

SUMNER  HIGH SCHOOL

# *Course Description Guide*

*2022-2023*



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# *Table of Contents*

Letter to Students & Parents	01
Graduation Requirements	02
Graduation Information for Students with Disabilities	03
Language Arts & Reading	04
Mathematics	10
Science	14
Social Studies	17
World Languages	22
AVID	24
JROTC	27
Career & Technical Education (CTE)	29
Visual Fine Arts	34
Music & Performing Fine Arts	37
Physical Education	41
Cambridge AICE Diploma & Courses	43
Sports	48
School Clubs	49
Frequently Asked Questions	50

# *Letter to Students & Parents*

*Parents and Students:*

*This curriculum guide is provided to assist parents and students in planning and scheduling the academic program best suited to the student's needs. The information provided is current at the time of printing, but we do recommend working closely with the school counselor to be knowledgeable about any changes which might affect your student's program of study.*

*The descriptions included are intended to provide the student and parent with a brief overview of the course, but it is by no means a comprehensive listing of all that may be covered within a course. Please note that offerings are subject to student demand and facilities' limitations.*

*Because course offerings, class schedules, and the hiring of teachers are based upon student requests, we encourage parents and students to plan carefully when selecting courses. Students and parents are expected to honor the commitments made during programming.*

*We hope you will join us in our efforts to expect the most from our students. We stand ready to help you in this effort. All members of our staff are committed to this joint endeavor.*

*Sincerely,*

*Sumner High School Administration & Student Services  
Department*

# Graduation Requirements

## 24 Credit Standard Diploma

### 4 Credits ELA

- ELA 1, 2, 3, 4

- ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment courses may satisfy this requirement

### 4 Credits Mathematics\*

- One of which must be Algebra 1 and one of which must be Geometry
- Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry)
- An identified computer science\*\* credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)

### 3 Credits Science

- One of which must be Biology 1, two of which must be equally rigorous science courses
  - Two of the three required course credits must have a laboratory component
- Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology 1)
- An identified computer science\*\* credit may substitute for up to one science credit (except for Biology 1)

### 3 Credits Social Studies

- 1 credit in World History
- 1 credit in U.S. History
- 0.5 credit in U.S. Government
- 0.5 credit in Economics

### 1 Credit Fine and Performing Arts/Speech/Debate, or Practical Arts\*

### 1 Credit Physical Education\*

- To include the integration of health

### 8 Elective Credits

#### Additional Requirements:

- Student must complete 1 Online Course
- Students must earn a 2.0 grade point average (GPA) on a 4.0 scale for all cohort years
- Student must pass statewide, standardized assessments unless a waiver of assessment results is granted by the IEP team for students with disabilities.
- \* Eligible courses are specified in the Florida Course Code Directory.
- \*\*A computer science credit may not be used to substitute for both a mathematics and science credit.

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts (ELA) or a concordant score
  - Algebra 1 end of course (EOC) or a comparative score

Refer to Graduation Requirements for Florida's

Statewide Assessments for concordant and comparative scores at

<http://www.fldoe.org/core/fileparse.php/7764/urlt/GradRequireFSA.pdf>

# *Graduation Information for Students with Disabilities*

Two additional options are available only to students with disabilities. Both allow students to substitute a CTE course with related content for one credit in ELA 4, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History).

**The two options are as follows:**

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least 0.5 credit via paid employment.

For additional information from the Florida Department of Education in reference to Exceptional Student Education, please visit <http://www.fldoe.org/academics/exceptional-student-edu/>



*Language  
Arts &  
Reading*

## Language Arts Core Academic Courses

### ENGLISH 1

*1 Credit*

Grade 9

This is the foundational class for freshman within the English Depart. This course is an introduction to literature. Poetry, short stories, drama, novels, and nonfiction will be thoroughly explored during the year. Students will be introduced to authors from Shakespeare to Lee. In addition to these topics, writing will play an important part in this course's curriculum. The writing process and different styles and genres of composition will be taught. Finally, this course will help prepare students to take and successfully pass the reading and writing portion of the state assessment test.

### ENGLISH 1 HONORS/ PRE- AICE ENGLISH LANG.

*1 Credit*

Grade 9

This course marks the beginning of the accelerated track in language arts. Simply, this course is an introduction into the world of literature at a secondary level. Poetry, short stories, drama, novels, and nonfiction will be thoroughly explored during the year. Students will be introduced to authors from Shakespeare to Lee. In addition to these topics, writing will play an important part in this course's curriculum. The writing process and different styles and genres of Composition will be taught. Students will be encouraged to write frequently in and out of class. This class will begin to prepare students for the rigorous academic challenges in English that await them after high school graduation. Finally, this course will help prepare students to take and successfully pass the reading and writing portion of the state assessment test.



### ENGLISH 2

*1 Credit*

Grade 10

A sophomore English credit, this course continues the curriculum begun in the ninth grade. At this level, the literature is focused around writings from all over the world. The Western and Non-Western traditions of fiction, poetry, drama, and nonfiction will be fully explored. Again, a strong emphasis will be placed on writing, and written proficiency will be a high priority for all students. This class will help prepare students to take and pass the reading and writing sections of the state assessment test, a graduation requirement in the state of Florida.

### ENGLISH 2 HONORS/ PRE- AICE ENGLISH LIT.

*1 Credit*

Grade 10

This is the accelerated credit for sophomore English. At this level, the literature is focused around writings from all over the world. The Western and Non-Western traditions of fiction, poetry, drama, and nonfiction will be fully explored. Students will spend time analyzing the cultural and theoretical meanings behind some of the classical works of literature. Again, a strong emphasis will be placed on writing, and written proficiency will be a high priority for all students. In preparation for post-secondary education, students will be encouraged to write often in and out of school on various topics. This class will help prepare students to take and pass the reading and writing sections of the state assessment test, a graduation requirement in the State of Florida.

**ENGLISH 3***1 Credit*

Grade 11

This class at the junior level is focused primarily on the literature of the United States and the American Dream. Throughout the year, students study material from the colonial period to the modern era. Novels, plays, short stories, poetry, and nonfiction will be analyzed and explored. At the junior level, English plays an important role in preparing students for their final year in high school and beyond. Regardless of plans for post secondary school, junior English begins to work on the communication skills needed within the modern workplace.

**ENGLISH 3 HONORS***1 Credit*

Grade 11

This course is the accelerated credit for juniors. This class focuses primarily on the literature of the United States and the American Dream. Throughout the year, students study the material from the colonial period to the modern era. Novels, plays, short stories, poetry, and nonfiction will be analyzed and explored. At the junior level, English plays an important role in preparing students for their final years in high school and beyond. Within the English 3 Honors curriculum, special attention will be placed on preparing students to take the SAT, the gateway to colleges and universities across the nation. Providing a solid basis in composition and reading analysis will be a priority throughout the year's syllabus.

**ENGLISH 4***1 Credit*

Grade 12

During a student's senior year the English course focuses on the study of literature through critical perspectives. From this perspective, students will study Shakespeare to the modern poets of the world. Composition skills, grammar, novels, poetry, short stories, and drama will all be covered. The instructor's focuses will strongly remain in preparing student for life after secondary school. Whether college, military, or the work force, the skills necessary to achieve a student's full potential will be covered.

**ENGLISH 4 HONORS***1 Credit*

Grade 12

This is the accelerated credit for senior year English. During a student's final year in high school, the English class focuses on the study of literature from critical perspective. From this vantage point, students will study d Shakespeare to the modern poets. Comp. skills, grammar, novels, poetry, short stories, and drama will all be covered. The focus of the instructor will be to provide a smooth transition from high school English into college composition. The teacher's focus will be to provide the background knowledge in writing and analysis to insure success in post-secondary school.



Additional advanced/college-level courses in this subject area can be found in the Cambridge AICE Section of this guide.

## Language Arts ESOL Courses

### ENGLISH 1 Through ESOL 1 Credit Grade 9

This course helps students acquire English as a second language through listening, viewing, speaking, reading, and writing. This language-based curriculum is supplemented with grade appropriate grammar and literature while addressing the needs of the individual student. Real life topics help students develop both language and critical thinking skills. Studies of holidays, entertainment, and social issues help students become acclimated to our national culture. Course requirements include the benchmarks from the Florida State Standards.

### ENGLISH 2 Through ESOL 1 Credit Grade 10

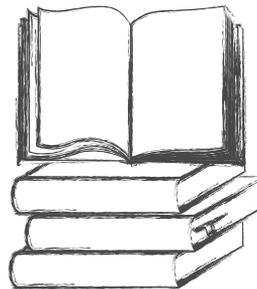
Students are provided integrated educational experiences in listening, viewing, speaking, reading, and writing in order to gain language proficiency and independence in effective communication. The application of skills and strategies increases in complexity, as needed for the language proficiency of the individual student. Literature selections by American and British authors parallel those included in the high school curriculum. This course meets benchmark graduation requirements and is designed to provide students with skills for employment and college entrance.

### ENGLISH 3 Through ESOL 1 Credit Grade 11

This course is offered for students who are developing and improving skills in English as a second language, this course offers strategies for effective communication through word study, informative, technical, and literary texts, grammar usage, viewing techniques, and the development of writing skills. Needs of individual language proficiencies are met as experiences and literary selections by American authors parallel the high school curriculum for juniors.

### ENGLISH 4 Through ESOL 1 Credit Grade 12

The purpose of this course is to provide whole language experiences for senior students who are native speakers of languages other than English. The research process, techniques for analyzing information and communication in formal and informal situations are included. Emphasis is placed on style and format in writing critical and aesthetic responses to British and world literature, and effective communication in the academic setting and the work place. Graduation requirements and benchmarks from the Florida State Standards are met as the senior high school curriculum is paralleled.



### ENGLISH LANGUAGE DEVELOPMENT 1 Credit Grades 9-12

This course enables students who are native speakers of languages other than English to accelerate the development of communication and literacy skills that will promote English proficiency. This course will strengthen English listening, speaking, reading and writing skills so that students are able to successfully comprehend high school grade-level text independently, as well as communicate for social and instructional purposes within the school setting.

## English Electives

PA/FA Courses Indicated with (A)



### GREEK MYTHOLOGY

*1/2 Credit*      Grades 9-12

Throughout this course, students will study many facets of Greek mythology, including myths, heroes, and gods and goddesses. Additionally, students will be applying their knowledge of mythology to advertising, social media, and other current trends.



### JOURNALISM 2-4

#### YEARBOOK

*1 Credit*      Grades 9-12

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

### PRE-AICE THEATRE 1 (A)

*1 Credit*      Grades 9-12

Through practical and theoretical study, learners develop an understanding and enjoyment of drama, developing group and individual skills and studying ways to communicate ideas and feelings to an audience. They learn how to discover the performance possibilities of a text and other stimuli, and devise dramatic material of their own. Learners also develop their performance skills, the demonstration of which will form part of the final assessment.



### TECHNICAL THEATRE 1-4

*1 Credit*      Grades 9-12

Students develop basic tools & 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/learn to analyze dramatic scripts, seeking production solutions through historical, cultural, and geographic research. They 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.

**TV PRODUCTION 1-4 (A)***1 Credit*      **Grades 9-12**

TV Production will introduce students to the basic principles of broadcast journalism, camera equipment, and editing software. Students will plan, produce, act in, and edit original videos for play on the daily morning show.

**SPEECH (A)***1/2 Credit*      **Grades 9-12**

In this course, student develop beginning awareness, understanding, and application of language arts as they apply to oral communication concepts and strategies in a variety of given settings.

**DEBATE (A)***1/2 Credit*      **Grades 9-12**

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

**SAT PREP***1/2 Credit*      **Grades 11-12**

This course uses the Literacy Design Collaborative format and incorporates various topics that engage students in close reading and writing. Students will complete three modules (units of instruction) during semester one and three modules during semester two. Online components include Teenagement/Zinc/Kahn Academy, and can be utilized at home if students have internet access.



Additional advanced/college-level courses in this subject area can be found in the Cambridge AICE Section of this guide.

# *Mathematics*



## Mathematics Core Academic Courses

### ALGEBRA 1

*1 Credit*      Grades 9-12

Algebra provides the foundation for more advanced mathematics courses and focuses on the skills needed to solve mathematical problems. This class is a graduation requirement. Students who earned a C in the first half of Algebra in 8th grade and who didn't pass the EOC can re-take Algebra or take Algebra 1b. Students must pass the Algebra 1 EOC (End of Course Exam) to receive course credit.

### ALGEBRA 1-A

*1 Credit*      Grades 9-12

This course covers the first half of Algebra 1. The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend.

### ALGEBRA 1-B

*1 Credit*      Grades 9-12

This course covers the first half of Algebra 1. The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend.



### GEOMETRY

*1 Credit*      Grades 9-12

This course emphasizes critical thinking involving the discovery of relationships and their proofs. Students should apply the deductive method to mathematical situations. Topics include lines, planes, area, volume, polygons, and constructions.

### GEOMETRY HONORS

*1 Credit*      Grades 9-12

This course provides a rigorous and in-depth look at the study of geometry with emphasis on using hands-on investigations that lead to the discovery of relationships, methods of proof, and the formal language of mathematics.

### ALGEBRA 2

*1 Credit*      Grades 10-12

The purpose of this course is to continue the study of the structure of Algebra and to provide the foundation for applying these skills to other mathematics and scientific fields. A graphing calculator is allowed to help support the algebraic concepts introduced in this course. A TI - 83 or TI -84 graphing calculator is suggested.

### ALGEBRA 2 HONORS

*1 Credit*      Grades 10-12

The curriculum of this course continues and expands the study of functions and their graphs. Each type of function (linear, quadratic, polynomial, exponential, logarithmic, rational, etc.) will be examined. There is an emphasis on a multi-representational approach with concepts and results being expressed numerically, graphically, and algebraically. A graphing calculator TI-83 or TI-84 is required.



## MATH FOR COLLEGE ALGEBRA

*1 Credit*      Grades 10-12

**Prerequisite:** Passed Algebra 2 or Algebra 2 Honors

This course is an extension of topics learned in Algebra 2 including solving and modeling linear, quadratic, exponential functions. Students will develop their understanding of these functions while studying inverse and composition of those functions.

## MATH FOR DATA & FINANCIAL LITERACY(H)

*1 Credit*      Grade 10-12

**Prerequisite:** Passed Algebra 2 or Algebra 2 Honors

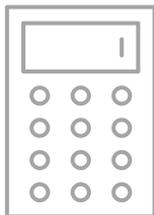
This Honors level course will study ratios, proportions and functions related to financial contexts. It will also study credit, economics, investing, and accounting. Finally it will apply data analysis to create reports and make real life predictions.

## PROBABILITY-STATISTICS w/APPLICATION HONORS

*1 Credit*      Grades 11-12

**Prerequisite:** Passed Algebra 2 or Algebra 2 Honors

The fundamental purpose of this course is to explore the fundamental concepts of probability and statistics through exercises that require students to interpret results, provide written explanations, find patterns, and make decisions. The main objective is to provide students with the foundations of statistical inference mostly used in a wide variety of disciplines such as business and economics.



## MATH FOR DATA & FINANCIAL LITERACY(H)

*1 Credit*      Grade 10-12

**Prerequisite:** Passed Algebra 2 or Algebra 2 Honors

This Honors level course will study ratios, proportions and functions related to financial contexts. It will also study credit, economics, investing, and accounting. Finally it will apply data analysis to create reports and make real life predictions.

## AICE MATH(AS LEVEL)

*1 Credit*      Grade 10-12

**Prerequisite:** Passed Algebra 2 or Algebra 2 Honors with a strong teacher recommendation

This course is a rigorous college-level math course that combines the topics of Precalculus, Trigonometry, Calculus and Stats. Students will take 2 papers at the end of the year, one titled Pure Math 1 and the other titled Stats 1.

## AICE MATH(A LEVEL)

*1 Credit*      Grade 11-12

**Prerequisite:** Passing score on the AS level course

This rigorous college-level math course is an extension of the Stats and Calculus concepts learned in 9709 AS Level. Students will take 2 papers at the end of the year, one titled Pure Math 3 and the other titled Stats 2.



# *Science*

## Science Core Academic Courses

### PHYSICAL SCIENCE

*1 Credit*      Grades 9-12

This course provides opportunities to investigate the theories and ideas associated with a holistic view of the physical sciences. Students construct science knowledge by formulating questions, making predictions, planning & conducting experiments, making observations, classifying, interpreting and analyzing data, drawing conclusions, and communicating.

### BIOLOGY 1

*1 Credit*      Grades 9-12

This Biology Regular course offers plenty of hands on labs and group work activities. Concepts covered in the course are ecology, cells, genetics, evolution, plants, invertebrates, vertebrates, and humans. This is the prerequisite course for all of the other science courses.

### BIOLOGY HONORS/PRE-AICE BIOLOGY

*1 Credit*      Grades 9-12

This course is a rigorous exploration of life, from molecules to ecosystems. In this mind-engaging course students will share the excitement of research breakthroughs and begin to construct a framework of key biological concepts into which you can fit the many new things that you will learn throughout your lifetime. If you like projects, group work, and the study of nature, then this course is for you. Honors students give honors effort to receive honors rewards.

### CHEMISTRY

*1 Credit*      Grades 10-12

This course offers a study of the composition, properties, and changes associated with matter. The content includes heat, changes of matter, atomic structure, periodic table, bonding, formulas, and equations, mole chemistry, electrochemistry, and organic chemistry.

### CHEMISTRY HONORS/PRE-AICE CHEMISTRY

*1 Credit*      Grades 10-12

**Prerequisite:** A-B in Bio 1 or Bio 1 Honors  
A rigorous study of the composition, properties, and changes associated with matter. The content includes heat, changes of matter, atomic structure, periodic table, bonding, formulas, and equations, mole chemistry, electrochemistry, and organic chemistry.

### PHYSICS 1

*1 Credit*      Grades 11-12

**Prerequisite:** Successful completion of Algebra 1

This is a preparatory course that provides an understanding of the physical laws fundamental to all science. Utilizing a problem solving approach, topics such as mechanics, wave theory, heat, sound, light, magnetism, electricity, and nuclear reactions will be explored. Concepts presented will be reinforced through student activities, laboratory experiments, and lectures. 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. Special attention is given to the mathematical treatment of data.

### PHYSICS HONORS

*1 Credit*      Grades 11-12

**Prerequisite:** Algebra 2  
Newtonian Physics at its finest! From Galileo, Kepler, Newton to Hawking, we study concrete examples of kinematics, dynamics, energy transformations, and the processes involved. You need a good working knowledge of mathematics to enjoy the equation manipulations often necessary to understand these energy transformations. Second semester, we discover concepts about light, heat, sound, magnetism, electricity, and nuclear particles. Throughout the year, you will have many hands-on lab experiences.

## EARTH/SPACE SCIENCE

*1 Credit*      Grades 10-12

Earth & Space Science is a laboratory course focusing on the study of space, geologic structures and forces, the waters on our planet, and the atmospheric forces that shape our world. Through experimentation and investigation, students will explore the earth cycles including the geosphere, hydrosphere, cryosphere, atmosphere, and the carbon cycle. Students will learn about scientific inquiry, geologic time, space exploration, the solar system, and the universe.



## FORENSIC SCI. HONORS

*1 Credit*      Grades 10-12

Be a real-life investigator! Discover the world of forensic science. Find out how real crime scene investigators solve crimes! Learn the techniques necessary to identify evidence. Participate in solving a crime each semester. There are plenty of labs and field trips taken during the course to get a more hands on experience in the field of forensics.

## ANATOMY/PHYS. HONORS

*1 Credit*      Grades 10-12

**Prerequisite:** *A or B in Bio Honors & Chem. Reg. or Honors, or Pre-AICE Biology.*

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



Additional advanced/college-level courses in this subject area can be found in the Cambridge AICE Section of this guide.

A black and white photograph of a classical building facade. The image shows several tall, fluted columns supporting a heavy entablature. In the upper right corner, there is a circular relief sculpture (medallion) featuring a figure, possibly a personification of a virtue or a historical figure. The architecture is detailed with various moldings and cornices.

*Social  
Studies*

## Social Studies Core Academic Courses

### US GOVERNMENT

*1/2 Credit* Grade 9

This course provides students with the opportunity to acquire an understanding of American government and political behavior. The content includes an analysis of those documents which shape our political traditions (The Declaration of Independence, the Constitution, and The Bill of Rights).

### US GOVERNMENT HONORS

*1/2 Credit* Grade 9

This course provides students with the opportunity to acquire a comprehensive understanding of American government and political behavior. Students will be asked to analyze and incorporate information dealing with our political structure. Major documents dealt with in this course include The Declaration of Independence, Constitution of the United States, and The Bill of Rights.

### WORLD HISTORY

*1 Credit* Grade 10

This course provides students with the opportunity to acquire an understanding of the chronological development of civilization by examining the political, economic, social, religious, military, dynastic, scientific, and cultural events that affected humanity.

### WORLD HISTORY HONORS/PRE-AICE

*1 Credit* Grade 10

Students will have 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. They will analyze the political, economic, social, religious, military, dynastic, scientific, & cultural events that have shaped and molded humanity. Implicit in this is an understanding of interpretation, and the issues of external and internal validity.

### US HISTORY

*1 Credit* Grade 11

This course provides students with the opportunity to acquire an understanding of the chronological development of the American people by examining the political, economic, social, religious, military, scientific, and cultural events that have affected the rise and growth of our nation.

### US HISTORY HONORS

*1 Credit* Grade 11

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.

### ECONOMICS WITH FINANCIAL LITERACY

*1/2 Credit* Grade 12

This course provides students with the opportunity to acquire an understanding of the way in which society organizes its limited resources to satisfy unlimited wants. Students will be introduced to the major characteristics of the mixed market economic system in the United States, and how the basic economic questions are answered.

### ECONOMICS W/FINANCIAL LITERACY HONORS

*1/2 Credit* Grade 12

This course provides students with the opportunity to acquire an understanding of the way in which society organizes its limited resources to satisfy unlimited wants. Students will be introduced to the major characteristics of the mixed market economic system in the United States, and how the basic economic questions are answered.

## Social studies Advanced Placement (AP) Courses



### AP US GOVERNMENT

*1/2 Credit*      Grades 11-12

The purpose of Advanced Placement United States Government & Politics course is to give students a critical perspective on politics by the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that make up the American political reality. Specific content to be covered will include, but not be limited to, Federalism and the separation of powers; the development of the constitution; the process of politics; the nature of public opinion; the role of political parties and the interests groups; NOTE: Meets American Government requirement for graduation.



### AP MICROECONOMICS

*1 Credit*      Grades 11-12

The purpose of an AP course in economics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets, and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy.

## Social Studies Elective Courses

### AFRICAN AMERICAN STUDIES

*1 Credit*      Grades 9-12

The 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.





## LATIN AMERICAN HISTORY

*1/2 Credit*      Grades 9-12

The Latin 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 the Latin American people by examining the history and culture of the region with emphasis on the Caribbean Basin, Central America and South America. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the progression of Latin America including, but not limited to, indigenous Native American population prior to the arrival of the Europeans, Spanish heritage, influence and impact of Religion on Latin American cultures, evolution of political systems and philosophies in Latin American societies, interaction of science and Latin American cultures, Latin American nationalism, origin and course of economic systems and philosophies in Latin American societies, influence of major historical figures and events in Latin American history, and contemporary Latin American affairs.

## HOLOCAUST

*1/2 Credit*      Grades 9-12

The Holocaust course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the examination of the events of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany. Content will include, but is not limited to, the examination of twentieth century pogroms and of twentieth century and twenty-first century genocides, investigation of human behavior during this period, and an understanding of the ramifications of prejudice, racism, and stereotyping.

## HISTORY OF VIETNAM WAR

*1/2 Credit*      Grades 9-12

The History of Vietnam course consists of the following content area strands: United States History, World History, Civics and Government, Geography, and Humanities. The primary content emphasis for this course pertains to the study of the chronological development of the Vietnam War by examining the political, economic, social, religious, military and cultural events that affected the war. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the progression of the war including, but not limited to, an analysis of the United States military effort and makeup in the war, an evaluation of the role of the United States homefront, interpretations of the effects of the media, film and literature during and after the war, a judgment of crucial decisions made during the Vietnam War and an analysis of the resulting impact of the conflict.



## COURT PROCEDURES

*1/2 Credit*      Grades 9-12

This course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content for the course pertains to the study of the structure, processes and procedures of the judicial systems of the United States and Florida. Content should include, but not be limited to, the structure, processes and procedures of county, circuit and federal courts, civil and criminal procedures, juvenile law, the rights of the accused, evolution of court procedures, comparative legal systems, and career choices in the judicial system.

## LAW STUDIES

*1/2 Credit*      Grades 9-12

This course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the study of the American legal system as the foundation of American society by examining those laws which have an impact on citizens' lives and an introduction to fundamental civil and criminal justice procedures. Content should include, but is not limited to, the need for law, the basis for our legal system, civil and criminal law, adult and juvenile courts, family and consumer law, causes and consequences of crime, individual rights and responsibilities, and career opportunities in the legal system.

## LEADERSHIP SKILLS (STUDENT GOVERNMENT)

*1 Credit*      Grades 9-12

The purpose of this course is to teach leadership skills, parliamentary procedure, problem solving, decision making, communication skills, group dynamics, time and stress management, public speaking, human relations, public relations, team building, and other group processes. The content should include, but not be limited to, the following:

- study in self-understanding
- development in such areas as goal setting, self-actualization, and assertiveness
- study of organizational theories and management

## SOCIOLOGY

*1/2 Credit*      Grades 9-12

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

## PSYCHOLOGY 1

*1/2 Credit*      Grades 9-12

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

## PSYCHOLOGY 2

*1/2 Credit*      Grades 9-12

Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. The content examined in this second introductory course includes statistical research, psychobiology, motivation and emotion, sensation and perception, states of consciousness, psychological testing, and social psychology.



Additional advanced/college-level courses in this subject area can be found in the Cambridge AICE Section of this guide.

## ANTHROPOLOGY

*1/2 Credit*

Grades 9-12

The Anthropology course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the differences and similarities, both biological and cultural, in human populations. Students recognize the characteristics that define their culture and gain an appreciation for the culture of others. Content should include, but is not limited to, human biological and cultural origins, adaptation to the physical environment, the diversity of human behavior, the evolution of social and cultural institutions, patterns of language development, family and kinship relationships, and the effect of change on cultural institutions.

## COMPREHENSIVE LAW(H)

*1 Credit*

Grades 9-12

### Semester 1

- 1.What are my rights?
- 2.What happens when I get arrested?
- 3.What are all these crimes?
- 4.What defenses might I use?
- 5.What is child abuse?

### Semester 2

- 1.The Juvenile Justice System
- 2.How do I use my Cell Phone warranty?
- 3.Should I have a Last Will & Testament?
- 4.Should I get married?
- 5.How do I sign a lease for an apartment?

## CONSTITUTIONAL LAW(H)

*1 Credit*

Grades 9-12

### Semester 1

- 1.What's this thing, the Constitution?
- 2.Who are these people in the court?
- 3.How do I argue a court case?
- 4.There are so many courts!

### Semester 2

- 1.A trip through time!
- 2.The judges who shaped America
- 3.The cases that shape our lives
- 4.Thinking - there's an idea!



Additional advanced/college-level courses in this subject area can be found in the Cambridge AICE Section of this guide.



# *World Languages*

## World Language Courses

### SPANISH 1

*1 Credit*      Grades 9-12

Students will be introduced to the Spanish language and its culture. Students will also learn to develop communicative skills and cross-cultural understanding. The content includes listening activities in Spanish, and students are expected to speak, read, and write in Spanish. It is strongly recommended that students have a solid background in English grammar.

### SPANISH 2

*1 Credit*      Grades 9-12

**Prerequisite:** C or better in Spanish 1

The students will reinforce and build on the fundamental skills acquired in level 1. Reading; writing, listening, and speaking skills will continue to be developed, while adding more complex grammatical structures. This course will also continue the cultural survey of Spanish-speaking people through readings, videos, individual and group projects.

### SPANISH 3 HONORS

*1 Credit*      Grades 9-12

**Prerequisite:** C or better in Spanish 2

Students will expand and master their skills acquired in the first two years. The content includes expansion of vocabulary and conversational skills through discussions based on selected readings. Students' acquisition of grammatical concepts should stress activities, which are important to everyday life of Spanish-speaking people.

### SPANISH 4 HONORS

*1 Credit*      Grades 9-12

**Prerequisite:** B or better in Spanish 3

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

### AMERICAN SIGN LANG. 1

*1 Credit*      Grades 9-12

American Sign Language (ASL) 1 introduces students to the target language and its culture. Students will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language with introductions to culture, connections, comparisons, and communities.

### AMERICAN SIGN LANG. 2

*1 Credit*      Grades 9-12

**Prerequisite:** C or better in ASL 1

ASL 2 reinforces the fundamental skills acquired by the students in ASL 1. The course develops increased receptive and expressive, skills as well as cultural awareness. Specific content to be covered is a continuation of skills acquired in ASL 1 while communication remains the primary objective.

### AMERICAN SIGN LANG. 3

#### HONORS

*1 Credit*      Grades 9-12

**Prerequisite:** C or better in ASL 2

ASL 3 provides mastery and expansion of skills acquired by the students in ASL 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected media. Contemporary vocabulary stresses activities which are important to the everyday life of people using ASL.

### SPANISH FOR SPANISH

#### SPEAKERS 1

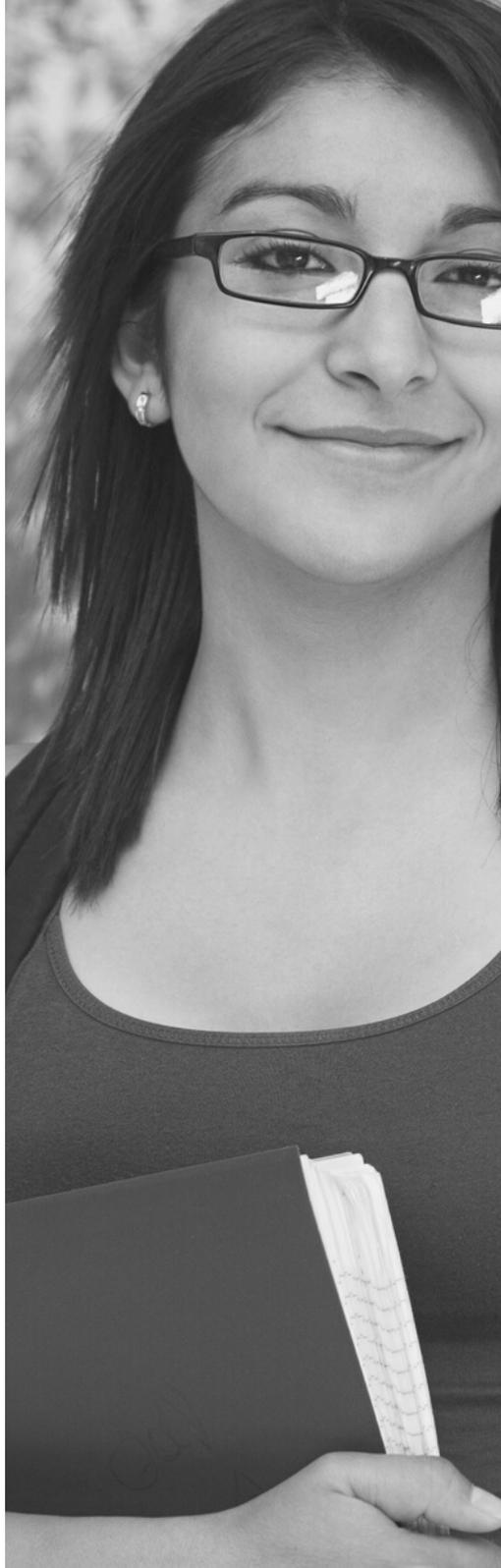
*1 Credit*      Grades 9-12

This course will enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. Language Arts Standards are also included in this course.



Additional advanced/college-level courses in this subject area can be found in the Cambridge AICE Section of this guide.

*AVID*



## Advanced Via Individual Determination Courses

Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth.



### AVID 1 1 Credit

Grade 9

Some students will have previous experience with AVID at the middle grades, and some students will be experiencing AVID for the first time. Either way, the ninth grade AVID Elective course will serve as a review of the AVID philosophy and strategies. Students will work on academic and personal goals and communication, adjusting to the high school setting. Students will increase awareness of their personal contributions to their learning, as well as their involvement in their school and community. There is an emphasis on analytical writing, focusing on personal goals and thesis writing. Students will work in collaborative settings, learning how to participate in collegial discussions and use sources to support their ideas and opinions. Students will prepare for and participate in college entrance and placement exams, while refining study skills and test-taking, note-taking, and research techniques. They will take an active role in field trip and guest speaker preparations and presentations. Their college research will include financial topics and building their knowledge on colleges and careers of interest.

### AVID 2 1 Credit

Grade 10

During the 10th grade AVID Elective course, students will refine the AVID strategies to meet their independent needs and learning styles. Students will continue to refine and adjust their academic learning plans and goals, increasing awareness of their actions and behaviors. As students increase the rigorous course load and school/community involvement, they will refine their time management and study skills accordingly. Students will expand their writing portfolio to include: analyzing prompts, supporting arguments and claims, character analysis and detailed reflections. Students will also analyze various documents, in order to participate in collaborative discussions and develop leadership skills in those settings. Students will expand their vocabulary use, continuing to prepare for college entrance exams and preparation. Text analysis will focus on specific strategies to understand complex texts. Lastly, students will narrow down their college and careers of interest, based on personal interests and goals.

### AVID 3 1 Credit

Grade 11

The 11th grade AVID Elective course is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first and second year college students. This course is organized around the theme of "Leadership as a Catalyst for Change in Society." Students study, in depth, exceptional leaders in contemporary society, and examine the effect these individuals have had on culture, politics, education, history, science, and the arts. The course requires that students read essays, speeches, articles and letters by these leaders as well. In addition, each student is required to conduct a research project that is presented in the senior year. In addition to the academic focus of the AVID Seminar, there are college bound activities, methodologies and tasks that should be undertaken during the junior year to support students as they apply to four year universities and confirm their post-secondary plans.

## AVID 4

### *1 Credit*

### Grade 12

The AVID 12th grade course is the second part in a junior/senior seminar course that focuses on writing and critical thinking expected of first and second year college students. This course continues around the theme of "Leadership as a Catalyst for Change in Society." Students will complete a final research essay project from research conducted in their junior year in AVID. In addition to the academic focus of the AVID Senior Seminar, there are college bound activities, methodologies and tasks that should be achieved during the senior year that support students as they apply to four year universities and confirm their post-secondary plans. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program, as well as complete the requirements for the seminar course.





# JROTC

## Junior Reserve Officer Training Corps Courses

Junior Reserve Officer Training Corps (JROTC) is a leadership education program. This program will help students build a strong knowledge base of self-discovery and leadership skills applicable to many leadership and managerial situations. Mastery of these standards through project-based learning, service learning and leadership development activities will prepare students for 21st Century leadership responsibilities.

### JROTC Leadership Education Training 1

*1 Credit*      Grades 9-12

This laboratory course is designed to introduce students to the history, customs, traditions and purpose of the JROTC program. It teaches students strategies to maximize their potential for success through learning and self-management. Basic leadership skills to include leadership principles, values and attributes and communications skills are integrated throughout the course. The JROTC curriculum is enhanced through physical fitness activities, extracurricular and co-curricular activities that support the core employability skills standards.

### JROTC Lead. Ed. Training 2

*1 Credit*      Grades 10-12

**Prerequisite:** Successful completion of LET1  
This laboratory course is designed to build on the self-discovery skills sets taught in LET 1. As self-directed learners, students study the fundamentals citizenship skills, the foundation of the American political system and our Constitution. Personal responsibility and wellness is reinforced by diet, nutrition and physical fitness activities. Drug and alcohol awareness and prevention are reinforced. Students are placed in leadership roles that enable them to demonstrate an understanding of basic leadership principles, values and attributes. The curriculum is enhanced through physical fitness activities, extracurricular and co-curricular activities that support the core employability skills standards.

### JROTC Lead. Ed. Training 3

*1 Credit*      Grades 10-12

**Prereq.:** Successful completion of LET 1 & 2  
This laboratory course is designed to build on the leadership experiences developed during LET 1 and 2. Basic command and staff principles are introduced and include an overview of organizational roles and responsibilities. Leadership strategies, managing conflict, leading others, planning and communications skills are evaluated to improve organizational effectiveness. Career planning is investigated. The Junior ROTC curriculum is enhanced through physical fitness activities, extracurricular and co-curricular activities that support the core employability skills standards.



### JROTC Lead. Ed. Training 4

*1 Credit*      Grades 11-12

**Prereq.:** Successful completion of LET 3  
This laboratory course is designed to build on the leadership skills developed in LET 3. Students develop an in-depth understanding of the branches of military service. Intermediate leadership skills to include leadership principles, values and attributes and communications skills are integrated throughout the course. Financial planning skills are studied through the National Endowment for Financial Education. Fundamental teaching skills are introduced. The JROTC curriculum is enhanced through physical fitness activities, extracurricular and co-curricular activities that support the core employability skills standards.

*Career &  
Technical  
Education  
(CTE)*



The Career & Technical Education (CTE) section of the course selection guide includes courses under the areas of:

- Agricultural Science
- Business Technology
- Criminal Justice
- Family & Consumer Science
- On the Job Training



## Agricultural Science Courses

### AGRISCIENCE FOUNDATION HONORS

*1 Credit*      Grades 9-12

This course is designed to develop competencies in the areas of agricultural history and the global impact of agriculture; career opportunities; scientific and research concepts; biological and physical science principles; environmental principles; agriscience safety; principles of leadership; and agribusiness, employability, and human relations skills in agriscience.

Laboratory-based activities are an integral part of this course. These include the safe use and application of appropriate technology, scientific testing and observation equipment

### INTRODUCTION TO HORTICULTURE (A)

*1 Credit*      Grades 10-12

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

### PRINCIPALS OF AGRIBUSINESS

*1 Credit*      Grades 10-12

This course provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the agribusiness sector within the Agriculture, Food and Natural Resources career cluster.



### VETERINARY ASSISTING 1 HONORS

*1 Credit*      Grades 9-12

This course is designed to develop competencies in areas such as the history of the animal industry; applied scientific and technological concepts; safety; terminology; careers; breed identification; animal care and human relations skills.

### VETERINARY ASSISTING 2 HONORS

*1 Credit*      Grades 10-12

**Prerequisite:** C or better in Vet Assist. 1

This course is designed to develop competencies in the areas such as basic first aid; scientific and technological; tools and equipment; breed identification; and functions of systems.

### VETERINARY ASSISTING 3 HONORS

*1 Credit*      Grades 11-12

**Prerequisite:** C or better in Vet Assist. 2

This course is designed to develop competencies in the areas animal digestive systems; animal breeding; animal control; animal overpopulation; animal related laws; and breeds.

## VETERINARY ASSIST 4-5 HONORS

*1 Credit*

Grade 12

**Prerequisite:** C or better in Vet Assist. 3

This course is designed to develop competencies in the areas of animal welfare and rights; research; record keeping; disease and parasites. Students will develop competencies in the areas of grooming, effects of captivity of exotics; genetics and biotechnology in reproduction; diagnostic and therapeutic testing; surgical preparation; and pharmacology.

## Business Technology Courses



## CUSTOMER SERVICE 1-3 / TEACHER ASSISTANT (TA)

*1 Credit*

Grades 9-12

These courses provide instruction in the basic principles of customer service including knowledge of identification and classification of customer service, technology literacy related to customer service, the human relations, leadership, organization, and communication skills necessary for success in the customer service industry, and the terminology unique to customer service. Additionally, this program is designed to prepare students for employment in entry level positions that prepares students for employment in customer service occupations such as customer service representatives, customer service consultants, customer service agents, and customer care managers. Ultimately, this course teaches students to set realistic goals and to integrate what they learned in this course in real world situations. At the end of this course, the students are expected to practice and earn industry certification for Microsoft Office. It is expected that each student participates as well as pass the exams to become certified.

## DIGITAL INFORMATION TECHNOLOGY

*1 Credit*

Grades 9-12

This course is a one-credit course designed to provide an introduction to information technology concepts and careers as well as the impact information technology has on the world, people, and basic web design concepts. The content includes IT career research, operating systems, software applications, emerging technologies, and electronic communications including email and internet services. Students will also have an opportunity to become Microsoft Office industry certified in Word, Excel, Powerpoint, Outlook, & Access.

## PERSONAL & FAMILY FINANCE

*1/2 Credit*

Grades 9-12

The purpose of this course is to give students an overview of personal and family finance concepts including the American economic system, personal and family management of resources including income, money management, saving and investing, spending and credit, the role of financial institutions and the consumer, consumer information and taxation and financial planning.

## PRINCIPALS OF ENTREPRENEURSHIP (A)

*1 Credit*

Grades 9-12

This course provides instruction in the basic principles of entrepreneurship: the role of the entrepreneur, entrepreneurship as a career, ethics in business, and the principles of marketing, financing, and managing a business.



Additional advanced/college-level courses in this subject area can be found in the Cambridge AICE Section of this guide.

## BUSINESS MANAGEMENT & LAW (A)

*1 Credit*      Grades 10-12

### *Prerequisite: Business Entrepreneurship*

This course is designed to provide an introduction to business management techniques. Topics include human relations, decision-making, communication techniques, business-related legal concepts, and characteristics of the American enterprise system. Students can earn the following industry certifications: Entrepreneurship & Small Business, Master Entrepreneurship and Social Media Specialist.

## GAME & SIMULATION FOUNDATIONS (A)

*1 Credit*      Grades 9-12

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

## GAME & SIMULATION DESIGN (A)

*1 Credit*      Grades 9-12

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

## ACCOUNTING APPLICATIONS

*1 Credit*      Grades 9-12

This course emphasizes double-entry accounting; methods and principals of recording business transactions; the preparation of various documents used in recording income, expenses acquisition of assets, incurrence of liabilities, and changes in equity; and the preparation of financial systems.

## APPLIED CYBERSECURITY

*1 Credit*      Grades 9-12

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for the future education and cybersecurity-related careers in Information Technology careers. The content includes the foundational knowledge and skills in computer network security, security vulnerabilities, attack mechanisms and techniques, intrusion detection and prevention.

## Criminal Justice Courses

### CRIMINAL JUSTICE 1-4

*1 Credit*      Grades 9-12

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

## Family & Consumer Science Courses

### **CULINARY 1 & 2-4 (A)** *1 Credit*      Grades 9-12

This course covers the history of the food service industry and careers in that industry. Also covered are safety in the workplace; employability skills; leadership/teamwork skills; care and use of commercial culinary equipment; basic food science; basic nutrition; and following recipes in food preparation labs.

### **CULINARY 2 (A)** *1 Credit*      Grades 10-12

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

### **CULINARY 3 (A)** *1 Credit*      Grades 11-12

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



### **CULINARY 4 (A)** *1 Credit*      Grade 12

This course provides opportunities for students to apply their acquired knowledge and skills in culinary related scenarios. Track 1 is comprised of Standards 20 - 28 and is a one-credit course focused on Culinary and Hospitality Management. This is a culminating course to develop advanced culinary techniques and skills. Students will use modern technology and culinary trends. To complete the program, students must complete either Track 1 or Track 2 or Track 3. Students may complete more than one track in Culinary Arts 4.

### **FAMILY HOME/CONSUMER TECH."SENIOR SURVIVAL"** *1 Credit*      Grade 12

The purpose of this course is to show future trends in food and consumer technology, global food issues, impact of food technology, trends in consumer and personal finance, consumer decisions, cost of technology equipment, and the impact of consumer technology on the family unit. Additionally, it includes future trends in equipment technology, current innovative resources, apparel and housing alternatives, environmental and ecological issues as well as the impact on the family.

### **ON-JOB-TRAINING (OJT)** *1 Credit*      Grades 11-12

This course provides an on-the-job training component when the cooperative method of instruction is appropriate. Whenever the cooperative method is offered, the following is required for each student: a training agreement, a training plan signed by the student, teacher and employer, including instructional objectives; a list of on-the-job and in-school learning experiences; a workstation which reflects equipment, skills and tasks which are relevant to the occupation which the student has chosen as a career goal; and a site supervisor with a working knowledge of the selected occupation. The work may be in an industry setting or in a virtual learning environment. The student must be compensated for work performed. Students must be employed before signing up for this course.



# *Visual Fine Arts*

## Visual Fine Arts Courses

### 2-D STUDIO ART 1 (A) 1 Credit Grades 9-12

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 (A) 1 Credit Grades 9-12

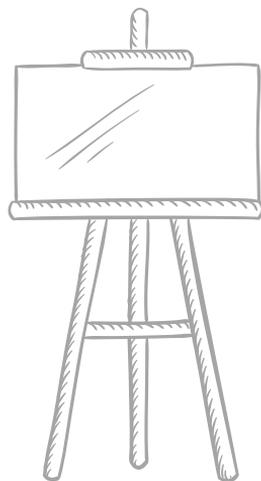
**Prerequisite:** Complete 2-D Studio Art 1  
Students develop and refine technical skills and create 2-D compositions with a variety of media in drawing, painting, printmaking, collage, and/or design. Student artists sketch, manipulate, and refine the structural elements of art to improve mark-making 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.

### CERAMICS/POTTERY 1 (A) 1 Credit Grades 9-12

Interested in sculpting and working with your hands? This year-long, entry-level class course promotes the enjoyment and appreciation of art as students experiment with media and techniques used to design and construct 3-D artworks using clay. Students will gain a basic understanding of ceramics and pottery through hand-building techniques, investigation of surface decoration and demonstration of skills with ceramic tools. Creative voice, reflection and understanding of organizational design principles will be explored in formal and informal critiques.

### FINE ART AND CRAFT(A) 1/2 Credit Grades 9-12

Jewelry making, Knit, Crochet, Cross Stitch, Sewing, Clay, etc.  
Students create well-designed work that is utilitarian, purposeful, wearable, and/or sculptural in nature. This course may include, but is not limited to, content in metals, jewelry, glass, fabrics/fibers, clay, fashion design, and/or objects for interior or architectural design/embellishment. Students develop the language of fine craft through a concentration on fundamental technical skills. Student artisans reflect on aesthetics and visual issues related to fine craft through the use of the structural elements of art and organizational principles of design. Students use analytical and problem-solving skills to improve personal work and that of their peers. Students investigate the significance of Western and non-Western cultures related to understanding the art role in global culture and informing creative choices in media and design.



**DRAWING 1 (A)***1 Credit*      Grades 10-12**Prerequisite:** 2-D Studio 1**Drawing and mark making:**

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

**PAINTING 1 (A)***1 Credit*      Grades 10-12**Prerequisite:** 2-D Studio Art**Painting and mark making:**

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in painting. Students practice, 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.

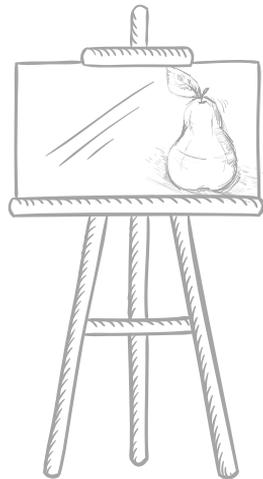
## Visual Arts: AICE & AP Courses

**AICE ART AND DESIGN (A)***1 Credit*      Grades 11-12

**Prerequisite:** Appropriate level 1 & 2 class  
College level Two-Dimensional course.

**AP DRAWING (A)***1 Credit*      Grades 11-12

**Prerequisite:** AICE Art and Design  
College level Drawing course.



*Music &  
Performing  
Arts*



## Music & Performing Arts Courses

### **BAND 1 (A)**

*1 Credit*                      Grades 9-12

This year-long, entry-level class, designed for students having little or no previous band experience with woodwind, brass, and/or percussion instruments, promotes the enjoyment and appreciation of music through performance of high-quality, beginning wind and percussion literature from different times and places. Rehearsals focus on the development of critical listening/aural skills; rudimentary instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.

### **BAND 2 (A)**

*1 Credit*                      Grades 9-12

This year-long, beginning-level class, designed for students with at least one year of woodwind, brass, and/or percussion ensemble experience, promotes the enjoyment and appreciation of music through performance of high-quality wind and percussion literature. Rehearsals focus on the development of critical listening skills, instrumental and ensemble technique and skills, expanded music literacy, and aesthetic awareness culminating in periodic public performances.

### **BAND 3 (A)**

*1 Credit*                      Grades 10-12

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

### **BAND 4 (A)**

*1 Credit*                      Grades 10-12

This year-long, intermediate-level course, designed for students who demonstrate proficiency in woodwind, brass and/or percussion techniques, music literacy, critical listening/aural skills, and ensemble performance skills, promotes greater engagement with and appreciation for music through performance and other experiences with a broad spectrum of music, as well as creativity through composition and/or arranging.. Study includes cultivation of well-developed instrumental ensemble techniques and skills, music literacy and theory, and deeper aesthetic engagement with a wide variety of high-quality repertoire.

### **GUITAR 1 (A)**

*1 Credit*                      Grades 9-12

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



**KEYBOARD 1 (A)***1 Credit*      Grades 9-12

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

**KEYBOARD 2 (A)***1 Credit*      Grades 9-12

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.

**EURHYTHMICS 1 (A)***1 Credit*      Grades 9-12

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

**ORCHESTRA 1 (A)***1 Credit*      Grades 9-12

Students who have little or no orchestral experience study and perform high-quality beginning orchestra literature of diverse times and styles. Rehearsals focus on the development of critical listening skills, rudimentary string techniques, music literacy, ensemble skills, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

**ORCHESTRA 2 (A)***1 Credit*      Grades 9-12

Students who have at least one year of orchestral experience study, rehearse, and perform high-quality orchestra literature. Rehearsals focus on the development of critical listening skills, basic string techniques, music literacy, ensemble skills, and aesthetic awareness in the context of relevant history and cultures. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

**ORCHESTRA 3 (A)***1 Credit*

Grades 9-12

Students build on previous orchestral experience through the study and performance of high-quality orchestra literature. Rehearsals focus on the strengthening of critical listening skills, musicianship, string techniques, ensemble skills, and aesthetic awareness in the context of relevant history and cultures. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain an instrument from an outside source.

**ORCHESTRA 4 (A)***1 Credit*

Grades 9-12

Students with intermediate-level proficiency in string techniques, music literacy, critical listening skills, and musicianship study, rehearse, and perform high-quality orchestra literature. Student musicians strengthen their reflective, analytical, and problem-solving skills to self-diagnose solutions to performance challenges based on their structural, historical, and cultural understanding of the music. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain an instrument from an outside source.

**CHORUS 1 (A)***1 Credit*

Grades 9-12

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

**CHORUS 2 (A)***1 Credit*

Grades 9-12

This year-long, beginning-level class, designed for students with one year of experience or less in a choral performing group, promotes the enjoyment and appreciation of music through performance of basic, high-quality choral music. Rehearsals focus on the development of critical listening/aural skills; foundational instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.

**CHORUS 3 (A)***1 Credit*

Grades 9-12

This year-long, formative class, designed for students with previous participation in a school chorus who have basic knowledge of note-reading and vocal technique, concentrates on providing students opportunities to strengthen existing skills in critical listening, vocal techniques, and ensemble performance using high-quality three- and four-part choral literature. Rehearsals focus on gaining independence in music literacy and aesthetic engagement through critical listening and thinking skills.

**CHORUS 4 (A)***1 Credit*

Grades 9-12

This year-long, intermediate-level class is designed for students with previous participation in a high school chorus and moderate skills in critical listening, vocal techniques, music literacy, and choral performance. Rehearsals focus on enhancing these skills and students' aesthetic engagement with music through a variety of high-quality three- and four-part choral literature, providing students with the means to learn how to reflect and use a combination of analytical, assessment, and problem-solving skills consistently to improve their own and others' performance.

**Additional Theatre Courses are listed under the English Electives section.**



Additional advanced/college-level courses in this subject area can be found in the Cambridge AICE Section of this guide.



# *Physical Education*



## Physical Education Courses

### HOPE-PHYSICAL ED. 1/2 Credit Grades 9-12

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. In addition to the physical education content taught, specific health education topics within this course include, but are not limited to: Mental/Social Health, Physical Activity, Components of Physical Fitness, Nutrition and Wellness Planning, Diseases and Disorders, Health Advocacy, First Aid/CPR, Alcohol, Tobacco, and Drug Prevention, Human Sexuality including Abstinence and HIV, Internet Safety. *This course is a Florida High School Graduation Requirement.*

### WEIGHT TRAINING 1-3 1/2 Credit Grades 9-12

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

### TEAM SPORTS 1 & 2 1/2 Credit Grades 9-12

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

### SOCCER 1/2 Credit Grades 9-12

Learn or improve your soccer skills. We'll have competitions and class will include work on tactics as well as techniques that will include indoor and outdoor soccer. Take your game to the next level!

### VOLLEYBALL 1 & 2 1/2 Credit Grades 9-12

Designed to improve your volleyball skills for whatever reason you choose! You can be a great beach player, tryout for teams, or simply have fun. Proper techniques will be taught. Two, three, four, and six man tournaments will be played, but most of all we have fun. Competition at all levels.

### BASKETBALL 1 & 2 1/2 Credit Grades 9-12

The purpose of this course is to enable students to develop knowledge and skill in basketball and to maintain or improve health-related fitness. Basketball 2 will provide more in-depth instruction of the fundamental skills, tactics rules, and etiquette in basketball. Introduction to systems of play will be included to enhance the student's understanding. Advanced skills and drills which directly affect students' physical and cognitive abilities will be covered. It is not required to have taken Basketball 1 in order to take Basketball 2.



### DRIVER'S EDUCATION 1/2 Credit Grades 9-12

**Prerequisite: Must be 15+ years of age**  
The purpose of this classroom course is to introduce students to the highway transportation system and to teach strategies that will develop driving knowledge related to today's and tomorrow's motorized society. It will also provide an in-depth study of the scope and nature of accident problems and their solutions. **Please note: A Certified Birth Certificate or Passport, Social Security Card, and a \$40.00 fee are required.**



Additional advanced/college-level courses in this subject area can be found in the Cambridge AICE Section of this guide.



# *Cambridge AICE Diploma & Courses*

## **What is Cambridge AICE Diploma?**

The Cambridge AICE Diploma is an internationally recognized diploma awarded to students for the satisfactory completion of a series of academically rigorous courses specific to AICE in high school. To earn the AICE diploma, students will need to complete at least 7 AICE courses from different categories (Mathematics and Sciences, Languages, Arts and Humanities and Interdisciplinary and Skills-Based Subjects). Students will also be required to take and pass the associated assessments for each course. The AICE program is described as a rigorous course of study... getting students ready for hard college classes at a more rapid rate than traditional coursework.

## **What are some benefits of the Cambridge AICE Diploma?**

- **Opportunity:** Students can earn college credit by taking an AICE level course and receiving a passing score on the exam.
- **Scholarship:** In Florida, students who earn an AICE diploma and complete 100 hours of Community Service will automatically qualify for the Florida Academic Scholarship Award from the Bright Futures Scholarship program.
- **Flexibility:** The AICE program allows students the flexibility to pick and choose their AICE courses, therefore allowing students to take courses in the area(s) of their strengths. This is less restrictive than other programs such as IB, where students have prescribed courses that they must take (and pass the exams) in order to receive their IB diploma.

## Cambridge AICE Courses



### AICE ENGLISH GEN PAPER 8021

*1 Credit*                      Grades 9-10

The purpose of this course is to encourage learners to engage with a variety of topics, including knowledge and understanding gained from study of other subjects. They learn to become confident in analyzing knowledge and opinion from a variety of sources, to build arguments and to communicate through written English.

### AICE ENGLISH LANGUAGE 9093

*1 Credit*                      Grade 11

Learners will study the English language and its use in communication. They 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. Learners will develop an ability to read and analyze material, gaining further knowledge and understanding of English language features and issues and develop the skills of writing clearly, accurately, creatively and effectively for different purposes and audiences.

### AICE ENGLISH LIT. 9695

*1 Credit*                      Grade 12

Learners will study a range of texts in the three main forms: prose, poetry and drama. Set texts are offered from a wide range of different periods and cultures. Learners will develop skills of reading and analysis of texts, and are encouraged to undertake wider reading to aid understanding of the texts studied. They will learn skills of effective and appropriate communication including the ability to discuss the critical context of texts.

### AICE GLOBAL PERSPECTIVE & RESEARCH - 9239

*1 Credit*                      Grades 9-12

This 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'.

### AICE SPANISH LANGUAGE 8685

*1 Credit*                      Grades 9-12

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

### AICE THINKING SKILLS 9694

*1 Credit*                      Grades 9-10

This course will help learners develop 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 course enables students to develop their ability to analyze unfamiliar problems, devise problem solving strategies, and evaluate the diverse ways a problem may be solved. Students will learn to put their personal views aside in favor of examining and evaluating the evidence. 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 HIST. (AMERICAN)****9489***1 Credit***Grade 11**

The purpose of this course is to teach students modern history in the nineteenth and twentieth centuries. This course helps students develop lifelong skills including understanding issues and themes within an American 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.

**AICE HIST. (EUROPEAN)****9489***1 Credit***Grades 9-12**

The purpose of this course is to help learners develop lifelong skills including understanding issues and themes within a European 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.

**AICE BIOLOGY****9700***1 Credit***Grades 10-12**

In this course, students will learn about the main theoretical concepts which are fundamental to the subject, some current applications of biology, and a strong emphasis on advanced practical skills. Practical skills are assessed in a timetabled practical exam. The emphasis throughout is on the understanding of concepts and the application of biology ideas in novel contexts as well as on the acquisition of knowledge. The course encourages creative thinking and problem-solving skills which are transferable to any future career path.

**AICE ENVIRONMENTAL****MANAGEMENT - 8291***1 Credit***Grades 10-12**

This course will help learners develop 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.

**AICE CHEMISTRY****9701***1 Credit***Grades 10-12**

This course provides learners with knowledge of theoretical concepts which are fundamental to the subject, some current applications of chemistry, and a strong emphasis on advanced practical skills. The emphasis is on the understanding of concepts and the application of chem. ideas in novel contexts as well as on the acquisition of knowledge. The course encourages creative thinking and problem-solving skills which are transferable to any future career path. This course is ideal for learners who want to study chemistry or a wide variety of related subjects at college/university or to follow a career in science.

**AICE MARINE SCIENCE****9693***1 Credit***Grades 10-12**

This course provides learners with a coherent and stimulating intro to the science of the marine env. It is recommended that learners starting this course should have completed a course in Bio or Marine Sci. or equivalent. The emphasis is on the understanding of concepts and the application of ideas to new contexts. This course can form part of an ideal subject combo for learners who want to study Marine Bio or Env. Sci at college/university level or to follow a career in shipping, fisheries, tourism/aquaculture.

## AICE PSYCHOLOGY

**9990**

*1 Credit*

Grades 9-12

The purpose of this course is to help learners develop their appreciation of the subject by exploring the ways in which psychology is conducted. As part of their studies, learners also review important research; this provides an insight into the ways in which psychology has been applied, thereby leading to a better understanding of key approaches, research methods and issues and debates. The course reflects on four core areas of psychology, namely biological, cognitive, learning and social; it also relates psychology to abnormality, consumer behavior, health and organizations.

## AICE DRAMA

**9482**

*1 Credit*

Grades 9-12

The purpose of this course is to encourage 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.

## AICE MUSIC

**9396**

*1 Credit*

Grades 9-12

This course 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.

## AICE MEDIA STUDIES

**9607**

*1 Credit*

Grades 9-12

This course offers learners the chance to develop an understanding and appreciation of the place of media in our everyday lives. Learners will take a hands-on approach to the subject as 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.

## AICE INFORMATION TECHNOLOGY

**9626**

*1 Credit*

Grades 9-12

This course encourages learners to become effective and discerning users of IT. It helps them to develop a broad range of IT skills, knowledge and understanding. Learners study the structure and use of IT systems within a wide range of organizations, including the use of a variety of computer networks. As a result, learners gain an understanding of IT system life cycles, and how these affect the workplace. They also learn about the wider impact of IT on society in general. Lastly, learners' study simple programming for the web relevant to their own use of IT.

## AICE PHYSICAL EDUCATION

**9396**

*1 Credit*

Grades 9-12

This course 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.



# SUMNER SPORTS

# SUMNER HS SPORTS

ATHLETIC DIRECTOR: MELVIN.WILLIAMS@SDHC.K12.FL.US  
ATHLETIC SECRETARY: JAMIE.ALONSO@SDHC.K12.FL.US

## FALL

FOOTBALL  
BOYS CROSS COUNTRY  
GIRLS CROSS COUNTRY  
VOLLEYBALL  
GOLF  
SWIMMING

## WINTER

CHEERLEADING  
GIRLS BASKETBALL  
BOYS BASKETBALL  
GIRLS SOCCER  
BOYS SOCCER  
WRESTLING

## SPRING

BASEBALL  
SOFTBALL  
TENNIS  
BOYS TRACK & FIELD  
GIRLS TRACK & FIELD  
FLAG FOOTBALL

*PLEASE NOTE: APPLICATION, PHYSICALS, TRYOUTS, AND FEES MAY APPLY*



# SUMNER HS CLUBS

With the commitment and support of our Sumner faculty and staff, and community, we have been able to offer clubs to our students! Clubs are student formed and led, and are supervised/sponsored by an adult(s) right here on the school campus. Clubs meet once a month during a class period and students are required to sign up to obtain a pass which they will use throughout the year. Clubs may also meet during non-school hours but require prior approval from our administrative staff prior to coordinating additional activities beyond the once-a-month gathering. Below is a list of current student-let clubs being offered.

- GAMING CLUB
- STUDENT COUNCIL
- HIGH SCHOOL SLAM CLUB
- KEY CLUB (KIWANIS)
- BASKETBALL CLUB
- COOKING CLUB
- GIRLS RUN TOGETHER
- FFA
- IMPACT YOUTH CLUB
- STINGER-ETTES
- SPECIAL OLYMPICS
- STINGRAY BUDDIES
- SOPHOMORE STEERING COMMITTEE
- LGBTQ CLUB & ALLIES
- INTERNATIONAL THESPIAN SOCIETY
- VOLLEYBALL CLUB
- WEIGHTLIFTING CLUB
- LIT, MEDIA & CULTURE CLUB
- ART CLUB
- DECA CLUB
- WOMAN EMPOWERMENT CLUB
- STUDENT JUSTICE LEAGUE
- TRAVEL CLUB

# FAQS

- QUESTION: When can my student make course requests for the following school year?
  - ANSWER: Students can complete their Course Selection Form during the programming window-of-time that is announced by the Student Services Department each school year (Typically occurs sometime in January of each school year).
- QUESTION: Are students able to make changes to their course selections at a later date if they change their mind about a course.
  - ANSWER: Our school counseling team reviews course sections with students at some point after they have received all requests to allow students to make any last minute course request changes.
- QUESTION: If my student makes their course requests on time, are they guaranteed that they will get what they chose?
  - ANSWER: Our school counselors will do their very best to honor the course requests of all Sumner students but due to a variety of factors such as class seat availability, prerequisite requirements, core graduation requirements needed for individual students, etc., students may not always get their 1st elective.
- QUESTION: Is my student allowed to take honors, AICE, or AP courses?
  - ANSWER: At Sumner HS it is our mission to encourage our students to challenge themselves and select rigorous courses for educational/professional growth; nevertheless, we encourage our students to speak with their teachers and school counselors to plan out what higher-level courses would be recommended for them to take as we want to maximize their chances to successfully complete those courses.
- QUESTION: How many courses are typically given on a student schedule?
  - ANSWER: Students have 7 courses listed on their schedule and 1 lunch period. If a student is enrolled in OJT and/or Dual Enrollment, they may have less courses on their schedule as they are set up to leave earlier in the day to report to their jobs or HCC courses.
- QUESTION: What time does school start and end?
  - ANSWER: Classes begin at 8:30am each day but we encourage our students to plan to arrive between 7:50am-8:20am so that they have enough time to get breakfast at school if needed and/or give themselves enough time to arrive early to their first class. Class ends at 2:35pm on Mondays and 3:35pm on Tuesdays-Fridays.
- QUESTION: How many minutes do students have in-between periods to get from one class to another?
  - ANSWER: Students are given 4 minutes to transition from one class to another.
- QUESTION: Does my student have to follow specific dress code while attending Sumner HS?
  - ANSWER: YES! Sumner HS is very strict on Dress Code. We expect that all students respect the guidelines set forth by our school district in the Student Handbook. To access and review the Student Handbook, please go to the following link.  
<https://www.sdhc.k12.fl.us/policymanual>