



Spoto High School Curriculum Guide 2024-2025



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MAKING THE RIGHT CHOICE

The right graduation program for a particular student is the one that best fits the abilities, interests, and goals of that individual student. Families should consider the educational benefits of each program and choose the one that will best prepare the student for his/her postsecondary education or career plan. Here are some things that students and families should consider:

- What is the student's postsecondary education and/or career goal?
- Is the student prepared to make a choice about postsecondary education and possible career paths?
- If the student is planning to attend a postsecondary institution away from home, does he or she have the mature decision-making skills needed to make the informed, safe choices required for independent living?
- Are three electives enough, or is the student interested in taking additional courses to explore his/her interests?
- Is the student going to compete for scholarships that require certain academic core courses, community service experiences, demonstrated leadership skills, or participation in extracurricular activities?
- Is the student planning to play college level sports and if so, will the student meet the NCAA course eligibility requirements?

Families and students are encouraged to contact the school counselor or College and Career Counselor at the student's school for more information about graduation programs, financial aid opportunities, accelerated programs, and college or career plans. Students and parents are also encouraged to continue to discuss their plans with the school counselor on a regular basis during the middle school and high school years. Students need to be interested and involved in their academic progress and in planning for their futures in order to ensure that they will be prepared to achieve their postsecondary goals.

EDUCATIONAL PROGRAM PLANNING

Program planning is the process by which the parent, student, teachers, and counselor plan the sequence and level of courses necessary to achieve a desired educational goal. During program planning, test results, final grades and teacher recommendations are used to decide placement in classes. Advanced placement, honors, regular, or remedial education courses will be recommended based on the results of standardized test scores, teacher input, and student/ parent interest. Passing the FSA ELA and EOC's are requirements for receiving a graduation diploma. At Spoto High School, we encourage all parents to become an integral part of this process through continuous involvement in the program planning procedure.

All students will receive a course selection form and access to a curriculum guide describing the course offerings. Students are asked to get a teacher recommendation from their current teachers as to which level of courses to take the next year. Students are then asked to select their elective courses. When the form is completed, the students are to take the form home for parental review and approval by parents. Care must be taken when choosing core and elective courses, as these choices will be adhered to in the scheduling process. Parents are instructed to verify and sign these forms to indicate their concurrence with the classes selected. The completed form is then returned to Student Services for counselors to use when meeting with the student. The entire process must be completed by the end of February in order to meet district teacher unit allocation deadlines.

As a parent, please feel free to contact us at any time about your student's academic program. We would hope that all our students share these program-planning procedures with their parents. If the student in your home has not mentioned "programming planning" please discuss these events your child and contact the Student Services office.

College Admissions Testing

Spoto High School provides a comprehensive college admission testing program. The Administrator coordinates and administers these tests on specific dates each year. To be considered for admission to a four-year college or university, a student must present an acceptable score on either of the two college admission tests. It is **strongly recommended** that students take **both the ACT and SAT** and that the first tests be taken in the **Fall** of their Junior year. It is also possible for a student to qualify for an FSA ELA concordant score for their diploma.

SAT I test by College Board is a test of logical, analytical, and critical thinking along with a written essay component. Registration is done at the website **CollegeBoard.org**. There is a fee for taking the SAT; however, if a student qualifies, they may use a fee waiver. Applicants to a military academy must take the SAT in their junior year.

ACT is another college admission test. The ACT tests English, Mathematics, Reading and Science Reasoning. Registration is done online at their website **ACTstudent.org**. Review the website for test dates, fees and more information. Student may also qualify for fee waiver.

Both of the major college testing programs have their relative merits. Most colleges will accept score results from either program.

PSAT is a preliminary SAT Test administered during the school day on a specific date in October. This test provides an opportunity for freshman, sophomores and juniors to become familiar with the types of questions on the SAT. Each student receives a score report, which students can utilize to prepare for the SAT. Produced by College Board, this test serves two functions:

- a) An early practice test designed for students to prepare and familiarize them with the SAT.
- b) Students who want to participate in the National Merit Scholarship Competition; National Achievement Scholar or National Hispanic Scholar Competition must take this test in their **junior year**.

SAT II are specific subject areas test that some colleges and universities require for placement or for admissions. These are administered at the same time as the SAT. For registration and information, visit **CollegeBoard.org**.

CAREER INVENTORY TESTING - ASVAB - Armed Services Vocational Aptitude Battery - The ASVAB is offered free of charge by the military. This test provides information on academic areas and occupational skill areas for which a student is best suited. It is administered to juniors and seniors, and there is no commitment to military service.



Academic Advisement Students Entering Grade 9 in 2023-2024 and Thereafter

What Students and Parents Need to Know

What options lead to a standard diploma?

Successful completion of one of the following options:

- 24 credits
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) curriculum
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway (See section [s.] [1003.4282](#), Florida Statutes [F.S.])

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

A waiver of assessment results is granted by the Individual Educational Plan (IEP) team for students with disabilities. Additionally, students who have been enrolled in an English for Speakers of Other Languages (ESOL) program for less than two years may meet the requirement for grade 10 ELA by satisfactorily demonstrating grade level expectations of formative assessments.

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

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

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

*Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (Credit Acceleration Program [CAP]). (See s. [1008.22](#), F.S.)

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

- 2.5 elective credits instead of 7.5
- Physical Education is not required

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

- At least 18 credits are required
- 3.5 elective credits instead of 7.5
 - 2 credits in CTE courses, must result in a program completion and industry certification
 - 1.5 credits in work-based learning programs; Physical Education is not required
- Fine and Performing Arts, Speech and Debate, CTE or Practical Arts is not required

24-Credit Standard Diploma Requirements

Available To All Students, Including Students With Disabilities

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

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

**[Industry certifications](#) for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute for mathematics and science credit.

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

****This requirement was added for students entering grade nine 2023-2024 and thereafter.

Academic Advisement

Students Entering Grade 9 in 2023-2024 and Thereafter

What Students and Parents Need to Know



Scholar Diploma Designation

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

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

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

Industry Scholar Diploma Designation

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

What is CAP?

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

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

What are the additional graduation options for students with disabilities?

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

- Students with a most significant cognitive disability may earn credits via access courses and be assessed via an alternate assessment.
- Students enrolled in the academic and employment option must earn at least 0.5 credit via paid employment in addition to meeting the standard diploma graduation requirements.

State University System

Admission into Florida's [State University System](#) (SUS) institutions 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 higher)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language or other equivalents)
- 2 approved electives

Florida College System

The 28 colleges of the [Florida College System](#) serve more than 650,000 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. All 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 earned college credit.

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, Adult and Technical Education District Postsecondary Institutions](#)

Where is information on financial aid located?

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

[Office of Student Financial Assistance](#)

For more detailed information on Graduation Requirements visit the Florida Department of Education's webpage at <https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/>.

Academic Advisement Students Entering Grade 9 Prior to 2023-2024

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[Office of Student Financial Assistance](#)

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ADVANCED PLACEMENT

Parents and students wanting more details on topics covered in any Advanced Placement (AP) class should visit this website for complete descriptions: <http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html> Advanced Placement classes are weighted .08 higher than regular classes, and can improve a student's GPA and prepare students for college.

There is a considerable amount of study time involved in Advanced Placement classes, and students should be sure that they are willing to commit to extra time to complete reading and assignments. Students can earn early college credit for scores of 3 or higher on Advanced Placement exams. The individual college or university determines how many, or if any, credits will be granted for the AP exam score. **All students taking Advanced Placement classes will be REQUIRED to take the national Advanced Placement exam for that class. There is no cost; however, students who skip the exam will be charged for each exam.**

Students who choose to enroll in these challenging Advanced Placement college courses will not be removed from these courses once the school year begins. Because of this, AP students should discuss whether or not these courses are appropriate for them with their current teachers, their parents and their counselors during programming.

INFORMATION TECHNOLOGY

AP COMPUTER SCIENCE

Grades 11-12

1 credit

AP Computer Science students will become familiar with the concepts and tools of computer science as they learn a subset of the Java programming language. Students do hands-on work to design, write, and test computer programs that solve problems or accomplish tasks.

LANGUAGE ARTS

AP ENGLISH LANGUAGE AND COMPOSITION

Grade 11

1 credit

Advanced Placement Language and Composition is the equivalent of a first-year college composition course. The coursework in this year-long class is challenging and academically rigorous. This course requires a high level of commitment from the student in both effort and time, but the rewards are great. Taking this class is perhaps the most important step a student can make in preparing for the challenges of college writing.

AP ENGLISH LITERATURE AND COMPOSITION

Grade 12

1 credit

Advanced Placement Literature and Composition is the equivalent of a first-year college literature course. The course work in this year-long class is challenging and academically rigorous. This course requires a high level of commitment from the student in both effort and time. Students will study literature from the 16th century to contemporary times and interpret structure, style, themes, and literacy elements. Students who have previously taken Advanced Placement Language and Composition will find this class an excellent progression.

SCIENCE

AP BIOLOGY

Grades 10-12

1 credit

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 population biology. Opportunities to understand the interactions of science with technology and society should be provided. Specific laboratory activities are course requirements.

SOCIAL STUDIES

AP US HISTORY

Grade 11

1 credit

In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. This class meets the graduation requirement for US History.

AP HUMAN GEOGRAPHY

Grades 9-12

1 credit

This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

AP US GOVERNMENT & POLITICS

Grade 12

½ credit

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. This class meets the graduation requirement for US Government.

AP US MICROECONOMICS

Grade 12

½ credit

AP Microeconomics is a college-level course that introduces students to the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. This class meets the graduation requirement for Economics.

AP WORLD HISTORY

Grade 10

1 credit

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. This class meets the graduation requirement for World History.

AP EUROPEAN HISTORY

Grade 11

1 credit

AP European History is an introductory college-level European history course. Students cultivate their understanding of European history through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like interaction of Europe and the world; economic and commercial developments; cultural and intellectual developments; states and other institutions of power; social organization and development; national and European identity; and technological and scientific innovation.

FINE ARTS & PERFORMING ARTS

AP STUDIO ART DRAWING

Grade 12

1 credit

See teacher for more information and recommendation.

The AP Studio Art Program consists of three portfolio exams—2-D Design, 3-D Design, and Drawing—corresponding to the college foundation courses. Portfolios allow flexibility of coursework while guiding students to produce college-level quality, artistic investigation, and breadth of work. The Drawing portfolio addresses issues such as line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth, and mark-making. Students' portfolios

demonstrate skills and ideas developed, refined, and applied throughout the course to produce visual compositions. Students may choose to submit any or all of the portfolios. Portfolios are evaluated based on standardized scoring descriptors aligned with skills and understanding developed in college foundation courses.

AP STUDIO ART 2D

Grades 11-12

1 credit

See teacher for more information and recommendation.

The AP Studio Art 2-D course is a very broad interpretation of two-dimensional (2-D) design issues. It involves purposeful decision-making about how to use the elements and principles of art in an integrative way. It is for the advanced student who wishes to seek AP credit through submitting a Portfolio of work for consideration by the College Board. This course requires the production of drawings and paintings for exhibition/contests as well as research and reading about all aspects of art. Specialty art materials and sketchbooks are required.

AICE Cambridge Diploma

The Cambridge AICE courses are equivalent to those of Advanced Placement (AP) and International Baccalaureate (IB). AICE not only prepares students to get into a university with up to a potential 45 hours of college credit already earned, but it also provides students with the skills required to be successful once there. Students also have an opportunity to earn the AICE (Advanced International Certificate of Education) Diploma through the Cambridge advanced level courses offered at SHS. The AICE Diploma is an award for the completion of a specific number and type of classes that are recognized at many universities throughout the US. Students who reside in Florida, earn an AICE Diploma (and complete the required number of community service hours) are eligible for the Bright Futures Scholarship, regardless of GPA and SAT/ACT scores.

Colleges look for students who take academically challenging classes, and the pre-AICE and AICE courses at SHS offers students an opportunity to pursue a rigorous course of study. The Pre-AICE courses help to develop the foundational skills needed to be successful in the world outside of SHS - regardless of their anticipated career path after high school. The AICE courses and their corresponding examinations are equivalent to first year college and university courses. Students earn college credit for each examination they pass. Students do not have to pursue the AICE Diploma in order to take AICE classes at SHS; any student who wants to work at the AICE level – even for one class – has the opportunity to do so. All AICE and Pre-AICE courses strictly follow a course syllabus that is designed by Cambridge Assessment International Education.

The best advantage of the Cambridge program is that students are given the flexibility to choose a course of study that best meets their abilities and interests. Students determine which courses they want to take and are able to create a schedule of courses that are relevant to their future goals.

AICE Environmental Management (Science)

Grades 11-12

1 credit

AICE Environmental Management course seeks to educate students about environmental issues, systems, patterns and mechanisms while emphasizing what impact humans have had on the world around us and how we may manage this impact sustainably. Through this class, students learn to analyze and consider environmental issues on both local and global scales, the importance of sustainability in resource management and the necessity of a global perspective when considering these diverse issues.

AICE General Paper (English)

Grade 9-11

1 credit

The aim of AICE English General Paper is to improve learners' skills in reading and writing and the ability to think critically about contemporary issues. It also seeks to improve communication in English. As they explore modern issues in this course, learners become aware that not everyone sees the world as they do. Where we live and what we value play important roles in shaping our views. Students should strive to approach modern matters with both maturity and sensitivity. Activities featured in the scheme of work are designed to help them do this. Learners will take responsibility to pay attention in core courses such as science, math, history, and the arts to help reinforce their understanding of these topics. The strategies for reading and writing explored in this course can transfer to any academic field, making it foundational to learners' overall educational experience. Each unit builds reading skills, which scaffold into writing.

AICE Spanish Language (World Language)

Grades 10-12

1 credit

AICE Spanish Language course will study a wide range of topics in the language including human relationships, family, patterns of daily life, the media, food and drink, law and order, religion, health and fitness, work and leisure, employment, sports, and education. It is recommended that students who wish to enter the AICE Spanish Language class have a minimum of two previous years of instruction in Spanish. Students are required to complete a speaking presentation that will be recorded as part of the exam for this class.

AICE Thinking Skills (Elective)

Grades 10-12

1 credit

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

AICE Travel and Tourism (Elective)**Grades 10-12****1 credit****(Teacher approval required)**

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

AICE US History (Social Studies)**Grades 11-12****1 credit**

AICE US History is international in outlook but retains a local relevance. The syllabus provides opportunities for contextualized learning and the content has been created to suit a wide variety of schools, avoid cultural bias, and develop lifelong skills, including critical creative thinking and problem-solving. This course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. Students should learn to assess historical materials – their relevance to a given interpretive problem, reliability, and importance – and to weigh the evidence and interpretations present in historical scholarship. A Cambridge US history course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in writing format.

AICE LANGUAGE**Grades 11-12****1 credit**

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

ENGLISH LANGUAGE ARTS

ENGLISH CORE COURSES

ENGLISH I

Grade 9

1 credit

This course is to provide English 1 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. This course focuses on the conventions of various genres.

ENGLISH HONORS I

Grade 9

1 credit

This course promotes academic excellence in English language arts through enriched experiences in literature, writing, speaking, and listening. This course focuses on the conventions of various genres. It is recommended that students score at Level 3 or higher on the Florida Standards Assessments (FSA) English Language Arts (ELA) assessment and are motivated to achieve at the college-bound level.

ENGLISH II

Grade 10

1 credit

This course is to provide grade 10 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. This course focuses on world literature.

ENGLISH HONORS II

Grade 10

1 credit

This course promotes academic excellence in English language arts through the study of world literature and through enriched experiences in composition, speech, and listening skills. It is recommended that students score at Level 3 or higher on the Florida Standards Assessments (FSA) English Language Arts (ELA) assessment and are motivated to achieve at the college-bound level.

ENGLISH III

Grade 11

1 credit

This course is to provide grade 11 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. This course focuses on American literature.

AICE GENERAL PAPER

Grades 11

1 credit

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

AP ENGLISH LANGUAGE AND COMPOSITION

Grade 11

1 credit

Advanced Placement Language and Composition is the equivalent of a first-year college composition course. The coursework in this year-long class is challenging and academically rigorous. This course requires a high level of commitment from the student in both effort and time, but the rewards are great. Taking this class is perhaps the most important step a student can make in preparing for the challenges of college writing.

ENGLISH IV

Grade 12

1 credit

This course is to provide grade 12 students, using texts recognized as part of a classical canon, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

ENGLISH 4 HONORS

Grade 12

1 credit

The content in this course should include, but not be limited to, using the reading process to construct meaning using informative, technical, and imaginative texts; using writing processes for various purposes with attention to style and format; using the research process and individual inquiry to locate, analyze, and evaluate information. The course emphasis should be on the works of British authors; however, literature representative of other cultures may be used to support integrated studies and multicultural emphases.

AP ENGLISH LITERATURE AND COMPOSITION

Grade 12

1 credit

Advanced Placement Literature and Composition is the equivalent of a first-year college literature course. The course work in this year-long class is challenging and academically rigorous. This course requires a high level of commitment from the student in both effort and time. Students will study literature from the 16th century to contemporary times and interpret structure, style, themes, and literacy elements. Students who have previously taken Advanced Placement Language and Composition will find this class an excellent progression.

ENGLISH I, II, III, IV THROUGH ESOL

Grades 9-12

1 credit each

This course is for students enrolled in the LEP (LY) Program

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. Each grade level will focus on the corresponding curriculum for English.

LANGUAGE ARTS ELECTIVES

JOURNALISM I

Grades 9-12

1 credit

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

JOURNALISM II – IV

Grades 10-12

1 credit each

These courses provide advanced instruction in journalistic writing and production techniques. The content includes instruction in writing, designing, and managing journalistic enterprises. The emphasis is upon implementing students' creative skills and talents in writing, graphic design and/or photography, and in providing regular practice in management skills and production techniques in printed journalistic media. The course provides opportunities to develop proficiency in various forms of journalistic writing. These classes publish the school's yearbook. Students should be dedicated and hard-working individuals willing to devote after-school hours for completion of deadlines.

MATHEMATICS

Math classes are determined based on student achievement in past math classes and on test scores. Since final grades and test scores won't be available during programming, students may be programmed for one math class in February and placed in a different math class in August based on their performance. The FSA Algebra End of Course Exam has replaced the NGSSS Algebra 1 EOC. Students currently taking Algebra 1, Algebra 1 Honors, Geometry and Geometry Honors may have their math classes changed based on their score on these assessments.

Adjustments can be made at the beginning of the year during class balancing, with the exception of AP Calculus.

MATHEMATICS CORE CLASSES

ALGEBRA 1A (INTENSIFIED ALGEBRA)

Grades 9-10

1 credit

This course covers the same material as semester 1 of Algebra 1. This course provides additional support and preparation for the EOC exam for students who find algebraic concepts difficult.

ALGEBRA 1-B**Grade 10****1 credit**

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

ALGEBRA 1**Grades 9-12****1 credit**

Algebra provides the foundation for more advanced mathematics courses and focuses on the skills needed to solve mathematical problems. This class is a graduation requirement. Students who didn't pass the EOC can re-take Algebra or take Algebra 1b. Students must pass the FSA Algebra 1 EOC (End Of Course Exam) to receive course credit.

GEOMETRY**Grades 9-12****1 credit**

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. Students must pass the FSA Geometry EOC to receive credit for this course.

GEOMETRY HONORS**Grades 9-12****1 credit**

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. Students must pass the FSA Geometry EOC to receive credit for this course.

ALGEBRA 2**Grades 9-12****1 credit**

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.

ALGEBRA 2 HONORS**Grades 9-12****1 credit**

This course presents an in-depth study of the topics of Algebra 2 with emphasis on theory, proof, and development of formulas and their application. **A TI-83 or TI-84 Calculator is required.**

MATH FOR COLLEGE ALGEBRA**Grades 10-12****1 credit**

This course will work on developing fluency with the Laws of Exponents with numerical and algebraic expressions; extending arithmetic operations with algebraic expressions to include rational and polynomial expressions; solving one-variable exponential, logarithmic, radical and rational equations and interpreting the viability of solutions in real-world contexts; modeling with and applying linear, quadratic, absolute value, exponential, logarithmic and piecewise functions and systems of linear equations and inequalities; extending knowledge of functions to include inverse and composition.

MATH FOR COLLEGE LIBERAL ARTS**Grades 10-12****1 credit**

In Mathematics for College Liberal Arts, instructional time will emphasize five areas: (1) analyzing and applying linear and exponential functions within a real-world context; (2) utilizing geometric concepts to solve real-world problems; (3) extending understanding of probability theory; (4) representing and interpreting univariate and bivariate data and (5) developing understanding of logic and set theory.

MATH FOR DATA AND FINANCIAL LITERACY HONORS**Grades 10-12****1 credit**

Algebra provides the foundation for more advanced mathematics courses and focuses on the skills needed to solve mathematical problems.

AP CALCULUS AB**Grades 11-12****1 credit**

The purpose of this course is to offer college level mathematics under the guidelines of the Advanced Placement Program. The course content will follow the outline set forth by the College Board for Advanced Placement, AB course. The following list is a set of specific course objectives. The list is organized with respect to its major course topics, which include a review of the prerequisites, the development of limits, Differentiation, Integration, Transcendental Functions, Special Techniques/Methods, and the application of these topics.

AP CALCULUS BC**Grade 12****1 credit**

This course is designed to be the equivalent to both first and second semester college calculus courses. AP Calculus BC applies the content and skills learned in AP Calculus AB to parametrically defined curves, polar curves, and vector-valued functions; develops additional integration techniques and applications; and introduces the topics of sequences and series.

AP PRECALCULUS**1 credit****Grades 11-12**

AP Precalculus prepares students for other college-level mathematics and science courses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. The course framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science.

SCIENCE

SCIENCE CORE CLASSES

BIOLOGY I**Grades 9-10****1 credit**

This course provides exploratory experiences, laboratory, and real-life applications in the biological sciences. Students must pass the NGSSS Biology EOC to receive credit for this course.

BIOLOGY I HONORS**Grades 9-10****1 credit**

This course provides students with advanced exploratory experiences and activities in the fundamental concepts of life. This course expands the biological concepts that were introduced earlier and refines these concepts and presents additional facts, concepts, and generalizations. Students must pass the NGSSS Biology EOC to receive credit for this course.

CHEMISTRY I**Grades 10-12****1 credit**

This course provides students with a rigorous study of the composition, properties and changes associated with matter.

CHEMISTRY I HONORS**Grades 10-12****1 credit**

This course provides students with a rigorous study of the composition, properties and changes associated with matter.

ENVIRONMENTAL SCIENCE**Grades 9-10****1 credit**

This course provides students with laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures.

MARINE SCIENCE**Grades 10-12****1 credit**

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 in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

SCIENCE- ADDITIONAL OPTIONS

AICE Environmental Management (Science)

Grades 11-12

1 credit

AICE Environmental Management course seeks to educate students about environmental issues, systems, patterns and mechanisms while emphasizing what impact humans have had on the world around us and how we may manage this impact sustainably. Through this class, students learn to analyze and consider environmental issues on both local and global scales, the importance of sustainability in resource management and the necessity of a global perspective when considering these diverse issues.

ANATOMY AND PHYSIOLOGY HONORS

Grades 11-12

1 credit

This course provides 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. This course requires frequent dissection labs with assorted animal specimens.

AP BIOLOGY

Grades 10-12

1 credit

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 population biology. Opportunities to understand the interactions of science with technology and society should be provided. Specific laboratory activities are course requirements.

EARTH/SPACE SCIENCE (and HONORS)

Grades 10-12

1 credit

The purpose of this course is to develop and apply concepts basic to the Earth, its materials, processes, history, and environment in space. This course includes an introduction to four branches of science: geology, oceanography, meteorology, and astronomy.

FORENSIC SCIENCE I

Grades 11-12

1 credit

This course is an academic elective; however, it will NOT meet the requirement of a science credit for graduation purposes. This course will bring together all of the concepts and skills of science and present them in the real-world applications in crime scene investigations. This is a laboratory-based course that identifies the interface of science and the law. Students will learn how to use research skills, the scientific method and basic forensic science to solve legal problems. They will be exposed to the techniques, skills and technological innovations being used in the modern crime laboratory.

SOCIAL STUDIES

SOCIAL STUDIES CORE CLASSES

AP HUMAN GEOGRAPHY

Grades 9-12

1 credit

This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

Pre-AP World History

Grade 9

1 credit

Pre-AP World History students will focus prioritize the skills fundamental to the study of history and geography in high school, Advanced Placement®, and beyond. This gives students multiple opportunities to think and work like historians and geographers as they develop and strengthen these disciplinary reasoning skills throughout their education in history and the social sciences.

WORLD HISTORY

Grade 10

1 credit

This course is a continued in-depth study of the history of civilizations and societies from the middle school course and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century.

WORLD HISTORY HONORS

Grade 10

1 credit

This course is a continued in-depth study of the history of civilizations and societies from the middle school course and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. This course is more rigorous than regular and offers honors points.

AP WORLD HISTORY

Grade 10

1 credit

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. This class meets the graduation requirement for World History.

US HISTORY

Grade 11

1 credit

The primary content emphasis for this course pertains to the study of United States history from the Civil War to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history.

AICE US History

Grades 11-12

1 credit

AICE US History is international in outlook but retains a local relevance. The syllabus provides opportunities for contextualized learning and the content has been created to suit a wide variety of schools, avoid cultural bias, and develop lifelong skills, including critical creative thinking and problem-solving. This course is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. Students should learn to assess historical materials – their relevance to a given interpretive problem, reliability, and importance – and to weigh the evidence and interpretations present in historical scholarship. A Cambridge US history course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in writing format.

AP US HISTORY

Grade 11

1 credit

In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. This class meets the graduation requirement for US History.

ECONOMICS

Grade 12

½ credit

The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content includes currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

ECONOMICS HONORS

Grade 12

½ credit

The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content includes currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle. This course is more rigorous than regular and offers honors points.

US GOVERNMENT

Grade 9/12

½ credit

The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content includes the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state, and national level, and the political decision-making process.

US GOVERNMENT HONORS

Grade 9/12

½ credit

The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content includes the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state, and national level, and the political decision-making process. This course is more rigorous than regular and offers honors points.

AP US GOVERNMENT & POLITICS

Grade 12

½ credit

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. This class meets the graduation requirement for US Government.

AP US MICROECONOMICS

Grade 12

½ credit

AP Microeconomics is a college-level course that introduces students to the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. This class meets the graduation requirement for Economics.

SOCIAL STUDIES ELECTIVES

AICE Thinking Skills

Grades 10-12

1 credit

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

AICE Travel and Tourism (Elective)**Grades 10-12****1 credit****(Teacher approval required)**

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

COURT PROCEDURES**Grades 9-12****½ credit**

The primary content for the course pertains to the study of the structure, processes, and procedures of the judicial systems of the United States and Florida. Content should include, but not be limited to, the structure, processes and procedures of county, circuit and federal courts, civil and criminal procedures, juvenile law, the rights of the accused, evolution of court procedures, comparative legal systems, and career choices in the judicial system.

LAW STUDIES**Grades 9-12****½ credit**

The grade 9-12 Law Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the study of the American legal system as the foundation of American society by examining those laws which have an impact on citizens' lives and an introduction to fundamental civil and criminal justice procedures. Content should include, but is not limited to, the need for law, the basis for our legal system, civil and criminal law, adult and juvenile courts, family, and consumer law, causes and consequences of crime, individual rights and responsibilities, and career opportunities in the legal system.

HOLOCAUST**Grades 9-12****½ credit**

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

PSYCHOLOGY I**Grades 9-12****½ credit**

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

PSYCHOLOGY II**Grades 9-12****½ credit**

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

SOCIOLOGY**Grades 9-12****½ credit**

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

AGRICULTURE

AGRISCIENCE FOUNDATIONS I

Grades 9-12

1 credit

This course covers a wide variety of agricultural basics in plant and animal sciences with many hands-on activities in the shop and land lab. Competencies include but are not limited to: Ag history and its global importance, Ag careers, applied scientific and technological concepts, ecosystems, safety, pest management, plant growth management, marketing, and human relations. Many hands-on activities in the shop and land lab help students learn by doing.

INTRODUCTORY HORTICULTURE 2

Grades 10-12

1 credit

Prerequisite: Agriscience Foundations 1

This course is designed to develop competencies in the areas of career opportunities; global importance of agriculture; plant classification; propagation; growing media; nutritional needs; fertilization; irrigation; pest identification; pest control, pruning; plant installation; transplanting; safe hand-tool use; and employability skills.

HORTICULTURE SCIENCE 3

Grade 10-12

1 credit

This course is designed to develop competencies in the areas of industry regulations; plant classification; plant transportation; soil sampling and analysis; fertilizer calculations; recording keeping; irrigation components, water quality; drainage; integrated pest management; pesticide safety and regulations; equipment calibration; chemical growth regulators; xeriscaping; integrated landscape management; safe use of power equipment; record keeping; and employability skills

VETERINARY ASSISTING I

Grades 9-12

1 credit

Veterinary Assisting is an exciting course featuring hands on work with animals. 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. Students study the basics of veterinary medicine through many hands-on activities involving the feeding and care of animals, understanding basic medical terminology, and developing an appreciation for how a veterinary office is run.

VETERINARY ASSISTING II - V

Grades 10-12

1 credit each

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Agriculture, Food and Natural Resources career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Agriculture, Food and Natural Resources career cluster.

The content includes but is not limited to broad, transferable skills and stresses understanding and demonstration of the following elements of the veterinary assisting industry: planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues. The program also provides supplemental training for persons previously or currently employed as veterinary assistants.

ART/VISUAL ARTS

AP STUDIO ART DRAWING

Grade 12

1 credit

See teacher for more information and recommendation.

The AP Studio Art Program consists of three portfolio exams—2-D Design, 3-D Design, and Drawing—corresponding to the college foundation courses. Portfolios allow flexibility of coursework while guiding students to produce college-level quality, artistic investigation, and breadth of work. The Drawing portfolio addresses issues such as line quality, light, and shade, rendering of form, composition, surface manipulation, the illusion of depth, and mark-making. Students' portfolios demonstrate skills and ideas developed, refined, and applied throughout the course to produce visual compositions. Students may choose to submit any or all of the portfolios. Portfolios are evaluated based on standardized scoring descriptors aligned with skills and understanding developed in college foundation courses.

AP STUDIO ART 2D

Grades 11-12

1 credit

See teacher for more information and recommendation.

The AP Studio Art 2-D course is a very broad interpretation of two-dimensional (2-D) design issues. It involves purposeful decision-making about how to use the elements and principles of art in an integrative way. It is for the advanced student who wishes to seek AP credit through submitting a Portfolio of work for consideration by the College Board. This course requires the production of drawings and paintings for exhibition/contests as well as research and reading about all aspects of art.

CERAMICS & POTTERY

Grades 9-12

1 credit

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

CERAMICS & POTTERY 2

Grades 10-12

1 credit

Students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Instructional focus should be on ceramics and/or pottery. Processes and techniques for substitution may include, but are not limited to, wheel-thrown clay, glaze formulation and application. 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. Ceramic and/or pottery artists experiment with and manipulate space-producing devices, including overlapping, transparency, interpenetration, vertical and horizontal axis, inclined planes, disproportionate scale, fractional or abstracted representation, and spatial properties of the structural art elements. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 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.

CREATING 2-DIMENSIONAL ART

Grades 9-12

½ credit

This is a semester-long survey course that will include the medias of drawing, painting, printmaking and/or collage. It will be available to students who have not taken 2-D or Drawing/Painting already.

CREATING 3-DIMENSIONAL ART

Grades 9-12

½ credit

This is a semester-long survey course that will teach more than one 3-D media such as sculpture, assemblage, and/or ceramics. It is geared towards students who are interested in making 3-dimensional art. There are no prerequisites for this course.

PAINTING 1

Grades 9-12

1 credit

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in 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.

2-D STUDIO ART 1

Grades 9-12

1 credit

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

2-D STUDIO ART 2

Grades 9-12

1 credit

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

2-D STUDIO ART 3 HONORS

Grades 10-12

1 credit

Students demonstrate proficiency in the conceptual development of content in drawing, painting, printmaking, collage, and/or design to create self-directed or collaborative 2-D artwork suitable for inclusion in a portfolio. Students produce works that show evidence of developing craftsmanship and quality in the composition. Through the critique process, students evaluate and respond to their own work and that of their peers. Through a focused investigation of traditional techniques, historical and cultural models, and individual expressive goals, students begin to develop a personal art style. This course incorporates hands-on activities and consumption of art materials.

3-D Studio Art 1

Grades 9-12

1 credit

Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Media may include, but are not limited to, clay, wood, plaster, and paper maché 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 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

CREATIVE PHOTOGRAPHY

Grades 9-12

1 credit

Students explore the aesthetic foundations of art making using beginning photography techniques. This course may include, but is not limited to, color and/or black and white photography via digital media and/or traditional photography. Students become familiar with the basic mechanics of a camera, including lens and shutter operation, compositional foundations, printing an image for display, and evaluating a successful print. Student photographers may use a variety of media and materials, such as 35mm black and white film, single lens reflex camera, digital camera, darkroom, computer application, filters, various papers, digital output, photogram, cyanotypes, Sabatier effect, and pinhole photography. Craftsmanship and quality are reflected in the surface of the prints and the care of the materials. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

PORTFOLIO DEVELOPMENT 2D

Grades 10-12

1 credit

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

ARTS, A/V TECHNOLOGY & COMMUNICATION

CUSTOMER SERVICE I-IV

Grades 11-12

1 credit each

This course allows students to learn skills that are essential to working in today's society and assist the staff and offices of the school. Students focus on time and task management, multitasking, customer service skills, and interpersonal business relationship. Students are often given the opportunity to work with teachers and staff as office/class assistants during part of each week.

TELEVISION PRODUCTION I

Grades 9-12

1 credit

This course provides opportunities for students to develop skills in basic camera operation; post-production skills in graphics, audio, and editing; scriptwriting and storyboarding; skills in direction; and production of video projects. T.V.

Production I meets the Performing Arts requirement.

TELEVISION PRODUCTION II, III, IV

Grades 10-12

1 credit each

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 dialog for a television program; and demonstrate the ability to produce a television program. TV II meets the Performing Arts requirement.

DRIVER EDUCATION

DRIVER EDUCATION

Grades 9-12

½ credit

There is a fee associated with this class.

Prerequisite: Must be at least 15 years old and have parent permission

Students who won't be 15 years old by the first day of school should not request first semester Driver's Ed. If you're requesting Driver's Ed second semester, make sure you pick semester electives offered first semester. Students who won't be 15 years old by mid-January should not plan to take Driver Ed their freshman year.

The purpose of "Driver Education/Traffic Safety, Classroom and Lab" is to introduce students to the transportation system and to strategies, which will develop driving knowledge and skills, related to today's and tomorrow's motorized society and to provide an in-depth study of the scope and nature of accident problems and their solutions. Laboratory activities shall be offered concurrently with classroom instruction and may include, but not be limited to, use of electronic simulation equipment, off-street multiple car driving range, and on-street driving practice in a dual controlled car under the direction of an instructor.

EDUCATION & TRAINING

EARLY CHILDHOOD EDUCATION I

Grades 9-12

1 credit

This course covers the competencies that support the DCF mandated training coursework. Also included are components on communication skills, methods of guidance, and literacy activities.

EARLY CHILDHOOD EDUCATION II

Grades 10-12

1 credit

Prerequisite: EARLY CHILDHOOD EDUCATION I

This course covers competencies on professionalism, community resources, relationship skills and communicating with children's families, use of technology in the childcare profession, and observing and recording methods.

EARLY CHILDHOOD EDUCATION III**Grades 11-12****1 credit****Prerequisites:** EARLY CHILDHOOD EDUCATION I & II

This course includes competencies in developing lesson plans, child development theories, factors that affect the development of a child, and developmentally appropriate practices and activities for infants/toddlers, preschoolers, and school-age children. Also covered are components on working with students with special needs, classroom management techniques, and creating optimum environments for all children.

EARLY CHILDHOOD EDUCATION IV**Grades 12****1 credit****Prerequisites:** EARLY CHILDHOOD EDUCATION I, II & III

In this course, students will acquire competence in the areas of creating a successful developmentally appropriate curriculum, mentoring, developing the ability to motivate children, recognizing cultural differences when planning activities, including children with special needs, analyzing recent trends and issues in early childhood education, and practicing professionalism.

FINANCE (ACADEMY OF FINANCE)

BUSINESS COMMUNICATION AND TECHNOLOGY**Grades 9-12****1 credit**

This course is designed to provide an overview of current business, finance and information systems and trends and to introduce students to the foundations required for today's business environments. Emphasis is placed on developing proficiency with computer applications, so that they may be used as communication tools for enhancing personal and workplace proficiency in an information-based society. This also includes proficiency with computers using databases, spreadsheets, presentation applications, financial and tax software applications and the integration of these programs using software that meets industry standards.

ACCOUNTING APPLICATIONS I**Grades 10-12****1 credit****Prerequisite:** Business Communication and Technology

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers such as an Information Technology Assistant, Accounting Clerk, Accounting Associate, and Accounting Assistant in the Business Management and Administration career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupationally-specific skills, and knowledge of all aspects of the Business Management and Administration career cluster.

PRINCIPLES OF ENTREPRENEURSHIP**Grades 11-12****1 credit****Prerequisite:** Accounting Applications I

This course provides instruction in the basic principles of entrepreneurship including the role of the entrepreneur, entrepreneurship as a career, ethics in business, and the principles of marketing, financing, and managing a business. There is no occupational completion point after the completion of this course.

HOSPITALITY & TOURISM

CULINARY ARTS 1**Grades 9-12****1 credit**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality & Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality & Tourism career cluster.

CULINARY ARTS 2**Grades 9-12****1 credit****Prerequisite: CULINARY ARTS 1**

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

CULINARY ARTS 3**Grades 11-12****1 credit****Prerequisite: CULINARY ARTS 2****(Teacher approval required)**

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

CULINARY ARTS 4- Track 2 (Advanced Baking)**Grades 11-12****1 credit****Prerequisite: CULINARY ARTS 3****(Teacher approval required)**

This course provides opportunities for students to apply their acquired knowledge and skills in culinary related scenarios. Track 2 is a one-credit course focused on advanced pastries. This is a culminating course to develop advanced culinary techniques and skills. Students will learn using modern technology and culinary trends.

CULINARY ARTS 4- Track 3 (Advanced Culinary)**Grades 11-12****1 credit****Prerequisite: CULINARY ARTS 3****(Teacher approval required)**

This course provides opportunities for students to apply their acquired knowledge and skills in culinary related scenarios. Track 3 is a one-credit course focused on advanced culinary skills. This is a culminating course to develop advanced culinary techniques and skills. Students will learn using modern technology and culinary trends.

INFORMATION TECHNOLOGY/E-SPORTS ACADEMY

AP COMPUTER SCIENCE**Grades 11-12****1 credit**

AP Computer Science students will become familiar with the concepts and tools of computer science as they learn a subset of the Java programming language. Students do hands-on work to design, write, and test computer programs that solve problems or accomplish tasks.

DIGITAL INFO TECH 1**Grades 9-12****1 credit**

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 databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards.

GAME & SIMULATION FOUNDATIONS**Grades 9-12****1 credit**

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

game or simulation application; storyboarding techniques; and development tools.

GAME & SIMULATION DESIGN

Grades 10-12

1 credit

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

JROTC & MILITARY TRAINING

ASVAB PREP

Grades 10-12

1 credit

Prerequisite: Enrolled in a Naval Science class

This course provides students with preparation for the ASVAB. It focuses on strengthening their science, math, and language skills.

NAVAL SCIENCE 1

Grades 9-12

1 credit

The following units are included in the first year of ROTC: The Spirit of American Citizenship and Navy JROTC, Techniques of Communication, Leadership, Cadet Challenge (Physical Fitness), Leadership Lab, First Aid and Your Health, Navigation, Overview of Citizenship through American History, Your American Citizenship, Optional Subjects: Marksmanship and Safety, Navy Customs and Courtesies, Consumer Education and Budgeting, Learning How to Lead: Ceremonial Drills, The Guidon in Formation, Learning How to Lead: Reviews, Contemporary Issues (Current Events), Communication Extras.

NAVAL SCIENCE 2

Grades 10-12

1 credit

Prerequisite: Naval Science I

The second year of JROTC includes the following units: Introduction to Naval SCI II, Techniques of Communications, Leadership, Cadet Challenge (Physical Fitness), Leadership Lab (Drill Ceremonies), First Aid and Hygiene, Drug Abuse Prevention Program, Navigation, American Naval History, Your American Citizenship, Role of the U.S. Navy, Technology Awareness, Optional Subjects: Marksmanship and Safety, Learning How to Lead: Ceremonial Drills, Learning How to Lead: Reviews, Resuscitation (CPR).

NAVAL SCIENCE 3

Grades 11-12

1 credit

Prerequisite: Naval Science II

The third year topics include: Introduction to NAVAL SCI III, Techniques of Communication, Leadership, Cadet Challenge (Physical Fitness), Leadership Lab (Drill Ceremonies), First Aid, Drug Abuse Prevention Program, Navigation, American Naval History, Your American Citizenship, Career Opportunities, Role of the U.S. Armed Forces, Technology Awareness, Optional Subjects: Contemporary Issues (Current Events), Communication Extras and Methods of Introduction, Human Relations, Drill, Orienteering, Approved Optional Subjects.

NAVAL SCIENCE 4

Grades 11-12

1 credit

Prerequisite: Naval Science III

The fourth year topics include: Introduction to NAVAL SCI IV, Techniques of Communication, Leadership, Cadet Challenge (Physical Fitness), Leadership Lab (Drill Ceremonies), First Aid, Drug Abuse Prevention Program, Navigation, American Naval History, Your American Citizenship, Career Opportunities, Role of the U.S. Armed Forces, Technology Awareness, Optional Subjects: Contemporary Issues (Current Events), Communication Extras and Methods of Instruction, Human Relations, Drill, Orienteering, Approved Optional Subjects.

LEADERSHIP SKILLS-SGA (Application Required)

LEADERSHIP SKILLS DEVELOPMENT

Grades 10-12

1 credit

The purpose of this course is to teach leadership skills, parliamentary procedure, problem solving, decision making, communication skills, group dynamics, time and stress management, public speaking, human relations, public relations, team building, and other group processes.

MUSIC EDUCATION

BAND I, II, III, IV

Grades 9-12

1 credit each

This course provides instruction in the application of musicianship and technical skills through the study of varied band literature. Rehearsals and performances outside of class time are required.

INSTRUMENT TECHNIQUE (DRUMLINE/PERCUSSION) I, II, III, IV

Grades 9-12

1 credit each

This class is designed for those students who are members of the SHS Drumline and/or play a percussion instrument. The class may also be open to other students with the director's permission. Rehearsals and performances outside of class time may be required.

JAZZ ENSEMBLE

Grades 9-12

1 credit

Students with experience on an instrument suited for jazz ensemble explore the fundamentals of performance practices, improvisation, and music theory through a diverse repertoire of high-quality jazz literature. Students learn the basics of foundational jazz styles, use chord symbols, develop knowledge of musical structure, and study the history of jazz and its iconic musicians. Public performances may serve as a culmination of specific instructional goals.

KEYBOARDING I & II

Grades 9-12

1 credit each

Students build fundamental piano techniques while learning to read music, acquire and apply knowledge of basic music theory, and explore the role of keyboard music in history and culture. Beginning pianists develop skills in analytical listening and explore musical creativity in the form of basic improvisation and basic composition. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

KEYBOARDING III

Grades 10-12

1 credit

Students further develop advanced knowledge of piano techniques, musical literacy, solo and ensemble performance skills, and related musical knowledge, using a variety of advanced piano literature. Students explore the historical influence keyboards have had on music performance and composition and apply criteria to assess their own and others' piano performances. Students extend their knowledge of music technology (i.e., MIDI keyboards) and its connection to the computer and other sound-generating devices. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

KEYBOARDING IV HONORS

Grades 11-12

1 credit

Students develop highly advanced piano techniques, music literacy, solo performance skills, and related musical knowledge through a variety of advanced piano literature. Students work toward greater musical independence through accompanying other musicians, performing solos, and/or creating original music compositions. In keeping with the rigor expected in an Honors course, students undertake independent study that includes synthesis of learning and experience. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

ORCHESTRA I, II, III, IV**Grades 9-12****1 credit each**

This course is designed to develop a student's skills in music ensembles on orchestral instruments. A wide scope of instruction and musical awareness will be a part of the course. An emphasis on stringed instruments will be made. Rehearsals and performances outside of class time are required. This course is a performing art accepted offering.

PHYSICAL EDUCATION

HOPE (HEALTH OPPORTUNITIES THROUGH PHYSICAL ED)**Grades 10-12****1 credit**

This course meets the graduation requirement for Physical Education. The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness.

BASKETBALL I & II**Grades 9-12****½ credit each**

This course provides opportunities to acquire knowledge and skills in basketball that may be used in recreational pursuits as well as later in life and to maintain and/or improve personal fitness.

TEAM SPORTS I**Grades 9-12****½ credit**

This course provides opportunities to develop skills and acquire knowledge of game strategies for Basketball, Volleyball, Flag Football, Soccer and Softball.

TEAM SPORTS II**Grades 9-12****½ credit**

This course provides students with opportunities to acquire advanced knowledge and skills in Track/Field, Ultimate Frisbee, Flag Rugby, Lacrosse, and Exercise/Fitness.

VOLLEYBALL I**Grades 9-12****½ credit**

This course will teach skills associated with setting, spiking, passing, serving, and blocking. Both offensive and defensive strategies will be taught along with an opportunity to participate in game competition.

VOLLEYBALL II**Grades 9-12****Prerequisite: Volleyball I****½ credit**

This course will teach skills associated with setting, spiking, passing, serving, and blocking. Both offensive and defensive strategies will be taught along with an opportunity to participate in game competition.

WEIGHT TRAINING I**Grades 10-12****½****credit**

The purpose of this course is to provide students with opportunities to acquire knowledge and develop skills in weight training that may be used in fitness pursuits today as well as in later life and improve muscular strength and endurance.

WEIGHT TRAINING II**Grades 10-12****½ credit****Prerequisite: Weight Training I**

The purpose of this course is to provide students with opportunities to further extend the acquisition of knowledge and the development of skills in weight training that may be used in physical fitness pursuits today as well as in later life, further improve muscular strength and endurance, and further enhance body image.

WEIGHT TRAINING III**Grades 10-12****½ credit****Prerequisite: Weight Training II**

The purpose of this course is to provide students with opportunities to further extend the acquisition of knowledge and the development of skills in weight training that may be used in physical fitness pursuits today as well as in later life, further improve muscular strength and endurance, and further enhance body image.

RESEARCH AND CRITICAL THINKING (AVID)

AVID is an acronym that stands for Advancement via Individual Determination. AVID is an in-school academic support program that prepares students for college eligibility and success. The program places students in advanced classes.

AVID I, II, III, IV

Grades 9-12

1 credit each

AVID provides students with academic survival skills including time management, note taking, and textbook reading and study skills. Tutors assist students by reinforcing study habits and reviewing key concepts from other content areas. The course is designed to prepare students for rigorous coursework, AP classes, and a four-year college acceptance.

AICE THINKING SKILLS

Grades 9-12

1 credit

Thinking Skills develops a set of transferable skills, including critical thinking, reasoning and problem solving, that students can apply across a wide range of subjects and complex real-world issues.

This course enables students to develop their ability to analyze unfamiliar problems, devise problem solving strategies, and evaluate the diverse ways a problem may be solved. During a Thinking Skills course, students learn to put their personal views aside in favor of examining and evaluating the evidence. Students learn how to make informed and reasoned decisions and construct evidence-based arguments.

WORLD LANGUAGES

SPANISH I

Grades 9-11

1 credit

Prerequisite: Level 2+ on FSA Reading

This course introduces students to the Spanish language, its culture, and to develop communication skills. Students will learn about countries around the world where Spanish is spoken. Students will acquire an appreciation for other cultures, groups of people, and ways of life. The content of this course includes listening and speaking with special emphasis on pronunciation, reading and writing. Because of the content of this course, it will not be available to native speakers of the Spanish language.

SPANISH II

Grades 9-12

1 credit

Prerequisite: Spanish I

This course will continue expanding the listening, speaking, reading, and writing skills the student developed in Spanish I and aim toward increasing their proficiency level. The student will achieve greater fluency and accuracy as they learn to express, interpret, and negotiate meaning in a creative, productive, and safe environment.

SPANISH III

Grades 9-12

1 credit

Prerequisite: Spanish II

This course will continue expanding the listening, speaking, reading, and writing skills the student developed in Spanish II and aim toward increasing their proficiency level. The student will achieve greater fluency and accuracy as they learn to express, interpret, and negotiate meaning in a creative, productive, and safe environment.

SPANISH IV (Non-Spanish speakers)

Grades 9-12

1 credit

Prerequisite: Spanish III

This course will continue expanding the listening, speaking, reading, and writing skills the student developed in Spanish III and aim toward increasing their proficiency level. The student will achieve greater fluency and accuracy as they learn to express, interpret, and negotiate meaning in a creative, productive, and safe environment.