OUR TRADITION STARTS HERE!

2024 – 2025 School Year Course Catalog

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PF- Performing fine arts **PA – Practical arts**

MASTER CALENDAR
2024-2025 School Year
Board Approved 3-13-2023

Monday	August 5, 2024	Optional Teacher Planning Day
Tuesday - Friday	August 6, 7, 8, 9, 2024	Teacher Pre-Planning
Monday	**August 12, 2024**	**Students Report to Class**
Monday	September 2, 2024	Labor Day- Student/Teacher Holiday ✓
Friday	September 20, 2024	Teacher Inservice Day- Student Holiday✓
Friday	October 11, 2024	First Quarter Ends
Monday	October 14, 2024	Teacher Planning Day-Student Holiday ✓
Monday	November 11, 2024	Veterans Day - Student/Teacher Holiday ✓
Monday - Friday	November 25-29, 2024	Thanksgiving Break - Student/Teacher Holiday ✓
Friday	December 20, 2024	Second Quarter/First Semester Ends *
Monday - Thursday	Dec. 23, 2024-Jan. 2, 2025	Winter Break - Student/Teacher Holiday
Friday	January 3, 2025	Teacher Planning Day-Student Holiday ✓
Monday	January 6, 2025	Classes Resume for Students/Second Semester Begins
Monday	January 20, 2025	Martin Luther King Jr Day - Student/Teacher Holiday ✓
Friday	February 14, 2025	Teacher Inservice Day - Student Holiday ✓
Monday	February 17, 2025	Presidents' Day - Student/Teacher Holiday ✓
Thursday	March 13, 2025	Third Quarter Ends
Friday	March 14, 2025	Teacher Planning Day-Student Holiday
Monday-Friday	March 17-21, 2025	Spring Break - Student/Teacher Holiday
Monday	March 24, 2025	Classes Resume for Students
Monday - Friday	March 31 - April 11, 2025	B.E.S.T. Writing Assessment - Grades 4-10
Friday	April 18, 2025	Student/Teacher Holiday
Thursday - Thursday	May 1-May 29, 2025	FAST Testing (Reading, Math & Science) Grades 3-10
Thursday - Thursday	May 1-29, 2025	EOCs, AP, IB, District Exams
Monday	May 26, 2025	Memorial Day - Student/Teacher Holiday
Friday	May 30, 2025	**Last Day for Students*Fourth Quarter Ends**
Monday	June 2, 2025	Last Day for Teachers - Teacher Planning Day
	May - TBA	Graduations (Schools/Locations TBD)

***ALL Schools** will be dismissed **1 hour** early on Dec 20, 2024 and May 30, 2025
All Schools participate in a weekly early release on Wednesday: Elementary @1:45, Middle @12:50, High @ 2:50

Interims Issued: September 11, 2024	Report Cards: October 24, 2024
Interims Issued: November 14, 2024	Report Cards: January 16, 2025
Interims Issued: February 11, 2025	Report Cards: March 27, 2025
Interims Issued: April 23, 2025	Report Cards: May 30, 2025 - * Elementary only

✓ **Denotes hurricane make-up days**

Optional planning day may "Flex" for any Planning Day or Post Planning day as pre-approved by Principal

CHARACTER COUNTS! In St. Johns County

Pillars of the Month

August - All Pillars October - Responsibility December - All Pillars February - Caring April - All Pillars
September - Fairness November - Citizenship January - Respect March - Trustworthiness May - Citizenship
(Emphasis on Patriotism)

SCHOOL PROFILE

School Mascot - Toros
Colors – Burnt Orange/Gunmetal Gray/Black
Enrollment -2600
Established – 2021

Community

Tocoi Creek High School is in the North Central area of St. Johns County. The school is a state-of-the-art facility with four academy labs, Innovation in the Built Environment, Leadership in Emerging Technology, Future Healthcare Professionals, and St. Johns County Academy of Future Educators. Tocoi is also an AP Capstone and Early College Program School.

Mission

- "Horns up... T.O.C.O.I."
- T = Tradition of Excellence
- O= Ownership
- C= Character
- O= One-Community
- I- Inspire Lifelong Learning for All

Vision

"Legends For Life"

SCHEDULING PROCEDURES

Course Registration

Each spring or upon enrollment, students meet with a school counselor to select courses for the upcoming schoolyear. Course placement is based on a review of pre and/or co-requisite courses, current grades, state assessment scores and teacher recommendations.

Course registration decisions include:

- **Review of core courses**
- **Selection of elective options**
- **Choice of traditional or virtual model**
- **Request for a reduced schedule for seniors and juniors***
  - *** Possible reasons to reduce a schedule during the junior and/or senior year include:**
    - **Travel time to DE courses on the college campus**
    - **Advanced schedule – full time college is typically 4 or 5 courses per semester**
    - **Employment or internship**
    - **Medical situation**
    - **Graduation requirements can be satisfied and Algebra I EOC and FSA requirements have been met**

Schools will try to schedule all the courses selected by a student; however, the following may affect a student's final schedule:

- **If a course is not requested by enough students, that course will not be offered. In this case every attempt will be made to select a course from the "alternate selections" list from the student's course request form.**

- **If two selected courses are only offered at the same time, the student can only be scheduled into one of them. Every attempt will be made to use one of the student's alternate selections to replace the unscheduled course.**

- **If a student chooses a course that has a prerequisite and the student's final grade in the prerequisite course is not adequate, the student's schedule will be adjusted accordingly.**

For these reasons, it is crucial that the student completes the "alternate selections" section of the course request form. Please note that if this section is not completed, the student will be scheduled for available electives.

The scheduling procedure is to fill openings in courses in a descending order with 12th graders scheduled first, 11th graders next, etc. This is done to ensure that students closest to graduation meet their graduation requirements.

Students should discuss and plan their schedule with their parents. Parents should ensure their student's planned schedule reflects the scheduling procedures and courses needed for graduation.

SCHEDULE CHANGE PROCEDURES

Schedule change requests may be made using the Tocoi Creek online scheduling change request form. Please understand that the school will make final course placement decisions in July after reviewing 2023 State scores and final course grades. The final day to request any **ELECTIVE** change is May 24th and the deadline for submitting a **CORE** course level change is July 17th (date subject to change)

All students who register for a full credit course are expected to remain in the course for both semesters as scheduling is done on a full year basis.

ALL schedule change requests will be denied unless they meet the following criteria:

- A student is incorrectly scheduled because of inadequate or erroneous information.
- Administrative action becomes necessary because of imbalance of class loads, loss of a teaching unit, unique or unforeseen constraints.
- An additional course is needed to meet graduation requirements.
- A schedule adjustment is required because a student already has received credit in a scheduled class.
- Students are enrolled in a course taught by a teacher whose class they had previously failed.

St. Johns County School District employs teachers certified by the Florida Department of Education. The school administration will decide the instructor for each course section. Students and parents are expected to abide by the choice of instructor. Course content is consistent in all sections with the same course number and description.

Course Level Change

Students enrolled in a yearlong course, may request a course change at the end of the semester, only if all the following conditions have been met:

- grade of D or F
- completion of a parent conference
- demonstration of the student seeking consistent academic assistance

Students enrolled in a half-credit course, may request a course change at the end of the quarter, only if all the following conditions have been met:

- a grade of D or F
- completion of a parent/legal guardian conference
- demonstration of the student seeking consistent academic assistance

Please Note:

- All requests will be honored based on availability
- Placement based on FAST/EOC scores may supersede request

In the case of extenuating circumstances, a petition may be made on a case-by-case basis to the principal (or designee) for review of criteria to ensure proper course placement.

After 21 days, students who change their schedule will receive the Withdrew Passing (WP) or Withdrew Failing (WF) determined by their average in the course to that point. After 21 days, the grade earned in the honors/AP class follows the student to the next course, but teachers have flexibility to adjust the transfer grade based on demonstrated mastery of standards in the new course.

Withdrawing from an honors or AP course is also denoted with the WP or WF designation but cannot be done until after midpoint of the course.

Note: Withdrawing from dual enrollment courses is governed by the college deadlines, not school policy.

GRADE SCALE

Grade	Descriptor	Standard	Honors	DE, AP
A = 90-100	Outstanding Progress	4	4.5	5
B = 80-89	Above Average Progress	3	3.5	4
C = 70-79	Average Progress	2	2.5	3
D = 60-69	Lowest Acceptable Progress	1	1.5	2
F = 59-0	Failure	0	0	0

GRADE FORGIVENESS

Grade Forgiveness of High School Credit by Middle School Students
High school level courses taken below grade 9 may be used to satisfy high school graduation requirements and Bright Futures award requirements. Middle school students who have taken high school courses may receive grade forgiveness if they have earned a grade of C, D or F or the numerical equivalent of C, D or F. In such case, the district forgiveness policy must allow the replacement of the grade with a grade of C or higher, or the numerical equivalent of a grade of C or higher, earned subsequently in the same or comparable course. For a grade of A or B the course and grade cannot be forgiven and will appear on the student's high school transcript and will be used in the calculation of high school grade point average and for Bright Futures. (Section 1003.428 (4)(d), F.S.)

Grade Forgiveness for High School Students
State law requires a cumulative 2.0 GPA to graduate. Forgiveness policies for required courses shall be limited to replacing a grade of D or F, or their numerical equivalent, with a grade of C or higher, or its numerical equivalent, earned subsequently in the same or comparable course.

Forgiveness policies for elective courses shall be limited to replacing a grade of D or F, or their equivalent, with a grade of C or higher, or its equivalent, earned subsequently in another course. These restrictions on forgiveness do not apply to students below grade 9 taking high school courses.

Any course credit not replaced according to the district's forgiveness policy shall be included in the calculation of the cumulative GPA required for graduation. All courses and grades must be included on the student's transcript. Schools may not count the best 24 credits for all courses taken to meet the cumulative GPA for graduation requirements.

The district's forgiveness policy is for the express purpose of assisting students in meeting the requirement to attain a minimum grade point average necessary to graduate from high school. Schools do not have the authority to purge a student record to delete the first grade of D or F. Student records cannot be altered at any time unless it has been determined that the information is inaccurate or a violation of the privacy or other rights of the student.

If an "F" is received in a course required for graduation, the student is strongly encouraged to repeat the course as soon as possible. Please note that failure to earn a full credit in a year-long course required for graduation may keep a student from going on to a higher course in that subject area. See your Guidance Counselor for more information on retaking a course.

A student is cautioned NOT to repeat courses for which credit has already been received. No credit will be awarded the second time. Courses in which one earns a C or higher may NOT be retaken to improve a grade.

ACADEMIC RECOVERY LABS

A review of student academic and attendance records will be conducted prior to the start of school and at the end of each semester. Students meeting the criteria listed below shall be considered for an opportunity to participate in the Academic Recovery Labs. These labs are an option, not a requirement for students:

- who are not on schedule to graduate with their cohort – short in credits,
- with a GPA below a 2.0 – in danger of not graduating, or
- who meet one or more of the grade forgiveness criteria.

Students should move through the correct progression of the curriculum before the academic grade recovery lab is allowed when the GPA is above a 2.0. Students must receive a grade of D or F to retake a class.

Due to National Collegiate Athletic Association (NCAA) eligibility requirements, academic recovery lab courses are not recommended for prospective NCAA Division I and II athletes. For additional information, see: http://www.ncaa.org/ or http://web1.ncaa.org/ECWR2/NCAA_EMS/NCAA.html

SJVS/FLVS GUIDELINES FOR HIGH SCHOOL

- Learning Labs have been established at each high school to assist in student access to virtual courses. Students enrolled in these labs will be held to daily class attendance requirements even if course is completed prior to the end of the enrolled semester.
- It is recommended that students have a 2.0 or higher GPA OR score a level 3 or higher on the FSA in reading unless the student has medical or behavior issues that may limit success in the traditional classroom.
- Students must meet with school counselor to determine if placement in a SJVS/FLVS is academically appropriate for the student based on course prerequisites, the student's academic history and age and appropriateness of the course for the student's Customized Learning Path (CLP). ALL courses must be approved by the counselor.
- For students with disabilities, an IEP or 504 meeting will be held prior to determining whether placement in a SJVS/FLVS course is appropriate based on their individual needs.
- Once a semester has begun, a student may not withdraw from a school course to enroll in the same course online without administrative approval.
- Students may not simultaneously be placed in the same course concurrently at a district high school and at SJVS/FLVS.

COURSE WEIGHTING

*An additional weight of .5 is added to Honors courses for grade point average (GPA) calculation.
**An additional weight of 1.0 is added to Advanced Placement and Dual Enrollment courses for GPA calculation.

TCHS HONORS CRITERIA

Moving from Standard to Honors – A/B grade with Level 4/5
Moving from Honors to Standard – C or lower grade and level 3 or lower
AP - A/high B grade with high level 4/5
DE – see guidance

DROPPING HONORS OR ADVANCED COURSES

If a student is enrolled in an honors or AP full-credit course, the student may only drop the course within the first five class meetings, or he/she may NOT drop the course until the end of the semester and only if the following conditions exist:

- a grade of D or F,
- completion of a parent conference during each grading period,
- demonstration of the student seeking consistent academic assistance, and
- space available in a comparable course.

If a student is enrolled in an honors or AP half-credit course, the student may only drop the course after the end of the first nine weeks grading period and only if the following conditions exist:

- a grade of D or F,
- completion of a parent conference,
- demonstration of the student seeking consistent academic assistance, or
- space available in a comparable course.

Withdrawing from an honors or AP course is denoted with the WP or WF designation but cannot be done until after the midpoint of the course. In the case of extenuating circumstances, a petition may be made on a case-by case basis to the principal (or designee) for review of criteria to ensure proper course placement.

After 21 days, the grade earned in the honors/AP class follows the student to the next course, but teachers have flexibility to adjust the transfer grade based on demonstrated mastery of standards in the new course. Note – withdrawing from dual enrollment courses is governed by the college deadlines, not school policy

***Please choose your classes very carefully!!!**

EARLY COLLEGE PROGRAM/DUAL ENROLLMENT INFO AND CRITERIA

Early College Program in St. Johns County creates an opportunity for a cohort of eligible students to enroll in college level classes and earn their Associate in Arts degree, all while still enrolled in high school. Students in this pathway will take a defined list of courses.

Traditional Dual Enrollment is a program that allows eligible high school students to simultaneously earn college credit while earning credit toward a high school diploma. Students enrolled in traditional dual enrollment will select their own courses.

Early Admissions is a type of dual enrollment for students in 11th and 12th grade who enroll full-time at SJR State, taking a minimum of 12 credit hours per semester. The student will only take classes at the SJR State campus and takes no classes at the high school site.

HOW ARE THE PROGRAMS DIFFERENT?

Early College Program begins in the 9th grade. During grades 9th through 11th, students will take a defined list of 18 college credits in combination with their high school classes. During the 12th grade, students will be enrolled full-time at SJR State, taking a total of 33 credits. Students in this pathway will take a defined list of courses to facilitate completion of their Associate in Arts degree.

Traditional Dual Enrollment begins in the 10th or 11th grade. Students may take classes at the high school site, online, and on SJR State's campus as available.

Early Admissions begins in the 11th grade with dual enrollment courses online and on SJR State's campus as available. Students transition from DE to EA if they become full-time college students (minimum 12 credits/term, no classes at the high school site).

What makes me eligible for the Early College Program?

- Participation in any Dual Enrollment program in Florida requires a minimum of 3.0 un-weighted high school GPA.
- Students were selected to receive an invitation to today's information session based upon having a minimum un-weighted cumulative high school GPA of 3.0.
- Strong performance in English, Reading, and Math courses recommended.
- Students must have a level 3, 4 or 5 on the 8th grade Florida Standards Assessment for English Language Arts.
- Students must have a level 3 or higher on the 8th grade math FSA or a level 3 or higher on the Algebra 1 EOC.

GRADUATION REQUIREMENTS

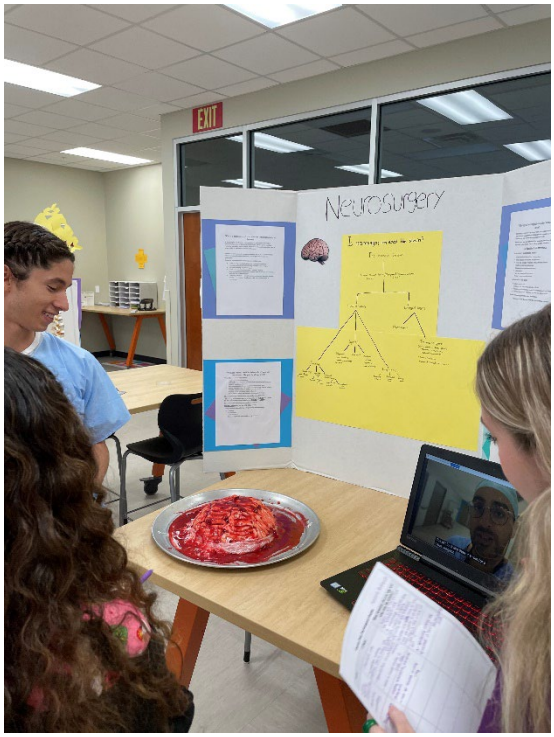
Graduation Requirements	Standard Diploma	Scholar Designation	Merit Designation
English Credits	• **4 credits of English** • Must take and pass10th grade FSA Reading and Writing	• Same as standard	• Same as standard
Math Credits	• **4 credits of Math** • 1 credit in Algebra, EOC 30% • 1 credit in Geometry, EOC 30% • All students MP Algebra 1 EOC	• Must Pass Geometry EOC • Algebra 2 • Statistics (or equally rigorous course)	• Same as standard
Science Credits	• **3 credits of science** • 1 credit in Biology 1, EOC 30% • 2 credits in an equally rigorous course • 1 credit may be substituted with allowable industry certification that leads to college credit	• Biology 1, MP EOC • 1 credit in Chemistry or Physics • 1 credit in a course equally rigorous to chemistry or physics	• Same as standard
Social Studies Credits	• **3 credits of Social Studies** • World History • US History, EOC 30% • Government and Economics	• US History, MP EOC	• Same as standard
Performing/Practical Fine Arts	• **1 credit**	• Same as standard	• Same as standard
Foreign Language	• None	• **2 credits of same foreign language**	• Same as standard
Physical Education w/ Health	• **1 credit of HOPE**	• Same as standard	• Same as standard
Electives/Other	• **8 credits of electives**	• **8 credits of electives** - Must earn one AP, IB, AICE, or dual enrollment course credit	• **8 credits of electives** – students must use electives to attain one or more industry certifications
Online Course Requirement	• **1 entire course**	• Same as standard	• Same as standard
Total Credits	• **24 credits**	• **24 credits**	• **24 credits**
	• 24 credits may be earned through equivalent, applied, or integrated or career education courses, including work related internships • 2.0 cumulative GPA on a 4.0 scale	• 2.0 cumulative GPA on a 4.0 scale	• 24 credits may be earned through equivalent, applied, or integrated or career education courses, including work related internships • 2.0 cumulative GPA on a 4.0 scale

TOCOI CREEK CAREER ACADEMIES

Flagler Health+ | ACADEMY OF Future Healthcare Professionals TOCOI CREEK HIGH SCHOOL

The electives in this academy will offer students an opportunity to explore careers in healthcare. Students will be able to visit healthcare facilities, participate in job-shadowing rotations and gain real-world experiences in the medical field. This course is part of the secondary Health Core consisting of a study of the human body, both structurally and functionally with emphasis on the pathophysiology and transmission of disease. Medical terminology is an integral part of the course. Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools, and equipment, as well as, experimental quality, and safety procedures will be an integral part of this course. Students will interact with materials and primary sources of data or with secondary sources of data to observe and understand the natural world. Students will develop an understanding of measurement error, and develop the skills to aggregate, interpret, and present the data and resulting conclusions. Equipment and supplies will be provided to enhance these hands-on experiences for students. A minimum of 20% of classroom time will be dedicated to laboratory experiences.

Students learn about the daily activities of an occupational and physical therapist from experts in the field.

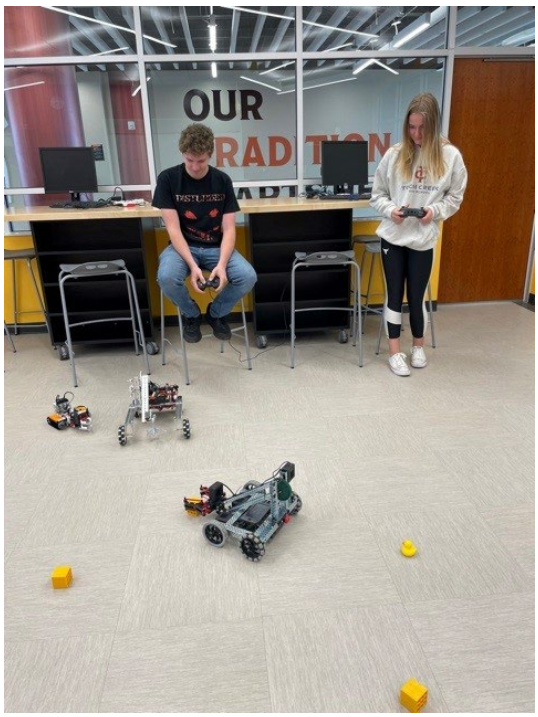


Career Day!!

ACADEMY OF
Leadership in Emerging Technologies
TOCOI CREEK HIGH SCHOOL

The electives in this academy will emphasize the use of emerging technologies and the leadership, entrepreneurial and technical skills needed to be successful in rapidly changing industries using future technologies. This path provides students with the content and skills essential to the design and operation of robotics, including artificial intelligence, sensors, electronic devises, engineering technologies, motion physics, electrical motors, programming, simulation and modeling and critical thinking skills. Fields related to the design, construction, coding and use of industrial, medical, or commercial robotics will be emphasized. Students will immerse themselves in the use of drones, robotics and design elements/software and equipment related to current industrial, commercial, and
medical applications.

Students creating a temperature sensor-controlled fan

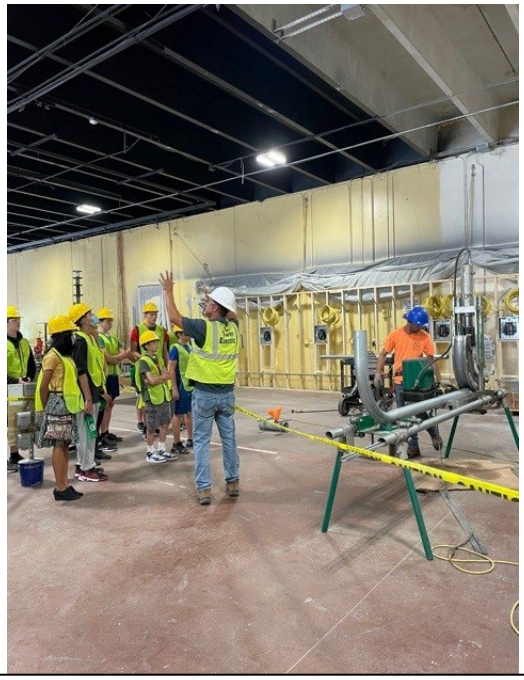


Vex robots in action!

ACADEMY OF
Innovation in the Built Environment
TOCOI CREEK HIGH SCHOOL

The electives in this academy will offer students an opportunity to explore careers in the various fields of Construction Management. Students will have hands-on experiences in design and construction, participate in job-shadowing rotations and gain real-world experiences in the construction field. This academy is focused on developing a deep understanding of entrepreneurial programming, Computer Assisted Design (CAD), project fabrication and marketing. Engineering, design, and project construction management are integral components of the course. Laboratory investigations that include scientific design, research, measurement, problem solving, emerging technologies, tools, and equipment, as well as, experimental quality, and safety procedures will be an integral part of this course. Equipment and supplies will be provided to enhance these hands-on experiences for students.

The miter saw at Tocoi Creek performed its first cut!
Students use hand and power tools to complete builds in the shop.



Students have opportunities to tour local businesses in the construction and construction management industry.

ACADEMY OF FUTURE EDUCATORS

This program offers students a sequence of courses needed to become a professional in the field of education. This includes an understanding of education in the United States, the ability to work effectively with all students, educational technology, classroom management, student assessment, communication skills, and other skills needed to support the learning activities of students in today's classrooms.

See what we have to offer

Curriculum

Relavent and Engaging Classes

- Introduction to the Teaching Profession
- Human Growth and Development
- Foundations of Curriculum and Instruction
- Principles of Teaching Internship

Certifications

Prepare for your future

- WordPress
- Florida Teacher Certification Examinations (FTCE) - Professional Education Test (FLDOE004)

Events

Hands- On Learning

- Field Trips
- Job Shadowing
- Guest Speakers
- Internships
- FFEA

ACADEMY ELECTIVES

Future Healthcare Professionals

Health Science Anatomy and Physiology **Course No.: 8417100** **Credit: 1.0***
This course is part of the secondary Health Core consisting of a study of the human body, both structurally and functionally with emphasis on the pathophysiology and transmission of disease. Medical terminology is an integral part of the course.

Health Science Foundations **Course No.: 8417110** **Credit: 1.0***
This course is part of the Secondary Health Core designed to provide the student with an in-depth knowledge of the health care system and associated occupations. Emphasis is placed on communication and interpersonal skills, use of technology, ethics and the development of critical thinking and problem-solving skills. Students will also learn first aid skills and demonstrate the measurement of vital signs. Students may shadow professionals throughout the course.

Electrocardiograph Technician 3 **Course No: 8427130** **Credit: 1.0***
This course prepares students to be employed as Electrocardiograph Technicians. Content includes, but is not limited to, a foundation in the cardiovascular system, safety measures for the individual, co-workers, and patients as well we train in the appropriate theories and instruments used by an Electrocardiograph Technician.

Emergency Medical Responder 3 **Course No: 8417171** **Credit: 1.0***
This course prepares students to be employed as Emergency Medical Responders. Content includes, but not limited to, identifying, and practicing within the appropriate scope of practice for an Emergency Medical Responder, demonstrating correct medical procedures for various emergency situations, proficiency in the appropriate instruments used, as well as a foundation in the Musculo-skeletal system of the body.

Allied Health Assisting 3 **Course No: 8417131** **Credit: 1.0***
In this course students will perform skills representative of one to three areas of allied health care in the laboratory and clinical settings. Major areas of allied health are defined as physical therapy, radiation, EKG, laboratory and respiratory medicine, and occupational therapy. Other areas of health, medicine, dentistry, or veterinary may be included with instructor provided competencies.

Leadership in Emerging Technologies

Foundations of Robotics **Course No.: 9410110** **Credit 1.0***
This course provides students with a foundation in content and skills associated with robotics and automation, including artificial intelligence, electronics, physics, and principles of engineering.

Foundations in Mechatronic Programming - Robotic Design Essentials
Course No.: 9410120 **Credit 1.0***
(Relevant standards from Foundations of Robotics will be included 9410110)
This Course provides students with the content and skills essential to the design and operation of robotics, including artificial intelligence, sensors, electronic devises, engineering technologies, motion physics, electrical motors, programming, simulation and modeling and critical thinking skills.

Robotic Systems and Survey of Emerging Technologies **Course No.: 9410130** **Credit 1.0***
This course provides students with extended content and skills essentials to the design and operation of robotics and operations of robotic systems, including artificial intelligence, specialized sensors, electronic applications, engineering technologies, environmental physics, manufacturing, topographical considerations, programming, communications, simulation and modeling and critical thinking skills.

Robotics Applications Capstone **Course No.: 9410140** **Credit 1.0***
This course provides students with extended content and skills essential to the design and operation of autonomous robotic systems in the context of a capstone project.

Innovation in the Built Environment

Construction Management Foundations **Course No.: 8104610** **Credit 1.0***
The purpose of this course is to provide students with competencies in safety practices; the use of hand and power tools; construction components, materials, and hardware; construction industry occupations and employability skills; and an introduction to computer aided design software to set the foundation for a career in construction management.

Construction Design and Technique **Course No.: 8104620** **Credit 1.0***
This course introduces students to the skills necessary to design and plan a construction project. This includes the steps of a RFP, construction contracts, and the use of computer aided design software techniques.

Construction Project Management **Course No.: 8104630** **Credit 1.0***
This course provides students with an understanding of the role of a construction project manager. students will learn project planning, cost–estimating, building codes, and design needs.

Entrepreneurship in Architecture, Construction, and Engineering **Course No.: 8104640** **Credit 1.0***
This course will prepare students with the entrepreneurial background and skills necessary for starting a business in architecture, construction, or engineering.

St. Johns County Academy of Future Educators

Intro to Teaching Profession **Course No.: 8909010** **Credit: 1.0***
This course is designed to focus on the profession of teaching and related careers – history, purposes, issues, ethics, laws and regulations, roles, and qualifications. Emphasis is placed on identifying the current, historical, philosophical and social perspectives of American education, including trends and issues. During the course students will participate in a minimum of 20 hours of guided observations and field experiences in multiple settings to help them assess their personal interest in pursuing careers in this field and to identify effective learning environments. Students will begin the development of a working portfolio to be assembled upon completion of the program. The course is also designed for students to learn about leadership and skill opportunities afforded through participation in CTSO activities.

Human Growth and Development **Course No.: 8909020** **Credit: 1.0***
Prerequisite: Intro to Teaching Profession
This course prepares students to understand the nature of human development from conception through adolescence and the connection of the students' development and plans for working with students. Emphasis is placed on theories of physical, cognitive, and psychosocial development, the effect of heredity and the environment, the role of caregivers and the family, health and safety concerns, and contemporary issues. Students will participate in a minimum of 30 hours of planned, guided observations of children from birth through adolescence in a variety of settings to help students further understand theories of human development. Students will continue to develop the components of his or her working portfolio to be assembled upon completion of the program.

Foundations of Curriculum and Instruction **Course No.: 8909030** **Credit: 1.0***
Prerequisite: Human Growth and Development
This course is designed for students to develop the knowledge and skills of curriculum delivery models in response to the developmental needs of all children. Students will develop various instructional materials and activities to promote learning, classroom management strategies, and a supportive classroom environment. Students will research and understand the basic theories of motivation that increase student engagement which is tied to student learning. Students will participate in a minimum of 50 hours of guided observations and field experiences to critique and develop classroom lessons. Students will continue to develop the components of a working portfolio to be assembled upon completion of the program.

Principles of Teaching Internship **Course No.: 8909040** **Credit: 1.0***
Prerequisite: Foundations of Curriculum and Instruction
The course is designed for students to apply their knowledge in real world education settings. Students must complete a minimum of 150 hours of internship in an approved setting based on students' area of interests. The internship is designed for students to work with a mentor teacher to provide daily supervision and provide the students the opportunities to integrate content and pedagogical knowledge. Students will be observed by the instructor using the local school district's approved formal observation process during the internship. The student will submit a completed portfolio by the end of the course for feedback.

ART

Three – Dimensional Studio Art 1 PF **Course No.: 0101330** **Credit: 1.0**
Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Media may include, but are not limited to, clay, wood, plaster, and paper mâché 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) using positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail, size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftsmanship and quality in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

Three – Dimensional Studio Art 3 Honors PF **Course No.: 0101350** **Credit: 1.0***
Prerequisite: Three – Dimensional Studio Art 2 and Teacher Recommendation
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, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. 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. 3-D artists experiment with processes, techniques, and media, which may include, but are not limited to, creating maquettes, casting and kiln-firing techniques, stone carving, mold making, or working with glass, cement, PVC piping, or structures scaled to human existence. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

AP 3D Studio Art and Design PF **Course No.: 0109360** **Credit: 1.0****
Prerequisite: 3D Studio Art and Teacher Recommendation
The AP Studio Art 3D course is offered to students who are interested in the in-depth investigation of the experience and mastery of 3D art. This high level, rigorous course is based on independent work with the goal of producing a portfolio of work to be submitted to the College Board for AP credit. The course requires investigation of Quality, Concentration, and Breadth of work. Students are expected to work independently to demonstrate the elements of art and principles of design within 3D design. Teacher recommendation is required along with the successful completion of first 2 levels years of previous coursework. Students are expected to take a final AP exam.

Drawing 1 PF **Course No.: 0104335** **Credit 1.0**

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

Portfolio Drawing Honors PF **Course No.: 0109310** **Credit: 1.0***

Prerequisite: 2D Studio Art, 3D Studio Art and Teacher Recommendation

Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated, and supported by a written artist's statement. Artists may work in, but are not limited to, content in drawing, painting, printmaking, and/or mixed media that emphasizes line quality, rendering of form, composition, surface manipulation, and/or illusion of depth. Students regularly reflect on aesthetics and art issues individually and as a group and focus on expressive content that is progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials.

AP Drawing /AP 2D Art and Design PF **Course No.: 0104300/0109350** **Credit: 1.0****

Prerequisite: Portfolio Drawing and Teacher Recommendation

The AP Drawing/2D Art & Design course is designed for students who are **seriously** interested in the practical experience of art and wish to **develop mastery** in the concept, composition, and execution of their ideas. AP Drawing/2D Art & Design is not based on a written exam; instead, students submit portfolios at the end of the school year. The Selected Works section requires students to demonstrate skillful synthesis of materials, processes, and ideas. The Sustained Investigation section requires students to investigate based on questions, through practice, experimentation, and revision. Both sections of the portfolios require students to articulate information about their work.

AP Art History PF **Course No.: 0100300** **Credit: 1.0****

This course offers the serious student the opportunity to explore the history of art from ancient times to the present. This course presents high school students to the same curriculum and rigors that college students experience in Survey of Art classes. The course includes: the elements of art, art history terminology, and technical processes used by artists through human history. Students will gain knowledge of architecture, sculpture, painting, and other art forms within diverse historical and cultural contexts. Works of art must be understood in the context and culture that produced them. Focus is on Western European art and art beyond the European tradition. Students are expected to take a final AP exam.

Digital Art Imaging 1 PA **Course No.: 0108370** **Credit: 1.0**

Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still images through the single or combined use of computers, digital cameras, scanners, photo editing software, drawing, and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

Digital Art Imaging 2 PA **Course No.: 0108380** **Credit: 1.0**

Students explore and develop concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional graphic and fine works of art. As they become more adept at using the tools and techniques available to them, students design digital still images through the single or combined use of computers, digital cameras, scanners, photo editing software, drawing, and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

Digital Art Imaging 3 Honors PA **Course No.: 0108390** **Credit: 1.0***

Students explore advanced topics through project-based work, becoming more self-directed in their acquisition and use of concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional graphic and fine works of art in print and web formats. As they become more adept at using the tools and techniques available to them, students design and produce digital still images through the single or combined use of computers, digital cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication and independence to promote risk-taking in the completion of conceptually based, self-directed work. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

Creative Photography 1-3 PA **Course No.: 0108310** **Credit: 1.0**

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

COMPUTER EDUCATION

Computer Science Discoveries **Course No: 0200305** **Credit: 1.0**
Computer Science Discoveries introduces students to computer science as a vehicle for problem solving, communication, and personal expression. The course focuses on the visible aspects of computing and computer science and encourages students to see where computer science exists around them and how they can engage with it as a tool for exploration and expression. Centering on the immediately observable and personally applicable elements of computer science, the course asks students to look outward and explore the impact of computer science on society. Students should see how a thorough student-centered design process produces a better application, how data is used to address problems that affect large numbers of people, and how physical computing with circuit boards allows computers to collect, input and return output in a variety of ways.

Foundations of Programming **Course No.: 9007210** **Credit: 1.0***
Prerequisite: Algebra I recommended for student success with integrated math concepts in programming
Learn the skills required to be competitive in today's high-tech workforce. This course covers the fundamentals of programming using the computer language Python. It provides you with the concepts, techniques, and processes associated with computer programming and software development. You will also explore the vast programming career opportunities available in this high-demand field. This course provides honors-level credit.

DIGITAL VIDEO TECHNOLOGY

Digital Video Technology 1 Honors PA Course No.: 8201410 Credit: 1.0*
Prerequisites: None
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. This is a level 3 Course, Honors Weighting.

Digital Video Technology 2 Honors PA **Course No.: 8201420** **Credit: 1.0***
Prerequisites: Digital Video Technology 1
This course provides students with intermediate level instruction in the digital video production process. This is a level 3 Course, Honors Weighting.

Digital Video Technology 3 Honors PA **Course No.: 8201430** **Credit: 1.0***
Prerequisites: Digital Video Technology 2
Students will participate in the digital video preproduction, production, and post-production processes. This is a level 3 Course, Honors Weighting.

Digital Video Technology 4 Honors PA **Course No.: 8201440** **Credit: 1.0***
Prerequisites: Digital Technology 3
Students will demonstrate proficiency in all phases of the digital video production process (pre-production, production, post-production). This is a level 3 Course, Honors Weighting

EXCEPTIONAL EDUCATION

Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.
Access points in the subject areas of science, social studies, art, dance, physical education, theatre, and health provide tiered access to the general curriculum through three levels of access points (Participatory, Supported, and Independent). Access points in English language arts and mathematics do not contain these tiers but contain Essential Understandings (or EUs). EUs consist of skills at varying levels of complexity and are a resource when planning for instruction.

Access Biology I
Course No: 7920015
Access Earth/Space Science
Course No: 7920020
Access Integrated Science
Course No: 7920025
Access Hope
Course No.: 7915015
Access Liberal Arts Math
Course No: 7912070

Access Algebra 1A
Course No: 7912080
Access Algebra IB
Course No: 7912090
Access Geometry
Course No.: 7912065
Access English 1 & 2
Course No: 7910111
Access English 3 & 4
Course No: 7910112

Access World History
Course No: 7921027
Access US History
Course No.: 7921015
Access Government
Course No: 7921015
Access Economics
Course No: 7921022

Preparation for Post-school Adult Living **Course No.: 7963010** **Credit: Multiple**
The purpose of this course is to enable students with disabilities to acquire the knowledge and skills needed to prepare for post-school adult living.

Career Preparation **Course No.: 7980110** **Credit: Multiple**
The purpose of this course is to enable students with disabilities to acquire the career knowledge and skills necessary to identify career options, obtain community resources and develop work-related behaviors. The course will provide a foundation for further progress toward achieving the student's desired post-school outcomes related to a career.

Career Experiences **Course No.: 7980120** **Credit: Multiple**
The purpose of this course is to enable students with disabilities to further develop the career knowledge and skills necessary to identify career options, access community resources, and practice work-related behaviors. The course will provide guided practice and experiences in school and community work situations aimed at further progress toward achieving the student's desired post-school outcomes related to a career.

Career Placement **Course No.: 7980130** **Credit: Multiple**
The purpose of this course is to enable students with disabilities to use the career knowledge and skills necessary to identify career options, access community resources and apply work-related behaviors. The course will provide placement in a job in the community aimed at further progress toward achieving the student's desired post-school outcomes related to a career.

Specially Designed Physical Education **Course No.: 7915010** **Credit: Multiple**
The purpose of this course is to provide opportunities for students with disabilities to develop motor skills and to participate in various physical activities that may be modified to meet individual needs.

Visual and Performing Arts **Course No.: 7967010** **Credit: Multiple**
The purpose of this course is to enable students with disabilities to develop a knowledge and appreciation of the visual and performing arts. There will be particular emphasis on the visual arts.

Learning Strategies **Course No.: 7963080** **Credit: Multiple**
The purpose of this course is to provide instruction that enables students with disabilities to acquire and use strategies and skills to enhance their independence as learners in educational and community settings.

INTERDISCIPLINARY

AP Capstone Seminar **Course No.: 1700500** **Credit: 1.0****
Seminar is a foundational course that engages student 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.

AP Capstone Research **Course No.: 1700510** **Credit: 1.0****
Prerequisite: AP Capstone Seminar and Teacher Recommendation.
AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan and conduct a year-long research-based investigation to address a research question

Juniors and Seniors Only

Turf Management **Course No.:8121310** **Credit: 1.0**
Prerequisite: Teacher Recommendation, Application Approval
This course is designed to further develop competencies in the areas of use and maintenance of landscape and turf equipment; classification of plants and turfgrass; fertilization; and irrigation.

Voluntary Public Service **Course No.: 0500370** **Credit: Awarded service hours (up to 60)**
Prerequisite: 3.0 GPA and Teacher Recommendation
The purpose of this course is to develop an appreciation of the concept of service to the community/school and to develop skills necessary to evaluate the impact of service to others.

Co-op (Executive Internship) **Course No.: 0708340** **Credit: 1.0**
Prerequisite: 2.5 GPA
The purpose of this course is to provide a practical introduction to the work environment through direct contact with professionals in the community. Students will be required to work off campus for a certain number of hours and provide proof of employment.

LANGUAGE ARTS

English 1 **Course No.: 1001310** **Credit: 1.0**
The purpose of this course is to build upon previous years' language arts experiences, emphasizing a survey of literary genres, the writing process, reading strategies, study skills and vocabulary development.

English, I Honors **Course No.: 1001320** **Credit: 1.0***
Prerequisite: Meet Honors Criteria
The purpose of this course is to build upon previous years' language arts experiences through accelerated, in-depth studies emphasizing a survey of literary genres, writing process, reading strategies, study skills and vocabulary development.

English II **Course No.: 1001340** **Credit: 1.0**
Prerequisite: English I
The purpose of this course is to build upon previous years' language arts experiences emphasizing a survey of world literature, advanced reading strategies, modes of writing including expository, persuasive, narrative and descriptive.

English II Honors **Course No.: 1001350** **Credit: 1.0***
Prerequisite: English I and Meet Honors Criteria
The purpose of this course is to build upon previous years' language arts experiences through accelerated, in-depth studies emphasizing a survey of world literature, advanced reading strategies, modes of writing including expository, persuasive, narrative and descriptive.

English III **Course No.: 1001370** **Credit: 1.0**
Prerequisite: English II
The purpose of this course is to build upon previous years' language arts experiences and to emphasize the research process and a survey of American literature.

English III Honors **Course No.: 1001380** **Credit: 1.0***
Prerequisite: English II and Meet Honors Criteria
The purpose of this course is built upon previous years' language arts experiences through accelerated, in-depth studies emphasizing the research process and a survey of American literature.

English IV **Course No.: 1001400** **Credit: 1.0**
Prerequisite: English III
The purpose of this course is to provide grade 12 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

English IV Honors **Course.: 1001410** **Credit: 1.0***
Prerequisite: English III and Meet Honors Criteria
The purpose of this course is to provide grade 12 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

AP English Language and Composition **Course No.: 1001420** **Credit: 1.0****
Prerequisite: Meet Honors Criteria
The purpose of this course is to provide students with an understanding of the semantic, structural and rhetorical resources of the English language as they relate to the principles of effective writing. The course also provides a variety of writing opportunities calling for the use of different styles and tones.
Students are expected to take a final AP exam.

AP English Literature and Composition **Course No.: 1001430** **Credit: 1.0****

Prerequisite: Meet Honors Criteria

The purpose of this course is to study and practice writing and to study literature. Students will learn to use the modes of discourse and recognize the assumptions underlying various rhetorical strategies. Students will also acquire an understanding of the resources of the language and of the writer's craft. They will develop critical standards for the appreciation of any literary work and increase their sensitivity to literature as shared experience. **Students are expected to take a final AP exam.**

Intensive Reading **Course No.: 1000410** **Credit: Multiple**

Prerequisite: Administrative Placement

The purpose of this course is to provide remedial instruction and practice in reading skills for students reading below grade level.

Journalism 1 – 2 **Course No.: 1006310** **Credit: 1.0**

Journalism I and II is designed as an FSA prep class in addition to the Journalism and English standards. Journalism I and II introduces students to print, online, and broadcast media. Students will frequently learn and write about current events, research practices, reporting, non-fiction writing, editing, and advertisement.

Journalism (Yearbook) **Course No.: 1006300-1006340** **Credit: 1.0***

Prerequisite: Teacher Recommendation, Application Approval

The purpose of this course is to provide instruction in basic aspects of journalism and workshop experiences in journalistic production. Students serve on the yearbook committee.

Creative Writing 1-4 **Course No.: 1009320/100933** **Credit: 0.5 each**

The purpose of this course is to develop and extend writing and language skills needed for individual expression in literary forms.

If you choose to take Creative Writing I, Creative Writing 2 will be taken concurrently. Creative Writing 1 will be taken 1st semester and Creative Writing 2 will be taken 2nd semester. The same applies to Creative Writing 3 and 4.

Debate 1 – 4 PF **Course No.: 1007330 - 1007360** **Credit: 1.0**

Prerequisite: Honors English

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

EARLY COLLEGE PROGRAM/DUAL ENROLLMENT

United States History to 1877 (3 Credits - 3 Hours) **Course No.: AMH 2010 Credit: 1.0****
A study of the social, economic, political, religious, intellectual, and cultural factors that contributed to the growth of the United States from European backgrounds to 1877.

United States History since 1877 (3 Credits - 3 Hours) **Course No.: AMH 2020 Credit: 1.0****
A study of the social, economic, political, religious, intellectual, and cultural factors that contributed to the growth of the United States since 1877. Emphasis is placed upon the factors that have changed the United States from a rural-agricultural nation to an urban-industrial world power. AMH2010 is not a prerequisite for this course. This course meets the postsecondary civics literacy graduation requirement.

Composition I *(3 College Credits- 3 Hours)* **Course No.: ENC1101 Credit: 1.0****
Prerequisite: Meet Honors and Dual Enrollment Criteria (See page 6)
ENC 1101 is a course in paragraph and essay writing, incorporating some review of basic grammar. Students will learn to write essays that are unified, coherent, and grammatically correct. An exit grade of "C" or higher is required. Composition I fulfill the junior year English requirement. ***If you choose to take ENC1101, ENC1102 will be taken concurrently. ENC1101 will be taken 1st semester and ENC1102 will be taken 2nd semester.***

Composition II *(3 College Credits- 3 Hours)* **Course No.: ENC1102 Credit: 1.0****
Prerequisite: ENC1101 with a grade of C or higher
The course includes detailed training in the methods and applications of expository writing and the process of logical thinking. Emphasis is placed on descriptive, persuasive, and argumentative writing. Students will write a documented research paper. An exit grade of "C" or higher is required. Composition II fulfills the senior year English requirement.

Personal Finance (3 College Credits – 3 Hours) **Course No.: FIN1100 Credit: 1.0****
Prerequisite: Meet Honors and Dual Enrollment Criteria
This course includes a study of budgeting, borrowing, financial institutions, family finance, home ownership, insurance, estate planning, and the buying and selling of stocks, bonds, and mutual funds. In addition, the correlation between education and income will be discussed.

Life and Career Development (3 College Credits – 3 Hours) **Course No.: SLS 1301 Credit: 1.0****
Prerequisite: Meet Honors and Dual Enrollment Criteria
This course is designed to aid the college student in life and career planning. The course discusses the areas of opportunity in the employment market as well as appropriate educational programs in preparing for those employment areas, are discussed. Modern techniques and standardized testing are utilized in assisting the student in personal career and life choices. Students will be involved in activities that provide opportunities for exploration and practice in job-seeking techniques, resume writing, life and career choices, and interviewing skills.

Music Appreciation (3 College Credits – 3 Hours) **Course No.: MUL 1010 Credit: 0.5****
Prerequisite: Meet Honors and Dual Enrollment Criteria
A study of the historical development of music involving the analysis of form and style and the lives of some of the great composers and their works. The student will be provided with a basis for intelligent listening and a more thorough understanding of music.

College Algebra (3 College Credits – 3 Hours) **Course No.: MAC1105 Credit: 1.0****
Prerequisite: Meet Honors and Dual Enrollment Criteria
Topics include lines, parabolas, circles, functions and their graphs, polynomial functions, rational functions, exponential functions, logarithmic functions and systems of equations and inequalities. It is recommended to have pre-calculus prior to taking this course.

Elementary Statistics (3 College Credits – 3 Hours) **Course No.: STA 2023** **Credit: 1.0****

Prerequisite: MAC1105 with a C or higher.

This course is an introduction to the fundamental concepts and methods of statistics and probability. Topics include graphs and numerical measures, probability, distributions, confidence intervals and hypothesis testing, correlation and regression and nonparametric methods.

If you choose to take MAC1105, STA2023 will be taken concurrently. MAC1105 will be taken 1st semester and STA2023 will be taken 2nd semester.

MATHEMATICS

Algebra 1-A **Course No.: 1200370** **Credit: 1.0**

The purpose of this course is to develop the algebraic concepts and processes that can be used to solve a variety of real-world and mathematical problems. This is the first of a two-year sequence of courses, Algebra 1-A and Algebra 1-B. Together, the two courses fulfill the Algebra 1 requirements (Course Number 1200310). There are two critical areas of this course: Relationships Between Quantities and Reasoning with Equations and Linear and Exponential Relationships. These critical areas deepen and extend understanding of the number system and of linear and exponential relationships by contrasting them with each other and by applying linear models to statistical data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that student experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of real-world scenarios.

If you are recommended to take Algebra 1A and Algebra 1 this will take up 2 class periods for the entire school year. You will have the opportunity to earn 2 full math credits by the end of the school year.

Algebra I **Course No.: 1200310** **Credit: 1.0**

This course, or its equivalent, is a required course for graduation. The critical areas of this course deepen and extend understanding of the number system and of linear and exponential relationships by contrasting them with each other and by applying linear models to statistical data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The standards for these critical areas fall into three reporting categories: Algebra and Modeling; Functions and Modeling, and Statistics and the Number System. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that student experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of real-world scenarios. Students must participate in the End-of-Course examination.

Algebra I Honors **Course No.: 1200320** **Credit: 1.0***

Prerequisite: Meet Honors Criteria

This course is a rigorous study designed for the student who excels in both ability and performance in mathematics. The critical areas of this course deepen and extend understanding of the number system and of linear and exponential relationships by contrasting them with each other and by applying linear models to statistical data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The standards for these critical areas fall into three reporting categories: Algebra and Modeling; Functions and Modeling, and Statistics and the Number System. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that student experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of real-world scenarios. Students must participate in the End-of-Course examination.

Foundational Skills in Mathematics 9-12 EL **Course No.: 1200400** **Credit: 1.0**

Prerequisite: Algebra I

This course supports students who need additional instruction in foundational mathematics skills as it relates to core instruction. Instruction will use explicit, systematic, and sequential approaches to mathematics instruction addressing all strands including number sense & operations, algebraic reasoning, functions, geometric reasoning, and data analysis & probability. Teachers will use the listed benchmarks that correspond to each students' needs.

Effective instruction matches instruction to the need of the students in the group and provides multiple opportunities to practice the skill and receive feedback. The additional time allotted for this course is in addition to core instruction. The intervention includes materials and strategies designed to supplement core instruction. This course is specifically for students needing to pass the Algebra EOC, which is a graduation requirement.

Geometry **Course No.: 1206310** **Credit: 1.0**

Prerequisite: Algebra I

Geometry is a course designed for college bound students. In this course, students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The standards for this course fall into three critical areas (reporting categories): Congruence, Similarity, Right Triangles and Trigonometry; Circles, Geometric Measurement and Geometric Properties with Equations, and Modeling with Geometry. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that student experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of real-world scenarios. This course emphasizes the relationship between Algebra and Geometry in preparation for Algebra 2.

Geometry Honors **Course No.: 1206320** **Credit: 1.0***

Prerequisite: Meet Honors Criteria, Algebra I or Algebra I Honors

This course is designed for the student who excels in both ability and performance in college preparatory mathematics. This is a rigorous study in which students will explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The standards for this course fall into three critical areas (reporting categories): Congruence, Similarity, Right Triangles and Trigonometry; Circles, Geometric Measurement and Geometric Properties with Equations, and Modeling with Geometry. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that student experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of real-world scenarios. Extensive out-of-class preparation is required. This course emphasizes the relationship between Algebra and Geometry in preparation for Algebra 2 Honors.

Math for College Liberal Arts **Course No.: 1207350** **Credit: 1.0**

Prerequisite: Geometry

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

Algebra II **Course No.: 1200330** **Credit: 1.0**

Prerequisite: Algebra I, Geometry, and Teacher Recommendation

This second course in algebra is designed for college bound students. This course builds on work with linear, quadratic, and exponential functions, and extends student repertoire of functions to include polynomial, rational, and radical functions. Students will work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The standards for this course fall into three reporting categories: Algebra and Modeling; Functions and Modeling, and Statistics and the Number System. The Standards for Mathematical Practice apply throughout each course and,

together with the content standards, prescribe that student experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of real-world scenarios.

Algebra II Honors **Course No.: 1200340** **Credit: 1.0***

Prerequisite: Geometry or Geometry Honors, Meet Honors Criteria, Teacher Recommendation

This course is a rigorous study designed for the student who excels both in ability and performance in college preparatory mathematics. This course builds on work with linear, quadratic, and exponential functions, and extends student repertoire of functions to include polynomial, rational, and radical functions. Students will work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The standards for this course fall into three reporting categories: Algebra and Modeling; Functions and Modeling, and Statistics and the Number System. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that student experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of real-world scenarios.

Math for College Algebra **Course No.: 1200710** **Credit: 1.0**

Prerequisite: 3 credits in math, including Algebra 2

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

Math for Data and Financial Literacy Honors **Course No.: 1200388** **Credit: 1.0***

Prerequisite: Algebra 2, and in 12th grade

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

AP Pre-Calculus **Course No.: 1202305** **Credit: 1.0***

Prerequisite: Meet Honors Criteria, Algebra II Honors, Teacher Recommendation

This course is designed for the student who excels both in ability and performance in college preparatory mathematics and will strengthen the student's skill in 72 preparations for calculus. Major topics include Limits and Continuity; The Complex Number System; Vector & Matrix Quantities; Arithmetic with Polynomials & Rational Expressions; Building Functions; Trigonometric Functions; Similarity, Right Triangles, & Trigonometry, and Expressing Geometric Properties with Equations. NOTE: Students earning credit in pre-calculus may not earn credit in both trigonometry and analytic geometry.

Probability & Statistics with Applications Honors **Course No.: 1210300** **Credit: 1.0***

Prerequisite: Meet Honors Criteria

The purpose of this course is to introduce students to the fundamentals of descriptive and inferential statistics with a pronounced emphasis on inference. Major topics include Conditional Probability and the Rules of Probability; Making Inferences and Justifying conclusions; Interpreting Categorical and Quantitative Data and Using Probability to Make Decisions.

Advanced Placement (AP) Statistics **Course No.: 1210320** **Credit: 1.0****

Prerequisite: Algebra II Std or Honors, Meet Honors Criteria

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: 1. Exploring Data: Describing patterns and departures from patterns 2. Sampling and Experimentation: Planning and conducting a study 3. Anticipating Patterns: Exploring random phenomena using probability and simulation 4. Statistical Inference: Estimating population parameters and testing hypotheses. Extensive out of class preparation is required. **Students are expected to take a final AP exam.**

Advanced Placement (AP) Calculus AB **Course No.: 1202310** **Credit: 1.0****

Prerequisite: Pre-Calculus, Meet Honors Criteria, Teacher Recommendation

Calculus AB is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The courses emphasize a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. Major topics include Functions, Graphs, and Limits, Derivatives, and Integrals. Extensive out of class preparation is required. **Students are expected to take a final AP exam**.

Advanced Placement (AP) Calculus BC **Course No.: 1298310** **Credit: 1.0****

Prerequisite: AP Calculus AB, Meet Honors Criteria, Teacher Recommendation

The purpose of this course is to enhance and continue the study of mathematics after Algebra 1, Algebra 2, and Geometry and provide a college level foundation to students not aspiring to a math, science, or technical major. Major topics include Reasoning with Equations and Inequalities; Building Functions; Interpreting Functions; Trigonometric Functions; Geometric Measurement and Dimension; Expressing Geometric Properties with Equations; Complex Numbers; Vector & Matrix Quantities; Conditional Probability and the Rules of Probability and Using Probability to Make Decisions. **Students are expected to take a final AP exam**.

PERFORMING ARTS

Dance Techniques 1 PF **Course No.: 0300310** **Credit: 1.0**
Students in this year-long, entry-level course, designed for those having no prior dance instruction, learn foundational skills in multiple dance styles. Their development of fundamental dance technique is enriched and enlivened through study of works by a variety of diverse artists and developing genre-specific movement vocabulary and dance terminology. Students will build knowledge and skills related to somatic practices, dance composition, self-reflection of efforts, dance history and culture, collaborative work, and rehearsal and performance protocols.

Dance Techniques 2 PF **Course No.: 0300320** **Credit: 1.0**
Prerequisite: Dance Techniques I and Teacher Recommendation
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. Students will also begin to develop skills of choreography and get to create their own dance piece.

Dance Techniques 3 Honors PF **Course No.: 0300330** **Credit: 1.0***
Prerequisite: Dance Techniques 2 and/or Teacher Recommendation
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. Students will also continue to develop choreography skills and create their own piece.

Theatre 1 PF **Course No.: 0400310** **Credit: 1.0**
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 PF **Course No.: 0400320** **Credit: 1.0**
Prerequisite: Drama I and Teacher Recommendation.
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 Honors PF **Course No.: 0400330** **Credit: 1.0***
Prerequisite: Drama II and Teacher Recommendation
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 Honors PF **Course No: 0400340** **Credit: 1.0***

Prerequisite: Drama III and Teacher Recommendation

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.

Theatre, Cinema and Film Production PF **Course No: 0400660** **Credit: 1.0**

Students explore the elements of film and cinematic techniques used by those who create movies. Students study the techniques in film that serve the story and articulate the theme. Students also prepare a comparative for theatre, film, and literature. Public performances may serve as a resource for specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or film production beyond the school day to support, extend, and assess learning in the classroom.

Film 3 Honors PF **Course No: 0107430 Credit: 1.0**

Prerequisite: Honors English

Students explore advanced topics through project-based work, becoming more self-directed in their acquisition and use of concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional animations in video formats. The instructional focus will be on film. As they become more adept at using the tools and techniques available to them, students design and produce digital animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication and independence to promote risk-taking in the completion of conceptually based, self-directed work. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

Technical Theatre: Design & Production for Scenery & Props PF **Course No: 0400407 Credit: 1.0**

Students learn the basic tools and procedures for designing and creating scenery and properties (props). Students learn the conventions of design presentation and documentation, the organizational structure of theatre production and creative work in a collaborative environment. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day.

Band 1 PF **Course No.: 1302300** **Credit: 1.0**

Prerequisite: Middle School Band

Students will develop basic technical skills on wind or percussion instruments through the refinement and performance of high school band literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, and critical listening. Students enrolled in this course are members of the Marching Band. This course includes after school/weekend activities.

Band 2 PF **Course No.: 1302310** **Credit: 1.0**

Prerequisite: Band I and/or Director's Approval

Students will develop intermediate-level technical skills on wind or percussion instruments through the refinement and performance of high school band literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, and critical listening. Students enrolled in this course are members of the Marching Band. This course includes after school/weekend activities.

Band 3 PF **Course No.: 1302320** **Credit: 1.0**

Prerequisite: Band II and Director's Approval

Students will develop proficient technical skills on wind or percussion instruments through the refinement and performance of high school band literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, and critical listening. Students enrolled in this course are members of the Marching Band. This course includes after school/weekend activities.

Band 4 PF **Course No.: 1302330** **Credit: 1.0**
Prerequisite: Band III and Director's Approval
Students will develop consistently proficient technical skills on wind or percussion instruments through the refinement and performance of high school band literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, critical listening, and aesthetic response. Students enrolled in this course are members of the Marching Band. This course includes after school/weekend activities.

Jazz Ensemble 1 PF **Course No.: 1302500** **Credit: 1.0**
Prerequisite: Director's Approval
Students will develop basic skills in jazz performance through knowledge of styles and performance techniques of varied jazz and contemporary literature.

Jazz Ensemble 2 PF **Course No.: 1302500** **Credit: 1.**0
Prerequisite: Jazz Ensemble 1 and Director's Approval
Students will develop intermediate-level skills in jazz performance through knowledge of styles and performance techniques of varied jazz and contemporary literature.

Jazz Ensemble 3 PF **Course No.: 1302520** **Credit: 1.0**
Prerequisite: Jazz Ensemble 2 and Director's Approval
Students will develop the ability to apply the knowledge of styles and techniques of varied contemporary, popular, and jazz literature.

Chorus 1 PF **Course No.: 1303300** **Credit: 1.0**
Students will develop basic individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation, and development of critical and aesthetic response to music.

Chorus 2 PF **Course No.: 1303310** **Credit: 1.0**
Prerequisite: Audition and/or Director's Approval
Students will develop intermediate-level individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation and development of critical and aesthetic response to music.

Chorus 3 PF **Course No.: 1303320** **Credit: 1.0**
Prerequisite: Audition and/or Director's Approval
Students will develop proficient individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation and development of critical and aesthetic response to music.

Chorus 4, 5 Honors, 6 Honors PF **Course No.: 1303330/1303340/1303350** **Credit: 1.0***
Prerequisite: Audition and/or Director's Approval
Students will develop advanced individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation and development of critical and aesthetic response to music.

Pop Ensemble PF **Course No.: 1303470** **Credit: 1.0***
Prerequisite: Audition Only

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

PHYSICAL EDUCATION

Florida statute requires students to take one (1) credit of physical education in high school, which must include the integration of health. This course requirement can be satisfied when students successfully complete Health Opportunities through Physical Education (HOPE), a one-year course. Due to the content, students are encouraged to take the course at their high school. The course includes topics such as Mental/Social Health, Alcohol and Drug Prevention, and Internet Safety. Students are eligible to begin the HOPE course upon their first day of 9th grade. Students who earn an AICE or IB diploma are exempt from the HOPE graduation requirement. (Alternative options can be found in the High School Student Progression Plan on page 34)

HOPE (Health Opportunities through Physical Education) Course No.: 3026010 Credit: 1.0
Students will develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness.

Team Sports Course No.: 1505520 Credit: 0.5
Students will acquire basic knowledge of team sports play, develop skills in specified team sports and improve health-related fitness.
Team Sports will include Volleyball 1st semester and Softball will be taken 2nd semester.

Weight Training Course No.: 1501410 Credit: 0.5
Students will acquire basic knowledge and skills in weight training, improve muscular strength and endurance and begin to enhance self-image.

Aerobics/Comprehensive Fitness Course No.:1501390 Credit 0.5
Students will acquire basic knowledge of aerobic activities and fitness and to maintain or improve an individualized level of fitness.
Weight Training will be taken 1st semester and Aerobics/Comprehensive Fitness will be taken 2nd semester.

SCIENCE

Environmental Science Course No.: 2001340 Credit: 1.0
This course gives students opportunity to explore living and non-living relationships in the environmental world. Students will learn about various types of renewable and non-renewable resources, and human impact on the environment. Students will have opportunity to discuss the impact of human activity and will learn sustainability practices.

AP Environmental Science Course No.: 2001380 Credit: 1.0**
Prerequisite: Honors Biology, Honors Chemistry, Teacher Recommendation
This is a rigorous college level course that studies Biological Population Concepts, Land and Water Use, Energy Recourses and Consumption and Pollution. Laboratory work is an integral part of the course; students completing this course will take the AP Environmental Science Exam.

Physical Science Honors Course No.: 2003320 Credit: 1.0*
Prerequisite: Honors Criteria
Co-requisite: Completed or enrolled simultaneously in Algebra 1 Honors or higher.
This purpose of this course is to provide students with the introductory concepts of physics and chemistry. Math is an integral part of this course.

Biology I **Course No.: 2000310** **Credit: 1.0**
The course provides information and activities in the life sciences. Among the topics covered are: Molecular and cellular biology, classification, heredity and evolution, populations, and ecosystems. Students who complete this course will take the state end of course exam which comprises 30% of their grade for the year.

Biology I Honors **Course No.: 2000320** **Credit: 1.0***
Prerequisite: Meets Honors Criteria, Teacher Recommendation
Co-requisite: Geometry Honors or higher
This course provides greater depth of topic and faster pace than Biology 1. Among topics covered are: Molecular and cellular biology, classification, heredity and evolution, ecosystems. Students who complete this course will take the state end of course exam which comprises 30% of their grade for the year.

AP Biology **Course No.: 2000340** **Credit: 1.0****
Prerequisite: Biology Honors, Chemistry Honors (suggested), meet Honors Criteria and Teacher Recommendation.
A college level course that focuses on principles and concepts of the big ideas in biological science, including cellular processes, genetics and information transfer, evolution, and interactions. Laboratory experiences are approximately 25% of the course. **Students completing this course are expected to take the AP examination**.

Chemistry I **Course No.: 2003340** **Credit: 1.0**
Prerequisite: Algebra I with a grade of C or better, Biology, FSA Reading score of 3 or higher, Teacher Recommendation
Co-requisite: Algebra II
This rigorous course studies the composition and changes associated with matter. Math is an integral part of the course.

Chemistry I Honors **Course No.: 2003350** **Credit: 1.0***
Prerequisite: Algebra I Honors with a grade of 'C' or better, Biology I Honors, FSA Reading no less than 3, Meet Honors Criteria, and Teacher recommendation
Co-requisite: Algebra II Honors
This rigorous course studies the composition and changes associated with matter. Math is an integral part of the course. This course includes some rigorous standards that are not part of the standard course.

AP Chemistry **Course No.: 2003370** **Credit: 1.0****
Prerequisite: Chemistry I Honors, Meet Honors Criteria, and Teacher Recommendation
Co-Requisite: Algebra II
A rigorous, college level course that will immerse students in sophisticated chemical principles and concepts and fundamental laboratory technique. This is a synthesis/application course that covers these "big ideas": atoms, reactions and stoichiometry, chemical energy and thermodynamics, gases and intermolecular forces, kinetics, solubility equilibrium, acid-base equilibrium. Laboratory experiences are approximately 25% of the course.
Students are expected to take a final AP exam.

Physics 1 Honors **Course No.: 2003390** **Credit: 1.0***
Prerequisite: Algebra I Honors with a grade of 'C' or better, Meet Honors Criteria, and Teacher recommendation
Co-requisite: Algebra II Honors
The purpose of this course is to provide students with rigorous introductory study of the theories and laws governing the interaction of matter, energy, and the forces of nature. The content includes kinematics, dynamics, energy, work, thermodynamics, waves, light, electricity, magnetism, and sound. Students who intend to take the AP Physics course should enroll in this course.

AP Physics 1 **Course No.: 2003421** **Credit: 1.0****

Prerequisite: Physics Honors (suggested), Teacher Recommendation, completion of Algebra 2
Co-Requisite: Pre-Calculus
This is a rigorous, college level course. It delves into the main principles of physics and emphasizes conceptual understanding with problem-solving using algebra and some trigonometry. Topics include Kinematics, Newtonian Mechanics, work, energy and power, Mechanical Waves and sound, introduction to electrostatics. **Students are expected to take a final AP exam.**

Anatomy and Physiology Honors **Course No.: 2000360** **Credit: 1.0***

Prerequisite: Meet Honors Criteria, Biology with a grade of C, and Teacher Recommendation
This course provides greater depth of topic on the structure and functions of the human body. The content includes anatomical terminology, histology, systems of the body, organization and development of living things, genetics, and disease processes.

Earth/Space Science **Course No.: 2001310** **Credit: 1.0**

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

Marine Science I **Course No.: 2002500** **Credit: 1.0**

Prerequisite: Biology
The purpose of this course is to provide an overview of the marine environment. The course content includes formations of the oceans, marine systems, interrelationships between man and the ocean environment.

Marine Science Honors **Course No.: 2002510** **Credit: 1.0***

Prerequisite: Biology and Meets Honors Criteria
While the content focus of this course is consistent with the Marine Science I course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course.

SOCIAL STUDIES

AP Human Geography **Course No.: 2103400** **Credit: 1.0****

Prerequisite: Meet Honors Criteria and Teacher Recommendation
The purpose of this elective course is to enable students to develop higher levels of concepts and skills related to human geography. **Students are expected to take a final AP exam.**

World History **Course No.: 2109310** **Credit: 1.0**
The purpose of this course is to enable students to understand their connections to the development of civilizations by examining the past to prepare for their future as participating members of a global community. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social and employment settings.

World History Honors **Course No.: 2109320** **Credit: 1.0***
Prerequisite: Meets Honors Criteria and Teacher Recommendation
The purpose of this more rigorous course is to enable students to understand their connections to the development of civilizations by examining the past to prepare for their future as participating members of a global community. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social and employment settings.

AP World History: Modern **Course No.: 2109420** **Credit: 1.0****
Prerequisite: Meet Honors Criteria
Students understand the development of Europe within the context of history by examining connections to the past to prepare for the future as participating members of a global community. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social and employment settings. **Students are expected to take a final AP exam.**

United States History **Course No.: 2100310** **Credit: 1.0**
The purpose of this course is to enable students to understand the development of the United States within the context of history with a major focus on the post-Reconstruction period. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social and employment settings.

United States History Honors **Course No.: 2100320** **Credit: 1.0***
Prerequisite: Meet Honors Criteria and Teacher Recommendation
The purpose of this more rigorous course is to enable students to understand the development of the United States within the context of history with a major focus on the post-Reconstruction period. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social and employment settings.

AP United States History **Course No.: 2100330** **Credit: 1.0****
Prerequisite: Meet Honors Criteria, Teacher Recommendation
Students study the development of the United States within the context of history by examining connections to the past to prepare for the future. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social and employment settings. **Students are expected to take a final AP exam.**

American Government **Course No.: 2106310** **Credit: 0.5**
The purpose of this course is to enable students to gain an understanding of American government and political behavior that is essential for effective citizenship and active involvement in a democratic American society.

American Government Honors **Course No.: 2106320** **Credit: 0.5**
Prerequisite: Meet Honors Criteria and Teacher Recommendation
The purpose of this more rigorous course is to enable students to gain an understanding of American government and political behavior that is essential for effective citizenship and active involvement in a democratic American society.

AP American Government and Politics **Course No.: 2106420** **Credit: 0.5****

Prerequisite: Meet Honors Criteria and Teacher Recommendation

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

AP Psychology **Course No.: 2107350** **Credit: 1.0****

Prerequisite: Meet Honors Criteria

Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. This course prepares students to understand their own behavior and the behavior of others. **Students are expected to take a final AP exam**

Economics **Course No.: 2102310** **Credit: 0.5**

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

Economics Honors **Course No.: 2102320** **Credit: 0.5***

Prerequisite: Meet Honors Criteria, Teacher Recommendation

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

AP Microeconomics **Course No.: 2102360** **Credit: 0.5****

Prerequisite: Meet Honors Criteria, Teacher Recommendation

The purpose of this course is to have students learn about the factors that influence the economic system. **Students are expected to take a final AP exam.**

Psychology 1/2 **Course No.: 2107300** **Credit: 0.5**

Prerequisite: 1.5 Credits in Social Science

Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. This course prepares students to understand their own behavior and the behavior of others.

Leadership Skills Development **Course No.:2400300** **Credit: 1.0**

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 Honors **Course No.:2400310** **Credit: 1.0***

Prerequisite: Leadership Skills Development for 10^{th} graders or $11^{th}/12^{th}$ graders

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.

correlation between education and income will be discussed.

WORLD CULTURAL STUDIES

African American History **Course No.:2100335** **Credit: 0.5***
The primary content emphasis for this course pertains to the study of the chronological development of African Americans by examining the political, economic, social, religious, military and cultural events that affected the cultural group. Content will include, but is not limited to, West African heritage, the Middle Passage and Triangular Trade, the African Diaspora, significant turning points and trends in the development of African American culture and institutions, enslavement and emancipation, the Abolition, Black Nationalist, and Civil Rights movements, major historical figures and events in African American history, and contemporary African American affairs.

Holocaust **Course No.:2109430** **Credit: 0.5***
The primary content emphasis for this course pertains to the examination of the events of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany. Content will include, but is not limited to, the examination of twentieth century pogroms and of twentieth century and twenty-first century genocides, investigation of human behavior during this period, and an understanding of the ramifications of prejudice, racism, and stereotyping.

Latin American Studies Honors **Course.: 2100362** **Credit: 1.0***
The primary content emphasis for this course pertains to the student of the development of the Latin American identity, along with examinations of the Latin American cultures through in-depth study of literature, sociology, anthropology, economics, and geography. The course will study the commonalities and differences among the peoples and cultures of Latin American and the complex nature of individual, group, national, and international interactions.

AP European History **Course No.: 2109380** **Credit: 1.0****
Prerequisite: Meet Honors Criteria and Teacher Recommendation
Students will develop an understanding of Europe within the context of history by examining connections to the past to prepare for the future as participating members of a global community. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures, and humanities to solve problems in academic, civic, social and employment settings. **Students are expected to take a final AP exam.**

WORLD LANGUAGE

American Sign Language I **Course No.: 0717300** **Credit: 1.0**
Prerequisite: Middle School Teacher Recommendation or Successful Completion of English 1.
The purpose of this course is to teach hearing students basic conversational skills an American Sign Language (ASL) and awareness of various aspects of deafness. ASL I may be substituted for the foreign language university requirement.

American Sign Language 2 **Course No.: 0717310** **Credit: 1.0**
Prerequisite: ASL I and Teacher Recommendation.
The purpose of this course is to further develop students' knowledge of American Sign Language (ASL). ASL II may be substituted for the foreign language university requirement.

American Sign Language III Honors **Course No.: 0717312** **Credit: 1.0***

Prerequisite: ASL II and Teacher Recommendation.

The purpose of this course is to prepare a hearing student, who has successfully completed ASL I and II, with information and advanced skill development in ASL. This new information and advanced skill will prepare the student to sit for the State of Florida Quality Assurance (QA) exam. The content shall include specialized vocabulary (medical, legal, education, etc.), grammatical features of ASL, receptive and expressive skill development.

Spanish I Course No.: 0708340 Credit: 1.0

Prerequisite: Middle School Teacher Recommendation or Successful Completion of English 1.

The purpose of this course is to enable students to begin to acquire proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered, and real-life applications are emphasized throughout the course.

Spanish II **Course No.: 0708350** **Credit: 1.0**

Prerequisite: Spanish I and Teacher Recommendation

The purpose of this course is to enable students to enhance proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. There is continued emphasis on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered, and real-life applications are emphasized throughout the course.

Spanish III Honors **Course No.: 0708360** **Credit: 1.0***

Prerequisite: Spanish II and Teacher Recommendation

The purpose of this course is to strengthen the student's proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. There is continued emphasis on the development of listening, speaking, reading, and writing 59 skills. Emphasis is placed on oral proficiency. Experiences with Spanish literature are broadened. Cross-cultural understanding is fostered, and real-life applications are emphasized.

Spanish IV Honors **Course No.: 0708380** **Credit: 1.0***

Prerequisite: Spanish III and Teacher Recommendation

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

AP Spanish Language and Culture **Course No.: 0708400** **Credit: 1.0****

Prerequisite: Spanish IV and Teacher Recommendation

This course emphasizes communication (understanding and being understood by others) by applying the interpersonal, interpretive, and presentational modes of communication in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness.

AP Spanish Literature and Culture **Course No.: 0708410** **Credit: 1.0****

Prerequisite: AP Spanish Language and Culture and Teacher Recommendation

The course provides opportunities for students to demonstrate their proficiency in Spanish across the three modes of communication (interpretive, interpersonal, and presentational) at the Intermediate High to Advanced Mid-range of performance of ACTFL's Proficiency Guidelines. It includes exploration of the five goal areas (communication, cultures, connections, comparisons, and communities) outlined in ACTFL's World Readiness Standards for Learning Languages.