

Chamberlain  
High  
School  
Curriculum  
Guide  
2025-2026

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Dear Student:

It is my great pleasure to introduce to you the course description catalog for Chamberlain High School. It is written in a detailed format to aid you and your parents in selecting academic courses and electives for the next school year. Even though courses are listed in this directory and on the programming sheets, please understand that each course must have sufficient enrollment to remain on the school's master schedule; if not, the next elective course of choice will be assigned. Therefore, please be very selective when making alternate course choices.

It is the goal of this faculty and staff that all students be prepared not only for the near future of work and/or post-secondary education, but also with the tools and strategies to be life-long learners. To this end, the administration expects students to be programmed into challenging academic courses, high interest elective courses, and technologically rigorous courses. School counselors, teachers, and administrators will work with all students to ensure that the opportunity for a quality education is available to everyone.

This guide, along with parent, teacher, and peer input, should be used when selecting courses for the upcoming high school years. It is my wish that every student has an educational and successful school year here at CHS where excellence in all undertakings is expected, encouraged, and recognized.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jake Russell'.

Jake Russell, Principal

# Standard Diploma Requirements

## Academic Advisement – What Students and Parents Need to Know

### What are the diploma options?

Students must successfully complete one of the following diploma options:

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

### What are the state assessment requirements?

Students must pass the following statewide assessments:

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

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

Students enrolled in the following courses must participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade<sup>+</sup>:

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

<sup>+</sup>Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (credit acceleration program [CAP]).

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

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

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

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



### 24 Credit Standard Diploma

<b>4 Credits ELA</b>
<ul style="list-style-type: none"> <li>• ELA 1, 2, 3, 4</li> <li>• ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment courses may satisfy this requirement</li> </ul>
<b>4 Credits Mathematics*</b>
<ul style="list-style-type: none"> <li>• One of which must be Algebra 1 and one of which must be Geometry</li> <li>• Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry)</li> <li>• An identified computer science** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)</li> </ul>
<b>3 Credits Science</b>
<ul style="list-style-type: none"> <li>• One of which must be Biology 1, two of which must be equally rigorous science courses</li> <li>• Two of the three required course credits must have a laboratory component</li> <li>• Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology 1)</li> <li>• An identified computer science** credit may substitute for up to one science credit (except for Biology 1)</li> </ul>
<b>3 Credits Social Studies</b>
<ul style="list-style-type: none"> <li>• 1 credit in World History</li> <li>• 1 credit in U.S. History</li> <li>• 0.5 credit in U.S. Government</li> <li>• 0.5 credit in Economics</li> </ul>
<b>1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*</b>
<b>1 Credit Physical Education*</b>
<ul style="list-style-type: none"> <li>• To include the integration of health</li> </ul>
<b>8 Elective Credits</b>
<b>1 Online Course</b>
<p>Students must earn a 2.0 grade point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments unless a waiver of assessment results is granted by the IEP team for students with disabilities.</p>

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

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

### Scholar Diploma Designation

In addition to the requirements of section (s.) [1003.4282](#), Florida Statutes (F.S.), a student must satisfy the following requirements (per. s. [1003.4285](#), F.S.):

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

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

### Merit Diploma Designation

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

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

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

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

#### What is the CAP?

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

The courses include:

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



### State University System (SUS)

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

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

[State University System of Florida](#)

### The Florida College System

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

[Florida College System](#)

### Career and Technical Colleges and Centers

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

[Career and Technical Education Directors](#)

#### Where is information on financial aid located?

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

[Office of Student Financial Assistance](#)



## **STUDENT SERVICES DEPARTMENT**

The Student Services (Guidance) Department, while working with students, parents, school staff, and community, strives to create a positive atmosphere in which all students may develop to their fullest potential. The School Counselors serve a major role in the course selection process. They are your best resource when it comes to specific program and course requirement information relating to graduation. The College and Career Counselor (CCC) has the most current information regarding the Florida Bright Futures Scholarship Program. Each student shall select the most challenging course of study available to build a successful and fulfilling future. As goals and opportunities unfold, each student should meet with their counselor to review his or her progress annually.

## **SPECIALITY COURSES OF STUDY**

### **3DE BY JUNIOR ACHIEVEMENT**

3DE by Junior Achievement delivers rigorous interdisciplinary courses through authentic business experiences to accelerate students' knowledge gains as well as building the skills, perspectives and portfolio to differentiate themselves in the highly competitive post-secondary and career environments. This fully immersive experience provides deep exposure to a variety of companies and industries through Case Challenges in addition to interaction with career professionals through classroom advisors, coaches, and career exposure. Students will be enrolled in five 3DE courses and select two additional electives.

### **HONORS AND ADVANCED PLACEMENT**

It has been shown that the weighting of grades in advanced courses more accurately correlates a student's achievement with his or her class standing. A .04 bonus will be added to the student's cumulative grade point average for each one-half credit completed in an honors course or dual enrollment course. A .08 bonus will be added to the student's cumulative GPA for each one-half credit in Advanced Placement courses. A grade of 'C' or higher must be earned in the honors or Advanced Placement course for the bonus points to be awarded. The bonus points will be awarded to the cumulative GPA when it is calculated for class ranking. Beginning with the class of 2010, dual-enrollment courses will increase to a bonus of .08

The AP Scholar Awards are academic distinctions that students may cite among their credentials on applications, resumes, etc. Students do not receive any monetary award from CollegeBoard. The Calculus AB sub score, Music Theory aural sub score, and Music Theory non-aural sub score are not used in the Scholar Award calculations.

There are two steps to calculating the awards: first, the student's average AP grade is determined based on **all** exams taken this year and in previous years; second, the student's exam grades are checked to see which ones count toward the various Scholar Awards (e.g., an exam with a grade of '3' does not count toward a National Scholar Award). A student must meet both sets of criteria to be eligible (e.g., a student who has a 3.25 AP grade average but only received a '3' or higher on **three** exams will not receive the Scholar with Honor Award because the minimum requirement is **four** or more exams).

### **FLORIDA'S BRIGHT FUTURES SCHOLARSHIP PROGRAM**

The Florida Bright Futures Scholarship Program establishes a lottery-funded scholarship to reward any Florida high school graduate who merits recognition of high academic achievement and who enrolls in an eligible Florida public or private postsecondary educational institution within three years of high school graduation.

#### **General Eligibility requirements for the Bright Futures Scholarship Program**

- Apply for a Bright Futures Scholarship by completing the Florida Financial Aid Application during your last year in high school. Students may apply on-line at [www.FloridaStudentFinancialAid.org](http://www.FloridaStudentFinancialAid.org) beginning October of their senior year.
- Be a Florida resident and a US citizen or eligible non-citizen.
- Receive a Florida standard high school diploma or its equivalent.
- Be accepted by and enrolled in an eligible Florida public or private college or vocational school as a degree-seeking or certificate-seeking student.
- Be enrolled in a minimum of six semester credit hours or the equivalent in quarter or clock hours, per term.
- Not been found guilty of, or pled no contest to, a felony charge.

Begin using the award in the year following your high school graduation or apply for reinstatement within three years of graduation.

**Graduation requirements for students with disabilities:** In addition to the 24-credit and the ACCEL 18-credit options above; there are two other standard diploma options available only to students with disabilities: academic and employment option and the access points option. Both require the 24 credits listed in the chart and both allow students to substitute a career and technical (CTE) course with related content for one credit in ELA IV, mathematics, science, and social studies (excluding Algebra I, Geometry, Biology, and United States History). Students who choose the academic and employment option must earn at least .50 credit via paid employment (counts as .50 elective credit). Students with significant cognitive disabilities may earn credits via access courses and will be assessed with the Florida Alternate Assessment. See "Standard Diploma for Students with Disabilities served Through Access Points and Alternately Assessed" for additional information.

# CHS: WHO TO CONTACT

## ADMINISTRATION

Principal	Jake Russell	x 222
Assistant Principal for Curriculum	Danielle Buchert	x 224
Assistant Principal for Administration	Luis Suarez	x 225
Assistant Principal for SAO Alpha A-L	Jenn Montgomery	x 399
Assistant Principal for SAO Alpha M-Z	Ashley Olson	x 232

## STUDENT SERVICES TEAM

School Counselor; Alpha A-C	Keisha Titus, DH	X 238
School Counselor: Alpha D--K	Michael Davis	X 241
School Counselor: Alpha L-Q	Arcenio Cayetano	X 244
School Counselor: Alpha R-Z	Stacy Bishop	X 239
Success Coach: Grade 9	Jerilyn Campbell-Allen	X 275
Success Coach: Grade 10-11	Sarah Mayer	X 237
Senior Success and Accelerated Programs Lead	Jody Rembert	X 296
Climate Culture Resource Teacher	Rachel Sterner	X 233
School Social Worker	Carmen Rodrigues; Marcus Curtis	X 242
School Psychologist (M & T)	Sarah Roher	X 246
TPD Resource Officer	Alvin Cruz	X 247
Data Processor	Mairim Sang Feng	X 228
Registrar	D'Aundra Titus	X 251

## DEPARTMENT HEADS & ACADEMIC COACHES

English & Reading	Desiree Addison, DH; Yearbook Sponsor	X 283
Literacy Coach	Millie Passalaris, Literacy Coach	X 248
Math	Kim Robinson, DH	X 267
Math Resource Coach	Alexandra Florez	X 248
Social Studies	Ben Siwiecki	X 266
Science	Matt Cohen	X 300
3DE	Julia Pipkins, 3DE School Director (Junior Achievement)	
FA & World Language	Aaron Schmidt	X 368
CTE	Hope Turain	X 276
ESE	Jessica Jimenez, DH Heidi Gomez, ESE Specialist; Senior Class Sponsor	X 263
ELL	Patty Reynolds, ELL Specialist	X 277
Media Specialist	Elizabeth Glover	X 296

# Advanced Study

# Course Descriptions

## DUAL ENROLLMENT COURSES

The **Dual Enrollment** program allows high school students to earn credit toward a postsecondary diploma, certificate, or degree at a Florida public institution and toward a high school diploma. Students who successfully complete dual enrollment courses will save time toward their college degree and save money with free tuition and free textbooks.

The following **Dual Enrollment** courses will be potentially offered on campus at Chamberlain High School through Hillsborough Community College during the school day or after school depending on enrollment requests. Students must have and maintain a 3.0 unweighted GPA to be eligible for Dual Enrollment. Some courses require college placement scores – see Prerequisite Requirements and the chart below to determine scores needed.

**Dual Enrollment** courses are weighted .08 higher than regular courses and can improve a student's GPA and prepare students for college. The additional .08 will only be added to Dual Enrollment courses where the student received a final semester grade of a 'C' or higher. Since Dual Enrollment courses are college courses, they will be on student college transcripts.

**Dual Enrollment** courses are primarily 3 college credits each, so they will only meet 3 days per week for one semester.

### College Placement Test Scores Requirement for Dual Enrollment:

- Be a high school student with a 3.0 cumulative unweighted GPA
- Achieve and provide official college placement scores not more than two years old
- Note: If you wish to take the PERT at an HCC campus, you must have a completed HCC admissions application.

PERT	SAT (prior to March 2016)	SAT (post March 2016)	ACT
Reading 106	Reading/Verbal 440	Reading 24.0	Reading 19
Writing 103	Not Applicable	Not Applicable	English 17

## DUAL ENROLLMENT COURSES

Course	Grade	Credits	Prerequisites	Description
<b>FRESHMAN ENGLISH I (ENC 1101)</b>	12	3.0 College Credits; 1.0 High School English Credit- substitutes for English IV	3.0 unweighted GPA, <u>and</u> college placement scores for Reading and Writing	Instruction will be given in the expository skills of English composition. Students will be taught units of discourse providing ideas and information suitable to purpose, to limitations of time, and to audience. Students will be expected to demonstrate effective use of word choice, employ conventional and effective sentence structure, and observe conventions of standard English grammar and usage. This course is designed to prepare students for the English portions of the CLAST. College level reading and writing skills required.
<b>FRESHMAN ENGLISH II (ENC 1102)</b>	12	3.0 College Credits; 1.0 High School English Credit- substitutes for English IV	ENC 1101 <u>or</u> AP Lang with a 'C' or better, <u>and</u> 3.0 unweighted GPA, <u>and</u> college placement scores for Reading & Writing	A continuation of Freshman English I. Emphasis will be given to instruction in critical, persuasive, and evaluative skills in English composition. This course is designed to prepare students for English portions of the CLAST



**AICE by CAMBRIDGE**  
**Advanced International Certificate of Education Program**

The Advanced International Certificate of Education (AICE) is an internationally recognized diploma awarded to students for the satisfactory completion of a series of academically rigorous courses specific to AICE in high school. Students who pass individual AICE exams will earn college credit for those exams passed. The AICE program is equivalent to IB...with the advantage of having flexibility to take AICE courses based on students strengths and interest. AICE not only prepares students to enter college with up to 30 hours of credit, it also provides them with the skills required to be successful once there. In addition, students who earn the AICE Diploma will qualify for the Florida Academic Bright Futures Scholarship. More information can be found at <https://www.cambridgeinternational.org>

**AICE COURSES**

Course	Grade(s)	Description
<b>AICE Global Perspectives</b>	10-12	The AICE Global Perspective student allows students to learn about critical thinking, deconstructing and differentiating arguments, evaluating claims and developing strong reasoning. Learners can apply these skills across a range of subjects and complex real-world issues. These skills equip students well for progression to higher education or directly into employment.
<b>AICE Thinking Skills</b>	9-12	The AICE Thinking Skills course develops a specific set of intellectual skills, independent of subject content, reflecting the need voiced by universities and employers for more mature and sophisticated ways of thinking. The Thinking Skills course also enables students to approach their other subjects with an improved ability to understand, analyze and resolve problems. As a result, students will find the course of great benefit when preparing for higher education and for a wide range of careers, including law, scientific research, social science, journalism, medicine, business, accounting, and engineering.
<b>AICE Media Studies</b>	10-12	This course offers learners the chance to develop an understanding and appreciation of the place of media in our everyday lives. The course enables learners to take a hands-on approach to the subject. Through the coursework components they create their own media products from planning through to execution.
<b>AICE Marine Science (Two years)</b>	10-12	The Cambridge International Marine Science course provides students with a coherent and stimulating introduction to the science of the marine environment. The emphasis throughout is on the understanding of concepts and the application of ideas to new contexts. Marine Science is for learners who want to study Marine Biology or Environmental Science at university or to follow a career in shipping, fisheries, tourism or aquaculture.
<b>AICE International (World History Credit)</b>	9	AICE International course allows students to learn to evaluate historical evidence, present clear and logical arguments, assess different interpretations of an argument and develop an understanding of historical concepts such as cause and effect, similarity and difference and continuity and change.
<b>AICE English Literature (English Credit)</b>	11-12	The AICE Literature course focuses on language, form, structure, genre, context, style and interpretation. These include critical analysis, constructing arguments and presenting knowledge and understanding in a balanced, articulate and fluent manner. Learners of Literature in English will be well-equipped for progression to higher education or directly into employment; finding that the skills needed will support them in a wide range of subjects and real-world situations.
<b>AICE English Language (English Credit)</b>	11-12	The AICE English Language course gives learners the opportunity to study English language and its use in contemporary communication. It aims to encourage a critical response to texts in a range of forms, styles and contexts, and to promote skills of communication, reading, research and analysis.
<b>AICE English General Paper (English Credit)</b>	11-12	The Cambridge International AS Level English General Paper encourages learners to engage with a variety of topics, including knowledge and understanding gained from study of other subjects. They learn to become confident in analyzing knowledge and opinion from a variety of sources, to build arguments and to communicate through written English. Grade 11 takes this course to complete year 3 of Florida graduation requirements.
<b>AICE Global Perspectives &amp; Research</b>	12	The AICE Global Perspectives course prepares students for positive engagement with our rapidly changing world. Students broaden their outlook through the critical analysis of, and reflection on, issues of global significance. The AICE Global Perspectives syllabus is based on skills rather than specific content. Students will develop research, thinking, reasoning, and communication skills by following an approach to analyzing and evaluating arguments and perspectives called the Critical Path.
<b>AICE US History (US Credit)</b>	11	AICE US History allows students to learn to evaluate historical evidence, present clear and logical arguments, assess different interpretations of an argument and develop an understanding of historical concepts such as cause and effect, similarity and difference and continuity and change

## ADVANCED PLACEMENT COURSES

**NOTE: Enrollment in any AP course requires successful completion of all stated prerequisites.**

### AP COURSE OFFERINGS

Parents and students wanting more details on topics covered in any Advanced Placement (AP) course should visit this website for complete descriptions: <http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>. Advanced Placement courses are weighted .08 higher than regular courses and can improve a student's GPA and prepare students for college. The additional .08 will only be added to AP courses where the students received a final semester grade of a 'C' or higher. All students in AP courses will be **required** to take the first semester exam in January and the AP subject exam in May!

There is a considerable amount of study time involved in Advanced Placement courses, and students should be sure that they are willing to commit to extra time to complete reading and assignments. Students can earn early college credit for scores of '3' or higher on Advanced Placement exams. The individual college or university determines how many, or if any, credits will be granted for the AP exam score. Please contact the individual college or university to see if your AP score will be granted college credit. **All students taking Advanced Placement courses will be REQUIRED to take the national Advanced Placement exam for that course. There is no cost to the student; however, students who skip the exam will be charged for each exam.** Students who choose to enroll in these challenging Advanced Placement college courses **will not be removed** from these courses once the school year begins.

### AP ART

Course	Grades	Credits	Description
<b>AP STUDIO ART PORTFOLIO</b>	11-12	1.0	Students are required to produce a portfolio for evaluation in quality, concentration, and breadth. Students must submit actual in-depth, individual artwork demonstrating a wide range of skill with several different art media as well as a recurring theme. <i>This course involves significantly more time than the typical high school art course and is only for the serious art student.</i>
<b>AP 2D ART AND DESIGN</b>	11	1.0	AP 2-D Art and Design is an introductory college-level two-dimensional design course. Students refine and apply skills and ideas they develop throughout the course to produce two-dimensional art and design. Teacher Recommendation

### AP CALCULUS

Course	Grades	Credits	Description
<b>AP CALC</b>	11-12	1.0	AP Calculus AB is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions.

### AP WORLD LANGUAGE

Course	Grades	Credits	Description
<b>AP SPANISH LANGUAGE &amp; CULTURE</b>	11-12	1.0	The objective of this course is to enhance a student's performance in Spanish, and to prepare them for the AP Spanish Language CollegeBoard. The course will be conducted <u>entirely in Spanish</u> and the students will communicate <u>entirely in Spanish</u> . Through the year, students work with the authentic, cultural materials and texts. <i>It is required that the student takes the Advanced Placement examination for Spanish Language &amp; Culture.</i>
<b>AP SPANISH LITERATURE &amp; CULTURE</b>	11-12	1.0	The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, plays, and essays) from Peninsular Spanish, Latin American, and U.S. Hispanic literature. Through careful examination of the required readings and other texts, students work to hone their critical reading and analytical writing skills. Literature is explored within the contexts of its time and place, and students gain insights on the many voices, historical periods, and cultures represented in the required readings and other texts. The course also includes a strong focus on cultural, artistic, and linguistic connections and comparisons, which is supported by the exploration of various media (art, music, film, articles, and literary criticism). AP Spanish Literature and Culture is equivalent to a college or university survey course of literature written in Spanish at the first level counted towards a major in this subject area. <i>It is required that the student takes the Advanced Placement examination for Spanish Literature and Culture.</i>

## VETERINARY ASSISTING – CAREER DUAL ENROLLMENT

<b>VETERINARY ASSISTING 4 &amp; 5</b>	11-12	1.0	<p><b>Career Dual Enrollment Option –</b></p> <p>Vet 4: Articulation with Aparicio-Levy Technical College Standards include instruction in animal welfare and animal rights, animal research, record keeping, sanitation, diagnostic testing and equipment, and parasitology.</p> <p>Vet 5: Articulation with Aparicio-Levy Technical College Standards include instruction in grooming, exotic animals, surgical assisting, pharmacology, and syringe use.</p>
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## INDUSTRY CERTIFICATIONS

<b>What are Industry Certifications?</b>	Industry certifications are evidence that a student has learned a valuable skillset. They are awarded to students who pass a national exam after studying the content in their high school Career and Technical (CTE) class. The exams for all industry certifications taken at Chamberlain High School are offered at no cost to the student.
<b>How does an industry certification benefit a student?</b>	Industry certifications are recognized nationally in the business world. They show that students have mastered the skills and knowledge in a specialized area. This makes students more marketable in the competitive workforce. This could be the difference in an employer choosing our certified students for jobs over their non-certified counterparts. Additionally, some certifications will earn students free college credits. The program, called “Gold Standard Career Pathways,” awards credits for students who continue in the same program for their associate degree. Available to students attending Florida’s two-year State College system some degrees will accept certification towards college graduation. For students, this means a jump on earning their degree and saving some money.
<b>How can students obtain industry certification?</b>	Students obtain industry certification by passing specific industry exams. Students must be enrolled at the correct level and meet other requirements to be permitted to take the exam.
<b>What Industry Certifications do we offer students?</b>	<p>Veterinary: Certified Veterinary Assistant (CVA), Animal Science Specialist Certification, Agriculture Systems, Agriculture Associate.</p> <p>Culinary: Serve Safe, National Registry</p> <p>Customer Service: Entrepreneurship &amp; Small Business</p>

### 3DE BY JUNIOR ACHIEVEMENT

The 3DE 4-year high school experience is a partnership between Hillsborough County Public Schools, Junior Achievement, and the business community. Our business partners are looking to find innovative solutions to real problems that they are experiencing. Each year, 3DE students take four core courses and a Launch course (AVID) where students gain knowledge about current business tools and develop an understanding of core competencies, which are critical to life and career success such as engaging communication and effective collaboration. Students are also exposed to a wide range of industries and careers through interactions with company executives and business coaches. 3DE is a community within the school that focuses on economic opportunities for all students.

#### **9th and 10th Grade Program**

In their freshman and sophomore years, students participate in 6 case challenges with partners such as ReliaQuest, Jabil, Arby's, Delta, Home Depot, and UPS.

#### **11th and 12th Grade Program**

In their junior year, participate in 4 case challenges and launch their own companies. Our juniors receive coaching from various business partners such as Power Design, Franklin Street, Raymond James, and more during the creation of their companies.

In their senior year, students become business consultants for one of our business partners such as City of Tampa, ReliaQuest, HCSO, or Junior Achievement of Tampa Bay to help them solve a critical challenge they are facing.

### AVID 3DE LAUNCH COURSES

Course	Grades	Credits	Description
<b>AVID I</b>	9	1.0	Advancement via Individual Determination (AVID) is an academic elective course that prepares students for college and career readiness, and it is scheduled during the regular school day as a year-long course. 3DE Launch takes place in the AVID classroom and complements the AVID curriculum by offering students real-world opportunities to practice and implement AVID skills and strategies through case challenges. Each week, students receive instruction that utilizes rigorous college-preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their academic growth. Additionally, students engage in activities centered around exploring college and career opportunities and their own agency.
<b>AVID II</b>	10	1.0	During the 10th Grade AVID elective course, students will continue to build on the skills introduced during their 9th grade year. Again, 3DE Launch complements the AVID curriculum by offering students opportunities to practice AVID skills and 3DE Core Competencies through a new set of case challenges. Students will continue to refine and adjust their academic learning plans and goals, increase awareness of their actions and behaviors. As students increase their rigorous course load and school/community involvement, they will refine their time management and study skills accordingly. Lastly, students will narrow down their college and careers of interest based on their personal interests and goals.
<b>AVID III</b>	11	1.0	The 11th grade AVID elective course is the first part in a junior/senior seminar course that focuses on critical thinking and post-secondary plans. The 3DE Launch business curriculum complements this model by having students engage with school leadership and business professionals to build their own businesses culminating in the Market Day Expo. In addition, there are college-bound activities, methodologies, and tasks that should be undertaken during the junior year to support students in any post-secondary plans.
<b>AVID IV</b>	12	1.0	The 12th grade AVID elective course is the second part of the junior/senior seminar course that focuses on critical thinking and post-secondary plans. Through the 3DE Launch consultancy curriculum, students will engage with business partners assuming a consultancy role to help the organization with a critical issue that they are experiencing. This real-world experience is paired with a final research project in which students finalize their post-secondary plans. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program.

*Interest &  
Specialty  
Electives &  
Core Courses*

# GENERAL COURSES OF STUDY

## ART

Course	Grades	Credits	Prerequisites	Description
<b>2D STUDIO ART</b>	9-12	1.0		Learn to draw and paint. The purpose of this course is to introduce students to the advanced understanding of artistic expression and to develop an eye for design. Students will create unique design ideas through a variety of art techniques and mediums. They will analyze art and design, then plan and produce original works of art. No experience required!! This course will introduce students to basic drawing and painting skills that anyone can learn.
<b>2D STUDIO ART II</b>	10-12	1.0	<b>2D STUDIO ART I or CREATING 2D ART I</b>	Take this course to expand on the drawing and painting skills learned in either 2D STUDIO ART I or CREATING 2D ART I. Students will explore more media and increase their art skills.
<b>DRAWING PORTFOLIO HONORS</b>	11-12	1.0	<b>Co-Enrolled in AP Studio Art</b>	This course is a secondary course to AP Studio Art only. This course is to give AP students additional working time to produce their portfolios
<b>PORTFOLIO 2D DESIGN HONORS</b>	9-12	1.0	<b>Teacher Recommendation</b>	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
<b>PAINTING 1 **SEMESTER COURSE</b>	9-12	0.5		The purpose of this course is to introduce students to develop an understanding of various sketching and painting techniques. Students will be given the opportunity to explore painting with watercolors, tempera, and acrylics. This course incorporates hands-on activities and consumption of art materials. Students will create a variety of individual and collaborative works of art through the development of skills in painting. They will gain an understanding of composition, art history, and the importance of the elements and principles of art. A studio fee is required.
<b>DRAWING 1 **SEMESTER COURSE</b>	9-12	0.5		Students experiment with the media and introductory techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates demonstrations/hands-on activities and consumption of art materials. Students must bring drawing materials to class every day. Student are required to have access to a spiral bound sketch book.



## COSMETOLOGY & SPECIALTIES

Course	Grades	Credits	Prerequisites	Description
<b>GROOMING AND SALON SERVICES ***SEMESTER</b>	9-12	.5		This course is designed to provide the students with the opportunity to become familiar with competencies necessary to succeed in the beauty industry. These include employability, communication skills, entrepreneurship, math skills and State Board of Cosmetology requirements as well as Cosmetology rules and regulations.
<b>BARBERING 1</b>	9-12	1.0	<b>Teacher Recommendation</b>	This course is designed to provide instruction in safety rules and procedures, school, classroom/laboratory procedures. It provides competencies in hair shampooing and conditioning, trimming, and shaping using clippers, shears and razors. The primary purpose of the Barbering course is to train students in both theory and practical experience to prepare them to successfully pass the State Board Examination, and for immediate employment in the Cosmetology field. The course is particularly directed towards developing in the student, desirable habits and attitudes with respect to health, sanitation, safety, and encouragement towards self-reliance, readiness to assist others, and an ethical approach to the Cosmetology profession.
<b>BARBERING 2</b>	9-12	1.0	<b>BARBERING 1 or GROOMING AND SALON SERVICES, and Teacher Recommendation</b>	This course is designed to provide competencies in hair styling. The primary purpose of the Barbering course is to train students in both theory and practical experience to prepare them to successfully pass the State Board Examination, and for immediate employment in the Cosmetology field. The course is particularly directed towards developing in the student, desirable habits, and attitudes with respect to health, sanitation, safety, and encouragement towards self-reliance, readiness to assist others, and an ethical approach to the Cosmetology profession.
<b>BARBERING 3</b>	10	1.0	<b>BARBERING 1 or GROOMING AND SALON SERVICES, and BARBERING 2, and Teacher Recommendation</b>	This course is designed to provide competencies in mustache and beard design. The primary purpose of the Barbering course is to train students in both theory and practical experience to prepare them to successfully pass the State Board Examination, and for immediate employment in the Cosmetology field. The course is particularly directed towards developing in the student, desirable habits, and attitudes with respect to health, sanitation, safety, and encouragement towards self-reliance, readiness to assist others, and an ethical approach to the Cosmetology profession.
<b>BARBERING 4</b>	10	1.0	<b>BARBERING 1 or GROOMING AND SALON SERVICES, and BARBERING 2-3, and Teacher Recommendation</b>	This course is designed to provide competencies in shaving. The primary purpose of the Barbering course is to train students in both theory and practical experience to prepare them to successfully pass the State Board Examination, and for immediate employment in the Cosmetology field. The course is particularly directed towards developing in the student, desirable habits, and attitudes with respect to health, sanitation, safety, and encouragement towards self-reliance, readiness to assist others, and an ethical approach to the Cosmetology profession.
<b>BARBERING 5</b>	11	1.0	<b>BARBERING 1 or GROOMING AND SALON SERVICES, and BARBERING 2-4, and Teacher Recommendation</b>	This course is designed to provide the student with an opportunity to develop competencies in basic science and facial treatments. The primary purpose of the Barbering course is to train students in both theory and practical experience to prepare them to successfully pass the State Board Examination, and for immediate employment in the Cosmetology field. The course is particularly directed towards developing in the student, desirable habits, and attitudes with respect to health, sanitation, safety, and encouragement towards self-reliance, readiness to assist others, and an ethical approach to the Cosmetology profession.
<b>BARBERING 6</b>	11	1.0	<b>BARBERING 1 or GROOMING AND SALON SERVICES, and BARBERING 2-5, and Teacher Recommendation</b>	This course is designed to provide the student with employability skills, state board laws, and hairpieces/wigs/hair attachments. The primary purpose of the Barbering course is to train students in both theory and practical experience to prepare them to successfully pass the State Board Examination, and for immediate employment in the Cosmetology field. The course is particularly directed towards developing in the student, desirable habits, and attitudes with respect to health, sanitation, safety, and encouragement towards self-reliance, readiness to assist others, and an ethical approach to the Cosmetology profession.

<b>BARBERING 7</b>	12	1.0	<b>BARBERING 1 or GROOMING AND SALON SERVICES, and BARBERING 2-6, and Teacher Recommendation</b>	This course is designed to provide the student with skills in permanent wave, reconstruction curl, and chemical relaxing. The primary purpose is to train students in both theory and practical experience to prepare them to successfully pass the State Board Examination, and for immediate employment in the Cosmetology field. The course is particularly directed towards developing in the student, desirable habits and attitudes with respect to health, sanitation, safety, and encouragement towards self-reliance, readiness to assist others, and an ethical approach to the Cosmetology profession.
<b>BARBERING 8</b>	12	1.0	<b>BARBERING 1 or GROOMING AND SALON SERVICES, and BARBERING 2-7, and Teacher Recommendation</b>	Designed to provide the student with skills in coloring and a basic understanding of entrepreneurship. Primary purpose of the course is to train students in both theory and practical experience to prepare them to successfully pass the State Board Examination, and for immediate employment in the Cosmetology field. Course is particularly directed towards developing desirable habits and attitudes with respect to health, sanitation, safety, and encouragement towards self-reliance, readiness to assist others, and an ethical approach to the Cosmetology profession.
<b>COSMETOLOGY 2 NAILS ***SEMESTER</b>	9-12	0.5	<b>GROOMING AND SALON SERVICES</b>	Designed to provide competencies in manicuring and pedicuring and applying artificial nails/nail wraps. Instruction includes selection of supplies and equipment, sanitation procedures and performing designated procedures. <i>(Fulfills Fine Arts graduation requirement)</i>
<b>COSMETOLOGY 3 FACIALS</b>	9-12	0.5	<b>GROOMING AND SALON SERVICES</b>	This course is designed to provide the student with an opportunity to develop competencies in facials and related massage, and makeup. This instruction includes selection of supplies and equipment, sanitation procedures and performing designated procedures.
<b>COSMETOLOGY 4</b>	10-12	1.0		This course provides an opportunity to learn the hair shampooing and scalp treatments. Evaluate scalp and hair needs by analysis, demonstrating an awareness of diseases and disorders. Communicate an understanding of the chemical compositions and reactions of shampoos, conditioners, electrical current, transfer of energy and how it affects the skin. <i>(Fulfills Fine Arts graduation requirement)</i>
<b>COSMETOLOGY 5</b>	10-12	1.0		This course provides an opportunity to learn competencies in hair shaping and instruction in selection of proper hair cutting, implements and proper style selection. Identify and perform hair shaping (cutting). Identify and analyze spheres and dimensional shapes using visualization. Illustrate ways in which geometric shapes can be combined, subdivided and changed in performing haircuts on a manikin. <i>(Fulfills Fine Arts graduation requirement)</i>
<b>COSMETOLOGY 6, 7, &amp; 8</b>	10-12	1.0		These courses give the student an opportunity to develop competencies in preparation and principles of design and fitting of wigs and hairpieces. Identify and prepare hairpieces, wigs and hair attachments. Identify and analyze spheres and dimensional shapes using visualization. Illustrate ways in which geometric shapes can be combined, subdivided and changed in performing haircuts on a manikin or client. Communicate an understanding of factors that influence the determination of strategies necessary to meet client needs. <i>(Fulfills Fine Arts graduation requirement)</i>
<b>FACIAL SPECIALTY</b>	10-12	1.0	<b>GROOMING AND SALON SERVICES and COSMETOLOGY III FACIALS</b>	This course is designed for students to develop proficiencies in advanced skin care techniques and become eligible for licensure.
<b>NAIL SPECIALTY</b>	10-12	1.0	<b>GROOMING AND SALON SERVICES and COSMETOLOGY II NAILS</b>	This course is designed for students to develop proficiencies in advanced nail techniques and become eligible for licensure

## CULINARY OPERATIONS

Course	Grades	Credits	Prerequisites	Description
<b>CULINARY ARTS I</b>	9-12	1.0		This is the first course of four in the Culinary Program of Study. This course initiates the student to safety and sanitation procedures as well as mandated guidelines for the food service industry. Leadership and teamwork skills needed to accomplish team goals and objectives are imbedded in the course work. Use and care of commercial food service tools and equipment is the focus of this course, as well as reading and following recipes.
<b>CULINARY ARTS II AND CULINARY ARTS III</b>	10-11	2.0	<b>CULINARY ARTS I</b>	<p>Culinary Arts II is the course that Culinary Arts career preparation students take after successful completion of the Culinary Arts I course. This course introduces the basic principles of food science and nutrition. Students train to prepare and present food and beverage items to meet set creativity aspects and quality standards.</p> <p>Culinary Arts III students study food identification, selection, purchasing, receiving, storing, and inventory guidelines. Advanced cooking and baking techniques are practiced utilizing scientific principles. Students also research career and advancement opportunities in culinary careers and develop a business plan.</p>
<b>CULINARY ARTS IV AND HOSPITALITY DIRECTED STUDY HONORS</b>	11-12	2.0	<b>CULINARY ARTS I, II and III</b>	Culinary Arts IV and V are the final courses in the Culinary Program of Study. During this year students analyze the marketing value of menus, utilize cost control techniques, and compare the relationship of nutrition to wellness. Upon the completion of Culinary IV, students can achieve the National Pro-Start Certificate Industry Certification issued by the National Restaurant and Lodging Association. In addition, students can take the Serve Safe Industry Certification during this course.

## CUSTOMER SERVICE REPRESENTATIVE AND BUSINESS

Course	Grades	Credits	Prerequisites	Description
<b>CUSTOMER SERVICE 1-4</b>	9-12	1.0		Students will learn basic principles and computer software related to customer service, human relations, leadership and communication for two days while in a classroom setting. Additionally, they will use Microsoft Word, Excel and Outlook 2016, to prepare for the Microsoft Office Specialist Certification (MOS). Students will be assigned to a workstation three days working as a customer service representative in an office, Media Center, or Student Services (Guidance) Department where they will learn valuable experience for success in the Customer Service industry.

## DRAMA

Course	Grades	Credits	Prerequisites	Description
<b>TECHNICAL THEATRE DESIGN &amp; PRODUCTION I-IV</b>	9-12	1.0		Students focus on developing the basic tools and procedures for creating elements of technical theatre, including, costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials are central to success in this course. Students will explore and learn to analyze dramatic scripts.
<b>THEATRE I</b>	9-12	1.0		This course is designed for students with varying theatre experience and promotes enjoyment and appreciation for all aspects of theatre. Classwork focuses on the exploration of theatre literature, performance, historical and cultural connections, and technical requirements. Improvisation, creative dramatics, and beginning scene work are used to introduce students to acting and character development. Incorporation of other art forms in theatre also helps students gain appreciation for other art forms.

## DRIVER EDUCATION

Course	Grades	Credits	Prerequisites	Description
<b>DRIVER EDUCATION</b> ***SEMESTER	9-12	0.5	<b>Must be at least 15 yrs. of age on the FIRST DAY of the enrolled semester. Insurance fee is required, and students must pay for their driver's license.</b>	Specific content shall include, but not be limited to, instruction within a classroom in vehicle control and traffic procedures, defensive strategies for driving, natural laws and their application to driving, energy efficient and safe enjoyable vehicle ownership, physical and mental factors, legal and moral obligations, knowledge of motorcycle operations and interactions in the system, planning for safe travel to include map studies, and a comprehensive study of the effects of alcohol and drugs on driving performance.

## ENGLISH, READING & JOURNALISM

Course	Grades	Credits	Description
<b>ENGLISH I</b>	9	1.0	The content includes using reading strategies to construct meaning from informative, technical, and literary texts; acquiring an extensive vocabulary through reading, discussion, listening, and systematic word study; using process writing strategies, student inquiry, and self-monitoring techniques; using speaking, listening, and viewing strategies in formal presentations and informal discussions; understanding and responding to a variety of literary forms; and understanding and using language successfully to impact readers, writers, listeners, speakers, and viewers.
<b>ENGLISH I HONORS (JA &amp; NON)</b>	9	1.0	The content includes, using reading strategies to construct meaning from informative, technical, and literary texts; acquiring an extensive vocabulary through reading, discussion, listening, and systematic word study; using process writing strategies, student inquiry, and self-monitoring techniques; using speaking, listening, and viewing strategies in formal presentations and informal discussions; understanding and responding to a variety of literary forms; and understanding and using language successfully to impact readers, writers, listeners, speakers, and viewers.
<b>ENGLISH II</b>	10	1.0	The content should include, but not be limited to, using reading strategies to construct meaning from informative, technical, and literary texts, acquiring an extensive vocabulary through reading, discussion, listening, and systematic word study.
<b>ENGLISH II HONORS (JA &amp; NON)</b>	10	1.0	The content should include, but not be limited to, using reading strategies to construct meaning from informative, technical, and literary texts, acquiring an extensive vocabulary through reading, discussion, listening, and systematic word study.
<b>ENGLISH IV</b>	12	1.0	The content should include, but not be limited to, using the reading process to construct meaning using informative, technical, and imaginative texts; using writing processes for various purposes with attention to style and format; using the research process and individual inquiry to locate, analyze, and evaluate information.
<b>ENGLISH IV HONORS (JA &amp; NON)</b>	12	1.0	The content should include, but not be limited to, using the reading process to construct meaning using informative, technical, and imaginative texts; using writing processes for various purposes with attention to style and format; using the research process and individual inquiry to locate, analyze, and evaluate information. The course emphasis should be on the works of British authors; however, literature representative of other cultures may be used to support integrated studies.
<b>ENGLISH I THROUGH ESOL</b>	9	1.0	The content should include, but not be limited to, using reading strategies to construct meaning from informative, technical, and literary texts; acquiring an extensive vocabulary through reading, discussion, listening, and systematic word study.
<b>ENGLISH II THROUGH ESOL</b>	10	1.0	The content should include, but not be limited to, using reading strategies to construct meaning from informative, technical, and literary texts; acquiring an extensive vocabulary through reading, discussion, listening, and systematic word study.
<b>ENGLISH III THROUGH ESOL</b>	11	1.0	The content should include, but not be limited to, using the reading process to construct meaning using technical, informative, and imaginative texts; using writing processes for various purposes with attention to style and format.
<b>ENGLISH IV THROUGH ESOL</b>	12	1.0	The content should include, but not be limited to, using the reading process to construct meaning using technical, informative, and imaginative texts; using writing processes for various purposes with attention to style and format.

## READING

Course	Grades	Credits	Prerequisites	Description
<b>INTENSIVE READING, I</b>	9	1.0	<b>Placement is determined by ELA BEST Assessment</b>	The course will emphasize reading comprehension and vocabulary skills using a variety of grade appropriate texts encompassing a range of complexity. Students will engage in research, write in response to reading, and cite evidence to answer text dependent questions both orally and in writing.
<b>INTENSIVE READING 2</b>	10	1.0	<b>Placement is determined by ELA BEST Assessment</b>	Students will continue development of literal and inferential comprehension skills, critical reading skills, and vocabulary enrichment with a strong emphasis on comprehending informational text and using test-taking skills.
<b>INTENSIVE READING 3</b>	11	1.0	<b>Placement is determined by ELA BEST Assessment</b>	The purpose of this course is for students to develop literal and inferential comprehension skills, critical reading skills, vocabulary enrichment, study skills, and test taking strategies related to the BEST ELA Assessment and SAT.
<b>INTENSIVE READING 4</b>	12	1.0	<b>Placement is determined by ELA BEST Assessment</b>	The purpose of this course is for students to develop literal and inferential comprehension skills, critical reading skills, vocabulary enrichment, study skills, and test taking strategies related to the BEST ELA Assessment and ACT.
<b>ESOL LANGUAGE DEVELOPMENT</b>	9-12	1.0	<b>Placement is determined by ELL Specialist and Counselors</b>	The content should include, but not be limited to, developmental vocabulary, reading, and writing skills development within the contexts of selected literary works, and writing, including analysis of sentence structure and practice in paragraph development.

## JOURNALISM

Course	Grades	Credits	Description
<b>JOURNALISM I</b>	9-12	1.0	The content should include, but not be limited to, instruction in recognizing and writing news for journalistic media and in developing editorials, sports articles, and feature stories. In addition to written work, students should receive instruction in the history and traditions of journalism as well as workshop experiences in photography, layouts, advertising, printing, and other practical aspects of journalistic enterprise. In connection with workshop experiences, one or more student journalistic products may be published.
<b>JOURNALISM II (Yearbook)</b>	10-12	1.0	The content should include instruction in recognizing and writing news for journalistic media and in developing editorials, sports articles, and feature stories. In addition to written work, workshop experiences in photography, layouts, advertising, printing, and other practical aspects of journalistic enterprise. One or more student journalistic products may be published.
<b>JOURNALISM III (Yearbook)</b>	10-12	1.0	The content should include, but not be limited to, instruction in recognizing and writing news for journalistic media and in developing editorials, sports articles, and feature stories. In addition to written work, students should receive instruction in the history and traditions of journalism as well as workshop experiences in photography, layouts, advertising, printing, and other practical aspects of journalistic enterprise. One or more student journalistic products may be published.
<b>JOURNALISM IV (Yearbook)</b>	11-12	1.0	The content should include instruction in recognizing and writing news for journalistic media and in developing editorials, sports articles, and feature stories. In addition to written work, students should receive instruction in the history and traditions of journalism as well as workshop experiences in photography, layouts, advertising, printing, and other practical aspects of journalistic enterprise. In connection with workshop experiences, one or more student journalistic products may be published.
<b>JOURNALISM HONORS V, VI, VII, &amp; VIII</b>	11-12	1.0	The purpose of this course is to provide students with practical experiences in types of writing appropriate to publications, opportunities to explore careers in mass communications, and workshop experiences in journalistic productions.

## EXCEPTIONAL STUDENT EDUCATION

Course	Grades	Credits	Description
<b>ACCESS ALG I-A &amp; I-B, ACCESS LIBERAL ARTS MATH, ACCESS GEOMETRY</b>	9-12	Multiple	The content should include number systems including, whole numbers, fractions and decimals, number operations and computation, measurement concepts in length, weight, volume, time and money, geometric concepts, algebraic concepts including problem-solving (basic), probability and data analysis, use of calculators, and applications in personal life and in the workplace.
<b>ACCESS BIOLOGY I, ACCESS CHEMISTRY, ACCESS EARTH SPACE SCIENCE</b>	9-12	Multiple	The content should include life science- plants and animals, human growth and development and body systems; physical science- matter and energy force and motion; earth science- ecology of natural resources and the importance of protecting earth's natural systems, climate and weather, the solar system, application of scientific knowledge and problem solving, scientific method and problem solving, locating information and presenting ideas regarding science and its application.
<b>ACCESS ENGLISH I, II, III &amp; IV</b>	9-12	Multiple	The content shall include reading comprehension and vocabulary, listening and speaking skills, writing, language usage, literature, study skills, reference skills, and applications in daily life and in the workplace.
<b>ACCESS HOPE</b>	9-12	Multiple	The content shall include team, independent, recreational sports, motor development, physical fitness, and communication skills. Note: Need to know enough to watch a football/basketball game, tennis/golf match, etc. <i>Fulfills Requirements: ESE PE, Adaptive Physical Education</i>
<b>ACCESS U.S. GOVERNMENT, ECONOMICS, WORLD HISTORY, US HISTORY</b>	9-12	Multiple	The content should include current and past historical events, use of tools and concepts of geography roles of government at the local, state and national levels, responsible citizenship, community resources, consumer economics, family, culture and society, and career preparation.
<b>ACCESS VISUAL AND PERFORMING ARTS</b>	9-12	Multiple	The content should include visual art, and careers in the arts, drama, and music. <i>Fulfills ESE Art, Arts and Crafts, Music, and Drama Graduation Requirement)</i>
<b>CAREER EXPERIENCES (Community Based Training)</b>	9-12	Multiple	The purpose of this course is to enable students with disabilities to further develop the career knowledge and skills necessary to identify career options, access community resources, and practice work-related behaviors. The course will provide guided practice and experiences in school and community work situations aimed at further progress toward achieving the student's desired post-school outcomes
<b>CAREER PREPARATION (EMPLOYABILITY SKILLS)</b>	9-12	Multiple	The content should include self-appraisal, decision-making, self-determination and self-advocacy, career options, community resources related to career decisions, workplace competencies, as well as rights and responsibilities of employees.
<b>CHOICE ACADEMY</b>	9-12	Multiple	Educational program for students 18-21 that have met all specified graduation requirements by: graduating with a standard access diploma and returning to school to acquire additional skills, or deferring the receipt of a standard access diploma. The program goal is to assist enthusiastic young adults in developing skills to be active in their communities. Major components of the academy are: increasing daily living skills, running a school-based enterprise, Community Work Exposure (CWE), recreation and leisure, socialization skills, and communication skills.
<b>ESE - PRACTICAL ARTS EDUCATION IN FAMILY &amp; CONSUMER SCIENCE</b>	9-12	Multiple	The course content includes, resource management, consumer practices, food and clothing selection, preparation, and management, providing and maintaining organized living space, development of human relationships, good grooming, hygiene and health care, home security, and aesthetics of food, housing, and clothing.
<b>LANGUAGE THERAPY</b>	9-12	Multiple	The content shall include, form including phonology, syntax and morphology, content including semantics, and function including pragmatics.
<b>LEARNING STRATEGIES</b>	9-12	Multiple	The purpose of this course is to provide instruction that enables students with disabilities to acquire and use strategies and skills to enhance their independence as learners in educational and community settings.
<b>SKILLS FOR STUDENTS WHO ARE DEAF OR HARD OF HEARING</b>	9-12	Multiple	The purpose of this course is to enhance the acquisition, comprehension, and use of language for students who are deaf or hard of hearing.
<b>SKILLS FOR STUDENTS WHO ARE VISUALLY IMPAIRED</b>	9-12	Multiple	The purpose of this course is to provide instruction for students who have visual impairments, which affects their ability to function in the home, community, or educational setting.
<b>SPEECH THERAPY</b>	9-12	Multiple	The content shall include articulations, fluency, and voice therapy.



## MARINE CORPS—ROTC

### \*2 years of ROTC Fulfills HOPE AND Practical/Fine Art Graduation Requirement\*

Course	Grades	Credits	Description
<b>MC LEAD I</b>	9-12	1.0	The first year of the program provides cadets with an introduction to leadership, citizenship, and physical fitness. The first year also gives the new cadets exposure to personal growth and responsibility and establishes a foundation of military structure and tradition.
<b>MC LEAD II</b>	10-12	1.0	The second year continues leadership, citizenship, and physical fitness courses. During this year, students receive instruction in General Military subjects with more structure and tradition than in LE-I, as well as the introduction of marksmanship training. This year provides additional learning experiences in personal growth and responsibility, and citizenship.
<b>MC LEAD III</b>	11-12	1.0	In ME-III, cadets will begin to use their leadership training as they assume positions of increased authority and responsibility within the program. This year also provides detailed instruction on personal finances, as well as other preparation for life beyond high school
<b>MC LEAD IV</b>	12	1.0	ME-IV is a year when cadets really bring together all their previous learning experiences in the MCJROTC program. Senior cadets conduct formations and inspections, as well as supervise certain training events with younger cadets. LE-IV cadets continue to be challenged academically with requirements for research projects, independent studies, and progress reports.
<b>LEAD ED I</b>	11-12	1.0	This is an advanced level ROTC course offered to interested 11 <sup>th</sup> or 12 <sup>th</sup> grade students who have completed MC Lead 1 through MC Lead 2. This course teaches advanced leadership skills and organizational management. The course is designed to prepare students for increased levels of responsibility within the ROTC organizational structure.
<b>LEAD ED II</b>	12	1.0	This is an advanced level ROTC course offered to interested 12 <sup>th</sup> grade students who have completed MC Lead 1 through MC Lead 3. This course teaches advanced leadership skills and organizational management. The course is designed to prepare students for increased levels of responsibility within the ROTC organizational structure.

## MATHEMATICS

Course	Grades	Credits	Description
<b>ALGEBRA 1</b>	9-12	1.0	This course provides the foundation for more advanced mathematics and science courses and develops the skills needed to solve mathematical problems. Students will be introduced to the scientific calculator. This is an entry-level course for a college preparation course of study and fulfills the Algebra 1 graduation requirement. Students will take the Algebra 1 EOC at the end of the course.
<b>ALGEBRA 1B</b>	9-10	1.0	This course provides the foundation for more advanced mathematics and science courses and develops the skills needed to solve mathematical problems situated in the real world. This is an entry-level course for a college preparation course of study and fulfills the semester 2- Algebra 1 graduation requirement. Students will take the Algebra 1 EOC at the end of the course
<b>MATH FOR DATA AND FINANCIAL LITERACY HONORS</b>	9-12	1.0	This honors course aims to equip students with the mathematical and analytical skills necessary to make informed decisions related to data analysis and personal finance. Students will learn how to interpret and manipulate data, make sense of financial information, and develop essential quantitative skills for real-life situations. To enroll in this course, students must have completed Algebra 2 or Algebra 2 Honors with a grade of A or B.
<b>GEOMETRY</b>	9-12	1.0	The purpose of this course is to develop the geometric knowledge that can be used to solve a variety of real-world and mathematical problems. Geometric relationships are developed inductively, with hands-on activities. The content of this course is less rigorous than Geometry Honors and fulfills the Geometry graduation requirement.
<b>GEOMETRY HONORS</b>	9-12	1.0	This rigorous course gives an in-depth study of the relationships in geometry, their proofs, and skill in applying the inductive method of mathematical situations. This course fulfills the Geometry graduation requirement.
<b>MATH FOR COLLEGE LIBERAL ARTS</b>	9-12	1.0	This course is a bridge between Geometry and Algebra 2. It was designed for students interested in strengthening their mathematics skills prior to enrolling in an Algebra 2 course. The course is also designed to help to improve student performance on the Algebra 1 End-of-Course exams college preparatory tests (e.g. SAT, ACT). To enroll in this course, students must have completed Geometry.

<b>MATH FOR COLLEGE ALGEBRA</b>	10-12	1.0	This course is designed to provide students with the foundational algebraic skills and knowledge needed to succeed in college-level mathematics. Students will explore fundamental concepts and techniques in algebra while also developing problem-solving and critical thinking skills. The course aims to prepare students for more advanced math courses, such as precalculus or calculus, and to support their success in other academic disciplines. To enroll in this course, students must have completed Algebra 2.
<b>ALGEBRA 2</b>	10-12	1.0	This rigorous course continues the study of the structure of Algebra and provides the foundation for applying these skills to other mathematical and scientific fields. There will be extensive use of the scientific calculator and the student will be introduced to the graphing calculator. This is the entry level course for college mathematics.
<b>ALGEBRA 2 HONORS</b>	9-12	1.0	This course presents an in-depth study of the topics of Algebra 2 with emphasis on theory, proof and development of formulas, as well as their application. *Students will be required to have a graphing calculator for this course.
<b>PRE-CALCULUS HONORS</b>	10-12	1.0	This course emphasizes trigonometric functions and their applications, the extension of polynomial functions, the extension of exponential and logarithmic functions, and the concept and theory of limits. There will be extensive use of the scientific and graphing calculators. To enroll in this course, students must have completed Algebra 2 or Algebra 2 Honors with a grade of A or B. This is a prerequisite course for Calculus.
<b>FOUNDATIONS</b>	9-12	1.0	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. *elective credit; not math credit

## MUSIC

\*All Courses Fulfill Fine Arts Graduation Requirement\*

Course	Grades	Credits	Prerequisites	Description
<b>BAND 1 (INTRODUCTION TO BAND)</b>	9-12	1.0		<b>No previous prerequisite is needed!</b> This course introduces students to playing band instruments. If students have played, but need a refresher course, this is the course. During the spring, beginning band members will study, rehearse, and perform concert literature between grades III-IV. Members will have the opportunity to “graduate” via audition and teacher recommendation from beginning band and participate in the Symphonic Band (comprised of Band 1-4 members). Students in this course may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.
<b>BAND 2-4</b>	9-12	1.0	<b>M/J BAND or BAND 1, 2, 3</b>	This group consists of band members and is designed for the development and refinement of musical techniques and musicianship skills. Members of this group comprise the membership of the Band of the Mighty Chiefs marching band during the fall semester and all students are <u>required</u> to participate in order to be eligible for fall and spring concert band(s). Any conflicts with the marching band schedule will be handled on an individual basis. During the spring, Band 1-4 members will study, rehearse, and perform concert literature between grades III-VI. Students in this course may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source. Performances include: Marching Music Performance Assessment, Competition(s), Fall Concert, Spring Trip and the Spring Concert.
<b>BAND 5, 6 HONORS</b>	11-12	1.0	<b>BAND 1 &amp; 2, and Band Director Recommendation</b>	These courses are designed to provide advanced instruction for students who would like to enhance their curriculum in Band 3 & 4. Upon successfully completing the Honors curriculum, students will receive honors points not available in Band 3 or 4. Rehearsals and performances outside of class time are <u>REQUIRED</u> .
<b>EURYTHMICS 1-4</b>	9-12	1.0	<b>Audition and Teacher Recommendation</b>	The purpose of this course is to enable students to develop basic skills in creating, performing, and evaluating choreographed performances as an independent ensemble and in cooperation with the marching band. Emphasis is placed on dance, equipment manipulation, precision, and the relationship between music and dance. Participation in Marching Band in the fall and Winter Guard in the spring is <u>REQUIRED</u> . Rehearsals and performances outside of class time are also <u>REQUIRED</u> .
<b>INSTRUMENTAL TECHNIQUES I &amp; II (PERCUSSION)</b>	9-12	1.0	<b>Band Director Recommendation</b>	This is a split-level percussion course consisting of beginners and more advanced players. In this course several different mediums of percussion performance are addressed. Students will also be <u>required</u> to be a member in a percussion ensemble

<b>JAZZ ENSEMBLE 1-4</b>	9-12	1.0	<b>Band Director Recommendation</b> <b>Co-requisite:</b> <b>Enrollment in Band 1, 2, 3, or 4</b>	This course covers various techniques and styles of contemporary music and jazz literature. Rehearsals and performances outside of class including marching band time, are <u>required</u> . Auditions are held in April/May for drums, piano, guitar and bass for the following year. Performances include: Fall and/or winter concert, Jazz Music Performance Assessment, Spring Concert and other extra-curricular performances scheduled in advance.
<b>KEYBOARDING (Piano)</b>	9-12	1.0		No experience required! Learn to play the piano! Learn to read music! Under your teacher's supervision, you will work at your own pace developing piano skills and learning music theory.
<b>ORCHESTRA 1 (INTRODUCTION TO ORCHESTRA)</b>	9-12	1.0		This course consists of string players and is designed for the development and refinement of musical techniques and fundamental skills. Members of this group comprise the membership of the CHS Orchestra. This year long, co-curricular course may include after school rehearsals and performances in alignment with the Florida State Standards. Students in this course may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source. Performances include: Concert Music Performance Assessment, fall and/or winter concert, Spring Trip and the Spring Concert.
<b>ORCHESTRA 2, 3, 4</b>	9-12	1.0	<b>M/J ORCHESTRA or ORCHESTRA 1, 2, 3</b>	This course focuses on the development of critical listening skills, string techniques, music literacy, ensemble skills, and aesthetic awareness in the context of relevant history and cultures. Public performances may serve as a culmination of specific instructional goals. Students <u>may be required</u> to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.
<b>ORCHESTRA 5, 6 HONORS</b>	11-12	1.0	<b>Completion of ORCHESTRA 1 &amp; 2, and Director Recommendation</b>	These courses are designed to provide advanced instruction for students who would like to enhance their curriculum in Orchestra III, IV. Upon successfully completing the Honors curriculum, the student will receive honors points not available in Orchestra III, IV. Rehearsals and performances outside of class time are <u>required</u> . <i>*A fee is required for this course.</i>

### PHYSICAL EDUCATION

Course	Grades	Credits	Description
<b>BASKETBALL I</b> <b>***SEMESTER</b>	9-12	0.5	The purpose of this course is to provide students with opportunities to acquire knowledge and skills in basketball that may be used in recreational pursuits today, as well as in later life, and maintain and/or improve their personal fitness. The content should include, but not be limited to, in-depth knowledge and application of skills, techniques, strategies, rules, and safety practices necessary to participate in basketball, and knowledge of the organization and administration of basketball activities. Strategies of team play, skill acquisition, and the maintenance and/or improvement of personal fitness should be stressed.
<b>BASKETBALL II</b> <b>***SEMESTER</b>	9-12	0.5	It is recommended that students successfully complete the Basketball I course prior to taking Basketball 2 due to the progression in content and skill. However, it is <u>NOT</u> mandatory. 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 student's 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.
<b>HOPE-HEALTH OPPORTUNITIES THROUGH PHYSICAL EDUCATION</b>	9-12	1.0	The concept of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. The content should include, but not be limited to, application of fitness and health concepts, biomechanical and physiological; principles of training; prevention and control of lifestyle diseases; risk factor assessments including chronic diseases, communicable and non-communicable diseases such as HIV/AIDS, and other STIs, heart disease, diabetes, cancer, asthma; development of an individual wellness plan; responsible decision making; development of an individual nutrition plan; analyzing skills related to fitness; safety and injury prevention (hydration, injury, violence, environmental issues, CPR); safety education practices; analyzing consumer information and community resources; interpersonal communication, relationships, and sportsmanship; tobacco, alcohol, and other drug use and abuse (risk and protective factors); advocating for health and fitness promotion; and technology application to facilitate health and fitness. This course incorporates the cognitive component (traditional classroom) as well as the physical component (dressing out and physical activity).

<b>SOCCER I/II ***SEMESTER</b>	9-12	0.5	The purpose of this course is to provide students with opportunities to acquire knowledge and skills in soccer that may be used in recreational pursuits today as well as in later life and maintain and/or improve their personal fitness. The content should include, but not be limited to, in-depth knowledge and application of skills, techniques, strategies, rules, and safety practices necessary to participate in soccer, and knowledge of the organization and administration of soccer activities.
<b>TEAM SPORTS I ***SEMESTER</b>	9-12	0.5	The purpose of this course is to provide students with opportunities to acquire knowledge of strategies of team sport, play, develop skills in selected team sports, and maintain and/or improve their personal fitness should be stressed. The content should include, but not be limited to, knowledge and application of skills, techniques, strategies, rules, and safety practices necessary to participate in selected team sports. Team sports selected may include, but not be limited to, flag football, soccer, softball, basketball, and volleyball. Activities selected in Team Sports I shall not be repeated in Team Sports II. Strategies of team sports play, skill acquisition, and maintenance and/or improvement of personal fitness should be stressed.
<b>TEAM SPORTS II ***SEMESTER</b>	9-12	0.5	The purpose of this course is to provide students with opportunities to acquire knowledge strategies, participate, and develop skills in selected team sports. In addition, the student will maintain and/or improve their personal fitness. Strategies of team sports play, skill acquisition, and maintenance and/or improvement of personal fitness should be stressed. Team sports selected may include, but not be limited to, Track and Field, Ultimate Frisbee, Flag Rugby, Lacrosse, and Fitness and Nutrition.
<b>VOLLEYBALL I/II (BEGINNING) ***SEMESTER</b>	9-12	0.5	The content should include, but not be limited to, in-depth knowledge and application of skills, techniques, strategies, rules, and safety necessary to participate in power volleyball. Strategies of team play, skill acquisition, and the maintenance and/or improvement of personal fitness are stressed. Volleyball II is an extension of Volleyball 1.
<b>WEIGHT TRAINING, I (BEGINNING) ***SEMESTER</b>	9-12	0.5	The content should include, but not be limited to, knowledge of the importance of muscular strength and endurance, assessment of muscular strength and endurance. Skeletal muscles, application of biomechanical and physiological principles to improve and maintain strength and endurance, sound nutritional practices related to weight training, safety practices, and relevant consumer issues.
<b>WEIGHT TRAINING II (INTERMEDIATE) ***SEMESTER</b>	9-12	0.5	The content should include, but not be limited to, reinforcement of basic weight training principles, knowledge of safety practices, expansion of weight training programs through incorporating innovative exercises, increasing resistance, modifying the number of sets and repetitions, knowledge of various weight training theories, equipment selection, and the designing, implementing, and evaluating a personal weight training program
<b>WEIGHT TRAINING III (ADVANCED) ***SEMESTER</b>	10-12	0.5	The content should also include, but not be limited to, reinforcement of basic weight training, safety practices and application of knowledge of design and implementation of a personal weight-training program to meet specific needs and goals. Implementation of personal weight training programs and realization of personal goals are being stressed.

## SCIENCE

Course	Grades	Credits	Description
<b>ENVIRONMENTAL SCIENCE</b>	9	1.0	Environmental Science discusses the environmental challenges that impact our future, such as land use, pollution, climate change, and loss of biodiversity. This course is centered around achieving global sustainability to meet the needs of a growing human population, while also maintaining natural resources and protecting Earth's various systems.
<b>BIOLOGY I</b>	9-12	1.0	In this course, students will explore the relationships between living things and their environments. Students will develop an understanding of biological concepts through scientific inquiry, investigations, interactive experiences, higher-order thinking, real-world applications, interpreting and collecting data, and hands-on experiences. The key big ideas of the biology course are molecular and cellular biology, heredity, evolution, classification, organisms, populations, and ecosystems. Students will enhance their mastery of biological concepts, which will enable them to make real-world connections and apply their understanding to everyday life.
<b>BIOLOGY I HONORS</b>	9-12	1.0	In this course, students will explore the relationships between living things and their environments. Students will develop an understanding of biological concepts through scientific inquiry, investigations, interactive experiences, higher-order thinking, real-world applications, interpreting and collecting data, and hands-on experiences. The key big ideas of the biology course are molecular and cellular biology, heredity, evolution, classification, organisms, populations, and ecosystems. Students will enhance their mastery of biological concepts, which will enable them to make real-world connections and apply their understanding to everyday life. While the content focus of this course is consistent with the Biology course, students will explore these concepts in greater depth.

<b>ANATOMY AND PHYSIOLOGY HONORS</b>	11-12	1.0	The purpose of this course is to provide students with a comprehensive exploration of the structure and function of the human body. This course shall include study of human body systems including cells and tissues, muscular system, skeletal system, integumentary system, nervous system, respiratory system, digestive system, endocrine system, circulatory system, immune system, urinary excretory system, and reproductive system. Topics will include the study of normal human body functioning as well as abnormalities including diseases, cancer, genetic conditions, infectious diseases, trauma, and other illnesses of the human body. The course also provides study of medical terminology and clinical cases in the medical field.
<b>CHEMISTRY I</b>	10-12	1.0	In this course, students will study the foundations of chemistry, building on concepts of scientific thinking. Students will use scientific inquiry and higher-order problem solving as they explore the composition, properties, and changes of matter and applications through interactive simulations and hands-on experiences. Students will apply the skills they need to analyze data and make inferences about natural phenomena present today. Course content includes, but is not limited to, the study of atomic structure, nuclear chemistry, the periodic table, chemical bonding, chemical reactions, moles, thermochemistry, gases, solutions, and acids and bases.
<b>CHEMISTRY I HONORS</b>	10-12	1.0	In this course, students will study the foundations of chemistry, building on concepts of scientific thinking. Students will use scientific inquiry and higher-order problem solving as they explore the composition, properties, and changes of matter and applications through interactive simulations and hands-on experiences. Students will apply the skills they need to analyze data and make inferences about natural phenomena present in today's society. Course content includes, but is not limited to, the study of atomic structure, nuclear chemistry, the periodic table, chemical bonding, chemical reactions, moles, thermochemistry, gases, solutions, and acids and bases. While the content focus of this course is consistent with the Chemistry course, students in this course will explore concepts in greater depth, with a deeper mathematical approach.
<b>PHYSICS I</b>	11-12	1.0	In this course, students will be immersed in the scientific contributions that have changed the way we observe and think about matter, forces, and energy in the universe. Throughout the year, students will have the opportunity for practical, hands-on experiences which will collect data, describe, analyze, and predict the motion of objects. Students will study the application of content to real-life scenarios by following in the footsteps of some of the world's greatest thinkers and learning to process their world in a unique way. Course content includes the relationships behind kinematic motion, forces, momentum, energy, thermodynamics, waves, light, electrostatics, magnetism, and modern nuclear physics.
<b>PHYSICS I HONORS</b>	11-12	1.0	In this course, students will be immersed in the scientific contributions that have changed the way we observe and think about matter, forces, and energy in the universe. Throughout the year, students will have the opportunity for practical, hands-on experiences which will collect data, describe, analyze, and predict the motion of objects. Students will study the application of content to real-life scenarios by following in the footsteps of some of the world's greatest thinkers and learning to process their world in a unique way. Course content includes the relationships behind kinematic motion, forces, momentum, energy, thermodynamics, waves, light, electrostatics, magnetism, and modern nuclear physics. While the content focus of this course is consistent with the Physics course, students in this course will explore concepts in greater depth, with a deeper mathematical approach.
<b>EARTH/SPACE SCIENCE</b>	10-12	1.0	In this course, students will learn in depth about Earth's systems and characteristics which include Earth's history, the structure and geological features of the Earth, the Oceans, Climate, and Weather. Then in semester two students will explore concepts about Outer Space which include the Solar System, Galaxies, the Universe, and the history of Space Exploration.
<b>FORENSIC SCIENCE</b>	11-12	1.0	This course examines the latest forensic techniques and innovations used to solve crimes. It also focuses on basic scientific principles and laboratory processes used in the field, such as DNA testing, presumptive tests, and material analysis. Investigative experiences for students include evidence analysis techniques such as fingerprinting, blood typing, and fiber analysis. Students also study crime scene investigation (CSI) and evidence collection using mock crime scenes.

## SOCIAL STUDIES

Course	Grades	Credits	Description
<b>WORLD HISTORY</b> (World History graduation req)	10	1.0	The purpose of this course 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.
<b>WORLD HISTORY HONORS</b> (Fulfills World History graduation req)	10	1.0	Course work will require document analysis and numerous formal essay-writing requirements. These skills are essential for the college bound student. 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. Analyzing the political, economic, social, religious, military, dynastic, scientific, and cultural events that have shaped and molded humanity does this. Implicit in this is an understanding of interpretation and the issues of external and internal validity.
<b>U.S. HISTORY</b> (Fulfills American History graduation requirement)	11	1.0	The purpose of this course 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. The major focus is on the Industrial Era through present day.
<b>U.S. HISTORY HONORS</b> (Fulfills American History graduation req)	11	1.0	The purpose of this course 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. The major focus is on the Industrial Era through present day.
<b>U.S. GOVERNMENT</b> (American Gov graduation req)	9 & 12	1.0	The purpose of this course is to provide students with the opportunity to acquire an understanding of American government and political behavior. Appropriate concepts and skills will be developed in connection with the content.
<b>U.S. GOVERNMENT HONORS</b> (Fulfills American Government graduation req)	9 & 12	1.0	The purpose of this course is to provide students with an advanced understanding of the history, scope and responsibilities of the United States Government and its citizens. As a Social Studies Department Honors course, students will be expected to comprehend and process information at elevated levels, including analysis of primary and secondary resources, and advanced text comprehension. Students will provide well-planned and well written essays, often under the pressure of time. Students will also be expected to maintain high-level discussions on current events, the history of the American Government and current and past governmental policies and procedures. The goal is to give students broad base of knowledge necessary for success in the Social Studies Honors programs and beyond.
<b>ECONOMICS</b> (Economics graduation req)	12	.5	This course will 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.
<b>ECONOMICS HONORS</b> (Economics graduation req)	12	.5	This course will provide students with the opportunity to acquire a comprehensive understanding of the way in which society organizes to utilize its limited resources to satisfy unlimited wants and the distinguishing characteristics of other types of economic systems with particular attention to the American mixed market system. The major emphasis is to provide the student with the tools to examine and analyze the market solutions and public policy decisions related to economic problems.
<b>AFRICAN AMERICAN HISTORY HONORS</b>	9-12	.5	This course consists of the following content area strands: World History, American History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of African Americans by examining the political, economic, social, religious, military, and cultural events that affected the cultural group. Content will include, but is not limited to, West African heritage, the Middle Passage and Triangular Trade, the African Diaspora, significant turning points and trends in the development of African American culture and institutions, enslavement and emancipation, the Abolition movement, Black Nationalist, and Civil Rights movements, major historical figures and events in African American history, and contemporary African-American affairs.
<b>STUDENT GOVERNMENT</b>	9-12	1.0	<b>LEADERSHIP SKILLS DEVELOPMENT:</b> This course is designed to teach leadership skills, parliamentary procedure, problem solving/decision making, communications skills, group dynamics, time and stress management, public speaking, human relations, public relations, team building and other group processes.
<b>LATIN AMERICAN HISTORY</b>	9-12	.5	This course examines the people, culture and influences of the Latin American people and nations. This course enables students to understand their connection to the development of civilization.



## VETERINARY ASSISTING

### Industry Certifications:

Certified Veterinary Assistant (CVA), Animal Science Specialist Certification, Agriculture Systems, Agriculture Associate.

Veterinary Assisting Courses offer core studies in anatomy and physiology, zoology, and animal husbandry. We offer hands-on skills training and experience working with a wide variety of animals such as cats, dogs, ferrets, rabbits, pocket pets, reptiles, goats, birds and poultry.

Course	Grades	Credits	Description
<b>VETERINARY ASSISTING 1 HONORS</b>	9-12	1.0	Introduction to veterinary medicine with emphasis on the human–animal bond, the role of animals in society, safety, animal behavior, breed identification, species terminology and restraint. Laboratory instruction includes animal care and studies in anatomy.
<b>VETERINARY ASSISTING 2 HONORS</b>	10-12	1.0	Standards include instruction in first aid, tool and equipment identification, vital signs, systems of the body, and animal identification.
<b>VETERINARY ASSISTING 3 HONORS</b>	10-12	1.0	Standards include instruction in animal control, overpopulation, animal-related laws, digestive system, nutrition, animal husbandry, preventative medicine, and employability skills.
<b>VETERINARY ASSISTING 4 HONORS</b>	11-12	1.0	Career Dual Enrollment Option – Articulation with Aparicio-Levy Technical College Standards include instruction in animal welfare and animal rights, animal research, record keeping, sanitation, diagnostic testing and equipment, and parasitology.
<b>VETERINARY ASSISTING 5 HONORS</b>	12	1.0	Career Dual Enrollment Option – Articulation with Aparicio-Levy Technical College Standards include instruction in grooming, exotic animals, surgical assisting, pharmacology and syringe use

## WORLD LANGUAGE

Course	Grades	Credits	Prerequisites	Description
<b>SPANISH I</b>	9-12	1.0		The content should include beginning skills in listening and speaking with special attention to pronunciation. An introduction to reading and writing should also be included, as well as the fundamentals of grammar and culture.
<b>SPANISH for Spanish Speakers 1</b>	9-12	1.0	<b>Fluent in Spanish (reading/writing) Teacher Recommendation</b>	This course enables students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar.
<b>SPANISH II</b>	9-12	1.0	<b>SPANISH I</b>	The content should include an expansion of the listening and oral skills. Reading and writing should receive more emphasis, while oral communication remains the primary objective. This course should continue the cultural survey of Spanish-speaking people.
<b>SPANISH for Spanish Speakers 2</b>	9-12	1.0	<b>Spanish for Spanish Speakers 1 Teacher Recommendation</b>	The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and expanding skills in listening, speaking, reading, and writing, as well as Spanish grammar skills acquired in Spanish for Spanish Speakers 1.
<b>SPANISH III HONORS</b>	10-12	1.0	<b>SPANISH II <u>and</u> Teacher Recommendation</b>	The content should include expansions of vocabulary and conversational skills through discussions based on selected readings. Analyzing reading selections should strengthen students’ acquisition of grammatical concepts. Contemporary vocabulary should stress activities, which are important to the everyday life of Spanish-speaking people.