



# **Riverview High School**

## **Home of the Sharks**

A Message to Students and  
Parents:

This Course Selection Guide  
contains a description of the  
various subjects and courses

that we anticipate offering at Riverview High School for the upcoming school year. It should be understood that course offerings are dependent upon the number of student requests and the availability of a certified instructor for the course. We ask that students and parents participate with teachers and guidance counselors in the course selection process. Please keep in mind your future plans and what course of study you will need to follow.

The world of work and the world of post-secondary education have changed dramatically in the past few years. Admission into college/university is extremely competitive. Grade point average, test scores, and STRENGTH of SCHEDULE are the key to academic success and college admission. The courses you select during programming will have an effect on your future.

Your success at Riverview High School is important to us. We want you to be able to attain your goals and dreams, and to be productive citizens. So, we ask you to challenge yourself daily with perfect attendance. Challenge yourself to have a positive attitude. Challenge yourself by registering for courses that provide you with personal growth and happiness.

**Go Sharks!**

Brian Spiro  
Principal

2025-2026

9<sup>th</sup> – 12<sup>th</sup> Grade

# COURSE CURRICULUM GUIDE



## ADMINISTRATIVE STAFF

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**Principal:**

Brian Spiro

Responsible for the total operation of the school.

**Assistant Principal for Curriculum (APC):**

Dr. Carla Foord

Responsible for managing the academic affairs of the school. Matters related to course offerings, academic policies and procedures, and student performance can be addressed to the APC.

**Assistant Principal for Administration**

**(APA):** Michael Warren

Responsible for managing the activities and business affairs of the school. Matters related to clubs, organizations, athletics, fundraisers, and the school facility should be addressed to the APA.

**Assistant Principals for Student Affairs**

**(APSA):**

Dr. Kevin Davis, A-F  
Katrina Emerich, G-O  
Carla Foord, P-Z

Responsible for student discipline, attendance, health, homebound services, free and reduced lunch availability, lockers, and other matters related to the well-being of the student. Students are assigned to their APSA by the first letter of their last name.

**School Counselors:**

Ann Griffin, College & Career (Dept. Head)

Cathy Haynes, A-C

Tarance Le'Noir, D- H

Samantha Graves (Hilton), I-M

LaTora McPhee, N-Sh

Claudette Reid, Si-Z

Responsible for providing educational and personal guidance to students. Counselors assist students with developing their Individual Career Plans and select courses to attain personal goals. Students are assigned to guidance counselors by the first letter of their last name.

**College & Career Counselor:**

Ann Griffin, College & Career (Dept. Head)

Assists students with college planning coordinates scholarships, and post- secondary institution/college visits.

**Accelerated Lead Teacher**

Sevigny Ball

Responsible for providing educational and personal guidance to students regarding accelerated program course options and planning.

## **HCC DUAL ENROLLMENT**

The Dual Enrollment Program is designed for students pursuing a college-preparatory course of study in high school. Dual enrollment courses are applicable to the Associate in Arts degree at Hillsborough Community College (HCC). Students and parents should make the decision to enroll in dual enrollment courses based on communication with the university the student will attend. Some schools do not accept dual enrollment credits. Other schools only give elective credit. Some schools award no credit because these classes are not applicable to the degree requirements. Dual Enrollment course offerings frequently change. The courses listed below will be offered if an HCC instructor is available. Additional courses may be offered. Students should indicate an academic alternate on their programming sheet in case their chosen Dual Enrollment class is unavailable. Dual enrollment classes are weighted the same as Advanced Placement classes at .08 higher than regular classes. Dual enrollment classes can enhance a student's GPA.

Dual Enrollment classes are offered at HCC and at Riverview. If you plan to take Dual Enrollment classes next year, you'll still sign up for a full class load during programming so that you have reserved a spot in Honors or AP in case you don't get the Dual Enrollment class. If you qualify to take Dual Enrollment classes, there will be additional paperwork that you will complete at Riverview and an online application that you will do for HCC. Since we have no guarantees of availability, we will edit your class choices for next year based on which Dual Enrollment classes you're able to take.

All information on available courses, times, paperwork and deadlines is available on the HCC website. ([Dual Enrollment and Early Admissions | HCC \(hccfl.edu\)](http://www.hccfl.edu/admissions/early-admissions)), or search for "Dual Enrollment on the HCC site. Information on Riverview Dual Enrollment courses will be available in Student Services (Guidance) once those classes are approved by HCC. All classes are contingent on the availability of instructors and HCC approval, and dates and times can change on short notice.

### **Student Eligibility Criteria for Dual Enrollment Courses:**

The Board shall identify the students qualified for participation in the program. For more information visit the HCC website [www.hccfl.edu/admissions/steps-enroll/dual-enrollment-and-early-admissions](http://www.hccfl.edu/admissions/steps-enroll/dual-enrollment-and-early-admissions)

These students must demonstrate academic capabilities to pursue college level instruction.

1. In order to be eligible for participation in the program a student must:
  - a. have at least a 3.0 cumulative grade point average (un-weighted); and
  - b. be pursuing a college preparatory course of study for enrollment in university transfer courses or be seeking a degree or certificate for enrollment in technical courses.
  - c. take and meet the minimum test scores required by HCC via either the ACT, SAT, PSAT, or Postsecondary Educational Readiness Test (PERT).
  - d. Students must bring proof of passing test scores to their counselors by the HCC Dual Enrollment Deadlines. Students who have not yet received passing test scores are urged to take the PERT at the HCC campus prior to the HCC registration deadlines and have an appropriate score.
2. Students may take no more than 10 credit hours during any one semester (18 weeks).
3. The high school Counselor will approve students eligible for Dual Enrollment.

- Students will be considered high school students for the purpose of student activities and student body privileges.

### **DUAL ENROLLMENT COURSES OFFERED ON RVHS CAMPUS**

Freshmen Composition Skills 1 (ENC 1101) Freshmen Composition Skills 2 (ENC 1102) First Year Experience Orientation
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### **ADVANCED PLACEMENT (AP)**

Parents and students wanting more details on topics covered in any Advanced Placement (AP) class should visit this website for complete descriptions: <http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>.

**It is required that the students take the national Advanced Placement Examination for all AP level courses. Typically, they must earn a score of 3 or better in order to receive college credit for most colleges. (contact specific college for confirmation)**

### **ADVANCED PLACEMENT COURSES OFFERED**

AP English Language & Composition AP English Literature & Composition AP Calculus AB AP Statistics AP Computer Science Principles AP Biology AP Chemistry AP Environmental Science AP Physics	AP United States History AP Human Geography AP Macroeconomics AP Microeconomics AP Psychology AP World History AP US Government & Politics AP European History	AP Spanish Language AP Research AP Seminar AP Music Theory AP Art History AP Studio Art 2D Design AP Draw
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### **AICE (ADVANCED INTERNATIONAL CERTIFICATE OF EDUCATION) PROGRAM**

The AICE Program is an International Pre-University Preparation Program, part of the Cambridge Assessment Group, a not-for-profit organization and a department of the University of Cambridge in England. Pre-AICE courses taken primarily during the 9th & 10th grade prepare students for AICE-level (college level) courses. Students will take their first AICE level courses during 9th grade, and more are added each successive year. Each AICE-level course culminates with a Cambridge exam. Students can earn college credit for passing scores in every AICE-level exam they take. AICE courses are among the highest level, most rigorous available to students across the world.

More than 10,000 schools offer Cambridge programs worldwide. Cambridge operates in 160 countries across 6 regions: Americas, Asia Pacific, Europe, the Middle East and North Africa, South Asia, and Southern Africa. Over 150 schools in Florida and over 200 across the U.S. offer the Cambridge Program, while more are being added each year. The 800th anniversary of Cambridge University was celebrated in 2009, and Cambridge Assessment, which is the world's largest provider of international examinations, celebrates 157 years in 2015. All 12 public colleges/universities in the state of Florida, 100% of Ivy League universities,

and over 600 private and out-of-state universities across the U.S. accept AICE (or "GCE A-Levels") credits-by-exam.

Students who are able to pass a minimum of 7 AICE exams, with one in each of the academic categories, will earn the AICE Diploma Award (ADIP) from Cambridge. These students are automatically eligible for the Florida Academic Scholars Award (the highest level) of the Bright Futures Scholarships (the one that pays 100% of tuition!) – as long as they have documented 100 hours of community service. Normally, in addition to community service hours, students would be required to have a minimum GPA and achieve minimum SAT/ACT scores to earn the Bright Futures Scholarship. But for ADIP earners, Bright Futures will waive the SAT/ACT score requirement AND the GPA requirement!

#### Optimal Indicators for Success in the AICE Program

- FSA Reading and Writing scores at level 4 or higher
- Successful completion of Algebra 1 (not required, but strongly recommended)
- A/B Student, challenging themselves with advanced level courses
- Highly motivated for academic success
- Positive Teacher Recommendations
- Willingness to complete assignments beyond the regular school day

**Students enrolled in an AICE Course will be required to take the AICE exam of that course given at the end of the school year.**

Additional program information can be found at [www.cambridgeinternational.org/aice](http://www.cambridgeinternational.org/aice)

### AICE COURSES OFFERED

**Diploma Requirements: a minimum of seven (7) credits from three subject groups, plus the core course (AS Global)**

<b>GROUP 1 (Math &amp; Science) (1 Required)</b>	<b>GROUP 2 (Languages) (1 Required)</b>	<b>GROUP 3 (Arts &amp; Humanities) (1 Required)</b>	<b>GROUP 4 (Interdisciplinary Subjects) (Max 2 required)</b>	<b>CORE (Required)</b>
<ul style="list-style-type: none"> <li>• AICE Marine Science</li> <li>• AICE Environ Mgmt</li> <li>• AICE Sports &amp; Phys Ed</li> </ul>	<ul style="list-style-type: none"> <li>• AICE English Lang</li> <li>• AICE English Lit</li> <li>• AICE Spanish Lang</li> </ul>	<ul style="list-style-type: none"> <li>• AICE Drama</li> <li>• AICE Travel &amp; Tourism (Business Marketing)</li> <li>• AICE Int'l Hist 1</li> <li>• AICE US History</li> <li>• AICE English Lang</li> <li>• AICE English Lit</li> <li>• AICE Environ Mgmt</li> <li>• AICE Sports &amp; Phys Ed</li> </ul>	<ul style="list-style-type: none"> <li>• AICE General Paper</li> <li>• AICE Thinking Skills</li> </ul>	<ul style="list-style-type: none"> <li>• AICE Global Perspectives</li> </ul>

## **LANGUAGE ARTS**

### **ENGLISH HONORS I**

**Grade 9**

**1 credit**

This course promotes academic excellence in English language arts through the study of world literature and through enriched experiences in composition, speech, and listening skills.

### **ENGLISH HONORS II**

**Grade 10**

**1 credit**

**This course includes a summer reading assignment.**

This course promotes academic excellence in English language arts through the study of world literature and through enriched experiences in composition, speech, and listening skills.

### **ENGLISH HONORS III**

**Grade 11**

**1 credit**

**This course includes a summer reading assignment.**

This course promotes academic excellence in English language arts through enriched experiences in reading, writing, speaking, and listening and provides instruction in the study of American literature.

### **ENGLISH HONORS IV**

**Grade 12**

**1 credit**

**This course includes a summer reading assignment.**

This course promotes academic excellence in English language arts through enriched experiences in communications skills and through instruction in literature and media.

### **ENGLISH I, II, III, IV THROUGH ESOL**

**Grade 9-12**

**1 credit each**

The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature. The content should include, but not be limited to, the following: Using the reading process to construct meaning using technical, informative, and imaginative texts; using writing processes for various purposes with attention to style and format; using the research process and individual inquiry to locate, analyze, and evaluate information; using effective listening, speaking, and viewing strategies in informal and formal situations; understanding the power of language as it impacts readers, writers, listeners, viewers, and speakers; understanding and analyzing literary texts; responding critically and aesthetically to literature.

### **AP ENGLISH LANGUAGE AND COMPOSITION**

**Grade 11**

**1 credit**

Advanced Placement Language and Composition is the equivalent of a first-year college composition course. The coursework in this year-long class is challenging and academically rigorous. This course requires a high level of commitment from the student in both effort and time, but the rewards are great. Taking this class is perhaps the most important step a student can make in preparing for the challenges of college writing.

## **AP ENGLISH LITERATURE AND COMPOSITION**

**Grade 12**

**1 credit**

**Prerequisite:** Ability to handle a high-level literature course.

Advanced Placement Literature and Composition is the equivalent of a first-year college literature course. The course work in this year-long class is challenging and academically rigorous. This course requires a high level of commitment from the student in both effort and time. Students will study literature from the 16th century to contemporary times and interpret structure, style, themes and literacy elements. Students who have previously taken Advanced Placement Language and Composition will find this class an excellent progression.

## **HCC FRESHMAN COMPOSITION SKILLS 1 & 2 (ENC 1101/ENC 1102) Dual Enrollment**

**Grade 11<sup>TH</sup>/12<sup>TH</sup> ONLY**

**1 Credit; 18-week Class each**

These classes meet the requirement for English 3 or English 4. Students must have a 3.0 un-weighted GPA and acceptable scores in ACT Reading and English, SAT Critical Reading, and PERT Reading and Writing. Focuses on expository writing with emphasis on the writer's purpose, limitations of time, and audience. Students must write unified, coherent essays that include thesis and introduction, body, and concluding paragraphs. Students must demonstrate effective use of word choice, employ conventional and effective sentence structure, and observe conventions of standard English grammar and usage.

## **AICE ENGLISH GENERAL PAPER**

**Grade 9-12**

**1 credit**

AICE Eng Gen Paper builds learners' ability to understand and write in English through the study of a broad range of contemporary topics. They will analyze opinions and ideas and learn how to construct an argument. This syllabus develops highly transferrable skills including how to develop arguments and present reasoned explanations, a wider awareness and knowledge of current issues, independent reasoning, interpretation and persuasion skills, the ability to present a point of view clearly and reflect upon those of others.

## **AICE ENGLISH LANGUAGE**

**Grade 10-12**

**1 credit**

Cambridge International AS Level English Language provides learners with the opportunity to study English language and its use in communication. Learners will be encouraged to respond critically to a wide variety of texts in a range of forms, styles and contexts, and to promote skills of communication, reading, research and analysis. Through their study, learners will develop an ability to read and analyze material, gaining further knowledge and understanding of English language features and issues. Learners will also develop the skills of writing clearly, accurately, creatively, and effectively for different purposes and audiences.

## **COLLEGE SUCCESS Dual Enrollment**

**Grades 10-12**

**1/2 Credit; 18-week Class**

Students must have a minimum un-weighted GPA of 3.0 but do not need test scores for this class. This interdisciplinary course empowers students by preparing them for a successful college experience and providing them with additional opportunities to develop intellectual potential and life skills. It enhances student understanding of library resources, student services, and other areas of academic support. Topics include goal assessment, time



management, power reading, creative and critical thinking, test-taking, memory, note-taking, communication skills, study techniques, and interpersonal relationship issues.

### **INTENSIVE READING 1**

**Grade 9**

**1 credit**

***Prerequisite: ALL STUDENTS who have not met the state reading graduation benchmark are supported in reading classes. Which are determined by their FSA score.***

The purpose of this course is the development of reading skills for students reading slightly below grade level. The students will develop literal and inferential comprehension skills, critical reading skills, vocabulary enrichment, study skills, and test-taking skills. The development of reading as an independent reading activity will be emphasized.

### **Intensive READING 2**

**Grade 10**

**1 credit**

The purpose of this course is the development of reading skills for students reading slightly below grade level who have not scored at a Level 3 on their FSA Sunshine State Standard Reading test. The students will continue development of literal and inferential comprehension skills, critical reading skills, vocabulary enrichment with a strong emphasis on comprehending informational text and using test-taking skills.

### **Intensive READING 3**

**Grade 11**

**1 credit**

The content should include, but not be limited, to reading skills, test-taking skills and content area reading strategies related to FSA Reading.

### **Intensive READING 4**

**Grade 12**

**1 credit**

The content should include, but not be limited, to reading skills, test-taking skills and content area reading strategies related to FSA Reading.

### **ENGLISH LANGUAGE DEVELOPMENT (I, II, III) (ESOL)**

**Grade 9-12**

**1 credit**

The purpose of this course is to provide instruction to native speakers of a language other than English in the language arts skills of reading, writing, Listening, and speaking. Emphasis will be on the development of skills for basic communication in the home and school environment.

### **AICE THINKING SKILLS**

**Grade 9-12**

**1 credit**

Thinking Skills develops a set of transferable skills, including critical thinking, reasoning and problem solving, that students can apply across a wide range of subjects and complex real world issues. The courses enable students to develop their ability to analyze unfamiliar problems, devise problem solving strategies, and evaluate the diverse ways a problem may be solved. During a Thinking Skills course, students learn to put their personal views aside in favor of examining and evaluating the evidence. Students learn how to make informed and reasoned decisions and construct evidence-based arguments. These independent thinking skills build confidence and equip students with a toolkit for tackling complex and unfamiliar

subjects, essential for successful progression to higher education or into professional employment.

## **AICE GLOBAL PERSPECTIVES**

### **Grade 10-12**

**1 credit**

Cambridge International AS Level Global Perspectives and Research is a skills-based course that 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. They will develop unique, transferable skills including research, critical thinking and communication by following an approach to analyzing and evaluating arguments and perspectives called the 'Critical Path'.

Collaborative skills are enhanced through participation in a team project. The skills gained through study of this course help students to meet the demands of Twenty-First century learning, preparing the transition to higher education and the world of work. As part of the course learners write a research report on a research question of their choice.

## **MATHEMATICS**

Math classes are determined based on student achievement in past math classes and on test scores. Since final grades and test scores won't be available during programming, students may be programmed for one math class in the Fall and placed in a different math class in August based on their performance. Students will be placed according to the Riverview Mathematics Flow Chart. Students currently taking Algebra 1, Algebra 1 Honors, Algebra 1b, Geometry and Geometry Honors may have their math classes changed based on their score on these exams.

Each math teacher at Riverview will make a recommendation for math students that will be given to School Counselors. Parents with questions about their student's math placement are encouraged to talk to their student's current math teacher. If parents disagree with their child's placement in August, they can discuss the issue with their child's counselor and adjustments can be made at that time, with the exception of AP Statistics and AP Calculus. Students who choose to enroll in these challenging Advanced Placement college courses will not be removed from these courses once the school year begins. Because of this, AP students should discuss whether or not these courses are appropriate for them with their current teachers, their parents and their Counselors during programming.

## **ALGEBRA 1A**

### **Grade 9-12**

**1 credit**

In Algebra 1-A, instructional time will emphasize four areas: (1) extending understanding of functions to linear functions and using them to model and analyze real-world relationships; (2) solving linear equations and inequalities in one variable and systems of linear equations and inequalities in two variables; (3) building linear functions, identifying their key features and representing them in various ways and (4) representing and interpreting categorical and numerical data with one and two variables.

## **ALGEBRA 1B**

**Grade 9-12**

**1 credit**

In Algebra 1-B, instructional time will emphasize four areas: (1) performing operations with polynomials and radicals and extending the Laws of Exponents to include rational exponents; (2) extending understanding of functions to quadratic and exponential functions and using them to model and analyze real-world relationships; (3) solving quadratic equations in one variable and (4) building functions, identifying their key features, and representing them in various ways. Students must take the Algebra EOC to receive credit for this course.

## **ALGEBRA 1**

**Grade 9-12**

**1 credit**

In Algebra 1, instructional time will emphasize five areas: (1) performing operations with polynomials and radicals, and extending the Laws of Exponents to include rational exponents; (2) extending understanding of functions to linear, quadratic and exponential functions and using them to model and analyze real-world relationships; (3) solving quadratic equations in one variable and systems of linear equations and inequalities in two variables; (4) building functions, identifying their key features and representing them in various ways and (5) representing and interpreting categorical and numerical data with one and two variables. Students must take the Algebra EOC to receive credit for this course.

## **GEOMETRY**

**Grade 9-12**

**1 credit**

Prerequisite: Algebra 1 or Algebra 1 Honors, or credit for the first half of Algebra I.

In Geometry, instructional time will emphasize five areas: (1) proving and applying relationships and theorems involving two-dimensional figures using Euclidean geometry and coordinate geometry; (2) establishing congruence and similarity using criteria from Euclidean geometry and using rigid transformations; (3) extending knowledge of geometric measurement to two-dimensional figures and three-dimensional figures; (4) creating and applying equations of circles in the coordinate plane and (5) developing an understanding of right triangle trigonometry. Students must take the Geometry EOC to receive credit for this course.

## **GEOMETRY HONORS**

**Grade 9-12**

**1 credit**

Prerequisite: "B" or higher in Algebra 1 Honors and teacher recommendation.

In Geometry Honors, instructional time will emphasize five areas: (1) proving and applying relationships and theorems involving two-dimensional figures using Euclidean geometry and coordinate geometry; (2) establishing congruence and similarity using criteria from Euclidean geometry and using rigid transformations; (3) extending knowledge of geometric measurement to two-dimensional figures and three-dimensional figures; (4) creating and applying equations of circles in the coordinate plane and (5) developing an understanding of right triangle trigonometry. Students must take the Geometry EOC to receive credit for this course.

## **ALGEBRA 2**

**Grade 9-12**

**1 credit**

Prerequisite: Geometry or Geometry Honors

In Algebra 2, instructional time will emphasize five areas: (1) extending arithmetic operations with algebraic expressions to include radical and rational expressions and polynomial division; (2) graphing and analyzing functions including polynomials, absolute value, radical, rational, exponential and logarithmic; (3) building functions using compositions, inverses and transformations; (4) extending systems of equations and inequalities to include non-linear expressions and (5) developing understanding of the complex number system, including complex numbers as roots of polynomial equations.

## **ALGEBRA 2 HONORS**

**Grade 9-12**

**1 credit**

Prerequisite: Geometry Honors and "B" or higher in Algebra 1 Honors.

In Algebra 2 Honors, instructional time will emphasize six areas: (1) developing understanding of the complex number system, including complex numbers as roots of polynomial equations; (2) extending arithmetic operations with algebraic expressions to include polynomial division, radical and rational expressions; (3) graphing and analyzing functions including polynomials, absolute value, radical, rational, exponential and logarithmic; (4) extending systems of equations and inequalities to include non-linear expressions; (5) building functions using compositions, inverses and transformations and (6) developing understanding of probability concepts. **A TI-83 or TI-84 Calculator is required.**

## **MATH FOR COLLEGE ALGEBRA**

**Grade 10-12**

**1 credit**

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

## **MATHEMATICS FOR DATA & FINANCIAL LITERACY HONORS**

**Grade 10-12**

**1 credit**

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

## **PROBABILITY & STATISTICS HONORS**

**Grade 10-12**

**1 credit**

In Probability and Statistics Honors, instructional time will emphasize four areas: (1) creating and interpreting data displays for univariate and bivariate categorical and numerical data; (2) comparing and making observations about populations using statistical data, including confidence intervals and hypothesis testing; (3) extending understanding of probability and

probability distributions and (4) developing an understanding of methods for collecting statistical data, including randomized trials. **A TI-83 or TI-84 graphing calculator is required for this course.**

## **PRE-CALCULUS (HONORS)**

**Grade 10-12**

**1 credit**

**Prerequisite: "C" or higher in Algebra 2 Honors**

In Precalculus Honors, instructional time will emphasize six areas: (1) extending right triangle trigonometry to unit circle trigonometry and trigonometric functions; (2) extending understanding of functions to trigonometric; (3) developing understanding of conic sections; (4) representing and performing operations with complex numbers and vectors in the coordinate plane; (5) extending understanding of relations in the plane using parametric representations, including polar coordinates and (6) analyzing arithmetic and geometric sequences and series. **A TI-83 or TI-84 graphing calculator is required for this course.**

## **AP STATISTICS**

**Grade 11-12**

**1 credit**

**Prerequisite: Algebra II Honors or Higher. A TI-83 or TI-84 graphing calculator is required**

TAP Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions.

## **AP CALCULUS AB**

**Grade 11-12**

**1 credit**

**Prerequisite: Pre-Calculus Honors, "C" or better. A TI-84 or TI-89 graphing calculator is required**

AP Calculus AB is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions.

## **AP COMPUTER SCIENCE PRINCIPLES**

**Grade 10-12**

**1 credit**

AP Computer Science Principles is an introductory computing course that introduces students to the breadth of the field of computer science and its influence in almost every other career path. Whether it's 3-D animation, engineering, music, app development, medicine, visual design, robotics, or political analysis, computer science is the engine that powers the technology, productivity, and innovation that drive the world. Computer science experience has become imperative for students' success in the workforce of tomorrow. Students learn to design and evaluate solutions and to apply computer science to solve problems using the JavaScript programming language. Students also learn how computing innovations and the internet work. AP Computer Science Principles is for everyone; any student interested in learning more about how computers drive the future for humankind can be successful in AP CSP. Recommend for any student who has been successful in Algebra 1 and Geometry (or higher) and is interested in learning about computers.

## SCIENCE

### **BIOLOGY I**

**Grade 9**

**1 credit**

The purpose of this course is to provide exploratory experiences, and laboratory and real-life applications in the biological sciences.

### **BIOLOGY I HONORS**

**Grade 9**

**1 credit**

**Prerequisite: 8th grade Physical Science**

The purpose of this course is to provide students with advanced exploratory experiences and activities in the fundamental concepts of life. This course expands the biological concepts that were introduced earlier and refines these concepts and presents additional facts, concepts and generalizations.

### **AP BIOLOGY/ BIOLOGY II HONORS (Co-requisite)**

**Grade 10-12**

**1 credit each**

**Prerequisites: Biology, Chemistry Honors**

The purpose of this course is to provide a college level course in the biological science and to prepare the student to seek credit and/or appropriate placement in college biology courses. The content should include, but not be limited to, molecular and cellular biology, organismal biology, and populational biology. Opportunities to understand the interactions of science with technology and society should be provided. Specific laboratory activities are course requirements. This course is a double blocked (two) class period course paired with Biology 2 Honors.

### **EARTH/SPACE SCIENCE**

**Grade 10-12**

**1 credit**

The Earth Space Science curriculum builds on the natural curiosity of students by connecting them to the beauty of geological history, the amazing landforms around the globe, the wonders of the sea and air, and the latest discoveries about our universe. Through lab investigations and current events, students will be given an opportunity to relate lessons to their everyday world. Topics include climate change, plate tectonics, the fossil record, oceans and the atmosphere, our solar system and beyond.

### **CHEMISTRY I**

**Grade 10-12**

**1 credit**

**Prerequisite: Biology Honors**

The purpose of this course is to provide students with a rigorous study of the composition, properties and changes associated with matter.

### **CHEMISTRY I HONORS**

**Grade 10-12**

**1 credit**

**Prerequisite: Biology Honors. Co-requisite: Algebra II or above**

The purpose of this course is to provide students with a rigorous study of the composition, properties and changes associated with matter. Students who are not yet enrolled in Algebra

2 or a higher level math class should take regular chemistry.

## **AP CHEMISTRY/ CHEMISTRY II HONORS (Co-requisite)**

**Grade 10-12**

**1 credit each**

**Prerequisite: Biology and Chemistry Honors**

The purpose of this course is to provide a college level course in chemistry and to prepare the student to seek credit and/or appropriate placement in college chemistry courses. The content should include, but not be limited to, structure of matter, states of matter, chemical reactions, and descriptive chemistry. Opportunities to understand the interactions of science with technology and society should be provided. This course is a double blocked (two) class period course paired with Chemistry 2 Honors.

## **PHYSICS I HONORS**

**Grade 11-12**

**1 credit**

**Prerequisite: Algebra I, Geometry/ Co-requisite: Algebra II or above**

The purpose of this course is to provide students with an introductory study of the theories and laws governing the interaction of matter, energy, and the forces of nature.

## **AP PHYSICS**

**Grade 11-12**

**1 credit**

**Prerequisite: Physics Honors, Grade of "B" or higher in Advanced Topics or Trigonometry/Analytic Geometry (Math)**

The purpose of this course is to provide a college level course in physics and to prepare the student to seek credit and/or appropriate placement in college physics courses. The content should include, but not be limited to, kinematics, Newton's laws of motion, conservation laws; classical mechanics, torque, rotational equilibrium, gravitation, oscillation, kinetic theory, thermodynamics, electrostatics, electric currents, magnetism, waves and optics, modern physics.

## **ANATOMY AND PHYSIOLOGY HONORS**

**Grade 11-12**

**1 credit**

**Prerequisite: Biology Honors with a "C". Co-requisite: Chemistry Honors**

The purpose of this course is to provide students with rigorous content and laboratory activities in the structures and functions of the components of the human body. The content should include, but not be limited to, anatomical terminology, cells and tissues, integumentary system, skeletal system, muscular system, nervous system, special sensory organs, endocrine system, circulatory system, respiratory system, digestive system, excretory urinary system, reproductive system, homeostasis, disease process, immune response, and inheritance: molecular, cellular, organismal; mutations and genetic disorders. Opportunities to understand the interaction of science with technology and society should be provided. This course requires frequent dis- section labs with assorted animal specimens.

## **ASTRONOMY HONORS**

**Grade 10-12**

**1 credit**

**Prerequisite: Biology, Physical Science. Co-requisite: Chemistry or Earth Science**

The science elective class of astronomy takes an in-depth look at our solar system, Milky Way galaxy, and the universe. Discover how all this began, why it is the way it is, and what is the fate of our solar system, galaxy and universe. Investigate the wonders of the electromagnetic spectrum while pondering the immensity of unseen dark matter and dark

energy. Marvel at the imaginary and special effects from videos showcasing our special and unique place among the cosmos. Join Mr. Pinzino and your peers as we journey back in time to witness how we discovered many answers to those questions that have been asked for millennia and start formulating your own questions about the cosmos. In addition to the wonders of the cosmos made comprehensible, we hope to impart the ways of science, otherwise known as the nature of science in hopes you will come to appreciate science for what it can and cannot answer.

## **MARINE SCIENCE**

**Grade 11-12**

**1 credit**

**Prerequisite: Biology with a "C" minimum; pass and Chemistry**

The purpose of this course is to provide the student with a survey of the marine ecosystem. This course requires dissection labs with marine specimens.

## **AICE MARINE SCIENCE**

**Grade 10-12**

**1 credit**

The emphasis throughout is on the understanding of concepts and the application of ideas to new contexts. It is expected that practical activities will underpin the teaching of the whole course. Science is a practical subject and research suggests that success in future scientific study, or a scientific career, requires good practical skills. Cambridge International AS and A Level Marine Science can form part of an ideal subject combination for learners who want to study Marine Biology or Environmental Science at university or to follow a career in shipping, fisheries, tourism or aquaculture.

## **FORENSIC SCIENCE I**

**Grade 11-12**

**1 credit**

**Co-requisites or prerequisite: Earth Science Regular plus teacher recommendation**

This course is an academic elective; This course will bring together all the concepts and skills of science and present them in the real-world applications in crime scene investigations. This program summarizes research skills and basic forensic science. This is a laboratory-based course that identifies the interface of science and the law. Students will learn how to use the scientific method to solve legal problems. They will be exposed to the techniques, skills and technological innovations being used in the modern crime laboratory.

## **FORENSIC SCIENCE II**

**Grade 11-12**

**1 credit**

**Prerequisite: Forensic Science 1 plus teacher recommendation. See Ms. Maglio RM 223**

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



used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

### **ZOOLOGY HONORS (will NOT count as a science credit)**

**Grade 10-12**

**1 credit**

The study of animals or zoology is akin to getting to know your closets relatives all the way to our most distant ones. Discover how evolution has shaped the life we see today and what sort of selection pressures are shaping the future of this planet and the life that depends on it. Be a part of the journey to understand our place among the complexity of life on earth while investigating the denizens of extinct life that has left both it's imprint and descendants on earth. We will explore the main phyla of the animalia kingdom and learn what milestones and unique survival tools they brought to bear and the environmental obstacles all life must endure to successfully leave offspring to carry on their lineage. In addition to the comprehensive understanding about animal life on earth and why it is the way it is. We will dissect of few representatives comprising the fish, amphibians, reptiles, birds, and mammals in order to get up close and personal with their anatomy.

### **AP ENVIRONMENTAL SCIENCE**

**Grade 10-12**

**1 credit**

**Prerequisite: Biology, Chemistry Honors, Algebra II**

The purpose of this course is to provide students with a college level course in environmental science and to prepare the student to seek credit and/or appropriate placement in college biological science programs. The content should include, but not be limited to, the study of the biosphere, its biotic and abiotic components; ecosystems of the world; bio-geologic cycles; and current environmental issues. Specific laboratory activities are course requirements.

### **AICE ENVIRONMENTAL MANAGEMENT**

**Grade 11-12**

**1 credit**

**Prerequisite: Biology**

This AS Level syllabus develops scientific knowledge and understanding of global environmental issues and theories, and of the policies and strategies for managing the environment. The course covers the sustainable use and management of resources, and strategies that aim to protect environments. Learners will interpret and analyze data and do investigative work. Case studies allow teachers to choose their own examples to investigate, which may be local, regional or global.

## **SOCIAL STUDIES**

### **AP HUMAN GEOGRAPHY**

**Grade 9-12**

**1 credit**

**Requirement: Minimum FCAT Reading Level 3**

AP Human Geography is about how humans have affected the landscape. Topics include culture, population, agriculture, urbanization, and political geography.

## **WORLD HISTORY HONORS**

### **Grade 10-12**

**1 credit**

The purpose of World History Honors is to provide students with the opportunity to acquire a comprehensive understanding of the past in terms of what has been interpreted about change or process as it relates to the development of humanity. This is done by analyzing the political, economic, social, religious, military, dynastic, scientific, and cultural events that have shaped and molded humanity. Implicit in this is an understanding of interpretation, and the issues of external and internal validity.

## **AP WORLD HISTORY**

### **Grade 10-12**

**1 credit**

AP World History focuses on developing students' abilities to think conceptually about world history from approximately 8000 BCE to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance — focusing on the environment, cultures, state-building, economic systems, and social structures — provide areas of historical inquiry for investigation throughout the course. AP World History encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions.

## **AICE INTERNATIONAL RELATIONS (WORLD HISTORY)**

### **Grade 10**

**1 credit**

Cambridge International AS Level History is a flexible and wide-ranging syllabus covering modern history in the nineteenth and twentieth centuries. The syllabus builds upon skills gained at Cambridge IGCSE or Cambridge O Level and develops lifelong skills including understanding issues and themes within a historical period. The emphasis is again on both historical knowledge and on the skills required for historical research. Learners develop an understanding of cause and effect, continuity and change, similarity and difference, and use historical evidence as part of their studies. Both at AS and A Level learners can select from topics on European, American or International history. Teachers choose which periods to focus on, allowing them to build a course that reflects their learners' interests and staff specialisms, or which is relevant to the local or regional context.

## **UNITED STATES HISTORY HONORS**

### **Grade 11**

**1 credit**

This course provides students with an in-depth study of American history from colonization to the contemporary issues that face American citizens. The emphasis is on developing an understanding of American life and attitudes today by looking at our political, social, and economic past.

## **AP UNITED STATES HISTORY**

### **Grade 10-12**

**1 credit**

AP United States History focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over

time and make comparisons among various historical developments in different times and places.

## **AICE US HISTORY**

### **Grade 11**

**1 credit**

Cambridge International AS Level History is a flexible and wide-ranging syllabus covering modern history in the nineteenth and twentieth centuries. The syllabus builds upon skills gained at Cambridge IGCSE or Cambridge O Level and develops lifelong skills including understanding issues and themes within a historical period.

The emphasis is again on both historical knowledge and on the skills required for historical research. Learners develop an understanding of cause and effect, continuity and change, similarity and difference, and use historical evidence as part of their studies. Both at AS and A Level learners can select from topics on European, American or International history.

Teachers choose which periods to focus on, allowing them to build a course that reflects their learners' interests and staff specialisms, or which is relevant to the local or regional context.

## **U.S. GOVERNMENT HONORS**

### **Grade 12**

**½ credit**

The purpose of this course is to provide students with the opportunity to acquire a comprehensive understanding of American government and political behavior.

## **FLORIDA HISTORY**

### **Grade 9**

**½ credit**

Florida History course consists of the following content area strands: World History, American History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of the state of Florida by examining the political, economic, social, military and cultural events that affected the state. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the progression of Florida including, but not limited to, the evolution of Florida's diverse heritage through Spanish, French, British and American occupations, Florida's Native American population, United States annexation and territorial experience, statehood and an analysis of Florida's first constitution, Florida's system of slavery, Florida under the Confederacy and Reconstruction, Florida's role as a part of the new South, technological and urban transformations of the state, the evolution of Florida lifestyles and ideals over the centuries, the historic evolution of the Florida economy, Florida's diverse geographic regions and population groups, state government, modern day Florida's successes and challenges, and the projection of Florida's future development.

## **ECONOMICS HONORS**

### **Grade 12**

**½ credit**

The purpose of this course is to provide students with the opportunity to acquire a comprehensive understanding of the way in which society organizes to utilize its limited resources to satisfy unlimited wants and the distinguishing characteristics of other types of

economic systems with particular attention to the American mixed market system. The major emphasis is to supply the student with the tools to examine and analyze the implications of market solutions and public policy decisions related to economic problems.

## **AP EUROPEAN HISTORY**

**Grade 12**

**1 credit**

**Prerequisites:** AP World History, AP American History, Teacher Recommendation: APUSH & AP Lang/Eng 3 Honors

AP European History is a college prep course that provides students with an academic experience equivalent to a freshman/sophomore college survey of western history. The course is specifically designed to provide students with an in-depth study of European history from the 15<sup>th</sup> century through the modern day. In addition to course content, AP European History is intended to enhance development of student critical thinking, document analysis, interpretive reading, information organization, synthesis, and writing skills. Students successfully mastering the course material may earn college credit by passing the annually administered AP European History exam; the individual college or university determines how many, or if, any credits will be granted for the AP exam score.

## **AP US GOVERNMENT & POLITICS**

**Grade 9 & 12**

**½ credit**

**Requirements:** Minimum FCAT Reading Level 3 and teacher's recommendation: APUSH, AP World History, World History Honors, AP Lang/Eng 3 Honors

AP US Government is a 1 semester course. This course requires a FULL year of Gov't classes (paired with US Govt Honors 1<sup>st</sup> semester). It is intended for high- achieving seniors and freshmen.

## **AP MACROECONOMICS**

**Grade 10-12**

**Semester**

**½ credit**

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.

## **AP MICROECONOMICS**

**Grade 10-12**

**Semester**

**½ credit**

AP Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

## **LAW STUDIES**

**Grade 10-12**

**½ credit**

The purpose of this course is to provide students with a firsthand opportunity to study and

understand the criminal justice system. It includes the study of juvenile law, rights of the accused, and a critical analysis of courtroom procedures. (Criminal Law)

## **COURT PROCEDURES**

**Grades 10-12**

**2<sup>nd</sup> semester only**

**½ credit**

### **Prerequisite: Law Studies**

The purpose of Court Procedures is to provide students with an in-depth “hands-on” approach to the workings of The Criminal Justice system, including each phase of a courtroom trial. This is accomplished through mock trials where students take on the role of attorneys, witnesses, and jurists. Students will also be able to explore the role of the Supreme Court in the Judicial System and will argue cases in front of a mock Supreme Court.

## **CONSTITUTIONAL LAW HONORS**

**Grade 10-12**

**1 credit**

Constitutional Law 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 major legal precedents and evolving judicial interpretations associated with the United States Constitution. Content should include, but is not limited to, the evaluation of historical and contemporary constitutional dilemmas through an analysis of legal documents, processes and cases; an examination of the evolution of constitutional government from ancient times to the present; a historical review of the British legal system and its role as a framework for the U.S. Constitution; the arguments in support of our republican form of government, as they are embodied in the the Federalist Papers; an examination of the constitution of the state of Florida, its current amendment process, and recent amendments approved by Florida voters; a comparison between the constitutional frameworks of other nations with that of the United States; a review and application of major Supreme Court decisions and the impact of both majority and minority opinions; the understanding of constitutional concepts and provisions establishing the power of the courts including separation of powers, checks and balances, the rule of law, an independent judiciary, and judicial review; and appellate processes and procedures to address constitutional questions. This course will incorporate the development of a written appellate brief addressing a contemporary constitutional question and the presentation of oral arguments to defend their position legally. This course is designed to provide an in-depth study of this topic to students who are interested in pursuing post secondary careers in law, law enforcement, governmental service, or a law related field.

## **SPEECH & DEBATE**

**Grade 9-12**

**½**

**credit**

This course is designed to build student facility in structuring various types of speeches, researching information, audience analysis, presentation of speeches and building self confidence in public speaking situations. Students will critique speeches, paying attention to content, organization, language, and delivery style, and produce and present well-structured, developed speeches.

## **SOCIOLOGY**

**Grade 10-12**

**½ credit**

This course provides students with an opportunity to learn a basic understanding of group

interaction and its impact upon individuals in any given society. Appropriate concepts and skills are developed in connection with course content.

## **PSYCHOLOGY I**

**Grade 9-12**

**Semester 1**

**½ credit**

Psychology I is an introductory course, designed to help the student understand the workings of the mind during high school years. The different ways a person deals with interpersonal relationships with friends and family will be explored. Basic psychological principles of personality will be discussed & analyzed.

## **PSYCHOLOGY II**

**Grades 9-12**

**2<sup>nd</sup> semester only**

**½ credit**

This course is designed to help students gain a better understanding of themselves and others. The areas of interaction, motivation, perception, and stress will be covered.

## **AP PSYCHOLOGY**

**Grade 10-12**

**1 credit**

This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods that psychologists use in their science and practice. AP Psychology is a secondary school equivalent to an introductory college course in psychology.

## **PHILOSOPHY**

**Grade 10-12**

**½ credit**

The learner will explore the foundations of philosophy through a historical exploration of the great thinkers. The course will focus on the definition and application of philosophy, appropriate vocabulary, and the notion that everyone should be engaged in the “doing” of philosophy. The content should include, but not be limited to, the following: definition and application of philosophy, vocabulary of philosophy, master philosophies, and development of a personal philosophy.

## **THE HISTORY OF THE VIETNAM WAR**

**Grade 9-12**

**½ credit**

This course examines events affecting the Vietnam War and evaluates the Vietnam War's effect on our lives today.

## **LEADERSHIP SKILLS DEVELOPMENT (STUDENT GOVERNMENT)**

**Grade 10-12**

**½ credit**

**Prerequisite: Meet all the below criteria and possess at least a 3.0 GPA. See SGA for an application.**

The purpose of this course/leadership group is to teach leadership skills, parliamentary procedure, problem solving, decision making, communication skills, group dynamics, time and stress management, public speaking, human relations, team building, and other group processes. Students will need to fill out a detailed application, including faculty recommendations, in the spring. Students who would like entrance into Student

Government should understand that it requires a very large commitment of time and work outside of school hours for the entire school year. Only those students who meet the rigorous selection criteria will be called back for a personal interview. The Student Government faculty advisor makes the final roster selection. This class is limited to the most highly qualified candidates.

## **AFRICAN AMERICAN HISTORY**

**Grade 10-12**

**½ credit**

This course consists of the following content area strands: World History, United States History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of African-Americans by examining the political, economic, social, religious, military and cultural events that affected the cultural group. Content will include, but is not limited to, West African heritage, the Middle Passage and Triangular Trade, the African Diaspora, significant turning points and trends in the development of African-American culture and institutions, enslavement and emancipation, the Abolition, Black Nationalist, and Civil Rights movements, major historical figures and events in African-American history, and contemporary African-American affairs.

## **AFRICAN AMERICAN HISTORY (Full Year)**

**Grade 11-12**

**1 credit**

African-American History course consists of the following content area strands: World History, American History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of African Americans by examining the political, economic, social, religious, military and cultural events that affected the cultural group. Content will include, but is not limited to, West African heritage, the Middle Passage and Triangular Trade, the African Diaspora, significant turning points and trends in the development of African American culture and institutions, enslavement and emancipation, the Abolition, Black Nationalist, and Civil Rights movements, major historical figures and events in African-American history, and contemporary African-American affairs.

## **AICE TRAVEL AND TOURISM**

**Grade 10-12**

**1 credit**

Cambridge International AS Level Travel and Tourism (9395) is ideal for those seeking to specialize in this subject. The course encourages learners to appreciate the changing nature of travel and tourism and understand the importance of sustainability in the development and management of the industry. This syllabus: enables learners to understand the concepts and theories in travel and tourism and recognize their impact on people, environments, and economies. develops learners' practical and research skills through planning and organizing an actual tourism event, which will contribute to their further study and working in the industry

## **AP CAPSTONE PROGRAM**



AP Capstone is an innovative program which helps students stand out in the college admissions process by developing critical skills necessary to succeed in college and beyond. In both courses students develop the analytic, research, problem-solving, and communication skills colleges seek in their applicants. Both courses focus on precision inquiry and presentation skills needed for both undergraduate and graduate college level research.

### **AP CAPSTONE SEMINAR**

**Grade 10-12**

**1 credit**

**Prerequisite for AP Research**

AP Seminar is the first course in the College Board's Capstone Diploma Program. AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by exploring divergent perspectives. Students must complete AP Seminar before moving on to AP Research.

### **AP CAPSTONE RESEARCH**

**Grade 11-12**

**1 credit**

**Prerequisite: AP Capstone Seminar**

AP Research builds upon the skills acquired in AP Seminar. AP Research allows students to contribute to academic conversations by producing their own unique research similar to a master's or doctoral level thesis. Students must complete AP Seminar before taking AP Research.

**\*Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP exams of their choosing will receive the AP Capstone Diploma.**

**\*Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP exams of their choosing will receive the AP Capstone Certificate.**

## **AVID**

**AVID I, II, III, IV**

**Grade 9-12**

**1 credit each**

**By application only. See Mr. Green, room 332, to apply.**

AVID provides students with academic survival skills including time management, note taking, and textbook reading and study skills. Tutors assist students by reinforcing study habits and reviewing key concepts from other content areas. The course is designed to prepare students for rigorous coursework, AP classes, and a four-year college acceptance.

## **VISUAL ART**

**2-D STUDIO ART 1**

**Grades 10-12 (fee required)**

**1 credit**

**Prerequisite: Creating 3-D Art**

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing, painting, printmaking, collage, and/or design. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of



design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

## **2-D STUDIO ART 2**

**Grades 11-12 (fee required)**

**1 credit**

**Prerequisite: 2-D Studio Art 1 and Creating 3-D Art**

Students develop and refine technical skills and create 2-D compositions with a variety of media in drawing, painting, printmaking, collage, and/or design. Student artists sketch, manipulate, and refine the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

## **CREATIVE PHOTOGRAPHY**

**Grades 9-12 (fee required)**

**semester only**

**½ credit**

The purpose of this course is to give students a basic understanding of photographic imagery. The content includes the study of black and white photography. Students will study the history of photography, cameras, and darkroom processing. Such aspects of photography may be included as the light meter, developing film, printing photographs through direct contact or use of an enlarger, the pinhole camera, and black and white slides. Photography as an art form and photographic composition will be stressed. Image exploration will include: shadows, reflections, patterns (line, shape, repetition), texture, movement and viewpoint.

## **CREATING 3-D ART**

**Grades 9-12**

**semester only**

**½ credit**

Students in Creating Three-Dimensional Art, investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art-making processes of creating 3-D artworks, which may include sculpture, assemblage, and/or ceramics. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills. This course incorporates hands-on activities and consumption of art materials.

## **BASICS CERAMICS**

**Grades 9-12**

**semester only**

**½ credit**

Students explore how much 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.

## **CERAMICS POTTERY I**

**Grades 10-12**

**1 credit**

**Prerequisite: Student MUST take Basic Ceramics first. This is an Advanced Course.**

Students will explore how space, mass, balance, and form combine to create aesthetic

forms or utilitarian products and sculptures. Instructional focus will be on ceramics and/or pottery. . 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.

## **CERAMICS POTTERY 2**

**Grades 11-12**

**1 credit**

**Prerequisite Ceramics Pottery I and Basic Ceramics. This is an Advanced Course.**

Students will expand on their knowledge in ceramics and pottery art studio.

## **AP ART HISTORY**

**Grade 10-12**

**1 credit**

AP Art History engages students at the same level as an introductory college art history course. This involves critical thinking and writing and should develop students understanding and knowledge of diverse historical and cultural contexts of architecture, sculpture, painting and other media. In this course, students examine and critically analyze major forms of artistic expression from the past and the present from a variety of cultures. While visual analysis is a fundamental tool of the art historian, AP Art History also emphasizes understanding of how and why works of art function in a global context, considering such issues as religion, politics, patronage, gender, and the functions and effects of works of Art. Many colleges and universities offer advanced placement and/or credit to students who perform successfully on the AP Art History Exam in Visual Arts and/or Humanities.

## **AP DRAWING**

**Grade 12**

**1 credit**

**Prerequisite: 2D Art 1 and 2D Art 2, seniors ONLY**

Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions.

## **AP 2D DESIGN**

**Grade 11-12**

**1 credit**

**Prerequisite: 2D Art 1 and 2D Art 2**

Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions.

## PHYSICAL EDUCATION

### DRIVER EDUCATION

**Grades 9-12**

**½ credit**

**Prerequisite: Must be at least 15 years old, have parent permission, and corrected vision of at least 20/40.**

Students who will not be 15 years old by the first day of school should not request first semester Driver's Ed. If you are requesting Driver's Ed second semester, make sure you pick semester electives offered first semester. Students who will not be 15 years old by mid-January should not plan to take Driver's Ed their freshman year.

The purpose of "Driver Education/Traffic Safety, Classroom and Lab" is to introduce students to the transportation system and to strategies which will develop driving knowledge and skills related to today's and tomorrow's motorized society and to provide an in-depth study of the scope and nature of accident problems and their solutions. Laboratory activities shall be offered concurrently with classroom instruction and may include, but not be limited to, use of electronic simulation equipment, off-street multiple car driving range, and on-street driving practice in a dual controlled car under the direction of an instructor.

### HOPE (HEALTH OPPORTUNITIES THROUGH PHYSICAL ED)

**Grade 9-12**

**1 credit**

**Will meet graduation requirement for Physical Education with the integration of health topics.**

This is a required class that covers content formerly taught in Health & Personal Fitness.

### TEAM SPORTS I

**Grade 9-12**

**semester**

**½ credit**

This course provides opportunities to develop skills and acquire knowledge of game strategies for Basketball, Volleyball, Flag Football, Soccer and Softball.

### TEAM SPORTS II

**Grades 9-12**

**semester**

**½ credit**

This course provides students with opportunities to acquire advanced knowledge and skills in Track/Field, Ultimate Frisbee, Flag Rugby, Lacrosse, and Exercise/Fitness.

### BASKETBALL 1 & 2

**Grade 9-12**

**½ credit each**

This course provides opportunities to acquire knowledge and skills in basketball that may be used in recreational pursuits as well as later in life and to maintain and/or improve personal fitness.

### VOLLEYBALL I

**Grades 9-12**

**semester**

**½ credit**

This course will teach skills associated with setting, spiking, the forearm pass, over arm serve and blocking. Both offensive and defensive strategies will be taught along with an opportunity to participate in game competition.

### VOLLEYBALL II

**Prerequisite: Volleyball I**

This course will enforce skills taught in Volleyball I. Both offensive and defensive strategies will be taught along with an opportunity to participate in game competition.

**WEIGHT TRAINING I****Grade 9-12****½ credit**

The purpose of this course is to provide students with opportunities to acquire knowledge and develop skills in weight training that may be used in physical fitness pursuits today as well as in later life, improve muscular strength and endurance, and enhance body image.

**WEIGHT TRAINING II****Grade 9-12****½ credit****Prerequisite: Weight Training I**

The purpose of this course is to provide students with opportunities to further extend the acquisition of knowledge and the development of skills in weight training that may be used in physical fitness pursuits today as well as in later life, further improve muscular strength and endurance, and further enhance body image.

**WEIGHT TRAINING III****Grade 10-12****½ credit****Prerequisite: Weight Training II**

The purpose of this course is to provide students with opportunities to further extend the acquisition of knowledge and the development of skills in weight training that may be used in physical fitness pursuits today as well as in later life, further improve muscular strength and endurance, and further enhance body image.

**POWER WEIGHT TRAINING****Grade 10-12****½ credit**

The purpose of this course is to acquire knowledge and skills in power weight training (Olympic and power lifting) and improve or maintain health related physical fitness. The content should include, but not be limited to, safety practices, assessment of health-related fitness, skills, techniques, strategies and rules of weight training, assessment of basic Olympic and power weight training skills, consumer issues related to weight training and fitness activities.

**INDIVIDUAL & DUAL SPORTS 1 & 2****Grade 9-12****Semester****½ credit each**

Skill-related and maintenance/improvement of health-related components of fitness. The purpose of this course is to enable students to develop knowledge and skills specified in individual and dual sports and to maintain health Related fitness.

**AICE PHYSICAL EDUCATION 1****Grade****1 credit**

AICE Physical Education is both practical and theoretical, 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.

## **CAREER AND TECHNICAL EDUCATION (CTE)**

### **NAVAL SCIENCE I**

**Grade 9-12**

**1 credit**

**Co-requisite: Leadership Ed I**

The following units are included in the first year of NROTC: The Spirit of American Citizenship and Navy JROTC, Techniques of Communication, Leadership, Cadet Challenge (Physical Fitness), Leadership Lab, First Aid and Your Health, Navigation, Overview of Citizenship through American History, Your American Citizenship, Optional Subjects: Marksmanship and Safety, Navy Customs and Courtesies, Consumer Education and Budgeting, Learning How to Lead: Ceremonial Drills, The Guide on in Formation, Learning How to Lead: Reviews, Contemporary Issues (Current Events), Communication Extras. Male haircuts and female hairstyles will comply with military uniform wear.

### **NAVAL SCIENCE II**

**Grade 10-12**

**1 credit**

**Prerequisite: Naval Science I. Co-requisite: Leadership Ed II**

The second year of NJROTC includes the following units: **Maritime History**: Sea Power and Early Western Civilization, The American Revolution, 1775-1783, The Growth of American Sea Power, 1783-1860, The Civil War, 1861-1865, The Rise to World Power Status, 1865-1914, World War I, 1914-1918, The Interwar Years, 1918-1941, **World War II**: The Atlantic War, 1941-1945, **World War II**: The Pacific War, 1941-1945, The Cold War Era, 1945-1953, The Cold War Era, 1953-1991, The 1990s and Beyond. **Leadership**: NJROTC Leadership, Approaches to Leadership, Leadership Skills. **Nautical Sciences (Maritime Geography)**: Maritime Geography of the Western Seas, Maritime Geography of the Eastern Seas. **Oceanography**: Earth's Oceanographic History, Undersea Landscapes, **Seawater**: Its Makeup and Movements, Life in the Seas. **Meteorology**: Our Atmosphere, Clouds and Fog, Wind and Weather, Fronts and Storms, Weather Forecasting. **Astronomy**: Astronomical Observations. The Moon, The Sun, The Planets, Asteroids, Comets, and Meteors, The Stars. **Physical Science**: Motion, Force, and Aerodynamics, Buoyancy, Basic Electricity, Electronics, Sound and Sonar Male haircuts and female hairstyles will comply with military uniform wear.

### **NAVAL SCIENCE III**

**Grade 11-12**

**1 credit**

**Prerequisite: Naval Science II. Co-requisite: Leadership Ed III**

The third year topics include: Introduction to NAVAL SCI III, Techniques of Communication, Leadership, Cadet Challenge (Physical Fitness), Leadership Lab (Drill Ceremonies), First Aid, Drug Abuse Prevention Program, Navigation, American Naval History, Your American Citizenship, Career Opportunities, Role of the U.S. Armed Forces, Technology Awareness, Optional Subjects: Contemporary Issues (Current Events), Communication Extras and

Methods of Instruction, Human Relations, Drill, Orienteering, Approved Optional Subjects. Male haircuts and female hairstyles will comply with military uniform wear.

## **NAVAL SCIENCE IV**

**Grade 11-12**

**1 credit**

**Prerequisite: Naval Science III. Co-requisite: Leadership Ed IV**

The fourth-year topics include: Introduction to NAVAL SCIENCE IV, Techniques of Communication, Leadership, Cadet Challenge (Physical Fitness), Leadership Lab (Drill Ceremonies), First Aid, Drug Abuse Prevention Program, Navigation, American Naval History, Your American Citizenship, Career Opportunities, Role of the U.S. Armed Forces, Technology Awareness, Optional Subjects: Contemporary Issues (Current Events), Communication Extras and Methods of Instruction, Human Relations. Male haircuts and female hairstyles will comply with military uniform wear.

## **CULINARY ARTS I**

**Grade 9-12**

**1 credit**

This course prepares students for initial entry into the food service industry and addresses topics including the use and care of commercial tools and equipment, personal productivity and food and beverage preparation.

**NOTE: After taking Culinary Arts I, students should take Culinary classes in a two-period block.**

## **CULINARY ARTS II**

**Grade 10-12**

**1 credit**

**Prerequisite: Culinary Arts I**

This course concentrates on the basic skills in the first course plus includes hands-on experiences using commercial tools and equipment.

## **CULINARY ARTS III & IV**

**Grade 10-12**

**1 credit each**

**Prerequisite: Culinary Arts I and II**

Students receive more advanced hands-on food preparation experiences and learn to serve customers in a simulated catering business and/or school restaurant. When a student has completed the Food Production and Services core he may move to the next level which includes more "management" type concepts.

## **COMMUNICATIONS TECHNOLOGY I (GRAPHIC COMMUNICATIONS)**

**Grade 9-12**

**1 credit**

This course provides students with an introduction to the knowledge and technical skills that are needed within the Graphic Communication industry. Students will learn basic Desktop Publishing skills using Adobe InDesign and Adobe Photoshop. They will also receive an introduction to various printing processes and procedures such as: screen printing, offset printing, duplication, dye sublimation printing, laser printing and inkjet printing. Here is a list of a few of the projects that level 1 students will complete during the school year: single color business cards, single color notepads, single color screen printing (t-shirt), dye sublimation coffee mug, magazine cover design, package design (pen box), 3D landscape project, Electronic Greeting Card (animation), Photoshop effects and Text effects, and single color vinyl graphics sticker.

## **COMMUNICATION TECHNOLOGY II**

**Grade 9-12**

**1 credit**

### **Prerequisite: Communication Technology I**

In this course students will learn advanced applications in Adobe InDesign, Illustrator, Photoshop and Flexisign pro. Students will learn the difference between spot color and process color printing as well as compounding and cutting complex vector images. Students will begin to understand how to link their educational knowledge to the real world through projects and activities centered on the world of work. Advanced knowledge of printing processes and procedures will be practiced along with knowledge of trim marks, printer marks, registration marks, color separations and color bars. Here are a few projects that level 2 students will complete during the school year: 3 custom vinyl graphics, spot color business cards or notepads, 2 color screen printing (t-shirt), advanced effects, text effects, and photo manipulation, banner design, vehicle graphics & wrap design, advanced digital photography, package design (cereal box) and intermediate animation techniques and much more. Students will also have the opportunity to become industry certified in: Adobe InDesign, Illustrator, Photoshop, Dreamweaver, Flash or Premiere.

## **COMMUNICATION TECHNOLOGY III HONORS**

**Grade 10-12**

**1 credit**

### **Prerequisite: Communication Technology I and II**

In this course students will continue improving their skills using Adobe InDesign, Illustrator, Photoshop and Flexisign Pro. The projects in this course are strictly "real world" related and will help students understand the type of work required if they pursue a career in the Graphic Communications Industry. The first half of the year students will have used every piece of equipment in the room: Laser engraver, Vinyl Cutter, Screen Printer, Pad Printer, Embroidery Machine, Versacamm color plotter, Offset press and more. During the second half of the year students will complete a 12 part digital portfolio project. Students will also have the opportunity to become industry certified in: Adobe InDesign, Illustrator, Photoshop, Dreamweaver, Flash or Premiere.

## **ADVANCED TECHNOLOGY APPLICATIONS (COMMUNICATION TECHNOLOGY IV) HONORS**

**Grade 11-12**

**1 credit**

### **Prerequisite: Communication Technology I-III and teacher recommendation**

Students in this course are graded daily and are responsible for completing all the work we receive from area businesses and schools. Students in this class already know all the software and equipment used in the course and can take on any job with little to no supervision. Students are responsible, not only for completing jobs, but for obtaining them, too. Students will go out into the community to find work for this course. They will be: customer service representatives, sales people, graphic designer, production workers, installers and delivery people. They will learn all aspects of how businesses are started, run and grow. This includes the understanding of: markup, inventory, estimates, work orders, wholesale vs retail, equipment costs and material costs. As a group project, students will also create at least 2 fundraiser projects during the school year. They will design, created, market, sell and evaluate success rates upon completion of this project (all funds go back into the program for supplies and or equipment). Students will also be able to earn multiple industry certifications before the end of the school year (Adobe, Photoshop, Illustrator, InDesign, Flash, Dreamweaver and Premiere.)

## **AGRISCIENCE FOUNDATIONS I HONORS**

**Grade 9-12**

**1 credit**

### **Elective Science Credit**

This is the prerequisite for all Agriculture Job Prep Programs. Competencies include but are not limited to: Ag history, global importance, careers, applied scientific and technological concepts, ecosystems, safety, pest management, plant growth management, marketing and human relations. Many hands-on activities in the shop and land lab help to learn by doing. The FFA student organization is an integral part of this and all agriculture courses.

## **AGRI-TECHNOLOGY 1**

**Grade 9-12**

**1 credit each**

### **PREREQUISITE: AGRISCIENCE FOUNDATIONS I**

This course focuses on plant, animal, and mechanical topics with a focus on leadership skills. FFA is an important part of this program.

## **AGRI-TECHNOLOGY 2**

**Grade 9-12**

**1 credit**

### **PREREQUISITE: Agri-Tech 1**

This course is designed to develop competencies in the areas of job and training requirements; professional organizations; crop identification; planting crops; fertilizer calculations and application; irrigation; pest control; harvesting, packing, and grading crops, safe equipment operation; finance; and employability skills. FFA is an important part of this program.

## **AGRICULTURAL COMMUNICATIONS 2**

**Grade 10-12**

**1 credit**

### **PREREQUISITE: AGRICULTURE FOUNDATIONS I**

Did you enjoy Ag Foundations? Ag Communications fulfills the Performing Arts graduation requirement by focusing on communications in the Agriculture Industry. Learn more about Agricultural planning, management, communication skills, community issues and health, safety and environmental issues. Design informational brochures, public service announcements, web pages and much more. This class includes instruction in Animal and Plant Production, Ag Marketing and Communications, employability skills and human relations skills. FFA is an important part of this program.

## **AGRI, FOOD, NR, DS +**

**Grade 10-12**

**1 credit**

### **Prerequisite: Agriculture Foundations I**

Agriculture Education Directed Study

## **ANIMAL SCIENCES AND SERVICES 2**

**Grade 9-12**

**1 credit**

### **Prerequisite: Agriculture Foundations I**

This course is designed to develop competencies in the areas of safety; animal behavior; animal welfare; animal control; and employability skills. Using the land lab facilities to teach identification and functions of animal systems, normal and abnormal behavior along with



looking at issues that directly affect the animal industry are covered. FFA is an important part of this program.

### **ANIMAL SCIENCES AND SERVICES 3**

**Grade 9-12**

**1 credit**

#### **Prerequisite: Animal Sciences and Services 2**

This course is designed to develop competencies in the areas of animal digestive systems; animal breeding; preventive medicine and disease control; control of parasites; animal marketing; and analyzing records. Everything from breeding to marketing of livestock is covered using many hands on activities. A more in depth look is taken of the animal industry. FFA is an important part of this program.

### **ANIMAL SCIENCES AND SERVICES 4 AND 5**

**Grade 9-12**

**1 credit**

#### **Prerequisite: Animal Science and Services 3**

This course is designed to develop competencies in the areas of nutrition; grooming, exhibiting and marketing animals; operation, maintenance and repair of equipment. Applying all the information covered in the previous 3 courses is a major component of this level. FFA is an important part of this program.

### **TECH AG. OPS 2 (Ag. Mechanics)**

**Grade 9-12**

**1 credit**

#### **Prerequisite: Agriculture Foundations 1**

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. FFA is an important part of this program.

### **TECH AG. OPS 3 (Ag. Mechanics)**

**Grade 9-12**

**1 credit**

This course is designed to develop competencies in the areas of welding; small gasoline engine service and repair; preventative maintenance procedures; irrigation system repair; refrigeration; new and emerging technologies; financial management skills; and employability skills. FFA is an important part of this program.

### **VETERINARY ASSISTING I HONORS**

**Grade 9-12**

**1 credit**

***Vet Assisting is a rigorous academic course. It is recommended that students enrolling in Vet Assisting have scored at least a 3 on the Reading FSA. Students without this minimum score should take Ag Foundations in 9th grade and Vet Assisting in 10th grade. Students in 9th grade should also take Biology Honors.***

Veterinary Assisting is an exciting course featuring hands on work with animals. Because of the academic content, it is recommended that Vet students have scored at least a Level 3 on the Reading FCAT. Students with lower test scores are welcome in Veterinary Assisting, but should first take Agriculture Foundations 1 or Animal Science 2 prior to Veterinary Assisting 1. This course is designed to develop competencies in areas such as the history of the animal

industry; applied scientific and technological concepts; ecosystems; safety; and human relations skills. Students study the basics of veterinary medicine through many hands on activities involving the feeding and care of animals, understanding basic medical terminology and developing an appreciation for how a veterinary office is run. FFA are an important part of this program.

### **VETERINARY ASSISTING II**

**Grade 10-12**

**1 credit**

**Prerequisite: Veterinary Assisting I.**

This course is designed to develop competencies in the areas such as global importance of the animal industry; career opportunities; animal behavior; animal welfare; and animal control. Identification of the parts of animal systems is an important component of this course along with recognizing normal and abnormal behavior in animals. Dissection, live and virtual, will help the students to better understand the systems of the animal. FFA is an important part of this program.

### **VETERINARY ASSISTING III**

**Grade 10-12**

**1 credit**

This course includes the study of animal digestive systems, animal breeding, animal control, animal overpopulation, animal related laws and breeds. FFA is an important part of this program.

### **VETERINARY ASSISTING IV**

**Grade 10-12**

**1 credit**

**Co-requisite: Veterinary Assisting V Honors**

This course includes the study of animal welfare and rights, research, recordkeeping, diseases and parasites. Students begin to volunteer/work in a veterinary office to meet the skills requirement for their CVA industry certification.

### **VETERINARY ASSISTING V**

**Grade 10-12**

**1 credit**

**Co-requisite: Veterinary Assisting IV Honors. Requirement: CBT Insurance and fee**

This course includes the study of grooming, effects of captivity of exotics, genetics and biotechnology in reproduction, diagnostic and therapeutic testing, surgical preparation and pharmacology. Students begin to volunteer/work in a veterinary office to meet the skills requirement for their CVA industry certification.

### **EQUINE SCIENCE 2**

**Grade 9-12**

**1 credit**

**Prerequisite: Ag Foundations**

This course is designed to develop competencies in the areas of leadership, equine history and domestication, equine breeds and characteristics, anatomy, behavior, safety, grooming, handling and equitation skills with horses.

### **EQUINE SCIENCE 3**

**Grade 9-12**

**1 credit**

**Prerequisite: Ag Foundations**

Students build equestrian skills through hands-on work with their own horse. Must have their

own horse or access to a horse to complete this course.

## **BUSINESS TECHNOLOGY**

### **DIGITAL DESIGN I (Desktop Publishing)**

**Grade 9-12**

**1 credit**

#### **Recommended prerequisites: Digital Information Technology**

Students learn Desktop Publishing skills including layout and graphic design to produce publications used in advertising, publishing, travel, and other businesses. Projects include flyers, magazine covers and advertisements, CD covers, menus, brochures, holiday cards, and other theme-related projects. Software programs and Industry Certification include Adobe InDesign and Photoshop.

### **DIGITAL DESIGN II HONORS**

**Grade 10-12**

**1 credit**

#### **Prerequisite: Digital Design I and teacher approval**

Students learn advanced techniques in graphic design and layout using Adobe InDesign, Photoshop, and Illustrator. Upon completion, students may be qualified to work in a design or publishing company. Software programs and Industry certification in Adobe InDesign, Photoshop, and Illustrator are part of the curriculum.

### **DIGITAL INFORMATION TECHNOLOGY**

**Grade 9-12**

**1 credit**

This course is designed to provide students the opportunity to develop skills needed in today's business environment. Topics include Computing Basics & IT Fundamentals, MS Word, Social Media & Entrepreneurship, MS Excel, MS Powerpoint, and Emerging Technologies. Industry Certification is part of the curriculum.

### **FOUNDATIONS OF WEB DESIGN**

**Grade 9-12**

**1 credit**

#### **Recommended prerequisite: Digital Information Technology**

This course provides broad skills emphasizing elements of web technology including HTML, CSS, and internet web design/development. Industry certification exams are part of the curriculum.

### **USER INTERFACE DESIGN HONORS (WEB DEVELOPMENT II HONORS)**

**Grade 10-12**

**1 credit**

#### **Prerequisite: Web Design I and teacher approval**

This course builds upon previous web skills and provides applications using the Adobe Creative Cloud suite.

### **BUSINESS COOPERATIVE OJT**

**7<sup>th</sup> and/or 8<sup>th</sup> period      Grade 11-12**

**1 credit each**

**Prerequisites: Students must be co-enrolled in at least one Career and Technical Education class. Students may opt to enroll for two periods of OJT for an earlier release time and double elective credit.**

This course provides the on-the-job training component to prepare students for

employment. Students are released early from school and receive elective credit for working part-time. Students must have reliable transportation and maintain employment in an appropriate job approved by the district. Teacher approval required.

### **CUSTOMER SERVICE I**

**Grade 10-12**

**1 credit**

The purpose of this program is to prepare students for employment in customer service occupations such as customer service representative, customer service consultant, customer service agent, and customer care manager. The program is designed to prepare students for employment in entry level positions involving customer service activities. Students will divide their time between in-class coursework and on-the-job training in the school's offices or with teachers. The curriculum includes Industry Certification in Entrepreneurship and Small Business.

### **CUSTOMER SERVICE II**

**Grade 10-12**

**1 credit**

**Prerequisite: Customer Service 1**

The purpose of this program is to prepare students for employment in customer service occupations such as customer service representative, customer service consultant, customer service agent, and customer care manager. It builds on the skills and competencies from Customer Service 1. The program is designed to prepare students for employment in entry level positions involving customer service activities. Students will divide their time between in-class coursework and on-the-job training in the school's offices or with teachers. The curriculum includes Industry Certification in Social Media Strategies.

### **CUSTOMER SERVICE III**

**Grade 10-12**

**1 credit**

**Prerequisite: Customer Service 2**

The purpose of this program is to prepare students for employment in customer service occupations. Students will divide their time between in-class coursework and on-the-job training in the school's offices or with teachers. Industry Certification is offered if students didn't earn them in levels 1 or 2.

## **WORLD LANGUAGES**

### **SPANISH FOR SPANISH SPEAKERS I**

**Grade 9-12**

**1 credit**

The purpose of this course is to provide a review of fundamental grammar and culture for students who speak Spanish as a native language, focusing on oral and written communication free from English interference. The content should include, but not be limited to, the reinforcement of the students' ability to communicate ideas and feelings, both orally and in writing, and the development of comprehension skills through the study of reading selections. The different cultures of the Spanish-speaking countries will be studied.

## **SPANISH FOR SPANISH SPEAKERS II**

**Grade 9-12**

**1 credit**

The purpose of this course is to continue the development of oral and written communication, and cultural study. The content should include, but not limited to, the development of oral communication skills by giving oral information, instructions, directions, explanations, and messages, both composing originally in Spanish and through translations from English to Spanish; the development of written communications skills including practice in describing story characters, real persons, animals, natural phenomena, and summarizing facts and ideas; and the study of culture including the lives and contributions of famous Hispanic people.

## **SPANISH I**

**Grade 9-12**

**1 credit**

The purpose of this course is to introduce students to the Spanish language, its culture, and to develop communication skills. Students will learn about countries around the world where Spanish is spoken. Students will acquire an appreciation for other cultures, groups of people, and ways of life. The content of this course includes listening and speaking with special emphasis on pronunciation, reading and writing. Because of the content of this course, it will not be available to native speakers of the Spanish language.

## **SPANISH II**

**Grade 9-12**

**1 credit**

**Prerequisite: Spanish I**

This course will continue expanding the listening, speaking, reading, and writing skills the student developed in Spanish I and aim toward increasing their proficiency level. The student will achieve greater fluency and accuracy as you learn to express, interpret, and negotiate meaning in a creative, productive, and safe environment.

## **SPANISH III HONORS**

**Grade 10-12**

**1 credit**

**Prerequisite: Spanish II**

This is an in-depth course that will review and study many of the same topics presented in Spanish I and II but to a greater degree. Speaking, writing, and reading skills will expand as you are challenged with the language. You will continue to study Hispanic culture and traditions, and will have the opportunity to make presentations about the culture. You will be introduced to higher level vocabulary and will also be introduced to the works of some of the major writers of the Spanish-speaking world. At all times, the primary focus will be to increase your ability to communicate in Spanish with ease and confidence. Students receive Honors points for this course.

## **SPANISH IV HONORS**

**Grade 9-12**

**1 credit**

**Prerequisite: Spanish III**

This course will develop an intermediate-mid to an intermediate-high proficiency in the language by engaging in a variety of communicative activities that focus on developing reading, writing, speaking, and listening skills in the foreign language. In addition, the student will develop cultural awareness of famous Hispanic artists and authors by examining their works and reading short stories. Students receive honors points for this course.

## **AP SPANISH LANGUAGE**

**Grade 11-12**

**1 credit**

**Prerequisite: Spanish III and IV. This course is conducted entirely in Spanish**

This course is equivalent to a third-year college level course designed for students who already have strong skills in reading, writing, speaking and listening and are interested in developing a more in-depth understanding of the Spanish language. Instructional materials, activities, assignments, and assessments are appropriate to this level. This course is conducted entirely in Spanish and its main objective is for students to develop proficiency in integrating language skills and synthesizing written and aural materials, the formal writing process, extensive interpersonal and presentational speaking and writing practice, and aural comprehension skills. Students must take the Advanced Placement exam in the spring with a score of 3 or better in order to receive college credit.

## **AP SPANISH LITERATURE & CULTURE**

**Grade 11-12**

**1 credit**

**Prerequisite: This course is conducted entirely in Spanish**

This course is the equivalent of a third-year college introduction to Literature in Spanish. It is intended for those students who have chosen to continue to develop their language proficiency in the four skill areas of listening, speaking, reading, and writing and who have also chosen to study the Literature of Spanish. This class will prepare students to understand lectures in Spanish and participate actively in discussions in Spanish on literary and cultural topics. Students will be prepared to analyze critically the form and content of literary works, including poetry, orally and in writing using appropriate terminology. Students must take the Advanced Placement exam in the spring with a score of 3 or better in order to receive college credit.

## **AICE SPANISH LANGUAGE**

**Grade 10-12**

**1 credit**

The Cambridge International AS Level Spanish course enables learners to achieve greater fluency, accuracy and confidence in the language as it is spoken and written, and improve their communication skills. They will learn how to improve their use of Spanish in a variety of situations, understanding how to read texts and other source materials, extract information, initiate conversations and respond to questions both orally and in writing.

## **HCC DUAL ENROLLMENT ELEMENTARY SPANISH 1**

**Grade 10-12**

**1 credit**

**Prerequisite: gpa and test score requirements for HCC**

## **PERFORMING ARTS**

### **THEATER I**

**Grade 9-12**

**1 credit**

The purpose of this course is to introduce students to the study and practice of theatre arts. The content should include, but not be limited to, an overview of the history of the theater and literature of the theater. Students should be introduced to the fundamentals of theatre production which include scenery construction, costuming, lighting, and make-up. Students should be introduced to the fundamentals of acting.

## **THEATER II**

**Grade 9-12**

**1 credit**

### **Prerequisites: Theater I**

The purpose of this course is to provide intermediate development of skills useful to the study and practice of theatre arts. The content should include, but not be limited to, instruction in reading and interpretation of dramatic literature. Other instructional emphases should include techniques and mechanics of acting; set, costume, and lighting design, as well as other features of stagecraft; character analysis and portrayal; interactive and analytical study of plays; and production of plays and other dramatic presentations.

## **THEATER III HONORS**

**Grade 10-12**

**1 credit**

### **Prerequisites: Theater II**

The purpose of this course is to provide opportunity for advanced drama students to continue study in acting and production techniques and to participate in dramatic productions and projects. The content should include, but not be limited to, instruction in specific acting techniques used in various kinds of dramatic presentations. Emphasis should also be given to the study of acting theories, as well as practice and theory in set design, make-up, and lighting.

## **THEATER IV HONORS**

**Grade 10-12**

**1 credit**

### **Prerequisites: Theater III**

The purpose of this course is to provide in-depth study in various aspects of dramatic and theatrical art. Study and practical application in costume, scenery, lighting, and sound design; make-up techniques; advanced acting techniques; and theatrical management. Students should specialize by researching information about and participating in selected areas of theater, including playwriting, direction, stage design and management, choreography, and advanced acting. Acting emphasis should be placed upon the development of unique performing styles and solo and ensemble presentations.

## **MUSICAL THEATER I, II, III**

**Grade 9-12**

**1 credit each**

The purpose of these courses is to provide students of musical theatre the opportunities to study and perform scenes from varied styles of musical theater with special attention to the fundamentals of stage movement, acting, and characterization as related to musical production. The content should include, but not be limited to, the study of music theory and sight-singing, dance, lighting, sound, set design, costuming, make-up, and stage directing, and acting.

## **TECHNICAL THEATER DESIGN & PRODUCTION I, II, III**

**Grade 10-12**

**1 credit**

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.

## **AICE DRAMA**

**Grade 9-12**

**1 credit each**

Cambridge International A Level Drama encourages learners to develop their skills in performing, devising and researching a wide range of theatrical styles and genres. They learn to communicate with an audience through practical and creative work on performance texts and their own devised material, both as individuals and in groups. Underpinned by theoretical and practical study, they learn to research, analyze, create, and interpret, and to become skilled, well-informed and reflective theatrical practitioners who enjoy drama. Cambridge International AS & A Level Drama provides a foundation for the further study of drama or related courses in higher education.

## **AP MUSIC THEORY**

**Grade 10-12**

**1 credit**

The AP Music Theory course corresponds to two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills including dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the course. Through the course, 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. Performance is also part of the learning process. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized.

## **CHORUS I**

**Grade 9-12 (Fee Required)**

**1 credit**

This class is designed to learn the fundamentals of vocal technique, as well as musicianship and sight singing. Basic music terminology and understanding of music theory as it applies to choral singing will be learned and applied. For information on costs related to this class, contact [Elizabeth.stewart@hcps.net](mailto:Elizabeth.stewart@hcps.net).

## **CHORUS II-IV**

**Grade 10-12 (Fee Required)**

**1 credit**

The purpose of this course is to provide students with further opportunities to develop musicianship skills in vocal music and choral ensembles; singing skills essential for future placement in more advanced choral ensembles. The content should include, but not be limited to, enabling students to develop fundamental skills in proper vocal tone production, choral performance techniques, musical literacy, and music appreciation. Full year schedule encouraged.

## **VOCAL ENSEMBLE I-IV / VOCAL TECHNIQUES I-IV**

**Grade 9-12 (Fee Required)**

**1 credit**

Prerequisite: Audition and teacher approval. For audition and information on costs related to this class, contact [Elizabeth.stewart@hcps.net](mailto:Elizabeth.stewart@hcps.net). This class will learn the various approaches to



singing in ensembles as they apply to various genres of vocal music including Madrigals (Una Voce), Vocal Jazz, Pop, and Show Choir. Choreography is also included in the class curriculum.

### **BAND I-IV**

**Grade 9-12**

**1 credit each**

**Fee Required: \$250-\$500 depending on level of involvement.**

**Meets graduation requirement for Performing Fine Arts.**

This course provides instruction in the application of musicianship and technical skills through the study of varied band literature. Marching Band participation is required for members of Wind-Ensemble (Advanced Band). Rehearsals and performances outside of class time are required. Email the director, Mr. Luster at [Robert.Luster@hcps.net](mailto:Robert.Luster@hcps.net) for specific questions or visit [www.riverviewhsband.org](http://www.riverviewhsband.org) for information on summer band activities.

### **EURYTHMICS 1-4 (COLORGUARD)**

**Grade 9-12**

**1 credit**

**Fee Required: \$500.00. Marching Band, Dance, Flag, Rifle, Sabre Team-audition required.**

**Meets graduation requirement for Performing Fine Arts.**

Learn dance, flag, rifle, and sabre routines and perform as part of the Riverview HS Marching Band and Colorguard. After-school rehearsals and performances are required. There is a financial obligation of approximately \$400 for purchasing required items. Email the director, Mr. Luster at [Robert.Luster@hcps.net](mailto:Robert.Luster@hcps.net) for specific questions or visit [www.riverviewhsband.org](http://www.riverviewhsband.org) for information on summer band activities. You can also call (813) 671-5011 ext. 258 to schedule an audition or for specific questions on try-outs, finances, and schedules.

### **INSTRUMENTAL TECH DRUMLINE 1-4**

**Grade 9-12 \$240.00**

**1 credit each**

**Meets graduation requirement for Performing Fine Arts.**

This class is designed for those students who are members of the RVHS Drumline. Class may also be open to other students with director permission. Rehearsals and performances outside of class time are required. Email the director, Mr. Luster at [Robert.Luster@hcps.net](mailto:Robert.Luster@hcps.net) for specific questions or visit [www.riverviewhsband.org](http://www.riverviewhsband.org) for information on summer band activities. You can also call (813) 671-5011 ext. 258 to schedule an audition or for specific questions on try-outs, finances, and schedules.

### **ORCHESTRA I, II, III, IV**

**Grade 9-12**

**1 credit each**

**Fee Required: Approx. \$150. Meets graduation requirement for Performing Fine Arts.**

This course is designed to develop a student's skills in music ensembles on string orchestra instruments. A wide scope of instruction and musical awareness will be a part of the course. Students who are beginners need clearance from the director to take this course. Positions in Chamber Orchestra (Advanced Orchestra) require an audition. Email the director, Mr. Luster at [Robert.Luster@hcps.net](mailto:Robert.Luster@hcps.net) for information on how to audition.

### **KEYBOARD I (PIANO)**

**Grade 9-12**

**1 credit**

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 (PIANO)**

**Grade 10-12**

**1 credit**

### **Prerequisite: Keyboard I or Prior Experience**

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.

## **COMMUNICATION ARTS**

### **AICE Media Studies**

**Grade 10-12**

**1 credit**

Cambridge International AS Level Media Studies offers learners the chance to develop an understanding and appreciation of the place of media in our everyday lives. The syllabus enables learners to take a hands-on approach to the subject. Through the coursework components - the Foundation Portfolio for AS Level and the Advanced Portfolio for A Level - they create their own media products from planning through to execution. Learners also consider and analyze examples from existing media, examining production processes and technologies and the effects they achieve.

### **CREATIVE WRITING I, II**

**Grade 9-12**

**½ credit each**

The purpose of this course is to develop students' writing and language skills needed for individual expression in literary forms. The content should include, but not be limited to, instruction in the development and practice of writing a variety of literary works, including original poetry, short stories, plays, novels, and/or essays and other nonfiction. The course may also include technical aspects of editing and publishing students' work in a literary publication.

### **CREATIVE WRITING III, IV**

**Grade 10-12**

**1 credit each**

### **Prerequisite: Creative Writing II**

The class will include the technical aspects of entering contests and publishing student work as well as the technical aspects of entering and performing in a public reading. Students will be expected to create original poetry and short stories of a superior quality.

## **JOURNALISM I**

**Grade 9-12**

**1 credit**

This course provides instruction in basic aspects of journalism and experience in journalistic production. Students will also learn the basic techniques of writing, computer layout and design, advertising, public relations and broadcast news. This course is an excellent preparation for students interested in applying for a staff position on the newspaper or yearbook.

## **JOURNALISM II – V ~ NEWSPAPER**

**Grade 10-12**

**1 credit each**

**Prerequisite: Journalism I**

These courses provide practical experience in successful news gathering techniques, practice in journalistic writing, and opportunities to explore a career in journalism. The content includes frequent practice in gathering information and in writing news, sports, feature articles, editorials, and techniques in news photography, advertising, and editorial cartooning. Organization and management techniques relating to journalistic productions, including leadership skills, record keeping, time management, utilization of personnel, and task organization, is stressed. These classes publish the school's newspaper.

## **JOURNALISM II – V ~ YEARBOOK**

**Grade 10-12**

**1 credit each**

**Prerequisite: Journalism I and teacher recommendation. See Ms. Hunsucker, room 232.**

This course provides advanced instruction in journalistic writing and production techniques. The content includes instruction in writing, designing, and managing journalistic enterprises. The emphasis is upon implementing students' creative skills and talents in writing, graphic design and/or photography, and in providing regular practice in management skills and production techniques in printed journalistic media. The course provides opportunities to develop proficiency in various forms of journalistic writing. These classes publish the school's yearbook. Students should be dedicated and hard-working individuals willing to devote after-school hours for completion of deadlines.

## **TELEVISION PRODUCTION Tech I**

**Grade 9-12**

**1 credit**

This course provides opportunities for students to develop skills in basic camera operation; post-production skills in graphics, audio, and editing; scriptwriting and storyboarding; skills in direction; and production of video projects. T.V. Production I meets the Performing Arts requirement.

## **TELEVISION PRODUCTION Tech II**

**Grade 9-12**

**1 credit**

**Prerequisite: Television Production I and teacher approval. See Mr. Overstreet Rm 521**

The purpose of this course is to exhibit the ability to apply television skills in the planning, directing, and recording of television programs; demonstrate the ability to write script and dialog for a television program; and demonstrate the ability to produce a television program. TV II meets the Performing Arts requirement.

## **TELEVISION PRODUCTION Tech III**

**Grade 9-12**

**1 credit**

**Prerequisite:** Television Production I & II and teacher approval. See Mr. Overstreet Rm 521  
This course covers competencies in special effects lighting, use of equipment, digital audio and video recording and editing operations, television production and programming, and online research.

**TELEVISION PRODUCTION IV**

**Grade 9-12**

**1 credit**

**Prerequisite:** Television Production I, II, & III and teacher approval. See Mr. Overstreet Rm 521  
This course covers competencies in lighting instrument maintenance, Electronic News Gathering and Electronic Field Production, and teamwork.

**RIVERVIEW HIGH SCHOOL  
STUDENT PLANNING FORM**

STUDENT NAME \_\_\_\_\_ STUDENT # \_\_\_\_\_

**PLANNING TIPS:**

- 1) Each student MUST indicate the equivalent of 7 one-credit courses for programming for the entire year. The student should indicate the required courses and most preferred courses first with #1 being the most preferred/required course. The student can choose a combination of full credit and half credit courses. Simply write the title of the course in the spaces provided below.
- 2) Each student should indicate some alternate choices and place them in numerical order of preference in case conflicts arise and a more preferred class cannot fit in the schedule.
- 3) The student may cut this planning document out and bring it with him/her when the student meets with the counselor to finalize the official programming sheet.

	1 CREDIT COURSES	1/2 CREDIT COURSES	ALTERNAT
1.			
2.			
3.			
4.			
5.			
6.			
7.			

NOTES: \_\_\_\_\_  
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