

# Gaither High School

## Course Selection Guide

2024-2025



Thomas Morrill, Principal

<http://gaither.mysdhc.org>

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## Administrative Staff

<b>Thomas Morrill</b>	<b>Principal</b>
<b>Rebecca Wickham</b>	<b>Assistant Principal of Curriculum</b>
<b>Kedric Harris</b>	<b>Assistant Principal of Administration</b>
<b>Latasha Scurry</b>	<b>Assistant Principal of Student Affairs</b>
<b>Samantha Witek</b>	<b>Assistant Principal of Student Affairs</b>

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**Gaither High School**  
Thomas Morrill, Principal  
Rebecca Wickham, APC  
Kedric Harris, APA  
Samantha Witek, AP  
Latasha Scurry, AP

**Gaither High School**

**Vision**

Gaither High School's instructional practices will provide rigor, knowledge, and skills necessary for students to become responsible citizens and essential components of the community.

**Mission Statement**

Gaither High School will provide innovative and rigorous instruction in a collaborative environment to prepare all students to be productive citizens and ensure college and career readiness.

Dear Students,

Welcome to Gaither High School, home of the Cowboys. The curriculum is designed to help you map out a course of action that best fits your educational needs. In it you will find information about programs, scholarships, and specific courses.

The commitments you make at registration time determine the number of teachers hired to honor your requests. Therefore, it is critical that you invest the time necessary to make informed decisions about the courses you will take. Read carefully, discuss options with your parents, and ask questions of your counselors and teachers. Gaither High School teachers and staff are here to assist you with the process.

It is important that you challenge yourself academically by selecting the most rigorous courses in which you can succeed. We are proud of the high standards of academic excellence at Gaither High School, and we will do all we can to see that the process of registration is a positive and productive one for you.

Sincerely,

Thomas Morrill  
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

4 Credits ELA
<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>
4 Credits Mathematics*
<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>
3 Credits Science
<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>
3 Credits Social Studies
<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>
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*
1 Credit Physical Education*
<ul style="list-style-type: none"> <li>• To include the integration of health</li> </ul>
8 Elective Credits
1 Online Course
<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.

**Florida Bright Futures Scholarship Program  
Florida Academic Scholars (FAS) / Florida Medallion Scholars (FMS)  
2023-24**

**Initial Eligibility Requirements:** (As determined by the Florida Department of Education)

1. Submit the [Florida Financial Aid Application \(FFAA\)](#) no later than August 31 after high school graduation.
2. Graduate from a Florida high school with a standard high school diploma or its equivalent.
3. Complete the 16 college-preparatory courses required for admission to a state university.
4. Achieve the required weighted GPA in the 16 college-preparatory courses per the chart below.
5. Achieve the required composite ACT® score, Overall Score on the Classic Learning Test (CLT), or combined SAT® score no later than August 31 of the student’s graduation year (or through January 31 for mid-year graduates), per the chart below.
6. Complete the required number of volunteer service hours, paid work hours, or 100 total combined hours per the chart below.

Type	16 High School College-Preparatory Course Credits <sup>1</sup>	High School Weighted Bright Futures GPA	College Entrance Exams by High School Graduation Year (ACT®/CLT®/SAT®)	Volunteer Service Hours <sup>2</sup>	Paid Work Hours <sup>2</sup>
<b>FAS</b>	4 - English (three must include substantial writing) 4 - Mathematics (at or above the Algebra I level) 3 - Natural Science (two must have substantial laboratory)	3.50	2023-24 Graduates: 29/96/1340  2024-25 Graduates: 29/96/1340	100 hours	100 hours
<b>FMS</b>	3 - Social Science  2 - World Language (sequential, in same language)	3.00	2023-24 Graduates: 25/84/1210  2024-25 Graduates: 25/84/1210	75 hours	100 hours

<sup>1</sup> The required coursework aligns with the State University System admission requirements found in Florida Board of Governor’s Regulation 6.002. Additional information regarding high school coursework can be found within the [Florida Counseling for Future Education Handbook](#).

<sup>2</sup> Students must earn the required volunteer service hours, 100 paid work hours, or a combination that totals a minimum of 100 hours.

**Requirements to Receive an Award:** (As determined by the postsecondary institution)

1. Be evaluated by the Office of Student Financial Assistance (OSFA) as meeting initial eligibility requirements.
2. Be a Florida resident and U.S. citizen or eligible noncitizen.
3. Enroll as a degree- or certificate-seeking student at a Florida institution in at least 6 non-remedial semester credit hours.

## Bright Futures Scholarship Program (continued)

### Gold Seal Vocational Scholars (GSV)

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The Florida Gold Seal Vocational Scholars (GSV) award may be funded if a student is enrolled in a career education or certificate program. Florida high school students who wish to qualify for the GSV award must meet the following initial eligibility requirements:

- Achieve the required weighted minimum 3.0 GPA in the non-elective high school courses;
- Take at least 3 full credits in a single Career and Technical Education program;
- Achieve the required minimum 3.5 unweighted GPA in the career education courses;
- Achieve the required minimum score on the ACT®, SAT® or Florida Postsecondary Education Readiness Test (P.E.R.T.) exams (see table below); and
- Complete 30 service hours.

Exam Type	Sub-test	Required Score
ACT®	Reading	19
	English	17
	Mathematics	19
SAT®	Reading Test	24
	Writing and Language Test	25
	Math Test	24
P.E.R.T. (Only applies to the GSV Scholarship)	Reading	106
	Writing	103
	Mathematics	114

# Florida State University/State College/Career and Technical College

## 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

### 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](#)

## Guidance Services

The 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 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 counselors also have the most current information regarding the Florida Bright Futures Scholar Program.

Students are assigned to counselors by the following alphabetical arrangement.

COUNSELOR	STUDENT'S LAST NAME:
Ms. Uppercue	A-COM
Ms. Caban	DH-GU
Ms. Odom	GW-MA
Ms. Zavatsky	MC-RA
Mr. Mazard	RE-TA
Ms. Knott	TE-Z

\*A student must have completed 24 credits and all required courses in order to participate in graduation ceremonies.

### ***Honors Courses***

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. A bonus of .08 will be added to the student’s cumulative grade point average (GPA) for each one-half credit in Advanced Placement or Dual Enrollment classes. 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 for the cumulative GPA when it is calculated for class ranking. See the Student Handbook for a complete list of courses.

### **Grading Scale**

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

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

### **Schedule Change Policy**

1. **VALID REASONS** for a schedule change may include: scheduling error, computer error, failing a required course, passing a course in summer school/virtual school or night school, lacking a graduation requirement and or lacking the proper prerequisites
2. **ELECTIVE CHANGES MOST OFTEN CAN NOT BE HONORED** due to teacher unit allocation and class size requirements.
3. Schedule change requests will **NOT** be considered for the purpose of teacher preference.
4. Failure to complete summer reading does NOT constitute a valid reason for a schedule change.
5. A change request may require the entire schedule to be altered to meet the request you have made. This includes different teachers and different class periods.
6. Once a schedule has been changed, it cannot be changed back again to the original schedule.
7. The student is responsible for all material taught from the beginning of the semester, regardless of the date the student entered the class.
8. **All schedule change requests must be approved by the Assistant Principal for Curriculum, the Subject Area Department Head and the Guidance Counselor.**
9. Please remember: ALL AP classes come with an AP test. Failure to sit for the tests results in a \$15 return fee to college board PER TEST. This fee will be recorded on the debt list.

## Testing

### **Florida Assessment of Student Thinking (F.A.S.T.)**

**Grades 9, 10, 11**

**(12 if needed)**

The exams measure progress in reading, writing and math. Passing FAST reading, and the Algebra I End of Course exam is a graduation requirement. End-of-the-course Algebra, Geometry, Biology, and US History exams count for 30% of a student's semester two exam grade. The results of the FAST reading exam help diagnose the academic needs of each student. It assists the school counselors in placing students in FAST preparation classes, and in advanced curriculum courses which build on students' strengths.

### **Advanced Placement (AP) Tests**

These national tests are given in May at the completion of each Advanced Placement course. College credits may be earned for rigorous high school coursework. Results are available on line for the student, and are sent to the high school and specified colleges. Most colleges and universities accept AP credit, but students should verify each post-secondary school's policy.

**American College Test (ACT)** The **American College Testing** program test measures scholastic aptitude in English, mathematics, social studies, and natural sciences and the optional writing portion. This test is required for admission by some colleges and universities. Optimum test dates are in the spring of the junior year and again in the fall of the senior year, if necessary. Results are mailed to the high school and colleges designated by the student.

**Armed Services Vocational Aptitude Test Battery (ASVAB)** The **Armed Services Vocational Aptitude Battery** is a test measuring mechanical, clerical, verbal and mathematical skills with a variety of short, timed multiple choice test items. The test can identify occupations and skills for which students are best suited. There is no commitment to military service for students taking this test.

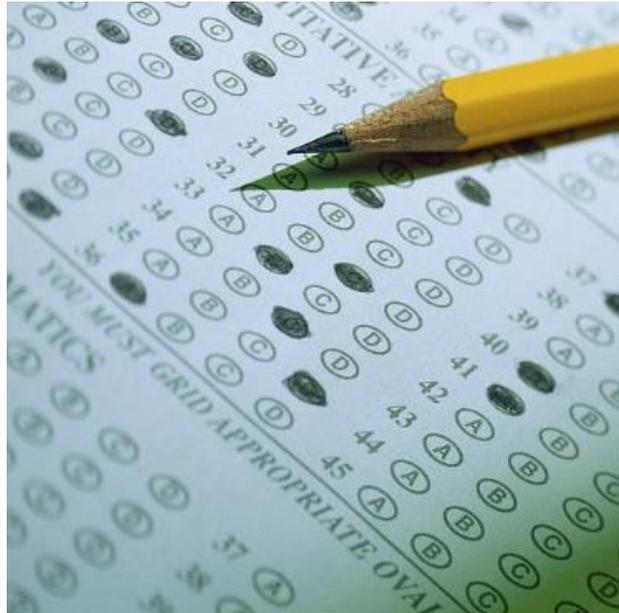
**Classic Learning Test (CLT)** **The Classic Learning Test, or CLT exam, is an alternative college entrance exam accepted by some schools.** If you're interested in taking a college entrance exam that bills itself as affordable, convenient, and innovative. The CLT is a newcomer to the standardized test scene, and it bills itself as an exam that focuses on testing the basics of a "[classical education](#)," namely logic, reasoning, and reading. It also uses excerpts of classic literature to test reading skills, and there's more of a logic (rather than a calculation) focus on the quantitative reasoning section

**PERT – The Post Secondary Education Readiness Test** is the test that Florida community colleges use to determine placement in either remedial or regular college courses. The test was designed to measure how well students have developed their verbal and math skills.

**Preliminary Scholarship Aptitude Test / National Merit Scholastic Qualifying Test (PSAT/NMSQT)**

The **PSAT** multiple-choice test that measures verbal, and writing math abilities. It also helps students assess their verbal and math skills for practice for the SAT and helps predict possible SAT scores, as well as success in AP classes. This test gives students the opportunity to qualify for such programs as the National Merit, National Achievement, or National Hispanic Awards. The test is given in October to grades 9, 10 and 11.

**SAT** is an objective test designed to measure how well students have developed their verbal math and writing skills. This test is required for admission by some colleges and universities. It is administered on various dates during the year. Optimum test dates are in the spring of the junior year. Students may retest in the fall of their senior year if necessary. Results are mailed to the student's home, high school, and specified colleges and universities.



## Course Offerings

### **Advanced Placement (AP) Courses**

*The Advanced Placement Program offers college level courses at high schools across the United States. Students have the opportunity to earn credit or advanced standing at most of the nation's colleges and universities.*

## **ADVANCED PLACEMENT 2-D ART STUDIO**

**Course Number:** 01093509

**For Grades:** 11-12

**Credit:** 1.0

**Prerequisites:** Teacher Approval

**Meets requirements for graduation**

**Major Concepts/Content:** The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written examination; instead, students submit portfolios for evaluation at the end of the school year. Students will create 2-dimensional artwork to be included in a college-level art portfolio. Students will work with art ideas both given by the instructor and created independently. Students may work in any 2-d medium, including but not limited to: paints, pencils, photography, collage, printmaking, etc.

## **ADVANCED PLACEMENT BIOLOGY**

**Course Number:** 20003409

**For Grade:** 11-12

**Credit:** 1.0

**Prerequisites:** Biology Honors - B, Chemistry Honors-B

**Meets requirements:** Science for graduation (GRAD-B)

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide a college level course in the biological science and to prepare the student to seek Credit and/or appropriate placement in college biology courses. The content should include, but not be limited to, molecular and cellular biology, organismal biology, and populational biology. Opportunities to understand the interactions of science with technology and society. Specific AP laboratory activities are course requirements. All students enrolled in AP Biology are REQUIRED to take the national AP Biology Examination for that year.

## **ADVANCED PLACEMENT CALCULUS AB**

**Course Number:** 12023109

**For Grade:** 11-12

**Credit:** 1.0

**Prerequisite:** Analysis of Functions

**Meets requirements:** Graduation requirements for mathematics

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide a study of elementary functions and the general theory and techniques of calculus. The content should include, but not be limited to, that content determined in the Advanced Placement Program. It is required that the student takes the Advanced Placement Examination in Calculus BC or Calculus AB. It is required that the student take the National Advanced Placement exam at the end of the course.

## **ADVANCED PLACEMENT CALCULUS BC**

**Course Number:** 12023209

**For Grade:** 11-12

**Credit:** 1.0

**Prerequisite** Analysis of Functions

**Meets requirements:** Graduation requirements for mathematics

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide an extensive study of the general theory and techniques of calculus. The content shall include, but not be limited to, that determined by the Advanced Placement Program. It is required that the student takes the Advanced Placement Examination in Calculus BC or Calculus AB. It is required that the student take the National Advanced Placement exam at the end of the course.

### **ADVANCED PLACEMENT CAPSTONE SEMINAR**

**Course Number:** 1700500

**For Grade:** 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, or 12<sup>th</sup>

**Credit:** 1.0

**Prerequisite:** Honors Course of Study

**Meets requirements:** Teacher approval

**MAJOR CONCEPTS/CONTENT:** This course is designed to develop and strengthen your analytic and inquiry skills, exploring deeply topics and issues. You will complete a team project, an individual research-based essay and presentation, and take a written end-of-course exam.

### **ADVANCED PLACEMENT CAPSTONE RESEARCH**

**Course Number:** 7005109

**Credit** 1.0

**Prerequisite:** Successful completion of AP Seminar

**Meets Requirements** Teacher Approval

**MAJOR CONCEPTS/CONTENT:** AP Research is the second course in the AP Capstone experience that allows students to design, plan, and conduct a yearlong research-based investigation on a topic of individual interest. Through this inquiry and investigation, students demonstrate the ability to apply scholarly understanding to real-world problems and issues. Students further the skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices addressing a research question; and accessing, analyzing, and synthesizing information to build, present, and defend an argument. The course culminates in an academic paper of 4,000-5,000 words and a presentation with an oral defense during which students will defend their argument by answering questions about their academic paper.

### **ADVANCED PLACEMENT CHEMISTRY**

**Course Number:** 20033709

**For Grade:** 11-12

**Credit:** 1.0

**Prerequisites:** Chemistry Honors with a grade of B or higher

**Meets requirements:** Science for graduation (GRAD-P)

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide a college level curriculum in chemistry and to prepare the student to seek credit and/or appropriate placement in college

chemistry courses. The content should include, but not be limited to, structure of matter, states of matter, chemical reactions, and descriptive chemistry. Opportunities to understand the interaction of science with technology and society. Specific AP laboratory activities are course requirements. All students enrolled in AP Chemistry are REQUIRED to take the National AP Chemistry examination for that year. It is required that the student take the National Advanced Placement exam at the end of the course.

## **ADVANCED PLACEMENT COMPARATIVE GOVERNMENT AND POLITICS**

**Course Number:** 21064309

**For Grade:** 12

**Credit:** 0.5

**Prerequisites:** None

**Co requisite:** AP United States Government & Politics

**Meets requirements** for Bright Futures Scholarships

**MAJOR CONCEPTS/CONTENT:** The purpose of Advanced Placement Comparative Government and Politics is to help students gain knowledge of the world's diverse political structures and practices. The course encompasses the study of the government and politics in Great Britain, France, the Soviet Union, China, Iran, USA, Mexico, England, Nigeria, and a developing nation. Emphasis is on general concepts used to interpret key political relationships found in almost all national politics. **NOTE:** Does not meet American government graduation requirement. It is required that the student take the National Advanced Placement exam at the end of the course.

## **AP COMPUTER SCIENCE "A"**

**Course Number:** 02003200

**For Grades:** 10-12

**Credit:** 1.0

**Prerequisites:** AP Computer Science Principles

**MAJOR CONCEPTS/CONTENT:** AP Computer Science A is an introductory college-level computer science course. Students cultivate their understanding of coding through analyzing, writing, and testing code as they explore concepts like modularity, variables, and control structures.

## **AP COMPUTER SCIENCE PRINCIPLES**

**Course Number:** 02003209

**For Grades:** 9-12

**Credit:** 1.0

**Prerequisites:** none

**MAJOR CONTENT/CONCEPTS:** The AP Computer Science Principles course aims to broaden participation in the study of computer science. This course will introduce students to the central ideas of computer science, instilling the ideas and practices of computational thinking and inviting students to understand how computing changes the world. AP Computer Science Principles helps address traditional issues of equity, access, and broadening participation in computing while providing a strong and engaging introduction to fundamental areas of the discipline.

## **ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION**

**Course Number:** 10014209

**For Grade:** 11

**Credit:** 1.0

**Prerequisites:** Placement

**Meets requirements** for graduation

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide students with an understanding of the semantic, structural, and rhetorical resources of the English language as they relate to the principles of effective writing. The course is also designed to provide students with a variety of writing opportunities calling for the use of different styles and tones. The content should include, but not be limited to, that determined by the College Board. It is required that the student take the National Advanced Placement exam at the end of the course.

## **ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION**

**Course Number:** 10014309

**For Grade:** 12

**Credit:** 1.0

**Prerequisites:** Placement

**Meets requirements** for graduation

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to involve students in the study and practice of writing and in the study of literature. Students should learn to use the modes of discourse and to recognize the assumptions underlying various rhetorical strategies. Students should also acquire an understanding of the resources of the language as well as the writer's craft. They should develop critical standards for the appreciation of any literary work and increase their sensitivity to literature as shared experience. The content should include, but not be limited to, that determined by the College Board. It is required that the student take the National Advanced Placement exam at the end of the course.

## **ADVANCED PLACEMENT EUROPEAN HISTORY**

**Course Number:** 21093809

**For Grades:** 10-12

**Credit:** 1.0

**Prerequisites:** None

**Meets requirements** for Social Studies Elective

**MAJOR CONCEPTS/CONTENT:** The purpose of Advanced Placement European History is to provide students with the opportunity to develop the analytic skills and factual knowledge necessary to deal critically with the problems, content, and materials of European historic development. This is done by focusing on persistent themes and change in history and by applying historical reasoning to seek solutions to contemporary problems. Appropriate concepts and skills will be developed in connection with the content that follows. Specific content to be covered will include, but not be limited to: geographic-historic and time-space relationships, origin and development of the European State System, the impact of religious thought and ideals on European cultures and nations, the evolution of political systems and philosophies in European societies, technological change and societal

reaction in European development, the development of nationalism as a European phenomenon, and economic systems and philosophies in Europe. It is required that the student take the National Advanced Placement exam at the end of the course. **Note:** Does not meet the world history graduation requirement.

### **AP HUMAN GEOGRAPHY**

**Course Number** 21034009

**For Grade** 9-12

**Credit** 1.0

**Prerequisites** none

**MAJOR CONTENT/CONCEPTS:** The purpose of this course is to enable students to develop higher levels of concepts and skills related to Human Geography. The content includes the following: regions, population studies, migration, cultural concepts, and spatial representation such as religion, language, and folk and popular culture, political geography, land use, urbanization, issue's related to space, place, and scale and economic geography. It is required that the student take the National Advanced Placement exam at the end of the course.

### **ADVANCED PLACEMENT MACRO ECONOMICS**

**Course Number** 21023706

**For Grade** 12

**Prerequisite:** none

**Meets requirements:** Graduation requirements for Economics

**MAJOR CONCEPTS/CONTENT:** This course deals with aggregated decision-making of the economy as a whole and the role of government in the economy, particularly as it applies to the American free enterprise system. Gross National Product, price indexes, economic policy, unemployment and inflation are all concepts to be included in the study. It is required that the student take the National Advanced Placement exam at the end of the course.

### **ADVANCED PLACEMENT MICRO ECONOMICS**

**Course Number:** 21023609

**For Grade** 12

**Prerequisite:** none

**Meets requirements:** Graduation requirements for Economics

**MAJOR CONCEPTS/CONTENT:** This course deals with decision-making of the household and business in answering the basic questions: what to produce, how to produce it and from whom to produce it. Concepts such as supply and demand, product and factor markets, costs, revenues, market forms and profit maximization will be studied and analyzed. It is required that the student take the National Advanced Placement exam at the end of the course.

### **ADVANCED PLACEMENT MUSIC THEORY**

**Course Number:** 1300330

**For Grade:** 11-12

**Credit:** 1.0

**Prerequisites** Teacher Approval

**Meets requirements:** Fine Arts, College Prep

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to develop the student's ability to recognize and understand the basic materials and processes in any music that is heard or read in score. The content is specified by the Advanced Placement Program and College Board. It is required that the student takes the Advanced Placement Examination in Music Theory. It is required that the student take the National Advanced Placement exam at the end of the course.

## **ADVANCED PLACEMENT PHYSICS I**

**Course Number:** 20034209

**For Grade** 11-12

**Prerequisites** Have completed Geometry and be concurrently taking Algebra II or an equivalent course

**Credit** 1.0

**MAJOR CONCEPTS/CONTENT:** AP Physics 1 is an algebra-based, introductory college-level physics course. Students' cultivate their understanding of Physics through inquiry-based investigations as they explore these topics: kinematics; dynamics; circular motion and gravitations; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound. It is required that the student take the National Advanced Placement exam at the end of the course.

## **AP PHYSICS C ME/EM**

**Course Number:** 2003430 & 2003425

**For Grade:** 11-12

**Prerequisites:** Alg 2 Honors with a grade of B or higher and co-enrolled in AP Calculus AB

**Credit** 1.0

**Meets requirements:** Science for graduation

**MAJOR CONCEPTS/CONTENT:**

AP Physics C is a college-level physics course for engineers. Explore concepts such as kinematics; Newton's laws of motion, work, energy, and power; systems of particles and linear momentum; rotation; oscillations; and gravitation. Students do hands-on laboratory work and in-class activities to investigate phenomena and use beginning calculus to solve problems.

## **ADVANCED PLACEMENT PRE-CALCULUS NEW FOR 23-24**

**Course Number:**

**For Grades:** 11-12

**Credit:** 1.0

**Prerequisites:** Algebra 2 Honors

**Meets requirements** for Math Credit

**MAJOR CONCEPTS/CONTENT:** In AP Precalculus, students explore everyday situations and phenomena using mathematical tools and lenses. The framework focuses on four key units of study that colleges expect students to demonstrate to qualify for credit or placement.

### **ADVANCED PLACEMENT PSYCHOLOGY**

**Course Number:** 21073509

**For Grades:** 11-12

**Credit:** 1.0

**Prerequisites:** None

**Meets requirements** for Social Studies Elective

**MAJOR CONCEPTS/CONTENT:** The purpose of Advanced Placement Psychology is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major sub fields within psychology. They also learn about the methods psychologists use in their science and practice. It is required that the student take the National Advanced Placement exam at the end of the course.

### **ADVANCED PLACEMENT SPANISH LANGUAGE**

**Course Number** 07084009

**For Grade** 11-12

**Credit** 1.0

**Prerequisites** Spanish III

**Meets requirements** College Prep **requirements** for Foreign Languages

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to develop a student's communication skills in Spanish. This course is comparable to a third year university course with emphasis on conversation and writing. The content should include, but not be limited to, that determined by the Advanced Placement Program guidelines. It is required that the student take the National Advanced Placement exam at the end of the course.

### **ADVANCED PLACEMENT STATISTICS**

**Course Number:** 12103209

**For Grades:** 11-12

**Credit:** 1.0

**Prerequisite:** Algebra II or Algebra II Honors

**Meets requirements:** Graduation requirements for mathematics

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, evaluating, and drawing conclusions from data. Topics include exploratory analysis, planning a study, anticipating pattern, and statistical inference. It is required that the student takes the Advanced Placement Examination in Statistics. **SPECIAL NOTE:** Credit in this course precludes credit in Probability and Statistics with Application and Using Probability and Statistics. It is required that the student take the National Advanced Placement exam at the end of the course.

## **ADVANCED PLACEMENT UNITED STATES GOVERNMENT & POLITICS**

**Course Number:** 21064209

**For Grade:** 12

**Credit:** 0.5

**Prerequisites:** None

**Meets requirements** for Bright Futures Scholarships and graduation

**MAJOR CONCEPTS/CONTENT:** The purpose of Advanced Placement United States Government & Politics course is to give students a critical perspective on politics and government in the United States. This course involves the study of the general concepts used to interpret American politics and the analysis of specific case studies. It is required that the student take the National Advanced Placement exam at the end of the course.

**NOTE: Meets American government requirement for graduation**

## **ADVANCED PLACEMENT UNITED STATES HISTORY**

**Course Number:** 21003309

**For Grade:** 11

**Credit:** 1.0

**Prerequisites:**

**Meets requirements** for Bright Futures Scholarships and graduation

**MAJOR CONCEPTS/CONTENT:** The purpose of Advanced Placement United States History is to provide students with the opportunity to develop the analytic skills and factual knowledge necessary to deal critically with the problems, content, and materials of American historic development. This is done by focusing on persistent themes and change in history and by applying historical reasoning to seek solutions to contemporary problems. Appropriate concepts and skills will be developed in connection with the content that follows. Specific content to be covered will include, but not be limited to: the development of American culture and institutions, significance of American westward expansion and development of American ideals and characteristics, effects of the American colonial experience on national development, enlightened thinking and its relationship to the Declaration of Independence and the Constitution. It is required that the student take the National Advanced Placement exam at the end of the course.

## **ADVANCED PLACEMENT WORLD HISTORY**

**Course Number:** 21094209

**For Grade:** 10

**Credit:** 1.0

**Prerequisites:** None

**Meets requirements** for Bright Future Scholarships

**MAJOR CONCEPTS/CONTENT:** AP World History highlights six overarching themes that should receive approximately equal attention throughout the course beginning with the Foundations section:

1. Impact of interaction among major societies (trade, systems of international exchange, war, and diplomacy).

2. The relationship of change and continuity across the world history periods covered in this course.
3. Impact of technology and demography on people and the environment (population, growth and decline, disease, manufacturing, migrations, agriculture, weaponry).
4. Systems of social structure and gender structure (comparing major features within and among societies and assessing change).
5. Cultural and intellectual developments and interactions among and within societies.
6. Changes in functions and structures of states and in attitudes toward states and political identities (political culture), including the emergence of the nation-state (types of political organization).

**It is required that the student take the National Advanced Placement exam at the end of the course.**

## **Agriculture**

### **AGRISCIENCE FOUNDATIONS 1**

**Course Number:** 81068100

**For Grades:** 9-12

**Credit:** 1.0

**Prerequisites:** None

**Meets requirements:** Practical Arts, Science: **NOTE** that this course is not a prerequisite to other science courses, but may be designated as the “third” science credit.

**MAJOR CONCEPTS/CONTENT:** This course is the core of most Agribusiness Job Prep Programs.

Competencies include: agricultural history; global importance; career; applied scientific and technological concepts; ecosystems; safety; pest management; plant growth; management; marketing; and human relations. Shop and land laboratory experiences are incorporated. The FFA student organization is an integral part. May be pre or co-requisite to advanced courses.

### **VETERINARY ASSISTING I**

**Course Number:** 8111510

**For Grades:** 9-10

**Credit:** 1.0

**Prerequisites:** None

**Meets requirements:** Practical Arts

**MAJOR CONCEPTS/CONTENT:** This course is designed to develop competencies in areas such as the history of the animal industry; applied scientific and technological concepts; ecosystems; safety; and human relations skills. The FFA organization is an integral part of the instructional program.

**PLEASE NOTE:** Animal Science is for Grades 10-12, as it requires a prerequisite, Ag. Foundations1. Veterinary Assisting requires no prerequisite course.

### **VETERINARY ASSISTING 2, 3, 4, & 5**

**Course Number:**

**For Grades:** 10-12

**Credit:** 1.0

**Prerequisites:** Veterinary Assisting 1

**Meets requirements:** Teacher approval

**MAJOR CONCEPTS/CONTENT:** Veterinary medicine with emphasis on human-animal bond; animal related laws; animal research; genetics and biotechnology; and enterprise management, and laboratory instruction. Laboratory instructions includes animal care and studies in anatomy through dissection.

## ART

### 2-D ART STUDIO 1

**Course Number:** 01013000

**For Grades:** 9-12

**Credit:** 1.0

**Prerequisites:** Some art training and a sincere interest in pursuing higher-level art classes

**Meets requirements:** Fine & Performing Arts

**MAJOR CONCEPTS/CONTENT:** This series of courses are year-long and are for students interested in advancing their skills in 2-dimensional art. Students will create artwork using a variety of materials, including drawing, painting, collage, and printmaking. Building skills for the serious art student who may decide to take AP studio 2D. Pre-requisite is Creating 2-D Art.



### BASIC CERAMICS

**Course Number:** 01023050

**For Grade:** 9-12

**Credit:** 0.5

**Prerequisites:** none

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

### BASIC DRAWING

**Course Number:** 01043350

**For Grade 9-12**

**Credit 0.5**

**Prerequisites:** NONE

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

## **BASIC PAINTING**

**Course Number:** 01043750

**For Grade 9-12**

**Credit 0.5**

**Prerequisites:** NONE

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

## **CERAMICS/POTTERY I**

**Course Number:** 01023000

**For Grades:** 9-12

**Credit:** 1.0

**Prerequisites:** None

**Meets requirements** Fine & Performing Arts

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to give students a basic understanding of ceramic processes. This class will introduce students to the concepts necessary to create ceramic objects without the use of the potter's wheel. Students will work with moist clay, and will learn how to manipulate it into functional vessels, as well as learn about firing and glazing techniques.

## **CERAMICS/POTTERY II**

**Course Number:** 01023100

**For Grades:** 9 -12

**Credit:** 1.0

**Prerequisites:** CERAMICS/POTTERY I OR permission from instructor

**Meets requirements:** Fine & Performing Arts

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to give students a second level understanding of ceramic processes. Students will expand on hand-building techniques learned in Ceramics I, as well as learn how to use a potter's wheel.

## **CREATING 2-DIMENSIONAL ART**

**Course Number** 01013550

**For Grades:** 9-12

**Credit:** 0.5

**Prerequisites:** None

**Meets requirements:** Fine & Performing Arts

**MAJOR CONCEPTS/CONTENT:** This is a semester-long course designed to give students a basic introduction to 2-Dimensional art, including drawing, painting, collage, and printmaking.

## **CREATING 3-DIMENSIONAL ART**

**Course Number:** 01013650

**Credit:** 0.5

**Prerequisites:** None

**Meets requirements:** Fine and Performing Arts

**Major Concepts/Content:** This is a semester-long course designed to give students a basic introduction to creating 3-Dimensional art, including ceramics, sculpture, and assemblage.

## **PAINTING 1**

**Course Number:** 01043700

**For Grade:** 10-12

**Credit:** 1.0

**Prerequisites:** teacher approval

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



# **AVID**

## **AVID 1**

**Course Number:** 17003900

**For Grade:** 9

**Credit:** 1.0

**Prerequisites:** None

**Meets Requirements:** elective

**MAJOR CONCEPTS/CONTENT:** AVID (Advancement Via Individual Determination) is offered as a rigorous academic elective course that prepares students for success in four-year colleges. The AVID

course is scheduled during the regular school day as a year-long course. Each week students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic survival skills. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking, note-taking, and research. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, and reading to support their academic growth.

## **AVID 2**

**Course Number:** 17004000

**For Grade** 10

**Credit:** 1.0

**Prerequisites:** AVID 1 Teacher Rec

**Meets requirements:** elective

**Major Concepts/CONTENT:** Each week students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic survival skills. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking, note-taking, and research. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, and reading to support their academic growth.

## **AVID 3**

**Course Number:** 17004100

**For Grade** 11

**Credit:** 1.0

**Prerequisites:** AVID 2, teacher rec

**Meets requirements:** elective

**Major Concepts/CONTENT:** This course is organized around the theme of "Leadership as a Catalyst for Change in Society." Students study, in depth, exceptional leaders in contemporary society and examine the effect these individuals have had on culture, politics, education, history, science and the arts. The course requires that students read essays, speeches, articles and letters by these leaders, as well as at least one full-length work by the leader or about the leader. Also, each student is required to conduct a research project that is presented in the senior year. In addition to the academic focus of the AVID seminar, there are college-bound activities, methodologies and tasks that should be undertaken during the junior year to support students as they apply to four-year universities and confirm their postsecondary plans.

## **AVID 4**

**Course Number:** 17004200

**For Grade** 12

**Credit:** 1.0

**Prerequisites:** AVID 3, teacher rec

**Meets requirements:** elective

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

## **Business Technology**

### **ACCOUNTING APP 1**

**Course Number:** 82033100

**For Grades:** 10 - 12

**Credit:** 1.0

**Prerequisite:** BTE Core Digital Information or Technology or Computing for Colleges & Careers or Introduction to Information Technology or Computing and Business Skills (CBS) and Keyboarding and Business Skills (KBS)

**MAJOR CONCEPTS/CONTENT:** Accounting is one of the fastest growing fields of employment. This course introduces students to double-entry accounting; how business transactions are recorded; the preparation of various documents used in tracking income, expenses, acquisition of assets, incurrence of liabilities, and changes in equity; and the preparation of financial statements. The use of computers is required.

### **BUSINESS ENTREPRENEURSHIP PRINCIPLES**

**Course Number:** 82151205

**For Grades:** 9-12

**Credit:** 1.0

**Prerequisite:** BTE Core Digital Information Technology or Computing for Colleges & Careers or Introduction to Information Technology or CBS plus KBS.

**MAJOR CONCEPTS/CONTENT:** This course is designed to provide an introduction to business organization, management, and entrepreneurial principles. Topics include communication skills, various forms of business ownership and organizational structures, supervisory/management skills, leadership skills, human resources management activities, business ethics, and cultural diversity. Emphasis is placed on job readiness and career development. The use of computers is an integral part of this program. Future Business Leaders of America (FBLA) membership is encouraged for all students enrolled in this course.

### **CUSTOMER SERVICE REPRESENTATIVE 1**

**(Student Assistant)**

**Course Number:** 88481100

**For Grades:** 9-12

**Credit:** 1.0

**Prerequisite:** none

**MAJOR CONCEPTS/CONTENT:** The purpose of this program is to prepare students for employment in customer service occupations such as customer service representative, customer service consultant, customer service agent, and customer care manager. The program is designed to prepare students for employment in entry-level positions involving customer service activities. Students will work as office and teacher assistants as well as receive classroom instruction.

## **CUSTOMER SERVICE REPRESENTATIVE 2**

**Course Number:** 8848120

**Course Credit:** 1.0

**Prerequisite:** Customer Services Representative 1

**MAJOR CONCEPTS/CONTENT:** This course provides instruction concerning the duties and responsibilities of a customer service specialist, the telephone activities performed by a customer service representative, customer relations activities, job seeking and employability skills, and the development of a career plan for a career in customer service. Different software and resources will be used to demonstrate written communication skills and to develop strategies for providing and selling customer services. This course will also cover business policies and procedures, marketing and product promotion, and will promote leadership and organizational skills.

## **CUSTOMER SERVICE REPRESENTATIVE 3**

**Course Number:** 8848130

**Course Credit:** 1.0

**Prerequisite:** Customer Service Representative 1 & 2

**MAJOR CONCEPTS/CONTENT:** This course aligns with challenging academic standards and the relevant technical knowledge and skills needed to prepare for further education and careers in the Marketing, Sales and Service industry. It provides students with the competencies required for employment at the career specialist level in the customer service industry. Students will work as office and teacher assistants as well as receive classroom instruction.

## **DIGITAL DESIGN 1**

**Course Number:** 82095100

**For Grades:** 10-12

**Credit:** 1.0

**Prerequisite:** BTE Core Digital Information Technology or Computing for Colleges & Careers, or Introduction to Information.

### **Meets requirements Performing Arts Requirement**

**MAJOR CONCEPTS/CONTENT:** This course is designed to develop basic entry-level skills required for careers in the digital publishing industry. The content includes computer skills; digital publishing concepts and operations; layout, design, measurement activities; and digital imaging as well as communication, collaboration and decision-making activities; critical thinking; and problem-solving using Adobe InDesign and Photoshop software. Students enrolled in will have the opportunity to obtain Adobe Certified Associate® industry certifications. Adobe Certified Associate credential certifies entry-level skills to plan,

design, build, and maintain effective communications using a variety of digital media. Certification available for this course is Adobe Certified Associate Visual Communication Photoshop®.

## **DIGITAL DESIGN 2 HONORS**

**Course Number:** 82095200

**For Grades:** 10-12

**Credit:** 1.0

**Prerequisite:** Digital Design 1

**Meets requirements Performing Arts Requirement**

**MAJOR CONCEPTS/CONTENT:** This course continues the development of basic entry-level skills required for careers in the digital publishing industry. The content includes computer skills; digital publishing operations; layout, design, and measurement activities; and digital imaging as well as communication collaboration and decision-making activities; critical thinking; and problem-solving using Adobe Illustrator and Photoshop software. Future Business Leaders of America (FBLA) membership is encouraged for all students enrolled in this program. Certification available for this course is Adobe Certified Associate Visual Communication Photoshop®, Adobe InDesign CC and Adobe Illustrator CC. Future Business Leaders of America (FBLA) membership is encouraged for all students enrolled in this program.



## **DIGITAL INFORMATION TECHNOLOGY (Business Technology (BTE) Core option)**

**Course Number:** 82073100

**For Grades:** 9-12

**Credit:** 1.0

**Prerequisite:** none

**MAJOR CONCEPTS/CONTENT:** This course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information-based society. Digital Information Technology includes the exploration and use of: word processing and document manipulation, spreadsheets, presentation applications, the internet, management of personal information and email, HTML, web page design, and the integration of these programs using software that meets industry standards. Future Business Leaders of America (FBLA) membership is encouraged for all students enrolled in this course. Students will have the opportunity to obtain industry certification in Microsoft Word®, Excel® and PowerPoint® leading to Microsoft Application Specialist (MCAS) certification.

## **DIVERSIFIED COOPERATIVE DIVERSIFIED EDUCATION – ON-THE-JOB-TRAINING (OJT)**

**Course Number:** 8300420 (2 Hours)

**For Grade:** 10-12

**Credit:** 1.0

**Prerequisites:** Students must have taken three courses in a Career and Technical Education (CTE) Program or be co-enrolled in at least one CTE class.

**Meets requirement: Practical Arts**

**MAJOR CONCEPTS/CONTENT:** Students may opt to enroll for two periods of OJT for an earlier release time and double elective credit. This course provides the on-the-job training component to prepare students for employment. Students are released early from school and receive elective credit for working part-time. Students must have reliable transportation and maintain employment in a teacher approved appropriate job.

## **FOUNDATIONS OF WEB DESIGN, HONORS**

**Course Number:** 9001110

**For Grades:** 9-12

**Credit:** 1.0

**Prerequisite:** BTE Core Digital Information Technology or Computing for Colleges & Careers or Introduction to Information Technology

**Meets requirements: Performing Arts Requirement**

**MAJOR CONCEPTS/CONTENT:** This course is designed to provide students with opportunities to acquire and apply foundational skills related to Web design. Topics covered include website planning and design, markup language structure and Web design technologies. Students will create Web sites that include images and graphical formatting, cascading style sheets (CSS) as well as basic table, form and structures. Students will have the opportunity to obtain Adobe Certified Associate® industry certifications. Adobe Certified Associate credentials certify entry-level skills to plan, design, build, and maintain effective communications using a variety of digital media. Certification available for this course is Adobe Certified Associate Web Communication Dreamweaver®. Future Business Leaders of America (FBLA) membership is encouraged for all students enrolled in this course.

## **USER INTERFACE DESIGN, HONORS – WEB DESIGN II**

**Course Number:** 9001120

**Grades:** 10-12

**Credit:** 1.0

**Prerequisite/Co Requisite:** Foundations of Web Design, Honors

**MAJOR CONCEPTS/CONTENT:** This course provides advanced concepts used in Web interface design. The content includes principles of Human Computer Interface (HCI), advanced page design using Cascading Style Sheets (CSS), advanced HTML commands, multimedia applications, Internet/Intranet tools, and website promotion. Students will have the opportunity to obtain Microsoft Office Specialist® and Adobe Flash industry certifications. Future Business Leaders of America (FBLA) membership is encouraged for all students enrolled in this course.



## **COMPUTER SUPPORT AND CLOUD ANALYST:**

**Course Number:** CTS0054Q and EEV0504Q

**For Grade:** 9-12

**Credit:** 1

**Prerequisites:** None

**MAJOR CONCEPTS/CONTENT:** The purpose of this program is to prepare students for employment or advanced training in a variety of occupations in the information technology industry. This program

focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the information technology industry; technical and product skills, underlying principles of technology, planning, management, finance, labor issues, community issues and health, safety, and environmental issues. The content includes but is not limited to communication, leadership skills, human relations and employability skills; and safe, efficient work practices.

## English

### **CREATIVE WRITING I**

**Course Number:** 10093200

**For Grade:** 9-12

**Credit:** 0.5

**Prerequisites:** None

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to develop students' writing and language skills needed for individual expression in literary forms. The content should include, but not be limited to instruction in the development and practice of writing a variety of literary works, including original poetry, short stories, plays, novels, and/or essays and other nonfiction. The course may also include technical aspects of publishing students' work in a literary publication.

### **CREATIVE WRITING II**

**Course Number:** 10093300

**For Grade:** 9-12

**Credit** 0.5

**Prerequisites:** Creative Writing I

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to enable students to develop and use grade 11-12 writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing.

### **ENGLISH I**

**Course Number** 10013104

**For Grade** 9

**Credit** 1.0

**Prerequisites:** None

**Meets requirements for graduation**

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature. The content should include, but not be limited to, the following: 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.

## **ENGLISH HONORS I**

**Course Number** 10013205

**For Grade** 9

**Credit** 1.0

**Prerequisites:** Placement

**Meets requirements for graduation**

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to promote academic excellence in English language arts through integrated experiences in reading, writing, listening, viewing, speaking, language, and literature. The content should include, but not be limited to, the following: 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.

## **ENGLISH II**

**Course Number** 10013404

**For Grade** 10

**Credit** 1.0

**Prerequisites:** None

**Meets requirements for graduation**

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature. The content should include, but not be limited to, the following: using reading strategies to construct meaning from informative, technical, and literary texts; understanding and responding to a variety of literary forms; and understanding and using language successfully to impact readers, writers, listeners, speakers, and viewers.

## **ENGLISH HONORS II**

**Course Number** 10013505

**For Grade** 10

**Credit** 1.0

**Prerequisites:** Placement

**Meets requirements for graduation**

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to promote academic excellence in English language arts through integrated experiences in reading, writing, listening, viewing, speaking, language, and literature. The content should include, but not be limited to, the following: 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.

### **ENGLISH III**

**Course Number** 10013704

**For Grade** 11

**Credit** 1.0

**Prerequisites** None

**Meets requirements for graduation**

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature. The content should include, but not be limited to, the following: 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; understanding the power of language as it impacts readers, writers, listeners, viewers, and speakers; understanding and analyzing literary texts; and responding critically and aesthetically to literature. The emphasis should be on works of American authors; however, literature representative of other cultures may be used to support integrated studies and multicultural emphases

### **ENGLISH HONORS III**

**Course Number** 10013805

**For Grade** 11

**Credit** 1.0

**Prerequisites:** Placement

**Meets requirements for graduation**

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to promote academic excellence in English language arts through integrated experiences in reading, writing, listening, viewing, speaking, language, and literature. The content should include, but not be limited to, the following: 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; using effective listening, speaking, and viewing strategies in informal and formal situations; understanding the power of language as it impacts readers, writers, listeners, viewers, and speakers; understanding and analyzing literary texts; and responding critically and aesthetically to literature. The course emphasis should be on the works of American authors; however, literature representative of other cultures may be used to support integrated studies and multicultural emphases.

## **ENGLISH IV**

**Course Number** 10014004

**For Grade** 12

**Credit** 1.0

**Prerequisites:** None

**Meets requirements for graduation**

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature. The content should include, but not be limited to, the following: 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; using effective listening, speaking, and viewing strategies in informal and formal situations; understanding the power of language as it impacts readers, writers, listeners, viewers, and speakers; understanding and analyzing literary texts; and responding critically and aesthetically to literature. The course emphasis should be on the works of British authors; however, literature representative of other cultures may be used to support integrated studies and multicultural emphases.

## **ENGLISH HONORS IV**

**Course Number** 10014105

**For Grade** 12

**Credit** 1.0

**Prerequisites:** Placement

**Meets requirements for graduation**

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to promote academic excellence in English language arts through integrated experiences in reading, writing, listening, viewing, speaking, language, and literature. The content should include, but not be limited to, the following: 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; using effective listening, speaking, and viewing strategies in informal and formal situations; understanding the power of language as it impacts readers, writers, listeners, viewers, and speakers; understanding and analyzing literary texts; and responding critically and aesthetically to literature. The course emphasis should be on the works of British authors; however, literature representative of other cultures may be used to support integrated studies and multicultural emphases.

## **JOURNALISM I**

**Course Number** 10063000

**For Grade** 9-12

**Credit** 1.0

**Prerequisites:** English Teacher Approved

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide instruction in basic aspects of journalism and workshop experiences in journalistic production. 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.

### **JOURNALISM II-IV (Yearbook/Newspaper) & JOURNALISM V HON**

**Course Number:**

**For Grade:** 10-12

**Credit** 1.0

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide a continuation of journalism studies as well as experience and instruction in working on a student publication staff. 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.

### **Literature in the Arts I Honors – Fairytales and Folklore**

**Course Number:** 10053500

**For Grade** 10-12

**Credit** 0.5

**Prerequisites:** None

**MAJOR CONCEPTS/CONTENT:**

If you enjoy the Fantasy realm, and always wondered how stories are passed down, where they came from, or how they influence society, join this deep dive into folklore from around the world. We will read diverse stories from around the world, make current day connections, and even write our own modern-day fairytales. Don't be fooled into thinking this is just about Disney movies (although we will talk about that!), these are stories that will transport you to another realm, sometimes leaving you unsettled.

## **Exceptional Education**

*Exceptional Education Students (students with disabilities) are programmed according to their educational needs as stated on their Individual Education Plans (IEPs). Students must meet eligibility requirements as set by the state of Florida. Students are served in a variety of settings that have varying levels of academic and/or behavioral support. The students are generally placed on track for a standard diploma or an Access Points diploma. Students on Access Points must meet the state criteria for an intellectual disability to be eligible for an Access classes. However, a student on Access Points that has an academic strength or talent that can be met in a regular standards class, is able to attend that regular standards class.*

### **Regular Standards**

## **Standard diploma –**

**Consultation:** Students who do not require in-class special education support are offered consultative services. This means that the case manager monitors the students' progress and communicates with the students' teachers on a monthly basis.

**Support Facilitation:** Students that require some direct ESE support are offered services via support facilitation. This means that the teacher is available at least 2 days a week to support the student's IEP goals in the basic education classroom. Support facilitation can be offered for English, Math, Science, and Social Studies classes.

**Co-teach:** Co-teach classes are offered for English and Math. Co-teach classes pair a special education teacher with a regular education teacher for daily instruction. The two teachers work together to design differentiated lessons that take into account the goals and accommodations included on students' IEPs.

**Resource:** Students seeking a standard diploma on regular K-12 standards, who need intensive daily support are served for English and/or Math in a resource class lead by an ESE teacher that is certified in the appropriate subject area. These classes have a lower teacher to student ratio. All instruction is based on regular standards and count toward core curriculum credits required for English and Math. In addition, Learning Strategies is an elective course that students can take to learn valuable study and organization strategies. Additionally, in Learning Strategies, students are encouraged to monitor their overall progress each grading period and get assistance with assignments from their classes.

Students that graduate with a regular standards diploma may attend college, vocational school, join the military, or enter the work force. Standard diploma students must meet the same course requirements as non-disabled students, but receive specialized instruction and accommodations as prescribed by their Individual Education Plan (IEP).

## **Access Points Standards**

### **Access Points Standard Diploma -**

Students that graduate with an Access Points standards diploma earn credits in the same courses that regular standards students take for graduation, but with modified curriculum. Goals for students at this level of support are aimed to help the student reach their highest level of independence and functioning in activities of daily living, family, leisure, and community living. The general areas of instruction and course offerings include functional academics, employability skills, social skills, community skills, personal-home living, communication skills, and leisure/ recreational activities. They also take modified electives which include physical education, art, cooking, and music. Most students attend Community Based Training (CBT) to obtain job skills in the last two years that they are in high school. Students with an Access Points standard diploma enter the workforce independently or supported through agencies such as Vocational Rehabilitation. Others will seek specialized training available at some vocational schools and colleges.

### **12+**

When students on Access Points graduate they can opt to enter the 12+ program, which is available till the school year that they turn age 22. This program teaches employability skills through school-based enterprises. For example, the 12+ program currently has a refreshment cart where students

and staff can buy snack items or items that they have created in class, such as dog biscuits and holiday decorations. In addition, these students take classes that help them build their skills in the areas of independent living, employability, social/emotional, and recreation/leisure.

## **Family and Consumer Sciences**

### **CHILD DEVELOPMENT**

**Course Number** 85003100

**For Grade** 9-12

**Credit** 0.5

**Prerequisites** NONE

**Meets requirements** Practical Arts

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to prepare students to understand the nature of child development from prenatal care through age three including the function and significance of the parenting experience. The content includes, but is not limited to, basic needs of children, principles of human development, reproduction, prenatal care, the birth process, and responsibilities of parents and caregivers.

### **EARLY CHILDHOOD EDUCATION 1**

**Course Number:** 84051100

**Credit** 1.0

**Prerequisites:** Child Development

**Meets requirements** P/A

**MAJOR CONCEPTS/CONTENT:** ECE 1 includes the basic training hours required by the Department of Children and Families (DCF) for childcare workers-Health Safety and Nutrition, Child Growth and Development, Child Abuse Recognition and Reporting and Observation. The course also includes leadership, organizational skills, implementing developmentally appropriate lesson plans for the preschool child. This course is a prerequisite for ECE 2,3 and 4.

### **EARLY CHILDHOOD EDUCATION 2**

**Course Number** 84051200

**For Grade** 10-12

**Credit** 1.0

**Prerequisites** ECE 1

**Meets requirements:** P/A

**MAJOR CONCEPTS/CONTENT:** This course continues DCF training to include developmentally appropriate practices for preschoolers, rule, regulations, and behavioral observation and continue implementing developmentally appropriate lesson plans and activities.

### **EARLY CHILDHOOD EDUCATION 3&4**

**Course Number** 84051200/84051400

**For Grade** 10-12

**Credit 1.0**

**Prerequisites** ECE 1, 2

**Meets requirements** P/A

**MAJOR CONCEPTS/CONTENT:** This is the 2-hour block Childcare training course that involves the development and implementation of lesson plans for the preschool child. Students will be instructed in the management and operation of an onsite developmental preschool. Upon successful completion of this block of courses students will be certified and qualified for the Early Childhood Professional Certification. Students will learn to interact professionally with children, parents and coworkers. They will develop an extensive teaching portfolio and display their work at the showcase of Mastery projects for potential employers.

## **FAMILY AND CONSUMER SCIENCE PRINCIPLES**

**Course Number:** 88001101

**For Grade** 9-12

**Credit** 1.0

**Prerequisites** NONE

**Meets requirements**

**MAJOR CONCEPTS/CONTENT:** This course teaches students the basics of the family and consumer sciences. Family and Consumer Science is a 36 week course for High School students who are interested in learning more about life skills. The concepts of Family, Care giving and Marriage, Consumer Skills, Housing, Food and Nutrition, Apparel, and Technology are taught with lab opportunities.

## **NUTRITION AND FOOD SCIENCE**

**Course Number:** 88001101

**For Grade** 9-12

**Credit** 1.0

**Prerequisites** NONE

**Meets requirements** EL

**MAJOR CONCEPTS/CONTENT:** This course focuses on the biological and chemical makeup of food; methods of food preparation; food safety and sanitation in handling, processing and storing of food; human physiology and identification of the structures and functions of nutrients. Students will use the scientific method to investigate food science topics and recognize how food science interacts with technology and society. **ServSafe Industry certification maybe earned in this course.**

## **PARENTING SKILLS**

**Course Number** 85003000

**For Grade** 9-12

**Credit** 0.5

**Prerequisites** NONE

**Meets requirements** P/A

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to prepare students for the multiple roles essential to becoming a model parent and caregiver and to understand the dual roles of males and females as parents. This course will also enhance the student's ability to assist children to become effective citizens in a multicultural and technological society. The content includes, but is not limited to, parenting roles and responsibilities; nurturing and protective environments for children; positive parenting strategies; effective communication in parent/child relationships; multicultural diversity and trends in technology.

## Math

### ALGEBRA I

**Course Number** 12003104

**For Grade** 8-9

**Credit** 1.0

**Prerequisite** None

**Meets requirements Graduation requirements for mathematics**

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide the foundation for more advanced mathematics courses and to develop the skills needed to solve mathematical problems. Topics shall include: sets, variables, structures and properties of the real number system, polynomials, factoring, rational algebraic expressions, irrational numbers, radical expressions, and quadratic equations. **SPECIAL NOTE:** Credit in this course precludes the earning of Credit in Algebra I Honors, or Algebra 1a, 1b.

### ALGEBRA II

**Course Number** 12003304

**For Grade** 10-12

**Credit** 1.0

**Prerequisites:** Geometry or Geometry Honors

**Meets requirements Graduation requirements for mathematics**

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to continue the study of the structure of algebra and to provide the foundation for applying these skills to other mathematical and scientific fields. Topics shall include, but not be limited to, the review and extension of the structure and properties of the real number system; relations, functions and graphs; polynomials and rational expressions; quadratic equations and inequalities; polynomial functions; rational and irrational exponents; logarithms; complex numbers; and word problems.

**SPECIAL NOTE:** The earning of Credit in this course precludes the earning of Credit in Algebra II Honors.



## **ALGEBRA II HONORS**

**Course Number** 12003405

**For Grade** 10-11

**Credit** 1.0

**Prerequisites:** Geometry Honors / Gifted Placement

**Meets requirements Graduation requirements for mathematics**

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to present an in-depth study of the topics of Algebra II with emphasis on theory, proof, and development of formulas, as well as their application. Topics shall include, but not be limited to, algebraic structure; first-degree equations in one and two variables solved algebraically and graphically; systems of equations and inequalities; functions and relations; polynomials and rational expressions; exponents and radicals; logarithms; complex numbers; conic sections; polynomial equations; sequences and series; permutations, combinations and probability; and matrices. **SPECIAL NOTE:** The earning of Credit in this course precludes the earning of Credit in Algebra II.

## **GEOMETRY**

**Course Number** 12063104

**For Grade** 9-12

**Credit** 1.0

**Prerequisites** Algebra I or Algebra I Honors

**Meets requirements Graduation requirements for mathematics**

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to emphasize critical thinking involving the discovery of relationships and their proofs and skill in applying the deductive method to mathematical situations. Topics shall include, but not be limited to, logic and reasoning; the study of Euclidean geometry of lines, planes, angles, triangles; similarity; congruence; geometric inequalities; polygons and circles; area and volume; and constructions.

**SPECIAL NOTE:** The earning of Credit in this course precludes the earning of Credit in Geometry Honors.

## **GEOMETRY HONORS**

**Course Number** 12063205

**For Grade** 9-10

**Credit** 1.0

**Prerequisites** Algebra I Honors

**Meets requirements Graduation requirements for mathematics**

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to give a rigorous in-depth study of geometry with emphasis on methods of proof and the formal language of mathematics. Topics shall include, but not be limited to, structure of geometry; separation properties; angle concepts; triangles; quadrilaterals; proofs; perpendicularity and parallelism in a plane and in space; similar polygons; circles and spheres; constructions; area and volume; coordinate geometry, and topology.

**SPECIAL NOTE:** The earning of Credit in this course precludes the earning of Credit in Geometry.

## **MATH FOR COLLEGE ALGEBRA**

**Course Number** 12007000

**For Grade** 10-12

**Credit** 1.0

**Prerequisites** Algebra I and Geometry

**Meets requirements Graduation requirements for mathematics**

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

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

## **MATH FOR DATA AND FINANCIAL LITERACY**

**Course Number** 1200387

**For Grade** 10-12

**Credit** 1.0

**Prerequisites** Algebra I and Geometry

**Meets requirements Graduation requirements for mathematics**

**MAJOR CONCEPTS/CONTENT:** The financial literacy focus of this course provides a real-life framework to apply upper-level mathematics standards. In our consumer-based society, a mathematics course that addresses the results of financial decisions will result in more fiscally responsible citizens. This course will give students the opportunity to apply mathematics found in financial topics such as personal investments, retirement planning, credit card interest, and savings. Financial Algebra is designed for students who have completed Algebra 1 and Geometry. The course would be a bridge to upper-level mathematics such as Algebra 2 and Mathematics for College Readiness. Please note that the financial literacy standards in this course are repeated in the required Economics course for graduation with a standard high school diploma.

## **PROBABILITY & STATISTICS HONORS**

**Course Number:** 1210300

**For Grades:** 11-12

**Credit:** 1.0

**Prerequisites:** Algebra 2 with teacher recommendation

**Meets Requirements:** Mathematics

**MAJOR CONCEPTS/CONTENT:** An interactive mathematical introduction to probability theory and statistical methods including data collection, simulation, summarization, correlation, regression, probability, estimation, sampling distributions, and confidence intervals.

## **MUSIC AND FINE ARTS**

### **CONCERT CHORUS**

**Men – Grades 9-12/No prerequisite**

**Women – Grades 10-12/Prerequisite – Women’s Chorus and audition**

**Credit 1.0**

*May be taken as Chorus I, II, III, or IV depending on student’s number of years enrolled in High School Chorus.*

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide students with experiences in advanced vocal production techniques, part singing, choral performance techniques, and music reading. The content includes study and performance of traditional choral, contemporary a cappella, barbershop harmony and pop music. This group performs in three major concerts a year, as well as competing at District MPA and on an annual trip. Enrichment opportunities are available for All-State chorus, All-County chorus, EPCOT’s Candlelight Processional, and soloist auditions for concerts and National Anthem singers.

### **MEN’S CHORUS**

**Grades 9-12**

**Credit 1.0**

*May be taken as Chorus I, II, III or IV depending on student’s number of years enrolled in High School Chorus.*

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide students with experiences in basic vocal production techniques, part singing, choral performance techniques, and music reading. The content includes study and performance of traditional choral, contemporary a cappella, barbershop harmony and pop music. This group performs in three major concerts a year, as well as competing at District MPA.

Enrichment opportunities are available for All-State chorus, All-County chorus, EPCOT’s Candlelight Processional, and soloist auditions for concerts.

### **WOMEN’S CHORUS**

**Grades 9-12**

**Credit 1.0**

*May be taken as Chorus I, II, III or IV depending on student’s number of years enrolled in High School Chorus.*

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide students with experiences in basic vocal production techniques, part singing, choral performance techniques, and music reading. The content includes study and performance of traditional choral, contemporary a cappella, barbershop harmony and pop music. This group performs in three major concerts a year, as well as competing at District MPA.

Enrichment opportunities are available for All-State chorus, All-County chorus, EPCOT's Candlelight Processional, and soloist auditions for concerts.

### **VOCAL ENSEMBLE (SHOWCASE)**

**Grades** 10-12

**Credit** 1.0

**Prerequisite** – Audition in May for following year. Dual enrollment is required as well: Vocalists – Concert Chorus; Instrumentalist – Band or Orchestra

*May be taken as Vocal Ensemble I, II or III depending on student's number of years enrolled in Vocal Ensemble.*

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide students with instruction in the development of a Vocal/Instrumental performance using modern styles of music, including but not limited to, ensemble singing and playing, choreography, and visual presentation.

### **SYMPHONIC BAND**

**Course Number:** 13023100

**For Grades:** 9-12

*May be taken as Band II, III, or IV, depending on the student's number of years enrolled in High School Band. Juniors and seniors may take Band V/VI for honors credit.*

**Credit:** 1.0

**Prerequisites:** Must have completed Concert Band; Director Approval

**Meets requirements:** Fine & Performing Arts

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide students with opportunities to develop musicianship skills in band and instrumental ensembles. Content will include, but not be limited to, enabling students to develop fundamental skills in characteristic tone production, band performance techniques, musical literacy, and music appreciation. All 9th grade students will take Concert

### **WIND ENSEMBLE**

**Course Number:** 13023200

**For Grade:** 10-12

*May be taken as Band II, III, or IV, depending on the student's number of years enrolled in High School Band. Juniors and seniors may take Band V/VI for honors credit.*

**Credit:** 1.0

**Prerequisites:** Symphonic Band

**Meets requirements** Performing Fine Arts

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide students with instruction in the development of musicianship and technical skills through study of varied band literature. The content should include, but not be limited to, interpreting medium level band music; establishing appropriate tone production and performance techniques; identifying simple musical form and varied style periods; formulating aesthetic awareness.

## **JAZZ ENSEMBLE**

**Course Number:** 13025000

**For Grades:** 9-12

*May be taken as Jazz Ensemble I, II, III, or IV, depending on the student's number of years enrolled in Jazz Ensemble.*

**Credit:** 1.0

**Prerequisite:** Dual enrollment is required -- Band, Orchestra, Chorus Guitar

**Meets requirements Fine & Performing Arts**

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide students with instruction in the development of a jazz ensemble using all types of jazz, including but not limited to, rock, swing, Latin, be-bop, funk, and shuffle.

## **PERCUSSION ENSEMBLE**

**Course Number:** 13024200 (Instrument Techniques)

**Grades:** 9-12

*All percussionists are expected to take this course and must participate with all aspects of the band program. May be taken as Instrument Techniques II, III, or IV depending on the student's number of years enrolled in Percussion Ensemble.*

**Credit:** 1.0

**Prerequisite:** Audition in May for following year and director approval.

**Meets requirements Fine & Performing Arts**

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide students with instruction in all aspects of percussion, including, but not limited to, marching percussion, world percussion, concert percussion, and chamber percussion.

## **GUITAR I**

**Course Number** 13013200

**For Grade** 9-12

**Credit** 1.0

**Prerequisites** None

**Meets requirements Performing Fine Arts**

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide students with introductory experiences on the guitar in performance skills and interpretation of simple notation.

The content should include, but not be limited to, thorough introduction to music fundamentals, guitar performance techniques and interpretation of musical notation including chord symbols.

## **KEYBOARD I (PIANO)**

**Course Number** 13013600

**For Grade** 9-12

**Credit** 1.0

**Prerequisites** None

**Meets requirements Performing Fine Arts**

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide students with introductory experiences on the keyboard in performance skills and interpretation of simple notation. The content should include, but not be limited to, the development of music fundamentals, keyboard performance techniques and interpretation of musical notation.

## **KEYBOARD II (PIANO)**

**Course Number** 13013700

**For Grade** 9-12

**Credit** 1.0

**Prerequisites** Keyboard I- Teacher Approval Required

**Meets requirements** Performing Fine Arts

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide students with instruction in varied performance techniques on the keyboard. The content should include, but not be limited to, the development of music fundamentals, performance techniques and interpretation of musical notation.

## **MUSIC LEADERSHIP**

**Course Number** 2400320

**For Grade** 9-12

**Prerequisites** Enrolled in Music and approved by teacher

**Meets Requirements** Elective

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide formative opportunities to build on skills acquired in the *Leadership Techniques* course, including meeting skills, motivated strategies, character development, group dynamics, community relations, community service and personal and civic responsibility.

## **ORCHESTRA I, II, III – CONCERT ORCHESTRA**

**Course Number** 13023600

**For Grade** 9-12

**Credit** 1.0

**Prerequisites** none

**Meets requirements** Performing Fine Arts

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to develop musicianship skills in music ensembles on orchestral instruments. The content should include, but not be limited to, enabling students to develop basic fundamental skills in characteristic tone production, orchestral performing techniques, musical literacy, and music appreciation.

## **ORCHESTRA IV – CHAMBER ORCHESTRA**

**Course Number** 13023900

**For Grade** 10-12

**Credit** 1.0

**Prerequisites** Audition in May

**Meets requirements** Performing Fine Arts

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide students with instruction in the application of musicianship and technical skills through the study of varied orchestral literature. The content should include, but not be limited to, independent interpretation of medium level orchestral music; refinement of tone production and performance techniques; musical form, style periods, and aesthetic perceptions.

# THEATRE

## ACTING 1

**Course Number:** 04003100

**For Grade:** 9-12

**Credit:** 1.0

**Prerequisites:** None

**Meets requirements:** elective for performing Fine Arts

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to introduce students to the study and practice of theatre arts. The content should include, but is not limited to, an overview of the history of the theatre and literature of the theatre. Students should be introduced to the fundamentals of theatre production which include scenery construction, costuming, lighting and make-up.

## ACTING 2

**Course Number:** 04003200

**For Grade** 9-12

**Credit:** 1.0

**Prerequisites,** Theatre 1, Teacher Approval

**Meets requirements:** as elective for Performing Fine Arts

**Major Concepts/Content:** The purpose of this course is to provide intermediate development of skills useful to the study and practice of theatre arts. The content includes instruction in reading and interpretation of dramatic literature. Other instructional emphasis should include techniques and mechanics of acting: set, costume and lighting design, as well as other features of stagecraft, character analysis and portrayal, interpretive and analytical study of plays and production of plays and other dramatic presentation.

## ACTING 3

**Course Number:** 04003300

**For Grade:** 10-12

**Credit:** 1.0

**Prerequisites:** Theatre 2, Teacher approval

**Meets Requirements:** as elective for performing Fine Arts

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide the opportunity for advanced drama students to continue study in acting and production techniques and to participate in dramatic productions and projects. The content includes instruction in specific acting techniques used in various

kinds of dramatic presentations, the study of acting theories as well as practice and theory in set design, make up and lighting.

## **ACTING 4**

**Course Number: 0400345**

**For Grade: 10-12**

**Credit: 1.0**

**Prerequisites:** Theatre 3, Teacher Approval

**Meets Requirements: as elective for Performing Fine Arts**

**MAJOR CONCEPTS/CONTENT:** This course provides an in-depth study in various aspects of dramatic and theatrical art. Students study practical application in costume, scenery, lighting and sound design. Makeup techniques, advanced acting techniques and theatrical management as well. Students should specialize by researching information about and participating in selected areas of theatre including playwriting, direction, stage design and management, choreography and advanced acting.

## **MUSICAL THEATER I**

**Course Number 0400700**

**For Grade 9-12**

**Credit 1.0**

**Prerequisites:** None

**Meets requirement as elective for Performing Fine Arts**

**MAJOR CONCEPTS/CONTENT:** Students' course work focuses on but is not limited to, acting, vocal performance, dance, non-dance movement, and staging, which transfer readily to performances in musicals and other venues. Students survey the evolution of music in theatre from ancient Greece, to modern Broadway through a humanities approach and representative literature. Music theatre students explore the unique serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

## **MUSICAL THEATER II and III**

**Course Number 0400710 and 0400720**

**For Grade 9-12**

**Credit 1.0**

**Prerequisites** Musical Theater I

**Meets requirement as elective for Performing Fine Arts**

**(2) MAJOR CONCEPTS/CONTENT:** Students learn from the styles and techniques used by well-known singer-actor-dancers and choreographers to build a performance for auditions and/or interviews. Students examine the contributions of major writers, composers, lyricists, and choreographers of musical theatre and learn to analyze the structures, stories, and settings of musical theatre exemplars to understand how those components serve the story and concept. Students extend their dance and movement techniques required to sing and dance at the same time. Public performances may serve as a culmination specific instructional goal. Students may be required to attend and/or participate in

rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

**(3) MAJOR CONCEPTS/CONTENT:** Students refine their audition techniques and performance/audition portfolio and consider the contributions of musical theatre in the community and beyond. Students select several pieces to showcase their abilities and become conversant about individuals who, currently and in the past, required to sing and dance for long periods of time in rehearsals and performance. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performance outside the school day to support, extend, and assess learning in the classroom.

## **THEATRICAL CINEMA AND FILM PRODUCTION**

**Course Number** 0400660

**For Grade** 9-12

**Credit** 1.0

**Prerequisites** None

**Meets requirement as elective for Performing Fine Arts**

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

# **NJROTC**

## **NAVAL SCIENCE I**

**Course Number** 18023000

**For Grade** - 9-12

**Credit** - 1.0 (This course may be taken in place of PE.)

**Prerequisite** – None

**MAJOR CONCEPTS/CONTENT:** Designed as an introduction to the Navy and the NJROTC program, to stimulate enthusiasm for scholarship, and to engender a sense of pride in self, one's associates and the organization. Course content includes introduction to American Citizenship, Techniques of Communication, Leadership, introduction to Naval ships and aircraft, Naval Customs and Courtesies, basics of U.S. Government, Physical Fitness, Drug Abuse Prevention, marksmanship, discussion of current events and orientation trips and fun events. Students are issued Navy uniforms to be worn once a week. Gaither NJROTC maintains 12 teams that compete at the local, state and national levels. Teams include Academics, Air Rifle, Athletics, Drill and Orienteering. Students eligible to become a member of all teams and attend competitions. \$30 fee required for lab/insurance.

## **NAVAL SCIENCE II**

**Course number** – 18023100

**For Grade - 10-12**

**Credit – 1.0** (This course may be taken in place of PE.)

**Prerequisites –** Naval Science I or one year of JROTC (Army or Air Force or Marines)

**MAJOR CONCEPTS/CONTENT:** Develops the traits of Citizenship and Leadership, introduces students to technical areas of Naval Science study, and engenders an awareness of the vital importance of oceans to the continued well-being of the United States. Course material includes Leadership (exercising leadership roles), Importance of Navy/Maritime history to development of our civilization, basic understanding of scientific principles (why planes fly, how sonar works etc.), orienteering, Physical Fitness, discussion of current events, orientation trips and fun events. Students are issued Navy uniforms to be worn once a week. Gaither NJROTC maintains 12 teams that compete at the local, state and national levels. Teams include Academics, Air Rifle, Athletics, Drill and Orienteering. Students eligible to become a member of all teams and attend competitions. \$30 fee required for lab/insurance.

### **NAVAL SCIENCE III**

**Course number – 18023200**

**For Grade 11-12 Credit – .0**

**Prerequisites –** Naval Science II or two years of JROTC (Army or Air Force or Marines)

**MAJOR CONCEPTS/CONTENT:** Designed to assist students in understanding the operative principles of military leadership, increase awareness of the significance of teamwork, emphasize the intrinsic value of discipline in the accomplishment of assigned objectives, and teach Naval academic subjects. Course content includes leadership and discipline, the Naval operations and U.S. Strategy and Global Politics, Physical Fitness, orienteering, discussion of current events and orientation trips and fun events. Students are issued Navy uniforms to be worn once a week. Gaither NJROTC maintains 12 teams that compete at the local, state and national levels. Teams include Academics, Air Rifle, Athletics, Drill and Orienteering. Students eligible to become a member of all teams and attend competitions. \$30 fee required for lab/insurance.

### **NAVAL SCIENCE IV**

**Course number – 18023300**

**For Grade – 12**

**Credit – 1.0**

**Prerequisites –** Naval Science III or 3 years of JROTC (Army, Air Force or Marines)

**MAJOR CONCEPTS/CONTENT:** Designed to allow students the opportunity to PRACTICE the operative principles of military leadership, experience the significance of teamwork, practice discipline in the accomplishment of assigned objectives, and teach basic Naval academic/military subjects. Course content includes: Group Dynamics, Techniques of Communication, American Citizenship, Career Opportunities, Role of the U.S. Armed Forces, Technology Awareness, Methods of Instruction, Human Relations, Leadership and discipline, the Naval service and Naval history, Physical Fitness, orienteering, discussion of current events and orientation trips and fun events. Students are issued Navy uniforms to be worn once a week. Gaither NJROTC maintains 12 teams that compete at the local, state and national levels. Teams include Academics, Air Rifle, Athletics, Drill

and Orienteering. Students eligible to become a member of all teams and attend competitions. \$30 fee required for lab/insurance.

## Physical Education/Driver's Education

### **BASKETBALL I and II**

**Course Number** 15033100 and 1533105

**For Grade** 9-12

**Credit** 0.5

**Prerequisites** None

**Meets requirements** Elective credit for Graduation

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to enable students to develop knowledge and skills in basketball and to maintain or improve health-related fitness. The content should include, but not be limited to, the following: -safety practices-rules and terminology-history biomechanical and physiological principles-techniques and strategies-sportsmanship-fitness activities-assessment of skills and health-related fitness-officiating-organization and administration of basketball activities-consumer issues-benefits of participation.

### **DRIVER EDUCATION**

**Course Number:** 19003000

**For Grade:** 9-12

**Credit:** 0.5

**Prerequisites:** Must be 15 yrs. of age or older date

**Meets requirements:** Elective credit for graduation

**MAJOR CONCEPTS/CONTENT:** The purpose of "Driver Education/Traffic Safety-Classroom" is (1) to introduce students to the transportation system and to strategies which will develop driving knowledge and skills related to today's and tomorrows motorized society and (2) to provide an in-depth study of the scope and nature of accident problems and their solutions. 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.

### **HEALTH OPPORTUNITIES THROUGH PHYSICAL EDUCATION (HOPE)**

**Course Number** 30260100

**For Grade** 9-12

**Credit** 1.0

**Prerequisites** None

**Meets requirements** Elective credit for Graduation

**MAJOR CONCEPTS/CONTENT:** The purpose 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, the following: -apply fitness and health concepts-risk and benefits of varying fitness levels-biomechanical and physiological principles-development of an individual wellness plan-responsible decision making-development of an individual nutrition plan-completion of a behavior change project-analyzing of skills-related fitness-safety and injury prevention – (hydration, injury, violence, environmental issues, CPR)-safety education practices-analyzing consumer information and community resources-mental and emotional health, including depression and suicide-stress management-coping skills-interpersonal communication – communication, relationships, sportsmanship-disease prevention and control – risk factor assessments, includes communicable and non-communicable diseases such as HIV/AIDs, other STDs, heart disease, diabetes, cancers, asthma-tobacco, alcohol, and other drug use and abuse – risk and protective factors-teen pregnancy prevention-advocating for health and fitness promotion-technology application to facilitate health and fitness

## **INDIVIDUAL SPORTS**

**Course Number** 15024100

**For Grade** 9-12

**Credit** 0.5

**Prerequisites** None

**Meets requirements** Elective credit for Graduation

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to enable students to acquire basic knowledge of individual and dual sports play, develop skills in specified individual sports, and maintain or improve health-related fitness. The content should include, but not be limited to the following – safety practices, rules and terminology, history, biomechanical and physiological principles, techniques and strategies, sportsmanship, fitness assessment, consumer issues and benefits of participation.

## **SOCCER**

**Course Number** 15033200

**For Grade** 9-12

**Credit** 0.5

**Prerequisites** None

**Meets requirements** Elective credit for Graduation

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to enable students to develop knowledge and skills in soccer and to maintain or improve health-related fitness. The content should include, but not be limited to, the following: -safety practices-rules and terminology-historybiomechanical and physiological principles-techniques and strategies-sportsmanship-fitness activities-assessment of skills and health-related fitness-officiating-organization and administration of soccer activities-consumer issues-benefits of participation

## **SOFTBALL**

**Course Number** 15033300

**For Grade** 9-12

**Credit** 0.5

**Prerequisites** None

**Meets requirements** Elective credit for Graduation

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to enable students to develop knowledge and skills in softball and to maintain or improve health-related fitness. The content should include, but not be limited to, the following: -safety practices-rules and terminology-history biomechanical and physiological principles-techniques and strategies-sportsmanship-fitness activities-assessment of skills and health-related fitness-officiating-organization and administration of softball activities-consumer issues-benefits of participation

### **TEAM SPORTS I and II**

**Course Number** 1503350 and 1503360

**Grades** 10-12

**Credit** 0.5

**Prerequisites** Team Sports 1

**Meets requirements** Elective credit for Graduation

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to enable students to acquire basic knowledge of team sports play, develop skills in specified team sports, (***soccer, softball, volleyball, flag football and basketball***) and maintain or improve health-related fitness. The content should include, but not be limited to the following – safety practices, rules and terminology, history, biomechanical and physiological principles, techniques and strategies, sportsmanship, fitness assessment, consumer issues and benefits of participation.

### **VOLLEYBALL 1 and II**

**Course Number** 15055000 & 15055100

**For Grade** 9-12

**Credit** 0.5

**Prerequisites** None

**Meets requirements** Elective credit for Graduation

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to enable students to acquire basic knowledge and skills in volleyball and to maintain or improve health-related fitness. The content should include, but not be limited to, the following: safety practices, rules and terminology, history, biomechanical and physiological principles, techniques and strategies, sportsmanship, fitness activities, fitness assessment, officiating, organization and administration of volleyball activities, consumer issues and benefits of participation.

### **WEIGHT TRAINING 1**

**Course Number** 15013400

**For Grade** 9-12

**Credit** 0.5

**Prerequisites** None

**Meets requirements** Elective credit for Graduation

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to enable students to acquire basic knowledge and skills in weight training, improve muscular strength and endurance, and begin to

enhance self-image. The content should include, but not be limited to, the following: safety practices, terminology, musculoskeletal system, muscular strength and endurance, biomechanical and physiological principles, theories, concepts, and skills, weight training programs, implementation and evaluation of a personal weight training program, weight training activities for fitness, fitness assessment, nutrition, consumer issues and benefits of participation

## **WEIGHT TRAINING 2**

**Course Number** 15013500

**For Grade** 9-12

**Credit** 0.5

**Prerequisites** None

**Meets requirements** Elective credit for Graduation

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to enable students to develop intermediate-level knowledge and skills in weight training, further improve muscular strength and endurance, and further enhance self-image. The content should include, but not be limited to, the following: safety practices -terminology -musculoskeletal system -muscular strength and endurance biomechanical and physiological principles -theories, concepts, and skills -design, implementation, and evaluation of a personal weight training program -weight training activities for fitness -fitness assessment -nutrition -consumer issues and benefits of participation.

## **WEIGHT TRAINING 3**

**Course Number** 15013600

**For Grade** 10-12

**Credit** 0.5

**Prerequisites** None

**Meets requirements** Elective credit for Graduation

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to enable students to develop advanced knowledge and skills in weight training, further improve muscular strength and endurance, and further enhance self-image. The content should include, but not be limited to, the following: safety practices -terminology -musculoskeletal system -muscular strength and endurance biomechanical and physiological principles -theories, concepts, and skills -design, implementation, and evaluation of a personal weight training program -weight training activities for fitness -fitness assessment - nutrition -consumer issues and benefits of participation.

# **Science**

## **ANATOMY AND PHYSIOLOGY, HONORS**

**Course Number:** 20003605

**For Grade:** 11-12

**Credit:** 1.0

**Prerequisites:** Biology Honors with a grade of B or higher

**Meets requirements:** Science for graduation

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide students with rigorous content and laboratory activities in the structures and functions of the components of the human body. The content should include, but not be limited to, anatomical terminology, cells and tissues, integumentary system, skeletal system, muscular system, nervous system, special sensory organs, endocrine system, circulatory system, respiratory system, digestive system, excretory urinary system, reproductive system, homeostasis, disease process, immune response, and inheritance: molecular, cellular, organismal; mutations and genetic disorders. Opportunities to understand the interactions of science with technology and society. \*Cat dissection is part of this course.

### **ASTRONOMY, HONORS**

**Course Number:** 20209105

**For Grade:** 11-12

**Credit:** 1.0

**Prerequisites:** Prerequisite(s) or Co-Req: Geometry, Teacher Recommendation

**Meets Requirements:** Science for graduation (GRAD-P)

**MAJOR CONCEPTS/CONTENT:** While the content focus of this course is consistent with the Astronomy Solar/Galactic course, students will explore these concepts in greater depth. The academic pace and rigor is greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. Students will apply physics in their understanding of how the universe works. Subjects studied will include the solar system, stars, black holes (and other stellar remnants), galaxies, distances in space and space exploration.

### **BIOLOGY I**

**Course Number:** 20003104

**For Grade:** 9-12

**Credit:** 1.0

**Prerequisites:** None

**Meets requirements:** Science for graduation

**MAJOR CONCEPTS/CONTENT:** This course provides students with general exploratory experiences and activities in the fundamental concepts of life. The content includes scientific method, scientific measurement, laboratory safety and use of apparatus, cell reproduction, basic principles of genetics, biological changes through time, classification and taxonomy, microbiology, structure and function of plants, animals, human body, and ecological relationships.

### **BIOLOGY I, HONORS**

**Course Number:** 20003205

**For Grade:** 9-12

**Credit:** 1.0

**Prerequisites or co-requisite:** Physical Science, Honors or Gifted with a grade of C or higher

**Meets requirements:** Science for graduation

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide students with advanced exploratory experiences and activities in the fundamental concepts of life. This course expands the biological concepts introduced earlier, refines these concepts, and presents additional facts, concepts and generalizations. The content should include, but not be limited to, scientific method, scientific

measurement, laboratory safety and use of laboratory apparatus, biochemistry, cell biology, cell reproduction, genetics, biological changes through time, classification and taxonomy, microorganisms and disease, structure and function of plants, structure and function of animals, human anatomy and physiology, and ecological relationships. Opportunities to understand the interactions of science with technology and society.

## **CHEMISTRY I**

**COURSE NUMBER:** 20033404

**For Grade:** 10-12

**Credit:** 1.0

**Prerequisites:** Algebra 1 with a grade of B or higher

**Meets requirements:** Science for graduation

**MAJOR CONCEPTS/CONTENT:** This course provides students with the study of composition, properties and changes associated with matter. Content: Classification and structure of matter, atomic theory, periodic table, bonding chemical formulas, chemical reactions and balanced equations, behaviors of gasses, acids, bases, and salts and energy associated with physical and chemical changes.

## **CHEMISTRY I, HONORS**

**Course Number:** 20033505

**For Grade:** 10-12

**Credit:** 1.0

**Prerequisites:** Algebra 1 Honors with a grade of B or higher, co-enrolled in Algebra II Honors or Trigonometry

**Meets requirements:** Science for graduation

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide students with a rigorous study of the composition, properties and changes associated with matter. The content should include, but not be limited to, heat, changes of matter, atomic structure, periodic table, bonding, formulas and equations, mole concept, gas laws, energy and order, reaction rates and equilibrium, solutions: acids, bases, salts, nuclear chemistry, electrochemistry, and organic chemistry. Opportunities to understand the interactions of science with technology and society.

## **EARTH/SPACE SCIENCE**

**Course Number:** 20013104

**For Grade:** 11-12

**Credit:** 1.0

**Prerequisites:** Physical Science or Chemistry 1

**Meets requirements:** Science for graduation

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide opportunities for students to develop concepts basic to the earth, its materials, processes, history and environment in space. The content includes the origin of the universe and solar system, life cycle of stars, Earth-Moon system, U.S. manned space program and exploration, formation of igneous, sedimentary, and metamorphic rocks and identification of minerals, divisions of the earth, formation of land forms and basic mountain types, fundamental plate tectonics, formation of rivers and water systems, erosion, mass movements, wind, glaciers, hydrologic cycle, oceanography and ocean currents, meteorology and cloud types, weather

mapping, soil composition, geologic periods and fossils, and energy resources, renewable and non-renewable.

### **EARTH/ SPACE SCIENCE, HONORS**

**Course Number:** 20013205

**For Grade:** 11-12

**Credit:** 1.0

**Prerequisites:** Chem I with a grade of B or higher, or Chemistry Honors and Physics Honors

**Meets requirements:** Science for graduation

**MAJOR CONCEPTS/CONTENT:** While the content focus of this course is consistent with Earth/Space Science course, students will explore these concepts in greater depth. The academic pace and rigor is greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The content includes the origin of the universe and solar system, life cycle of stars, Earth-Moon system, U.S. manned space program and exploration, formation of igneous, sedimentary, and metamorphic rocks and identification of minerals, divisions of the earth, formation of land forms and basic mountain types, fundamental plate tectonics, formation of rivers and water systems, erosion, mass movements, wind, glaciers, hydrologic cycle, oceanography and ocean currents, meteorology and cloud types, weather mapping, soil composition, geologic periods and fossils, and energy resources, renewable and non-renewable.

### **FORENSIC SCIENCE I,**

**Course Number:** 2002480

**For Grades:** 11-12

**Credit:** 1.0

**Prerequisites:** Biology Honors & Chemistry I with a grade of B or higher

**Meets requirements:** Science for graduation

**MAJOR CONCEPTS/CONTENT:** Forensic Science I is an integrated science course that enables students to experience the application of the sciences to the investigation of a crime. Students are introduced to the basic concepts of forensics through a core-based course integrating the use of scientific evidence, critical argument, deductive reasoning, problem solving, and reporting media. Issues related to justice and society are introduced within a forensic context.

### **MARINE SCIENCE I, HONORS**

**Course Number:** 20025105

**For Grade:** 11-12

**Credit:** 1.0

**Prerequisites:** Biology Honors with a grade of B or higher

**Meets requirements:** Science for graduation

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide an overview of the marine environment. The content should include, but not be limited to, the following: the nature of science-the origins of the oceans-the chemical, physical, and geological aspects of the marine environment-ecology of various sea zones-marine communities-the diversity of marine organisms-characteristics of major

marine ecosystems-characteristics of major marine phyla/divisions-the interrelationship between man the ocean.

## **PHYSICS 1**

**Course Number:** 200330804

**For Grade:** 10-12

**Credit:** 1.0

**Prerequisites:** Algebra 1 Honors with a grade of B or higher

**Meets requirements:** Science for graduation

**MAJOR CONCEPTS/CONTENT:** Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. Laboratory investigations classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data.

## **PHYSICS, HONORS**

**Course Number:** 200330905

**For Grade:** 10-12

**Credit:** 1.0

**Prerequisites:** Algebra 2 Honors with a grade of B or higher

**Meets requirements:** Science for graduation

**MAJOR CONCEPTS/CONTENT:** Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. Laboratory investigations classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data.

# **Social Studies**

## **AFRICAN - AMERICAN HISTORY**

**Course Number** 21003404

**For Grade** 10-12

**Credit** 0.5

**Prerequisites** None

**Meets requirements** for Social Studies Elective

**MAJOR CONCEPTS/CONTENT:** The purpose is to provide students with the opportunity to acquire an understanding of the African American people through an overview of those significant events which have affected their lives in the United States. Appropriate concepts and skills will be developed in connection with the content that follows. Specific content will include, but not be limited to, the

African heritage, Afro-American life during the colonial period, Afro-American involvement in the westward expansion and the industrialization of the nation, black population shifts in American historical periods, the rise of Jim Crow in the South, the changes in Black-American life styles from generation to generation, the Civil Rights Movement, problems and potentials facing Black-Americans in this nation, and the achievements of major Black Americans.

## **AMERICAN GOVERNMENT**

**Course Number** 21063104

**For Grade** 9-12

**Credit** 0.5

**Prerequisites** None

**Meets requirements** for Bright Futures Scholarships and graduation

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to enable students to gain an understanding of American government and political behavior that is essential for effective citizenship and active involvement in a democratic American society. The content should include, but not be limited to, the following: interrelationship between American government and the American economic system; how rights and responsibilities of citizens in a democratic state have evolved and been interpreted; contemporary political issues; career opportunities available in government services; importance of civic participation in the democratic political process; role of women and diverse cultural groups in the development of our political system.

## **AMERICAN GOVERNMENT HONORS**

**Course Number** 21063205

**For Grade** 9-12

**Credit** 0.5

**Prerequisites** None

**Meets requirements** for Bright Futures Scholarships and graduation

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to enable students to gain an understanding of American government and political behavior that is essential for effective citizenship and active involvement in a democratic American society. The content should include, but not be limited to, the following: interrelationship between American government and the American economic system; documents that shape our political traditions, including the *Declaration of Independence*, the *United States Constitution*; municipal and county government; the evolving role of political parties and interest groups in determining government policy; how rights and responsibilities of citizens in a democratic state have evolved and been interpreted; contemporary political issues; career opportunities available in government services; importance of civic participation in the democratic political process; role of women and diverse cultural groups in the development of our political system.

## **COURT PROCEDURES**

**Course Number** 21063904

**For Grade** 10-12

**Credit 0.5**

**Prerequisites** Law Studies

**Meets requirements** for Social Studies Elective

**MAJOR CONCEPTS/CONTENT:** The purpose of Court Procedures is to provide an in-depth approach to the workings of our criminal and civil justice systems. The content should include, but not be limited to, application of conceptual learning to simulated and real life problems and case studies. Opportunities are provided for students to conduct legal research and to participate in mock trials and community law projects. Additional emphasis is placed on understanding constitutional law, specifically amendments 1, 4, 8, and 14.

## **ECONOMICS**

**Course Number** 21023104

**For Grade** 12

**Credit** 0.5

**Prerequisites** None

**Meets requirements** for Bright Futures Scholarships and graduation

**MAJOR CONCEPTS/CONTENT:** The purpose of Economics is to provide students with the opportunity to acquire an understanding of the way in which society organizes its limited resources to satisfy unlimited wants. The student will be introduced to the major characteristics of the mixed market economic system in the United States and how the basic economic questions are answered. The major emphasis is to provide the students with an understanding of the forces of the marketplace by examining the effect of their role as producer, consumer, saver, investor, resource owner, voter, and taxpayer on the system. Appropriate concepts and skills will be developed in connection with the content that follows. Specific content to be covered will include, but not be limited to, combining economic understanding in reaching decisions in the marketplace.

## **ECONOMICS HONORS**

**Course Number** 21023205

**For Grade** 12

**Credit** 0.5

**Prerequisites** None

**Meets requirements** for Bright Futures Scholarships and graduation

**MAJOR CONCEPTS/CONTENT:** The purpose of Economics Honors is to 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 implications of market solutions and public policy decisions related to economic problems. Appropriate concepts and skills will be developed in connection with the content that follows. Specific content to be covered will include, but not be limited to, combining economic understanding in reaching decisions in the marketplace.

## **FLORIDA HISTORY**

**Course Number:** 21003504

**For Grade** 9-12

**Credit:** 0.5

**Prerequisites:** None

**MAJOR CONCEPTS/CONTENT**

The grade 9-12 Florida History 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 the state of Florida by examining the political, economic, social, military and cultural events that affected the state. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the progression of Florida including, but not limited to, the evolution of Florida's diverse heritage through Spanish, French, British and American occupations, Florida's Native American population, United States annexation and territorial experience, statehood and an analysis of Florida's first constitution, Florida's system of slavery, Florida under the Confederacy and Reconstruction, Florida's role as a part of the new South, technological and urban transformations of the state, the evolution of Florida lifestyles and ideals over the centuries, the historic evolution of the Florida economy, Florida's diverse geographic regions and population groups, state government, modern day Florida's successes and challenges, and the projection of Florida's future development.

**HISTORY OF THE HOLOCAUST**

**Course Number:** 2109430

**For Grade:** 9-12

**Credit:** .05

**Prerequisites:** None

**Meets requirements:** Social Studies Elective

**Major Concepts/Content:** This course seeks to contribute to an understanding of Nazi Germany's systematic attempt to exterminate the Jews of Europe between 1941 and 1945. The course stresses the *historical* study of the Holocaust: the course of events, and their origin and context. The geographical focus is on two regions of Europe: Germany, where the impetus for the extermination campaign was generated and the fateful decisions were made; and Eastern Europe, where over 90 percent of the victims lived and where most of the killing took place. We study not only the perpetrators of the Holocaust but the victims and intended victims, and also the "bystanders", those among whom the round-ups and extermination took place; and the relevant ideology, the administrative systems, and the general context of the 1930's and 1940's. The materials used include not only accounts by historians, but also historical documents, memoirs and literature written by survivors, and films.

**LAW STUDIES**

**Course Number** 21063504

**For Grade** 9-12

**Credit** 0.5

**Prerequisites** None

**Meets requirements** for Social Studies Elective

**MAJOR CONCEPTS/CONTENT:** The purpose of Law Studies is to provide students the opportunity to acquire an understanding of the American legal process with an emphasis on Florida law. Appropriate concepts and skills will be developed in connection with the content that follows. Specific content to be covered will include, but not be limited to, an understanding of the study of historical antecedents for law, constitutional guarantees of citizens, different kinds of laws, comparison of adult and juvenile justice systems, the value of law in society, the role of law enforcement officials, the importance of the adversarial relationships in American jurisprudence, the evolution of interpretations, social values, and their impact on interpretations of the law, and the supremacy of the *United States Constitution*. Course emphasis is on the Florida Criminal Justice system.

## **PHILOSOPHY HONORS**

**Course Number** 21209100

**For Grade** 9-12

**Credit** 0.5

**Prerequisites** None

**Meets requirements** for Social Studies Elective

**MAJOR CONCEPTS/CONTENT:** The grade 9-12 Philosophy course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the fundamental questions pertinent to all areas of human activity and inquiries. Content should include, but is not limited to, an introduction to classical and modern philosophies, the fundamental principles of philosophical thought, such as semantics, logic, inductive and deductive reasoning, and social, political and religious philosophies.

## **PSYCHOLOGY I**

**Course Number** 21073004

**For Grade** 10-12

**Credit** 0.5

**Prerequisites** None

**Meets requirements** for Social Studies Elective

**MAJOR CONCEPTS/CONTENT:** The purpose of Psychology is to provide students with the opportunity to acquire an understanding of human behavior, behavioral interaction, and the progressive development of individuals. Appropriate concepts and skills will be developed in connection with the content that follows. Specific content to be covered will include, but not be limited to, the theories and methods of study employed by psychologists, human growth and development, self-concept development, adjustment, motivation and desire, intelligence, conditioning and learning, memory, personality and behavior, emotion and frustration, abnormal behavior, conformity, autonomy, alienation, stress, mental health, and therapeutic techniques.

## **UNITED STATES HISTORY**

**Course Number** 21003104

**For Grade** 11

**Credit** 1.0

**Prerequisites** None

**Meets requirements** for Bright Futures Scholarships and graduation

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to enable students to understand the development of the United States within the context of history with major focus on the post-Reconstruction period to the present. The content should include, but not be limited to, the following: significant turning points and trends in the development of United States culture and institutions; impact of expansion on the United States character; origin of United States documents, ideals and characteristics; the changing role of the *United States Constitution* over the centuries; political, social and economic conflicts and resolutions; technological and urban transformation of the United States in the 19th and 20th centuries; changes in lifestyles of United States citizens; changes in United States foreign policy from regional to global; cyclical characteristics of United States economic development through the centuries; contemporary domestic and foreign issues that affect the United States with projected scenarios through the 21st century.

## **UNITED STATES HISTORY HONORS**

**Course Number** 21003205

**For Grade** 11

**Credit** 1.0

**Prerequisites** None

**Meets requirements** for Bright Futures Scholarships and graduation

**MAJOR CONCEPTS/CONTENT:** The purpose of American History Honors is to provide students with the opportunity to acquire an in-depth and comprehensive 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 nation. Implicit in this is an understanding of the historical method, the inquiry process, historical reasoning and interpretation, and the issues of external and internal validity. This course enables students to understand the development of the United States within the context of history with major focus on the post-Reconstruction period. Appropriate concepts and skills will be developed in connection with the content that follows.

## **WARS OF THE 20<sup>TH</sup> CENTURY**

**Course Number** 21004004

**For Grade** 10-12

**Credit** 0.5

**Prerequisites** None

**Meets requirements** for Social Studies elective

**MAJOR CONCEPTS/CONTENT:** This course provides students the opportunity to acquire an understanding of the chronological development of the Vietnam War by examining the political, economic, social, religious, military and cultural events that affected the war. Topics include, but are not limited to, an understanding of geographic/historic and time/space relationships, the use of arbitrary periodization in the Vietnam War, an analysis of the United States military effort and makeup in the war, an evaluation of the role of the United States home front, interpretations of the effects of the media, film and literature during and after the war, a judgment of crucial decisions made during the Vietnam War and an analysis of the effects of the Vietnam War on our lives today.

## **WOMEN'S STUDIES**

**Course Number** 21043400

**For Grade** 10-12

**Credit** 0.5

**Prerequisites** None

**Meets requirements** for Social Studies elective

**MAJOR CONCEPTS/CONTENT:** The grade 9-12 Women's Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the historical development of women in various cultures, the role of women in shaping history, and of contemporary issues that impact the lives of women.

## **WORLD CULTURAL GEOGRAPHY**

**Course Number:** 2103300

**For Grade:** 9

**Credit:** 1.0

**Prerequisites:** None

**Meets requirements:** For Social Studies Elective

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

## **WORLD HISTORY**

**Course Number** 21093104

**For Grade** 10

**Credit** 1.0

**Prerequisites** None

**Meets requirements** for Bright Futures Scholarships and graduation

**MAJOR CONCEPTS/CONTENT:** The purpose of World History is to provide students with the opportunity to acquire an understanding of the chronological development of civilization by examining the political, economic, social, religious, military, dynastic, scientific, and cultural events that affected humanity. Appropriate concepts and skills will be developed in connection with the content that follows. Specific content to be covered will include, but not be limited to an understanding of geographic-historic relationships, the use of arbitrary periodization in history, a

review of prehistory, the rise of civilization and cultural universals, the development of religion and the impact of religious thought, the evolution of political systems and philosophies, the interaction of science and society, the development of nationalism as a global phenomenon, the origin and course of economic systems and philosophies, the influence of major historical figures and events, and contemporary world affairs.

## **WORLD HISTORY HONORS**

**Course Number** 21093205

**For Grade** 10

**Credit** 1.0

**Prerequisites** None

**Meets requirements** for Bright Futures Scholarships and graduation

**MAJOR CONCEPTS/CONTENT:** The purpose of World History Honors is to provide students with the opportunity to acquire a comprehensive understanding of the past in terms of what has been interpreted about change or process as it relates to the development of humanity. This is done by analyzing the political, economic, social, religious, military, dynastic, scientific, and cultural events that have shaped and molded humanity. Implicit in this is an understanding of the historical method, the inquiry process, historical reasoning and interpretation, and the issues of external and internal validity. Appropriate concepts and skills will be developed in connection with the content that follows. Specific content to be covered will include, but not be limited to, the origin and development of contrasting civilizations, an analysis of cultural universals, the role of religion in historical change, the varieties of contrasting political theories and philosophies, the role of science and technology as a social catalyst, nationalism as a cohesive force in history, the diversity of economic thought and practices in the world, an analysis of the influence of the major figures and events, and interpretations concerning the historical development of our present world order.

# Technology

## **AUTO MAINTENANCE AND LIGHT REPAIR I**

**Course Number:** 95041100

**For Grade:** 9-12

**Credit:** 1.0

**Prerequisites:** None

**MAJOR CONCEPTS:** The Automotive Maintenance and Light Repair 1 course prepare students for Entry into Automotive Maintenance and Light Repair 2. Students explore career opportunities and requirements of a professional service technician. Content emphasizes beginning transportation service skills and workplace success skills. Students study safety, tools, equipment, shop operations, basic engine fundamentals, and basic technician skills.

## **AUTO MAINTENANCE AND LIGHT REPAIR 2**

**Course Number:** 95041200

**For Grade:** 10-12

**Credit:** 1.0

**Prerequisites:** Auto Maintenance 1

**MAJOR CONCEPTS:** The Automotive Maintenance and Light Repair 2 course prepare students for entry into Automotive Maintenance and Light Repair 3. Students study automotive general electrical systems, starting and charging systems, batteries, lighting and electrical accessories. Content emphasizes beginning transportation service skills and workplace success skills.

### **AUTO MAINTENANCE AND LIGHT REPAIR 3**

**Course Number:** 95041300

**For Grade:** 10-12

**Credit:** 1.0

**Prerequisites:** Auto Maintenance 2

**MAJOR CONCEPTS:** The Automotive Maintenance and Light Repair 3 course prepare students for entry into Automotive Maintenance and Light Repair 4. Students study and service suspension and steering systems, and brake systems. Content emphasizes beginning transportation service skills and workplace success skills.

### **AUTO MAINTENANCE 4 AND LIGHT REPAIR**

**Course Number:** 95041400

**For Grade:** 10-12

**Credit:** 1.0

**Prerequisites:** Auto Maintenance 3

**MAJOR CONCEPTS:** The Automotive Maintenance and Light Repair IV prepare students for entry into the automotive workforce or into post-secondary training. Student's study and service automotive HVAC systems, engine performance systems, automatic and manual transmission/transaxle systems, as well as practice workplace soft skills.

### **AUTO MAINTENANCE 5 AND LIGHT REPAIR**

**Course Number:** 95041500

**For Grade:** 10-12

**Credit:** 1.0

**Prerequisites:** Auto Maintenance 4

**MAJOR CONCEPTS:** On completion, students will have the basic knowledge to work safely in an entry level position in the Automotive Industry. Instruction will include lecture, multimedia presentations, lab station work on training vehicles and live work on customer vehicles. Class work and lab/shop work will meet the guidelines of Florida Department of Education Cluster Curriculum Framework, ASE, and NATEF curriculum.

### **AUTO MAINTENANCE AND LIGHT REPAIR 6**

**Course Number:** 95041600

**For Grade:** 10-12

**Credit:** 1.0

**Prerequisites:** Auto Maintenance 5

**MAJOR CONCEPTS:** On completion, students will have the basic knowledge to work safely in an entry level position in the Automotive Industry. Instruction will include lecture, multimedia presentations, lab station work on training vehicles and live work on customer vehicles. Class work and lab/shop work will meet the guidelines of Florida Department of Education Cluster Curriculum Framework, ASE, and NATEF curriculum.

## **DRAFTING 1**

**Course Number** 87250100

**For Grades** 9-12

**Prerequisites** None

**Credit** 1.0

**Meets requirements** Practical Arts

**MAJOR CONCEPTS/CONTENT:** The purpose of this program is to provide students with a foundation of knowledge and technically oriented experiences in the study of drafting technology. The content includes but is not limited to a study of the purposes, instruments, processes, and technical skills of drafting technology. The content and activities will also include the study of entrepreneurship, safety, and leadership. The focus in Drafting I is on the concepts used to draw and design mechanical parts and the technology used in manufacturing and designing these parts. Examples are, parts used to manufacture cars, planes, toys, furniture and more. Students will use both manual and computer drawing techniques to complete technical design projects. Students will also get a chance to build and test some of their designs. When students began producing designs using computer software, they will get a chance to make a 3-D model of a design they have drawn by using a 3-dimensional plotter.

## **DRAFTING 2**

**Course Number** 87250200

**For Grades** 9-12

**Prerequisites** Drafting 1

**Credit** 1.0

**Meets requirements** Practical Arts

**MAJOR CONCEPTS/CONTENT:** This course provides students with an expanded study and application of the knowledge, human relations, and technical skills of drafting technology. Began producing designs using computer software, they will get a chance to make a 3-D model of a design they have drawn by using a 3-dimensional plotter. The focus in Drafting II is on the concepts used to draw and design house plans. Students will design and use computer software to draw a complete set of house plans. They will get a chance to build a scaled model of their design. Students will design, draw and produce features for their model using a computer and 3-dimensional plotter.

## **DRAFTING 3 H**

**Course Number:** 86008303

**For Grades:** 11-12

**Prerequisites:** Drafting 1, 2

**Credit: 1.0**

**Meets requirements: Practical Arts**

**MAJOR CONCEPTS/CONTENT:** This course will provide students with an advanced study and application of the knowledge, human relations, and technical skills of drafting technology.

### **DRAFTING 4 H**

**Course Number: 87250400**

**For Grades: 11-12**

**Prerequisites: Drafting 1,2,3**

**Credit: 1.0**

**Meets Requirements: Practical Arts**

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to provide students with the opportunity to develop a project from “vision to reality.” Working in teams to design, engineer, manufacture, construct, test, redesign, test again and then produce a finished “project.” This would involve applying knowledge from many disciplines, not only technology education.

### **ENGINEERING TECH 2**

**Course Number: 86006700**

**For Grades: 9-12**

**Prerequisites:**

**Credit: 1.0**

**Meets requirements: Practical Arts**

**MAJOR CONCEPTS/CONTENT:** Students will develop engineering/science research project for competition in the Hillsborough County Regional Science Fair or display at USF Engineering Expo. This class includes designing a science/engineering research project that integrates computer hardware and software in problem solving.

### **ENGINEERING TECH 3**

**Course Number: 86017705**

**For Grades: 10-12**

**Prerequisites: Engineering Tech 2**

**Credit: 1.0**

**Meets Requirements: Practical Arts**

**MAJOR CONCEPTS/ CONTENT:** Continues the rigorous content of engineering with a deeper focus on concepts learned in Engineering Tech 2.

### **ADVANCED APPLICATIONS IN TECHNOLOGY (Engineering Tech 4)**

**Course Number 8601900**

**For Grades 10- 12,**

**Prerequisites** Completion of a 3 Credit Technology Education 3 Credit program

**Credit** Multiple — Maximum 3 Credits

**Meets Requirements** Practical Arts

**MAJOR CONCEPTS/ CONTENT:** The purpose of this course is to provide students with the opportunity to develop a project from “vision to reality.” Working in teams to design, engineer, manufacture, construct, test, redesign, test again, and then produce a finished “project.” This would involve applying knowledge from many disciplines, not only technology education.

## **TV PRODUCTION I**

**Course Number 87721100**

**For Grade 9-12**

**Credit 1.0**

**Prerequisites** None

**Meets requirements** Elective

**MAJOR CONCEPTS/CONTENT:** The purpose of this course it to provide opportunities for students to develop skills in history of television; basic video camera operation; postproduction skills in graphics, audio, and editing; scriptwriting and storyboarding; direction and production of video projects. Students in TV Production I produce the following: macro lens project, interview, documentary, and instructional video. Public service announcement, and music video.

## **TV PRODUCTION II**

**Course Number 87721200**

**For Grade 9-12**

**Credit 1.0**

**Prerequisites** TV Production I

**Meets requirements** None

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to exhibit the ability to apply television skills in the planning, directing, and recording of television programs, demonstrate the ability to write script and dialogue for a television program, and demonstrate the ability to produce a television program. Television II students produce the video projects.

## **TV PRODUCTION III HONORS**

**Course Number 87721305**

**For Grade 9-12**

**Credit 1.0**

**Prerequisites** TV Production I

**Meets requirements** None

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to develop advanced skills in television production and to synthesize these skills in planning, directing, and producing television programs. The content should include, but not be limited to, the following: synthesis of skills in writing, producing, directing, and editing television programs; and development of advanced set design.

## **TV PRODUCTION IV HONORS**

**Course Number: 87721405**

**For Grades: 9-12**

**Credit:** 1.0

**Prerequisites:** TV Production III

**Requirements:** None

**MAJOR CONCEPTS/CONTENT:** The purpose of this course the same as TV II is to gain independence in planning, writing, producing, supervising, and performing in television productions. Laboratory activities are an integral part and should include hands-on experience in producing television programs. They should also include opportunities for students to explore creative and original endeavors in producing television programs.

## World Languages

### **FRENCH I**

**Course Number** 07013200

**For Grade** 9-12

**Credit** 1.0

**Prerequisites** FCAT Level 3 or higher

**Meets requirements** College Prep requirements for Foreign Languages

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to introduce students to the target language and its culture and to develop communicative skills and cross-cultural understanding. The content should include, but not be limited to, beginning skills in listening and speaking with special attention to pronunciation, introduction to reading and writing, fundamentals of grammar and fundamentals of culture. This course is designed for non-native speakers of French.

### **FRENCH II**

**Course Number** 07013300

**For Grade** 9-12

**Credit** 1.0

**Prerequisites** French I

**Meets requirements** College Prep requirements for Foreign Languages

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

### **FRENCH III**

**Course Number** 07013405

**For Grade** 9-12

**Credit** 1.0

**Prerequisites** French II

**Meets requirements** College Prep requirements for Foreign Languages

**MAJOR CONCEPTS/CONTENT:** This purpose of this course is to master and expand the skills previously acquired by the students. The content should include, but not be limited to, expansions of vocabulary and conversational skills through discussions based on selected readings. Student's acquisition of grammatical concepts should be strengthened by analyzing reading selections. Contemporary vocabulary should stress activities, which are important to everyday life of French-speaking people.

## **ITALIAN I**

**Course Number** 07053200

**For Grade** 9-12

**Credit** 1.0

**Prerequisites** none

**Meets requirements** College Prep Requirements for Foreign Languages

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to introduce students to the target language and its culture and to develop communicative skills and cross-cultural understanding. The content should include, but not be limited to, 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. This course is designed for non-native speakers of Italian.

## **ITALIAN II**

**Course Number** 07053300

**For Grade** 9-12

**Credit** 1.0

**Prerequisites** Italian I

**Meets requirements** College Prep Requirements for Foreign Languages

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

## **SPANISH I**

**Course Number** 07083400

**For Grade** 9-12

**Credit** 1.0

**Prerequisites** 8th grade FCAT Level 3 or higher

**Meets requirements** College Prep Requirements for Foreign Languages

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to introduce students to the target language and its culture and to develop communicative skills and cross-cultural understanding. This course is designed for non-native speakers of Spanish. The content should include but not be limited to, 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. This course is designed for non-native speakers of Spanish.

## **SPANISH II**

**Course Number** 07083500

**For Grade** 9-12

**Credit** 1.0

**Prerequisites** Spanish I

**Meets requirements** College Prep Requirements for Foreign Languages

**MAJOR CONCEPTS/CONTENTS:** The purpose of this course is to reinforce the fundamental skills acquired by the students. This course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. The content should include, but not be limited to, 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.

## **SPANISH III HONORS**

**Course Number** 07083605

**For Grade** 9-12 **Credit** 1.0

**Prerequisites** Spanish II

**Meets requirements** College Prep Requirements for Foreign Languages

**MAJOR CONCEPTS/CONTENT:** The purpose of this course is to master and expand the skills acquired by the students. The content should include, but not be limited to, expansions of vocabulary and conversational skills through discussions based on selected readings. Students' acquisition of grammatical concepts should be strengthened by analyzing reading selections. Contemporary vocabulary should stress activities, which are important to everyday life of Spanish-speaking people.

## **SPANISH IV HONORS**

**Course Number** 07083705

**For Grade** 10-12

**Credit** 1.0

**Prerequisites** Spanish III

**Meets requirements** College Prep Requirements for Foreign Languages

**MAJOR CONCEPTS/CONTENTS:** The purpose of this course is to expand the skills previously acquired by the students. The content should include, but not be limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There should be additional growth in vocabulary for practical purposes, including writing. Reading selections should be varied.

## **SPANISH FOR SPANISH SPEAKERS II**

**Course Number:** 0709310

**For Grade** 9-12

**Credit 1.0**

**Prerequisites** Successful completion of Spanish for Spanish Speakers 1

**Meets requirement:** College Prep requirements for Foreign Language

**MAJOR CONCEPTS/CONTENT:** 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. Students are exposed to a variety of Spanish literary genres and authors. Language Arts Standards are also included in this course to enable students to become literate in Spanish and gain a better understanding of the nature of their own language as well as other languages to be acquired. The course content will continue reflecting the cultural values of Spanish language and societies.

**SPANISH FOR SPANISH SPEAKERS III HONORS**

**Course Number** 0709320

**For Grade:** 10-12

**Credit:** 1.0

**Prerequisites:** Teacher Approval

**Meets requirement:** College Prep requirements for Foreign Language

**MAJOR CONCEPTS/CONTENT:** 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 2. Students are exposed to a variety of Spanish literary genres and authors from a variety of cultural authentic sources. Language Arts Standards are also included in this course to enable students to become literate in Spanish and gain a better understanding of the nature of their own language as well as other languages to be acquired.