

Winter Haven High School

Curriculum Guide



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Administration

Principal:	Gina Williams
Assistant Principal:	Jerri Lynn Bush
Assistant Principal:	Renee Dart
Assistant Principal:	Ricky Wiggs
Assistant Principal:	Heather Catrett
Principal's Secretary:	Pam Dierolf
Dean of Students:	Brian Hughes
Dean of Students:	Paula Northern
9th Grade LEA Administrator:	Randy Pritchard
9th Grade Receptionist:	Tammie Lajoie
Athletic Director:	Dan Talbot
Financial Secretary:	Gina Cea
Receptionist:	Frances Woodside
Attendance:	Pam Hagen
Guidance Secretary:	Deborah Beasley
Guidance Secretary:	Betsy Zinsmeister
Guidance Secretary:	Debra Comparato

Winter Haven High School Contact Numbers

Front Office Phone:	863-291-5330
FAX:	863-297-3024
Guidance Office:	863-291-5338
Athletic Director:	863-298-7970
JROTC:	863-298-7810
Media Center:	863-291-5339
Network Manager:	863-291-5717
Resource Officer:	863-298-7910
College and Career Center:	863-291-5774
BDTV:	863-291-5728
Attendance Office:	863-291-5337
Cafeteria:	863-291-5341

Introduction

Welcome to Winter Haven High School! This is a learning environment, and we are committed to seeing our students achieve their own greatness. Students enrolled in Winter Haven High School are given the opportunity to select their coursework, and they must accept the responsibility of what it takes to succeed in the classroom. We know that every student is different, so we provide a wide range of courses that would fit their interests. Winter Haven High School includes academic, career and technical, and elective courses. Students should be familiar with the credits required for graduation and what they need to succeed. This curriculum guide will lead students to a productive year, and help plan and then prepare for their success. Students should check this directory for information on the course overview and talk to their parents, guidance counselors, and teachers about the classes they are going to take this school year.

Public State University Entrance Requirements

Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements:

- High school graduation with a standard diploma
- Admission test scores
- 16 credits of college preparatory academic courses
- 4 English (3 with substantial writing)
- 4 Mathematics (Algebra 1 level and above)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language)
- 2 approved electives

Student Use of Technology Policy

Computer Technology and Requirements

The School Board is committed to the effective use of technology to both enhance the quality of student learning and the efficiency of Board operations. However, the use of the District's network and technology resources by students is a privilege, not a right. The Superintendent shall develop and implement a written District Technology Plan (DTP). Procedures for the proper acquisition of technology shall be set forth in the DTP. The DTP shall also provide guidance to staff and students about making safe, appropriate, and ethical use of the District's network(s), as well as inform both staff and students about disciplinary actions that will be taken if Board technology and/or networks are abused in any way or used in an appropriate, illegal, or unethical manner. Further, safeguards shall be established so that the Board's investment in both hardware and software is achieving the benefits of technology and inhibits negative side effects. Accordingly, students shall be educated about appropriate online behavior including, but not limited to, using social media to interact with others online; interacting with the other individuals in chat rooms or on blogs; and recognizing what constitutes cyberbullying, understanding cyberbullying is a violation of District policy, and learning appropriate responses if they are victims of cyberbullying. Social media shall be defined as internet-based applications (such as Facebook, MySpace, Twitter, etc.) that turn communication into interactive dialogue between users. The Board authorizes the instructional staff to access social media from the District's network, provided such access has an educational purpose for which the instructional staff member as the prior approval of the Principal. However, personal access and use of social media, blogs, or chat rooms from the District's network is expressly prohibited and shall subject students and staff members to discipline in accordance with Board policy. The Board authorized the access and use of social media from the District's network to increase awareness of District programs and activities, as well as to promote achievements of staff and students, provided such access and use is approved in advance by the Superintendent. The Superintendent shall review the DTP and report any changes, amendments, or revisions to the Board bi-annually.

Student Network and Internet Acceptable Use and Safety

Advances in telecommunications and other related technologies have fundamentally altered the ways in which information is accessed, communicated, and transferred in society. Such changes are driving the need for educators to adapt their means and methods of instruction, and the way they approach student learning, to harness and utilize the vast, diverse, and unique resources available on the Internet. The District is pleased to provide Internet services to its students. The District's Internet system has a limited educational purpose. The District's Internet system has not been established as a public access service or a public forum. The District has the right to place restrictions on its use to assure that use of the District's Internet system is in accord with its limited educational purpose. Student use of the District's computers, network and Internet services ("Network") will be governed by this policy and the related administrative guidelines, and the Student Code of Conduct. The due process rights of all users will be respected in the event there is a suspicion of inappropriate use of the Network. Users have a limited privacy expectation in the content of their personal files and records of their online activity while on the Network. The District encourages students to utilize the Internet in order to promote educational excellence in our schools by providing them with the opportunity to develop the resource sharing, innovation, and communication skills and tools that are essential to both life and work. The instructional use of the Internet will be guided by the Board's policy on instructional materials. The Internet is a global information and communication network that provides an incredible opportunity to bring previously unimaginable education and information resources to our students. The Internet connects computers and users in the District with computers and users worldwide. Through the Internet,

students and staff can access up-to-date, highly relevant information that will enhance their learning and the education process. Further, the Internet provides students and staff with the opportunity to communicate with other people from throughout the world. Access to such an incredible quantity of information and resources brings with it, however, certain unique challenges. First, and foremost, the District may not be able to technologically limit access, to services through the District's Internet connection, to only those that have been authorized for the purpose of instruction, study, and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their appropriateness, access to the Internet, because it serves as a gateway to any publicly available file server in the world, will open classrooms and students to electronic information resources which have not been screened by educators for use by students of various ages. The District has implemented technology protection, utilizing software and hardware measures which monitor, block, and filter Internet access to visual displays that are obscene, child pornography, or harmful to minors. Nevertheless, parents/guardians are advised that a determined user may be able to gain access to services on the Internet that the School Board has not authorized for educational purposes. In fact, it is impossible to guarantee students will not gain access through the Internet to information and communications that they and/or their parents/guardians may find inappropriate, offensive, objectionable, or controversial. Parents/guardians assume risks by consenting to allow their child to participate in the use of the Internet. Parents/guardians of minors are responsible for setting and conveying the standards that their children should follow when using the Internet. Pursuant to Federal law, students shall receive education about the following:

- A. safety and security while using e-mail, chat rooms, social media, and other forms of electronic communications;
- B. the dangers inherent with the online disclosure of personally identifiable information; and
- C. the consequences of unauthorized access (e.g., "hacking"), cyberbullying, and other unlawful or inappropriate activities by students online.

Site managers are responsible for providing training so that Internet users under their supervision are knowledgeable about this policy and its accompanying procedures. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of the Internet, and will monitor students' online activities while at school. Monitoring may include, but is not necessarily limited to, visual observations of online activities during class sessions; or use of specific monitoring tools to review browser history and network, server, and computer logs.

All Internet users (and their parents if they are minors) are required to sign a written agreement annually, or at the time of enrollment, to abide by the terms and conditions of this policy and its accompanying procedures.

Students and staff members are responsible for good behavior on the District's computers and the Internet just as they are in classrooms, school hallways, and other school premises and school sponsored events. Communications on the Internet are often public in nature. General school rules for behavior and communication apply. The Board does not sanction any use of the Internet that is not authorized by or conducted strictly in compliance with this policy and its accompanying procedures. Students shall not access social media for personal use from the District's network but shall be permitted to access social media for educational use in accordance with their teacher's approved plan for such use. Users who disregard this policy and its accompanying procedures may have their use privileges suspended or revoked and disciplinary action taken against them. Users granted access to the Internet through the District's computers assume personal responsibility and liability, both civil and criminal, for uses of the Internet not authorized by this Board policy and its accompanying procedures. The Board designates the Superintendent and administrators responsible for initiating, implementing, and enforcing this policy and its accompanying procedures as they apply to students' use of the Network.

Personal Communication Devices

Students may possess personal communication devices (PCDs) in school, on school property, during after school activities (e.g., extra-curricular activities) and at school-related functions. Technology including, but not limited to, PCDs intended and actually used for instructional purposes (e.g., taking notes, recording classroom lectures, writing papers) will be permitted, as approved by the classroom teacher or the building principal. However, the use of a PCD to engage in non-education related communications is expressly prohibited. For purposes of this policy, "personal communication device" includes computers, tablets (e.g., iPads and similar devices), electronic readers ("e-readers"; e.g., Kindles and similar devices), cell phones (e.g., mobile/cellular telephones), smartphones, (e.g., BlackBerry, iPhone, Android devices, Windows Mobile devices, etc.) and/or other web-enabled devices of any type. Students may not use PCDs on school property or at a school-sponsored activity to access and/or view Internet web sites that are otherwise blocked to students at school. Students may use PCDs while riding to and from school on a school bus or other Board provided vehicles or on a school bus or Board-provided vehicle during school-sponsored activities. Distracting behavior that creates an unsafe environment will not be tolerated. Under certain circumstances, a student may keep his/her PCD "On" with prior approval from the building principal. PCDs, including but not limited to those with cameras, may not be activated or utilized at any time in any school situation where a reasonable expectation of personal privacy exists.

These locations and circumstances include, but are not limited to, locker rooms, shower facilities, rest/bathrooms, and any other areas where students or others may change clothes or be in any stage or degree of disrobing or changing clothes. The Superintendent and building principals are authorized to determine other specific locations and situations where use of a PCD is absolutely prohibited. Students shall have no expectation of confidentiality with respect to their use of PCDs on school premises/property.

Students may not use a PCD in any way that might reasonably create in the mind of another person an impression of being threatened, humiliated, harassed, embarrassed or intimidated. See Policy 5517.01- Bullying and Other Forms of Aggressive Behavior. In particular, students are prohibited from using PCDs to: (1) transmit material that is threatening, obscene, disruptive, or sexually explicit or that can be construed as harassment or disparagement of others based upon their race, color, national origin, sex, sexual orientation, disability, age, religion, ancestry, or political beliefs; and (2) engage in "sexting"- i.e. sending, receiving, sharing, viewing, or possessing pictures, text messages, e-mails or other materials of a sexual nature in electronic or any other form. Violation of these prohibitions shall result in disciplinary action. Furthermore, such actions will be reported to local law enforcement and child services as required by law. Students are also prohibited from using a PCD to capture, record, and/or transmit test information or any other information in a manner constituting fraud, theft, cheating, or academic dishonesty. Likewise, students are prohibited from using PCDs to receive such information. Possession of a PCD by a student at school during school hours is a privilege that may be forfeited by any student who fails to abide by the terms of this policy, or otherwise abuses this privilege. Violations of this policy may result in disciplinary action and/or confiscation of the PCD. The building principal will also refer the matter to law enforcement or child services if the violation involves an illegal activity (e.g., child pornography, sexting). Discipline will be imposed on an escalating scale ranging from a warning to an expulsion based on the number of previous violations and/or the nature of or circumstances surrounding a particular violation. If the PCD is confiscated, it will be released/returned to the student's parent/guardian after the student complies with any other disciplinary consequences that are imposed, unless the violation involves potentially illegal activity in which case the PCD may be turned over to law enforcement. A confiscated device will be marked in a removable manner with the student's name and held in a secure location in the building's central office until it is retrieved by the parent/guardian or turned-over to law enforcement. School officials will not search or otherwise tamper with PCDs in District custody unless they reasonably suspect that the search is required to discover evidence of a violation of the law or other school rules. Any search will be conducted in accordance with Policy 5571 – Search and Seizure. If multiple offenses occur, a student may lose his/her privilege to bring a PCD to school for a designated length of time or on a permanent basis. A person who discovers a student using a PCD in violation of this policy is required to report the violation to the building principal. Students are personally and solely responsible for the care and security of their PCDs. The Board assumes no responsibility for theft, loss, or damage to, or misuse or unauthorized use of, PCDs brought onto its property. Parents/Guardians are advised that the best way to get in touch with their child during the school day is by calling the school office.

Access to Technology Resources Personal Communication Devices

District School Board members, employees, students, parents and visitors, as well as contractors, vendors, and/or agents of the District may use their personal communication devices (PCD) to wirelessly access the District's technology resources (guest or business networks, servers, printers, smart boards, etc.) while they are on-site at any District facility. For purposes of this policy, a "personal communication device" includes computers, tablets (i.e., iPad-like devices), electronic readers or e-readers (i.e., Kindle-like devices), cell phones, smartphones, and/or other web-enabled devices of any type. Access to the business/guest network shall require authentication. The Information Systems and Technology Division is charged with developing the necessary standards for connecting to the District's technology resources (e.g., servers, networks, printers, projectors, smart boards, etc.). Access to these standards for connecting to the District's technology resources using a personal communication device of any type shall be provided upon request for all to whom this policy applies.

The use of personal communication devices must be consistent with the established standards for appropriate use as defined in Policy- 7540.33 – Student Network and Internet Acceptable Use and Safety and Policy 7540.04 – Staff Network and Internet Acceptable Use and Safety, and Policy 7530.02 – Staff

Use of Personal Communication Devices. When an individual connects to and uses the District's technology resources, s/he must agree to abide by all applicable policies, administrative guidelines and laws (e.g., the user will be presented with a "splash screen" that will set forth the terms and conditions under which s/he will be able to access the District's technology resource(s); the user will need to accept the stated terms and conditions before being provided with access to the specified technology resource(s).

In order to comply with the Children's Internet Protection Act ("CIPA"), the Board utilizes technology protection measures that protect against (e.g., filter or block) access to visual displays/depictions/materials that are obscene, constitute child pornography and/or are harmful to minors. The Board also utilizes software and/or hardware to monitor online activity to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors. Any user who violates the established standards and/or the Board policies identified above, or who accesses the District's technology resources without authorization may be denied access to the District's technology resources. If a contractor, vendor or agent of the District commits the violation, the contract may be subject to cancellation. Further, disciplinary action may be taken if a student or employee commits the violation. The owner of a PCD bears all responsibility and assumes all risk for loss, damage or misuse of said property while it is on Board property. This provision applies, without limitation, to students, employees, contractors, vendors, agents, invitees, visitors and trespassers.

Out of Zone Transfers

Student and Parents that are interested in transferring to a school that is not in their zone should visit.

https://www.polk-fl.net/parents/formsanddocuments/documents/pupilaccounting/Request_for_School_Transfer_Form_July_2015.pdf

Cheating Policy

Winter Haven High School urges students to conduct themselves ethically and honorably. It is expected that the grade a student earns is based upon work that the student has performed. Cheating is dishonest. It harms you and it harms the other students who do not cheat. We, therefore, will not condone nor will we tolerate any student submitting work that is not produced solely by the student's own initiative.

The following behaviors may be considered as possible acts of cheating: plagiarism, talking during an exam, copying another's test/assignment, allowing others to copy your work, roving eyes, open books or notebooks during an exam, cheat sheets, passing notes during an exam, copying disks and printing another student's work, having someone do your assignment for you (homework, project, book report), stealing exams, selling exams, altering a grade (in grade book, on a computer, on a report card), taking an exam for someone else, using bribery/blackmail/threats, intimidation in pursuit of a better grade.

Academic Policies

Evidence of Date of Birth Required

If the first prescribed evidence is not available, the next evidence obtainable in the order below may be accepted.

- A transcript of birth record filed according to law;
- A certificate of baptism showing the date of birth and place of baptism signed by the parent;
- A life insurance policy on the child (at least 2 years old);
- A Bible record of the child's birth accompanied by an affidavit sworn to by the parent;
- A passport or certificate of arrival in the United States showing the age of the child;
- A transcript of record of age shown in the child's school records (at least 4 years prior to application);

If none of these evidences can be produced, an affidavit of age sworn to by the parent, accompanied by a certificate of age signed by a public health officer or by a public school physician, or, if neither of these is available in the county, a licensed practicing physician designated by the School Board, may issue a certificate stating that the health officer or physician has examined the child and believes that the age as stated in the affidavit is correct.

Physicals

Physicals are required only on first entrance into a Florida school unless first entrance was Pre-K, or the hard copy of the physical cannot be located. Physicals completed out of county or state are acceptable. A physical form, which contains body systems assessment as well as the physician's signature, is required. If document is questionable, please refer to your school nurse. The hard copy of the physical must be sent from the previous school. If it is not obtained after sending for records, a new physical is required.

Immunizations

Religious exemptions from immunization (form DH 681) must be obtained at a Health Department clinic. Electronic transfer of immunization dates may be used; however, all immunization dates must be transferred. A notation that there is a certificate of immunization is not acceptable. Students may enter school on Temporary Medical Exemption (DOH 680 – Part B), (DOE code 2), provided expiration date has not passed. Students that are not in compliance with immunization laws are not allowed to attend school. (See Appendix for more information.)

Proof of Residency

TWO proofs of residency must be from categories listed below. Each proof **MUST** include name and current physical address. Post Office boxes, private mailbox addresses or commercial addresses are insufficient. Category 1: Apartment rent receipt or home lease agreement, mortgage document, or property tax record

- Category 2: One current utility bill (e.g., electric, gas, home or cell phone, cable, water)
- Category 3: Current Voter Registration Document
- Category 4: Proof of current government benefits (Medicare, Disability, Food Stamps, DCF correspondence)
- Category 5: Current Florida driver's license, automobile registration, automobile insurance

Grade Forgiveness Policy

A forgiveness policy for required core courses shall be limited to replacing a grade of:

- D or the grade equivalent 60-69, or
- F or the grade equivalent 0-59

The student's record however, will show all courses taken.

A forgiveness policy for elective courses shall be limited to replacing a grade of:

- D or the grade equivalent 60-69, or
- F or the grade equivalent 0-59

For senior high school students the forgiveness policy for required courses is also limited to replacing a grade of D or F with a grade of C or higher earned subsequently in the same or comparable course. The forgiveness policy for elective courses is limited to replacing a grade of D or F with a grade of C or higher earned subsequently in another course. In either situation, when a student attempts forgiveness for a grade, only the new grade will be used to compute the student's GPA. Any course not replaced according to this policy will be included in the calculation of the cumulative grade point average required for graduation.

Grading

Class Rank

Class rank is computed by the Student Information System for all students at the completion of each semester. Class ranks are computed for both weighted and unweighted course grades. Weighted GPAs are used to determine the valedictorian and salutatorian at PHS.

Grading Scale

- A 100 – 90 4
- B 89 – 80 3
- C 79 – 70 2
- D 69 – 60 1
- F 59 – 0 0

Grade Point Average

GPA is computed using the above system. Beginning with grade nine, all subjects, whether passed or failed, are included in the computation. AP courses are weighted by one point and Honors courses by one half point. Grades are recorded on the transcript and GPA is calculated in January and June.

Honor Roll

The Honor Roll for all Polk County Middle and High Schools will be calculated and listed on the basis of grade point average (GPA) for each nine weeks. School procedures for yearly honor awards based on grade point average will be published in the school's student handbook. Weighted grades as defined by the Student Progression Plan apply to grades 9–12. Regardless of GPA, no student may be on the Honor Roll who has made a D or an F during the current grading period. The following divisions for Honor Roll are recommended:

- 3.000 - 3.199 Honor Roll
- 3.200 - 3.499 Honor Roll with Honors Recognition
- 3.500 - 3.999 Honor Roll with High Honors Recognition
- 4.000 - above Honor Roll with High Honors with Distinction

Check the link index at the end of the document for more information

PROGRESS MONITORING PLAN (PMP)

According to Florida Statute 232.245, students in grades 9-12 who are substantially deficient in Reading/Writing/Mathematics must be provided with a Progress Monitoring Plan (PMP) addressing remediation options.

Students are identified as substantially deficient in Reading/Writing/Mathematics using one or more of the following criteria by grade: principal, counselor, or teacher recommendation; district norm referenced Mathematics or Reading test scores in Quartile 1; semester grades of "F" required in English and/or Mathematics course(s); FSA Mathematics or Reading score in Level I; Florida Writing Assessment score of less than 3.

Remediation options addressed in the individual student's Progress Monitoring Plan (PMP) may include one or more of the following options; placement in Intensive Mathematics and/or Intensive Language Arts course(s); summer school attendance; in-school or out-of-school tutorial programs; exceptional student education services or other strategies.

NCAA Clearinghouse

Graduate from High School

You should apply for certification before graduation if you plan to participate in athletics as a freshman in college. The NCAA Eligibility Center will issue a preliminary certification report when all your materials are submitted. After you graduate, if your eligibility information is requested by a member institution, the NCAA Eligibility Center will review your final transcript to make a final certification decision according to NCAA standards

Core Courses

NCAA Division I requires 16 core courses. Beginning August 1, 2016, ten of those core courses must be completed prior to the seventh semester (seven of the ten must be a combination of English, math or natural or physical science that meet the distribution requirements below). These 10 courses become “locked in” at the 7th semester and cannot be retaken for grade improvement. See the break down of corecourse requirements below.

Core Courses Required for NCAA Certification

Core Courses	Division I	Division II
English	4 years	3 years
Math (Algebra I or higher)	3 years	2 years
Natural/physical science (1 year of lab)	2 years	2 years
Additional English, math, or science	1 year	3 years
Social Science	2 years	2 years
Additional Courses (from any area above, foreign language or comparative religion/philosophy)	4 years	4 years
Total	16	16

Grade-Point Average and Test Scores

Only core courses are used in the calculation of the grade-point average. Currently, Division I uses a sliding scale to match test scores and core GPAs. Division I GPA required to be eligible for competition on or after August 1, 2016, is 2.3. Division I GPA required to receive athletics aid and practice on or after August 1, 2016, is 2.0-2.29. Division I students enrolling full time before August 1, 2016, should use Sliding Scale A to determine eligibility to receive athletics aid, practice and competition during the first year. Please visit www.eligibilitycenter.org for the sliding scale to match GPAs and test scores.

Division II grade point average requirement is 2.0. Division II test score requirement is 820 SAT (verbal and math sections only) or an ACT sum score of 68 (sum of English, math, reading and science). Beginning August 1, 2018 Division II will use sliding scale to match test scores and core – course GPA. All SAT and ACT scores must be reported directly to the NCAA Initial-Eligibility Center by the testing agency. When registering for the SAT or ACT use the code of 9999 to have your scores sent to the NCAA Eligibility Center.

New Requirements

Initial-Eligibility Standards for NCAA Division I College-Bound Student-Athletes are changing. College-bound student-athletes first entering an NCAA Division I college or university on or after August 1, 2016, will need to meet new academic rules in order to receive athletics aid (scholarship), practice or compete during their first year.

Full Qualifier	Academic Redshirt	Nonqualifier
Complete 16 Core Courses: <ul style="list-style-type: none"> • 10 of the 16 core courses must be complete before 7th semester (senior year) of high school. • 7 of the 10 core courses must be in English, Math, or Science. 	Complete 16 core courses.	Does not meet requirements for Full Qualifier or Academic Redshirt status.
Minimum Core-Course GPA of 2.3	Minimum Core-Course GPA of 2.0	
Meet the Competition sliding scale requirement of GPA and ACT/SAT score.*	Meet the Academic Redshirt sliding scale requirement of GPA and ACT/SAT score.*	
Graduate from high school.	Graduate from high school.	

Full Qualifier: A college-bound student-athlete may receive athletics aid (scholarship), practice and compete in the first year of enrollment at the Division I college or university.

Academic Redshirt: A college-bound student-athlete may receive athletics aid (scholarship) in the first year of enrollment and may practice in the first regular academic term (semester or quarter) but may NOT compete in the first year of enrollment. After the first term is complete, the college-bound student-athlete must be academically successful at his/her college or university to continue to practice for the rest of the year.

Nonqualifier: A college-bound student-athlete cannot receive athletics aid (scholarship), cannot practice and cannot compete in the first year of enrollment.

For additional information on these requirements please visit: www.eligibilitycenter.org or call the NCAA Eligibility Center if you have questions: 877.262.1492

Non-Graduating Seniors

Seniors who do not complete the graduation requirements may participate in graduation ceremonies if they complete a plan of action form and are not more than one credit short of graduation requirements. Transcripts will be issued, but no diploma will be granted to seniors who do not meet graduation requirements.

Accreditation

Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) / AdvancED

Professional Affiliations

Association for Supervision and Curriculum Development
 Florida High School Athletic Association
 National Association of Secondary Schools Principals

Course Selection Information

The following pages contain information which identify courses offered at Winter Haven High School. The information includes the following: the name of the course, the credits that can be earned, recommendation required, lab fees required, industry certification possible, and any prerequisites required. For questions related to any of these items, please contact your school counselor.

English Language Arts

English 1 | 10013100
Grade Level: 9, Regular
Lab Fees: None

Prerequisite: None
Recommendation: None

Credits: 1.0
Industry Certification: None

This course is designed to build a firm foundation of writing skills, vocabulary usage, researching strategies, and literary analysis. Basic grammar, sentence structure, mechanics, and paragraph development are emphasized in developing a clear writing format. The content includes instruction in essential reading, writing, and grammar skills.

Various literary forms are the basis for reading comprehension and vocabulary development. FCAT skills and writing requirements for FCAT Writes are incorporated into the English I studies.

English 1 ESOL | 1002300
Grade Level: 9, Regular
Lab Fees: None

Prerequisite: None
Recommendation: None

Credits: 1.0
Industry Certification: None

The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language.

Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness.

English 1 HONORS | 10013200
Grade Level: 9, Regular
Lab Fees: None

Prerequisite: None
Recommendation: None

Credits: 1.0
Industry Certification: None

This advanced level course demands a commitment to learning. This fast-paced course requires higher levels of thinking and greater amounts of reading and writing than English I, yet it includes the same foundational elements in both writing and literature.

This course promotes academic excellence in English language arts through enriched experiences in literature, writing, speaking, and listening.

English 2 | 10013400
Grade Level: 10, Regular
Lab Fees: None

Prerequisite: English 1
Recommendation: None

Credits: 1.0
Industry Certification: None

This course continues the development and application of higher level thinking skills and relevant language skills, both written and verbal, for college and the workplace.

Students integrate expository and persuasive writing, literary genre, and world literature with applied/technical communication strategies. Students complete practice activities reinforcing skills that will be tested on the FCAT.

English 2 ESOL | 10023100
Grade Level: 10, Regular
Lab Fees: None

Prerequisite: English 1
Recommendation: None

Credits: 1.0
Industry Certification: None

The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness.

English 2 HONORS | 10013500

Grade Level: 10, Regular

Lab Fees: None

Prerequisite: English 1

Recommendation: None

Credits: 1.0

Industry Certification: None

This course is a comprehensive and intensive program focused on developing the critical thinking, writing and grammatical skills necessary to be successful in Advanced Placement (AP) classes. The course provides instruction in critical analyses of major literary works both fiction and non-fiction. Students will learn critical, persuasive, and document-based writing. Advanced vocabulary for collegiate students will also be included.

English 3 | 10013700

Grade Level: 11, Regular

Lab Fees: None

Prerequisite: English 1-2

Recommendation: None

Credit: 1.0

Industry Certification: None

The purpose of this course is to provide English 3 students, text of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

English 3 Honors | 10013800

Grade Level: 11, Regular

Lab Fees: None

Prerequisite: English 1-2

Recommendation: None

Credit: 1.0

Industry Certification: None

The purpose of this course is to provide English 3 students, use text of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language in preparation for college and career readiness.

Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

English Esol 3 | 100123200

Grade Level: 11, Regular

Lab Fees: None

Prerequisite: English 1-2

Recommendation: None

Credit: 1.0

Industry Certification: None

The purpose of this course is to enable English 3 students, who are native speakers of other languages than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness.

Mathematics

Algebra I | 12003100

Grade Levels: 9-12

Lab Fee: None

Prerequisite: None

Recommendation: None

Credits: 1

Industry Certifications: None

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to 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 students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Geometry | 12063100

Grade Levels: 10-12

Lab Fee: None

Prerequisite: Algebra 1

Recommendation: None

Credits: 1

Industry Certifications: None

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school standards. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Geometry Honors | 12063200

Grade Levels: 10-12

Lab Fee: None

Prerequisite: Algebra 1

Recommendation: None

Credits: 1

Industry Certifications: None

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school standards. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Liberal Arts Math 1 | 12073000

Grade Levels: 10-12

Lab Fee: None

Prerequisite: Algebra 1 or Geometry

Recommendation: None

Credits: 1

Industry Certifications: None

Topics include but are not limited to budget, stock and investment explorations, simple & compound interest with exponential growth, solve literal equations, basic constructions, cross-sections of 3D objects, solve simple rational and radical equations, systems of linear and nonlinear equations, domain and range, geometric transformations, one variable descriptive statistics.

Liberal Arts Math 1 | 12073000

Grade Levels: 12

Lab Fee: None

Prerequisite: Liberal Arts Math 1

Recommendation: None

Credits: 1

Industry Certifications: None

Topics include but are not limited to mortgage calculations, deferred payments with interest, net worth, remainder theorem, dividing polynomials, solving quadratic equations and systems of linear and nonlinear functions, infinite geometric series, graphing polynomial, exponential, piecewise, and step functions, real world linear and exponential models, conic sections, parallel and perpendicular lines, complex numbers, simplify radical and rational expressions, two-way tables and conditional probabilities, experimental design, margin of error.

Pre-AICE Math 2 12063200

Grade Levels: 10-12

Lab Fee: None

Prerequisite: Algebra 1

Recommendation: None

Credits: 1

Industry Certifications: None

Cambridge International AS and A Level Mathematics provides a suitable foundation for the study of Mathematics or related courses in higher education. The goals are to enable candidates to; develop a deeper understanding of mathematical principles, further develop mathematical skills, include the use of applications of mathematics in the context of everyday situations, analyze problems logically, recognize when and how a situation may be represented mathematically, use mathematics as a means of communication, identify and interpret relevant factors and select an appropriate mathematical method to solve the problem.

situations.

Algebra II | 12003300

Grade Levels: 9-12

Lab Fee: None

Prerequisite: Algebra I & Geometry

Recommendation: None

Credits: 1

Industry Certifications: None

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students 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 Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Algebra II Honors | 12003400

Grade Levels: 9-12

Lab Fee: None

Prerequisite: Honors Algebra I & Honors Geometry

Recommendation: None

Credits: 1

Industry Certifications: None

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students 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 Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Pre-AICE (Cambridge)**Math 3 | 12098250**

Grade Levels: 9-12

Lab Fee: None

Prerequisite: None

Recommendation: None

Credits: 1

Industry Certifications: None

Math for College**Readiness | 12007000**

Grade Levels: 9-12

Lab Fee: None

Prerequisite: None

Recommendation: None

Credits: 1

Industry Certifications: None

This course is targeted for students who are not yet "college ready" in mathematics or simply need some additional instruction in content to prepare them for success in college level mathematics. This course incorporates the Florida Standards for Mathematical Practices as well as the following Florida Standards for Mathematical Content: Expressions and Equations, The Number System, Functions, Algebra, Geometry, Number and Quantity, Statistics and Probability, and the Florida Standards for High School Modeling. The standards align with the Mathematics Postsecondary Readiness Competencies deemed necessary for entry-level college courses.

Pre-Calculus | 12023400

Grade Levels: 9-12

Lab Fee: None

Prerequisite: None

Recommendation: None

Credits: 1

Industry Certifications: None

Pre-Calculus is designed to provide a foundation for the study of calculus. Topics include analysis of algebraic, exponential, polynomial, rational, logarithmic, and trigonometric functions; intermediate and extreme value theorems; analytic geometry; vectors, polar and parametric equations; complex number system; infinite series, with an introduction to limits and continuity.

AICE (Cambridge)**Math 1 AS Level | 12023520**

Grade Levels: 9-12

Lab Fee: None

Prerequisite: None

Recommendation: None

Credits: 1

Industry Certifications: None

The AICE Mathematics class is designed to help give students a deeper understanding of mathematical principles. Students in this class will also further develop their mathematical skills in order to apply mathematics in the context of everyday situations and in other subjects they may be studying as well as use mathematics as a means of communication. The class requires students to analyze math problems logically and to recognize when and how a situation could be represented mathematically.

AP Calculus AB | 12023100

Grade Levels: 9-12

Lab Fee: None

Prerequisite: Four years of math

Recommendation: None

Credits: 1

Industry Certifications: None

AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations.

AP Calculus BC | 12023200

Grade Levels: 9-12

Lab Fee: None

Prerequisite: Four years of math

Recommendation: None

Credits: 1

Industry Certifications: None

AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AB to different types of equations and introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations.

Science

Earth Space Science | 20013100

Grade Levels: 9, Regular

Lab Fees: None

Prerequisites: FCAT Scores of 1-2

Recommendation: None

Credits: 1.0

Industry Certifications: None

The Earth Space Science course offers laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures. Such 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.

Biology | 20003100

Grade Levels: 9-10, Regular

Lab Fees: None

Prerequisites: Earth Space Science

Recommendation: None

Credits: 1.0

Industry Certifications: None

The Biology course offers laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures. Such 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.

Biology | 20003200

Grade Levels: 9-10, Honors

Lab Fees: None

Prerequisites: Earth Space Science

Recommendation: Earth Space teacher

Credits: 1.0

Industry Certifications: None

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

Pre-AICE (Cambridge)

Biology | 20003220

Grade Levels: 9-12, Cambridge

Lab Fee: None

Prerequisites: A/B past Sci. class

Recommendation: Teacher

Credits: 1.0 (Poss. Col.)

Industry Certifications: None

The Pre-AICE (Cambridge) Biology course enables learners to better understand the technological world, with an informed interest in scientific matters, recognize the usefulness (and limitations) of scientific method, and how to apply this to other disciplines and in everyday life, develop relevant attitudes, such as a concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness, develop an interest in, and care for, the environment, better understand the influence and limitations placed on scientific study by society, economy, technology, ethics, the community and the environment, and develop an understanding of the scientific skills essential for both further study and everyday life.

Chemistry | 20033400

Grade Levels: 10-11, Regular

Lab Fees: \$5.00

Prerequisites: None

Recommendation: None

Credits: 1.0

Industry Certifications: None

The Chemistry course offers laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures. Such 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.

Chemistry Honors | 20033500

Grade Levels: 10-11, Honors

Lab Fees: \$5.00

Prerequisites: A/B in Biology

Recommendation: Biology teacher

Credits: 1.0

Industry Certifications: None

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

AICE Chemistry AS**Level | 2003710**

Grade Levels: 10-12, Cambridge

Lab Fees: \$5.00

Prerequisite: A/B past Sci. class

Recommendation: Teacher

Credits: 1.0 (Poss. Col.)

Industry Certifications: None

The AICE Chemistry AS Level course is designed to stimulate students, create and sustain their interest in Chemistry, and understand its relevance to society, give a thorough introduction to the study of Chemistry and scientific methods, develop skills and abilities that are relevant to the safe practice of science and to everyday life: concern for accuracy and precision, objectivity, integrity, the skills of inquiry, initiative, and insight, enable candidates to become confident citizens in a technological world and to take an informed interest in matters of scientific importance, and stimulate interest in, and care for, the environment.

Physical Science | 2003310

Grade Levels: 9-12, Regular

Lab Fees: None

Prerequisite: None

Recommendation: None

Credits: 1.0

Industry Certifications: None

The Physical Science course offers laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures. Such 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.

AICE (Cambridge) Environmental**Management AS Level | 20013810**

Grade Levels: 9-12, Cambridge

Prerequisite: A/B in past Sci. Level

Recommendations: Teacher

Credits: 1.0 (Poss. Col.)

Industry Certifications: None

The AICE (Cambridge) Environmental Management AS Level is concerned not only with the impact of humankind on the planet but also with the patterns of human behaviour necessary to preserve and manage the environment in a self-sustaining way. Study is linked to the areas of new thinking in environmental management, environmental economics and the quest for alternative technologies. Classroom studies and optional coursework allow candidates to obtain a local as well as a global perspective.

Anatomy & Physiology | 20003500

Grade Levels: 10-12, Regular

Lab Fees: None

Prerequisite: None

Recommendations: None

Credits: 1.0

Industry Certifications: None

The Anatomy & Physiology course offers laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures. Such 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.

Anatomy & Physiology**Honors | 20003600**

Grade Levels: 10-12, Honors

Lab Fees: None

Prerequisite: A/B past Sci. class

Recommendations: Teacher

Credits: 1.0

Industry Certifications: None

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

Physics Honors | 20033900

Grade Levels: 11-12, Honors

Lab Fees: \$10.00

Prerequisites: A/B past Sci. class

Recommendations: Teacher

Credits: 1.0

Industry Certifications: None

The **Physics Honors** course offers laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures. Such 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. In comparison to Physics, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work.

Social Studies

AP Human

Geography | 21034000

Grades Level: 9-12, AP

Lab Fees: None

Prerequisite: A/B past Soc. Stud. course

Recommendation: None

Credits: 1.0

Industry Certifications: None

The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

World History | 21093100

Grade Level: 10, Regular

Lab Fees: None

Prerequisites: None

Recommendation: None

Credits: 1.0

Industry Certifications: None

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

World History Honors | 21093200

Grade Level: 10, Honors

Lab Fees: None

Prerequisite: None

Recommendation: English 1

Credits: 1.0

Industry Certifications: None

Students are empowered to perform at higher levels than World History as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc.

AP World History | 21094200

Grade Level: 10-12, AP

Lab Fees: None

Prerequisite: A/B in English 1 Honors

Recommendation: Human Geography

Credits: 1.0

Industry Certifications: None

The AP World History course focuses on developing students' understanding of world history from approximately 8000 B.C.E. to the present. The course has students investigate the content of world history for significant events, individuals, developments, and processes in six historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides five themes (interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures) that students explore throughout the course in order to make connections among historical developments in different times and places encompassing the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania.

AICE (Cambridge) Business Studies AS Level | 21023240
Grade Level: 11-12, Cambridge
Lab Fees: None

Prerequisite: A/B past Soc. Stud. class
Recommendation: Teacher

Credits: 1.0
Industry Certifications: None

This course develops learners' understanding of business activity in the public and private sectors, and the importance of innovation and change. Learners find out how the major types of business organizations are established, financed and run, and how their activities are regulated. Factors influencing business decision-making are also considered, as are the essential values of cooperation and interdependence. Learners not only study business concepts and techniques but also enhance related skills such as numeracy and enquiry.

AICE (Cambridge) Global Perspectives AS

Level | 17003640
Grade Level: 11-12, Cambridge
Lab Fees: None

Prerequisite: A/B past Soc. Stud. class
Recommendation: Teacher

Credits: 1.0
Industry Certifications: None

This course prepares learners for positive engagement with our rapidly changing world. Learners broaden their outlook through the critical analysis of - and reflection on - issues of global significance. It is based on skills rather than on specific content. Learners develop research, thinking, reasoning and communication skills by following an approach to analysing and evaluating arguments and perspectives called the Critical Path. The skills gained through this course enable learners to meet the demands of twenty first century learning and make a successful transition to study in higher education.

American History | 21003100
Grade Level: 11, Regular
Lab Fees: None

Prerequisite: None
Recommendation: None

Credits: 1.0
Industry Certifications: None

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

American History Honors | 21003200
Grade Level: 11, Honors
Lab Fees: None

Prerequisite: None
Recommendation: English 2

Credits: 1.0
Industry Certifications: None

Students are empowered to perform at higher levels than American History as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc.

AP American History | 21003300

Grade Level: 11, AP

Lab Fees: None

Prerequisite: A/B in English 2 Honors

Recommendation: World History

Credits: 1.0

Industry Certifications: None

The AP U.S. History course focuses on developing students' understanding of American history from approximately 1491 to the present. The course has students investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society) that students explore throughout the course in order to make connections among historical developments in different times and places.

American Government | 21063100 /**Economics | 21023100**

Grade Level: 12, Regular

Lab Fees: None

Prerequisite: None

Recommendation: None

Credits: 0.5 Each Course

Industry Certifications: None

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

The primary content emphasis for the Economics 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.

Honors Government | 21063200 /**Honors Economics | 21023200**

Grade Level: 12, Honors

Lab Fees: None

Prerequisite: None

Recommendation: English 3

Credits: 0.5 Each Course

Industry Certifications: None

Students are empowered to perform at higher levels than American Government / Economics as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc.

AP American Government | 21064200 /

AP Macro-Economics | 21023700

Prerequisite: A/B in English 3 Honors Credits: 0.5 Each Course

Grade Level: 12, AP

Recommendation: American History

Industry Certifications: None

Lab Fees: None

The AP American Government course introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments.

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

Other Social Studies Electives

Sociology | 21083000 (Fall)

Grade Levels: 10-12

Lab Fee: None

Prerequisite: None

Recommendation: None

Credits: 0.5

Industry Certifications: None

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

Psychology | 21073000 (Spring)

Grade Levels: 10-12

Lab Fee: None

Prerequisite: None

Recommendation: None

Credits: 0.5

Industry Certifications: None

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

AP Psychology | 21073500

Grade Levels: 10-12

Lab Fee: None

Prerequisite: None

Recommendation: None

Credits: 1

Industry Certifications: None

A college-level course that introduces the systematic and scientific study of the behavior and mental processes of human beings and other animals; included is a consideration of the psychological facts, principles and phenomena associated with each of the major subfields within psychology.

Comprehensive

Law Studies | 21063700

Grade Levels: 11

Lab Fee: None

Prerequisite: None

Recommendation: None

Credits: 1

Industry Certifications: None

Comprehensive Law Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the study of the components and processes associated with the American legal system and the comprehensive examination of the civil and criminal justice systems. Content should include, but is not limited to, the historical antecedents for law, reason for laws, civil and criminal law, social values and their impact on the establishment and interpretation of laws, causes and consequences of crime, comparison of adult and juvenile justice systems, significance of the Bill of Rights to the American legal system, family and consumer law, rights and responsibilities under the law, and importance of the adversarial relationship in American jurisprudence.

Ag Science Academy

Ag Foundations | 8106810

Grade level: 9, 10, 11, 12

Lab Fees: None

Prerequisites: None

Recommendation: None

Credits: 1

Industry Certification: None

This course is designed to develop competencies in the areas of agricultural history and the global impact of agriculture; career opportunities; scientific and research concepts; biological and physical science principles; environmental principles; agriscience safety; principles of leadership; and agribusiness, employability, and human relations skills in agriscience. Laboratory-based activities are an integral part of this course. These include the safe use and application of appropriate technology, scientific testing and observation equipment.

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

Music

Band 13024600

Grade Level: 9, Regular

Lab Fees: See teacher

Prerequisite: None

Recommendation: None

Credits: 1.0

Industry Certification: None

Students with little or no instrumental experience develop foundational instrumental technique, foundational music literacy, and aesthetic musical awareness through rehearsal, performance, and study of high-quality band literature. Instrumentalists work on the fundamentals of music notation, sound production, instrument care and maintenance, and personal and group rehearsal strategies. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

AP Music Theory | 13003300

Grade Level: 9, Regular

Lab Fees: See teacher

Prerequisite: None

Recommendation: None

Credits: 1.0

Industry Certification: None

AP Music Theory corresponds to two semesters of a typical introductory college music theory course covering topics such as musicianship, theory, musical materials, and procedures. Students develop the ability to recognize, understand, and describe basic materials and processes of music that are heard or presented in a score. Development of aural skills is a primary objective. Students understand basic concepts and terminology by listening to and performing a wide variety of music.

Guitar

13013200 Guitar 1
Grade Level: 9, Regular
Lab Fees: See Teacher

Prerequisite: None
Recommendation: None

Credits: 1.0
Industry Certification: None

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

13013300 Guitar 2
Grade Level: 9, Regular
Lab Fees: See Teacher

Prerequisite: None
Recommendation: None

Credits: 1.0
Industry Certification: None

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

Guitar 3 13013400
Grade Level: 9, Regular
Lab Fees: See Teacher

Prerequisite: None
Recommendation: None

Credits: 1.0
Industry Certification: None

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

Inst Ens | 13024700
Grade Level: 12
Lab Fees: See Teacher

Recommendation: None

Credits: 1.0
Industry Certification: None

Students with little or no instrumental ensemble experience develop musicianship and performance skills as they study, rehearse, and perform high-quality ensemble literature in diverse styles. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

Jazz Band | 13025000
Grade Level: 9-12
Lab Fees: None

Prerequisite: None
Recommendation: None

Credits: 1.0
Industry Certification: None

Students with experience on an instrument suited for jazz ensemble explore the fundamentals of performance practices, improvisation, and music theory through a diverse repertoire of high-quality jazz literature. Students learn the basics of foundational jazz styles, use chord symbols, develop knowledge of musical structure, and study the history of jazz and its iconic musicians. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

Keyboard

Keyboard I | 13013600
Grade Level: All Grades
Lab Fees: None

Prerequisite: None
Recommendation: None

Credits: 1.0
Industry Certification: None

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

Keyboard II 13013700
Grade Level: 9- 12
Lab Fees: See Teacher

Prerequisite: None
Recommendation: None

Credits: 1.0
Industry Certification: None

Students build on previous piano techniques and skills through reading music, acquiring and applying knowledge of music theory, and exploring the role of keyboard music in history and culture. Students learn repertoire from various styles and time periods, exploring the historical influence keyboards have had on music performance and composition. Students explore the basic tools of music technology (i.e., MIDI keyboards). Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Keyboard III 13013800
Grade Level: 9, Regular
Lab Fees: See Teacher

Prerequisite: None
Recommendation: None

Credits: 1.0
Industry Certification: None

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

Keyboard IV 13013900
Grade Level: 12
Lab Fees: See Teacher

Prerequisite: None
Recommendation: None

Credits: 1.0
Industry Certification: None

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

Journalism

Journalism 1 | 10036001

Grade level: 9-11

Lab fee: None

Prerequisite: None

Recommendation Required: None

Credits: 1

Industry Certification: None

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

Journalism 2 | 10036101

Grade level: 10-12

Lab fee: None

Prerequisite: C or better in Journ 1

Recommendation Required: None

Credits: 1

Industry Certification: None

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

Journalism 3 | 10036201

Grade level: 11-12

Lab fee: None

Prerequisite: Journalism 2

Recommendation Required: None

Credits: 1

Industry Certification: None

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

BDTV | DIG 2000 (Fall)

Grade level: 11-12

Lab fee: None

Prerequisite: Application

Recommendation Required: None

Credits: 3

Industry Certification: None

This course explores the avenues of contemporary digital design and highlights the importance of process, innovation, and communication. Students become familiar with design projects including traditional print projects, sophisticated websites, interactive digital media, and motion graphics. The course focuses on developing and refining the design concept and the execution strategy.

BDTV | DIG 2030C (Spring)

Grade level: 11-12

Lab fee: None

Prerequisite: Application

Recommendation Required: None

Credits: 3

Industry Certification: None

This course introduces the concepts, principles, tools, and techniques for telling visual stories and producing, assembling, and mixing digital video and audio components. The course focuses on story conception, creativity, planning, and organizational skills as parts of the production process. The course topics include story elements, screenplay and script-writing software, video personnel, budgets and scheduling, formats and terminologies, lighting, audio, safety precautions, messaging techniques, audience research, shot types, video software, hardware, tools and resources, DSLR (digital single-lens reflex) cameras, video capture, editing, titling, post production techniques, output formats, and distribution

Journalism 4 | 10063320

Grade level: 11-12, Honors

Lab fee: None

Prerequisite: Journalism 3

Recommendation Required: None

Credits: 1

Industry Certification: None

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

Other Business Courses

Digital Information

Technology | 82073100

Grade Level | 9-12

Lab fees: \$10

Prerequisite: None

Recommendation: None

Credits: 1.0

Industry Certifications: Microsoft office

This course is designed to provide an introduction to information technology concepts and careers as well as the impact information technology has on the world, people, and industry and basic web design concepts. The content includes information technology career research; operating systems and software applications; electronic communications including e-mail and Internet services; basic HTML, DHTML, and XML web commands and design; emerging technologies, and Web page design.

Digital Design 1 | 82095100

Grade Level: 10-12

Lab fees: \$10

Prerequisite: C or higher in IIT

Recommendation: None

Credits: 1.0

Industry Certifications: Adobe InDesign

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

Digital Design 2

Honors | 8209520H

Grade Level: 10-12

Lab Fees: \$10

Prerequisites: C or

above in Digital Design 1

Recommendation: None

Credit: 1.0

Industry Certifications: Adobe Illustrator

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

Digital Design 3

Honors | 8209530H

Grade Level: 11,12

Lab Fees: \$10

Prerequisites: C or

above in Digital Design 1 & 2

Recommendation: None

Credit: 1.0

Industry Certifications: Adobe Dreamweaver

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

Pre-AICE Travel and Tourism

IGCSE Level | 2102400

Grade Level: 9

Lab Fees: \$10

Prerequisites: Acceptance

into Cambridge program

Recommendation: Teacher

Credit: 1.0

Industry Certifications: None

Cambridge IGCSE Travel and Tourism (0471) is designed to help meet the need for skilled and knowledgeable individuals in this rapidly diversifying industry. The syllabus develops practical skills across a range of working roles, as well as providing a global and local perspective on travel and tourism. Learners gain an overview of the industry, and learn about popular destinations, customer care, working procedures, travel and tourism products and services, and marketing and promotion. Through their studies, learners will gain an understanding of the concepts, models and theories used within the industry, and also enhance their skills of investigation, analysis, interpretation and evaluation.

AICE Travel and Tourism
Level AS | 2102410
Grade Level: 10-12
Lab Fees: \$10

Prerequisites: Acceptance
into Cambridge program
Recommendation: Teacher

Credit: 1.0
Industry Certifications: None

Cambridge International AS and A Level Travel and Tourism (9395) is suitable for both Cambridge International A Level candidates and for those seeking a more specialised study of this subject. This syllabus encourages learners to appreciate the scale and importance of the travel and tourism industry in the world and recognise the positive and negative impacts the industry may have on people, environments and economies. Learners discover that the travel and tourism industry is dynamic in nature and how the industry responds to change: for example, external factors such as changing consumer needs and expectations, developments in ICT. The syllabus encourages learners to develop practical and technical skills relevant to the industry, enabling them to deal with a range of complex situations and problems.

Cafe Bleu

Culinary Arts 1 | 88005100

Grade Level: 9-12, Regular

Lab Fees: \$55

Prerequisites: None

Recommendation: None

Credits: 1.0

Industry Certifications: None

This course covers basic food preparation & serving skills along with the history of the food service industry and careers in the industry. Students develop competence in safe, secure, and sanitary work procedures; operational systems; recipe format and following recipes in food preparation labs.

Culinary Arts 2 | 88005200

Grade Level: 10-12, Regular

Lab Fees: \$55

Prerequisites: Culinary Arts 1

Recommendation: None

Credits: 1.0

Industry Certifications: None

In this course students will learn and perform front-of-the-house and back-of-the-house duties. Students will prepare quality food products and present them creatively; demonstrate safe, sanitary work procedures; understand food science principles related to cooking and baking; and utilize nutrition concepts when planning meals/menus. Students can earn credit towards Bright Futures by completing this course with a "B" or higher. Students must have completed Culinary 2 with a "C" or better to continue on to Culinary 3.

Culinary Arts 3 | 8800530

Grade Level: 11-12, Honors

Lab Fees: \$55

Prerequisites: Culinary Arts 2,C or higher

Recommendation: None

Credits: 1.0

Industry Certifications: None

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

Culinary Arts 4 | 8800540

Grade Level: 11-12, Honors

Lab Fees: \$55

Prerequisites: Culinary Arts 3 | C or higher

Recommendation: None

Credits: 1.0

Industry Certifications: None

In this course students will prepare various meals and food products including those for individuals with various nutritional needs and/or dietary restrictions. The relationship between nutrition and wellness will be examined. Cost control techniques and profitability will be covered as well as analysis of food establishment menus. Students will also demonstrate basic financial literacy skills. Culinary 4 is an Honors class. Students can earn credit towards Bright Futures by completing this course with a "B" or higher, must be in the academy.

Theater

Theater 1 | 04003100

Grade Levels: 9 - 12

Lab Fees: None

Prerequisite: None

Recommendation: None

Credits: 1

Industry Certifications: None

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.

Theater 2 | 04003200

Grade Levels: 9 - 12

Lab Fees: None

Prerequisite: Audition and Previous course

Recommendation: Teacher Recommendation

Credits: 1

Industry Certifications: None

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. You will strengthen your acting skills through class performances, ensemble acting, duets, monologues, pantomimes and special performances. 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.

Theater 3 HON | 04003300

Grade Levels: 9 - 12

Lab Fees: None

Prerequisite: Audition and Previous course

Recommendation: Teacher Recommendation

Credits: 1

Industry Certifications: None

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.

Theater 4 HON | 04003400

Grade Levels: 9 - 12

Lab Fees: None

Prerequisite: Audition and Previous course

Recommendation: Teacher Recommendation

Credits: 1

Industry Certifications: None

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.

Stagecraft 1 | 04004100

Grade Levels: 9 - 12

Lab Fees: None

Prerequisite: None

Recommendation: None

Credits: 1

Industry Certifications: None

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

Stagecraft 2 | 04004200

Grade Levels: 9 - 12

Labs Fees: None

Prerequisite: None

Recommendation: None

Credits: 1

Industry Certifications: None

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

Theatre Improvisation | 04006200

Grade Levels: 9 - 12

Lab Fees: None

Prerequisite: None

Recommendation: None

Credits: 1

Industry Certifications: None

Students learn to communicate effectively, both verbally and non-verbally; develop and build critical listening and collaborative skills, and think and solve problems quickly and appropriately on the spot, which transfers well to academic, career, and social arenas. Through collaboration, communication, and performance activities, students engage in improvisation as a stand-alone art form and as an acting methodology. 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.

Early Childhood Education

Early Childhood 1 | 84051100

Grade | 9-12, Regular

Lab Fee: \$20 testing fee

Prerequisite: None

Recommendation: None

Credit: 1.0
Industry Certifications: 40 hr. Child Care Train

This course covers the competencies that support the DCF mandated training coursework. Also included are components on communication skills, methods of guidance, and literacy activities. Acquire 40 hour child care training certificate that is mandatory to work in child care.

Early Childhood 2 | 84051200

Grade | 10-12, Regular

Lab Fee: None

Prerequisite: Early Childhood Edu. 1

Recommendation: Teacher Advisement

Credit: 1.0
Industry Certifications: None

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

Early Childhood 3 | 8405130H

Grade | 10-12, Honors

Lab Fee: None

Prerequisite: Early Childhood Edu. 1-2

Recommendation: Teacher Advisement

Credit: 1.0
Industry Certifications: None

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

Early Childhood 4 | 8405140H

Grade | 10-12, Honors

Lab Fee: None

Prerequisite: Early Childhood Edu. 1-3

Recommendation: Teacher Advisement

Credit: 1.0
Industry Certifications: None

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

Executive Internship

Executive Internship 1 | 0500300 Prerequisites: None

Grade Level: 11-12

Recommendations: Teacher recommendation

Credits: 0.5
Industry Certification: None

Lab Fees: None

The purpose of this course is to continue analysis of career options, career planning processes, characteristics of work settings, theories of executive management, influence on unions, free enterprise concepts, and organizational structure in order to provide students with an opportunity to apply technical skills and competencies to real-life career processes and settings.

Executive Internship 2 | 0500310 Prerequisite: None

Grade Level: 11-12

Recommendations: Teacher recommendation

Credits: 0.5
Industry Certification: None

Lab Fees: None

The purpose of this course is to continue analysis of career options, career planning processes, characteristics of work settings, theories of executive management, influence on unions, free enterprise concepts, and organizational structure in order to provide students with an opportunity to apply technical skills and competencies to real-life career processes and settings.

Studio 21 Fashion Design

Design Services Core | 8506405

Grade Level: 9-12
Lab Fees: None

Prerequisite: None

Recommendation: None

Credits: 1.0

Industry Certifications: None

This course is the core course of the fashion design services program. It is designed to develop competencies in the areas of the fashion design industry. It includes essential basic skills for working in design services, leadership and organizational skills, basic principles of design, textile characteristics and care, employability skills, relationship of human factors to design services, safe use of tools and equipment, and selection of appropriate materials.

Princ. of Fash. Des. Services | 8506410

Grade Level: 9-12
Lab Fees: None

Prerequisite: None

Recommendation: None

Credits: 1.0

Industry Certifications: None

This course is the second course of the Fashion Design Services program. It is designed to further develop competencies in the area of Fashion Design Services. It includes employment opportunities in fashion design services, basic skills essential to working in this industry, employability skills, elements and principles of design, the terminology of the apparel industry, garment construction skills, sales techniques, and entrepreneurship.

Pattern Design Techniques | 8506420

Grade Level: 9-12
Lab Fees: None

Prerequisite: None

Recommendation: None

Credits: 1.0

Industry Certifications: None

This course is the third course in the Fashion Design Services program. It is designed to further develop competencies in the area of fashion design services. It includes researching history and culture's effect on design, sketching and free hand drawing, use of technology in the fashion industry, clothing needs for special populations, and creation of an original pattern.

Fashion Design Specialist | 8506430

Grade Level: 9-12
Lab Fees: None

Prerequisite: None

Recommendation: None

Credits: 1.0

Industry Certifications: None

This course is the fourth course in the Fashion Design Services program. It is designed to further develop competencies in the area of Fashion Design Services. This course focuses on five specialty areas of Fashion Design Services: Window Display, Fashion Design Assistant, Tailor's Assistant, Personal Shopper, and Stylist. Students will select one of those specialty areas and will be expected to follow the performance standards for that area. Also included is an opportunity for job shadowing and students will be expected to finalize and submit a portfolio.

Gaming and Cybersecurity

Cybersecurity | 9001310

Grade Level: All Grades
None

Prerequisite:None

Recommendation:None

Credits: 5

Industry Certifications:

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

Computer and NS Fundamentals | 9001320

Grade Level: All Grades

Prerequisite: None

Recommendation:None

Credits: 5

Industry Certification:None

This course is the foundation of all Cybersecurity classes. Students will be introduced to the world of cybersecurity and immersed into an interactive environment of hardware configuration, hardware and software troubleshooting, operating systems, and computer networking. They will be shown how to scan, test, and secure their own systems. The curriculum prepares students for MTA Windows Operating Systems Fundamental national industry certification.

Game and Simulation Design- 8208120

Grade Levels:All Grades

Prerequisite:None

Reccomendation:None

Credits:5

Industry Certifications: None

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

CPT and Net Security | 9001330

Grade Level :All Grades

Prerequisite: None

Recommendation: None

Credits:5

Industry Certifications: None

Laboratory investigations, including the use of scientific research, measurement, and laboratory technologies are an integral part of this course. These activities include instruction in the use of safety procedures, tools, equipment, materials, and processes related to these occupations. Equipment and supplies should be provided to enhance hands-on experiences for students.

Operational Cypersercurity - 9001340

Grade Levels:All Grades

Prerequisite: None

Reccomendation:None

Credits:5

Industry Certifications: None

This course provides students with insight into the many ways in which computer systems can be secured, countermeasures implemented, and risk assessment performed.

Game and Sim Foundations- 8208110

Grade Levels:All Grades

Prerequisite:None

Reccomendation:None

Credits:5

Industry Certifications: None

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

Game and Simulation Design- 8208120

Grade Levels:All Grades

Prerequisite:None

Reccomendation:None

Credits: 5

Industry Certifications: None

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

Game and Sim 2D Graphic Dev.-8208130

Grade Levels:All Grades

Prerequisite:None

Reccomendation:None

Credits: 5

Industry Certifications: None

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

Junior Reserve Officer's Training Corps

JROTC | 1801300

Grade Level 9-12, Regular

Lab Fees:

Prerequisite: None

Recommendation: None

Credits: 1.0

Industry Certifications: None

The purpose of this course is to enable students to develop knowledge of the history, customs, traditions, and purpose of the Army JROTC. The course includes the development of basic leadership skills including leadership principles, values, and attributes. Students should master appreciation for diversity. Active learning strategies are integrated throughout the course with an emphasis on writing skills and oral communication techniques. Financial planning as well as physical fitness, diet, nutrition, healthy lifestyles, awareness of substance abuse and prevention, and basic first aid measures are included. An overview of the globe and geography and basic map reading skills are incorporated. A study of the United States Constitution, Bill of Rights, responsibilities of United States citizens, and the federal justice system is also provided.

Medical Academy

Health Science 1 | 8417100

Grade Level: 9, Regular

Lab Fees: \$10

Prerequisite: None

Recommendation: None

Credits: 1.0

Industry Certifications: None

This course is part of the secondary Health Core consisting of an overview 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 2 | 8417110

Grade Level: 10, Regular

Lab Fees: \$20

Prerequisite: Health Science 1

Recommendation: None

Credits: 1.0

Industry Certifications: None

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 may shadow professionals throughout the course.

Allied Health Assisting | 8417130

Grade Level: 11, Regular

Lab Fees: \$30

Prerequisite: Health Science 1 and 2

Recommendation: None

Industry Certifications: CPR-PRO, CMAA

Credits: 1.0

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

EKG Technician | 8417160

Grade Level: 12, Regular

Lab Fees: \$30

Prerequisite: Health Science 1 and 2

Recommendation: None

Industry Certifications: CPR-PRO, CET

Credits: 1.0

This semester course is a study of impaired mental functioning and abnormal behavior. Each student writes a research paper over a specific subject in abnormal psychology. Topics are selected from a list of disorders or conditions. Anatomy of the part of the brain affected, basic physiology (such as chemical actions of the brain), symptoms, procedures, and treatment's used for this disorder are included in this project.

Online Courses

Grade Levels: 9-12

Lab Fees: None

Prerequisite: None

Recommendation: Guidance Counselor

Credits: 1.0

Industry Certifications: None

Students wishing to take an online course need to meet with their guidance counselor prior to registering. Counselors will make recommendations and give approval. Course grades and credits will be reflected on students' transcripts. It is a requirement to take an ONLINE COURSE in order to graduate high school. The following below are information about where to sign up for online classes and the different options available for students.

FLORIDA VIRTUAL SCHOOL

The Florida Virtual High School, a computer-based program, offers online courses to Florida high school students. The online courses use e-mail, computer conferences and, occasionally, video teleconferencing. Students access on-line course curriculum and use other resources such as CDs, books and study materials. Individual assignments are posted by teachers, and students return these via e-mail. Course offerings and registration information are available on the web site:

<http://www.flvs.net>.

POLK COUNTY VIRTUAL EDUCATION

Polk Virtual School is a district owned franchise of Florida Virtual School. This program serves students with courses that are accredited through the Southern Association of Colleges and Schools. Polk Virtual School works with the county's schools days, which makes it easier for students who are in high school. Virtual education is completely Internet based. Enrollment and registration processes for Polk Virtual School are completed via the Internet. Each course's curriculum is designed using modular lessons. Each student completes their work, submits it via email to the teacher, it is graded by the teacher, and returned via email. The students and teachers communicate via email, Elluminate, whiteboards, and telephone. More information is available on the web site:

<http://schools.polk-fl.net>

Physical Education

Aerobics | 15034000

Grade Level: 9-12

Lab Fee: \$10.00

Prerequisite: None

Recommendation: None

Credits: 3

Industry Certifications: None

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

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Com Fit | 15013900

Grade Level: 9-12

Lab Fee: \$10.00

Prerequisite: None

Recommendation: None

Credits: 1

Industry Certifications: None

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

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Ind-Dual | 15024100

Grade Level: 9-12

Lab Fee: \$10.00

Prerequisite: None

Recommendation: None

Credits: 1

Industry Certifications: None

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

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Volleyball | 150551000
Grade Level:9-12
Lab Fee:\$10.00

Prerequisite: None
Recommendatoion:None

Credits: 3
Industry Certifications: None

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

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Team Sports1 | 15033500
Grade Level:9-12
Lab Fee:\$10.00

Prerequisite: None
Recommendatoion:None

Credits: 1
Industry Certifications: None

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

-English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

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Team Sports II | 15033600
Grade Level:9-12
Lab Fee:\$10.00

Prerequisite: None
Recommendatoion:None

Credits: 1
Industry Certifications: None

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

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Wt Train Beg | 15013400
Grade Level:9-12
Lab Fee:\$10.00

Prerequisite: None
Recommendatoion:None

Credits: 1
Industry Certifications: None

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

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org. English Language Development ELD Standards Special Notes Section: Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

Wt Train Beg/Adv | 15013600
Grade Level:9-12
Lab Fee:\$10.00

Prerequisite: None
Recommendatoion:None

Credits: 1
Industry Certifications: None

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

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Wt Train Int | 15013500
Grade Level:9-12
Lab Fee:\$10.00

Prerequisite: None
Recommendatoion:None

Credits: 1
Industry Certifications: None

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

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Wt Train Int/Power | 15014100
Grade Level:9-12
Lab Fee:\$10.00

Prerequisite: None
Recommendatoion:None

Credits: 1
Industry Certifications: None

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

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Personal Fitness1 | 15013000
Grade Level:9-12
Lab Fee:\$10.00

Prerequisite: None
Recommendatoion:None

Credits: 1
Industry Certifications: None

The purpose of this course is to provide students with the knowledge, skills, and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill-related components of physical fitness which are critical for students' success.

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

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HOPE-PE | 15063200
Grade Level:9-12
Lab Fee:\$10.00

Prerequisite: None
Recommendatoion:None

Credits: 1
Industry Certifications: None

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. Students will combine the learning of principles and background information in a classroom setting with physical application of the knowledge. A majority of class time should be spent in physical activity.

In addition to the physical education content represented in the benchmarks below, specific health education topics within this course include, but are not limited to:Mental/Social Health- Physical Activity-Components of Physical Fitness-Nutrition and Wellness Planning-Diseases and Disorders

Health Advocacy English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

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Varsity Football | 15024700
Grade Level:9-12
Lab Fee:\$10.00

Prerequisite: None
Recommendatoion:None

Credits: 1
Industry Certifications: None

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

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Varsity Football | 15013800
Grade Level:9-12
Lab Fee:\$10.00

Prerequisite: None
Recommendatoion:None

Credits: 1
Industry Certifications: None

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

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JV Football | 15013100
Grade Level:9-12
Lab Fee:\$10.00

Prerequisite: None
Recommendatoion:None

Credits: 1
Industry Certifications: None

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>

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JV Football | 15024800
Grade Level:9-12
Lab Fee:\$10.00

Prerequisite: None
Recommendatoion:None

Credits: 1
Industry Certifications: None

English Language Development ELD Standards Special Notes Section:

Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate for social and instructional purposes within the school setting. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success. The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: <http://www.cpalms.org/uploads/docs/standards/eld/SI.pdf>. For additional information on the development and implementation of the ELD standards, please contact the Bureau of Student Achievement through Language Acquisition at sala@fldoe.org

PSC Dual Enrollment

Grade Level: 9-12

Lab Fees: None

Prerequisite: None

Recommendation: Guidance Counselor

Credits: 1.0

Industry Certifications: None

Polk State College Dual Enrollment allows eligible high school students to take college level courses and receive both college credit and credit toward a high school diploma. To participate, students must have a minimum 3.0 unweighted grade point average, earn at least six core high school credits (core = English, math, science, social studies, and world language) and pass certain sections of the PERT, a college placement test. Students taking college level courses will not be charged registration, tuition or book fees at Polk State College. Registration for dual enrollment courses may occur earlier than high school registration. Students meeting the criteria should contact their guidance counselor for more information. For more information about PSC Dual Enrollment click on the link <https://www.polk.edu/admission-aid/dual-enrollment-early-admission/>

Journalism

Journalism 1 | 10063000

Grade Level: 9-12

Lab Fees: None

Prerequisite: None

Recommendation: Teacher Recommendation

Credits: 1.0

Industry Certifications: None

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

1 year, 1 credit class. You need to be in a Language Arts classMedia, Journalism 1, Print, Broadcast, Online Media, JOURN 1, Elective.

Grade Level(s): 9,10,11,12

General Notes

Instructional Practices: Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

- Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
- Making close reading and rereading of texts central to lessons.
- Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
- Requiring students to support answers with evidence from the text.
- Providing extensive text-based research and writing opportunities (claims and evidence).

Special Skills

The content should include, but not be limited to the following:

- Demonstrating entry-level skills in telling stories and packaging them across the platforms/mediums of print, multimedia, online, and broadcast/radio;
- Demonstrating fundamental skills in layout design, organization/management skills, and use of technology for the successful production of journalistic media;
- Using writing strategies to craft various forms of journalistic writing, including news writing, feature writing, sports writing, and editorial writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context;
- Using fundamental research skills and networking formats;
- Demonstrating awareness of the history of journalism and changes in the responsible and ethical use of information, including the use of print and non-print photojournalism; and
- Demonstrating awareness of the varied careers within the multiple formats of 21st century journalism.

Journalism 2 | 10063100

Grade Level: 9-12

Lab Fees: None

Prerequisite: None

Recommendation: Teacher Recommendation

Credits: 1.0

Industry Certifications: None

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

1 year, 1 credit class. You need to be in a Language Arts classMedia, Journalism 1, Print, Broadcast, Online Media, JOURN 1, Elective.

Grade Level(s): 9,10,11,12

General Notes

Instructional Practices: Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

- Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
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- Providing extensive text-based research and writing opportunities (claims and evidence).

Special Skills

The content should include, but not be limited to the following:

- Demonstrating entry-level skills in telling stories and packaging them across the platforms/mediums of print, multimedia, online, and broadcast/radio;
- Demonstrating fundamental skills in layout design, organization/management skills, and use of technology for the successful production of journalistic media;
- Using writing strategies to craft various forms of journalistic writing, including news writing, feature writing, sports writing, and editorial writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context;
- Using fundamental research skills and networking formats;
- Demonstrating awareness of the history of journalism and changes in the responsible and ethical use of information, including the use of print and non-print photojournalism; and
- Demonstrating awareness of the varied careers within the multiple formats of 21st century journalism.

Journalism 3 | 10063100

Grade Level: 9-12

Lab Fees: None

Prerequisite: None

Recommendation: Teacher Recommendation

Credits: 1.0

Industry Certifications: None

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

1 year, 1 credit class. You need to be in a Language Arts class Media, Journalism 1, Print, Broadcast, Online Media, JOURN 1, Elective.

Grade Level(s): 9,10,11,12

General Notes

Instructional Practices: Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

- Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
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Special Skills

The content should include, but not be limited to the following:

- Demonstrating entry-level skills in telling stories and packaging them across the platforms/mediums of print, multimedia, online, and broadcast/radio;
- Demonstrating fundamental skills in layout design, organization/management skills, and use of technology for the successful production of journalistic media;
- Using writing strategies to craft various forms of journalistic writing, including news writing, feature writing, sports writing, and editorial writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context;
- Using fundamental research skills and networking formats;
- Demonstrating awareness of the history of journalism and changes in the responsible and ethical use of information, including the use of print and non-print photojournalism; and
- Demonstrating awareness of the varied careers within the multiple formats of 21st century journalism.

Journalism 4 | 10063100

Grade Level: 9-12

Lab Fees: None

Prerequisite: None

Recommendation: Teacher Recommendation

Credits: 1.0

Industry Certifications: None

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

1 year, 1 credit class. You need to be in a Language Arts classMedia, Journalism 1, Print, Broadcast, Online Media, JOURN 1, Elective.

Grade Level(s): 9,10,11,12

General Notes

Instructional Practices: Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

- Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
- Making close reading and rereading of texts central to lessons.
- Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
- Requiring students to support answers with evidence from the text.
- Providing extensive text-based research and writing opportunities (claims and evidence).

Special Skills

The content should include, but not be limited to the following:

- Demonstrating entry-level skills in telling stories and packaging them across the platforms/mediums of print, multimedia, online, and broadcast/radio;
- Demonstrating fundamental skills in layout design, organization/management skills, and use of technology for the successful production of journalistic media;
- Using writing strategies to craft various forms of journalistic writing, including news writing, feature writing, sports writing, and editorial writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context;
- Using fundamental research skills and networking formats;
- Demonstrating awareness of the history of journalism and changes in the responsible and ethical use of information, including the use of print and non-print photojournalism; and
- Demonstrating awareness of the varied careers within the multiple formats of 21st century journalism.

Technobotics

Foundation of Robotics | 9410110H

Grade Level: 9-12

Lab Fee: \$20

Prerequisite: None

Recommendation: Non

Credit: 1.0

Industry Certifications: None

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.

Robotic Design Essentials | 9410120H

Grade Level: 10-1

Lab Fee: None

Prerequisite: C or better in Found. of Rob.

Recommendation: Teacher

Credit: 1.0

Industry Certifications: None

This course provides students with content and skills essential to the design and operation of robotics, including artificial intelligence, sensors, electronic devices, engineering technologies, motion physics, electrical motors, programming, simulation and modeling, and critical thinking skills.

Robotic Systems | 9410130H

Grade Level: 11-12

Lab Fee: None

Prerequisite: C or better in Rob. Des. Essent.

Recommendation: Teacher

Credit: 1.0

Industry Certifications: None

This course provides students with extended content and skills essential to the design and operation 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.

Robotic Application Capstone | 9410140H

Grade Level: 11-12

Lab Fee: None

Prerequisite: C or better in Rob. Systems

Recommendation: Teacher

Credit: 1.0

Industry Certifications: None

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.

Intro. To Engineering Design | 8600550H

Grade Level: 10-12

Lab Fee: None

Prerequisite: None

Recommendation: None

Credit: 1.0

Industry Certifications: None

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