



WINTER PARK HIGH SCHOOL

Electives Guide

GO
CATS!

[Table of Contents](#)



Table of Contents

- **Social Studies**
 - IB World Religions
 - IB Global Politics
 - Psychology
 - AP Capstone
- **Culinary Arts (1-4)**
- **Debate**
- **World Languages**
 - French
 - Spanish
 - American Sign Language
- **Newspaper**
- **Digital Video**
- **Digital Media Multimedia Design**

- **Fine Arts Electives**
 - AP Art History
 - IB Film Studies
 - Ceramics
 - Drawing
 - Painting
 - AP Art Portfolio 2-D
- **Business Education**
 - Prin of Entrepreneurship (10th Only)
 - Marketing Applications
 - Marketing Management
 - Business Cooperation Education (12th)
 - IB Business Management 2
- **Computer Programming**
 - AP Computer Science Principles
 - AP Computer Science Applications

Click a Class or
Subject Area to jump
to page

Click to Jump back
to Table of Contents



Table of Contents (cont)

Click a Subject Area
to jump to that
Elective Program

- **PLTW Biomedical Science**
- **Physical Education Electives**
 - Team Sports
 - Basketball
 - Weights
 - Powerlifting
 - Volleyball
 - Individual Sports
 - First Aid & Safety
 - Care & Prevention
 - Dance Techniques (Audition Only)
- **Peer Inclusion Team (11th -12th)**

- **Navy ROTC**
 - Naval Science
 - Principles of Aeronautical Science & Unmanned Aircraft Systems
 - Space Security & Small UAS Cross Country
 - EPRS
- **Performing Arts - Band**
 - Band
 - Jazz Band
 - Color Guard
 - Guitar
- **Performing Arts - Chorus**
 - Chorus
 - Vocal Ensemble

Click to Jump back
to Table of Contents



Table of Contents (cont)

- **Performing Arts - Orchestra**
 - Intro to Music Theory
 - AP Music Theory
 - Orchestra
- **Performing Arts - Theater**
 - Theater
 - Technical Theater
 - Musical Theater
- **PLTW Engineering**
- **Yearbook**
- **AVID**
- **Leadership Skills**





01

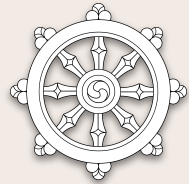
Social Studies



IB World Religions

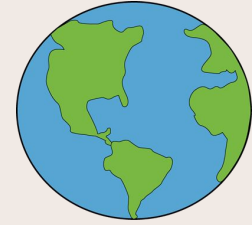
Religion in a public school?!? YES!!

The course will explore 6 world religions in an academic context: Judaism, Christianity, Islam, Hinduism, Buddhism, and Taoism. For each religion, the course will explore each faith's answers to three fundamental questions: What is the human condition? Where are we going? How do we get there? The rituals, sacred texts, doctrines, religious experiences, and ethics will be respectfully investigated for each religion and compared. Practicing members of each religion will be invited as guests and students will have the opportunity to visit several different places of worship throughout the year. Each student will be individually expected to read several books written from different faith perspectives.



IB Global Politics

In this course students will study global political issues through 4 units - international relations, human rights, development, and peace/conflict. Students study world political developments that happened during their lifetimes. Students will follow current events throughout the year as case studies of concepts that we study in class. Case studies students may study include but are not limited to the Russia-Ukraine war, the Israel-Hamas war, the treatment of the Uighurs in China or the Rohingya in Myanmar. Students will also study social protest movements and their impact on global politics. All students in the course will conduct research on a political issue of their choice and conduct field work on their chosen topic.



Psychology



Psych 1/2 - 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. 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.

IB Psychology 1 - 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.

IB Psychology 2 - 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.



AP Capstone

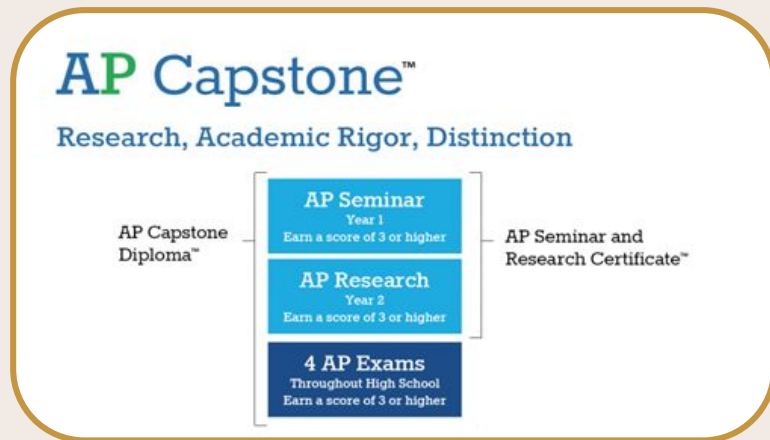


AP Capstone™ is a diploma program based on two year long AP courses: AP Seminar and AP Research. These courses are designed to complement other AP courses that the AP Capstone student may take.

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.

College Board developed the AP Capstone Diploma program at the request of higher education professionals, who saw a need for a systematic way for high school students to begin mastering these skills before college.

WPHS Capstone Page
Click for more information





02

Culinary Arts



Culinary Arts



Culinary Arts 1 **Prerequisites: N/A**

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.

Culinary Arts 2 **Prerequisites: CA1**

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.

Next Course in Progression

Culinary Arts 3 **Prerequisites: CA2**

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

Culinary Arts 4 **Prerequisites: CA3**

This course provides opportunities for students to apply their acquired knowledge and skills in culinary related scenarios.



Culinary Arts



03

Debate

Speech and Debate is a co-curricular activity that includes a class as well as the opportunity to participate in Debate Tournaments locally, statewide and nationally. We have Debate 1, which is an introduction available to all grade levels, as well as honors sections of Advanced Debate available to sophomores, juniors and seniors who have prior debate experience.



| Speech and Debate



Develop lifelong skills in critical thinking, communication, persuasion and advocacy by diving into a dynamic study of the practice of speech and debate. Learn to advocate for your ideas, become a more effective speaker, sharpen your argumentation skills and make lifetime connections over donuts. Speech and Debate is a co-curricular program where everyone from first time debaters to seasoned competitors can practice and perfect their events. Additionally, participation in Speech and Debate has been shown to raise GPAs, test scores and even garnered more scholarships for college.

Debate 1 is available for anyone wishing to enroll, while Debate 2-5 sections are meant for students with at least one year of class or competition experience, or a letter of recommendation from a teacher. For more information, join the Remind @WPHSDEBAT or contact Mrs. Tringas at nicole.penne-tringas@ocps.net.





04

World Languages

"The ability to communicate with respect and cultural understanding in more than one language is an essential element of global competence." —ACTFL (American Council on the Teaching of Foreign Languages)



IB French 5



The French International Baccalaureate is a prestigious diploma recognized throughout the world. Multicultural understanding and respect is an essential 21st century life skill. You will develop your French language skills and learn about the cultures in Francophone parts of the world. You will practice communicating in French and study real-life materials such as newspaper articles, films, music, and books. In addition, you will receive honors grades going on to study at leading universities.



| Pre-IB French 1 & 2



Did you know that in over 60 occupations, knowledge of a second language is essential? Speaking French will increase your job opportunities, salary potential and your desirability in the competitive global economy. French is the first or second language in more than 40 countries and is spoken by 125 million people around the world, on every continent. French is one of the official languages of the European Union, the second largest trading block in the world, the United Nations and the Olympic Games. Studying French will open your mind and increase your appreciation of Francophone people and cultures through the capability of listening, speaking, reading and writing in French.



IB French 3



This level of French is an honors course in which you will receive honors grades going on to study at leading universities. The French language and culture open your door to the world of French art, music, dance, fashion, cuisine, cinema, and great literary masterpieces from Francophone countries. Many job opportunities await you within the United Nations, the Olympics, the European Parliament, embassies, the airlines, import-export companies, design, decorative arts, and international businesses. You will have the savoir-faire to travel the world, participate in exchange student programs and receive scholarships from more than 3,500 public and private institutes of higher education offered by Campus France!



**RÉPUBLIQUE
FRANÇAISE**

*Liberté
Égalité
Fraternité*



**CAMPUS
FRANCE**



Spanish 1



Do you know someone whose first language is Spanish? Chances are you do! More than approximately forty million people living in the U.S. speak Spanish; after English, it is the second most commonly spoken language in this country. It is the official language of the European Union and United Nations. By learning Spanish, you'll be better able to communicate with Spanish speakers and make new friends. Being able to speak Spanish greatly enhances your resume. If you are bilingual you are more competitive in the workplace.



Spanish 1 IB



Welcome to Spanish 1 IB!

This course is designed to help students understand and communicate in Spanish as well as better understanding of the cultural background. These objectives will be reached through several methods during the course: Listening, reading comprehension, speaking and writing activities within projects, oral presentations, videos, etc. will be including throughout the school year.



Spanish IB class will contribute to the development of international-mindedness in students. The topics will allow students to analyze them from different cultural perspectives.

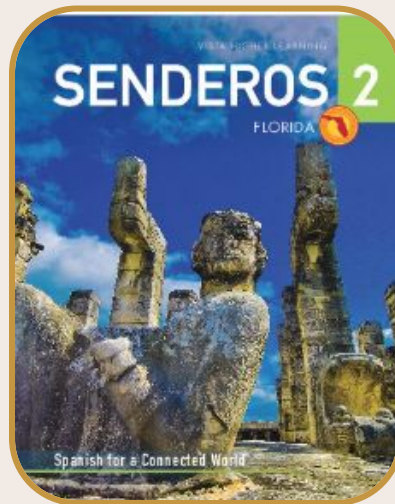
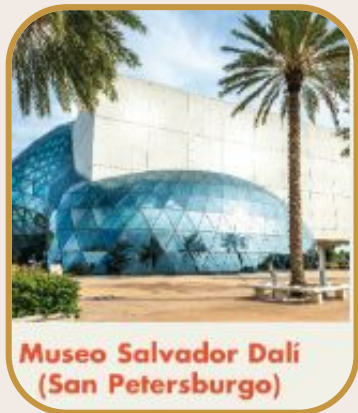


Spanish 2

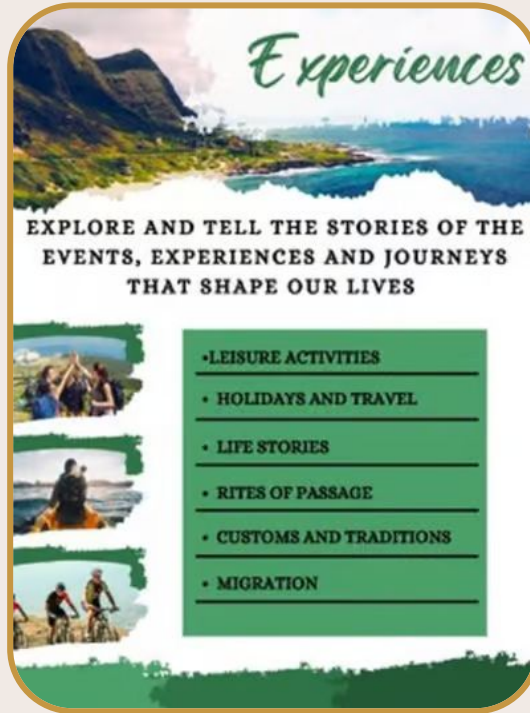
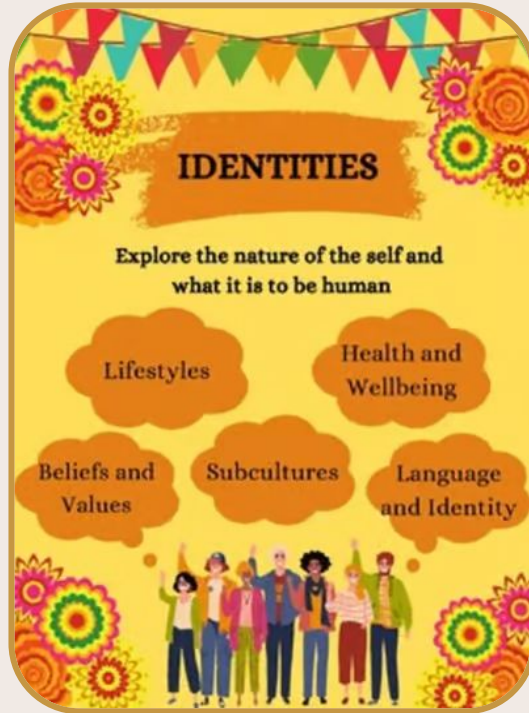


The best reason to choose Spanish as a second language is its widespread use across the globe. Spanish is the second most spoken language in the world. Hispanics are the largest minority in the United States, with the majority of them being Spanish speakers. Learning to speak Spanish will open new doors for you, allowing you to discover a world of new opportunities to land a more competitive job, earn a higher salary, travel, and meet more people.

Spanish 2 reinforces the fundamental skills acquired by the students in Spanish 1. The course furthers the study of grammar, vocabulary and cultures of Spanish speaking countries and develop increased listening, speaking, reading, and writing skills.



Spanish 2 IB



The students continue to develop the four language skills of listening, speaking, reading and writing while exploring topics such as identities, experiences, and human ingenuity. The course will also include cultural awareness of the Spanish speaking world; mastery of basic grammatical principles and acquisition of a working vocabulary including frequently used idioms in the Spanish language. Special emphasis will be placed on collaborative work, projects, and oral presentations.



Comunicación

Los problemas del medio ambiente

Problema	Importancia
la deforestación	importante
los animales en peligro de extinción	poco importante
la contaminación del aire	importantísimo
la contaminación del agua	muy importante
la basura en las ciudades	importante

Antes de leer

Estrategia

Recognizing the purpose of a text

When you are faced with an unfamiliar text, it is important to determine the writer's purpose. If you are reading an editorial in a newspaper, for example, you know that the journalist's objective is to persuade you of his or her point of view. Identifying the purpose of a text will help you better comprehend its meaning.

Examinar los textos

Primero, utiliza la estrategia de lectura para familiarizarte con los textos. Después contesta estas preguntas.

- ¿De qué tratan los textos?*
- ¿Son fábulas*, poemas, artículos de periódico...?
- ¿Cómo lo sabes?

Prediccioner

Lee estas predicciones sobre la lectura e indica si estás de acuerdo² con ellas.

1. Los textos son del género⁹ de ficción.
2. Los personajes son animales.
3. La acción de los textos tiene lugar en un zoológico.
4. Hay alguna moraleja*.

Determinar el propósito

Piensa en los posibles propósitos* de los textos.
Considera estas preguntas:

- ¿Qué te dice el género de los textos sobre los posibles propósitos de los textos?
- ¿Pueden los textos tener más de un propósito? ¿Por qué?

¿Se qué todas las testas? ¿Adónde te trasi alías?
 ¿Budas fides: más de acuerdo por aprte
 ¿Cienos quon: moraleja cuon: propósitos, hueras?

Sobre los autores

Félix María Samaniego (1745-1801) nació en España y escribió las *Fábulas morales* que ilustran de manera humorística el carácter humano. Los protagonistas de muchas de sus fábulas son animales que hablan.



El perro y el cocodrilo

Bebiendo un perro en el Nilo,
al mismo tiempo corría.
"Bebe quieto", le decía
un taimado cocodrilo.

Díjale el perro prudente:

*"Dañoso" es beber y andar;
pero ¿es sano el aguardar
a que me claves el diente?"

¡Oh qué docto perro viejo!

Yo venero su sentir

en esto de no seguir

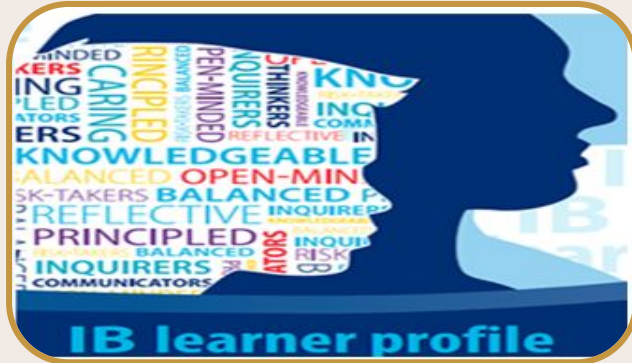
del enemigo el consejo.

Spanish 3 IB

¡Bienvenidos a la clase de español IB nivel tres! ¡Me encanta tener la oportunidad de trabajar con todos Uds. este año!



The aim of Spanish 3 IB is to help students reach a high degree of competence in the language as well as to explore different aspects of the culture of Spanish speaking world. Each unit also includes a variety of interactive activities, cultural notes, and cultural interviews. Using your knowledge acquired in Levels 1 & 2. The activities help build competency in each of the four language skills—listening, speaking, reading, and writing. Upon completion of this course students will be able to use the language spontaneously in a variety of situations and contexts, not only orally but also in writing.



Museo Salvador Dali
(San Petersburg)



<https://www.ibo.org/en/programmes/diploma-programme/>



Spanish 4 Honors



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.





AP Spanish Language Culture



¡Bienvenidos! Mi nombre es la Profesora Pagan-Lopez y seré su maestra de Lenguaje y Cultura. The study of the Spanish language and its culture will greatly enhance your understanding of your own native language. This course is designed for students who wish to continue their study of the Spanish language. Students will continue to participate in speaking, reading comprehension, writing, and critical thinking in Spanish and experience aspects of Hispanic culture.

Estudiantes AP



AUTHORIZED
AP Courses
2023-2024



¡Felicidades! Como estudiante AP vas a formar parte de una experiencia académica de nivel universitario que te retará, inspirará y preparará tanto para la universidad como fuera de ella. Tu esfuerzo te está ayudando a prepararte para los exámenes AP; esto te da la oportunidad de obtener créditos académicos y cursos avanzados en la universidad.

¡Síguenos!



@APforStudents



YouTube youtube.com/advancedplacement


**KEEP
CALM
AND
LEARN
SPANISH**

Programa AP

Con AP®, los estudiantes pueden asistir a cursos de nivel universitario mientras están en la preparatoria. Cuando toman los cursos y exámenes AP, demuestran a los encargados de admisión universitaria que han buscado una experiencia educativa que los preparará para el éxito en la universidad y fuera de ella.

Tener un buen resultado en un examen AP significa más que solo haber terminado con éxito un curso. La mayoría de las universidades aceptan las calificaciones exitosas de los exámenes para otorgar créditos académicos, asignar plazas en cursos avanzados, o ambos. Y las investigaciones muestran de manera consistente que los estudiantes que tienen éxito en AP, por lo general logran más éxitos académicos en la universidad que aquellos que no participaron en estos cursos.

Visita apstudents.org para obtener información más detallada sobre cada uno de los 38 cursos y exámenes AP, que incluye descripciones de los cursos y exámenes, muestras de preguntas de respuesta libre y de guías de puntajes, destrezas de estudio, consejos para los exámenes y mucho más.

AP Spanish Literature



¡Bienvenidos a la clase de AP Literatura! En este curso leemos 21 autores y 39 obras desde la España medieval hasta el presente. Es una panorámica de los mejores autores de España y Latinoamérica. Aprenderán a leer y analizar literatura al nivel universitario. Un requisito para el curso es la clase de AP Español Lengua.



American Sign Language



This full immersion course is designed to teach students basic receptive and expressive skills of American Sign Language. It will be taught by a Deaf person in ASL (voice off) 100% of the time, which in turn means you will be voice-off 100% of the time! The class (ASL 1) will focus on sign vocabulary, fingerspelling/numbers, ASL grammar/structure, Deaf culture and history.

We offer ASL 1, 2 and 3 Honors. Come & become a signing wildcat!

THAT DEAF GUY



05

Newspaper



Newspaper



Journalism 1 - 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. A student will be exposed to Newspaper and Yearbook in this intro class.

Journalism 5 Honors & 6 Honors - 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. In these classes a student will only work on Newspaper topics.





06

Digital Video

OCPS CTE, including the districts' Orange Technical College, has demonstrated a proven and rich tradition of changing lives through education through technical training. Our singular focus is supporting our students in achieving their professional goals and connecting them to their field of interest.



| Digital Video & School News



Digital Video is an Orange Technical College - Dual Enrollment course weighted 6 points.

In DVT you will learn creative and technical skills needed to produce short films, the Wildcat News, and earn certifications in multiple Adobe programs like: Premiere Pro, After Effects, and Photoshop. We also film special events, school sports and participate in film competitions.





07

Digital Media

OCPS CTE, including the districts' Orange Technical College, has demonstrated a proven and rich tradition of changing lives through education through technical training. Our singular focus is supporting our students in achieving their professional goals and connecting them to their field of interest.



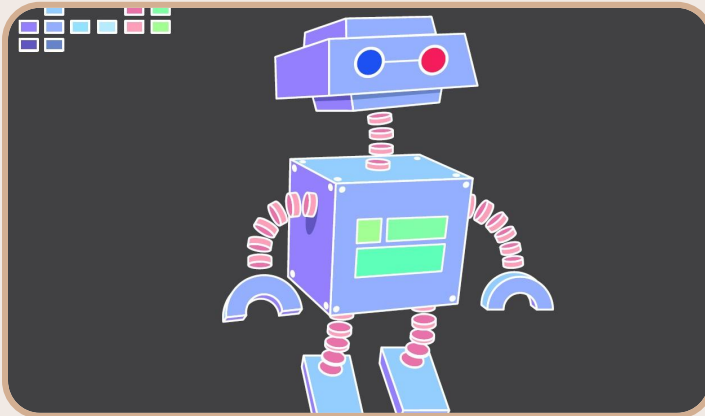
Digital Media Multimedia Design



Digital Media/Multimedia Foundations 1, 2 and 3 - The purpose of this program is to prepare students for work as multimedia artists and animators.

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

The content includes, but is not limited to, practical experiences in webpage design and interactive presentation development, testing and production. Specialized skills in multimedia presentations such as video editing, audio features, and simple animation and authoring software are used to produce a variety of interactive multimedia presentations.





08

Fine Arts



AP Art History



Join us to learn about history by studying art from around the world! You do not need to make your own art in this class, but you will learn how and why artists make the art they do. Did you know that prehistoric people were really good artists? And Picasso was really good at making pictures of people that looked realistic (like the image on the left), but he chose to make art that looked like a bunch of cubes (like the one on the right). Why would he do that? Take AP Art History and find out the answers to these questions and so many more!



Want to know more about the class? Stop by room 293 on the main campus or email me: cathy.payne@ocps.net



IB Film Studies



This course is intended to enhance students' understanding and ability to analyze film, as well as their film production skills. Coursework includes watching and researching a variety of films, learning proper film terminology, examining film movements and theories, and applying this knowledge to practical film production. IB Film Studies helps students develop their media literacy and creativity in filmmaking.



Ceramics



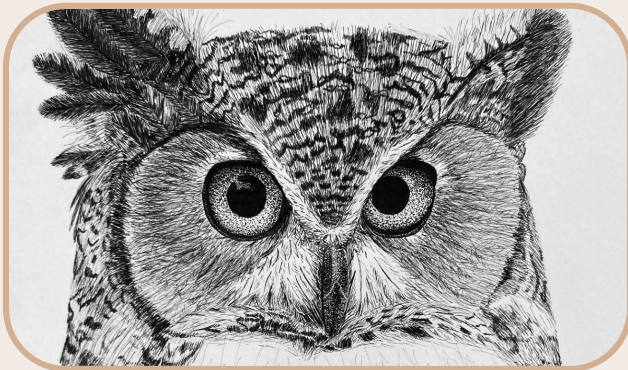
Ceramics 1 and 2 - Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instructional focus will be on ceramics and/or pottery. Media may include, but are not limited to, clay and/or plaster, with consideration of the workability, 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.



| Drawing

Welcome to Drawing! In this class, we will cover a wide variety of drawing techniques and mediums. We start with the basics, so no drawing experience is necessary, just a willingness to learn.

Beginning with observational drawing techniques, we will build on those skills to create still life drawings, portraits, landscapes, abstract artworks and more. Throughout the year you'll use pencil, marker, pastel, charcoal, ink and other exciting art materials.



All the drawings pictured here were created in this class in the 2022-23 school year!

Contact instructor: abbey.kish@ocps.net



| Painting



Paint 1 - 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.

Paint 2 - 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.



AP Art Portfolio 2-D



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.





09

Business Education



Principles of Entrepreneurship (10th)



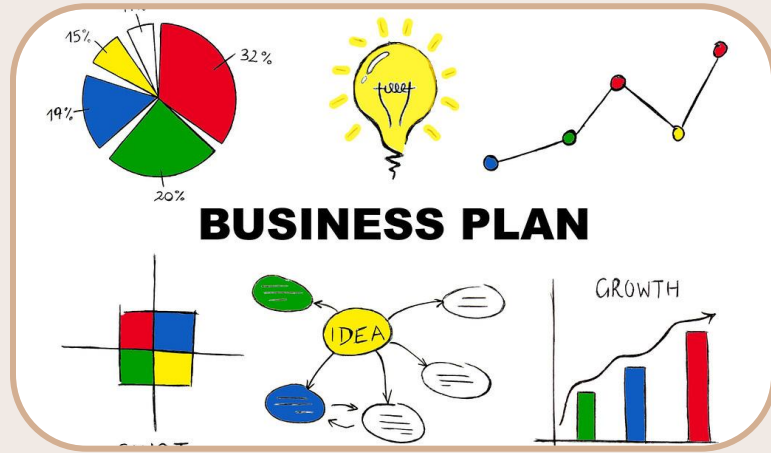
This course provides instruction in the basic principles of entrepreneurship including the role of the entrepreneur, entrepreneurship as a career, ethics in business, and the principles of marketing, financing, and managing a business.



Marketing Applications



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. Students in this course may be concurrently enrolled in Marketing Coop OJT in order to develop occupational competencies acquired in this course.



Marketing Management



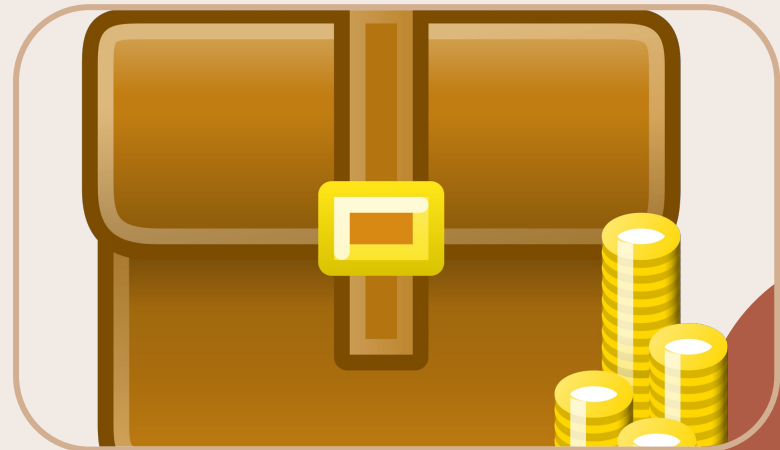
This course provides instruction for career sustaining level employment in the industry. The content includes applied skills related to the marketing functions including employment skills required for success in marketing and career planning as related to a marketing industry.



Business Cooperation Education (12th)



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.



IB Business Management 2



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.





10

Computer Programming



ARE YOU INTERESTED IN HOW
COMPUTERS WORK!?

HAVE YOU EVER WANTED TO
LEARN **PROGRAMMING**!?

DO YOU WANT TO CREATE
APPS!?

ARE YOU UNSURE OF YOUR
CAREER!?

TAKE COMPUTER SCIENCE!!

- GET INTRODUCED TO PROGRAMMING AND CODING!
- LEARN HOW TO CREATE APPS!
- EXPLORE COMPUTER SCIENCE CAREER OPTIONS!

The average base salary
for a computer scientist is
\$107,396!!!



Flyers made by current students

JOIN COMPUTER SCIENCE!



AP Computer Science Principles

APCSP is a class devoted to
teaching you the basics of coding
and the science of computers



- Do you like?
- ☒ Coding?
 - ☒ Computers?
 - ☒ Science?

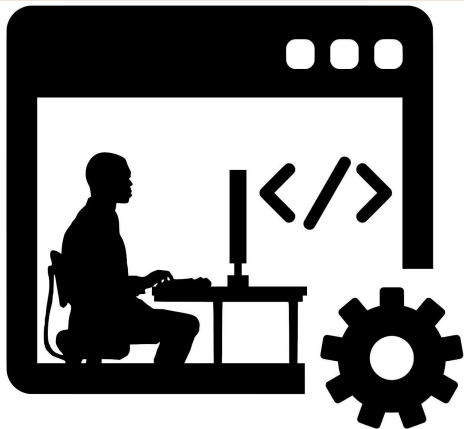


Colby Parker, APCSP
student

AP Computer Science Principles



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.



```
clean Number String Function Array Date Reg
_={};function F(e){var t=_[e]={};return b.ea
t[1])===!1&&e.stopOnFalse){r=!1;break}n=!1,u&
?o=u.length:r&&(s=t,c(r))}return this},remove
nction(){return u=[],this},disable:function()
re:function(){return p.fireWith(this,argument
ending",r={state:function(){return n},always:
romise)?e.promise().done(n.resolve).fail(n.re
dd(function(){n=s},t[1^e][2].disable,t[2][2].
=0,n=h.call(arguments),r=n.length,i=!==r||e&
(r),l=Array(r);r>t;t++)n[t]&&b.isFunction(n[t
<table></table><a href='/a'>a</a><input typ
tagname("input")[0],r.style.cssText="top:1r
```



AP Computer Science Applications



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.





11

Biomedical Science – PLTW



PLTW Biomedical Science



Project Lead the Way is a student-driven program built around presentations through project-based learning. Students investigate medical cases, collaborate with other students to conduct experiments, innovate solutions to real-world problems, and explore a wide variety of medical professions. By immersing students in rigorous hands-on learning, PLTW Biomedical Science empowers students to build knowledge through research and laboratory skills in biomedical science, as well as in-demand, transportable skills like problem solving, critical and creative thinking, communication, and collaboration.

Students begin the program their freshman year by taking the “Principles of Biomedical Science - Honors” course. They then take the next course in the 4 year sequence as they progress through High School.





12

Physical Education



| Team Sports



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.



| Basketball



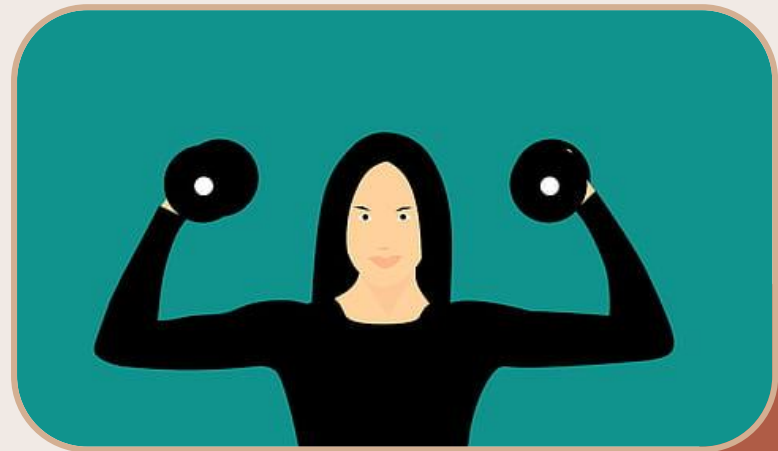
The purpose of this course is to provide students with opportunities to acquire knowledge and skills in basketball that may be used in recreational pursuits today as well as in later life and maintain and/or improve their personal fitness. This course includes sport history, game rules, and basketball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



| Weights



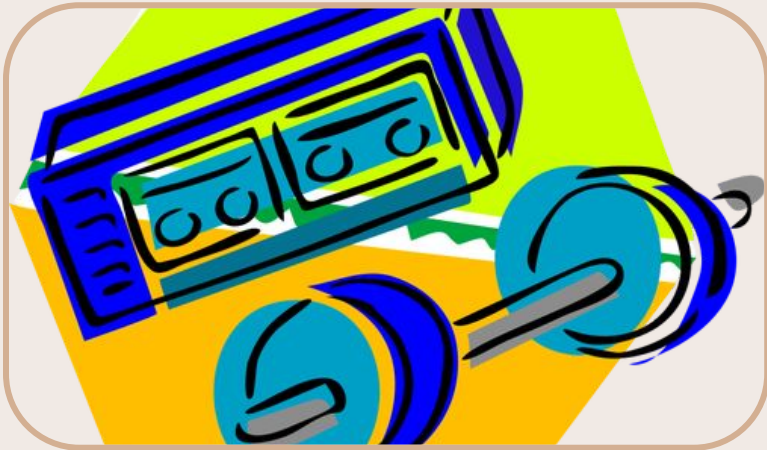
The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement as it relates to weight training. There are levels 1, 2 and 3. The integration of fitness concepts throughout the content is critical to the success of this course. Provides students with 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



| Powerlifting



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.



Volleyball



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. The purpose of Level 2 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



Individual Sports



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

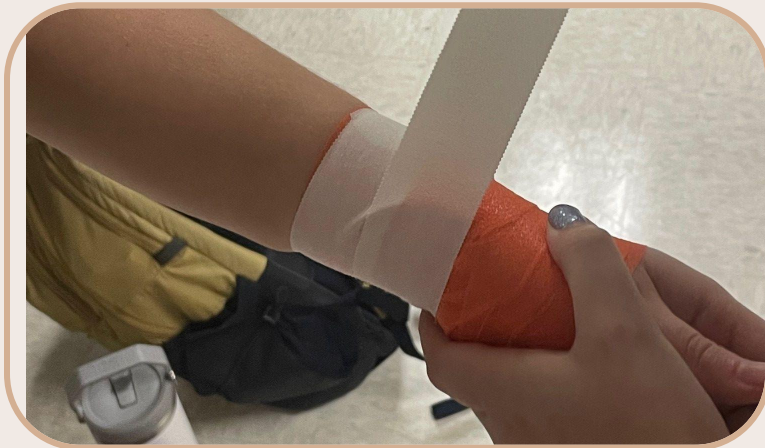


| First Aid & Safety



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

After School hours are required for this class



Care & Prevention



First Aid & Safety is a prerequisite for this class.

This is an **elective course** that will focus on the prevention, care, and rehabilitation of athletic injuries that may be used in recreational pursuits today as well as later in life. The subject matter of this course includes (but not limited to): anatomy/physiology, biomechanics, exercise physiology, taping/wrapping, diagnostic and treatment procedures, and rehabilitative techniques. Students will be able to demonstrate a basic mastery in athletic injuries of all body parts.

After School hours are required for this class



Dance Techniques

(Audition Only)





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.





13

Peer Inclusion Team (11th–12th)



Peer Inclusion Team (11th–12th)



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.





14

Navy ROTC



Naval Science



Nav Sci 1 - 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.

Nav Sci 2 - 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.



Naval Science



Nav Sci 3 - 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.

Nav Sci 4 - 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.



Principles of Aeronautical Science & Unmanned Aircraft Systems



Principles of Aeronautical Science - 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.

UnManned Aircraft Systems - 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

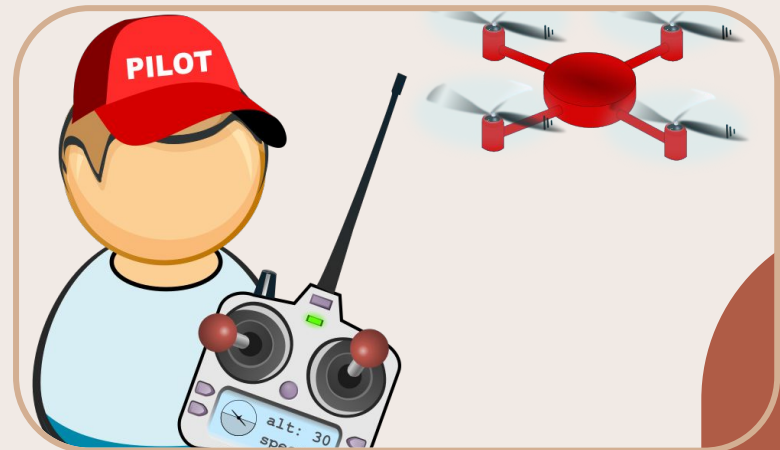


Space Security & Small UAS Cross Country



Space Security - 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.

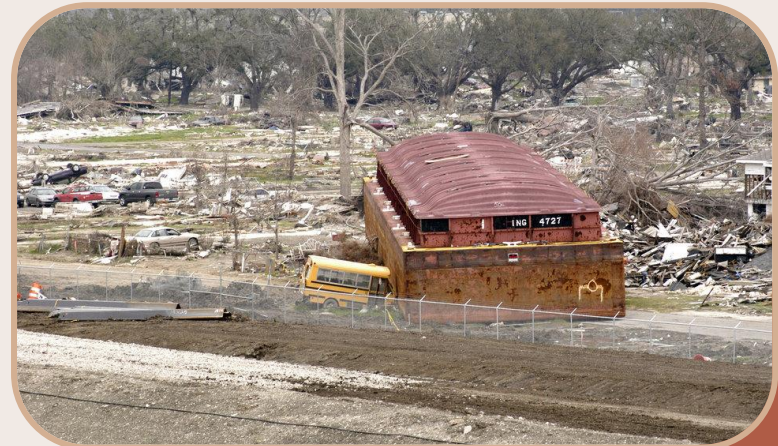
Small UAS - This course provides an understanding of the core technologies of unmanned aircraft systems. It will include examinations of the design concepts, power plants, control systems, and communication technologies utilized in current unmanned aircraft systems and/or likely to be used in the next 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.



| EPRS 1 and 2



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.





15

Performing Arts Band



| Band



Band 2, 3, 4, 5 Honors & 6 Honors - 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. Students will progress their skill as they move through the progression of courses offered.



Jazz Band



Jazz Ensemble 1, 2, 3 and 4 - 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.



| Color Guard



Eurythmics 1, 2, 3 and 4 - 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.



| Guitar



Guitar 1, 2, 3 and 4 Honors - 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. Students will progress their skill as they move through the progression of courses offered. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.





16

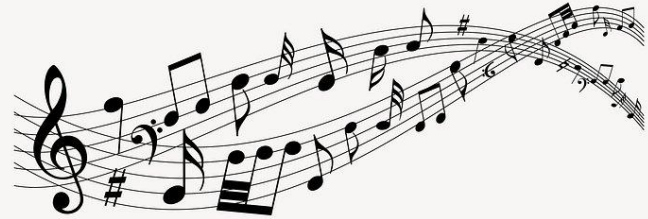
Performing Arts Chorus



| Chorus



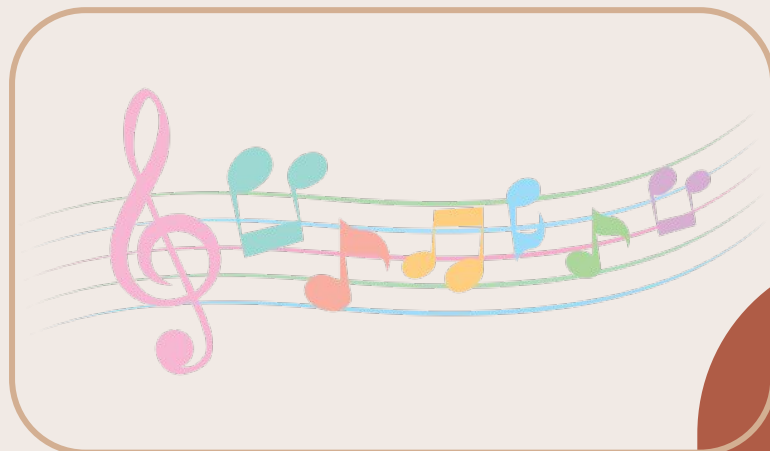
Chorus 1, 2, 3, 4, 5 Honors & 6 Honors - This year-long, entry-level class, designed for students with little or no choral experience, promotes the enjoyment and appreciation of music through performance of beginning choral repertoire from a variety of times and places. Rehearsals focus on the development of critical listening skills; foundational instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances. Students will progress their skill as they move through the progression of courses offered.



Vocal Ensemble



Vocal Ensemble 1, 2, and 3 - 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. Students will progress their skill as they move through the progression of courses offered.





17

Performing Arts Orchestra



Intro to Music Theory



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.



AP Music Theory



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.



| Orchestra



Orchestra 2, 3, 4, 5 Honors and 6 Honors - 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. Students will progress their skill as they move through the progression of courses offered.





18

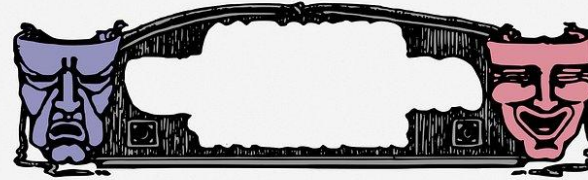
Performing Arts Theater



Theater



Theater 1, 2, 3 Honors and 4 Honors - 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. Students will progress their skill as they move through the progression of courses offered.



Technical Theater



Students focus on learning the basic tools and procedures for designing and creating scenery and properties (props) with particular attention to technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials. Students also learn the standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; through various self-assessment tools. 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



Musical Theater



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.





19

Engineering PLTW

PLTW Engineering students adopt a problem-solving mindset, are engaged in compelling, real-world challenges that help them become better collaborators and thinkers, and are prepared with skills to step into any career path they take.



| PLTW Engineering



Each PLTW Engineering course engages students in interdisciplinary activities like working with a client to design a home, programming electronic devices or robotic arms, or exploring algae as a biofuel source. These activities not only build knowledge and skills in engineering, but also empower students to develop essential skills such as problem solving, critical and creative thinking, communication, collaboration, and perseverance.

Year 1 **Introduction to Engineering Design**

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects like designing a new toy or improving an existing product.

Year 2 **Principles of Engineering**

Students explore how modern engineers help improve the world through diverse engineering fields, such as product design, mechanical design, infrastructure, and sustainability. Students learn and use some of the cutting edge tools engineers use in robotics, 3D modeling, programming, and prototyping.

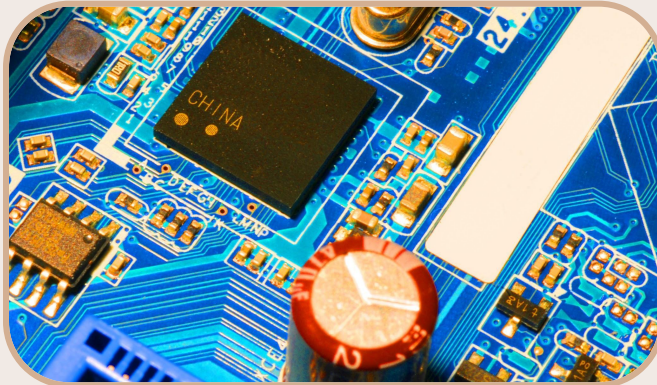


PLTW Engineering



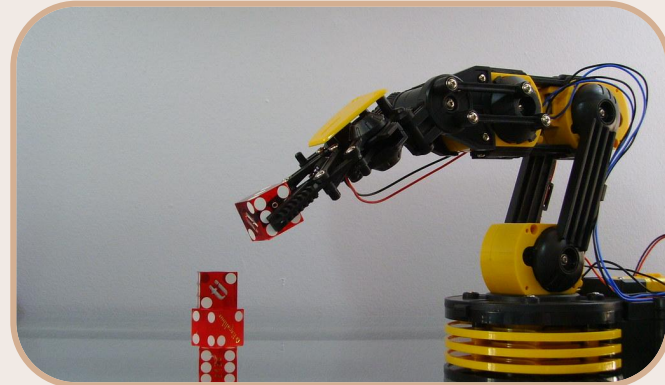
Year 3/4 **Digital Electronics**

Students explore the foundations of computing by engaging in circuit design processes to create combinational logic and sequential logic (memory) as electrical engineers do in industry.



Year 3/4 **Computer Integrated Manufacturing**

Students discover and explore manufacturing processes, product design, robotics, and automation, and then they apply what they have learned to design solutions for real-world manufacturing problems.





20

Yearbook

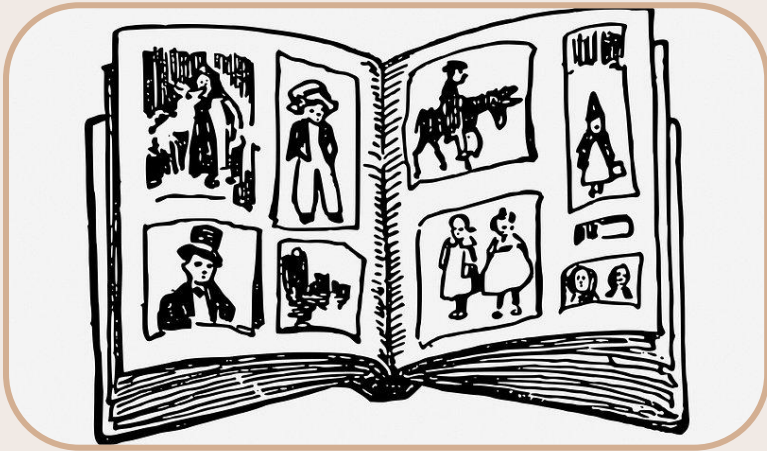


| Yearbook



Journalism 1 - 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. A student will be exposed to Newspaper and Yearbook in this intro class.

Journalism 7 Honors and 8 Honors - The purpose of these courses 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. In these classes a student will only work on Yearbook topics.





21

AVID



Advancement Via Individual Determination (AVID)



AVID 1, 2, 3 and 4 - 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.





22

Leadership Skills



Leadership Skills



Development - 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.

Techniques - his 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.

Strategies - 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.

