

Pasco High School

2020/2021 Electives, Programs and Academies: Course Description Handbook

NOTE: An asterisk (*) denotes Fine/Performing Arts course

ACADEMIC ELECTIVES

LANGUAGE ARTS:

Creative Writing 1 and 2: (0.5) This elective course develops writing and language skills needed for individual expression in literary forms. Students will study classic and modern examples of poetry, short stories, and plays, paying attention to the unique style and skills required for each genre. Students will then write their own poems, stories, and scripts while learning how to read and revise their own work as well as the work of their peers. This is a fun class where learning who we are and how to use our unique voice to speak our mind is as important as learning how to write.

Accelerated Literacy (Intensive Reading): (1.0) Placement determined by FSA score. The course emphasizes reading comprehension and vocabulary skills using a variety of grade appropriate texts encompassing a range of complexity. Students enrolled in the course will engage in research, write in response to reading, and cite evidence to answer text dependent questions both orally and in writing. At the end of 10th grade students are expected to read and comprehend texts in the grades 9-10 complexity band independently and proficiently.

*Theatre 1, 2, 3: (1.0) 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.

*Journalism 1, 2, 3, 4: (1.0) Journalism 1 students need to have a level 4 FSA ELA and an overall B average in English, and the recommendation of 2 teachers, one English and another of their choice. Journalism 2 and above students need teacher approval to continue in the program. Yearbook has many facets: design, photography, writing, editing, reporting, interviewing, sales, marketing, and video creation. Students are required to attend and cover events after school and on weekends. While there is an editor system, all students have to perform in all previously mentioned areas.

Social Media 1: (0.5) The purpose of this course is to enable students to develop fundamental skills in the use of social media across print, multimedia, web, and broadcast platforms, including ethical and legal uses.

AICE Media Studies (AS): (1.0) Grade Levels: Grades 10-12 Prerequisites: Successful completion of Pre-AICE English Language or English Honors and recommendation of the English teacher. In AICE Media Studies students will explore how the media arts, specifically magazines and movies, impact our perceptions of the world. The AICE candidate will analyze trends in design and marketing to a specific target audience. Viewing and deconstructing film and television camera work and cinematic elements will also be an emphasis of this course. Learners will use hands-on approach to develop an understanding and appreciation of the place of media in our everyday lives. Students in the course are required to undertake a media studies research project.

SOCIAL STUDIES:

Court Procedures: (0.5) The grade 9-12 Court Procedures course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary

content for the course pertains to the study of the structure, processes and procedures of the judicial systems of the United States and Florida.

Law Studies: (0.5) Basic overview of the US legal system while also introducing basic debate and mock trial skills. The class does require students to argue and helps them to become comfortable speaking in front of others. Students will look at both the criminal and civil components of the American legal system. Students will also learn real world experiences through topic oriented guest speakers throughout the year.

Psychology 1, 2: (0.5 each) 10th, 11th & 12th grades only. We will look at the Science of Psychology, describe its history, identify the methods of examining behavior, and the mental process. We will review the scientific methods and careers in the discipline along with addressing how the brain processes information, and how the body adapts to changes to the environment. We will cover how individuals react to different stimuli, stress, emotions, and behavioral drives and needs. We will review how our memory works, how we think, learn, and use our language. We will examine lifespan development, individual and personality differences, and psychological disorders. Finally, we will look at different types of therapies and look at individual and group attitudes, interactions, and social influence.

Sociology: (0.5) 10th, 11th & 12th grades only. Sociology is a social science not to be confused with Psychology or Anthropology. While Psychology delves into the individual and Anthropology looks primarily at cultures, Sociology deals with interactions between people and the phenomena that those interactions create: Social Structures, institutions, stratifications and collective behavior. As a social science, understanding the scientific method as applied to social groups is paramount. Surveys, polls, interviews, and research into societal issues will be examined, as social scientists believe we can better understand the world around us and more effectively deal with social problems. We will study in-depth the social institutions of the family, education, political and economic institutions, religion, and the nature of sports, and how they have become their own social institution.

Holocaust History Honors: (1.0) The primary content emphasis for this course pertains to the examination of the events of the Holocaust (1933-1945), the systemic, planned annihilation of European Jews and other groups by Nazi Germany. Content will include, but is not limited to, the examination of twentieth century programs and of twentieth century and twenty-first century genocides, investigation of human behavior during this period, and an understanding of the ramifications of prejudice, racism and stereotyping.

AICE Psychology: (1.0) 10th, 11th & 12th grades only. AICE Psychology is an internationally accepted college level course that explores behavior and mental processes through twenty “core studies” from Psychology’s past. Students who take this course will gain a working knowledge of what psychologists do, how they gather their data, and how the research is applied to daily life. Students in the AICE Psychology class are expected to be able to write for evidence, evaluation, application, and analysis. The 20 research studies to be examined will allow students to reflect on five key approaches in psychology: cognitive psychology, social psychology, developmental psychology, physiological psychology, and the psychology of individual differences.

AICE Sociology: (1.0) 10th, 11th, & 12th grades only. This course offers learners the opportunity not only to explore the processes that are shaping current trends, but also to develop an understanding of the complexity and diversity of human societies and their continuities with the past. The study of sociology stimulates awareness of contemporary social, cultural and political issues, and focuses on the importance of examining these issues in a rigorous, reasoned and analytical way.

AICE Geography (AS): (1.0) Grade Levels: Grades 9 – 12 Prerequisites: Previous exposure to advanced level courses. Geography occupies a central position in understanding and interpreting issues affecting people, places and environments, and change in both space and time. Cambridge International AS and A Level Geography helps learners develop the knowledge and skills that will prepare them for successful university study. Learners will develop an understanding of the principal processes operating within physical geography and human geography and the causes and effects of change on natural and human environments. Students will enhance their skills to think logically, and to present an ordered and coherent argument in a variety of ways.

World Cultural Geography: (1.0) The grade World Cultural Geography course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of world cultural regions in terms of location, physical characteristics, demographics, historical changes, land use, and economic activity. Content should include, but is not limited to, the use of geographic tools and skills to gather and interpret data and to draw conclusions about physical and human patterns, the relationships between physical geography and the economic, political, social, cultural and historical aspects of human activity, patterns of population growth and settlement in different cultures and environments, the interaction between culture and technology in the use, alteration and conservation of the physical environment, and the interrelationships and interdependence of world cultures.

OTHER:

AVID 1, 2, 3, 4: (1.0) Teacher recommendation only. AVID (Advancement Via Individual Determination) is offered as a rigorous academic elective course that prepares students for success in four-year colleges. The AVID course is scheduled during the regular school day as a year-long course. Each week students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic survival skills. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking, note-taking, and research. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, and reading to support their academic growth.

Critical Thinking and Study Skills: (0.5) Critical thinking and study skills are the tools needed to enhance performance in almost any venture. Take a trip with us, following our road map for developing learning strategies and skills in problem solving, critical thinking, and test taking that lead to winning performance on assessments. School experiences and present knowledge fill each student's travel bags with the items needed on this trip. Now is the time to become a savvy traveler and an expert problem solver. In this course, practicing thinking strategies, learning test-taking strategies, building verbal competence, and sharpening mathematics reasoning are all stops on the trip itinerary. As the trip progresses, students acquire new essential learning strategies.

Career and Decision Making: (0.5) The purpose of this course is to develop career planning competencies, enabling students to make informed career choices and develop the skills needed to successfully plan and apply for college or a job.

AICE Global Perspectives: (1.0) 11TH & 12th grade only. College level course. The focus of AICE Global Perspectives is on developing the ability to think, speak, and write critically about a range of global issues where there is always more than one point of view. Students will become aware of global themes and issues, viewed from personal, local, national and international perspectives, and of the connections between them. This cross-curricular program challenges students to work in groups, to present seminars, to create projects, and to publish essays. Students who sign up for AICE Global Perspectives must be self-motivated and have the ability to establish and meet deadlines.

AICE Thinking Skills: (1.0) College level course. Thinking Skills develops a specific set of intellectual skills, independent of subject content. It reflects the need voiced by universities and employers for more mature and sophisticated ways of thinking. The Thinking Skills syllabus also enables students to approach their other subjects with an improved ability to understand, analyze and resolve problems. As a result, students find the course of great benefit when preparing for higher education and for a wide range of careers, including law, scientific research, social science, journalism, medicine, business, accounting and engineering. As a curriculum subject, Thinking Skills offers students an excellent opportunity to express themselves freely and openly. The Thinking Skills syllabus encourages free and open debate, critical and investigative thinking, and informed and disciplined reasoning. *Please note there is significant amount of math in this course.

Peer Counseling I, II, III, IV: (0.5) The series of courses under Peer Counseling are used to expose student to a working school and infuse them into the school as a working part of the institution. Students can and will be asked to complete tasks from the mundane to elaborate projects that help shape the school. There is only one pre-requisite for the class: Students must be in 11th or 12th grade. Students must have good attendance, a positive attitude, and the ability to work without a lot of guidance.

AICE Environmental Management (AS): (1.0) Grade Levels: Grades 10-12 Prerequisites: Successful completion of Pre-AICE Biology/Biology Honors and recommendation of the Biology teacher. The content of this course is designed to encourage a broad, thought-provoking study of the environment focusing on key issues in its management for sustainability. Students entering AICE Environmental Management class do not need to have studied environmental science or management before taking this class. In this class, students will develop knowledge of Earth's natural systems, the effects of human activity on these systems, and important environmental problems, which face the world today. Students will learn that solutions to environmental issues are not easy to find, recognize that the environment is an important social and political issue, and understand the important role that individuals have in thinking about these issues and considering solutions. Students in the course are required to undertake an environmentally based research project.

FOREIGN LANGUAGE

(2.0) Credits required for 4-year colleges and Bright Futures

Spanish 1: (1.0) Introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

Spanish 2: (1.0) Reinforces the fundamental skills acquired by the students in Spanish 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Spanish 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

Pre-AICE Spanish 1, 2: (1.0 each) Honors level course. This syllabus is designed for learners who are learning Spanish as a foreign language. The aim is to develop an ability to use the language effectively for practical communication. The course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as learners progress through their studies. The syllabus also aims to offer insights into the culture and civilization of countries where the language is spoken, thus encouraging positive attitudes towards language learning and towards speakers of foreign languages.

Pre-AICE Spanish 3: (1.0) Honors level course. Spanish 3 provides mastery and expansion of skills acquired by the students in Spanish 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities, which are important to the everyday life of the target language-speaking people.

AICE Spanish Language: (1.0) College level course. Students in the Spanish Language class will study a wide range of topics in the language including human relationships, family, patterns of daily life, the media, food and drink, law and order, religion, health and fitness, work and leisure, employment, sports, and education. It is recommended that students who wish to enter the AICE Spanish Language class have a minimum of three previous years of instruction in Spanish. Students are required to complete a speaking presentation that will be recorded as part of the exam for this class.

Spanish for Spanish Speakers: (1.0) The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. Language Arts Standards are also included in this course to enable students to become literate in the Spanish language and gain a better understanding of the nature of their own language as well as other languages to be acquired.

FINE ARTS

(1.0) Credit required for Graduation

*Intro to Art History: (0.5) Students take an inquiry-based approach to exploring, researching, and analyzing works of art across time and cultures. In developing art-specific vocabulary, students explore how the structural elements of art and organizational principles of design have been used to solve artistic challenges and create meaning. Students learn to identify the functions, forms, media, styles of art, cultural ideas, and themes related to time periods and geographical places. Career options related to art history and criticism are also explored.

*Art in World Cultures: (0.5) Must complete Intro to Art History first as Prerequisite. Students survey selected works of art, utilitarian artworks, and architecture from around the world. Students explore both the traditional forms and contemporary interpretations, including analysis of purpose, theme, cultural and historical context, formal qualities, symbols, and media. Students explore and compare various cultural responses to universal themes, as evidenced in their art. Students also consider the value of preserving these works in today's museums and other public buildings, private collections, and in digital format. This course may incorporate hands-on activities and consumption of art materials.

*Art 2-D Studio 1, 2, 3: (1.0) 2D Studio 1 explores the production of flat artworks using readily available media, such as pencil, color pencil, pastels, collage, etc. Contemporary and historical fine art will be discussed. This is an introductory course and has no prerequisites. The purchase and consumption of materials is required for this course. Second semester builds upon what was learned and focuses on enabling the student to produce successful flat artwork. Contemporary and historical fine art will be discussed. New, more challenging media will be used, and students will work more autonomously. Materials must be purchased and consumed for this course.

*Art 3-D Studio 1, 2, 3: (1.0) 3D Studio is an introduction to sculptural processes and history, and explores the use of various media in pursuit of producing successful sculptures. Students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Processes and techniques for substitution include wheel-thrown clay, glaze formulation and application, or extruded, cast, draped, molded, laminated, or soft forms. A "C" or higher must be earned in 2D 1 as a prerequisite. Materials must be purchased and consumed for this course.

*Ceramics/Pottery: (1.0) Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instructional focus will be on ceramics and/or pottery. Media may include, but are not limited to, clay and/or plaster, with consideration of the workability, durability, cost, and toxicity of the media used. Student artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail, size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftsmanship and quality in the surface and structural qualities of the completed art forms. Students in the ceramics and/or pottery art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

*Drawing 1, 2: (1.0) Drawing is an advanced course in which drawing technique is studied intensely with the goal of enabling students to draw successfully in both traditional, and contemporary modes. It is recommended that students have an existing interest in drawing before enrolling in this course. This course also introduces students to a variety of painting media and techniques, working toward developing the ability to paint in traditional figurative modes, as well as contemporary painting styles. Materials must be purchased and consumed for this course. A “C” or higher must be earned in Art 2D 1 prior to enrollment in this class.

*Portfolio 1, 2: (1.0) Requires teacher recommendation and 2 years of Art. This an intensive course designed for the advanced student who is considering art as a professional option. The course is an independent study in the fashion of a college art class, and aspires to produce a respectable portfolio of works that may be used for college application. This course requires the purchase and consumption of a variety of materials. Honors credit is received for the course, and expectations of student performance and time investment follow accordingly.

*Pre-AICE Art and Painting (1.0) Grade Levels: Grades 9 -12 Prerequisites: None

The course aims to encourage a personal response by stimulating imagination, sensitivity, conceptual thinking, powers of observation and analytical ability. Learners gain confidence and enthusiasm as they develop technical skills in two and three-dimensional form and composition, and are able to identify and solve problems in visual and tactile forms. An ideal foundation for further study in art and design courses.

*AICE Art & Design: (1.0) The AICE Art and Design syllabus encourages a range of skills, stimulates aesthetic awareness, knowledge and critical understanding of art, and provides opportunities for learners to develop a range of skills. Crucially, a personal and independent perspective is encouraged at all times. The syllabus is designed to accommodate a wide range of abilities, materials and resources, and allows the different skills of the teaching staff to be fully exploited.

MUSIC:

*Chorus 1, 2: (1.0) This year-long, entry-level class, designed for students with little or no choral experience, promotes the enjoyment and appreciation of music through performance of beginning choral repertoire from a variety of times and places. Rehearsals focus on the development of critical listening skills; foundational instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.

*Guitar 1, 2, 3: (1.0) 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.

*Eurhythmics 1, 2: (1.0) Student dancers develop basic skills in performing and evaluating choreographed performances as an independent ensemble and in cooperation with a music ensemble. Emphasis is placed on dance, equipment manipulation, precision, and the relationship between music and dance. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

*Instrumental Techniques 1, 2, 3, 4: (1.0) Students in this entry-level class focus on the development of musical and technical skills on a specific instrument through etudes, scales, and selected music literature. Through problem-solving, critical thinking, and reflection, students develop the physical and cognitive

skills to be more disciplined 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.

*Band 1, 2, 3, 4, 5, 6: (1.0) This year-long, formative class, designed for students ready to build on skills and knowledge previously acquired in a middle or high school instrumental ensemble, promotes the enjoyment and appreciation of music through performance of high-quality, intermediate-level wind and percussion literature. Rehearsals focus on development of critical listening/aural skills, individual musicianship, instrumental technique, refinement of ensemble skills, and aesthetic engagement culminating in periodic public performances.

*Jazz Ensemble 1, 2, 3, 4: (1.0) 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.

PHYSICAL EDUCATION

(1.0) Credit of HOPE required for Graduation
Dressing out is required for ALL PE classes

HOPE: (1.0) 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.

Team Sports 1, 2: (0.5) 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.

Individual and Dual Sports 1, 2: (0.5) The purpose of this course is to provide students with opportunities to acquire knowledge of strategies of individual and dual sports play, develop skills in selected individual and dual sports, and maintain and/or improve their personal fitness. This course expands and refines concepts and activities that were introduced in elementary and middle school.

Recreational Activities: (0.5) The purpose of this course is to provide students with opportunities to acquire knowledge and skills in a variety of recreational activities that may be used in recreational pursuits today as well as in later life and maintain and/or improve their personal fitness. This course expands and refines concepts and activities that were introduced in elementary and middle school.

Weight Training 1, 2, 3: (0.5) 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.

Care and Prevention of Athletic Injury: (0.5) The purpose of this course is to enable students to develop knowledge of the anatomy and physiology related to athletic injuries and skills related to the nature, prevention, care, and rehabilitation of athletic injuries. The content should include, but not be limited to the following: safety practices, rules, terminology, history of the sports/activities, correct techniques in performing skills, consumer issues, benefits of participation, fitness activities, and fitness assessments.

AS Physical Education: (1.0) Grade Levels: 10 -12 Prerequisites: Previous exposure to advanced level courses. Learners will learn both practical and theoretical themes, covering anatomy and physiology, movement skills and contemporary studies in sport. Learners are encouraged to try out a range of physical activities, including team and individual sports, games, and outdoor activities, and then use the theoretical knowledge they have gained to analyze the different factors influencing performance. The course also encourages learners to understand and explain global trends in Physical Education and Sport.

HEALTH

The following courses do NOT count towards PE Graduation Requirement

First Aid and Safety: (0.5) Learn CPR.

PROGRAMS AND ACADEMIES

AGRICULTURE:

Agriscience Foundations: (1.0) Prerequisite for all Ag courses. This course provides the students with skills related to plant and animal science, conservation and ecology, forestry and natural resources, mechanics, and agriculture production. With completion and passing grade, student will receive 1.0 science credit.

Technical Ag Operations 2: (1.0) This course is designed to develop competencies in the areas of safety; selection and use of tools; planning and building projects and construction of agricultural structures, including the use of electrical circuits, plumbing, concrete and masonry; and employability skills.

*Introduction to Horticulture 2: (1.0) This course is designed to develop competencies in the areas of career opportunities; global importance of agriculture; plant classification; propagation; growing media; nutritional needs; fertilization; irrigation; pest identification; pest control, pruning; plant installation; transplanting; safe hand-tool use; and employability skills.

*Introduction to Horticulture 3: (1.0) This course is designed to develop competencies in the areas of industry regulations; plant classification; plant transportation; soil sampling and analysis; fertilizer calculations; recording keeping; irrigation components, water quality; drainage; integrated pest management; pesticide safety and regulations; equipment calibration; chemical growth regulators; xeriscaping; integrated landscape management; safe use of power equipment; record keeping; and employability skills.

*Agricultural Communications 2: (1.0) This course is designed to develop competencies in the communications sector of the agricultural industry including instruction in developing and editing materials for printed media and media broadcast, utilizing photography and graphics, the importance of the internet in communications, writing technical papers and media scripts and ethical and professional issues in the industry.

*Agricultural Communications 3: (1.0) Must have completed Ag Comm 2. This is a combination course of leadership and preparing a student for employment in the communication industry. Content includes: public speaking, photography, professional issues, media broadcasting, advertising and marketing, demonstrations, publications and ethical issues.

Ag Coop Ed OJT: (1.0, 2.0 or 3.0) block. 11th & 12th only with teacher approved Ag job. This program is designed to provide related and on-the-job instruction related to the specific agricultural area in which the student has received or is receiving training. Work experience is supervised by the teacher-coordinator.

Must be scheduled with one related class which provides instruction in employability skills and content from the students training plan to further develop competencies from the specialized program.

Ag Directed Study: (1.0) By recommendation only.

BUSINESS:

*Digital Information Technology: (1.0) Learning the keyboard, operation of the computer, and the different programs of Microsoft Office. Includes Microsoft Word, PowerPoint, Excel and Access. In Word students learn to type announcements, memos, letters, research papers, and reports with enhanced presentation. Students will learn how to enhance the effects of a PowerPoint presentation. In Excel students will learn how to use formulas in worksheets and create graph presentations. In Access, students will learn how to create and utilize databases.

*Digital Design 1, 2, 3: Must complete DIT first. This course is designed to develop entry-level skills required for careers in the digital publishing industry. The content includes computer skills; digital publishing concepts and operations; layout, design, and measurement activities; decision-making activities; and digital imaging. Certification in Adobe (Photoshop, Illustrator, InDesign) which counts towards Merritt Diploma requirement.

Accounting Applications 1, 2: (1.0) This course teaches the skills necessary to obtain an entry level job in bookkeeping, recording business transactions, and the preparation and understanding of financial statements. With successful completion of the program students may earn Industry Certification in Intuit QuickBooks, which counts towards Merritt Diploma requirement.

AICE Business Studies: (1.0) The Cambridge IGCSE Business Studies syllabus 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 organization 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.

ELECTRICITY:

Electricians install electrical systems in structures; they install wiring and other electrical components, such as circuit breaker panels, switches, and light fixtures, and they follow blueprints, the National Electrical Code® and state and local codes. To prepare trainees a career in the electrical field, NCCER offers a comprehensive, 4-level Electrical curriculum that complies with DOL time-based standards for apprenticeship. After completing three years you could be Industry certified and also qualify for Florida Bright Futures.

1. Electrical 1: (Core Curriculum): (1.0) Students will learn the fundamentals of Basic Construction Knowledge such as Safety, Basic Math, Basic Knowledge of Hand and Power Tools used in the trades. The course also teaches how to fill out a Resume / Job Application, read and have a working knowledge of Architectural Prints.
2. Electrical 2/3: (2.0) In this double block class students will gain general knowledge of Electrical Safety, Electrical Theory working knowledge of the National Electrical Code Book, understanding of multiple complex Circuitry, basic conduit bending, residential wiring, and load calculations.
3. Electrical 4/5/6: (1.0) Students will develop a deeper understanding of fundamental motors, motor controls, intricate parts of the electrical distribution panels, and the workings of Commercial/ residential sites.

HEALTH OCCUPATIONS:

Medical Skills & Services: (1.0) 9th & 10th only. This course is meant as an introduction to health careers, teaching students the basics in vital signs and issues related Health careers. The students from this course are considered “feeders” into the Health Academy.

HEALTH ACADEMY: Students must apply and be accepted to the Health Academy.

- Health Science 1: (1.0) Prerequisite for Health courses. The 1st of 3 for the Health Academy. It is very similar to Anatomy and Physiology but does not count as a science credit. This program prepares students in the fast growing field of nurse aides/orderlies or health service aides through classroom and hospital instruction. Content includes first aid, disease and disorders of the body, legal and ethical practice. HOSA is a part of this program.
- Health Science 2: (1.0) 12th grade only. This program prepares students in the fast growing field of nurse aides/orderlies or health service aides through classroom and hospital instruction. Content includes first aid, disease and disorders of the body, legal and ethical practice. HOSA is a part of this program. Upon completion of Health Science 1 and 2, students may waive one science credit.
- Nurse Assist 3 Honors: (1.0) 12th grade only. This is the clinical course in which students learn all the clinical skills necessary to become a Certified Nursing Assistant. Students must be able to pass a Level II Federal background screening and are subject to drug testing before entering clinical facilities. Students must have excellent attendance, as the course requires 120 hours in this course. This calculates to at least 150 days of attendance in their senior year.

JROTC

Naval Science 1, 2, 3, 4: (1.0) To promote patriotism. To instill a love of country, respect for the flag, and pride in the government and our way of life. To develop informed and responsible citizens. To promote habits of orderliness and precision. To develop a high degree of personal honor, self-reliance, self-discipline and leadership. To promote an understanding of the basic elements and requirements for national security. To develop respect for and understand the need for constituted authority in a democratic society. To provide incentives to live healthy and drug-free lives. To develop leadership potential. To promote high school completion.

Leadership: (1.0) The purpose of this course is to teach leadership skills, parliamentary procedure, problem solving, decision making, communication skills, group dynamics, time and stress management, public speaking, human relations, public relations, team building, and other group processes.

VETERINARY ASSISTING:

These courses teach the skills necessary to become a Certified Veterinary Assistant. Once program is completed, the student can take the industry certification test for a Certified Veterinary Assistant.

1. Vet Assist 1: (1.0) Students will develop competencies in history of the animal industry, applied scientific concepts, safety, terminology, careers, breed identification, animal care and human relations skills.
2. Vet Assist 2: (1.0) Students will develop competencies in basic first aid, scientific and technological concepts, tools and equipment, breed identification, and anatomy and physiology of various species of animals.
3. Vet Assist 3: (1.0) Students will develop competencies in animal digestive systems, animal breeding, animal control and over-population, animal related laws, and breeds.
4. Vet Assist 4: (1.0) Students will develop competencies in animal welfare and rights, research, record keeping, and disease and parasites.

On-Campus Dual Enrollment:

ENC 1101 – English Composition 1: (0.5) - This course is designed to develop effective written communication skills for academic and professional use. It includes practice in the selection, restriction, organization and development of topics and reinforces the student's facility with sentence structure, diction and mechanics. Students must show competency in utilizing research skills and documenting printed and electronic sources through composing a documented paper or a short research assignment. Selected writing samples are examined as models of form and as sources of ideas for the student's own writing. Conferences provide individual instruction. Students will be required to use a computer to compose essays in this class. This course satisfies the Gordon Rule writing requirement. A grade of 'C' or higher must be attained.

ENC 1102 – English Composition 2: (0.5) - Students will enhance their knowledge of the principles and practices of research and will demonstrate proficiency in following prescribed methods of library research and MLA documentation in the research paper. The student will also gain through literature an appreciation of the interrelatedness of culture and art. Through exposure to at least two of the four genres (novel, poetry, drama, short story), students will be able to articulate their critiques and analyses of the literature. This course satisfies the Gordon Rule writing requirement. A grade of 'C' or higher must be attained.

SLS 1101 – The College Experience: (0.5) - This course helps students to be successful in school and life by empowering them to make wise choices. It assists students in developing greater confidence and motivation, focusing on self-esteem, self-awareness, self-management, interpersonal communication, and emotional intelligence. Students assess interests, learning styles, and career aspirations while learning college customs, reviewing study skills, and exploring their own definitions of a rich, fulfilling life.

SLS 1501 – College Success Skills: (0.5) - This course is designed to help students develop more effective and efficient study skills and attitudes necessary to be successful in college. Emphasis is placed on major study aids, lecture listening skills, note-taking, reading techniques, test-taking strategies, and report preparation.

POS 2041 – American Federal Government: (0.5) - A study of the theory, organization, principles, and functioning of the Federal Government, emphasizing the relationship of the individual to the government and a study of the U.S. Constitution.

SPC 2608 – Intro to Public Speaking: (0.5) This course provides practice in the preparation and delivery of various professional public address forms such as narration, demonstration, inquiry, reporting, evocation, and oral interpretation. Listening and analytic skills will be stressed through student appraisals of both professional and class speeches, including those audio and videotaped.

SLS 1261 - Leadership Development Skills: (0.5) This course has as its focus the development of leadership ability. The course provides a basic understanding of leadership and group dynamics theory; assists students in developing personal philosophies of leadership, an awareness of the moral and ethical responsibilities of leadership, and an awareness of their own abilities and styles of leadership. It provides the opportunity to develop essential leadership skills through study and observation of the application of those skills.