



Winter Park High School Course Description Catalog 2024-2025

Message from the Principal

Dear Students and Parents,

Welcome to Winter Park High School, “Home of the Wildcats.”

You are about to embark on an adventure where you will learn and define who you are and who you will be. The first step in this journey is deciding what courses you will take for the 2024-2025 school year. We are pleased to be able to provide this curriculum guide in order to help you build a strong, academic foundation for the future.

In order to be successful in your selection process, please consider the following:

- **Focus on Academics** – We have created a curriculum with rigor and relevance. We will offer Advanced Placement (AP) courses, the high-quality International Baccalaureate (IB) Programme, AVID, and numerous opportunities to achieve Industry Certifications for the 2024-2025 school year. Be sure to take advantage of these opportunities.
- **Challenge Yourself** – You are capable of completing college-level courses. To be successful, you need two things: 1. Strong curiosity in the subject; 2. Willingness to work hard. In order to prepare for college-level coursework and future careers, we encourage you to take Honors level courses, Pre-IB courses, and AP/IB level courses. You can also take advantage of some opportunities to gain one or more Industry Certification(s) in Business/Technology, Culinary Arts, TV Production, and Agriscience during your high school career.
- **Get Involved** – We are proud to provide quality programs supporting academia, athletics, and the arts. We offer 43 academic organizations and extracurricular groups, 64 athletic teams, an award-winning fine and performing arts department, and a Navy JROTC program.
- **Prepare for the FAST ELA Reading, B.E.S.T. EOC, ACT, SAT, and beyond** – Every test is vital to your future regarding assessment and opportunity. We are committed to providing special programs that increase student achievement. Take advantage of the many tutoring and academic support opportunities throughout the year.
- **Ask questions** – Review this guide with your parents/guardians and consider your options carefully. If you have any questions about the selection process, please contact our Student Services department at 407-622-3200.

We look forward to providing you with a positive, enriching, and nurturing school environment at Winter Park High School. See you in August. Go Wildcats!

Sincerely,

Matthew Arnold
Principal

Student Scheduling

Please study this guide with your parent(s). Planning for next year's classes is an important decision involving numerous factors. Consider teacher recommendations, past performance, future career goals and academic information from your school counselor when making your selections. Parents and students are encouraged to make careful decisions when selecting courses, as schedule changes are done on a very limited basis once school begins.

Schedule Changes

Changes will be granted for the following errors in schedules:	Changes will not be granted for the following reasons:
<ul style="list-style-type: none">• Duplicate course• Credit already received for the course• Course prerequisites not met• Incorrect course sequence• Course needed for graduation	<ul style="list-style-type: none">• Desire for a different teacher• Desire for a different lunch period• Course credit not required• Signed up for Virtual School• Desire to raise GPA (failing course)• Do not like elective

A student who is misplaced in an Honors course may be considered for a level change between weeks 5 and 10 only and then at weeks 1 and 2 of the second semester after a parent conference.

After week 3 in the first-semester elective courses cannot be dropped.

Changes to course selections may be made up until **May 24, 2024**, and then during Welcome Back Cats. Check the WPHS website (www.wphs.ocps.net) for Welcome Back Cats and Freshman Orientation times and dates.

Important Note: After the Florida Department of Education has recorded schedules, no class can be dropped or purged from a student's record.



Academic Advisement Students Entering Grade 9 Prior to 2023-2024

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?

- 3 elective credits instead of 8
- 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
- 4 elective credits instead of 8
 - 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
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
8 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.

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

What Students and Parents Need to Know

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

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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>

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

Academic Advisement

Students Entering Grade 9 in 2023-2024 and Thereafter

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[Office of Student Financial Assistance](#)

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School Contacts

Main Campus: 407-622-3200

Freshman Campus: 407-623-1476

School Administration

Matthew Arnold	matthew.arnold@ocps.net	Principal
Jeffrey Sharpe	jeffrey.sharpe@ocps.net	Assistant Principal Freshman Campus
Elisa Mora	elisa.mora@ocps.net	Assistant Principal for Instruction
Douglas Farley	douglas.farley@ocps.net	Assistant Principal
William King	william.king2@ocps.net	Assistant Principal
Marcia Owens	marcia.owens@ocps.net	Assistant Principal
Mary Vetter	mary.vetter@ocps.net	Assistant Principal
Jonathan Zenzel	jonathan.zenzel@ocps.net	Assistant Principal

Student Services

Main Campus Counselors		
Jeffrey Manges (A-CI)	jeffrey.manges@ocps.net	Main Campus School Counselor
Lisa Mishkin (Co-Ge)	lisa.mishkin@ocps.net	Main Campus School Counselor
Catherine Curry (Gi-Jo)	catherine.curry@ocps.net	Main Campus School Counselor
Nicole Caron (Ju-Ne)	nicole.caron@ocps.net	Main Campus School Counselor
Jill Williams (Ng-Sc)	jill.williams@ocps.net	Main Campus School Counselor
Ar'rel Baker (Se-Z)	arrel.baker@ocps.net	Main Campus School Counselor
Weeze Cullen	margaret.cullen@ocps.net	College and Career Specialist
Kerry Chapdelaine	kerry.chapdelaine@ocps.net	CTE Specialist

Advanced Studies		
Andrew Disney	andrew.disney@ocps.net	IB DP/IB CP/AP Coordinator
Nicole Close	nicole.close@ocps.net	IB Assistant
Penelope Rowland-Cechman	penelope.rowlandcechman.ocps.net	Freshman Pre-IB Coordinator
William King	william.king2@ocps.net	Assistant Principal of Advanced Studies

ESE Services		
Shirley Smith	shirley.smith@ocps.net	ESE Staffing Specialist
Angela Austin	angela.austin@ocps.net	504 Coordinator
David Hearn	david.hearn@ocps.net	Gifted 504 Coordinator
John Richardson	john.richardson@ocps.net	504/ESE Staffing Specialist Freshman Campus
Jeannette Figueroa	jeannette.figueroa@ocps.net	ESOL Compliance Specialist

Support Services		
Diane Griffin	diane.griffin@ocps.net	Student Services Receptionist
Shirley Ulmer	shirley.ulmer@ocps.net	Main Campus Records
Felicia Ghiden	felicia.ghiden@ocps.net	Main Campus Registrar
Angela Barton	angela.barton@ocps.net	Freshman Campus Registrar
Freshman Campus Counselors		
Danielle Exposito (A-K)	danielle.exposito@ocps.net	Freshman Campus School Counselor
Iris Fernandez (L-Z)	iris.fernandez@ocps.net	Freshman Campus School Counselor

Student Services Department

The Winter Park High School Student Services Department offers many services to the students and faculty. The counselors offer guidance to students individually and in groups regarding personal, social, educational, and career needs. They work with school staff to provide school-wide counseling and guidance programs. Winter Park High School counselors are dedicated to meeting the needs of all students, faculty, parents, and administrators. We encourage parents to contact their appropriate school counselor for any reason. School Counselors are key players during this critical time of planning course work for the upcoming school year.

Freshman Campus Registration

Students attending our feeder middle schools will register for their ninth-grade classes when the Winter Park Ninth Grade Center counselors visit the middle schools during January and February. Students' cumulative records will be automatically transferred by the middle schools. No registration appointments are necessary for Audubon, Arbor Ridge, Glenridge, Howard, Maitland, and Union Park students.

Students at other public schools and students who live in the Winter Park High School district but have chosen to attend private schools for eighth grade may call as early as the beginning of March to schedule a registration appointment. Appointments will continue throughout the late spring and summer months. Please contact Ms. Angela Barton via email angela.barton@ocps.net or via phone 407-623-1476 ext. 624-2225 to schedule an appointment.

Academic Support

Study Skills

A study skills class is recommended for all Ninth Grade Center students that have below a 3.0 cumulative unweighted GPA. The study skills classes are designed to increase the learning and performance of our students. Organizational skills, note taking, test-taking strategies, and tutoring are important parts of the program. Ninth grade students have the study skills class as one of their elective periods during the school day. As part of the course, students will engage in college and career planning.

Reading and Math Assistance for the Florida Assessment of Student Thinking (FAST) Assessments

The Florida Assessment of Student Thinking (FAST) assessments are aligned to the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards. Students who score at level 1 or 2 on the reading or math portions of the Grade 8 FAST ELA reading or a comparable test from another state or private school may be enrolled in an Intensive Reading and/or Math class at the Ninth Grade Center.

Tutoring

Please contact your students' teachers regarding available tutoring times. Teachers are generally available before or after school for tutoring. For other tutoring options, please contact your child's school counselor.

Other Support Services

CHILL

CHILL—Community Help & Intervention in Life's Lessons—is a free counseling program for students of all ages in the public schools serving Winter Park and neighboring communities who need help with issues such as divorce, grief and loss, low self-esteem, anger management and depression. Individual, group and family counseling services are available. Students can be referred to the CHILL program by teachers, school administrators, school social workers, SAFE Coordinators, parents, school psychologists, behavior specialists and nurses. Students also can refer themselves to the program. Individual and group counseling takes place during the school day, preferably during “elective” classes so students don't miss any core classes, and students are assured of their right to confidentiality.

Special Programs

ESE (Exceptional Student Education) Program

A learning strategies course for standard diploma students assists with study and test taking skills. The school's placement specialist assists the classroom teachers with accommodations listed on students' Individual Educational Plans (IEP).

ESOL (English for Speakers of Other Languages) Program

This program fulfills the English requirements for graduation for those students who have recently arrived in the United States and whose native language is not English. Students are placed by grade level and instruction is given based upon levels of English proficiency with appropriate materials and strategies.

English through ESOL course work focuses on improving proficiency in the areas of listening, speaking, reading and writing, including the study of literature which parallels the regular language arts program curriculum, as well as vocabulary, grammar, and culture studies.

English through ESOL courses count towards Language Arts credit, meets the English requirement for College, but does not meet the standards for the NCAA Clearinghouse. Developmental Language Arts through ESOL is an extension of the skills developed in English through ESOL, with a focus on reading comprehension and ELA test preparation. Course levels are determined by previous reading scores.

Biomedical Program

The Biomedical Sciences (BMS) Program is a 4 year sequence of courses all aligned with appropriate national learning standards, which follows a proven hands-on, real-world problem-solving approach to learning. Students explore the concepts of human medicine and are introduced to topics such as physiology, genetics, microbiology and public health. Through activities, like dissecting a heart, students examine the processes, structures and interactions of the human body – often playing the role of biomedical professionals. They also explore the prevention, diagnosis and treatment of disease, working collaboratively to investigate and design innovative solutions to the health challenges of the 21st century, such as fighting cancer with nanotechnology. See more information at:

<https://www.pltw.org/our-programs/biomedical-science>

The 4 year sequence of courses is:

- Principles of Biomedical Science Honors
- Human Body Systems Honors
- Medical Interventions Honors
- Biomedical Innovation Honors

Note: Due to the requirements of the IB Diploma program, students enrolled in IB Diploma Program will not be able to participate in this program.

** The Biomedical Program courses do not count as science courses for the purposes of the Bright Futures Scholarship.

NJROTC

Aeronautical & Emergency Planning and Response Studies

WPHS NJROTC is divided into two primary areas of study. They are Embry Riddle Aeronautical University (ERAU) dual-enrolment aeronautics studies and FEMA certified Emergency Planning and Response (EPRS) studies, both of which fall under the Naval Science program. Incoming freshmen are exposed to 9 weeks of basic NJROTC instruction, after which time the group is broken into two cohorts per period. In the next two successive 9 week periods each cohort is introduced to the fundamentals of aeronautics and EPRS so they may make an informed choice of which track to pursue. The last 9 weeks of the year students concentrate on their preferred area of study. Students may opt to pursue both tracks if they have availability in their schedules. The aeronautics program consists of 6 semesters of curriculum (grades 10-12) including 9 dual enrolment college credits, 5 industry certifications and 2 federal licenses. Students will understand small UAS (drone) procedures, flight requirements, industry standards, federal licensure requirements and flight hour attainment. The EPRS program consists of 6 semesters of curriculum (grades 10-12) including up to 20 industry certifications. Students will understand multiple aspects of emergency medical care to the EMT level, search and rescue training, and emergency management orientation on the state and local level.

PLTW Engineering

At Winter Park, PLTW Engineering is more than just another high school engineering program. It is about applying engineering, science, math, and technology to solve complex, open-ended problems in a real-world context. Students focus on the process of defining and solving a problem, not on getting the “right” answer. They learn how to apply STEM knowledge, skills, and habits of mind to make the world a better place through innovation. PLTW students have said that PLTW Engineering influenced their post-secondary decisions and helped shape their future. Even for students who do not plan to pursue engineering after high school, the PLTW Engineering program provides opportunities to develop highly transferable skills in collaboration, communication, and critical thinking, which are relevant for any coursework or career.

The Advanced Placement Program

The Advanced Placement (AP) Program® is a cooperative educational endeavor between secondary schools and colleges and universities. Since its inception in 1955, the Program has provided motivated high school students with the opportunity to take college-level courses in a high school setting. Students who participate in the program not only gain college-level skills, but in many cases they also earn college credit while they are still in high school. AP courses are college level classes taught by members of the Winter Park High School instructional staff, following the College Board AP course outline and culminating in the national AP exam.

The Program's success is rooted in the collaborative efforts of motivated students, dedicated teachers, and committed schools. By participating in the Program, Winter Park High School has made the commitment to organize and support twenty-eight classes that are equivalent to a first-year college course.

Across the nation, schools are rapidly expanding the number of AP courses offered, the number of students enrolled in AP courses, and the number of students completing the AP exam. What are the benefits of an AP program for students?

Students who take AP courses:

- Are more challenged and stimulated by the enhanced rigor of the coursework
- Are better prepared for college
- Are more likely to be accepted by the college of their choice
- May earn college credit or advanced placement based on their AP exam scores
- May reduce the cost of college by earning up to a year of college credit
- Are more likely to complete college in four (4) years
- Are more likely to graduate from college with a double major and go into advanced study
- Are more likely to take on leadership roles

Standardized examinations are given during May of each year, with scores of 1-5 being recorded on student transcripts. It is the expectation that all students in an AP course sit for the exam. Note: Because AP testing is determined by the College Board, often AP Exams are scheduled after senior exams and/or graduation; students should be aware of the testing schedule and make appropriate arrangements.

AP Capstone Diploma

AP Capstone™ is a College Board program that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. It cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions. AP Capstone comprises two AP courses — AP Seminar and AP Research — and is designed to complement and enhance the discipline-specific study in other AP courses. Instead of teaching specific subject knowledge, AP Seminar and AP Research use an interdisciplinary approach to develop the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work.

Students take AP Seminar in grade 11, followed by AP Research in grade 12. Each course is yearlong, and AP Seminar is a prerequisite for AP Research. In both courses, students investigate a variety of topics in multiple disciplines. Students may choose to explore topics related to other AP courses they're taking. Both courses guide students through completing a research project, writing an academic paper, and making a presentation on their project.

To earn the AP Capstone diploma, students are required to complete and pass AP English Language and Composition, and complete and pass 3 other AP Courses.

Students must complete and submit the online application for the AP Capstone Program to be considered for acceptance into the program for the 2024-25 school year. Students must be accepted into the AP Capstone Program to be enrolled in the AP Seminar class for the 2024-25 school year. Please visit the WPHS AP Capstone website for the application and more information: <https://winterparkhs.ocps.net/academics/apcapstone>

Procedures for Dropping/Changing an AP Course

(Please Read Carefully)

State statutes regulating class sizes are mandated so that courses must be limited to a certain number of students. As a result, if it is necessary to drop/change an AP course, requests should be made prior to the start of the school year. All requests for dropping/changing an AP course after that date will be considered on an individual basis and are subject to the approval of the principal or his designee. When dropping/changing an AP course for a lower level class in the same subject area, course selection will be determined by mandated class size. Acceptance into an AP course indicates your commitment to that course for one year.

Each year the most qualified teachers are selected to teach our AP courses and those teachers may change from year to year. It should be understood that a student's decision to take an AP course should not be predicated on one teacher — but rather on the course content.

Seniors: You are responsible for notifying colleges of any changes to your schedule

International Baccalaureate (IB) Diploma Programme

The International Baccalaureate Program is a rigorous course of study designed to meet the needs of highly motivated secondary students and to promote international understanding. The effectiveness of the IB program is due not only to the depth of the individual courses, but also to the comprehensive nature of the program. Unlike other honors programs, the IB Program requires each student to take advanced courses in six areas (English, History, Science, Math, World Language, and an IB Elective).

- For general information regarding the IB Program at Winter Park, consult Winter Park's website:
https://winterparkhs.ocps.net/academics/international_baccalaureate/diploma_programme
- For general information on the world-wide International Baccalaureate Program, visit the IBO website: <http://www.ibo.org>
- For specific program questions, contact our IB Coordinator Andrew Disney at andrew.disney@ocps.net.

To be awarded an IB Diploma, a candidate must fulfill three core requirements, in addition to passing his or her 6 subject examinations:

- Extended essay (EE). Candidates must write an independent research essay of up to 4,000 words in a subject from the list of approved EE subjects. The candidate may choose to investigate a topic within a subject they are currently studying, although this is not required. The EE may not be written on an interdisciplinary topic.
- Theory of knowledge (TOK). This course introduces students to theories about the nature and limitations of knowledge (basic epistemology) and provides practice in determining the meaning and validity of knowledge (critical thinking). It is claimed to be a "flagship element" of the Diploma Program, and is the one course that all diploma candidates are required to take. TOK requires 100 hours of instruction, the completion of an externally assessed essay of 1,200–1,600 words (from a choice of ten titles prescribed by the IB), and an internally assessed presentation on the candidate's chosen topic.
- Creativity, action, service (CAS). CAS aims to provide students with opportunities for personal growth, self-reflection, intellectual, physical and creative challenges, and awareness of themselves as responsible members of their communities through participation in social or community work (service), athletics or other physical activities (action), and creative activities (creativity). The guideline for the minimum amount of CAS activity over the two-year Diploma program is approximately 3–4 hours per week, though "hour counting" is not encouraged.

Subject Groups

Students who pursue the IB Diploma must take six subjects, one from each of subject groups 1–5, and either one from group 6 or a permitted substitute from one of the other groups, as described below. Either three or four subjects must be taken at Higher level (HL) and the rest at Standard level (SL). The IB recommends a minimum of 240 hours of instructional time for HL courses and 150 hours for SL courses.

While the IB encourages students to pursue the full IB diploma, the "substantial workload requires a great deal of commitment, organization, and initiative."

The six IBDP subject groups and course offerings are summarized below. More information about the subject groups and individual courses can be found at the respective subject group articles:

- Group 1: Studies in language and literature.
- Group 2: Language acquisition.
- Group 3: Individuals and societies.
- Group 4: Experimental sciences.
- Group 5: Mathematics.
- Group 6: The Arts - or a second science, or an IB elective

IB Career-related Programme

The International Baccalaureate® (IB) Career-related Programme (CP) is designed for students aged 16-19.

What is the IB CP?

The CP is a framework of international education that incorporates the values of the IB into a unique programme addressing the needs of students engaged in career-related education. The programme leads to further/higher education, apprenticeships or employment. To find out more about the IB CP, contact our IB Coordinator Andrew Disney at andrew.disney@ocps.net.

The IB CP Curriculum

CP students undertake a minimum of two IB Diploma Programme (DP) courses, a core consisting of four components and a career-related study.

For CP students, DP courses provide the theoretical underpinning and academic rigor of the programme; the career-related study further supports the programme's academic strength and provides practical, real-world approaches to learning; and the CP core helps them to develop skills and competencies required for lifelong learning.

Read about the IB CP curriculum.

Students take written examinations at the end of their IB Diploma Programme courses which are marked by external IB examiners.

The components of the CP core are assessed by the school.

Who is the IB CP for?

The CP was specifically developed for students who wish to engage in career-related learning while gaining transferable and lifelong skills in applied knowledge, critical thinking, communication, and cross-cultural engagement.



Course Offerings 2024 - 2025

Art - Visual Arts

0101300 Two-Dimensional Studio Art 1

Length: FY

Credits: 1.0

Area: PF

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.

0102300 Ceramics/ Pottery 1

Length: FY

Credits: 1.0

Area: PF

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 the use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

0102310 Ceramics/ Pottery 2

Length: FY

Credits: 1.0

Area: PF

Students explore spatial relationships through the use of non objective, 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 the use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

0104300 Advanced Placement Studio Art Drawing

Length: FY

Credits: 1.0

Area: PF

The AP Program offers three studio art courses and portfolios: Two-Dimensional Design, Three-Dimensional Design, and Drawing. The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year. The AP Studio Art Program consists of three portfolios - 2-D Design, 3-D Design and Drawing - corresponding to the most common college foundation courses. Students may choose to submit any or all of the Drawing, Two-Dimensional Design, or Three-Dimensional design portfolios. AP Studio Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions.

0109350 Advanced Placement 2-D Art & Design

Length: FY

Credits: 1.0

Area: PF

The AP Art and Design course framework is composed of course skills, big ideas, essential questions and enduring understandings, learning objectives, and essential knowledge. AP Art and Design skill categories delineate overarching understandings central to the study and practice of art and design. Each of the three skill categories consists of skills that encompass foundational to advanced learning over the span of the course. Students need to develop, practice, and apply these skills in a variety of contexts.

The framework for the AP Art and Design courses is made up of three big ideas.

Big Idea 1: Investigate materials, processes, and ideas.

Big Idea 2: Make art and design.

Big Idea 3: Present art and design.

0104340 Drawing 1

Length: FY

Credits: 1.0

Area: PF

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

0104350 Drawing 2

Length: FY

Credits: 1.0

Area: PF

Students develop and refine technical skills and create 2-D compositions with a variety of media in drawing. 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.

0104350 Drawing 3 Honors

Length: FY Credits: 1.0 Area: PF

Students demonstrate proficiency in the conceptual development of content in drawing 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.

0104370 Painting 1

Length: FY Credits: 1.0 Area: PF

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.

0104380 Painting 2

Length: FY Credits: 1.0 Area: PF

Students develop and refine technical skills and create 2-D compositions in painting. Student artists 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.

100300 Advanced Placement Art History

Length: FY Credits: 1.0 Area: PF

The AP Art History course is equivalent to a two -semester introductory college course that explores topics such as the nature of art, art making, and responses to art. By investigating a specific image set of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the course fosters in-depth, holistic understanding of the history of art from a global perspective. Students become active participants in the global art world, engaging with its forms and content, as they experience, research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art.

0107472

IB Film Studies 2

Length: FY

Credits: 1.0

Area: PF

This course aims to develop students as proficient interpreters and makers of film texts. Through the study and analysis of film texts, and practical exercises in film production, students develop critical abilities and appreciation of artistic, cultural, historical and global perspectives in film. They examine concepts, theories, practices and ideas from multiple perspectives, challenging their own views to understand and value those of others. Students are challenged to acquire and develop critical thinking, reflective analysis and imaginative synthesis through practical engagement in the art, craft and study of film. Students experiment with film and multimedia technology, acquiring the skills and creative competencies to successfully communicate through the language of the medium. They develop an artistic voice and learn how to express personal perspectives through film. The course emphasizes the importance of working collaboratively, international and intercultural dynamics, and appreciation of the development of film across time and culture.

AVID

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

1700390 AVID 1 (9th grade)

Length: FY

Credits: 1

Area: EL

The 9th grade AVID elective course will review the AVID philosophy and strategies. Students will work on academic and personal goals and communication, adjusting to the high school setting. Students will increase their awareness of their personal contributions to their learning as well as their involvement in their school and community. There is an emphasis on analytical writing, focusing on personal goals and thesis writing. Students will work in collaborative settings, learning how to participate in collegial discussions and use sources to support their ideas and opinions. Students will prepare for and participate in college entrance and placement exams while refining study skills and test-taking, note-taking, and research techniques. They will take an active role in field trips and guest-speaker preparations and presentations. Their college research will include financial topics and building their knowledge of colleges and careers of interest.

1700400 AVID 2 (10th grade)

Length: FY

Credits: 1

Area: EL

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

1700410 AVID 3 (11th grade)

Length: FY

Credits: 1

Area: EL

The 11th grade AVID elective course is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. In addition to the academic focus of the AVID seminar, there are college-bound activities, methodologies, and tasks that should be undertaken during the junior year to support students when they apply to four-year universities and confirm their postsecondary plan.

1700420 AVID 4 (12th grade)

Length: FY

Credits: 1

Area: EL

The 12th grade AVID elective course is the second part in a junior/senior seminar course that focuses on the writing and critical thinking expected of first- and second-year college students. Students will complete a final research essay project with research skills gained in their junior year in AVID. In addition to the academic focus of the AVID senior seminar, there are college-bound activities, methodologies, and tasks that should be achieved during the senior year that supports students as they apply to four-year universities and confirm their postsecondary plans. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program, as well as complete the requirements for the seminar course.

Career and Technical Education

8600550 Introduction to Engineering Design Honors/ Level 3

Length: FY

Credits: 1.0

Area: PA

This course exposes students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. Students will employ engineering and scientific concepts in the solution of engineering design problems. In addition, they will learn to use 3D solid modeling design software to design solutions to problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions, document the process, and communicate the results.

8600520 Principles of Engineering Honors/ Level 3

Length: FY

Credits: 1.0

Area: PA

This course helps students understand the field of engineering/engineering technology and prepares them for postsecondary engineering programs by developing a more in-depth mastery of the required knowledge and skills in mathematics, science, and technology. Through problem-based learning strategies, students study key engineering topics, including mechanisms, energy sources, energy applications, machine control, fluid power, statics, material properties, material testing, statistics, and kinematics. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change.

8600530 Digital Electronics Honors/ Level 3

Length: FY

Credits: 1.0

Area: PA

This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices.

8600560

Computer Integrated Manufacturing Honors/ Level 3

Length: FY

Credits: 1.0

Area: PA

This course applies principles of robotics and automation. The course builds on computer solid modeling skills developed in Introduction to Engineering Design. Students use CNC equipment to produce actual models of their three-dimensional designs. Fundamental concepts of robotics used in automated manufacturing, and design analysis are included.

8708110

Principles of the Biomedical Sciences Honors/ Level 3

Length: FY

Credits: 1.0

Area: EQ

Students investigate the human body systems and various health conditions. This course is designed to provide an overview of all the courses in the Biomedical Sciences program and lay the scientific foundation for subsequent courses. Students are introduced to human physiology, medicine, research processes and bioinformatics. Key biological concepts including homeostasis, metabolism, inheritance of traits, and defense against disease are embedded in the curriculum. Engineering principles including the design process, feedback loops, and the relationship of structure to function are also incorporated.

8708120

Human Body Systems Honors/ Level 3

Length: FY

Credits: 1.0

Area: EQ

Students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases and often play the role of biomedical professionals to solve medical mysteries.

8708130

Medical Interventions Honors/ Level 3

Length: FY

Credits: 1.0

Area: EQ

Students investigate the variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the lives of a fictitious family. The course is a "How-To" manual for maintaining overall health and homeostasis in the body as students explore: how to prevent and fight infection; how to screen and evaluate the code in human DNA; how to prevent, diagnose and treat cancer; and how to prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to a wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

8708140

Biomedical Innovation Honors/ Level 3

Length: FY

Credits: 1.0

Area: EQ

In this capstone course, students apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health.

RTV0015K/L

Digital Video Production 1/ Level 3

Length: FY

Credits: 1.0

Area: PA

This course covers competencies in safe work practices, planning a production set, lighting planning, camera operation, and audio/ video recording, mixing, and editing.

RTV0015M/N Digital Video Production 2/ Level 3

Length: FY

Credits: 1.0

Area: PA

This course covers competencies in safe work practices, planning a production set, lighting planning, camera operation, and audio/ video recording, mixing, and editing.

RTV0015O/P Digital Video Production 3/ Level 3

Length: FY

Credits: 1.0

Area: PA

This course covers competencies in safe work practices, planning a production set, lighting planning, camera operation, and audio/ video recording, mixing, and editing.

8201210 Digital Media/Multimedia Foundations 1/ Level 2

Length: FY

Credits: 1.0 Area: PA

This course provides competencies in presentation production issues, basic computer knowledge, illusion software, digital still photography, and photo editing software.

8201220 Digital Media/Multimedia Foundations 2/ Level 2

Length: FY

Credits: 1.0 Area: PA

This course provides competencies in presentation production issues, basic computer knowledge, illusion software, digital still photography, and photo editing software.

8201230 Digital Media/Multimedia Foundations 3 Honors/ Level 3

Length: FY

Credits: 1.0 Area: PA

This course provides competencies in presentation production issues, basic computer knowledge, illusion software, digital still photography, and photo editing software.

8800510 Culinary Arts 1

Length: FY

Credits: 1.0

Area: VO

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

8800520



Culinary Arts 2/ Level 2

Length: FY

Credits: 1.0

Area: PA

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.

8800530



Culinary Arts 3 Honors/ Level 3

Length: FY

Credits: 1.0

Area: PA

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.

8800540



Culinary Arts 4 Honors/Level 3

Length: FY

Credits: 1.0

Area: VO

Length: FY Credits: 1.0 In this course students will prepare various meals and food products including those for individuals with various nutritional needs and/or dietary restrictions. The relationship between nutrition and wellness will be examined. Cost control techniques and profitability will be covered as well as analysis of food establishment menus. Students will also demonstrate basic financial literacy skills.

8812100



Principles of Entrepreneurship

Length: FY

Credits: 1.0

Area: PA

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.

8827120



Marketing Applications/ Level 2

Length: FY

Credits: 1.0

Area: PA

This course provides students with an in-depth study of marketing in a free enterprise society and provides the knowledge, skills, and attitudes required for employment in a wide variety of marketing occupations.

8827130



Marketing Management/ Level 2

Length: FY

Credits: 1.0

Area: PA

This course provides instruction for career sustaining level employment in the industry. The content includes applied skills related to the marketing functions including employment skills required for success in marketing and career planning as related to a marketing industry.

8200410 Business Cooperative Education - OJT

Length: Multiple

Credits: Multiple

Area: VO

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

8106210 Animal Science and Services 2

Length: FY

Credits: 1.0

Area: VO

The purpose of this program is to prepare students for employment or advanced training in the animal science industry. The program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the animal science industry: planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues and health, safety and environmental issues.

Computer Education

0200335 AP Computer Science Principles

Length: FY

Credits: 1.0

Area: MA

AP Computer Science Principles (AP CSP) introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, AP CSP prepares students for college and career.

0200320 AP Computer Science A

Length: FY

Credits: 1.0

Area: MA

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.

Drama - Theatre Arts

0400310 Theatre 1

Length: FY

Credits: 1.0

Area: PF

This course is designed for students with little or no theatre experience, and promotes enjoyment and appreciation for all aspects of theatre. Classwork focuses on the exploration of theatre literature, performance, historical and cultural connections, and technical requirements. Improvisation, creative dramatics, and beginning scene work are used to introduce students to acting and character development. Incorporation of other art forms in theatre also helps students gain appreciation for other art forms, such as music, dance, and visual art.

0400320 Theatre 2

Length: FY

Credits: 1.0

Area: PF

This course is designed for students with a year of experience or more, and promotes enjoyment and appreciation for all aspects of theatre through opportunities to build significantly on existing skills. Classwork focuses on characterization, playwriting, and playwrights' contributions to theatre; while improvisation, creative dramatics, and scene work are used to help students challenge and strengthen their acting skills and explore the technical aspect of scene work.

0400330 Theatre 3 Honors

Length: FY

Credits: 1.0

Area: PF

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

0400340 Theatre 4 Honors

Length: FY

Credits: 1.0

Area: PF

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

0400410 Technical Theatre Design & Production 1

Length: FY

Credits: 1.0

Area: PF

Students focus on developing the basic tools and procedures for creating elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials are central to success in this course. Students explore and learn to analyze dramatic scripts, seeking production solutions through historical, cultural, and geographic research. Students also learn the basics of standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; and the resulting artistic improvement. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

0400420

Technical Theatre Design & Production 2

Length: FY

Credits: 1.0

Area: PF

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

0400430

Technical Theatre Design & Production 3

Length: FY

Credits: 1.0

Area: PF

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

0400440

Technical Theatre Design & Production 4 Honors

Length: FY

Credits: 1.0

Area: PF

Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre in ways that are progressively more innovative. Students analyze increasingly more sophisticated theatre literature to inform the work of developing technical design and production pieces for one-acts or a larger production. Students assemble a portfolio that showcases an extensive body of work representing personal vision and artistic growth over time. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

0400700

Musical Theatre 1 (Audition)

Students' course work focuses on, but is not limited to, acting, vocal performance, dance, non-dance movement, and staging, which transfer readily to performances in musicals and other venues. Students survey the evolution of music in theatre from ancient Greece to modern Broadway through a humanities approach and representative literature. Music theatre students explore the unique staging and technical demands of musicals in contrast to non-musical plays. 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.

0400710

Musical Theatre 2 (Audition)

Students learn from the styles and techniques used by well-known singer-actor-dancers and choreographers to build a performance portfolio for auditions and/or interviews. Students examine the contributions of major writers, composers, lyricists, and choreographers of musical theatre and learn to analyze the structures, stories, and settings of musical theatre examples to understand how those components serve the story and concept. Students extend their dance and movement techniques required to sing and dance at the same time. Public performances may serve as a culmination 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.

Exceptional Student Education

7910120 Access English 1

Length: FY Credits: Multiple Area: EN

Access courses are for students with the most significant cognitive disabilities. Access courses are designed to provide students access to grade-level general curriculum. Access points are alternate academic achievement standards included in access courses that target the salient content of Florida's standards. Access points are intentionally designed to academically challenge students with the most significant cognitive disabilities.

7910125 Access English 2

Length: FY Credits: Multiple Area: EN

Access courses are for students with the most significant cognitive disabilities. Access courses are designed to provide students access to grade-level general curriculum. Access points are alternate academic achievement standards included in access courses that target the salient content of Florida's standards. Access points are intentionally designed to academically challenge students with the most significant cognitive disabilities.

7910130 Access English 3

Length: FY Credits: Multiple Area: EN

Access courses are for students with the most significant cognitive disabilities. Access courses are designed to provide students access to grade-level general curriculum. Access points are alternate academic achievement standards included in access courses that target the salient content of Florida's standards. Access points are intentionally designed to academically challenge students with the most significant cognitive disabilities.

7910135 Access English 4

Length: FY Credits: Multiple Area: EN

Access courses are for students with the most significant cognitive disabilities. Access courses are designed to provide students access to grade-level general curriculum. Access points are alternate academic achievement standards included in access courses that target the salient content of Florida's standards. Access points are intentionally designed to academically challenge students with the most significant cognitive disabilities.

7912065 Access Geometry

Length: FY Credits: Multiple Area: GE

Access courses are for students with the most significant cognitive disabilities. Access courses are designed to provide students access to grade-level general curriculum. Access points are alternate academic achievement standards included in access courses that target the salient content of Florida's standards. Access points are intentionally designed to academically challenge students with the most significant cognitive disabilities.

7912080 Access Algebra 1A

Length: FY Credits: Multiple Area: MA

Access courses are for students with the most significant cognitive disabilities. Access courses are designed to provide students access to grade-level general curriculum. Access points are alternate academic achievement standards included in access courses that target the salient content of Florida's standards. Access points are intentionally designed to academically challenge students with the most significant cognitive disabilities.

7912090

Access Algebra 1B

Length: FY

Credits: Multiple

Area: A1

Access courses are for students with the most significant cognitive disabilities. Access courses are designed to provide students access to grade-level general curriculum. Access points are alternate academic achievement standards included in access courses that target the salient content of Florida's standards. Access points are intentionally designed to academically challenge students with the most significant cognitive disabilities.

7915015

Access HOPE 9- 12

Length: FY

Credits: Multiple

Area: PE

Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

7915020

Access Personal Fitness

Length: FY

Credits: Multiple

Area: PE

Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

7920011

Access Chemistry 1

Length: FY

Credits: Multiple

Area: EQ

Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

7920015 Access Biology 1

Length: FY Credits: Multiple Area: BI

Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

7920050 Access Health & Safety: 9-12

Length: FY Credits: Multiple Area: EL

Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

Three levels of functioning, independent, supported, and participatory, have been designated to provide a way to differentiate benchmarks and course requirements for students with diverse abilities. Individual students may function at one level across all areas, or at several different levels, depending on the requirements of the situation.

7921025 Access United States History

Length: FY Credits: Multiple Area: AH

Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers, but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

7960010 Transition Planning: 9-12

Length: FY Credits: Multiple Area: EL

Instructional activities involving practical applications of course requirements may occur in home, school, community, and employment settings for the purposes of training, practice, and validation of skills. These applications may require that the student use related technology, tools, and equipment.

A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis. Multiple credits may be earned sequentially or simultaneously.

7963080 Learning Strategies 9-12

Length: FY Credits: Multiple Area: EL

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

This course is designed for students with disabilities who need intensive individualized intervention in learning strategies. The course may address academic skill deficits enabling students to learn strategies to access the general curriculum and close educational gaps.

A student may earn multiple credits in this course. The particular course requirements that the student should master to earn each credit must be specified on an individual basis and relate to achievement of annual goals on the student's IEP. Instruction in subsequent courses should be designed to build upon students' previously mastered skills, not repeat previous course content.

Instructional activities involving practical applications of course requirements may occur in home, school, community, and employment settings for the purpose of practice, generalization, and maintenance of skills and strategies. These applications may require that the student be trained in the use of related technology, tools, and equipment.

This course is designed to address a range of abilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

7963140 Self-Determination

Length: FY Credits: Multiple Area: EL

The purpose of this course is to enable students with disabilities to apply self-determination and self-advocacy skills in school, home, community, and employment settings. Students will increase self-awareness of personal abilities and develop an understanding of the impact of their own disability on learning and on other areas of life.

7980110 Career Preparation: 9-12

Length: FY Credits: Multiple Area: EL

The purpose of this course is to enable students to acquire the knowledge and skills necessary to identify a broad range of career options and community resources and to develop work-related competencies.

7980120 Career Experiences: 9-12

Length: FY Credits: Multiple Area: VO

The purpose of this course is to enable students with disabilities to further develop knowledge and skills to select career options, access community resources, and apply work-related behaviors through guided practice and experiences in school and community work settings. Non-paid community-based vocational education (non-paid CBVE) training programs are typically implemented through this course.

7980130 Career Placement: 9-12

Length: FY Credits: Multiple Area: VO

The purpose of this course is to enable students with disabilities to apply career knowledge and skills to perform work-related behaviors in a paid employment situation.

NJROTC

1802300 Naval Science 1

Length: FY Credits: 1.0 Area: EL

The purpose of this course is to introduce students to the precepts of citizenship, the elements of leadership, and the value of scholarship in attaining life goals. This course will also enable students to develop appreciation for the heritage and traditions of America, to recognize the importance of the role of sea power in America's future, and to develop a sense of pride in his/ her organization, associates, and self. These elements are pursued at a fundamental level. Content includes introduction to the NJROTC program; introduction to Leadership, Citizenship and the American Government; introduction to Wellness, Fitness, and First Aid to include diet, exercise and drug awareness, introduction to Geography, Orienteering, Survival and Map Reading Skills; Financial Skills and introduction to the U.S. Navy.

1802310 Naval Science 2

Length: FY Credits: 1.0 Area: EL

To build on the general introduction provided in Naval Science 1, to further develop the traits of citizenship and leadership, and to introduce cadets to the technical areas of naval science and the role of the U. S. Navy in maritime history and the vital importance of the world's oceans to the continued well-being of the United States. Content includes ongoing instruction into Leadership; introduction to Maritime History, including the American Revolution, Civil War, the rise of the U. S. to world power status, World Wars 1 and 2, the Cold War Era and the 1990s and Beyond introduction to Nautical Sciences to include Maritime Geography, Oceanography, Meteorology, Astronomy, and Physical Sciences

1802320 Naval Science 3

Length: FY Credits: 1.0 Area: EL

This course will broaden the understanding of students in the operative principles of military leadership, the concept and significance of teamwork, the intrinsic value of good order and discipline in the accomplishment of objectives, and the importance of sea power and national security. Students gain a more in-depth knowledge of Naval ships and aircraft and an introduction to marine navigation and seamanship. Content Includes instruction in Sea Power and National Security, Naval Operations and Support Functions, Military Law, and International Law and the Sea. Provides introduction to Ship Construction and Damage Control, Shipboard Organization and Watch Standing, Basic Seamanship, Marine Navigation, and Naval Weapons and Aircraft. Ongoing instruction in leadership, citizenship and discipline.

1802330 Naval Science 4

Length: FY Credits: 1.0 Area: EL

Focused primarily on practical leadership techniques and implementation. The intent is to assist seniors in understanding leadership and improving their leadership skills by putting them in positions of leadership, under supervision, then helping them analyze the reasons for their varying degrees of success throughout the year. Classroom activities include seminars, reading assignments, classroom presentations, and practical work with younger cadets. Seniors are mentored/guided in their preparation for life after high school to include college preparation, scholarship applications, and the variety of choices that are available to them. Content includes instruction in theoretical and applied aspects of leadership, training, and evaluation of performance. Students will become aware of the techniques used to create motivation, develop goals and activities for a work group, and the proper ways to set a leadership example. Students are provided access to ACT/SAT prep courses, guidance in selecting a college and pursuing available scholarships, and mentoring in establishing long range life goals.

ASC1000

Length: SEM

Principles of Aeronautical Science

Credits: 0.50

Area: VO

An introductory course in Aeronautical Science designed to provide the student with a broad-based aviation orientation in flight-related areas appropriate to all non-Aeronautical Science degree programs. Subjects include historical developments in aviation and the airline industry; theory of flight; airport operations; aircraft systems and performance; elements of air navigation; basic meteorology theory; air traffic principles; flight physiology; and aviation regulations and safety.

ASC2560

Length: SEM

Unmanned Aircraft Systems

Credits: 0.50

Area: VO

This course is a survey of unmanned aircraft systems (UAS), emphasizing the military and commercial history, growth, and application of UASs. The course will include basic acquisition, use, and operation of UASs with an emphasis on operations.

CERTIFICATION EXAM: SUAS Safety Certification

ASC2564

Length: SEM

Space Security

Credits: 0.50

Area: VO

Unmanned Aircraft System Security is a sophomore level seminar course focused on the concepts of UAS security and protection. Through a combination of instructor lead discussion, assigned readings, and projects students will examine the concepts of security engineering, vulnerability, and malicious attack. Students will formulate opinions and strategies for protecting systems and assets from danger while understanding the implications of ignoring security concerns.

ASC2562

Length: SEM

Small UAS Cross Country

Credits: 0.50

Area: VO

This course provides an understanding of the core technologies of unmanned aircraft systems. It will include examinations of the design concepts, power plants, control systems, and communication technologies utilized in current unmanned aircraft systems and/or likely to be used in the next few years. Particular attention will be given to the technical capabilities, best applications, and operational best practices of cross-country flight planning for today's UASs.

1800300

Length: FY

AF AERO SCI 1

Credits: 1.0

Area: EL

The purpose of this course is to enable students to develop knowledge of the historical development of flight and the role of the military in history. Students also develop knowledge of the Air Force Junior Reserve Officer Training Corps (AFJROTC), individual self-control, citizenship, wellness, health, and fitness. Students practice basic drill techniques and conduct military ceremonies.

8602020 Emergency Planning and Response Science 2

Length: FY

Credits: 1.0

Area: EL

Industry Certifications Offered:

American Red Cross: Comprehensive CPR/ AED/ First Aid (RTE)

National Association of Search and Rescue: Wilderness First Aid

National Association of Search and Rescue: Introduction to Search and Rescue

This course will educate students on emergency management and leadership concepts. Students will become familiar with the National Response Plan and the National Incident Management System related to Homeland Security, as well as how the Critical Infrastructure Protection process is used to provide security to people, physical entries, and cyber systems. Students will become familiar with law and ethics relating to first responders, emergency and disaster communication, hazardous materials identification, decontamination, and treatment protocols.

Cadets will be educated on general responsibilities, and equipment needed by individuals participating in a search and rescue (SAR) mission. This course is recommended as a foundation for all SAR environments. ISAR is the foundation course that prepares students for higher level NASAR courses for training emergency personnel. It provides a common starting point for an individual new to SAR and provides continuity during SAR operations and training of all team members.

During the medical portion of this course, students will be educated and trained on the knowledge and skills needed to recognize and respond appropriately to cardiac, breathing, and first aid emergencies. The course modules in this program teach participants the knowledge and skills needed to give immediate care to an injured or ill person and to determine the need for advanced life support. This course will also provide a foundation of first aid principles and skills to respond to emergencies and provide care in austere areas without immediate access to emergency medical services (EMS) response.

8602030 Emergency Planning and Response Science 3

Length: FY

Credits: 1.0

Area: FL

Industry Certifications Offered:

National Association of Search and Rescue: Fundamentals of Search and Rescue

American Red Cross: Basic Life Support

American Red Cross: Administering Emergency Oxygen

This course will educate and train students on Search and Rescue field operations, environmental contamination and response, and environmental considerations such as weather, oceanography, and geo-sciences, and the role of these sciences in natural disasters. Students will also learn what roles the Department of Defense fulfills during emergencies and disasters. Terrorism awareness, as it relates to first responders, is also covered in this course.

The medical portion of this course provides participants with the knowledge and skills they need to assess, recognize and care for patients who are experiencing respiratory arrest or respiratory failure, cardiac arrest, airway obstruction, opioid overdose or other life-threatening injury or illness. When a patient experiences a life-threatening emergency, healthcare providers need to act swiftly and promptly. The course emphasizes providing high-quality care and integrating psychomotor skills with critical thinking and problem solving to achieve the best possible patient outcomes. This course will also provide the knowledge and skills necessary to provide care in a breathing emergency using breathing devices, including resuscitation masks, bag-valve mask resuscitators (BVM's) and emergency oxygen.

Language Arts

1001310

English 1

Length: FY

Credits: 1.0

Area: EN

The purpose of 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.

1009400

AICE English General Paper 1 Honors

Length: FY

Credits: 1.0

Area: EN

The purpose of this class is to build 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 class develops highly transferable skills including: how to develop arguments and present reasoned explanations, wider awareness and knowledge of current issues, independent reasoning, interpretation and persuasion skills and the ability to present a point of view clearly and reflect upon those of others.

1001340

English 2

Length: FY

Credits: 1.0

Area: EN

The purpose of 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.

1001350

English Honors 2

Length: FY

Credits: 1.0

Area: EN

The purpose of this course is to provide grade 10 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language in preparation for college and career readiness.

1001370

English 3

Length: FY

Credits: 1.0

Area: EN

The purpose of 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.

1001380

English Honors 3

Length: FY

Credits: 1.0

Area: EN

The purpose of this course is to provide grade 11 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language in preparation for college and career readiness.

1001420 Advanced Placement English Language and Composition

Length: FY Credits: 1.0 Area: EN

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

1001400 English 4

Length: FY Credits: 1.0 Area: EN

This course incorporates reading and writing study through writing a variety of informative texts using grade-level writing craft and through the in-depth reading and analysis of informational selections in order to develop critical reading and writing skills necessary for success in college courses. This course prepares students for successful completion of Florida college English courses. The benchmarks reflect the Florida Postsecondary Readiness Competencies necessary for entry-level college courses.

1001410 English Honors 4

Length: FY Credits: 1.0 Area: EN

The purpose of this course is to provide grade 12 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

1001430 Advanced Placement English Literature and Composition

Length: FY Credits: 1.0 Area: EN

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

1000410 Intensive Reading

Length: FY Credits: Multiple Area: EL

The purpose of this course is to provide test preparation and instruction in foundational literacy that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text and is removed as the reading and writing abilities of students improve over time.

1006300 Journalism 1

Length: FY

Credits: 1.0

Area: PA

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.

1006331 Journalism 5 Honors

Length: FY

Credits: 1.0

Area: EL

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

1006332 Journalism 6 Honors

Length: FY

Credits: 1.0

Area: EL

The purpose of this course is to enable students to perform advanced work in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop advanced knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media. School and professional publication efforts are expected.

1006333 Journalism 7 Honors

Length: FY

Credits: 1.0

Area: EL

The purpose of this course is to enable students to perform advanced work in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop extended knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media. School and professional publication efforts are expected.

1006334 Journalism 8 Honors

Length: FY

Credits: 1.0

Area: EL

The purpose of this course is to enable students to perform highly advanced work in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop extended knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media. School, community, and professional publication is expected.

1007330 Debate 1

Length: FY

Credits: 1.0

Area: PF

This course is focused on the use of correct and effective language and organizational skills in preparing, delivering, and evaluating argument and debate. Students will critique debates, paying attention to content, organization, language, and delivery style, and produce and present well-structured, developed arguments, applying oral communication concepts and strategies for public debate in a variety of given settings.

1007350 Debate 3 Honors

Length: FY

Credits: 1.0

Area: PF

This course is focused on the advanced use of correct and effective language and organizational skills in preparing, delivering, and evaluating argument and debate. Students will critique debates, paying attention to content, organization, language, and delivery style, and produce and present well-structured, developed arguments, applying oral communication concepts and strategies for public debate in a variety of given settings.

1007360 Debate 4 Honors

Length: FY

Credits: 1.0

Area: PF

This course is focused on the advanced use of correct and effective language and organizational skills in preparing, delivering, and evaluating higher-level arguments and debates. Students will critique debates, paying attention to content, organization, language, and delivery style, and produce and present well-structured, developed arguments, applying oral communication concepts and strategies for public debate in a variety of given settings. Some work outside of the regular school day may be required.

1007370 Debate 5 Honors

Length: FY

Credits: 1.0

Area: PF

This course is focused on the advanced and complex use of correct and effective language and organizational skills in preparing, delivering, and evaluating argument and debate. Students will critique debates, paying attention to content, organization, language, and delivery style, and produce and present complex, well-structured, developed arguments, applying oral communication concepts and strategies for public debate in a variety of given settings. Some work outside of the regular school day may be required.

Leadership Skills Development

2400300 Leadership Skills Development

Length: FY

Credits: 1.0

Area: EL

This course is open to both elected officials in SGA and non-elected students. 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.

2400310 Leadership Techniques

Length: FY

Credits: 1.0

Area: EL

This course is open to both elected officials in SGA and non-elected students. This course will provide an in-depth study of the leadership techniques of decision making, problem solving, meeting skills, communication, group conflict reduction, time and stress management, evaluation, team building, group dynamics, motivational strategy, and the role of leadership in a democratic society.

2400320

Leadership Strategies

Length: FY

Credits: 1.0

Area: EL

This course is open to both elected officials in SGA and non-elected students. The purpose of this course is to provide formative opportunities to build on skills acquired in the Leadership Techniques course, including meetings skills, communication skills, motivational strategies, character development, group dynamics, community relations, community service and personal and civic responsibility.

Mathematics

1200370

Algebra 1A

Length: FY

Credits: 1.0

Area: MA

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

1200310

Algebra 1

Length: FY

Credits: 1.0

Area: A1

In Algebra 1, instructional time will emphasize five areas: (1) performing operations with polynomials and radicals, and extending the Laws of Exponents to include rational exponents; (2) extending understanding of functions to linear, quadratic and exponential functions and using them to model and analyze real-world relationships; (3) solving quadratic equations in one variable and systems of linear equations and inequalities in two variables; (4) building functions, identifying their key features and representing them in various ways and (5) representing and interpreting categorical and numerical data with one and two variables.

1200320

Algebra 1 Honors

Length: FY

Credits: 1.0

Area: A1

In Algebra 1 Honors, instructional time will emphasize five areas: (1) performing operations with polynomials and radicals, and extending the Laws of Exponents to include rational exponents; (2) extending understanding of functions to linear, quadratic and exponential functions and using them to model and analyze real-world relationships; (3) solving quadratic equations in one variable and systems of linear equations and inequalities in two variables; (4) building functions, identifying their key features and representing them in various ways and (5) representing and interpreting categorical and numerical data with one and two variables.

1206310

Geometry

Length: FY

Credits: 1.0

Area: GE

In Geometry, instructional time will emphasize five areas: (1) proving and applying relationships and theorems involving two-dimensional figures using Euclidean geometry and coordinate geometry; (2) establishing congruence and similarity using criteria from Euclidean geometry and using rigid transformations; (3) extending knowledge of geometric measurement to two-dimensional figures and three-dimensional figures; (4) creating and applying equations of circles in the coordinate plane and (5) developing an understanding of right triangle trigonometry.

1206320 Geometry Honors

Length: FY

Credits: 1.0

Area: GE

In Geometry Honors, instructional time will emphasize five areas: (1) proving and applying relationships and theorems involving two-dimensional figures using Euclidean geometry and coordinate geometry; (2) establishing congruence and similarity using criteria from Euclidean geometry and using rigid transformations; (3) extending knowledge of geometric measurement to two-dimensional figures and three-dimensional figures; (4) creating and applying equations of circles in the coordinate plane and (5) developing an understanding of right triangle trigonometry.

1200330 Algebra 2

Length: FY

Credits: 1.0

Area: MA

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

1200340 Algebra 2 Honors

Length: FY

Credits: 1.0

Area: MA

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

1209300 IB Math: Applications & Interpretations 1

Length: FY

Credits: 1.0

Area: MA

The IB Mathematics: applications and interpretation course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modeling. To give this understanding a firm base, this course includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalizations. This is a two year course.

1209305 IB Math: Applications & Interpretations 2

Length: FY

Credits: 1.0

Area: MA

The IB Mathematics: applications and interpretation course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modeling. To give this understanding a firm base, this course includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalizations.

1202375**Advanced Placement Pre-Calculus**

Length: FY

Credits: 1.0

Area: MA

AP Precalculus is designed to be the equivalent of a first semester college precalculus course. AP Precalculus provides students with an understanding of the concepts of college algebra, trigonometry, and additional topics that prepare students for further college-level mathematics courses. This course explores a variety of function types and their applications—polynomial, rational, exponential, logarithmic, trigonometric, polar, parametric, vector-valued, implicitly defined, and linear transformation functions using matrices

1202310**Advanced Placement Calculus AB**

Length: FY

Credits: 1.0

Area: MA

AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. Both AP Calculus AB and AP Calculus BC focus on students' understanding of calculus concepts and provide experience with methods and applications. Through the use of big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), each course becomes a cohesive whole, rather than a collection of unrelated topics. Both courses require students to use definitions and theorems to build arguments and justify conclusions. The courses feature a multi representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential.

1202320**Advanced Placement Calculus BC**

Length: FY

Credits: 1.0

Area: MA

AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AB to different types of equations and introduces the topic of sequences and series. Both AP Calculus AB and AP Calculus BC focus on students' understanding of calculus concepts and provide experience with methods and applications. Through the use of big ideas of calculus (e.g., modeling change, approximation and limits, and analysis of functions), each course becomes a cohesive whole, rather than a collection of unrelated topics. Both courses require students to use definitions and theorems to build arguments and justify conclusions. The courses feature a multi representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential.

1210300**Probability & Statistics with Applications Honors**

Length: FY

Credits: 1.0

Area: MA

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

1210320

Advanced Placement Statistics

Length: FY

Credits: 1.0

Area: MA

The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

1298380

Mathematics for Data and Financial Literacy

Length: FY

Credits: 1.0

Area: MA

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

1200388

Mathematics for Data and Financial Literacy Honors

Length: FY

Credits: 1.0

Area: MA

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

1200710

Mathematics for College Algebra

Length: FY

Credits: 1.0

Area: MA

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

Music

1300300

Music Theory 1

Length: FY

Credits: 1.0

Area: PF

Students learn how music is constructed and developed, and acquire a basic understanding of the structural, technical, and historical elements of music. Student theorists develop basic ear-training, keyboard, and functional singing skills, and engage in the creative process through individual and collaborative projects. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

1300330

Advanced Placement Music Theory

Length: FY

Credits: 1.0

Area: PF

The AP Music Theory course corresponds to one-to-two semesters of typical, introductory college music theory coursework that covers topics such as musicianship, theory, and musical materials and procedures. Musicianship skills, including dictation and listening skills, sight singing, and harmony, are an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural (listening) skills is a primary objective. Performance is also part of the curriculum through the practice of sight-singing. Students learn basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized.

1301320

Guitar 1

Length: FY

Credits: 1.0

Area: PF

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

1301330

Guitar 2

Length: FY

Credits: 1.0

Area: PF

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

1301340

Guitar 3

Length: FY

Credits: 1.0

Area: PF

Students with previous experience will strengthen their guitar skills and knowledge, adding a variety of chords; refining finger-picking and strumming patterns; reading notation in 1st, 2nd, and 5th position; and learning stylistic nuances, left-hand technique, and alternative fingering. Guitarists readily use tablature and standard notation, study the work of significant musicians, and develop significant self-assessment skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

1301350

Guitar 4 Honors

Length: FY

Credits: 1.0

Area: PF

Students with considerable experience broaden their guitar skills and knowledge, adding left- and right-hand techniques and stylistic nuances; work with classical etudes and ensemble performance literature; and become familiar with modes and jazz chords. Guitarists extend their reading and theory skills and add to their knowledge of significant musicians through history. 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. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

1302310

Band 2

Length: FY

Credits: 1.0

Area: PF

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

1302320

Band 3

Length: FY

Credits: 1.0

Area: PF

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

1302330

Band 4

Length: FY

Credits: 1.0

Area: PF

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

1302340 Band 5 Honors

Length: FY

Credits: 1.0

Area: PF

This year-long, advanced course, designed for wind and percussion students with extensive experience in solo performance and larger performing ensembles, promotes significant depth of engagement and lifelong appreciation of music through performance and other experiences with sophisticated instrumental music, as well as creativity through composition and/or arranging. The course includes the development of advanced instrumental ensemble techniques and skills, extended music literacy and theory, and deep aesthetic engagement with a broad spectrum of high-quality repertoire, ranging from early music to the contemporary. Musical independence and leadership are particularly encouraged in this setting.

1302350 Band 6 Honors

Length: FY

Credits: 1.0

Area: PF

This year-long, highly advanced course, designed for students with substantial experience in solo performance and larger performing ensembles, promotes significant engagement with and appreciation for music through performance of sophisticated wind and percussion literature. Study focuses on mastery of highly advanced music skills, techniques, and processes, as well as creativity through composition and/or arranging and use of current technology to enhance creativity and performance effectiveness. This course also provides significant opportunities for student leadership through peer mentoring, solo work, and participation as a performer or coach in a small or large ensemble.

1302370 Orchestra 2

Length: FY

Credits: 1.0

Area: PF

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

1302380 Orchestra 3

Length: FY

Credits: 1.0

Area: PF

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

1302390

Orchestra 4

Length: FY

Credits: 1.0

Area: PF

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

1302400

Orchestra 5 Honors

Length: FY

Credits: 1.0

Area: PF

Students with considerable orchestral experience advance their string and ensemble performance techniques, music literacy, music theory, and aesthetic engagement through high-quality orchestra literature. Student musicians use reflection and problem-solving skills to improve performance significantly based on structural, cultural, and historical understanding of the music. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

1302500

Jazz Ensemble 1

Length: FY

Credits: 1.0

Area: PF

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. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

1302510

Jazz Ensemble 2

Length: FY

Credits: 1.0

Area: PF

Students with jazz experience become conversant with basic chord progressions and the scale/chord relationship, strengthen aural skills, and learn to improvise and compose melodies over progressions as they rehearse, perform, and study high-quality jazz ensemble literature. Musicians study jazz history and become familiar with the cultural context of various compositions and artists. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

1302520 Jazz Ensemble 3

Length: FY Credits: 1.0 Area: PF

Students with considerable jazz experience become conversant with more complex forms and harmonic progressions, and strengthen their aural and improvisational skills as they rehearse, perform, and study high-quality jazz ensemble literature. Musicians apply their theory skills to arranging, transposition, and composing; and study various periods, cultural contexts, compositions, and artists in jazz history. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

1302530 Jazz Ensemble 4 Honors

Length: FY Credits: 1.0 Area: PF

Students with significant jazz experience become highly conversant with complex harmonic structures; compose or arrange for small groups; improvise over various forms, keys, and styles; and are knowledgeable about the professional jazz scene and its icons. Musicians study the impact of technology on jazz and the music industry, and learn the basics of sound reinforcement for solo and ensemble performance. 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. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

1303310 Chorus 2

Length: FY Credits: 1.0 Area: PF

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

1303320 Chorus 3

Length: FY Credits: 1.0 Area: PF

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

1303330 Chorus 4

Length: FY

Credits: 1.0

Area: PF

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

1303340 Chorus 5 Honors

Length: FY

Credits: 1.0

Area: PF

This year-long, advanced class is designed for students with previous participation in a high school chorus who have demonstrated a capacity for developing advanced listening/aural skills and advanced knowledge of vocal techniques, musical literacy, and choral performance. Chorus V focuses on development and application of these skills and provides opportunities for aesthetic engagement and making individual musical choices, where appropriate, while preparing a variety of high-quality choral literature.

1303350 Chorus 6 Honors

Length: FY

Credits: 1.0

Area: PF

This year-long, very advanced class is designed for students who have demonstrated a capacity for developing very advanced listening/aural skills and performance techniques, as well as very advanced knowledge of vocal techniques, musical literacy, ensemble skills, and related musical knowledge. Chorus VI focuses on managing, mastering, and refining these skills and techniques through a variety of high-quality choral literature at a high level of aesthetic engagement. Musical independence and student leadership are promoted through significant opportunities for peer mentoring, solo work, and participation as a performer, conductor, or coach in a small or large ensemble.

1303440 Vocal Ensemble 1

Length: FY

Credits: 1.0

Area: PF

Students with little or no experience in a vocal ensemble develop basic musicianship and ensemble performance skills through the study of basic, high-quality music in diverse styles. Student musicians focus on building foundational music techniques, music literacy, listening skills, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

1303450 Vocal Ensemble 2

Length: FY

Credits: 1.0

Area: PF

Students with previous vocal ensemble experience continue building musicianship and performance skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant musical styles and time periods. 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.

1303460 Vocal Ensemble 3

Length: FY

Credits: 1.0

Area: PF

Students strengthen vocal ensemble performance skills, music literacy, and analytical skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant history and cultures. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

1303470 Vocal Ensemble 4 Honors

Length: FY

Credits: 1.0

Area: PF

Students with extensive vocal ensemble experience refine their critical listening, music literacy, and ensemble skills through the study, rehearsal, and performance of high-quality, advanced literature. Students use reflection and problem-solving skills with increasing independence to improve their performance and musical expressivity. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

1305300 Eurhythmics 1

Length: FY

Credits: 1.0

Area: PF

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

1305310 Eurhythmics 2

Length: FY

Credits: 1.0

Area: PF

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

1305320 Eurhythmics 3

Length: FY

Credits: 1.0

Area: PF

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

1305330

Eurhythmics 4

Length: FY

Credits: 1.0

Area: PF

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

Peer Counseling

1400340

Peers as Partners in Learning

Length: FY

Credits: 1.0

Area: EL

This course is designed to provide reciprocal academic and social benefits to students with disabilities and their peers without disabilities. Students enrolled in this course will learn and apply knowledge and skilled practices in the areas of academic engagement, communication, social barriers, leadership, problem solving, and other disability-related topics such as historical perspectives, inclusion, Universal Design for Learning, person-first language, presumed competence, social justice for minority populations, and media representation of diverse people.

Physical Education

1501340

Weight Training 1

Length: SEM

Credits: 0.5

Area: PE

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

1501350

Weight Training 2

Length: SEM

Credits: 0.5

Area: PE

Provides students with opportunities to acquire knowledge and skills in weight training including an assessment of muscular strength and endurance as well as a knowledge of health problems associated with inadequate levels of muscular strength, skeletal muscles, sound nutritional practices, and consumer issues related to weight training.

1501360

Weight Training 3

Length: SEM

Credits: 0.5

Area: PE

Provides students with opportunities to acquire knowledge and skills in weight training including an assessment of muscular strength and endurance as well as a knowledge of health problems associated with inadequate levels of muscular strength, skeletal muscles, sound nutritional practices, and consumer issues related to weight training.

1501410 Power Weight Training 1

Length: SEM

Credits: 0.5

Area: PE

The purpose of this course is to acquire knowledge and skills in power weight training (Olympic and powerlifting) and improve or maintain health related physical fitness.) Appropriate instructional practices and assessments are used to elicit evidence of student understanding and proficiency of course specific benchmarks related to Cognitive Ability, Movement Competency, Lifetime Fitness, and Responsible Behavior and Values as outlined by the Next Generation Sunshine State Standards for Physical Education and the Common Core State Standards.

1502410 Individual and Dual Sports 1

Length: SEM

Credits: 0.5

Area: PE

This course includes knowledge and application of techniques, scoring, strategies, and rules involved in traditional activities such as tennis.

1502420 Individual and Dual Sports 2

Length: SEM

Credits: 0.5

Area: PE

This course includes knowledge and application of techniques, scoring, strategies, and rules involved in traditional activities such as tennis.

0800320 First Aid and Safety

Length: SEM

Credits: 0.5

Area: EL

This course provides a basic overview of the causes and preventions of unintentional injuries, appropriate emergency responses to those injuries and crisis response planning. Safety education should include cardiopulmonary resuscitation (CPR) and the use of an automatic external defibrillator (AED), first aid for obstructed airway, and injury prevention.

1502490 Care and Prevention of Athletic Injuries

Length: SEM

Credits: 0.5

Area: PE

Provides students with opportunities to assess and evaluate common injuries occurring during athletic activity. Special taping and bandaging techniques will be introduced.

1503310 Basketball

Length: SEM

Credits: 0.5

Area: PE

The purpose of this course is to provide students with opportunities to acquire knowledge and skills in basketball that may be used in recreational pursuits today as well as in later life and maintain and/or improve their personal fitness. This course includes sport history, game rules, and basketball fundamentals.

1503315 Basketball 2

Length: SEM Credits: 0.5 Area: PE

The purpose of this course is to provide more in-depth instruction of the fundamental skills, tactics, rules and etiquette in basketball. Introduction to systems of play will be included to enhance the student's understanding. Advanced skills and drills which directly affect a student's physical and cognitive abilities will be covered. Students will participate in advanced individual and team techniques in relation to basketball strategy. Participating in course activities will continue to enhance healthy behaviors that influence students to participate in physical activities throughout their life.

1503350 Team Sports 1

Length: SEM Credits: 0.5 Area: PE

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

1503360 Team Sports 2

Length: SEM Credits: 0.5 Area: PE

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

1505500 Volleyball 1

Length: SEM Credits: 0.5 Area: PE

The purpose of this course is to acquire knowledge and skills in volleyball that may be used in current and future recreational pursuits and maintain and/or improve personal fitness. Skill acquisition and the maintenance and/or improvement of physical fitness should be stressed.

1505510 Volleyball 2

Length: SEM Credits: 0.5 Area: PE

The purpose of this course is to enable students to acquire intermediate level knowledge and skills in volleyball and to maintain or improve health-related fitness. Appropriate instructional practices and assessments are used to elicit evidence of student understanding and proficiency of course specific benchmarks related to Cognitive Ability, Movement Competency, Lifetime Fitness, and Responsible Behavior and Values as outlined by the Next Generation Sunshine State Standards for Physical Education and the Common Core State Standards.

0300310

Dance Techniques 1 (Audition)

Length: FY

Credits: 1.0

Area: PF

Students in this year-long, entry-level course, designed for those having no prior dance instruction, learn foundational skills in two or more dance styles. Their development of fundamental dance technique is enriched and enlivened through study of works by a variety of diverse artists, developing genre-specific movement vocabulary and dance terminology, and building knowledge and skills related to somatic practices, dance composition, analysis of effort and outcomes, dance history and culture, collaborative work, and rehearsal and performance protocols.

0300320

Dance Techniques 2 (Audition)

Length: FY

Credits: 1.0

Area: PF

Students in Dance Techniques II, a year-long course, build on previously acquired knowledge and fundamental technical skills in two or more dance forms, focusing on developing the aesthetic quality of movement in the ensemble and as an individual.

0300330

Dance Techniques 3 Honors (Audition)

Length: FY

Credits: 1.0

Area: PF

Students in this year-long, intermediate-level course, designed for dancers who have mastered the basics in two or more dance forms, build technical and creative skills with a focus on developing the aesthetic quality of movement in the ensemble and as an individual.

0300334

Dance Techniques 4 Honors (Audition)

Length: FY

Credits: 1.0

Area: PF

Students in this year-long, advanced dance techniques class build on skills learned in previous dance classes to improve their performance in two or more dance styles. During the class, students perform sequences of increasing complexity to advance their technical skills.

3026010

HOPE

Length: FY

Credits: 1.0

Area: PE

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

Research and Critical Thinking

1700360 Florida's Pre-IB Inquiry Skills

Length: FY

Credits: 1.0

Area: EL

The purpose of this course is to study the development of short and long-term educational goals, the nature of learning, the nature of study skills, strategies for specific study skills improvement and improvement in content areas, the problems associated with critical thinking and their solutions, problem solving, group-discussion guidelines, the interdisciplinary nature of knowledge, and research skills. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards (Florida Standards) taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

1700370 Critical Thinking and Study Skills

Length: SEM

Credits: 0.5

Area: EL

This course is designed to develop skills related to critical thinking, learning and problem solving, enabling students to enhance their performance in both academic and non-academic areas. Strategies for acquiring, storing and retrieving information, time management and organizational skills, critical thinking operations and processes, strategies for oral and written communication, and problem solving skills including test taking skills are an integral part of this course.

Science

8106810 Agriscience Foundations 1 Honors

Length: FY

Credits: 1.0

Area: EQ

This course is designed to develop competencies in the areas of agricultural history and the global impact of agriculture; career opportunities; scientific and research concepts; biological and physical science principles; environmental principles; more. This course is only offered at the Ninth Grade Center.

2000310 Biology 1

Length: FY

Credits: 1.0

Area: BI

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). 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).

2000320 Biology 1 Honors

Length: FY Credits: 1.0 Area: BI

While the content focus of this course is consistent with the Biology I course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). 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).

2000340 Advanced Placement Biology

Length: FY Credits: 1.0 Area: BI

The purpose of this course is to provide a study of the facts, principles, and processes of biology and the collection, interpretation, and formulation of hypotheses from available data. Course content follows the outline set forth by the College Board.

2003340 Chemistry 1

Length: FY Credits: 1.0 Area: EQ

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). 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.

2003350

Chemistry 1 Honors

Length: FY

Credits: 1.0

Area: EQ

While the content focus of this course is consistent with the Chemistry I course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work.

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). 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.

2003370 Advanced Placement Chemistry

Length: FY

Credits: 1.0

Area: EQ

The AP Chemistry course provides students with a foundation to support future advanced coursework in chemistry. Through inquiry-based learning, students develop critical thinking and reasoning skills. Students cultivate their understanding of chemistry and science practices as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.

2003380

Physics 1

Length: FY

Credits: 1.0

Area: EQ

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). 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).

2003390 Physics 1 Honors

Length: FY

Credits: 1.0

Area: EQ

While the content focus of this course is consistent with the Physics I course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). 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).

2003421 Advanced Placement Physics 1

Length: FY

Credits: 1.0

Area: EQ

AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.

2003430 Advanced Placement Physics C: Mechanics

Length: FY

Credits: 1.0

Area: EQ

AP Physics C: Mechanics is equivalent to a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus is used throughout the course.

2001820 IB Sports, Exercise Science

Length: FY

Credits: 1.0

Area: EQ

Sports, exercise and health science (SEHS) is an experimental science course combining academic study with practical and investigative skills. SEHS explores the science underpinning physical performance and provides the opportunity to apply these principles. The course incorporates the disciplines of anatomy and physiology, biomechanics, psychology and nutrition. Students cover a range of core and option topics, and carry out practical (experimental) investigations in both laboratory and field settings. The course offers a deeper understanding of the issues related to sports, exercise and health in the 21st century and addresses the international dimension and ethics related to both the individual and global context. Apart from being worthy of study in its own right, SEHS is good preparation for courses in higher or further education related to sports fitness and health, and serves as useful preparation for employment in sports and leisure industries.

2000360

Anatomy and Physiology Honors

Length: FY

Credits: 1.0

Area: EQ

While the content focus of this course is consistent with the Anatomy and Physiology course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). 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).

2020910

Astronomy Solar/ Galactic Honors

Length: FY

Credits: 1.0

Area: EQ

While the content focus of this course is consistent with the Astronomy Solar/Galactic course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). 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).

2002510

Marine Science 1 Honors

Length: FY

Credits: 1.0

Area: EQ

While the content focus of this course is consistent with the Marine Science I course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). 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).

2001341 Environmental Science Honors

Length: FY

Credits: 1.0

Area: EQ

This course is designed as an interdisciplinary course to provide students with scientific principles, concepts, and methodologies required to identify and analyze environmental problems and to evaluate risks and alternative solutions for resolving and/or preventing them. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p.3). 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 skills to aggregate, interpret, and present the resulting data (NRC, 2006, p.77; NSTA, 2007).

2001380 Advanced Placement Environmental Science

Length: FY

Credits: 1.0

Area: EQ

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

Social Studies

2103400 Advanced Placement Human Geography

Length: FY

Credits: 1.0

Area: EL

The AP Human Geography course is equivalent to an introductory college-level course in human geography. The 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).

2109310

World History

Length: FY

Credits: 1.0

Area: WH

The grade 9-12 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

2109320

World History Honors

Length: FY

Credits: 1.0

Area: WH

The grade 9-12 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

2109420

Advanced Placement World History

Length: FY

Credits: 1.0

Area: WH

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study.

2100310

United States History

Length: FY

Credits: 1.0

Area: AH

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

2100320 United States History Honors

Length: FY

Credits: 1.0

Area: AH

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

2100330 Advanced Placement United States History

Length: FY

Credits: 1.0

Area: AH

This course is designed for the highly motivated college-bound student who wishes to pursue college level work while still in high school. This course includes advanced content in American history, emphasizing critical essay writing, primary and secondary source research techniques, and in-depth interpretations and analysis of the traditional historical periods of a chronological survey in American history. Students will bear the responsibility to acquire factual knowledge through extensive home reading assignments while class assignments will focus on critical thinking study, historical inquiry skills, as well as the College Board curriculum guidelines to enrich overall understandings of US History

2102310 Economics

Length: SEM

Credits: 0.5

Area: EC

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

2102320 Economics Honors

Length: SEM

Credits: 0.5

Area: EC

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

2106310 United States Government

Length: SEM

Credits: 0.5

Area: AG

The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.

2106320 United States Government Honors

Length: SEM Credits: 0.5 Area: AG

The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.

2106420 Advanced Placement United States Gov't & Politics

Length: SEM Credits: 0.5 Area: AG

Students acquire a critical perspective of politics and government in the United states. They learn general concepts used to interpret American politics and analyze specific case studies. Students also become familiar with the various institutions, groups, beliefs and ideas that constitute the American political perspective.

2102370 Advanced Placement Macroeconomics

Length: SEM Credits: 0.5 Area: EC

AP Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops student's 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.

2109380 Advanced Placement European History

Length: FY Credits: 1.0 Area: EL

This course is designed to build on the student's factual knowledge in order to become familiar with the following: an understanding of the principal themes in modern European history; an awareness of the consequences of European contacts with other parts of the world; and an ability to analyze historical evidence. Studies cover the Renaissance to the Contemporary period.

2107300 Psychology 1

Length: SEM Credits: 0.5 Area: EL

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

2107310 Psychology 2

Length: SEM Credits: 0.5 Area: EL

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.

2107350 Advanced Placement Psychology

Length: FY

Credits: 1.0

Area: EL

This course introduces the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students also learn about the ethics and methods psychologists use in their science and practice.

1700500 AP Capstone - Seminar

Length: FY

Credits: 1.0

Area: EL

The AP Capstone Seminar course is an inquiry-based course that aims to engage students in cross-curricular conversations that explore real-world topics and issues from multiple perspectives. This course is designed around six essential skills and their development—critical thinking and reasoning, critical reading, inquiry and research, argumentation, communicating publicly, and collaboration. Students in this course will be working collaboratively toward the completion of a team research project and presentation, an individual research project and presentation, and an end-of-course examination administered by the AP College Board. It is essential that students come to this class self-motivated, willing to step outside the bounds of their comfort zone, and ready to work hard as they will be making several presentations in front of classes, peers, and potentially professional colleagues. This course places great emphasis on reading, writing, and presentation both in and out of class.

1700510 AP Capstone - Research

Length: FY

Credits: 1.0

Area: EL

AP Research, the second course in the AP Capstone experience, allows students to deeply explore an academic topic, problem, issue, or idea of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and accessing, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000–5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

2105890 International Baccalaureate World Religions

Length: FY

Credits: 1.0

Area: EL

The primary content emphasis for this course pertains to the study of major world religious traditions of Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism and Taoism. Students will identify criteria upon which religious beliefs are based, analyze relationships between religious and social and political institutions, trace the major developments of the world's living religions, distinguish the similarities and differences among the world's major religious traditions, synthesize information and ideas from conflicting religious beliefs, and interpret the development of a society as reflected by its religious beliefs.

2106855 International Baccalaureate Global Politics

Length: FY

Credits: 1.0

Area: EL

The global politics course explores fundamental political concepts such as power, equality, sustainability, and peace in a range of contexts and at a variety of levels. It allows students to develop an understanding of the local, national, international and global dimensions of political activity, as well as allowing them the opportunity to explore political issues affecting their own lives. It helps students to understand abstract political concepts by grounding them in real world examples and case studies, and also invites comparison between such examples and case studies to ensure a transnational perspective. All students also undertake an engagement activity through which they study a political issue of interest experientially. Students complement their experiential learning with more theoretical perspectives from research and submit a written report summarizing their investigation.

2102440

International Baccalaureate Business Management

Length: FY

Credits: 1.0

Area: EL

The business management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyze, discuss and evaluate business activities at local, national and international levels. The course covers a range of organizations from all sectors, as well as the socio-cultural and economic contexts in which those organizations operate.

World Languages

0701800

Florida's Pre International Baccalaureate French 1

Length: FY

Credits: 1.0

Area: FL

French 1-Pre-IB introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Florida Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

0701810

Florida's Pre International Baccalaureate French 2

Length: FY

Credits: 1.0

Area: FL

French 2 pre IB reinforces the fundamental skills acquired by the students in French 1 pre-IB. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in French 1-Pre-IB. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Florida Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

0701825 International Baccalaureate French 3

Length: FY Credits: 1.0 Area: FL

French 3 provides mastery and expansion of skills acquired by the students in French 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

0701840 International Baccalaureate French SL

Length: FY Credits: 1.0 Area: FL

French SL expands the skills acquired by students in previous levels of study. Specific content to be covered includes, but is not limited to, developing presentational speaking skills through oral reports on literary and cultural topics, current events, and personal experiences. Reading selections include newspaper and magazine articles, adaptations of short stories and plays, and surveys of target language literature. Interpretive writing is enhanced through compositions using correct language structures.

0708340 Spanish 1

Length: FY Credits: 1.0 Area: FL

Spanish 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

0708350 Spanish 2

Length: FY Credits: 1.0 Area: FL

Spanish 2 reinforces the fundamental skills acquired by the students in Spanish 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Spanish 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

0708360 Spanish 3 Honors

Length: FY Credits: 1.0 Area: FL

Spanish 3 provides mastery and expansion of skills acquired by the students in Spanish 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

0708370 Spanish 4 Honors

Length: FY Credits: 1.0 Area: FL

Spanish 4 expands the skills acquired by the students in Spanish 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

0708400 Advanced Placement Spanish Language & Culture

Length: FY Credits: 1.0 Area: FL

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish.

0708410 Advanced Placement Spanish Literature & Culture

Length: FY Credits: 1.0 Area: FL

AP Spanish Literature and Culture course introduces students to the formal study of a representative body of texts from Peninsular Spanish, Latin American, and U.S. Hispanic literature.

0717300 American Sign Language 1

Length: FY Credits: 1.0 Area: FL

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

0717310 American Sign Language 2

Length: FY Credits: 1.0 Area: FL

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

0717312 American Sign Language 3 Honors

Length: FY Credits: 1.0 Area: FL

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

International Baccalaureate Diploma Programme

0114835 International Baccalaureate Visual Arts 3

Length: FY Credits: 1.0 Area: PF

This course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-markers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

0900810

International Baccalaureate Theory of Knowledge 2

Length: FY

Credits: 1.0

Area: TK

This course explores the relationships among the various disciplines and ensures that students engage in critical reflection and analysis of the knowledge they acquire. It provides a broad introductory overview of the various types of human knowledge, the ways in which knowledge is acquired and communicated, and its reliability and imitations. Successful completion of Theory of Knowledge, together with successful completion of the Extended Essay, earns bonus points added to your Diploma Programme exam marks, and can be very helpful in getting you all the way to your IB diploma and those college credits and scholarship opportunities you are hoping for. This course involves reading and talking about a lot of very interesting stuff not usually addressed in formal course outlines- but very important to success in those classes and in life in general. Perhaps more than any other course in the Diploma Programme, Theory of Knowledge both demands and helps to develop the characteristics described on the IB Learner Profile.

1001800

Florida's Pre International Baccalaureate English 1

Length: FY

Credits: 1.0

Area: EN

The purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, a holistic view of knowledge, intercultural awareness, embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

1001810

Florida's Pre International Baccalaureate English 2

Length: FY

Credits: 1.0

Area: EN

The purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, a holistic view of knowledge, intercultural awareness, embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

1001830

International Baccalaureate English Literature 4

Length: FY

Credits: 1.0

Area: EN

The purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, a holistic view of knowledge, intercultural awareness, embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

1209300**IB Math: Applications & Interpretations**

Length: FY

Credits: 1.0

Area: MA

The IB Mathematics: applications and interpretation course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modeling. To give this understanding a firm base, this course includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. Students are encouraged to solve real-world problems, construct and communicate this mathematically and interpret the conclusions or generalizations.

1202375**International Baccalaureate Pre-Calculus**

Length: FY

Credits: 1.0

Area: MA

This course caters for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration.

1300818**International Baccalaureate Music 2**

Length: FY

Credits: 1.0

Area: PF

The Diploma Programme music course provides an appropriate foundation for further study in music at university level or in music career pathways. It also provides an enriching and valuable course of study for students who may pursue other careers. This course also provides all students with the opportunity to engage in the world of music as lifelong participants.

2000800**Florida's Pre International Baccalaureate Biology**

Length: FY

Credits: 1.0

Area: BI

Course introduces students to the field of Biology. Topics covered include: Cells, The chemistry of life, Genetics, Ecology and evolution, Human health and physiology.

2000805**International Baccalaureate Biology 1**

Length: FY

Credits: 1.0

Area: BI

Learners should gain a positive attitude towards science while recognizing that its contribution can have both positive and negative consequences. IB science also involves the development of an appreciation of the scientific contributions of people from different cultures and backgrounds.

2000810**International Baccalaureate Biology 2**

Length: FY

Credits: 1.0

Area: BI

The focus of IB Biology HL is to create citizens of the world who understand universal human values. IB Biology HL is a two year course that encompasses the coursework and laboratory experiences that will prepare students for the IB Biology HL examination. The course includes the following core topics: 1) Cells, 2) Chemistry of Life 3) Genetics, 4) Ecology & Evolution, 5) Human Health & Physiology. For Biology HL, additional topics include: Nucleic Acids and Protein, Cell Respiration and Photosynthesis, Human Genetics and Reproduction, Nerve muscles & movement, Excretion, and Plant Science.

2000820 International Baccalaureate Biology 3

Length: FY Credits: 1.0 Area: BI

The focus of IB Biology HL is to create citizens of the world who understand universal human values. IB Biology HL is a two year course that encompasses the coursework and laboratory experiences that will prepare students for the IB Biology HL examination. The course includes the following core topics: 1) Cells, 2) Chemistry of Life 3) Genetics, 4) Ecology & Evolution, 5) Human Health & Physiology. For Biology HL, additional topics include: Nucleic Acids and Protein, Cell Respiration and Photosynthesis, Human Genetics and Reproduction, Nerve muscles & movement, Excretion, and Plant Science.

2003800 Florida's Pre International Baccalaureate Chemistry 1

Length: FY Credits: 1.0 Area: EQ

Course introduces students to the theories and practical techniques involved in the composition, characterization, and transformation of substances. As the central science, the chemical principles investigated underpin both the physical world in which we live and all biological systems. Topics covered include: Atomic theory, Bonding, Acids & Bases, Organic Chemistry and Stoichiometry.

2003810 International Baccalaureate Chemistry 2

Length: FY Credits: 1.0 Area: EQ

Course introduces students to the theories and practical techniques involved in the composition, characterization, and transformation of substances. As the central science, the chemical principles investigated underpin both the physical world in which we live and all biological systems. Topics covered include: Atomic theory, Bonding, Acids & Bases, Organic Chemistry and Stoichiometry.

2003845 International Baccalaureate Physics 2

Length: FY Credits: 1.0 Area: EQ

Course introduces students to the laws of physics, the experimental skills required in physics, and the social and historical aspects of physics as an evolving body of human knowledge about nature. Topics covered include: Mechanics, Thermodynamics, Waves, Electricity & Magnetism, and Atomic and Nuclear Physics.

2100800 International Baccalaureate History of the Americas

Length: FY Credits: 1.0 Area: AH

History of the Americas is a course that: Promotes the acquisition and understanding of historical knowledge in breadth and in depth, and across different cultures; Encourages an appreciation and understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations; Develops in students an international awareness and understanding by promoting the achievement of, empathy with, and understanding of people living in diverse places and at different times; Promotes a better understanding of the present through an understanding of the past; an appreciation of the historical dimension of the human condition; Develops in students an ability to use and communicate historical knowledge and understanding; and a lasting interest in history.

2107800 International Baccalaureate Psychology 1

Length: FY Credits: 1.0 Area: EL

This Higher Level course is chosen by some IB students instead of a Group 6 (fine arts) course. This is year one of a two year course. The course is divided into four parts: Perspectives on Psychology, including Biological and Learning; Research methodology; Fields within Psychology including Comparative and Social Psychology, and a student conducted research study.

2107810 International Baccalaureate Psychology 2

Length: FY Credits: 1.0 Area: EL

This Standard Level course is chosen by some IB students instead of a Group 6 (fine arts) course. This is a one year course. The course is divided into four parts: Perspectives on Psychology, including Biological and Learning; Research methodology; Fields within Psychology including Comparative and Social Psychology, and a student conducted research study.

2107820 International Baccalaureate Psychology 3

Length: FY Credits: 1.0 Area: EL

IB psychology examines the interaction of biological, cognitive and sociocultural influences on human behavior, thereby adopting an integrative approach. Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behavior. The ethical concerns raised by the methodology and application of psychological research are key considerations in IB psychology. This is year two of a two year course.

2109805 International Baccalaureate Contemporary History 2

Length: FY Credits: 1.0 Area: EL

Historical study involves both selection and interpretation of data and critical evaluation of it. Students of history should appreciate the relative nature of historical knowledge and understanding, as each generation reflects its own world and preoccupations and as more evidence emerges. A study of history both requires and develops an individual's understanding of, and empathy for, people living in other periods and contexts.

0701800 Florida's Pre International Baccalaureate French 1

Length: FY Credits: 1.0 Area: FL

French 1-Pre-IB introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Florida Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

0701810 Florida's Pre International Baccalaureate French 2

Length: FY

Credits: 1.0

Area: FL

French 2 pre IB reinforces the fundamental skills acquired by the students in French 1 pre-IB. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in French 1-Pre-IB. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Florida Standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

0701825 International Baccalaureate French 3

Length: FY

Credits: 1.0

Area: FL

French 3 provides mastery and expansion of skills acquired by the students in French 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

0701840 International Baccalaureate French 5

Length: FY

Credits: 1.0

Area: FL

French 5 expands the skills acquired by students in French 4. Specific content to be covered includes, but is not limited to, developing presentational speaking skills through oral reports on literary and cultural topics, current events, and personal experiences. Reading selections include newspaper and magazine articles, adaptations of short stories and plays, and surveys of target language literature. Interpretive writing is enhanced through compositions using correct language structures.

0708800 Florida's Pre International Baccalaureate Spanish 1

Length: FY

Credits: 1.0

Area: FL

Florida's Pre-IB Spanish 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and Florida Standards for English language arts and mathematics taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

0708810

Length: FY

Florida's Pre International Baccalaureate Spanish 2

Credits: 1.0

Area: FL

Florida's Pre-IB Spanish 2 reinforces the fundamental skills acquired by the students in Pre-IB Spanish 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Pre-IB Spanish 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued. In addition, the purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the Next Generation Sunshine State Standards and Florida Standards for English language arts and mathematics taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, holistic view of knowledge, intercultural awareness embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

0708825

Length: FY

International Baccalaureate Spanish 3

Credits: 1.0

Area: FL

Spanish 3 provides mastery and expansion of skills acquired by the students in Spanish 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

0708840

Length: FY

International Baccalaureate Spanish 5

Credits: 1.0

Area: FL

Spanish 5 expands the skills acquired by students in Spanish 4. Specific content to be covered includes, but is not limited to, developing presentational speaking skills through oral reports on literary and cultural topics, current events, and personal experiences. Reading selections include newspaper and magazine articles, adaptations of short stories and plays, and surveys of target language literature. Interpretive writing is enhanced through compositions using correct language structures.

0708865

Length: FY

International Baccalaureate Spanish 6

Credits: 1.0

Area: FL

Spanish 6 expands the skills acquired by students in Spanish 5. Specific content to be covered includes, but is not limited to, developing presentational speaking skills through oral reports on literary and cultural topics, current events, and personal experiences. Reading selections include newspaper and magazine articles, adaptations of short stories and plays, and surveys of target language literature. Interpretive writing is enhanced through compositions using correct language structures.