**

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

Description: Students study the global origins and influences of dance forms and styles of the 20th and

21st centuries. Students analyze, assess, discuss, and write about dance performances. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

❖ VISUAL ARTS

❖ **ADVANCED PLACEMENT**

➤ **AP ART HISTORY**

Credit: 1.0

Grades: 9-12

Description: The purpose of this course is to introduce students to the appreciation of works of art, the intelligent examination of works of art, and to the major forms of artistic expression in Western art from 1400 to the present. The content should include, but not be limited to, the following: survey of western art from 1400 to the present; other artistic traditions that have influenced Western art during the period of study (e.g. Far Eastern, African, pre-Columbian); problems and topics in the study of art-the relationship of form and meaning in art - the relationship of art to its historical context.

➤ **AP STUDIO ART 2-D DESIGN PORTFOLIO (MC)**

Credit: 1.0

Grades: 11-12

Prerequisite: Teacher Approval

Corequisite: Portfolio I

Description: This Advanced Placement course is intended to address a very broad interpretation of two-dimensional (2-D) design issues. This type of design involves purposeful decision-making about how to use the elements and principles of art in an integrative way. It is for the advanced student who wishes to seek AP credit through submitting a Portfolio of work for consideration by the College Board. The content includes advanced study of the elements of design (line, shape, illusion of

space, texture, value and color); advanced study of the principles of design including unity/variety, balance, emphasis, rhythm, proportion/scale and repetition; development of proficiency in a variety of 2-D forms including but not limited to graphic design, typography, digital imaging, photography, collage, fabric weaving, illustration, painting, and printmaking; advanced study of approaches to representation, abstraction, and expression; development of rationale and criteria for inclusion of works of art in an Advanced Placement Portfolio.

NOTE: The course is designed for advanced students who wish to submit a 2-D Portfolio for consideration of Advanced Placement credit.

➤ **AP STUDIO ART 3-D DESIGN PORTFOLIO (MC)**

Credit: 1.0

Grades: 11-12

Prerequisite: Teacher Approval

Description: This Advanced Placement course is intended to address a very broad interpretation of sculptural issues in three-dimensional (3-D) design. Such elements and concepts may be articulated through additive, subtractive, and/or fabrication process. It is for the advanced student who wishes to seek AP credit through submitting a Portfolio of work for consideration by the College Board. The content includes advanced study of the line shape color texture space; advanced study of the principles of design including unity/variety, balance, emphasis, rhythm proportion/scale, symmetry/asymmetry, and repetition; development of proficiency in a variety of 3-D forms including but not limited to traditional sculpture, architectural models, apparel, ceramics, jewelry, and three-dimensional fiber arts or metal work; advanced study of approaches to representation, abstraction, and expression; development of rationale and criteria for inclusion of works of art in an Advanced Placement Portfolio.

NOTE: This course is designed for the advanced student who wishes to submit a 3-D Portfolio for consideration of Advanced Placement credit

➤ **INTRODUCTION TO ART HISTORY**

Credit: 0.50

Grades: 9-12

Description: Students take an inquiry-based approach to exploring, researching, and analyzing works of art across time and cultures. In developing art-specific vocabulary, students explore how the structural elements of art and organizational principles of design have been used to solve artistic challenges and create meaning. Students learn to identify the functions, forms, media, styles of art, cultural ideas, and themes related to time periods and geographical places. Career options related to art history and criticism are also explored. This course incorporates hands-on activities and consumption of art materials.

➤ **BASIC CERAMICS**

Credit: 0.50

Grades: 9-12

Description: 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.

➤ **CERAMICS/POTTERY II**

Credit: 1.0

Grades: 11-12

Prerequisite: Teacher Approval

Corequisite: Ceramics/Pottery I

Description: The purpose of this course is to give students a second level understanding of ceramic processes. The content should include the practice and successful use of forming techniques. Skills using potter's tools will be required for the production of clay pieces, including coil, clay, and pinch methods. The potter's wheel should be introduced. Students will acquire a knowledge of glazes, glazing techniques, and an initial understanding of the kiln and its potential. All work will be original, and no commercial molds will be used.

➤ **CERAMICS/POTTERY III**

Credit: 1.0

Grades: 11-12

Prerequisite: Teacher Approval

Corequisite: Ceramics/Pottery II

Description: The purpose of this course is to give students an advanced understanding of ceramics/pottery. The content includes efficient production of functional and decorative design, the formation of larger and more complex pottery, demonstration of efficient skills in methods and techniques with emphasis on use of the potter's wheel, preparation of clay bodies and formulation of glaze, use of kilns and an understanding of firing techniques, and the study of ceramics for the past and present. Course content should also include and emphasize ceramics as a career and production of ceramic forms in combination with other craft media.

➤ ***CREATIVE PHOTOGRAPHY I**

Credit: 1.0

Grades: 9-10

Prerequisite: Teacher Approval

Description: The purpose of this course is to give students a basic understanding of photographic imagery. The content includes the study of black and white photography. Students will study the history of photography, cameras, and darkroom processing. Such aspects of photography may be included as the light meter, developing film, printing photographs through direct contact or use of an enlarger, the pinhole camera, and black and white slides. Photography as an art form and photographic composition will be stressed. Image exploration will include shadows, reflections, patterns (line, shape, repetition), texture, movement and viewpoint.

➤ **CREATIVE PHOTOGRAPHY II**

Credit: 1.0

Grades: 11-12

Prerequisite: Teacher Approval

Corequisite: Creative Photography I

Description: The purpose of this course is to give students a second level understanding of photographic imagery. The content includes a study of photography as a visual communication that can be discussed in terms of technical as well as aesthetic qualities. Laboratory work will continue the content of creative Photography 1, with the addition

of color and more advanced control of lighting. Students will collect a model portfolio of published work, acquiring vocabulary and developing criteria for discussing photographs. Darkroom work may include more advanced printing techniques such as the zone system, Mezzotints, graded paper and/or polycentrism filters. A personal camera is recommended.



➤ **CREATIVE PHOTO III**

Credit: 1.0

Grades: 11-12

Prerequisite: Teacher Approval

Corequisite: Creative Photography II

Description: The purpose of this course is to give students a second level understanding of photographic imagery. The content includes a study of photography as a visual communication that can be discussed in terms of technical as well as aesthetic qualities. Laboratory work will continue the content of creative Photography 1, with the addition of color and more advanced control of lighting. Students will collect a model portfolio of published work, acquiring vocabulary and developing criteria for discussing photographs. Darkroom work may include more advanced printing techniques such as the zone system, Mezzotints, graded paper and/or polycentrism filters. Students will learn basic techniques for proper presentation of photographic works. A personal camera is recommended.

➤ **DRAWING II**

Credit: 1.0

Grades: 11-12

Prerequisite: Teacher Approval

Corequisite: Drawing I

Description: The content includes intensified work in gesture and contour drawing; the study of mass through linear extension and forms created by continual surface lines and parallel line concept; perception and response to the ways that sensory elements combine to give a work of art an expressive quality; discussion of works of art; the production of drawings based on interpretation of ideas, feelings, and experiences; the history of art stressing styles of art; and the criteria for making and justifying judgments about aesthetic merit and qualities of drawings and more sophisticated spatial concepts.

➤ **DRAWING III**

Credit: 1.0

Grades: 11-12

Prerequisite: Teacher Approval

Corequisite: Drawing II

Description: The content includes drawing experiences that trigger subtle concepts for drawing problems, perception, and response to the expressive character of drawings and the ways compositional features contribute to a work's expressive qualities. The production of drawings which incorporate expressive qualities motion and time and the history of drawing in relationship to other processes and periods should be addressed. Content should also include the criteria for making and justifying judgments about the aesthetic merit and qualities of conceptual and perceptual configurations, reconsideration of fixed ideas about darks and lights, positive and negative space; investigation of the drawing techniques of gesture, mass, contour and tone; figure drawing from a model and from memory; and the exploration of art career possibilities.

➤ **PAINTING II**

Credit: 1.0

Grades: 11-12

Prerequisite: Teacher Approval

Corequisite: Painting I

Description: The purpose of this course is to give students a second level understanding of painting. The content includes the knowledge and skills

introduced in *Painting I*, and in addition, is to further develop the quality of his/her visual art expressions through disciplined seeing, keen observation, sensitive motor control, and constant practice. The student will seek new ways of expression and new avenues of creativity as he/she intensifies and clarifies ideas and feelings through the personal use of the art elements/principles. Emphasis will be on, but not limited to, productions of visual images through planned use of color, form, space, design, and color relationships; color qualities which heighten expressive ideas and feelings and the use of line, pattern, color, shape, and texture to express essential qualities of structure, character and mood will be studied. Sketching and intense examination of subject matter from the environment will be the focal point for investigation. Sketchbooks and a resource notebook will be major evidence of the student's progress. Students will select and prepare for exhibit a representative example of their work. The students will recognize and understand major historic and contemporary schools and works of art in these media. The students will also recognize and understand major historic and contemporary paintings, and will be able to evaluate, critique, discuss and write on a painter, school of art or a theory of painting.

➤ **PAINTING III**

Credit: 1.0

Grades: 11-12

Prerequisite: Teacher Approval

Corequisite: Painting II

Description The purpose of this course is to give students an advanced understanding of schools of painting, styles, techniques, and media. The content includes addressing three major areas of all works of art: subject matter, form (organization of all visual devices), content (the meaning of form). Emphasis will be placed on personal interpretation of the subject. A major focus is on color, its aesthetic appeal, its ability to create mood, to symbolize ideas, to express emotions and to indicate spatial relationships. Students selected media should be used as an expressive

tool.

➤ **SCULPTURE I**

Credit: 1.0

Grades: 9-10

Prerequisite: Teacher Approval

Description: The purpose of this course is to give students a basic understanding of three-dimensional expressions in sculpture. The content includes studio production and appreciation in three-dimensional media such as plaster, clay, wood, stone, metal, plastics, and paper. The student will experiment creatively and broaden his perceptual field, developing an appreciation for sculptural form and its many uses and applications through the ages. Technique and compositional concerns will deal with the relationships in form, texture, and other visual elements in space. Modeling, forming, additive and subtractive methods of sculpture will be used to master representation or abstractions of the natural world.

➤ **SCULPTURE II**

Credit: 1.0

Grades: 11-12

Prerequisite: Teacher Approval

Corequisite: Sculpture I

Description: The purpose of this course is to give students a second level understanding of three-dimensional expressions in sculpture. The content includes the production of original and imaginative works of sculpture, which make a personal visual statement. This course is a continuation of Sculpture I and will provide the intermediate student with an opportunity to utilize technical and compositional skills for expression in sculpture.

➤ **SCULPTURE III**

Credit: 1.0

Grades: 11-12

Prerequisite: Teacher Approval

Corequisite: Sculpture II

Description: The purpose of this course is to give students an in-depth understanding of expression in sculpture. The content includes production of original works of sculpture which make a personal visual statement the characteristics of master works; demonstration of appropriate use of complex tools, materials, and techniques; production of sculpture

using a combination of visual concepts; criteria for making judgments about sculpture; personal responsibility for storage, handling, documentation, and display.



➤ **FINE CRAFT STUDIO ART 1**

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

Description: 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 using 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.

This course incorporates hands-on activities and consumption of art materials.

➤ **FINE CRAFT STUDIO ART 2**

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

Description: Students create well-designed and individually conceptualized 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. Student artisans reflect on aesthetics and visual issues related to media and organizational principles of design, manipulating them to create works of art that are progressively more innovative. Increasingly sophisticated oral and written analytical problem-solving skills are employed to improve personal and/or group work and reinforce the ability to self-diagnose and decide on solutions for art challenges based on growing structural, historical, and cultural knowledge. This course incorporates hands-on activities and consumption of art materials.

➤ **ARTS COLLABORATION: DESIGNING SOLUTIONS FOR ART, WORK AND LIFE (HONORS)**

Credit: 1.0

Grades: 11-12

Prerequisite: Teacher Approval

Corequisite: At least 1 Semester of a Visual Art

Description: In this inquiry-based course, students will use art processes to explore and imagine new connections and/or postulate solutions to real-world problems. Using a combined seminar, studio, and business management approach, this teacher-facilitated yet highly independent setting requires that students use their individual strengths and interests in one or more arts, in combination with other content areas and current emerging technology as needed, to examine local, cultural, historical, technical and/or global interests relative to life and work in a creative global economy. Significant independent research, class discussion and analysis are required.

➤ **FINE CRAFT STUDIO ART 3 HONORS**

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

Description: Students combine studio practice with academic study to generate self-initiated 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 and embellishment. Student craftsmen and craftswomen manipulate the

structural elements of art and the organizational principles of design to create art works that are progressively more innovative and representative of the student's voice and cognitive growth. Students continually reflect upon and analyze aesthetic and visual issues individually and as a group to increase visual literacy. This course incorporates hands-on activities and consumption of art materials.

Honors and Advanced Level Course Note:

Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multifaceted, students are challenged to think and collaborate critically on the content they are learning.

➤ **PORTFOLIO DEVELOPMENT: TWO-DIMENSIONAL DESIGN HONORS**

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

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

readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials.

➤ **TWO-DIMENSIONAL STUDIO ART 1**

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

Description: 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. This course incorporates hands-on activities and consumption of art materials.

➤ **THREE-DIMENSIONAL STUDIO ART 1**

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

Description: Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Media may include, but are not limited to, clay, wood, plaster, and paper mâché with consideration of the work-ability, durability, cost, and toxicity of the media used. Student artists consider the relationship of scale (i.e., hand-held, human, monumental) using positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail, size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftsmanship and quality in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on the use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic

growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

➤ **THREE-DIMENSIONAL STUDIO ART 2**

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

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



➤ **THREE-DIMENSIONAL STUDIO ART 3 HONORS**

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

Description: Students communicate a sense of 4-D, motion, and/or time, based on creative use of spatial relationships and innovative treatment of space and its components. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Students address 4-D, the inter-relatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium (i.e., natural, artificial, or reflective), or flexible, entered, or activated space. Other concepts for exploration include tension, compression or expansion, intrusions or extrusions, grouping, proximity, containment, closure, contradiction, and continuity. 3-D artists experiment with processes, techniques, and media, which may include, but are not limited to, creating maquettes, casting and kiln-firing techniques, stone carving, mold making, or working with glass, cement, PVC piping, or structures scaled to human existence. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on the use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

➤ **DIGITAL ART IMAGING 1**

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

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

art materials.

➤ **DIGITAL ART IMAGING 2**

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

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

➤ **DIGITAL ART IMAGING 3 HONORS**

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

Description: Students explore advanced topics through project-based work, becoming more self-directed in their acquisition and use of concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional graphic and fine works of art in print and web formats. As they become more adept at using the tools and techniques available to them, students design and produce digital still images through the single or combined use of computers, digital cameras, scanners, photo editing software, drawing, and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication and independence to promote risk-taking in the completion of conceptually based, self-directed work. This course incorporates hands-on activities, the use of

technology, and consumption of art materials.

➤ **PORTFOLIO DEVELOPMENT: TWO-DIMENSIONAL DESIGN HONORS**

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

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

➤ **PORTFOLIO DEVELOPMENT: THREE-DIMENSIONAL DESIGN HONORS**

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

Description: Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated, and supported by a written artist's statement. Artists may work in, but are not limited to, content in clay, wood, wire, glass, metal, jewelry, fabrics/fibers, fashion design, green design, industrial design, and/or objects for interior

design or architecture that integrate 3-dimensional design issues in a purposeful way. Students regularly reflect on aesthetics and art issues individually and as a group and manipulate the structural elements of art and organizational principles of design to create 3-dimensional works of art that are progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials.

❖ COMMUNICATION ARTS

➤ JOURNALISM 1

Credit: 1.0

Grades: 9-12

Description: Introduction to the basic principles of various communications forms, the dominant communication theories, and communication industries. Introduction to laws and regulations that govern journalists, media content and industries. Introduction to newswriting techniques, with emphasis on learning news values, recognizing parts of a story and writing stories. Students who advance in the course will have the opportunity to publish work in print and online.

➤ JOURNALISM II, III, IV (NEWSPAPER)

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

Description: The course provides a continuation of Journalism 1 studies as well as the task of daily production on the student publication(s).

Preparation for careers in news gathering and

storytelling for news. This course emphasizes the clear writing of accurate, clear and meaningful news stories for print and digital formats; codes of ethical and responsible journalistic behavior; audio recording, production and storytelling techniques; and social media information gathering and sourcing. Students will learn to develop story ideas. This course requires coverage of breaking news and other events outside of class. Also requires participation in meaningful staff development related field trips.

➤ JOURNALISM VI, VII (ADVANCE NEWSPAPER)

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

Description: An introduction to multimedia journalistic storytelling. The course is a reporting and production course in which students gather information using journalism practices, such as in-person interviews, conduct re- search and learn to use various technologies to produce video journalism stories for online distribution. Requires daily production on the student publication(s). This course requires coverage of breaking news and other events outside of class. Also requires participation in meaningful staff development related field trips.

➤ JOURNALISM II, III (YEARBOOK)

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

Description: Students gain skills in page design, advanced publishing techniques, copy writing, editing and photography while producing a creative, innovative yearbook which records school memories and events. There is an emphasis on journalism skills. Students gain useful, real-world skills in time management, marketing, teamwork, and design principles. Also requires participation in meaningful staff development related field trips.

➤ JOURNALISM V & VI

(CREATIVE WRITING PUBLICATION)

Credit: 1.0

Grades: 12

Prerequisite: Teacher Approval

Corequisite: Creative Writing V Honors

Description: With a continued emphasis on excellent writing, this class will focus on submitting work to local, state, regional and national contests and publications.

➤ **JOURNALISM VII & VIII**

(CREATIVE WRITING PUBLICATION)

Credit: 1.0

Grades: 12

Prerequisite: Teacher Approval

Corequisite: Creative Writing V Honors

Description: Students will prepare a professional quality portfolio or submission to national competitions, such as the National Foundation for the Advancement of the Arts' Talent Search.

PROFESSIONAL PORTFOLIO

➤ ***TV PRODUCTION I**

Credit: 1.0

Grades: 9-12

Prerequisite: Teacher Approval

Description: This course is designed to equip introductory and beginner students with the necessary skills and background information to be successful in the discipline of television and video. Students will research the history of television, work in teams to produce classroom video projects, and study the many technical and practical aspects behind professional production both in and out of the studio. Students will be tested on vocabulary, and hands-on exercises throughout the course and must show a mastery of the basic skill set before progressing to TV Production 2. This course is an introduction to the TV program here at Blake and must be completed before moving on to any of the other TV production courses.

➤ **TELEVISION PRODUCTION II**

Credit: 1.0

Grades: 10

Prerequisite: Teacher Approval

Corequisite: TV I Teacher Approval

Description: Also known as the morning show" class, students in TV production 2 and 3 will work together to produce a daily news program on the closed-circuit television system. TV Production 2 students gain a basic knowledge of all studio positions from anchor to camera, as well as demonstrate an understanding of in-the-field news production by working in teams to cover important stories.

➤ **TELEVISION PRODUCTION III, IV**

Credit: 1.0

Grades: 11

Prerequisite: Teacher Approval

Corequisite: TV II Teacher Approval

Description: This course explores the disciplined craft of video and television. Students will analyze various film and television programs and focus on the importance of writing for the "visual", to ultimately create individualized screenplays. Students then create videos based upon their script.

➤ **TELEVISION PRODUCTION V, VI**

Credit: 1.0

Grades: 12

Prerequisite: Teacher Approval

Corequisite: TV III-IV Teacher Approval

Description: This course will involve one semester working on several short film projects, including (but not limited to): animation, narrative films, documentaries, and music videos. Students will receive training and use state-of-the-art editing software and the most recent digital movie-making equipment. Students will work individually and in groups to create high-end projects for both college and professional endeavors.

➤ **DIGITAL CINEMA PRODUCTION I-III**

Credit: 1.0

Grades: 12

Prerequisite: Teacher Approval

Corequisite: TV III-IV Teacher Approval

Description: The content should include, but is not limited to, communication skills; leadership skills; human relations and employability skills; safe and efficient work practices; and preparation to assume responsibility for overall production of digital video activities including scripts, lighting, camera operation, electronic news gathering, field/studio production, and video editing.



➤ ***CREATIVE WRITING, I
(FUNDAMENTALS)**

Credit: 0.5

Grades: 9-12

Prerequisite: Teacher Approval

Description: The purpose of this course is to develop students' writing and language skills needed for individual expression in literary forms. The content may include writing a variety of literary works including poetry, short stories, plays, novels, and/or essays and other nonfiction. The course may also include technical aspects of publishing students' work in a literary magazine.

➤ ***CREATIVE WRITING II
(FUNDAMENTALS)**

Credit: 0.5

Grades: 9-12

Prerequisite: Teacher Approval

Corequisite: Creative Writing I

Description: This course refines writing and language skills studied in Creative Writing I and may also include publishing students' work.

➤ **CREATIVE WRITING III HONORS
(POETIC FORMS)**

Credit: 1.0

Grade: 9

Prerequisite: Teacher Approval

Corequisite: Creative Writing I, II

Description: Students will read, analyze, and write in a variety of traditional poetic forms.

➤ **CREATIVE WRITING IV HONORS
(ORAL INTERPRETATION)**

Credit: 1.0

Grade: 10

Prerequisite: Teacher Approval

Corequisite: Creative Writing I, II

Description: Students will learn the techniques for dramatic interpretation of their writing for public reading. The class will culminate with a public performance.

➤ **LITERATURE IN MEDIA HONORS**

Credit: 1.0

Grade: 10

Prerequisite: Teacher Approval

Corequisite: Creative Writing I, II, III, IV Honors

Description: The purpose of this course is to enable students, using texts and artistic works of high complexity, to develop knowledge of the relationship between literature and the fine arts through advanced integrated educational experiences of viewing, reading, writing, speaking and listening, and language. Emphasis will be on the varied cultural influences highlighting the major themes, issues, and topics associated throughout selected literary and artistic periods.



