

Lake Buena Vista ***High School***

Curriculum Guide

2021-22

“There's a place for you here!”



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Acceleration Coursework

Advance Placement (AP), Cambridge (AICE), and Honors (H) courses allow students the opportunity to take the most rigorous courses available in preparation for collegiate studies.

Advanced Placement Courses Offered (Courses are weighted on a 6.0 scale)

AP Art History AP Biology AP Calculus AB AP Calculus BC AP Capstone Research AP Capstone Seminar AP Chemistry AP Computer Science Principles AP English Language and Composition	AP English Literature and Composition AP Environmental Science AP European History AP French Language and Culture AP Human Geography AP Macroeconomics AP Music Theory AP Physics	AP Psychology AP Spanish Language and Culture AP Spanish Literature and Culture AP Statistics AP Studio Art: 2D AP Studio Art: 3D AP Studio Art: Drawing AP United States Government and Politics AP United States History AP World History
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Cambridge Courses Offered (Courses are weighted on a 6.0 scale)

AICE Biology AICE Chemistry AICE English Language AICE English Literature	AICE European History AICE General Paper AICE Global Perspectives AICE Thinking Skills	AICE Marine Science AICE Portuguese AICE Psychology AICE United States History
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Honors Courses Offered (Courses are offered on a 5.0 Scale)

Agriculture Foundations Algebra 1 Honors Algebra 2 Honors Anatomy & Physiology Honors Art 2D 3 Honors Band 5 and 6 Biology Honors Ceramics 3 Honors Chemistry Honors Chorus 5 and 6 Honors Dance Techniques 3 Honors	Debate 3 and 4 Honors Economics with Financial Literacy Honors English 3 Honors English 4 Honors French 3 Honors Geometry Honors Human Body Systems Introduction to Engineering Design Marine Science Honors	Physics Honors Pre-Calculus Honors Principles of Biomedical Science Principles of Engineering Probability and Statistics Honors Spanish 3 Honors Theatre 3 and 4 Honors United States Government Honors United States History Honors World History Honors
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*Courses listed are offered dependent on course registration and teacher availability/certification

General Grading Information

Cumulative Grade Point Average (GPA)		
Cumulative GPAs are based on final grades only. This average is computed by dividing the total number of quality points earned by the total number of courses attempted.		
Unweighted (The GPA used for graduation and course requirements)	Weighted Courses (Honors and Pre-AICE courses)	Weighted Courses (AP, AICE, and Dual Enrollment College and Vocational courses)
A = 4 B = 3 C = 2 D = 1 F = 0	A = 5 B = 4 C = 3 D = 1 F = 0	A = 6 B = 5 C = 4 D = 1 F = 0

High School Grade Forgiveness

[Florida Statute 1003.4282\(5\)](#) indicates students who earn a grade of D or F in a class may retake that course or a similar course to improve their grade. The higher grade (C or better), will replace the D or F in the GPA. However, the original grade will remain on the transcript. Students who earned a C or below in a course in middle school, may also repeat for grade forgiveness.

Class Rank

Class rank is calculated twice a year by OCPS for Juniors and Seniors. An official final rank is generated for seniors during the third marking period.

Valedictorian and Salutatorian

According to School Board Policy [IA Student Progression Plan](#) only one Valedictorian and Salutatorian will be honored using the weighted rank to the third decimal place at the end of the seventh semester.

Bright Futures

The Florida's Bright Futures Scholarship Program establishes lottery-funded scholarships to reward Florida high school graduates for high academic achievement. For all information relating to the requirements please use the [Bright Futures Guide](#).

Graduation Requirements

For more information related to graduation requirements please visit [Florida DOE](http://FloridaDOE.org).

English

4 Credits

English 1
English 2
English 3
English 4

*Courses at the Regular, Honors, AICE, AP and Dual Enrollment level satisfies the graduation requirements

Math

4 Credits

Algebra 1*
Geometry*
1 Math Credit
1 Math Credit

*Algebra 1 and Geometry are required and 2 other Mathematics courses

SCIENCE

3 Credits

Biology*
1 Science Credit
1 Science Credit

*Biology is required

SOCIAL STUDIES

3 Credits

World History*
US History*
US Govt. (.5)*
US Economics (.5)*

GENERAL ELECTIVES

8 Credits

Read course description before selecting ANY electives. All additional courses will reflect as elective credits. World language is NOT a graduation requirement. But it is **strongly encouraged** due to Bright Futures and college acceptance requirements.

PERFORMING ARTS

1 Credit

Performing/Practical Arts courses are noted on students course selection form

HOPE

1 Credit

Health/Physical Education or Sports Waiver

TESTING REQUIREMENTS

Students are required to **PASS the Algebra 1 EOC and the Grade 10 FSA Reading Assessment**

- Concordant score options listed below.

Required EOC's for 30% of final grade. (Do not have to "pass")

- Geometry, US History, and Biology

Grade 10 FSA ELA

For all students who entered grade 9 in 2010-11 and beyond:

SAT Evidence-Based Reading and Writing	480
ACT Average of English and Reading subsets	18

Algebra 1 FSA

For all students who entered grade 9 in 2010-11 and beyond

PSAT/NMSQT Math	430
SAT Math	420
ACT Math	16

Diploma Designation

Students may earn one or more designations on their standard high school diploma. The requirements for each designation are listed below. For more information please visit [FLDOE Scholar Designation](#).

Scholar Designation

- The Scholar Designation is awarded to students that earn all requirements needed for a standard diploma as well as pass all End of Course (EOC) exams in Geometry, Biology and United State History and complete the courses and requirements below.
 - Algebra 2
 - Statistics or equally rigorous course
 - Chemistry or Physics or equally rigorous course
 - Earn two credits in the same world language
 - Earn at least one credit in Advanced Placement (AP), IB, AICE, or a dual enrollment course

Merit Designation

- Students qualify if they earn all requirements needed for a standard diploma as well as attain one or more industry certification from the list established per s. 1003.492, F.S.
 - For more information of Industry-certified career education programs please visit [FLDOE Industry Certification](#)

Florida Seal of Biliteracy

- Florida Seal of Biliteracy is a seal affixed to a student diploma recognized by colleges and universities as a student who has mastery of two or more languages.
 - *Silver Seal of Biliteracy*
 - Four world language (including American Sign Language) credits in the same world language with a cumulative 3.0 GPA or higher on a 4.0 scale
 - Pass the AP Language Exam with a Level 3 or higher
 - *Gold Seal of Biliteracy*
 - Four world language (including American Sign Language) credits in the same world language with a cumulative 3.0 GPA or higher on a 4.0 scale
 - Pass the Grade 10 FSA ELA with a level 4 or higher
 - Pass the AP Language Exam with a level 4 or higher

Advance Placement (AP)

What is AP?

Advance Placement is a program of courses developed by the College Board to give high school students an introduction to college level courses and also gain college credit before graduating high school.

Why should I take AP?

- AP students learn essential time management and critical thinking skills needed for a rigorous course load
- AP classes allow students the opportunity to earn college credit
- AP students may graduate college more quickly
- The most rigorous course load gives students a competitive advantage in college admissions

Subject Area	Advanced Placement Courses					
Arts	Studio Art 2D	Studio Art 3D	Drawing	Art History	Music Theory	
Electives	Computer Science Principles	Computer Science A	Capstone Research	Capstone Seminar	Psychology	
English	English Language	English Literature				
Math	Statistics	Calculus AB	Calculus BC			
Science	Biology	Chemistry	Physics 1	Physics C	Environmental	
Social Studies	Human Geography	World History	US History	Government	Macroeconomics	European History
World Language	Spanish	French				

*Courses listed are offered dependent upon course registration and teacher availability/certification

**AP courses require a year-long commitment and changes will be limited

***The AP exam in May is a requirement; students **MUST** take the AP exam for every course s/he is enrolled.

AP Capstone Diploma Option and Certificate

The AP Capstone program requires the completion of six AP courses, ***AP Seminar*** and ***AP Research*** must be included within the six. These two courses are uniquely aligned with core habits of mind, practices, and skills that research has identified as critical to college and career success.

AP Capstone Certificate

- Six AP courses, including:
 - AP Seminar
 - AP Research
- AP Exam score of 3 or higher on both AP Seminar and AP research

AP Capstone Diploma

- Six AP courses, including:
 - AP Seminar
 - AP Research
- AP Exam score of 3 or higher on AP Seminar and AP research, and four additional AP courses

*For more information about Advanced Placement please visit [College Board](#).

**Please visit [College Board: College Credit](#) for information about earning college credit with AP test scores.

Cambridge (AICE)

What is AICE?

AICE, Advanced International Certificate of Education, is a set of challenging college-level classes designed for high school students. AICE allows students to earn college credit while giving them the opportunity to tailor their studies to their individual interests, abilities and future plans.

Why should I take AICE?

- AICE allows students the opportunity to earn college credit
- Students who earn the AICE Diploma and complete 100 hours of community service will automatically qualify for the Florida Academic Bright Futures Scholarship
- AICE emphasizes the development of higher order thinking, including problem solving and creativity
- AICE offers a well-balanced curriculum, high academic standards, practical real world applications and international perspectives

Subject Area	AICE Courses			
Arts and Humanities	US History	Psychology	European	
Interdisciplinary	Global Perspectives & Research	General Paper	Thinking Skills	
English Language and Literature	English: Language	English: Language & Literature		
Science	Biology	Chemistry	Marine Science	Environmental Management
World Language	Spanish	French	Portuguese	

*Courses listed are offered dependent on course registration and teacher availability/certification

**AICE courses require a year-long commitment and changes will be limited

***The AICE exam in May is a requirement; students **MUST** take the AICE exam for every course s/he is enrolled.

Cambridge Diploma (AICE)

- Students are required to successfully complete a minimum of seven AICE level courses and pass the corresponding end-of-year exams
- Courses **MUST** contain at least one course from the following subject groups: Math & Science, Languages, and Arts and Humanities
- Students are also required to complete Global Perspectives

AICE Diploma Type

Cambridge AICE Diploma with Distinction: awarded to students with a score of 360 points or above.

Cambridge AICE Diploma with Merit: awarded to students with between 250 and 359 points.

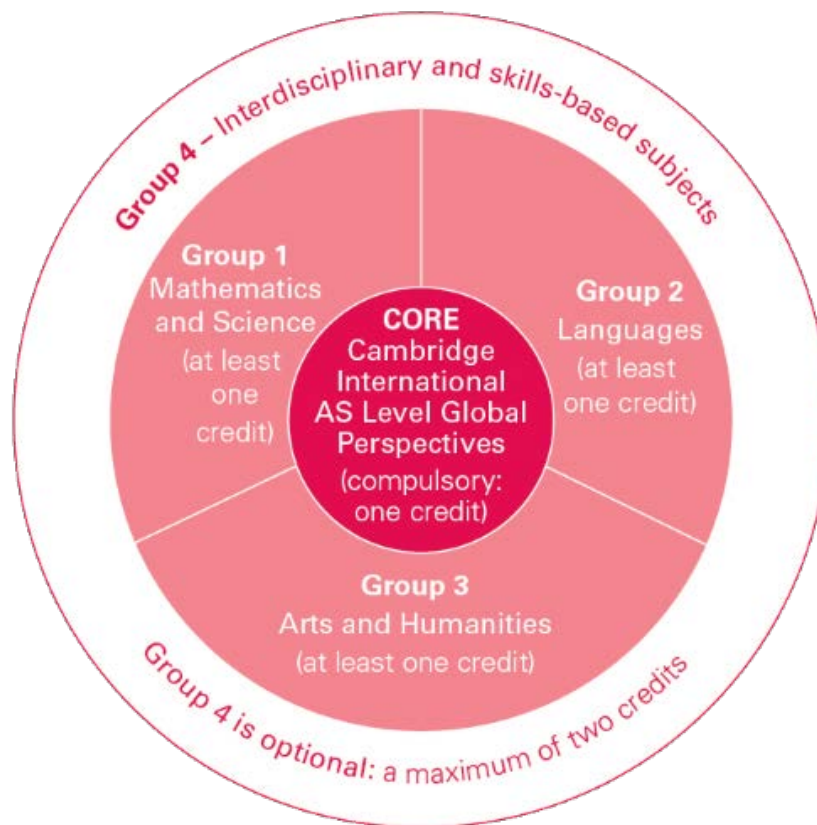
Cambridge AICE Diploma at Pass level: awarded to students between 140 and 249 points

*Students who do not meet the requirements of the group award will receive certificates for their individual subjects.

In order to receive FULL Bright Futures students **MUST earn AICE Diploma and 100 hours of community service

***For more information relating to diplomas and credit study points please visit [Cambridge](#).

Please visit [Cambridge: College Credit](#) for information about earning college credits with AICE test scores.



Dual Enrollment (DE)

What is Dual Enrollment?

Dual enrollment allows high school students to take college classes while they are still enrolled in high school. These classes count for both high school and college credit.

Why should I take Dual Enrollment?

- Students have the opportunity to earn college credit
- Dual Enrollment helps students save on college costs
- Students could have the ability to earn their Associates in Arts (AA) degree while still being in high school
- Students have the opportunity to be exposed to rigorous curriculum

Dual Enrollment Opportunities

Please use the links below to research which dual enrollment program meets your individual needs. If interested in dual enrollment, please visit with your counselor or our Post-Secondary Specialist regarding application deadlines and course selections.



[Valencia College](#)



[University of Central Florida](#)



[University of Florida](#)

Common Dual Enrollment Courses		
Common Course	High School Graduation Subject Requirement Satisfied	BC A.A. Gen Ed. Category
Composition 1 - ENC1101 Composition 2 - ENC1102	English	Communication
Literature 2000 – LIT2000	English	Humanities
Trigonometry - MAC1114	Mathematics	Mathematics
Pre-Calculus Algebra – MAC1140	Mathematics	Mathematics
General Biology – BSC1005L	Science	Biological Science Lab
Horizons in Astronomy - AST1002	Science	Physical Science
History of the U.S. to 1865 – AMH 2010	Social Studies	Social Science
History the U.S. since 1865	Social Studies	Social/Behavioral Science
National Government – POS2041	Social Studies	Social/Behavioral Science
Introduction to Anthropology – ANT2000	Electives	Social/Behavioral Science
Introduction to Philosophy – PHI2010	Electives	Humanities
Introduction to Psychology – PSY2012	Electives	Social/Behavioral Science

DE vs. AP vs. AICE

How do I make the right decision for me? See the chart below for the benefits of each program to see which one fits your needs.

	Dual Enrollment (DE)	Advanced Placement (AP)	Cambridge (AICE)
Level of Instruction	College level curriculum	College level curriculum	College level curriculum
Exit Requirement for Postsecondary Credit	Passing grade in course "C" or better	Pass standardized AP Exam	Pass standardized AICE Exam
Transferability of Postsecondary Credit	All FL public postsecondary institutions accept credit if offering equivalent course	All FL public postsecondary institutions may award credit depending on the course and the exam score	All FL public postsecondary institutions may award credit depending on the course and the exam score
Program	Students generally take courses based on area of strength or interest	Students generally take AP courses based on area of strength or interest	Seven exams in four content areas are required for the AICE Diploma. However, students can opt to also take just individual courses within AICE
Location	Often online or on the college campus	On high school campus	On high school campus

Career and Technical Education (CTE)

What is CTE?

Career and Technical Education gives students the skills to succeed in life: technical skills, academic skills and employability skills. In addition, CTE integrates academics with a rigorous and relevant curriculum.

Why should I take CTE?

- Prepares students to be college and career ready with very little cost to the student
- Technical education is often able to adapt to the students interests and needs

Courses offered on campus:

Business Management and Analysis
Digital Design
Digital Photography
Digital Media/Multimedia Design
Digital Information Technology
TV Production
Culinary Arts
Project Lead the Way: Medical
Project Lead the Way: Engineering
Agriculture

For a complete list of courses and career clusters offered at the Orange Technical College please visit [OCPS: Career and Technical College](#).

Academies

Alpha Academy

Alpha Academy is a school within a school concept that prepares academically talented students to succeed with the most rigorous course load possible and to compete for the top colleges in the nation. All Alpha Academy students will complete the Cambridge Diploma by conclusion of their junior year which will earn them an automatic 100% Bright Futures Scholarship without the need of a qualifying ACT/SAT score.

Along with the required courses students will complete 35 hours of community service or more each year with the expectation that every student will have completed a minimum of 100 hours by the end of their junior year to ensure the Cambridge Diploma.

Course Progression:

Subject Area	Freshman (9th)	Sophomore (10th)	Junior (11th)	Seniors (12th)
English	English 1 Honors	English 2 Honors	AICE English Language	AP English/DE English/
Science	Biology Honors	Chemistry Honors	AICE Biology OR AICE Chemistry OR AICE Environmental Management OR AICE Marine Science	AICE Biology OR AICE Chemistry OR AICE Environmental Management OR AICE Marine Science Or AP Physics
Mathematics	Geometry H Algebra 2H	Algebra 2H Pre-Calculus	Pre-Calculus AP Calculus AB AP Statistics	AP Calculus BC AP Statistics
Social Studies	AP Human	AICE European History	AICE US History	AP Government/AP Economics
World Language	Spanish French Portuguese ASL	Spanish French Portuguese ASL	Hon/AICE/AP: Spanish French Portuguese ASL	Hon/AICE/AP: Spanish French Portuguese ASL
Elective	AICE Global Perspectives	AICE General Paper	AICE Psychology	Elective
Elective	Elective	Elective	Elective	Elective

*Shaded boxes indicate courses that are designated for students in the Alpha Academy. All other courses are open to the entire student body.

Viper Social Justice Academy

Access, Equity & Participation

Viper Social Justice Academy is a humanities based interdisciplinary program that seeks to examine the world we live in. Emphasis will be placed on identifying and analyzing patterns of race, ethnicity, gender, sex, age, religious, sexual orientation, political, economic, environmental, and human rights based discriminations present in and practiced by institutions. Students will learn to recognize and respond to the inequitable nature of today's world. By applying the lenses of tolerance, fairness, and equality to the texts and topics of study, students will further instill within themselves a life-long commitment to becoming responsible, caring, open-minded citizens devoted for the betterment of their community. Students will be required to complete at a minimum 35 hours per year to have a total of at least 140 hours by graduation.

Course Progression:

Subject Area	Freshman (9th)	Sophomore (10th)	Junior (11th)	Seniors (12th)
English	VSJA English 1/1H	VSJA English 2/2H	VSJA AICE English Language	VSJA AICE English Literature
Science	Regular/Honors Biology	Regular/Honors Chemistry	Any Science	Any Science
Mathematics	Regular/Honors Algebra 1 Geometry Algebra 2	Regular/Honors Geometry Algebra 2 Pre-Calculus Trig/Analysis of Functions	Regular/Honors Algebra 2 Pre-Calculus Trig/Analysis of Functions Statistics AP Calculus AB	Pre-Calculus Trig/Analysis of Functions Statistics AP Statistics AP Calculus AB AP Calculus BC
Social Studies	VSJA Pre-AICE/AICE Global Perspectives	VSJA Regular/Honors/AP World History	VSJA AICE US History	VSJA AP Government/AP Economics
World Language	Spanish French Portuguese ASL	Spanish French Portuguese ASL	Hon/AICE/AP: Spanish French Portuguese ASL	Hon/AICE/AP: Spanish French Portuguese ASL
Post-Secondary	Digital Information Technology	Digital Photo 1 OR Digital Media 1 OR TV Production	Digital Photo 2 OR Digital Media 2 OR TV Production	Digital Photo 3 OR Digital Media 3 OR TV Production
Elective	Elective	AICE General Paper	Elective	Elective

*Shaded boxes indicate courses that are designated for students in the Viper Leadership Academy. All other courses are open to the entire student body.

Advanced Placement Courses

(All courses follow the outlines provided by College Board.

For more information please visit [AP Courses](#).)

ADVANCE PLACEMENT ENGLISH

AP ENGLISH LANGUAGE AND COMPOSITION

An AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations. [College Board: English Lang and Comp](#)

AP ENGLISH LITERATURE/COMPOSITION

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in 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, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. [College Board: English Lit and Comp](#)

AP SEMINAR

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments. [College Board: Seminar](#)

AP RESEARCH

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. [College Board: AP Research](#)

ADVANCE PLACEMENT MATHEMATICS

AP CALCULUS AB

AP Calculus AB course is devoted to topics in differential and integral calculus. Students will understand the study of limits, derivatives, definite and indefinite integrals, and the Fundamental Theorem of Calculus. Consistent with AP philosophy, concepts will be expressed and analyzed geometrically, numerically, analytically, and verbally. [College Board: Calculus AB](#)

AP CALCULUS BC

AP Calculus BC applies the content and skills learned in Calculus AB to parametrically defined curves, polar curves, and vector-valued functions; develops additional integration techniques and applications; and introduces the topics of sequence and series. [College Board: Calculus BC](#)

AP STATISTICS

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. [College Board: AP Statistics](#)

AP COMPUTER SCIENCE A

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. [College Board: Computer Science A](#)

ADVANCE PLACEMENT SCIENCE

AP BIOLOGY

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. [College Board: Biology](#)

AP CHEMISTRY

The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. [College Board: Chemistry](#)

AP ENVIRONMENTAL SCIENCE

The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within 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. [College Board: Environmental](#)

AP PHYSICS 1

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, electric charge and electric force, DC circuits, and mechanical waves and sound. [College Board: Physics 1](#)

AP PHYSICS 2

AP Physics 2 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: fluids; thermodynamics; electrical force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics. [College Board: Physics 2](#)

AP PHYSICS C: MECHANICS

AP Physics C: Electricity and Magnetism is a 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 electrostatics; conductors, capacitors, and dielectrics; electric circuits; magnetic fields; and electromagnetism. Introductory differential and integral calculus is used throughout the course. [College Board: Physics E & M](#)

ADVANCE PLACEMENT SOCIAL STUDIES

AP HUMAN GEOGRAPHY

Students will be introduced to college-level introductory human geography or cultural geography class. The content is presented thematically rather than regionally and is organized around the discipline's main subfields: economic geography, cultural geography, political geography, and urban geography. The approach is spatial and problem oriented. Case studies are drawn from all world regions, with an emphasis on understanding the world in which we live today. Historical information serves to enrich analysis of the impacts of phenomena such as globalization, colonialism, and human–environment relationships on places, regions, cultural landscapes, and patterns of interaction. [College Board: Human Geography](#)

AP WORLD HISTORY

Students will investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation. [College Board: World History](#)

AP UNITED STATES HISTORY

Students will investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. [College Board: U.S. History](#)

AP UNITED STATES GOVERNMENT AND POLITICS

AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project. [College Board: U.S. Government and Politics](#)

AP MACROECONOMICS

AP Macroeconomics is a college-level course that introduces students to the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination. It also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. [College Board: Macroeconomics](#)

AP EUROPEAN HISTORY

In AP European History, students investigate significant events, individuals, developments, and processes from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world, economic and commercial development, cultural and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations. [College Board: European](#)

AP PSYCHOLOGY

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatments of psychological disorders, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas. [College Board: Psychology](#)

ADVANCE PLACEMENT FINE AND PERFORMING ARTS

AP DRAWING PORTFOLIO

AP Drawing Portfolio is an advanced study in drawing and painting. This course includes the design, creation, and presentation of work. Students will create a body of work through a sustained investigation that reflects an understanding of the medium and utilizes the elements of art and principles of design. Students in AP Drawing Portfolio must submit a portfolio to the College Board which contains a minimum of 20 pieces of work for evaluation. This course incorporates hands-on activities and consumption of art materials. [College Board: Drawing](#)

AP 2-D DESIGN PORTFOLIO

AP Studio Art 2D is an advanced placement course that is similar to AP Studio Art Drawing. It deals with two-dimensional applications such as graphic design, photography, weaving, and collage. As a contrary to AP Studio Art Drawing, focus is applied on the design itself instead of the composition of the artwork. [College Board: 2-D](#)

AP 3-D PORTFOLIO

AP Studio Art 3D is a three-dimensional Advanced Placement Studio Art course that holds many similarities to the AP Studio Art 2D course. The course deals with three-dimensional artistic applications such as metalworking, sculpture, model, and ceramics. Like AP Studio Art 2D, the focus on the design of the artwork itself as opposed to its composition. [College Board: 3-D](#)

AP MUSIC THEORY

The AP Music Theory course focuses on concepts and skills emphasized within introductory college music theory courses, with the goal of helping students become sophisticated and thoughtful music listeners, performers, and composers. AP Music Theory students learn to recognize, understand, describe, and produce the basic elements and processes of performed and notated music. To become proficient with these skills, students need to consistently practice applying course concepts through aural analysis, score analysis, sight-singing, dictation, and composition. [College Board: Music Theory](#)

AP ART HISTORY

The AP Art History course welcomes students into the global art world as active participants, engaging with its forms and content as they research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art. The study of art history invites students to discover the diversity in and connections among forms of artistic expression throughout history and from around the globe. [College Board: Art History](#)

ADVANCE PLACEMENT WORLD LANGUAGE

AP SPANISH LANGUAGE AND CULTURE

The three modes of communication—Interpretive, Interpersonal, and Presentational—defined in the World Readiness Standards for Learning Languages, are foundational to the AP Spanish Language and Culture course. The AP course provides students with opportunities to demonstrate their proficiency in each of the three modes in the Intermediate to Advanced range. As such, the course has been designed to provide high school students with a rich and rigorous opportunity to study the language and culture of the Spanish speaking world. [College Board: Spanish Language and Culture](#)

AP SPANISH LITERATURE AND CULTURE

The overarching aims of the course are to provide students with ongoing and varied opportunities to further develop their proficiencies across a range of language and analytical skills—with special attention to critical reading and analytical writing—and to encourage them to reflect on the many voices and cultures included in a rich and diverse body of literature written in Spanish. [College Board: Spanish Literature and Culture](#)

AP FRENCH LANGUAGE AND CULTURE

The AP French 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. To best facilitate the study of language and culture, the course is taught almost exclusively in French. The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions). [College Board: French Language and Culture](#)

Cambridge Courses (AICE)

AICE ENGLISH

AICE English Language

Students will focus on reading and writing from a wide variety of genres, styles, and contexts, students respond in critical and detailed analysis through directed writing, oral presentations, and group discussion. [AICE: English Language](#)

AICE English Literature

Students will read a wide variety of texts from a broad range of cultures and literary periods. Students write both personal and formal literary responses to literature, practicing their skills of logical, critical analysis. Oral skills are honed in group and individual presentations and discussions. [AICE: English Literature](#)

AICE SCIENCE

AICE Biology

This course is lab oriented, with a curriculum designed to give students a foundation in biological concepts as well as the opportunity to utilize principles of experimental design in laboratory inquiry and on a required independent student project. The course covers major biological topics. [AICE: Biology](#)

AICE Chemistry

This course is lab-oriented, with a curriculum designed to give students a foundation in chemistry concepts as well as the opportunity to utilize principles of experimental design in laboratory inquiry and on a required independent student project. The expanded curriculum enables students to pursue advanced studies of analytic separation techniques, biochemistry, and spectroscopy. [AICE: Chemistry](#)

AICE Environmental Management

This accelerated Cambridge course has a strong human dimension and is concerned with both local and global issues. The curriculum encompasses the four traditional subdivisions of the global environment, including the lithosphere, hydrosphere, biosphere, and atmosphere. The course develops in students a strong understanding of the Earth's natural systems and the effects of human activity on these systems. Students are challenged to think about important environmental issues and to look to themselves for possible solutions. [AICE: Environmental Management](#)

AICE Marine Science

This course provides a coherent and stimulating introduction to the science of the marine environment. The emphasis throughout is on the understanding of concepts and the application of ideas to new contexts as well as on the acquisition of knowledge, and the course encourages creative thinking and problem-solving skills which are transferable to any future career path. [AICE: Marine Science](#)

AICE SOCIAL STUDIES

AICE U.S. HISTORY

The AICE U.S. History class focuses on both a student's historical knowledge and on the skills required for historical research. Students learn about cause and effect, continuity and change, similarity and difference, and use of historical evidence as part of their studies. Students will study the American past to develop an understanding of complex historical events and their significance to modern society. By the end of this course, students will be able to assess different interpretations of an argument, formulate their own ideas about a subject, present clear, logical arguments, and evaluate historical evidence. [AICE: US History](#)

AICE Psychology

Students enrolled in this course develop their appreciation of psychology by exploring the ways in which it is conducted. As part of their studies, learners also review important research; this provides an insight into the ways in which psychology has been applied, thereby leading to a better understanding of key approaches, research methods and issues and debates. The core studies of this class illustrate a wide range of research methods used in psychology, such as experiments, observations, self-reports and case studies. By exploring the relationship between the content of the study and the research methods, students will gain a broad understanding of how psychologists study experiences and behaviors and why the research took place. [AICE: Psychology](#)

AICE European

This course will focus on European history beginning with the French Revolution through World War I. Students will explore the different impacts of the industrial revolution on 19th century Europe, the rise and influences of liberalism and nationalism, and unification of Europe. The complexity of European history of the late 18th and early 20th centuries will strengthen students' critical thinking, interpretation, analysis, and evaluation abilities. In turn, these skills will enable students to deconstruct, evaluate, and interpret the social, political, and economic effects of international and domestic relations within Europe. [AICE: European History](#)

AICE WORLD LANGUAGE

AICE French

This course enables students to achieve greater fluency, accuracy and confidence in the French language as it is spoken and written, and improve their communication skills. They will learn how to improve their use of French in a variety of situations, understanding how to read texts and other source materials, and how to extract information, initiate conversations and respond to questions both orally and in writing. [AICE: French](#)

AICE Spanish

This course enables students to achieve greater fluency, accuracy and confidence in the Spanish language as it is spoken and written, and improve their communication skills. They will learn how to improve their use of Spanish in a variety of situations, understanding how to read texts and other source materials, and how to extract information, initiate conversations and respond to questions both orally and in writing. [AICE Spanish](#)

AICE Portuguese

This course enables students to achieve greater fluency, accuracy and confidence in the Portuguese language as it is spoken and written, and improve their communication skills. They will learn how to improve their use of Portuguese in a variety of situations, understanding how to read texts and other source materials, and how to extract information, initiate conversations and respond to questions both orally and in writing. [AICE: Portuguese](#)

AICE INTERDISCIPLINARY

AICE General Paper

This course is designed to develop general thinking processes and skills. Developing and improving these skills will strengthen the study of all subject areas, will help to insure success in post-secondary studies, and will enhance job performance. Content includes applied arithmetic, evaluating evidence, evaluating and presenting an argument, elements of reasoning, and evaluation of reasoning. [AICE: General Paper](#)

AICE Global Perspectives

The focus of AICE Global Perspectives is on developing the ability to think, speak, and write critically about a range of global issues where there is always more than one point of view. Students will become aware of global themes and issues, viewed from personal, local, national and international perspectives, and of the connections between them. This cross-curricular program challenges students to work in groups, to present seminars, to create projects, and to publish essays. [AICE: Global Perspectives](#)

AICE Thinking Skills

This course will develop students' ability to analyze unfamiliar problems, devise problem solving strategies, and evaluate the diverse ways a problem may be solved. Students will learn to put their personal views aside in favor of examining and evaluating the evidence. The independent thinking skills learned will assist students to make informed and reasoned decisions and construct evidence-based arguments. [AICE: Thinking Skills](#)

4 Year Programs of Study

HORTICULTURE SCIENCE AND SERVICES

AGRISCIENCE FOUNDATIONS 1

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; agriscience safety; principles of leadership; and agribusiness, employability, and human relations skills in agriscience. Laboratory-based activities are an integral part of this course. These include the safe use and application of appropriate technology, scientific testing and observation equipment.

INTRODUCTORY HORTICULTURE 2

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

HORTICULTURE SCIENCE 3

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

AGRICULTURE, FOOD AND NATURAL RESOURCE DIRECTED STUDY

This course provides an opportunity for developing a specific area of interest in the agriscience field. The student and the agriscience teacher will work together to develop an independent study program in agriscience.

DIGITAL DESIGN

DIGITAL INFORMATION TECHNOLOGY

This course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information based society. Digital Information Technology includes the exploration and use of: databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards.

DIGITAL DESIGN 1

This course is designed to develop basic entry-level skills required for careers in the digital publishing industry. The content includes computer skills; digital publishing concepts and operations; layout, design, measurement activities; and digital imaging as well as communication, collaboration and decision-making activities; critical thinking; and problem solving.

DIGITAL DESIGN 2

This course continues the development of basic entry-level skills required for careers in the digital publishing industry. The content includes computer skills; digital publishing operations; layout, design, and measurement activities; and digital imaging as well as communication, collaboration and decision-making activities; critical thinking; and problem solving.

DIGITAL DESIGN 3

This course continues the development of industry-standard skills required for careers in the digital publishing industry. The content includes the use of a variety of software and equipment to perform digital publishing and digital imaging activities as well as communication, collaboration and decision-making activities; critical thinking; and problem solving.

DIGITAL DESIGN 4

This course is designed to develop advanced industry-standard skills required for careers in the digital publishing industry. The content includes the use of a variety of software and equipment, including digital video cameras and video/audio editing software.

DEBATE

DEBATE 1

The purpose of this course is to develop students' beginning awareness, understanding, and application of language arts as they apply to oral communication concepts and strategies for public debate in a variety of given settings.

DEBATE 2

The purpose of this course is to continue to develop students' awareness, understanding, and application of language arts as they apply to 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.

DEBATE 3

The purpose of this course is to develop students' enhanced awareness, understanding, and application of language arts as they apply to advanced 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.

DEBATE 4

The purpose of this course is to apply advanced 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.

DIGITAL VIDEO TECHNOLOGY

DIGITAL VIDEO TECHNOLOGY 1

This course provides students with an introduction to the digital video production process; content includes safe work practices, planning a production set, designing lighting plans, camera operation, and audio/ video recording, mixing, and editing.

DIGITAL VIDEO TECHNOLOGY 2

This course provides students with intermediate level instruction in the digital video production process.

DIGITAL VIDEO TECHNOLOGY 3

Students will participate in the digital video pre-production, production, and post-production processes.

DIGITAL VIDEO TECHNOLOGY 4

Students will demonstrate proficiency in all phases of the digital video production process (pre-production, production, post-production).

CULINARY ARTS

CULINARY ARTS 1

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.

CULINARY ARTS 2

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

CULINARY ARTS 3

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

CULINARY ARTS 4 (CULINARY AND HOSPITALITY MANAGEMENT)

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

HOSPITALITY AND TOURISM MANAGEMENT

INTRODUCTION TO HOSPITALITY AND TOURISM

The purpose of this course is to introduce students to the skills necessary for success in the hospitality and tourism industry. Students will also have the opportunity to learn hospitality and tourism terminology and the mathematical, economic, marketing, and sales fundamentals of the industry.

HOSPITALITY AND TOURISM MARKETING MANAGEMENT

The purpose of this course is to provide students necessary career specific instruction in hospitality and tourism marketing management. Students will learn sales and management techniques, marketing principles, and entrepreneurship skills necessary to succeed in the hospitality and tourism industry. This course incorporates marketing and management principles and procedures of the hospitality and tourism industry as well as employment qualifications and opportunities.

HOSPITALITY AND TOURISM OPERATIONS INTERNSHIP

The Hospitality and Tourism Internship course provides students the opportunity to demonstrate human relations, communications, and employability skills necessary for entry-level employment in the hospitality & tourism industry. Additionally, it will enhance the instruction and competencies developed through classroom instruction.

TECHNOLOGY FOR HOSPITALITY AND TOURISM

This course is designed to provide an introduction to computer technology and to develop entry-level skills for computer-related careers in the hospitality & tourism industry.

Business Management and Analysis

Business and Entrepreneurial Principles

This course is designed to provide an introduction to business organization, management, and entrepreneurial principles. Topics include communication skills, various forms of business ownership and organizational structures, supervisory/management skills, leadership skills, human resources management activities, business ethics, and cultural diversity. Emphasis is placed on job readiness and career development. The use of computers is an integral part of this program.

Accounting Applications 1

This course emphasizes double-entry accounting; methods and principles of recording business transactions; the preparation of various documents used in recording income, expenses, acquisition of assets, incurrence of liabilities, and changes in equity; and the preparation of financial statements. The use of computers and appropriate software is required.

Legal Aspects of Business

This course is designed to provide an introduction to the legal aspects of business. Topics include business law concepts, forms of business ownership, insurance awareness, governmental regulations, management functions, human resources management issues, and career development. The use of computers is an integral part of this program.

Management and Human Resources

This course explores the reach and impact of managing people, one of the most important resources of an organization. Students are required to perform higher level strategic thinking. Topics include; management policy development, evaluating organizational effectiveness, sourcing and recruitment, hiring and retention planning, employee training, performance appraisals, compensation and benefit programs, maintaining working conditions and providing a safe working environment.

DIGITAL MEDIA/MULTIMEDIA/PHOTOGRAPHY DESIGN

Digital Media/Multimedia Foundations 1

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

Digital Media/Multimedia Foundations 2

This course covers competencies in advanced design, color modes, and fonts.

Digital Media/Multimedia Foundations 3

This course covers competencies in design layout software.

Digital Media/Multimedia Foundations 4

This course covers competencies in webpage design, HTML and CSS, and authoring software for webpage design.

STUDENT GOVERNMENT ASSOCIATION

“Leadership, Service, Integrity”

SGA is a representative student body that advocates student concerns and interests for the school. By being a part of SGA students will have the opportunity to foster skills like leadership, communication, teamwork, organization and public speaking.

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.

LEADERSHIP TECHNIQUES

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, data collection for project needs, evaluation of community organizations, purpose of local government, and the role of leadership in a democratic society.

LEADERSHIP 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, data collection for project needs, evaluation of community organizations, purpose of local government, community service and personal and civic responsibility.

APPROACHES TO LEADERSHIP

This course facilitates summative application of leadership skills formed in *Leadership Strategies*, emphasizing organizational management, goal-setting, communication with varied audiences, peer mediation, citizenship, data collections and analysis, conflict resolution, healthy decision-making, assertiveness, and meeting skills, stress management and strategies for self-reflection.

JOURNALISM (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.

JOURNALISM 6 (YEARBOOK)

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.

JOURNALISM 7 (YEARBOOK)

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.

***Courses related to this could include: Sports Reporting and Newspaper*

JOURNALISM 8 (YEARBOOK)

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.

***Courses related to this could include: Sports Reporting and Newspaper*

PROJECT LEAD THE WAY: BIOMEDICAL

Principles of BioMedical Science

Students will explore concepts of biology and medicine as they take on roles of different medical professionals to solve real-world problems. Over the course of the year, students are challenged in various scenarios including investigating a crime scene to solve a mystery, diagnosing and proposing treatment to patients in a family medical practice, to tracking down and containing a medical outbreak at a local hospital, stabilizing a patient during an emergency, and collaborating with others to design solutions to local and global medical problems. [PLTW: Biomedical](#)

Human Body Systems

Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis in the body. Exploring science in action, students build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases. [PLTW: Human Body](#)

Medical Interventions

Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. [PLTW: Medical Interventions](#)

Biomedical Innovation

In the final course of the PLTW Biomedical Science sequence, students build on the knowledge and skills gained from previous courses to design innovative solutions for the most pressing health challenges of the 21st century. Students address topics ranging from public health and biomedical engineering to clinical medicine and physiology. They have the opportunity to work on an independent project with a mentor or advisor from a university, medical facility, or research institution. [PLTW: Biomedical Innovation](#)

PROJECT LEAD THE WAY: ENGINEERING

Introduction to Engineering and Design

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.

Principles of Engineering

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.

Civil Engineering and Architecture

This course provides an overview of the fields of Civil Engineering and Architecture, while emphasizing the interrelationship and dependence of both fields on each other. Students use state of the art software to solve real world problems and communicate solutions to hands-on projects and activities. This course covers topics such as the Roles of Civil Engineers and Architects, Project Planning, Site Planning, Building Design, and Project Documentation and Presentation.

Engineering Design and Development

The purpose of this course is to serve as a capstone course to provide students with the opportunity to develop a solution to a design problem from start to finish. Students work in teams to design, engineer, create a prototype, perform product testing, and then produce a finished product. This would involve using ALL of the knowledge previously learned, not only in technology education, but across the curriculum. Students will be expected to create and deliver a formal report on the project.

Visual and Performing Arts

CHORUS

Chorus 3

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.

Chorus 4

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.

Chorus 5

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.

Chorus 6

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.

BAND

Band 3

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.

Band 4

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.

Band 5

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.

Band 6

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.

JAZZ

Jazz 1

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.

Jazz 2

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.

Jazz 3

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.

Jazz 4

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.

KEYBOARD

Keyboard 1

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

Keyboard 2

Students build on previous piano techniques and skills through reading music, acquiring and applying knowledge of music theory, and exploring the role of keyboard music in history and culture. Students learn repertoire from various styles and time periods, exploring the historical influence keyboards have had on music performance and composition. Students explore the basic tools of music technology (i.e., MIDI keyboards). 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.

Keyboard 3

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

Keyboard 4

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

GUITAR

Guitar 1

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.

Guitar 2

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.

Guitar 3

Students with previous experience 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.

Guitar 4

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.

ORCHESTRA

Orchestra 3

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.

Orchestra 4

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.

Orchestra 5

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.

Orchestra 6

Students with substantial orchestral experience focus on mastery of advanced music skills, techniques, and processes through study, rehearsal, and performance of high-quality orchestra literature. Advanced string players self-diagnose and consider multiple solutions to artistic challenges based on background knowledge of the repertoire, and explore creativity through composition, arranging, and/or use of technology. 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.

DANCE

Dance Techniques 1

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.

Dance Techniques 2

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.

Dance Techniques 3

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.

Dance Techniques 4

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.

THEATRE

Theatre 1

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.

Theatre 2

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.

Theatre 3

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.

Theatre 4

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.

CERAMICS

Ceramics 1

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

Ceramics 2

Students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Instructional focus should be on ceramics and/or pottery. Processes and techniques for substitution may include, but are not limited to, wheel-thrown clay, glaze formulation and application. Media may include, but are not limited to, clay and/or plaster with consideration of the workability, durability, cost, and toxicity of the media used. Ceramic and/or pottery artists experiment with and manipulate space-producing devices, including overlapping, transparency, interpenetration, vertical and horizontal axis, inclined planes, disproportionate scale, fractional or abstracted representation, and spatial properties of the structural art elements. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the ceramics and/or pottery art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works.

Ceramics 3

Students communicate a sense of 4-D, motion, and/or time, based on creative use of spatial relationships and innovative treatment of space and its components. Instruction may include content in ceramics, pottery, or other related media. Students address 4-D, the inter-relatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium (i.e., natural, artificial, or reflective), or flexible, entered, or activated space. Other concepts for exploration include tension, compression or expansion, intrusions or extrusions, grouping, proximity, containment, closure, contradiction, and continuity. Ceramic and/or pottery artists experiment with processes, techniques, and media, which may include, but are not limited to, casting and kiln-firing techniques, and mold making. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the ceramics and/or pottery art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works.

2-DIMENSIONAL

2-Dimensional Studio Art 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 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.

2-Dimensional Studio Art 2

Students develop and refine technical skills and create 2-D compositions with a variety of media in drawing, painting, printmaking, collage, and/or design. Student artist's 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.

2-Dimensional Studio Art 3

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

Other Electives

PHYSICAL EDUCATION

HOPE Lab

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.

Individual Sports

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

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

Volleyball

The focus of this course will be on skill development. Content will include knowledge of skills, strategies, rules, and safety practices necessary to participate regularly in physical activity

Weight Training

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.

Soccer

The purpose of this course is to enable students to develop knowledge and skills in soccer 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.

Recreational Activities

Students will explore opportunities for participation in a variety of physical activities outside of the school setting that contribute to personal enjoyment and the attainment or maintenance of a healthy lifestyle.

Miscellaneous

First Aid and Safety/Care and Prevention

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.

Creative Writing

The purpose of this course is to enable students to develop and use grade 9-10 writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing.

Psychology

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.

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