

# Curriculum Guide

**LW**

2010-2011

# Directory

Administration.....	3
Attendance.....	5
Bright Future Requirements.....	14
Community Service.....	7
Course Descriptions, Prerequisites, and Fees.....	17-48
Agribusiness and Natural Resources.....	18-20
Art.....	21
Business Education.....	22-23
Exceptional Student Education.....	24
Family and Consumer Sciences.....	25-26
Foreign Languages.....	27-28
JROTC.....	29
Language Arts.....	30-34
Mathematics.....	35-38
Music.....	39-42
Physical Education.....	43
Science.....	44-46
Social Studies.....	47-48
FCAT testing.....	4-5
Final GPA and Class Ranking.....	5-6
Grade Reporting.....	4
Grade System.....	4
Graduation Requirements.....	12-13
Guidance.....	3
Interscholastic Extracurricular Eligibility.....	6
NCAA Eligibility Information.....	9
Other Academic Opportunities.....	11
Promotion Requirements.....	4
Scholarship Information.....	10, 14
Summary of Majors.....	15
Testing Information.....	4
Testing Programs.....	8

# **LAKE WALES HIGH SCHOOL**

**1 Highlander Way, Lake Wales 33853**

**863-678-4222**

## **Administration**

Clark Berry, Principal

Eugene Kendrick, Assistant Principal/ Administration

Chris Reams, Assistant Principal/Administration

Daniele Shick, Assistant Principal/ Curriculum

Paul Buehner, Dean of Students

Jasone Dewitt, Dean of Students

Rebecca Thomas, Dean of Academics

## **Guidance Department**

### **Counselors:**

Cheryl Costine                      12<sup>th</sup> grade

Terri Roberts                        11<sup>th</sup> grade

Autumn Bridges                    9<sup>th</sup> and 10<sup>th</sup> grade

### **Other Services:**

Peggy Newsome, Testing/Community Service Coordinator

Cynthia Robinson, Terminal Operator

Carleen Boyer, Reading Coach

Jameszina Perry, Guidance Secretary

Ellen Sullivan, LEA Facilitator

Marvin Pavy, Athletic Director

The Curriculum guide is provided to students as a guideline to curriculum options and information available at the time of printing. Changes and/or adjustments may occur due to district or state updates or funding provisions.

Registration for the upcoming school year takes place in December and January. The Guidance Department will provide scheduling information and encourage students to share this information with their parents/guardians. We welcome any questions or concerns from both students and parents. Please feel free to contact the Guidance Department for further information related to topics presented in the curriculum guide and the scheduling process.

**Promotion Requirements**  
**Polk County School Board Policy**  
 (Subject to Change Based on School Board Directive)

9 <sup>th</sup> to 10 <sup>th</sup> Grade.....	4 Credits and 1 year
10 <sup>th</sup> to 11 <sup>th</sup> Grade.....	10 Credits and 2 years
11 <sup>th</sup> to 12 <sup>th</sup> Grade.....	17 Credits and 3 years

**Graduation requirements state that students must earn a cumulative 2.0 in all courses taken.**

**Grade Reporting to Parents**

Students at Lake Wales High School will receive interim/progress reports at 4 ½ and 13½ weeks each semester. Report cards will be distributed after 9, 18, 27, and 36 weeks. Report card grades are cumulative grades and are posted to the student’s academic history as follows:

- Quarter/Semester Courses (9-week courses) will receive a final course grade at the end of the 9-week period.
- Term Courses (18-week courses) will receive a final course grade at the end of the 18-week term. (Report Cards are printed in January and in June.)

**Grading System**

Letter Grade	Numerical Score	Description
A	90 – 100	Outstanding Progress
B	80 - 89	Above Average Progress
C	70 - 79	Average Progress
D	60 - 69	Lowest Acceptable Progress
F	0 - 59	Failure

Students and/or their parents/guardians may request a computer printout of the student’s progress from teachers or counselors as needed. **Parents can receive on-line reports for student attendance and academic performance by completing an application available online at <http://www.polk-fl.net/parents/generalinformation/onlinegrades.htm>.**

**Testing Information**

The FCAT test is administered to 9<sup>th</sup> (Math and Reading), 10<sup>th</sup> (Math, Writing, and Reading) and 11<sup>th</sup> (Science) grade students.

- .....The FCAT Writing Test is given in February of each year to 10<sup>th</sup> grade students.
- The mathematics and reading sections of the FCAT are given in March to 9<sup>th</sup> and 10<sup>th</sup> grade students. The FCAT Science Test will be administered to all 11<sup>th</sup> grade students.
- Retakes (for graduation) are given in October, March, and July for FCAT reading and math.

The 9<sup>th</sup> grade test is important to students because the state evaluates a student's progress in school from the previous year. The test is an indicator of how well the student will do on the 10<sup>th</sup> grade version and is used by the state to evaluate our school. Students must pass the 10<sup>th</sup> grade version (math and reading sections) of this test in order to graduate with a standard diploma in the state of Florida. If the student does not pass on the first administration of the test, he/she will be given subsequent opportunities to retake the test during his or her junior and senior years. State law requires all students scoring a Level one or two on either the reading or math sections of the FCAT in 9<sup>th</sup> and 10<sup>th</sup> grades to take an Intensive Reading and/or Intensive Math course the following school year. The Intensive Reading and Intensive Math courses are required each year until the student passes the 10<sup>th</sup> grade FCAT test.

Students are encouraged to practice for the FCAT test by logging on to [www.fcatexplorer.com](http://www.fcatexplorer.com). This website is also located as a link on the Lake Wales High School web site.

## **Attendance and Credit/Hour Policy**

### **Hours of Instruction/Attendance for Lake Wales High School**

- A. Mastery of Performance Standards: Students who do not meet the minimum 130 hours established by SACS must show mastery of Performance Standards.
- B. Students enrolled at Lake Wales High School are permitted to make up work for hours of school missed. A student is expected to request make-up work with 2 days upon returning to school. Students will be allowed one day for each day absent + 2 extra days upon their arrival to school to make up work from absentee days. Such make-up work should be appropriate assignments that can be, but do not have to be, equivalent to the hours of school missed. Completed make-up work will be recorded as bona fide hours of instruction as indicated by the teacher.
- C. Mastery of Performance Standards: Students may miss five (5) days in a half-credit course and ten (10) days in a one credit course. On the sixth and every absence thereafter (for half credit courses) and eleventh and every absence thereafter (for one credit courses), the student must produce official documentation for the absence to be excused. Failure to produce official documentation will require the student to pass a mastery test to receive credit in the course. Arrangements to take the mastery test must be pre-arranged with the teacher prior to the end of the semester. A mastery test may only be given if the student is passing the course. Official documentation includes: doctor's note, notice to appear in court, and death in the family.
- D. Instructional Absences: Students who are on a school-approved school trip or activity will be coded SB (school business) for the absence. These absences do not count as part of the 10 absences allowed in one term.
- E. Students are expected to make-up work as determined by the school and teachers.

## **Final GPA and Class Ranking**

The final Grade Point Average (GPA) will be determined at the end of the student's senior year, including all courses taken for high school credit. Final grades for each course taken will be used for computing the GPA. The district will make the determination of the final grade point average to be made to three places beyond the decimal with no rounding up or down.

- Academic courses labeled Honors or Advanced in the Florida Course Code Directory and the District Course Catalog will be given a weighting factor of 0.5 per half credit.

- Advanced Placement, International Baccalaureate, and university or college level dual enrollment or early admission courses approved by the Director of Secondary Education will be given a weighting factor of 1.0 per half credit.
- Some courses taken at the college level are equivalent to .5 credits, while others are equivalent to 1 full credit. Students are responsible for getting approval of the courses taken through their guidance counselors to be sure that all graduation requirements are being met.
- The half credit of personal fitness and of physical education may be waived, prior to calculation of the final GPA, by completing all requirements of the Physical Education waiver. Waivers are not calculated in the GPA.
- Students in band may use the option of completing one semester in a marching band class or in a physical activity class that requires participation in marching band activities as an extracurricular activity to satisfy one-half of the one-credit requirement in physical education with a grade of “C” or better. ROTC will also satisfy one-half credit requirement in physical education.

For graduation purposes, honors at Lake Wales High School shall be determined by the following grade point averages:

Honors.....	3.200 – 3.499 GPA
High Honors.....	3.500 – 3.749 GPA
High Honors with Distinction.....	3.750 or Higher GPA

The district determines final GPA calculation.

NOTES:

- A course may be retaken to improve the grade if the student received a D or F. A grade of C or higher in the same course is required to replace the D or F.
- Other methods of calculating grade point averages may be used for various purposes such as eligibility for interscholastic extracurricular activities, college admission, NCAA eligibility, Bright Futures Scholarships, and other awards.

**Interscholastic Extracurricular Eligibility**

Students must maintain a cumulative grade point average of 2.0 in core academic courses for interscholastic extracurricular eligibility. Eligibility is determined in August and January. For more information or questions concerning eligibility, contact the Athletic Director at (863) 678-4222.

# Community Service Program

## Purpose

The purpose of the high school community service program is to encourage students to serve the community. Community service hours are not a graduation requirement. However, they are required for Florida Academic Scholars as well as many other awards. Community service hours are collected and approved through Mrs. Peggy Newsome.

## Three parts of the Community Service Program

### **Part 1- Florida Academic Scholars Award**

Students wishing to meet Florida Academic Scholars Award requirements must serve 75 hours of community service in addition to all other criteria. This box on the application must be checked if hours are to be counted for this.

### **Part 2- Awards (Silver Cord)**

All students will be recognized for their volunteer community service hours. There are several different levels of recognition:

All participants, 10-49 hours.....	Certificate
All participants, 50-99 hours.....	Certificate and Seal
All participants, 100-224 hours.....	Service Pin
All participants, 250 + hours.....	Medallion and Silver Cord

Seniors will receive the highest award they earn. Service hours will be indicated on their permanent record.

### **Part 3- High School Credit Program**

No community service will be counted until all paperwork has been filed with the community service coordinator, Peggy Newsome.

1. High school students may receive one-half credit in an elective community service course for 75 community service hours served.
2. Students may receive one full credit in an elective community service course for 150 community service hours served. There is a maximum of one (1) total credit that can be earned through this program.

# Testing Programs

**Information on the following standardized tests may be obtained in the guidance office. All the tests below are administered at Lake Wales High School.**

## **PRELIMINARY SCHOLASTIC APTITUDE TEST/ NATIONAL MERIT SCHOLARSHIP QUALIFYING TEST (PSAT/NMSQT)**

The PSAT is an opportunity for college-bound sophomores and juniors to experience the type of testing required by many colleges for admission. Juniors who achieve outstanding scores may be eligible for national recognition and scholarships. Math and verbal reasoning skills are tested during this October test. All sophomores take the test free of charge. Juniors and seniors must register in the guidance office and a fee of \$12.00 applies.

## **SAT I: SCHOLASTIC APTITUDE TEST**

The SAT I is a college entrance exam offered seven times a year. It is comprised of timed verbal and mathematical sections and a writing section. The verbal sections include antonyms, analogies, sentence completions and questions based on reading passages. The mathematical section includes algebra, geometry, and reasoning. Registration materials for the SAT are available in the guidance office. Fee waivers are available. The test is administered at Lake Wales High School.

## **ACT- AMERICAN COLLEGE TEST**

The ACT is a college entrance exam offered six times a year. It is composed of timed sections of English, mathematics, reading, and science. The English test measures understanding of standard written English and rhetorical skills. The mathematics test measures quantitative reasoning in Algebra, Geometry, and Trigonometry. The reading test measures reading comprehension and the science test measures interpretation, analysis, evaluation, reasoning, and problem solving skills required in the natural science. Registration materials for the ACT are available in the guidance office. Fee waivers are available.

## **ASVAB- ARMED SERVICES VOCATIONAL APTITUDE BATTERY**

The ASVAB is administered by the Armed Forces in coordination with our testing coordinator. Minimum scores are required for entrance to various programs of the armed services.

## **CPT- COLLEGE PLACEMENT TEST**

The CPT test is required for entrance to Polk Community College and other community colleges. It is composed of three sections of English, Reading Comprehension, and Mathematics. All Juniors will be required to take the CPT beginning in the 0910 school year and will be placed in intensive classes if cut scores are not met. Students interested in dual enrollment must pass the CPT to be admitted into the program. The CPT test is given at Lake Wales High School as scheduled by the PCC staff. It is also offered at Polk Community College in Winter Haven or one of the other branch campuses. For further information, please see your guidance counselor.

## NCAA Eligibility Standards

### Core Courses:

- **14 core courses are required** in both Division I and Division II. See the breakdown of core-course requirements below.
- **Starting August 1, 2008**, 16 core courses will be required for Division I only. This rule applies to any student first entering any Division I college or university on or after August 1, 2008. See the chart below for the breakdown of this 16 core-course requirement.

### Test Scores

- **Division I** has a sliding scale of test scores and grade point averages. See the next page for the test score and grade point average requirements. (see admissions counselor at desired school for verification of school requirements)
- **Division II** has a minimum SAT score requirement of 820 or an ACT sum score of 68. (see admissions counselor at desired school for verification of requirements)
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. **The writing section of the SAT is not used.**
- The ACT score used for NCAA purposes is a **sum** of the four sections on the ACT: English, math, reading, and science.
- **All SAT and ACT scores must be reported directly to the NCAA Initial Eligibility Clearinghouse by the testing agency. Test scores that appear on transcripts will no longer be used. When registering for the SAT or ACT, use the clearinghouse code of 9999 to make sure the score is reported to the clearinghouse.**

### Grade-Point Average

- Only core courses are used in the calculation of the grade-point average.
- Make sure you look at your high school's list of NCAA-approved core courses on the clearinghouse website to make sure the courses being taken have been approved as core courses. The website is [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net).
- Division I grade-point average requirements are listed on the next page.
- Division II grade-point average requirement is a minimum of 2.000.

<b>Division I 2005-2007</b>	<b>Division I 16 core-course rule 2008 and after</b>	<b>Division II 2005 and after</b>
<b>14 Core Courses:</b> 4 years of English 2 years of Mathematics (Algebra I or higher) 2 years of natural/physical science (1 year of lab science) 1 year of additional English, Mathematics or natural/physical science 2 years of social science 3 years of additional courses (from any area above, foreign language or non-doctrinal religion/philosophy)	<b>16 Core Courses:</b> 4 years of English 3 years of Mathematics (Algebra I or higher) 2 years of natural/physical science (1 year of lab science) 1 year of additional English, Mathematics or natural/physical science 2 years of social science 4 years of additional courses (from any area above, foreign language or non-doctrinal religion/philosophy)	<b>14 Core Courses:</b> 3 years of English 2 years of Mathematics (Algebra I or higher) 2 years of natural/physical science (1 year of lab science) 2 year of additional English, mathematics or natural/physical science 2 years of social science 3 years of additional courses (from any area above, foreign language or non-doctrinal religion/philosophy)

## Division I Core Grade-Point Average/ Text-Score Sliding Scale

Core GPA	SAT Verbal and Math only	ACT
3.550 and above	400	37
3.525	410	38
3.500	420	39
3.475	430	40
3.450	440	41
3.425	450	41
3.400	460	42
3.375	470	42
3.350	480	43
3.325	490	44
3.300	500	44
3.275	510	45
3.250	520	46
3.225	530	46
3.200	540	47
3.175	550	47
3.150	560	48
3.125	570	49
3.100	580	49
3.075	590	50
3.050	600	50
3.025	610	51

### Other Important Information

- In Division II, there is no sliding scale. The minimum core grade-point average is 2.000. The minimum SAT score is 820 (verbal and math sections only) and the minimum ACT sum score is 68.
- For more information regarding the rules, please go to [www.ncaa.org](http://www.ncaa.org). Click on “Academics and Athletes” then “Eligibility and Recruiting”. You may also visit the clearinghouse website at [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net).

## **Other Academic Opportunities**

Students have the opportunity to receive high school credits from other institutions such as vocational programs (Ridge Technical Center), Dual or Full Time Enrollment from an acceptable college or university, Polk Collegiate High School, on-line educational resources, and through the Community Service Program.

Alternative education is also available in the areas of GED Testing, Adult School, Teen Parent Program, Hospital/Homebound, Disciplinary Centers, Youth Services, and various centers for career development.

Please see your guidance counselor for more information about any of these options.

### **Dual Enrollment**

Grade Level: 11-12

Prerequisites: 3.0 Cumulative weighted GPA or 3.0 in subject area in which college courses are to be taken.

CPT Scores: 72 is required on the mathematics section

83 is required on the reading and sentence structure section.

The purpose of this program is to move advanced students through high school and college in an efficient manner, in keeping with their abilities and sound educational practice. Dual enrollment allows students to earn high school and college credit either as a part of their regular load or in addition to the normal high school load.

### **Full Time Early Admission**

Grade Level: 12

Prerequisites: 3.2 Cumulative weighted GPA or 3.0 in subject area in which college courses are to be taken.

CPT Scores: 72 is required on the mathematics section

83 is required on the reading and sentence structure section.

The purpose of this program is to allow scholastically advanced students to replace one high school year with a full year's course work in college. Students must work closely with their guidance counselor all four years to be sure all graduation requirements are met.

## High school programs for students entering ninth grade in 2006-2007 or earlier

Subject Areas	Graduation Requirements of Traditional 24 Credit Program	Graduation Requirements of Three-Year College Preparatory Program (1)	Graduation Requirements of Three-Year Career Preparatory Program
English	4 credits with major concentration in Reading for information, Composition and Literature	4 credits with major concentration in Composition and Literature	4 credits with a major concentration in Composition and Literature
Mathematics	3 credits, one of which must be Algebra I or its equivalent, or a higher-level mathematics course (2)	3 credits at the Algebra I level or above, from the list of courses that qualify for state university admission	3 credits, one of which must be Algebra I or its equivalent (2)
Science	3 credits in Natural Science, two of which must have a laboratory requirement	3 credits in Natural Science, two of which must have a laboratory requirement	3 credits in Natural Science, two of which must have a laboratory requirement
Social Studies	1 credit World History 1 credit American History .5 credit American Government .5 credit Economics	3 credits (World History, American History, Government and Economics)	3 credits (World History, American History, Government and Economics)
Foreign Language	Not required for high school graduation, but required for state university system admission	2 credits in the same language or demonstrated proficiency in a second language	Not required
Practical Arts/ Performing Fine Arts	1 credit Practical Arts Career/ Technical education or Exploratory Career Education or 1 credit Performing Fine Arts or 0.5 credit in Practical Arts and 0.5 credit in Performing Fine Arts	Not Required	3 credits in a single vocational/career education program or 3 credits in a single career/technical dual enrollment program Or 5 credits in vocational/career education courses (including 3 credits in one sequential career and technical education program)
Life Management	0.5 credit	Not required	Not required
Physical Education	1 credit in Physical Education to include 0.5 credit Personal Fitness and 0.5 credit Physical Education	Not Required	Not Required
Electives	8.5 credits	3 credits in electives	2 credits unless 5 credits in career/technical education
<b>TOTAL</b>	<b>24 credits</b>	<b>18 credits (4)</b>	<b>18 credits</b>
State Assessment Requirements	Earn passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Earn passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Earn passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)
Grade Point Average Requirements	Earn a cumulative GPA of 2.0 on a 4.0 scale	Earn a cumulative GPA of 3.5 on a 4.0 scale in the course required for the college preparatory program and earn weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Earn a cumulative GPA of 3.0 on a 4.0 scale in the courses required for the career preparatory program and earn at least 2.0 points or its equivalent in each of the 18 required credits
<p>(1) All courses earned toward the college preparatory program must satisfy admission requirements for the state university system.</p> <p>(2) See high school guidance counselor for Algebra I equivalents</p> <p>(3) See high school guidance counselor for Physical Education electives</p> <p>(4) At least 6 of the 18 credits required for completion of this program must be earned in classes that are in the International Baccalaureate Program, the Advanced Placement Program, dual enrollment, Advanced International Certificate of Education, or specifically listed or identified by the Department of Education as rigorous pursuant to S. 1009.531 (3), F.S.</p>			

This information is subject to change in accordance with changes made by the State of Florida.

## High School Programs for students entering the Ninth Grade in 2007-2008

Subject Areas	Graduation Requirements of Traditional 24 Credit Program	Graduation Requirements of Three-Year College Preparatory Program (1)	Graduation Requirements of Three-Year Career Preparatory Program
<b>English</b>	4 credits with major concentration in Reading for information, Composition and Literature	4 credits with major concentration in Composition and Literature	4 credits with a major concentration in Composition and Literature
<b>Mathematics</b>	4 credits, which must be at least Algebra I or higher-level mathematics course	4 credits at the Algebra I level or above, from the list of courses that qualify for state university admission	4 credits, one of which must be Algebra I or its equivalent (2)
<b>Science</b>	3 credits in Natural Science, two of which must have a laboratory requirement	3 credits in Natural Science, two of which must have a laboratory requirement	3 credits in Natural Science, two of which must have a laboratory requirement
<b>Social Studies</b>	1 credit World History 1 credit American History .5 credit American Government .5 credit Economics	World History American History Government/Economics	World History American History Government/Economics
<b>Foreign Language</b>	Not required for high school graduation, but required for state university system admission	2 credits in the same language or demonstrated proficiency in a second language	Not required
<b>Fine Arts</b>	1 credit in Fine Arts	Not Required	Not Required
<b>Physical Education</b>	1 credit in Physical Education to include the integration of Health (3)	Not Required	Not Required
<b>Majors, Minors or Electives</b>	8 credits 4 credits in a major area of interest 4 credits in elective courses, which may be combined to allow for a second major area of interest, a minor area of interest (3), individual elective courses, intensive reading or mathematics intervention courses, or credit recovery courses	3 credits in electives	3 credits in a single vocational/career education program or 3 credits in a single career/technical dual enrollment program, and 2 elective credits or 5 credits in vocational/career education courses (including 3 credits in one sequential career and technical education program)
<b>TOTAL</b>	<b>24 credits</b>	<b>18 credits (4)</b>	<b>18 credits</b>
<b>State Assessment Requirements</b>	Earn passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Earn passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Earn passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)
<b>Grade Point Average Requirements</b>	Earn a cumulative GPA of 2.0 on a 4.0 scale	Earn a cumulative GPA of 3.5 on a 4.0 scale in the course required for the college preparatory program and earn weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits	Earn a cumulative GPA of 3.0 on a 4.0 scale in the courses required for the career preparatory program and earn at least 2.0 points or its equivalent in each of the 18 required credits
<p>(5) All courses earned toward the college preparatory program must satisfy admission requirements for the state university system.</p> <p>(6) See high school guidance counselor for Algebra I equivalents</p> <p>(7) See high school guidance counselor for Physical Education electives</p> <p>(8) At least 6 of the 18 credits required for completion of this program must be earned in classes that are in the International Baccalaureate Program, the Advanced Placement Program, dual enrollment, Advanced International Certificate of Education, or specifically listed or identified by the Department of Education as rigorous pursuant to S. 1009.531 (3), F.S.</p>			

This information is subject to change in accordance with changes made by the State of Florida.

## Florida Bright Futures Scholarship Program

<p>The Florida Legislature is authorized to change eligibility requirements for future graduating classes</p>	<p><b>Florida Academic Scholar (FAS)</b></p>	<p><b>Florida Medallion Award</b></p>	<p><b>Florida Gold Seal Vocational Scholars Award</b></p>
<p><b>Grade Point Average (GPA)</b> Weighting for more challenging higher level courses is prescribed by law as .25 per course per semester or .50 per course per year</p>	<p>3.5 weighted GPA using the credits listed below</p>	<p>3.0 weighted GPA using the credits listed below</p>	<p>3.0 weighted GPA using the 15.5 credits listed below and a 3.5 <b>unweighted</b> GPA in a minimum of 3 vocational credits in one vocational program.</p>
<p><b>Required Credits</b> See the comprehensive course table on the Bright Futures website to identify courses that count toward each award level.</p>	<p>Courses must include 15 credits of college preparatory academic courses: 4 English 3 Math 3 Natural Science 3 Social Studies 2 Foreign Language May use up to 4 additional credits from courses in the academic areas listed above and/or AP or IB fine arts courses to raise GPA</p>	<p>Courses must include 15 credits of college preparatory academic courses: 4 English 3 Math 3 Natural Science 3 Social Studies 2 Foreign Language May use up to 4 additional credits from courses in the academic areas listed above and/or AP or IB fine arts courses to raise GPA</p>	<p>Must be the 15.5 core credits required for graduation 4 English 3 Math 3 Natural Science 3 Social Studies 1 Practical/Performing art ½ Life Management ½ Personal Fitness ½ Other PE  Plus a minimum of 3 vocational job-preparatory or technology education program credits in one vocational program.</p>
<p><b>Community Service</b></p>	<p>75 hours</p>	<p>No requirement</p>	<p>No requirement</p>
<p><b>Test Scores</b> Subsections of the SAT, ACT, or CPT from different test dates may be used to meet the test criteria. For spring eligibility evaluations, test dates through the end of January will be admissible. For summer eligibility, test dates through the end of June will be admissible.</p>	<p>Best composite score of 1270 SAT or 28 ACT.</p>	<p>Best composite score of 970 SAT or 20 ACT</p>	<p>Students must earn the minimum score on each subsection of the CPT, SAT or ACT:  CPT: Reading 83 Sentence Skills 83 Algebra 72 Or SAT: Verbal 440 Math 440 Or ACT: English 17 Reading 18 Math 19</p>

For other ways to qualify, please visit the Bright Futures website at [www.MyFloridaEducation.com/brfuture](http://www.MyFloridaEducation.com/brfuture).

# Summary of High School Majors

Students entering high school for the 2007-2008 school year will declare a major of interest. Students will clarify their major of interest on their registration form. Lake Wales High School offers a variety of majors with something for every student's interest.

The following describes each major in detail. This may assist the student as they choose one major of interest.

**Agriculture:** This major focuses on the vocation of agriculture. By enrolling in a variety of courses, students are offered the opportunity to work with animals and plants. Through several hands on opportunities, students are taught skills related to the growing and maintenance of items such as citrus and vegetable gardens, the application of fertilizer and irrigation techniques, the knowledge of various animal systems, animal maintenance, and animal medicine. This entails just a small portion of the courses and skills offered within this major.

**Art:** This major involves art skills revolving around drawing, painting, and pottery. Students are offered the chance to learn a variety of techniques and elements of design through several courses that build upon one another. A range of materials and constructive procedures are taught and perfected within this major.

**Business Education:** As students move through basic business courses that teach them the fundamentals of keyboarding and computer usage, they are given the opportunity to enroll in a variety of business classes that expand their knowledge of areas such as accounting, web design, digital design, and newspaper. Students are offered the chance to explore their mathematical and creative sides as they perform tasks related to preparing payroll and completing various banking activities to creating graphic design and electronic layouts through computer generation. Students involved in upper level courses assist in producing the school newspaper and yearbook.

**Drama:** This major provides a concentration on the study and practice of theatre arts and literature. The fundamentals of theatre operations, techniques and mechanics of acting, play production, and acting theories are all explored through this major. Students involved in upper level courses will participate directly in various theatrical presentations.

**Family and Consumer Sciences:** Under the umbrella of this major, two general areas exist including Early Childhood Education and Culinary Operations. Early Childhood Education, in conjunction with the competencies for employment with the Department of Children and Families, teaches skills necessary to create curriculum, observe, and record practices that are developmentally appropriate. After meeting certain prerequisites, students are then offered the opportunity to work with a mentor teacher on site at a childcare facility where they will create lesson plans and demonstrate their newly acquired skills. Culinary Operations teaches students basic nutrition, food preparation, and culinary techniques. Students are given hands on opportunities to apply learned skills while preparing food for a variety of purposes.

**Foreign Languages:** Spanish courses will teach basic vocabulary structure, pronunciation and listening skills, as well as understanding cultural concepts related to that specific country. As students progress through this major, they develop a more advanced language structure and improve communication skills.

**Computer Graphics Design:** This major focuses on computer technology such as Adobe Illustrator, Adobe PageMaker, Adobe Photoshop, Corel Draw, and Quark Xpress software. By learning how to use these software systems, students will have the opportunity to create items such as sign printing, sublimation, and digital photography. Courses are also offered which focus on layout and printing production for school organizations.

**Language Arts:** Areas of writing, reading, and literature are explored through a variety of courses within this major. Other skills such as speaking, viewing, and listening are also developed through a multitude of hands on experiences. Elective courses such as Drama and TV Production are also offered as a part of this major. Although every student must earn a certain amount of credits in English, the opportunity exists to enhance fundamental skills in composition and literary techniques.

**Mathematics:** A collection of courses are offered to meet the needs of both the student seeking only the required credits in the field of mathematics or the student desiring to declare mathematics as his or her major. Courses in algebra, geometry, advanced topics in mathematics, and calculus are all included within this major. Students have the opportunity to enroll in courses which refresh their already inherent mathematical skills or to move into advanced material involving skills needed for upper level and college bound mathematics.

**Music:** A wide variety of courses are offered through this major including band, jazz ensemble, orchestra, chorus and vocal ensembles, eurhythmics and keyboard. Students choosing this as their major are given the opportunity to develop the basic skills needed for each area of music, while learning important aspects specific to each musical division such as band performance techniques, refining tone production, individual and ensemble techniques, vocal tone production, and much more. While enhancing musical skills, students also develop a sense of music appreciation and team devotion.

**Physical Education:** This major focuses on the quality of personal fitness. Students are offered courses related to life management, weight training, and team sports. Muscular strength and endurance as well as the knowledge of poor health and strategies to cope with specific health problems are discovered through this major's curriculum.

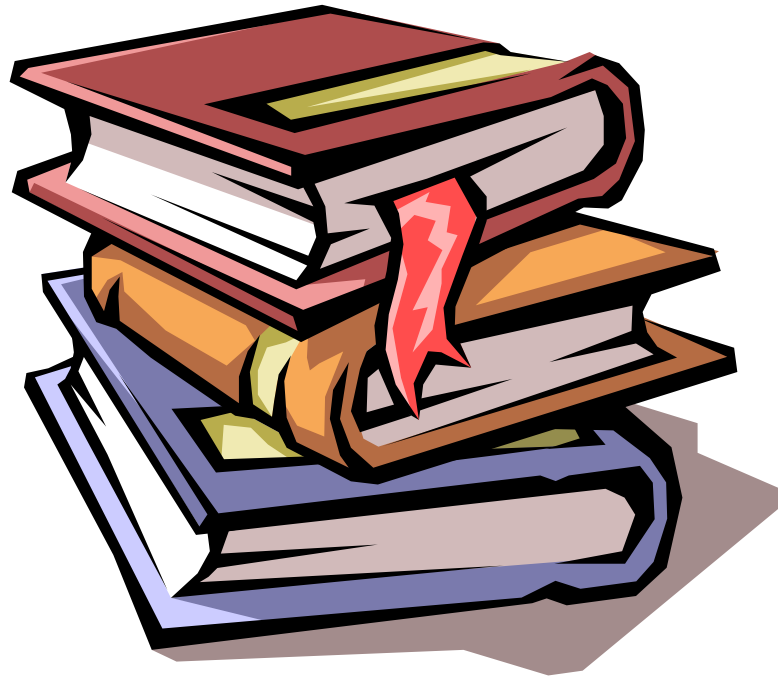
**JROTC:** As students navigate through this major, they experience an increased sense of leadership and communication, while improving skills such as conflict resolution and citizenship. Courses offered focus on a variety of areas including leadership, testing and communication, conflict resolution, wellness, fitness and first aid, geography and earth science, citizenship and American history, drill and ceremonies, wear of uniform, and cadet challenge.

**Science:** A variety of courses are offered within this major relating to areas such as biology, earth and space, physical science, chemistry, physics, and the environment. Students wishing to meet graduation requirements only can easily find courses that meet their needs; however, students wishing to choose this as their major can further develop skills used to explore the structure of cells and genetics, the concepts of Earth, matter and energy, the human body, chemical calculations, and much more.

**Social Studies:** This major focuses on historical events, cultural concepts, world leaders, etc. through courses such as World History, American History, and Economics and American Government. Students develop an understanding of the political, religious, and cultural events, in addition to other factors, which helped shape and mold humanity.

Students are required to take four courses in their major during their tenure at Lake Wales High School. Please refer to the course descriptions (beginning on p. 18) for any major or course that you may have a question about.

# COURSE OFFERINGS



**Quarter – 9 Week Class – ½ (.5) Credit Course**  
**Term – 18 Week Class – 1 Credit Course**  
(On-line courses and Dual Enrollment courses  
may have different length requirements for credits)

# COURSE DESCRIPTIONS

## AGRIBUSINESS AND NATURAL RESOURCES

**Program Areas for Florida Vocational Gold Seal Scholars Award**  
**Three credits are required for Bright Futures and four credits are required for a major.**

**Veterinary and Animal Science Program**

Agriscience Foundations 1  
 Veterinary and Animal Science 2  
 Veterinary and Animal Science 3  
 Veterinary and Animal Science 4

**Agricultural Mechanics Program**

Agriscience Foundations 1  
 Ag Mechanics 2  
 Ag Mechanics 3  
 Ag Mechanics 4

**Agri-technology Program**

Agriscience Foundations 1  
 Agritech 1  
 Agritech 2  
 Agritech 3

COURSE NAME	COURSE LENGTH	CREDIT	OPEN TO	DUES	PREREQUISITE
<b>Agriscience Foundation I</b> <b>CC# 81068100</b> <i>*Serves as a science credit for graduation</i> This is the beginning course for students interested in learning Agriscience basics or planning to take additional courses in the department. Students get the opportunity for “hands-on” experience in many areas such as planting and caring for a vegetable garden, citrus grove maintenance, growing and maintaining nursery plants, landscape maintenance, animal care and handling, tool identification and use, career exploration, and tractor safety and operations. Students also learn about the National FFA Organization and its role in Agriscience courses.	1 term	1	9-11	\$25.00	None
<b>Veterinary &amp; Animal Science II</b> <b>CC# 81062100</b> This is the first of two courses offered in this area. Students get information concerning careers available in the animal industry, and “hands-on” experience in basic skills related to animal safety, identify parts and function of various animal systems, animal behavior, animal welfare, animal control, and facilities maintenance. Leadership skill development will be provided through membership in the National FFA Organization.	1 term	1	9-12	\$25.00	C or above in Agriscience Foundation I.

<b>COURSE NAME</b>	<b>COURSE LENGTH</b>	<b>CREDIT</b>	<b>OPEN TO</b>	<b>DUES</b>	<b>PREREQUISITE</b>
<b>Veterinary &amp; Animal Science III</b> <b>CC# 81062200</b> This is the second course in the Veterinary and Animal Science series. Students that complete this sequence are eligible for the Florida Vocational Gold Seal Scholarship Program if they meet all other requirements. Students develop skills through “hands-on” experiences in the areas of preventive medicine and disease control, reproductive technology including sexing of animals, identification of male/female reproductive parts, care of breeding stock, care of newborn animals, digestive system types identification, nutritional requirements, feeding schedules, parasite identification, prevention, detection and control methods, marketing of animals, and record keeping. Leadership is developed by participation in the National FFA Organization events.	<b>1 term</b>	<b>1</b>	<b>10-12</b>	<b>\$25.00</b>	<b>C or above in Veterinary &amp; Animal Science II and teacher recommendation.</b>
<b>Veterinary &amp; Animal Science IV-VI</b> <b>CC# 81062300, 81062400, 81062500</b> 3: Continuation of Veterinary and Animal Science program. 4: Introduction to study of animal care related to veterinary medicine and practices. 5: Continuation of veterinary practices applications.	<b>1 term</b>	<b>1</b>	<b>10-12</b>	<b>\$25.00</b>	<b>C or above in preceding Veterinary &amp; Animal Science Course and teacher recommendation.</b>
<b>Agritechnology I</b> <b>CC# 81068200</b> This course is designed to develop competency in the areas of agriscience-industry careers; prevention and treatment of livestock diseases; livestock anatomy; wholesale cuts of meat; health certification; plant growth; plant fertilization; safe use of pesticides; maintenance of tools and equipment; record keeping; and employability skills.	<b>1 term</b>	<b>1</b>	<b>9-12</b>	<b>\$25.00</b>	<b>Agriscience Foundation I.</b>
<b>Agritechnology II</b> <b>CC# 81068300</b> This course is designed to develop competency in the areas of job and training requirements; professional organizations; application of medications to livestock; animal nutrition; feeds and feeding; marketing livestock; crop identification; planting crops; fertilizer calculations and application; irrigation; pest control; harvesting; packing and grading crops; safe equipment operation; finance; and employability skills.	<b>1 term</b>	<b>1</b>	<b>9-12</b>	<b>\$25.00</b>	<b>Agritechnology I and teacher recommendation.</b>
<b>Agricultural Mechanics II</b> <b>CC# 81031200</b> This course is designed to develop competencies in the areas of safety; selection of tools; electrical circuits; and employability skills.	<b>1 term</b>	<b>1</b>	<b>9-12</b>	<b>\$25.00</b>	<b>Teacher approval</b>

<b>COURSE NAME</b>	<b>COURSE LENGTH</b>	<b>CREDIT</b>	<b>OPEN TO</b>	<b>DUES</b>	<b>PREREQUISITE</b>
<b>Agricultural Mechanics III</b> <b>CC# 81031300</b> This course is designed to develop competencies in the areas of welding; small gasoline engine service and repair; preventative maintenance procedures; irrigation system repair; financial management skills and employability skills.	<b>1 term</b>	<b>1</b>	<b>10-12</b>	<b>\$25.00</b>	<b>Agricultural Mechanics II and Teacher approval.</b>
<b>LEADERSHIP SKILLS LEADERSHIP</b> <b>CC# 81170000</b> 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.	<b>1 term</b>	<b>1</b>	<b>11-12</b>		<b>Ag Foundations and teacher approval</b>

# ART

## Art Department Course Flow Chart Four credits are required for a major.

<b>Entry Level Courses</b>	<b>2<sup>nd</sup> Sequence</b>	<b>3<sup>rd</sup> Sequence</b>	<b>4<sup>th</sup> Sequence</b>
Drawing 1	Drawing 2	Painting I	Ceramics/Pottery I

COURSE NAME	COURSE LENGTH	CREDIT	OPEN TO	DUES	PREREQUISITE
<b>Drawing I</b> <b>CC# 01043400</b> An entry-level course introducing the principles and elements of design in both drawing and painting. A variety of techniques and materials will be used.	1 term	1	9-12	\$5.00	None
<b>Drawing II</b> <b>CC# 01043500</b> This is an intermediate level course in drawing and painting. Students will gain a working knowledge of various media with attention to the development of individual style. This class leads to the Portfolio I and II classes.	1 term	1	10-12	\$5.00	A/B/C average in Drawing I and teacher recommendation.
<b>Painting I</b> <b>CC# 01043700</b> A second level advanced course in the study of drawing and painting. The course will include, but not be limited to, study of composition in drawing, painting and design. Materials will include, but not be limited to , ink, felt tip pens, pencils, oil base pastels, water color, tempera, and acrylics.	1 term	1	11-12	\$5.00	A/B/C average in Drawing II and teacher recommendation
<b>Ceramics/Pottery I</b> <b>CC# 01023000</b> An entry-level course introducing a basic understanding of clay construction through hand-building techniques including pinch, coil, and slab. Various decorating techniques are also used. Three-dimensional construction using other medias will also be covered.	1 term	1	10-12	\$5.00	None

# BUSINESS EDUCATION

**Lake Wales High School strongly recommends  
Computer College and Career for all 9<sup>th</sup> grade students.  
Program Areas for Florida Vocational Gold Seal Scholars Awards  
Three credits are required for Bright Futures and four credits are required for a major.**

**Accounting Operations**

**Introduction to Information Technology  
Accounting Applications 1  
Accounting Applications 2  
Accounting Applications 3**

**Web Design Services**

**Introduction to Information Technology  
Web Design 1  
Web Design 2  
Web Design 3**

**Digital Design (Yearbook)**

**Computer College and Career  
Digital Designs 1 - 4**

**Journalism (Newspaper)**

**\*See Language Arts Section**

<b>COURSE NAME</b>	<b>COURSE LENGTH</b>	<b>CREDIT</b>	<b>OPEN TO</b>	<b>DUES</b>	<b>PREREQUISITE</b>
<b>Introduction to Information Technology</b> <b>CC# 82073100</b> This course is designed to provide an introduction to information technology concepts and careers as well as the impact information technology has on the world, people, and industry and basic web design concepts. The content includes information technology career research; operating systems and software applications; electronic communications including e-mail and Internet services; basic web commands and design/ and emerging technologies. If taken as part of the Academy of Information Technology (8207300), after successful completion of this course, students will have met Occupational Completion Point –Data Code A, Information Technology Assistant – SOC Code 15-1041.	<b>1 term</b>	<b>1</b>	<b>9-12</b>	<b>\$10</b>	<b>None</b>
<b>Accounting Applications I</b> <b>CC# 82033100</b> Accounting I is the study of recording transactions for small business, summarizing and interpreting transactions so management can make informed decisions, preparing payroll and completing various banking activities.	<b>1 term</b>	<b>1</b>	<b>10-12</b>		<b>Introduction to Information Technology</b>
<b>Accounting Applications II</b> <b>CC# 82033200</b> This course is a continuation of Accounting I. It focuses on managerial and financial accounting. Computerized accounting is emphasized.	<b>1 term</b>	<b>1</b>	<b>11-12</b>		<b>Accounting I and teacher approval</b>
<b>Web Design I</b> <b>CC# 81071100</b> This course offers a broad foundation of knowledge and skills to prepare students for careers in digital publishing. Emphasis is on computer generated are and text, graphic design, graphic production, electronic layouts and illustrations, electronic scanning and the use of digital cameras. The software used is Dreamweaver.	<b>1 term</b>	<b>1</b>	<b>10-12</b>		<b>Introduction to Information Technology</b>
<b>Web Design II</b> <b>CC# 82071200</b> This course provides advanced concepts for Internet, Intranet and Web Design.	<b>1 term</b>	<b>1</b>	<b>11-12</b>		<b>Web Design I and Teacher Approval</b>

<b>COURSE NAME</b>	<b>COURSE LENGTH</b>	<b>CREDIT</b>	<b>OPEN TO</b>	<b>DUES</b>	<b>PREREQUISITE</b>
<b>Digital Design I/ Yearbook</b> <b>CC# 82095100</b> This course is designed to develop basic entry-level skills required for careers in the digital publishing industry through the publication of the school's yearbook, The Crown Jewel. Students plan, publish, and sell the yearbook. Financial records are maintained. Students must take this course 1 <sup>st</sup> semester and the next course number 2 <sup>nd</sup> semester.	1 term	1	10-12		Introduction to Information Technology and Teacher approval.
<b>Digital Design II/Yearbook</b> <b>CC# 82095200</b> This course continues the development of basic entry-level skills required for careers in the digital publishing industry through the publication of The Crown Jewel.	1 term	1	10-12		Digital Design I and Teacher Approval
<b>Digital Design III/Yearbook</b> <b>CC# 82095300</b> This course provides practical application of all desktop publishing through the publication of The Crown Jewel.	1 term	1	11-12		Digital Design II and Teacher Approval
<b>Digital Design IV/Yearbook</b> <b>CC# 82095400</b> This course provides practical application of all desktop publishing through the publication of The Crown Jewel.	1 term	1	11-12		Digital Design III and Teacher Approval
<b>Network computer maintenance and repair (A+ Hardware)</b> <b>CC # CET1174C</b> This course is an introduction to network maintenance and repair. Preventative maintenance and diagnosis of the microcomputer are emphasized, along with basic to advanced troubleshooting skills. Software and hardware tools are used and evaluated in class. Preventative maintenance, upgrades, system diagnostics, configuration/batch files, power, memory, drives, input, modems, communications, and printing are examined to determine the interactions with the network. Hands-on labs are used to apply and reinforce class work. A+ Certification exam 601	1 term	1 HS 3 college	11-12		Keyboarding and/or Business Information Systems
<b>Operating systems technologies (A+ Software)</b> <b>CC# CTS2110C</b> This course presents the information and skills necessary to complete the operating system technology exam for Comp T\A A+ Certification and prepares students for further studies in the Computer Network Engineering Technology Program. This course includes basic instruction of command line prompt utilities and commands, Windows 9x and Windows 200/XP installation and configuration. Students study how to troubleshoot and repair microcomputer operating systems faults. A+ certification exam 602	1 term	1 HS 3 college	11-12		Keyboarding and/or Business information Systems Network computer maintenance and repair

COURSE NAME	COURSE LENGTH	CREDIT	OPEN TO	DUES	PREREQUISITE
<p><b>PSC Microcomputer keyboarding I</b>  <b>CC# OST1143C</b>            In this course, students practice operation of the keyboard and the 10-key pad by touch, and create business documents including memos, business letters, e-mail messages, reports, and newsletters with graphics using current word- processing software. This class is designed for students with little or no keyboarding experience.  <b>PSC credits: 3 hours Lecture, 1 hour Lab, 3 credit(s)</b></p>	.5 term	.5	All		Dual enrollment requirements
<p><b>PSC Microcomputer keyboarding II</b>  <b>CC # OST1142C</b>            This course is a continuation of <i>Microcomputer Keyboarding I</i> (OST 1142C). Students build speed and accuracy by touch, and apply advanced formatting techniques using current word-processing software. This course emphasizes mastery of document design, and students produce documents such as memos, e-mails, letters, reports, computerized forms (fill-in forms), minutes, newsletters, and news releases.  <b>PSC credits: 3 hours Lecture, 1 hour Lab, 3 credit(s)</b></p>	.5 term	.5	All		Dual enrollment requirements AND OST 1142C or placement exemption (Credit by Exam)

## EXCEPTIONAL STUDENT EDUCATION

**ALL EXCEPTIONAL STUDENT CLASSES WILL BE SCHEDULED BY GUIDANCE STAFF WITH THE ASSISTANCE OF THE TEACHER FOR EXCEPTIONAL STUDENTS.**

<b>EXCEPTIONALITIES</b>	<b>COURSES</b>
<b>Specific Learning Disabilities</b>	<b>Math</b>
<b>Emotionally Handicapped</b>	<b>English</b>
<b>Educable Mentally Handicapped</b>	<b>Reading</b>
<b>Severely Emotionally Disturbed</b>	<b>Science</b>
<b>Hearing Impaired</b>	<b>Social Studies</b>
<b>Physically Impaired</b>	<b>Health and Safety</b>
<b>Visually Impaired</b>	<b>Career Preparation</b>
<b>Other Health Impaired</b>	<b>Career Experiences</b>
<b>Language Impaired</b>	<b>Career Placement</b>
<b>Traumatic Brain Injury</b>	<b>Learning Strategies</b>
<b>Autistic</b>	<b>Job Preparatory Education</b>
<b>Speech Impaired</b>	<b>Social and Personal Skills</b>
<b>Gifted</b>	<b>Specially Designed Physical Education</b>

It is the belief of the faculty and staff that decisions regarding educational placement of students with disabilities must be based on the needs of each individual student. At Lake Wales High School the majority of ESE students are provided access to regular education courses. Inclusive practices benefit students with disabilities by providing them with co-taught classrooms, enhanced skill acquisition and generalization and access to more rigorous and relevant curriculum. Inclusion also increases the proportion of IEP objectives achieved and increases inclusion in future environments.

“Any secondary ESE student who is not able to complete all expectations of a general education course may be scheduled for an ESE course code and be given a pass/fail for the ESE course code based on mastery of the benchmarks in the ESE Course Description in order to earn an elective credit.” The student will have to repeat the course being dropped in order to meet the requirements of a Standard Diploma.

## FAMILY & CONSUMER SCIENCES

**Program Areas for Florida Vocational Gold Seal Scholars Award**  
**Three credits are required for Bright Futures and four credits are required for a major.**

Early Childhood Education  
**Early Childhood Education I**  
**Early Childhood Education II**  
**Early Childhood Education III**

Culinary Operations  
**Culinary Operations 1**  
**Culinary Operations 2**  
**Culinary Operations 3**

<b>COURSE NAME</b>	<b>COURSE LENGTH</b>	<b>CREDIT</b>	<b>OPEN TO</b>	<b>DUES</b>	<b>PREREQUISITE</b>
<b>Early Childhood Education I</b> <b>CC# 85032110</b> This first level of Early Childhood Education covers the 10 and 20-hour competencies for the Department of Children and Families and general competencies for initial employment. Students will acquire competence in state rules and regulations; clean, safe and healthy learning environments; food service and nutrition education; and child abuse and neglect.	<b>1 term</b>	<b>1</b>	<b>10-12</b>	<b>\$15.00</b>	<b>None</b>
<b>Early Childhood Education II</b> <b>CC# 85032120</b> The second level of Early Childhood Education allows the students to develop their curriculum file, obtain skills in observation and recording, and learning developmentally appropriate practices.	<b>1 term</b>	<b>1</b>	<b>10-12</b>	<b>\$15.00</b>	<b>Early Childhood Education I and teacher approval</b>
<b>Early Childhood Education III</b> <b>CC# 85032130</b> During the third level of Early Childhood Education, students are placed at a childcare facility or elementary school to demonstrate their professionalism, leadership, and organizational skills. They are required to assist their teacher mentor and develop lesson plans.	<b>1 term</b>	<b>1</b>	<b>11-12</b>	<b>\$15.00</b>	<b>Early Childhood Education II and teacher approval</b>
<b>Early Childhood Education IV</b> <b>CC# 85032140</b> This course prepares students to be child development specialists. Students will acquire competence in the areas of mentoring, workshop development, team building, brain research and professional development.	<b>1 term</b>	<b>1</b>	<b>11-12</b>	<b>\$15.00</b>	<b>Early Childhood Education III and teacher recommendation.</b>
<b>Culinary Operations I</b> <b>CC# 85152100</b> This course is the first level of a three-credit core in the Culinary Operations program. Level one will help students understand basic nutrition, food preparation, and culinary techniques. Ethnic and regional foods will also be introduced. Beginning catering and a student-run restaurant will provide opportunities to showcase creative talents.	<b>1 term</b>	<b>1</b>	<b>9-12</b>	<b>\$30.00</b>	<b>None</b>

<b>COURSE NAME</b>	<b>COURSE LENGTH</b>	<b>CREDIT</b>	<b>OPEN TO</b>	<b>DUES</b>	<b>PREREQUISITE</b>
<b>Culinary Operations II</b> <b>CC# 85152200</b> This course is the second level of a three-credit core in the Culinary Operations program. Students will develop competence in career opportunities within the food service industry. Advanced food preparation skills, team-work, safety and sanitation principles, recipes, commercial tools, front-of-the house and back-of-the house duties will be the main focus at this level. Catering for the community and a student-run restaurant will continue to be a major part of level two of the program.	<b>1 term</b>	<b>1</b>	<b>10-12</b>	<b>\$30.00</b>	<b>Culinary Operations I and teacher approval</b>
<b>Culinary Operations III-IV</b> <b>CC# 85152300, 85151100</b> This course is the third level of a three-credit core in Culinary Operations. Completion of this program will allow the student to be eligible for the Gold Seal Scholars Award and the National Restaurant Association certification and scholarship. Major focus will be placed on work-site experience and may include an on-the-job component. Catering for the community and a student-run restaurant will also continue in level three.	<b>1 term each</b>	<b>1 credit each</b>	<b>10-12</b>	<b>\$30.00</b>	<b>Culinary Operations II and teacher approval.</b>

## FOREIGN LANGUAGES

**Four credits are required for a major.**

Foreign Languages are offered at Lake Wales High School because state universities in Florida require two sequential years of the same language for admission and because of their usefulness as disciplines and tools. The Florida Academic Scholars Program has the same requirement.

Foreign language courses require considerable memorization and the ability to analyze patterns. Students should be aware that there will be daily homework and class assignments. In the modern languages, progress in the ability to speak, read, write, listen with understanding and knowledge of the culture will be assessed.

Since these courses are college preparatory, it is recommended that students entering the first year have at least a “C” average in English. A grade of “C” is also recommended for progression to the next level of any language. Students not meeting these prerequisites should consult with their counselor.

<b>COURSE NAME</b>	<b>COURSE LENGTH</b>	<b>CREDIT</b>	<b>OPEN TO</b>	<b>DUES</b>	<b>PREREQUISITE</b>
<b>Spanish I</b> <b>CC# 07083400</b> The students will develop basic vocabulary and structure to express himself concerning immediate conversational needs in the present tense. Stress will be on pronunciation and listening skills. The student will develop an understanding of cultural concepts through geography, history, and customs of Spanish speaking cultures.	<b>1 term</b>	<b>1</b>	<b>9-12</b>		<b>Grade of “C” or higher in English</b>
<b>Spanish II</b> <b>CC# 07083500</b> Students will expand vocabulary and structure skills to include more situational vocabulary in present and past tenses. Students will develop more reading, writing, listening and speaking skills as well as continue their overview of the Spanish cultures.	<b>1 term</b>	<b>1</b>	<b>9-12</b>		<b>C average in Spanish I</b>
<b>Spanish II Honors</b> <b>CC# 0708350H</b> Students will expand vocabulary and structure skills to include more situational vocabulary in present and past tenses. Students will develop more reading, writing, listening and speaking skills as well as continue their overview of the Spanish cultures.  This course is for students who are serious about the language and are planning on continuing to upper levels.	<b>1 term</b>	<b>1</b>	<b>9-12</b>		<b>B or higher average in Spanish I and teacher recommendation.</b>
<b>Spanish III</b> <b>CC# 07083600</b> Students will continue to expand their use of vocabulary and structure to emphasize more writing and conversational skills, all tenses and moods. Selected readings will be used to develop comprehension of an extended vocabulary, and the Hispanic cultures.	<b>1 term</b>	<b>1</b>	<b>10-12</b>		<b>B average in Spanish II; C average in Spanish II Honors and teacher approval.</b>

<b>COURSE NAME</b>	<b>COURSE LENGTH</b>	<b>CREDIT</b>	<b>OPEN TO</b>	<b>DUES</b>	<b>PREREQUISITE</b>
<b>Spanish IV</b> <b>CC# 07083700</b> Students will develop a more advanced language structure and use of idiomatic expressions with emphasis on reading comprehension and conversational skills, as well as develop an appreciation of the Hispanic cultures through a variety of materials.	<b>1 term</b>	<b>1</b>	<b>10-12</b>		<b>B average in Spanish III and teacher approval.</b>
<b>Spanish V</b> <b>CC# 07083800</b> Specific content to be covered includes: Communication skills through oral reports, reading selections, newspapers and magazine articles. Adaptations of short stories, plays and compositions are included.	<b>1 term</b>	<b>1</b>	<b>11-12</b>		<b>B average in Spanish IV and teacher approval.</b>
<b>Advanced Placement Spanish Language</b> <b>CC# 07084000</b> The purpose of Advanced Placement Spanish Language is to develop oral and written fluency in the language to prepare the students for the Advanced Placement test. A minimum of three years of Spanish required for non-native speakers.	<b>1 term</b>	<b>1</b>	<b>11-12</b>		<b>At least three terms of Spanish, B average, or teacher recommendation. Must complete AP agreement including completing the AP exam.</b>
<b>French I</b> <b>CC# 07013200</b> The students will develop basic vocabulary and structure to express him/herself concerning immediate conversational needs in the present tense. Stress will be on pronunciation and listening skills. The student will develop an understanding of cultural concepts through geography, history, and customs of French speaking cultures.	<b>1 term</b>	<b>1</b>	<b>9-12</b>		<b>None</b>
<b>French II</b> <b>CC# 07013300</b> Students will expand vocabulary and structure skills to include more situational vocabulary in present and past tenses. Students will develop more reading, writing, listening and speaking skills as well as continue their overview of the Spanish cultures.	<b>1 term</b>	<b>1</b>	<b>9-12</b>		<b>"C" average in French I</b>

## JROTC

COURSE NAME	COURSE LENGTH	CREDIT	OPEN TO	DUES	PREREQUISITE
<p><b>ROTC I-LET I/ Leadership Ed I</b>  <b>CC# 18013000, 18033000</b></p> <p>These two courses gives the student basic instruction in Leadership Theory and Application; Study and Communication, Conflict Resolution, Wellness, Fitness and First Aid; Geography and Earth Science; Citizenship and American History; Drill and Ceremonies; Wear of Uniform; Cadet Challenge; and selected optional subjects.</p>	<p><b>1 term each</b></p>	<p><b>1 credit each</b></p>	<p><b>9-12</b></p>		<p><b>None</b></p>
<p><b>ROTC-LET II/ Leadership Ed II</b>  <b>CC# 18013100, 18033100</b></p> <p>This course provides intermediate instruction and application of Leadership, Testing and Communication Skills, Conflict Resolution, Wellness, Fitness and First Aid; Geography and Earth Science; Citizenship and American History; Drill and Ceremonies; Wear of Uniform; Cadet Challenge; and selected optional subjects.</p>	<p><b>1 term each</b></p>	<p><b>1 credit each</b></p>	<p><b>10-12</b></p>		<p><b>ROTC I and instructor approval</b></p> <p>Upon completion of the Army JROTC Leadership Education and Training courses I and II, students may substitute, on a curriculum equivalency basis, one JROTC credit for 0.5 credit of Life Management Skills to satisfy the Life Management Skills requirement needed for graduation and one JROTC credit for 0.5 credit Practical Arts.</p>
<p><b>ROTC-LET III/Leadership III</b>  <b>CC# 18013200, 18033200</b></p> <p>This course provides advanced instruction and application of Leadership, Testing and Communication Skills, Conflict Resolution, Wellness, Fitness and First Aid; Geography and Earth Science; Citizenship and American History; Drill and Ceremonies; Wear of Uniform; Cadet Challenge; and selected optional subjects.</p>	<p><b>1 term each</b></p>	<p><b>1 credit each</b></p>	<p><b>11-12</b></p>		<p><b>ROTC II and instructor approval</b></p>
<p><b>ROTC-LET IV/Leadership IV</b>  <b>CC# 18013300, 18033300</b></p> <p>This course provides continuing instruction and application of Leadership, Testing and Communication Skills, Conflict Resolution, Wellness, Fitness and First Aid; Geography and Earth Science; Citizenship and American History; Drill and Ceremonies; Wear of Uniform; Cadet Challenge; and selected optional subjects.</p>	<p><b>1 term each</b></p>	<p><b>1 credit each</b></p>	<p><b>12</b></p>		<p><b>ROTC III and instructor approval</b></p>

## LANGUAGE ARTS

COURSE NAME	COURSE LENGTH	CREDIT	OPEN TO	DUES	PREREQUISITE
<b>Intensive Reading</b> <b>CC# 10004100</b> Intensive Reading provides instruction in English language skills including reading, writing, speaking, and listening in the content areas of literature and language. Emphasis is on reading skills necessary for comprehension, preparation for the FCAT; the writing process, focusing on multi-paragraph papers as related to Florida Writes, grammar usage and mechanics. <i>This course counts as an academic elective not as an English credit.</i>	1 term	1	9-10		<b>All students scoring below a Level 3 on the FCAT Communications test will be placed in Intensive Reading or Intensive Language Arts.</b>
<b>Intensive Language Arts</b> <b>CC# 10004000</b> The purpose of this course is to enable students to develop language arts skills through remedial instruction and practice. <i>This course counts as an academic elective not as an English credit.</i>	1 term	1	11-12		
<b>English I</b> <b>CC# 10013100</b> English I provides instruction in English language skills including reading, writing, speaking, and listening in the content areas of literature and language. Emphasis is on reading and vocabulary necessary for comprehension; the writing process, focusing on writing effective paragraphs and multi-paragraph papers; grammar, usage, and mechanics; formal and informal speaking; and analysis of literary genres.	1 term	1	9		None
<b>English Honors I</b> <b>CC# 10013200</b> The honors course promotes excellence in English language arts through enriched experiences in literature, writing, speaking, and listening. It includes instruction in the use of the writing process in creative, logical, and critical modes; formal speaking; the critical skills of listening and observation; and critical analysis of major literary genres.	1 term	1	9		Teacher Recommendation
<b>English II</b> <b>CC# 10013400</b> This course provides instruction in English language skills and in the study of world literature. Emphasis is on instruction in reading and vocabulary for comprehension; composition, focusing on writing for various purposes and audiences; grammar, mechanics, usage, and other conventions of standard English; mass media, including analysis of propaganda and persuasive techniques; effective techniques of oral presentation; analysis of selections from world literature; research techniques; and state test preparation.	1 term	1	10		English I

<b>COURSE NAME</b>	<b>COURSE LENGTH</b>	<b>CREDIT</b>	<b>OPEN TO</b>	<b>DUES</b>	<b>PREREQUISITE</b>
<b>English Honors II</b> <b>CC# 10013500</b> This course promotes academic excellence in English language arts through study of literature and enriched experiences in composition, speech, and listening skills. Emphasis is on the creative, logical, and critical aspects of the writing process; usage, mechanics, and other elements of standard English; formal and informal speaking; study of verbal analogies; critical listening and observation skills; universal themes found in world literature; critical analysis of various genres, research techniques and state test preparation.	<b>1 term</b>	<b>1</b>	<b>10</b>		<b>A average in English I with teacher recommendation or C average in English Honors I.</b>
<b>Pre AP English II</b> <b>CC# 10013501</b> This course is designed to equip the student with rhetorical skills in the evaluation and appreciation of language and literature and with the development of critical thinking. Emphasis is placed on the process of creative, logical, and critical aspects of writing (concentrating on usage, mechanics, and other elements of standard English). In addition, mastery of advanced vocabulary and communication skills will be stressed. The student will be working with a wide range of literary genres including poems, essays, short stories, speeches, drama, novels, and various forms of nonfiction in world literature from a variety of time periods concentrating on works of recognized literary merit for the purpose of fostering cultural literacy.	<b>1 term</b>	<b>1</b>	<b>10</b>	<b>\$10</b>	<b>English I Honors A or B Teacher recommendation</b>
<b>English III</b> <b>CC# 10013700</b> This course provides instruction in American literature and in English language skills, including reading, writing, speaking, and listening. It includes frequent practice in writing multi-paragraph papers of various types, with particular attention to the writing of documented papers, development of reference and summarizing skills; study of verbal analogies; and analysis of American literary works in various genres.	<b>1 term</b>	<b>1</b>	<b>11</b>		<b>English II</b>
<b>English Honors III</b> <b>CC# 10013800</b> The course promotes academic excellence in English arts through enriched experiences in reading, writing, speaking, and listening and provides instruction in the study of American literature. It includes frequent practice in writing multi-paragraph essays in a variety of types, including documented papers; development of reference skills and methods of summarizing; formal and informal oral communication; analysis of American literary works representing the ethnic and cultural diversity of the American experience; and analysis of American dialects.	<b>1 term</b>	<b>1</b>	<b>11</b>		<b>A average in English II with teacher recommendation or C average in English II Honors.</b>

<b>COURSE NAME</b>	<b>COURSE LENGTH</b>	<b>CREDIT</b>	<b>OPEN TO</b>	<b>DUES</b>	<b>PREREQUISITE</b>
<p><b>Advanced Placement English: Language and Composition</b>  <b>CC# 10014200</b></p> <p>This course is designed to help students become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and to become skilled writers who can compose for a variety of purposes. By their writing and reading in this course, students should become aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effective writing. The college composition course that the AP Language and Composition course is intended to parallel is one of the most varied in the curriculum. The college course often allows students to write in a variety of forms--narrative, exploratory, expository, and argumentative--and on a variety of subjects, from personal experiences to public policies, from imaginative literature to popular culture. But the main objective in most first-year writing courses is to enable students to write effectively and confidently in all their college courses as well as in their professional and personal lives.</p>	<b>2 terms</b>	<b>2</b>	<b>11</b>	<b>\$10</b>	<b>A average in English Honors II or and A/B average in Pre AP.</b>
<p><b>English IV</b>  <b>CC# 10014000</b></p> <p>This course provides instruction in English language skills and the study of British literature. It includes development of vocabulary and reading skills; practice in real-life writing experiences; opportunities to develop speaking and listening skills; development of skills in critical analysis; and study of representative selections from British literature as they reflect development of literary traditions and changes in the language.</p>	<b>1 term</b>	<b>1</b>	<b>12</b>		<b>English III</b>
<p><b>English Honors IV</b>  <b>CC# 10014100</b></p> <p>This course promotes academic excellence in English language arts through enriched experiences in communication skills and through instruction in literature of Great Britain as a part of our literary heritage. It includes development of the ability to analyze critically; opportunities to extend speaking, listening, and viewing skills; vocabulary development; study of major British literary works in relation to cultural influences and to the development of literary traditions; and an overview of the history of the language.</p>	<b>1 term</b>	<b>1</b>	<b>12</b>		<b>A/B average in English III or C average in English Honors III and teacher recommendation.</b>

<b>COURSE NAME</b>	<b>COURSE LENGTH</b>	<b>CREDIT</b>	<b>OPEN TO</b>	<b>DUES</b>	<b>PREREQUISITE</b>
<b>Advanced Placement English: Literature and Composition</b> <b>CC# 10014300</b> This course is designed to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes, as well as such smaller scale elements as the use of figurative language, imagery, symbolism, and tone. The course should include intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit.	<b>2 terms</b>	<b>2</b>	<b>12</b>	<b>\$10</b>	<b>A in English Honors III &amp; teacher recommendation OR currently in AP Language.</b>
<b>Drama I</b> <b>CC# 04003100</b> This course introduces students to the study and practice of theatre arts and literature, including the history of the theatre, fundamentals of theatre operations—scenery construction, costuming, lighting, make-up—and fundamentals of acting.	<b>1 term</b>	<b>1</b>	<b>10-12</b>	<b>\$6</b>	<b>None</b>
<b>Drama II</b> <b>CC# 04003200</b> This course provides further development of skills useful to the study and practice of theatre arts. It includes instruction in skills in reading and interpretation; techniques and mechanics of acting; stagecraft; character analysis and portrayal; interpretive and analytical study of plays; and play production.	<b>1 term</b>	<b>1</b>	<b>10-12</b>	<b>\$6</b>	<b>Drama I and teacher approval.</b>
<b>Drama III</b> <b>CC# 04003300</b> This course includes the study of specific acting techniques used in various kinds of dramatic presentations; study of acting theories; and practice and theory in set design, make-up, and lighting. Students will participate directly in various theatrical presentations.	<b>1 term</b>	<b>1</b>	<b>11-12</b>	<b>\$6</b>	<b>Drama II and teacher approval.</b>
<b>TV Production I</b> <b>CC# 11003000</b> The purpose of this course is to provide opportunities for students to develop beginning skills in television production and digital video editing. The content includes a brief history of TV and its role in mass media, television-related careers, writing for TV, and basic equipment used such as camcorders, cameras, lights, microphones, and VCRs.	<b>1 term</b>	<b>1</b>	<b>9-12</b>		<b>None</b>

<b>COURSE NAME</b>	<b>COURSE LENGTH</b>	<b>CREDIT</b>	<b>OPEN TO</b>	<b>DUES</b>	<b>PREREQUISITE</b>
<b>TV Production II</b> <b>CC# 11003100</b> The purpose of this course is to provide opportunities to develop skills in the use of more advanced equipment for television production and to help in producing programs for television. The content should include developing skills for writing, producing, directing and digital video editing TV programs, basic set design and use of all control units.	<b>1 term</b>	<b>1</b>	<b>9-12</b>		<b>TV Production I and teacher approval</b>
<b>TV Production III &amp; IV</b> <b>CC# 11003200, 11003300</b> The purpose of this course is to provide advanced opportunities television production and digital video editing, and directing by preparation of the HNN Program.	<b>1 term each</b>	<b>1 credit each</b>	<b>10-12</b>		<b>TV Production II and teacher approval</b>
<b>Journalism (Newspaper) I, II, III, IV</b> <b>CC# 1006300, 1006310, 1006320, 1006330</b> This course is designed to develop skills in the entry-level requirements of desktop publishing. The content includes composition, copy preparation, layout design and measurements. The students will plan and create the school's newspaper. "The Highlander".	<b>1 term</b>	<b>1</b>	<b>9-12</b>		<b>None</b>
<b>SAT Prep (Applied Comm. II)</b> <b>CC# 10083200, 17003704</b> Advanced Reading concentrates on verbal and reading skills needed to improve SAT and ACT scores.  Critical Thinking and Study Skills concentrates on math skills needed to improve SAT and ACT results. This course is strongly recommended for students desiring admissions to a four-year university program.	<b>1 quarter each</b>	<b>½ each</b>	<b>11-12</b>		<b>Algebra I, English I and II, and Geometry</b>

## MATHEMATICS

<b>If the last Math Course was or if you are now taking:</b>	<b>AND your grade in this course was or will be:</b>	<b>THEN the recommended placement for your next math class is:</b>
<i>M/J Math 3</i>	<i>A or B C or below</i>	<i>Algebra 1A &amp; Algebra 1B Pre-Algebra</i>
<i>M/J Math 3 Advanced</i>	<i>A or B C or below</i>	<i>Algebra 1 Honors Algebra 1A &amp; Algebra 1B</i>
<i>Algebra 1 – 8<sup>th</sup> Grade</i>	<i>A or High B &amp; Teacher Rec. C &amp; denied 8<sup>th</sup> grade Algebra credit D or below</i>	<i>Honors Geometry Algebra 1 Honors  Algebra 1A &amp; Algebra 1B</i>
Algebra 1 Honors	A B C	Geometry Honors Geometry
Algebra 1A	A B C D or F	Algebra 1B Algebra 1A
Algebra 1B	A B or C D or F	Geometry Algebra 1B
Geometry	A with Teacher Rec. A, B or C D or below	Algebra 2 Liberal Arts Math Geometry
Geometry Honors	B or above C D or below	Algebra 2 Honors Algebra 2 Geometry
Algebra 2	A and Teacher Rec. A, B or C D or below	Pre-calculus Advanced Math Topics Algebra 2 <u>or</u> Liberal Arts Math
Algebra 2 Honors	A B C D & F	Pre-Calculus Advanced Topics Algebra 2
Advanced Topics in Math	A B C D	Pre-calculus w/ teacher approval Advanced Topics in Math
Pre-Calculus	A B C D or lower	AP Calculus w/ teacher approval Repeat Pre-Calculus
Analysis of Functions/ AP Calculus AB	A B C	AP Calculus BC
Algebra 2 or above	Passing score on the CPT	PCC Intermediate or College Algebra
Math Analysis/ AP Calculus BC	Teacher Recommendation only	

- If a student took Algebra at the middle school level, the parent is given the option to deny credit in order to allow their child to retake this foundational course at the high school level. If the parent chooses to accept the credit, the child will be placed in a Geometry course their first semester at LWHS. Regardless of which avenue is pursued, students on both tracks will enter AP courses at the same time.
- Lake Wales High School recommends repeating any math course in which the student does not receive at least a 2.0 or “C” on the first attempt.
- If a student is not successful in a course after 2 attempts, a conference should be scheduled to discuss alternatives to achieving success.
- All students will take a math class each semester through their Junior year. If a student has successfully passed Algebra 2, then he/she should assess their future plans and the role of mathematics to determine what courses he/she should take. If a student has NOT successfully passed Algebra 2, then he/she should continue taking math each semester until this requirement is met. These plans should be discussed in Junior and Senior conferences with their guidance counselor.

- Any student that has not met the requirement of passing the FCAT for graduation will be placed in a math course focusing on the skills needed for the test during the junior and/or senior year. This course will count for 1 elective credit.

## MATHEMATICS

COURSE NAME	COURSE LENGTH	CREDIT	OPEN TO	DUES	PREREQUISITE
<b>Algebra IA</b> <b>CC# 12003700</b> This course provides the foundation for more advanced mathematics courses. Topics shall include, but not be limited to, sets, variables, structure and properties of the real number system, first-degree equations/inequalities, relations, and functions. <i>Algebra IA and Algebra IB satisfy the Algebra credit for graduation requirements.</i>	1 term	1	9-12		C average in Pre-Algebra or A or B in M/J Math 3 or B in M/J Math Advanced
<b>Algebra IB</b> <b>CC# 12003800</b> This course strengthens the mathematical skills required of college bound students for further study of mathematics. Topics shall include but not be limited to polynomials, factoring, algebraic expressions, equalities, inequalities, graphs, systems of equations/inequalities, and rational algebraic expressions. <i>Algebra IA and Algebra IB satisfy the Algebra credit for graduation requirements.</i>	1 term	1	9-12		C average or above in Algebra IA
<b>Algebra I Honors</b> <b>CC# 12003200</b> This course provides a rigorous and in-depth study of Algebra I emphasizing deductive reasoning skills. Topics shall include but not be limited to, operations and properties of the real number system; algebraic/graphical solutions to 1st degree equations and inequalities; relations and functions; quadratic equations/inequalities/functions	1 term	1	9		Teacher recommendation and level 4 or 5 on 8 <sup>th</sup> grade FCAT
<b>Geometry</b> <b>CC# 12063100</b> This course is a study of Euclidean geometry, emphasizing proofs and skill in applying the deductive method to mathematical situations. Topics shall include, but not be limited to, logic and reasoning, the study of lines, planes, angles, triangles, similarity, congruence, geometric inequalities, polygons and circles, area and volume, and constructions.	1 term	1	10-12		C average in Algebra IB
<b>Geometry Honors</b> <b>CC# 12063200</b> This course is a rigorous in-depth study of Euclidean geometry emphasizing methods of proof and the formal language of mathematics. Topics shall include but not be limited to structure of geometry, separation properties, angles, triangles, quadrilaterals, perpendicular and parallel lines, polygons, circles and	1 term	1	9-10		B or higher in Algebra I Honors or A or high B in 8 <sup>th</sup> grade Algebra.

<b>COURSE NAME</b>	<b>COURSE LENGTH</b>	<b>CREDIT</b>	<b>OPEN TO</b>	<b>DUES</b>	<b>PREREQUISITE</b>
topology, transformation and non-Euclidean geometry.					
<b>Liberal Arts Math</b> <b>CC# 12083000</b> This purpose of this course is to enable students to strengthen algebraic and geometric concepts and skills necessary for further study of mathematics.	<b>1term</b>	<b>1</b>	<b>10-12</b>		<b>Geometry</b>
<b>Algebra II</b> <b>CC# 12003300</b> This course continues the study of algebra. Topics shall include, but not be limited to, the review and extension of the structure and properties of the real number system, relations, functions and graphs, polynomials and rational expressions, irrational exponents, quadratic equations/inequalities, functions, logarithms, complex numbers, and word problems.	<b>1 term</b>	<b>1</b>	<b>10-12</b>		<b>A or B in Geometry &amp; C or above in Algebra I</b>
<b>Algebra II Honors</b> <b>CC# 12003400</b> This course is an in-depth study of the topics of Algebra II with emphasis on theory, proof, and development of formulas and their applications. Topics include but are not limited to algebraic structure, 1 <sup>st</sup> degree equations in one and two variables, solved algebraically and graphically, systems of equations, and inequalities, functions and relationships, radicals, and complex numbers.	<b>1 term</b>	<b>1</b>	<b>9-11</b>		<b>B average in Geometry Honors and Algebra I Honors.</b>
<b>Pre-Calculus</b> <b>CC# 12023400</b> <i>*For students pursuing AP Calculus</i> This course prepares students for calculus. Topics shall include, but not be limited to, circular functions and their inverses. Solutions of right triangles, acute and oblique triangles, conic sections, exponential and logarithmic functions and vectors.	<b>1 term</b>	<b>1</b>	<b>10-12</b>		<b>C or higher in Algebra II Honors</b> <b>A in Algebra II and teacher approval</b>
<b>Advanced Topics in Mathematics</b> <b>CC# 129830A0</b> The purpose of this course is to enhance and continue the study of mathematics after Algebra I, Geometry, and Algebra II, and provide a college level foundation to students not aspiring to a math, science, or technical major. Topics include, but are not limited to, concepts of logic, properties of real and complex number systems, circle geometry, polynomial, exponential, and logarithmic functions, data analysis, arithmetic and geometric sequences and series, matrix operations, conic sections, and introduction to trigonometric functions and their applications.	<b>1 term</b>	<b>1</b>	<b>10-12</b>		<b>C or higher in Algebra II</b> <b>Or</b> <b>C in Algebra II Honors</b>

<b>COURSE NAME</b>	<b>COURSE LENGTH</b>	<b>CREDIT</b>	<b>OPEN TO</b>	<b>DUES</b>	<b>PREREQUISITE</b>
<b>Analysis of Functions/ AP Calculus AB</b> <b>CC# 12012100, 12023000</b> This course provides a foundation for the study of college level advanced mathematics. Topics shall include, but not be limited to, elementary functions, hyperbolic functions, limits and continuity, derivatives, differentiation including partial differentiation, applications of the derivative, and applications of the integral.	<b>1 term</b>	<b>1</b>	<b>11-12</b>		<b>B or higher in Pre-Calculus OR C in Pre-Calculus AND teacher recommendation and student contract.</b>
<b>Math Analysis/AP Calculus BC</b> <b>CC# 12013000, 12023200</b> The purpose of this course is to provide an extensive study of the general theory and techniques of calculus. Content is specified by the Advanced Placement Program. Students will be required to take the AP Calculus BC exam at the end of the year.	<b>1 term</b>	<b>1</b>	<b>12</b>		<b>Teacher recommendation</b>
<b>Intermediate Algebra</b> <b>CC# PCC</b> This course provides the foundation for higher courses in algebra. Topics include: polynomials, factoring, rational expressions, linear and quadratic equations, exponents and radicals, graphing, systems of equations and inequalities, and applications.	<b>1 term</b>	<b>1</b>	<b>11-12</b>		<b>Teacher recommendation AND required CPT score</b> <b>The offering of this course depends on whether there are enough students and that PCC can provide an instructor</b>
<b>College Algebra</b> <b>CC# PCC</b> This course is intended for students whose program requires a strong background in college algebra or who need preparation for more advanced mathematics courses. Topics include: polynomials; linear quadratic, exponential and logarithmic functions; systems of equations and inequalities; absolute value equations; radicals; conic sections; complex numbers; and applications. Graphics calculator TI-83 or equivalent required.	<b>1 term</b>	<b>1</b>	<b>11-12</b>		<b>Teacher recommendation AND required CPT score</b> <b>The offering of this course depends on whether there are enough students and that PCC can provide an instructor</b>
<b>Math for College Success</b> <b>CC# 1200410</b> (1/2 high school elective credit only), Math for College Success essentially mirrors the non-college credit, postsecondary developmental course Elementary Algebra, MAT0024, and is recommended for students entering 12 <sup>th</sup> grade and scoring below a 72 on the Math section of the CPT/Accuplacer, below 440 on the SAT Math , or below 19 on ACT Math.	<b>1 term</b>	<b>1/2</b>	<b>12</b>		<b>Algebra, Geometry, and Algebra II or related courses.</b>

<b>COURSE NAME</b>	<b>COURSE LENGTH</b>	<b>CREDIT</b>	<b>OPEN TO</b>	<b>DUES</b>	<b>PREREQUISITE</b>
<b>Mathematics for College Readiness</b> <b>CC# 1200700</b> (1 high school math credit, meets high school math core requirement). Mathematics for College Readiness more closely mirrors the 3 semester hour college credit, postsecondary “bridge” course, Intermediate Algebra, MAT 1033. This course is most appropriate for students entering 12 <sup>th</sup> grade and scoring between 72-86 on the Math section of the CPT/Accuplacer, between 440-520 on the SAT Math, or between 19-22 on the ACT Math.	<b>1 term</b>	<b>1</b>	<b>12</b>		<b>Algebra, Geometry, and Algebra II or related courses.</b>
<b>AP Statistics</b> <b>CC #1210320</b> This course is designed to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: (1) Exploring data: describe patterns and departure from patterns. (2) Sampling and experimentation – planning and conducting a study. (3) Anticipating patterns – exploring random phenomena using probability simulation. (4) Statistical inference – estimating population parameters and testing hypotheses.	<b>1 term</b>	<b>1</b>	<b>11-12</b>		<b>Pre Calculus and/or Advanced Topics</b>

## MUSIC

<b>COURSE NAME</b>	<b>COURSE LENGTH</b>	<b>CREDIT</b>	<b>OPEN TO</b>	<b>DUES</b>	<b>PREREQUISITE</b>
<b>AP Music Theory</b> <b>CC# 1300330</b> The purpose of this course is to develop the student's ability to recognize and understand the basic materials and processes in any music that is heard or read in score. The content should include, but not be limited to, the specifications set forth by the Advanced Placement Program.1	<b>1 term</b>	<b>1</b>	<b>11-12</b>		Teacher approval Student must be enrolled in a performing music class and have a working knowledge of basic music notation. Must complete AP agreement.
<b>Band I/Instrumental Tech I</b> <b>CC# 13023000, 13024200</b> The purpose of this course is to provide students with band instrument experience. The content should include, but not be limited to, enabling students to develop fundamental skills in characteristic tone production, band performance techniques, musical literacy, and music appreciation. Students will be members of the marching band, a concert band as well as other instrumental ensembles.	<b>1 term each</b>	<b>1 credit each</b>	<b>9-12</b>		Teacher approval Placement determined by Director.  Fees are involved, as well as after-school rehearsals and performances. You must have a minimum GPA of 2.0 to be actively involved in the band program.
<b>Band II/ Instrumental Tech II</b> <b>CC# 13023100, 13024300</b> The purpose of this course is to extend experiences on band instruments. The content should include but not be limited to extending skill development in characteristic tone production, band performance techniques, musical literacy and music appreciation. Students will be members of the marching band, a concert band, as well as other instrumental ensembles.	<b>1 term each</b>	<b>1 credit each</b>	<b>10-12</b>		Teacher approval Placement determined by Director.  Fees are involved, as well as after-school rehearsals and performances. You must have a minimum GPA of 2.0 to be actively involved in the band program.
<b>Band III/ Instrumental Tech III</b> <b>CC# 13023200, 13024400</b> The purpose of this course is to provide students with instruction in the development of musicianship and technical skills through study of varied band literature. The content should include but not be limited to interpreting medium level band music; establishing appropriate tone production and performance varied style periods; formulating aesthetic awareness. Students will be members of the marching band, a concert band, as well as other instrumental ensembles.	<b>1 term each</b>	<b>1 credit each</b>	<b>11-12</b>		Teacher approval Placement determined by Director.  Fees are involved, as well as after-school rehearsals and performances. You must have a minimum GPA of 2.0 to be actively involved in the band program.
<b>Band IV/ Instrumental Tech IV</b> <b>CC# 13023300, 13024500</b> The purpose of this course is to provide students with instruction in the application of musicianship and technical skills through the study of varied band literature. The content should include but not be limited to interpreting medium level band music, refining tone production and performance techniques, understanding of musical form, style and aesthetic awareness. Students will be members of the marching band, a concert band, as well as other instrumental ensembles	<b>1 term Each</b>	<b>1 credit each</b>	<b>11-12</b>		Teacher approval Placement level determined by Band director  Fees are involved, as well as after-school rehearsals and performances. You must have a minimum GPA of 2.0 to be actively involved in the band program.

<b>COURSE NAME</b>	<b>COURSE LENGTH</b>	<b>CREDIT</b>	<b>OPEN TO</b>	<b>DUES</b>	<b>PREREQUISITE</b>
<b>Jazz Ensemble I</b> <b>CC# 13025000</b> The purpose of this course is to enable students to develop basic skills in Jazz performance through knowledge of styles and performance techniques of varied jazz and contemporary literature. The content should include, but not be limited to, technical skills, individual and ensemble techniques, performance styles, jazz idioms, rhythms, and articulation, improvisation, composition and arranging, literature and performance arranging.	<b>1 term</b>	<b>1</b>	<b>9-12</b>		<b>Director Approval</b>
<b>Jazz Ensemble II</b> <b>CC# 13025100</b> The purpose of this course is to enable students to develop intermediate-level skills in Jazz performance through knowledge of styles and performance techniques of varied jazz and contemporary literature. The content should include, but not be limited to, technical skills, individual and ensemble techniques, performance styles, jazz idioms, rhythms, and articulation, improvisation, composition and arranging, literature and performance arranging.	<b>1 term</b>	<b>1</b>	<b>9-12</b>		<b>Jazz Ensemble I and director approval</b>
<b>Jazz Ensemble III</b> <b>CC# 13025200</b> The purpose of this course is to enable students to develop proficient skills in Jazz performance through knowledge of styles and performance techniques of varied jazz and contemporary literature. The content should include, but not be limited to, technical skills, individual and ensemble techniques, performance styles, jazz idioms, rhythms, and articulation, improvisation, composition and arranging, literature and performance arranging.	<b>1 term</b>	<b>1</b>	<b>10-12</b>		<b>Jazz Ensemble II and director approval</b>
<b>Jazz Ensemble IV</b> <b>CC# 13025200</b> The purpose of this course is to enable students to develop proficient skills in Jazz performance through knowledge of styles and performance techniques of varied jazz and contemporary literature. The content should include, but not be limited to, technical skills, individual and ensemble techniques, performance styles, jazz idioms, rhythms, and articulation, improvisation, composition and arranging, literature and performance arranging.	<b>1 term</b>	<b>1</b>	<b>11-12</b>		<b>Jazz Ensemble III and Director approval</b>
<b>Orchestra I/ Instrumental I</b> <b>CC# 13023600, 13024600</b> The purpose of this course is to enable students to develop basic technical skills on string or other orchestral instruments through the refinement and performance of high school orchestra literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, and critical listening.	<b>1 Term</b>	<b>1</b>	<b>9-12</b>	\$60	<b>Teacher approval</b> <b>Placement level determined by Orchestra director</b>  <b>Fees are involved, as well as after-school rehearsals and performances. You must have a minimum GPA of 2.0 to be actively involved in the orchestra program.</b>

<b>COURSE NAME</b>	<b>COURSE LENGTH</b>	<b>CREDIT</b>	<b>OPEN TO</b>	<b>DUES</b>	<b>PREREQUISITE</b>
<b>Orchestra II/ Instrumental Tech II</b> <b>CC# 13023700, 13024700</b> The purpose of this course is to enable students to develop intermediate-level technical skills on string or other orchestral instruments through the refinement and performance of high school orchestra literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, and critical listening.	1 Term	1	10-12	\$60	<b>Teacher approval</b> <b>Placement level determined by Orchestra director</b>  <b>Fees are involved, as well as after-school rehearsals and performances. You must have a minimum GPA of 2.0 to be actively involved in the orchestra program.</b>
<b>Orchestra III/ Instrumental Tech III</b> <b>CC# 13023800, 13024800</b> The purpose of this course is to enable students to develop proficient technical skills on string or other orchestral instruments through the refinement and performance of high school orchestra literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, and critical listening.	1 Term	1	11-12	\$60	<b>Teacher approval</b> <b>Placement level determined by Orchestra director</b>  <b>Fees are involved, as well as after-school rehearsals and performances. You must have a minimum GPA of 2.0 to be actively involved in the orchestra program.</b>
<b>Orchestra IV/ Instrumental Tech IV</b> <b>CC# 13023900, 13024900</b> The purpose of this course is to enable students to develop consistently proficient technical skills on string or other orchestral instruments through the refinement and performance of high school orchestra literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, and critical listening.	1 Term	1	11-12	\$60	<b>Teacher approval</b> <b>Placement level determined by Orchestra director</b>  <b>Fees are involved, as well as after-school rehearsals and performances. You must have a minimum GPA of 2.0 to be actively involved in the orchestra program.</b>
<b>Chorus I/ Vocal Ensemble I</b> <b>CC# 13033000, 13034400</b> The purpose of this course is to provide students with experiences in basic vocal production techniques and part-singing. The content should include but not be limited to enabling basic fundamental skills in vocal tone production, choral performance techniques, musical literacy and music appreciation.	1 term each	1 credit each	9-12	\$60 per year	<b>Director approval</b>
<b>Chorus II//Vocal Ensemble II</b> <b>CC# 13033100, 13034500</b> The purpose of this course is to extend experiences in basic vocal production techniques and part-singing. The content should include but not be limited to extending development of basic musicianship skills including choral performance techniques, vocal tone production, musical literacy and music listening.	1 term Each	1 credit each	9-12	\$60 per year	<b>Chorus I and Director approval</b>
<b>Chorus III/ Vocal Ensemble III</b> <b>CC# 13033200, 13034600</b> The purpose of this course is to provide students with instruction in the development of basic vocal musicianship and technical skills through the study of varied choral literature. The content should include but not be limited to interpretation of notation; establishment of appropriate tone production and perform, varied style periods and aesthetic values.	1 term Each	1 credit each	10-12	\$60 per year	<b>Chorus II and Director approval</b>

<b>COURSE NAME</b>	<b>COURSE LENGTH</b>	<b>CREDIT</b>	<b>OPEN TO</b>	<b>DUES</b>	<b>PREREQUISITE</b>
<b>Chorus IV-VI/ Vocal Ensemble IV</b> <b>CC# 13033300, 13034700</b> The purpose of this course is to provide students with instruction in the application of vocal musicianship and technical skills through the study of varied choral literature. The content should include but not be limited to independent interpretation of easy-medium easy (E-ME) level choral music; refine-musical form, varied style periods, aesthetic perceptions.	<b>1 term each</b>	<b>1 credit each</b>	<b>10-12</b>	\$60 per year	<b>Chorus III and Director approval</b>
<b>Eurhythmics I – VI</b> <b>CC# 13053000, 13053100, 13053200, 13053300</b> The purpose of this course is to provide students with opportunities for extended acquisition of knowledge and development of techniques in the art of performing various bodily and equipment movements in rhythm using musical accompaniment. This is a performance based course.	<b>1 credit each</b>	<b>1 credit each</b>	<b>9-12</b>		<b>Director approval</b>  <b>Students will perform as part of the marching band. This includes after-school rehearsals and performances. You must have a minimum GPA of 2.0 to be actively involved in the band program.</b>

## PHYSICAL EDUCATION

COURSE NAME	COURSE LENGTH	CREDIT	OPEN TO	DUES	PREREQUISITE
<b>Life Management Skills</b> <b>CC# 08003000</b> Life Management Skills helps the student develop skills to enhance the quality of personal and family life. This course stresses positive emotional, social, physical, and intellectual development of self as well as decision-making and coping skills, consumer information, suicide information, nutrition with cooking labs, CPR and the danger of substance abuse.	1 quarter each	½	11-12		None
<b>Personal Fitness</b> <b>CC# 15013000</b> Personal Fitness provides the student with training in the importance of physical fitness; assessment of biomechanical and physiological principles to improve and maintain good health.	1 quarter	½	9-12		None
<b>Beginning Weight Training</b> <b>Intermediate Weight Training</b> <b>CC# 15013400, 15013500</b> This course includes but is not limited to the knowledge of the importance of muscular strength/endurance, assessment of muscular strength/endurance, knowledge of health problems associated with inadequate levels of muscular strength/endurance, knowledge of skeletal muscles, application of biomechanical/physiological principles to improve/maintain muscular strength/endurance, knowledge of sound nutritional practices, knowledge of the weight facility and stresses safety.	1 quarter each	½ each	9-12		None
<b>Advanced Weight Training</b> <b>Beginning Power Weightlifting</b> <b>CC# 15013600, 15014100</b> Advanced Weight Training includes but is not limited to reinforcement of the knowledge introduced in beginning and intermediate weight training programs to meet specific needs and goals. It provides knowledge concerning the organization and administration of weightlifting competition. Beginning Power Weights includes, but is not limited to, beginning, intermediate and advanced weights. Implementation of personal training programs and personal goals will be stressed, along with safety practices, further improvement of muscular strength and power, and enhancing body image.	1 quarter each	½ each	10-12		Beginning & Intermediate Weight Training and teacher approval.
<b>Team Sports I &amp; II</b> <b>CC# 15033500, 15033600</b> Team Sports I and II will include but not be limited to participation in basketball, flag football, softball, track and field, and volleyball. This course will provide students with opportunities to acquire the knowledge and skill needed to work within the team concept. Organization of teams, teamwork, social skills, and safety practices and a positive attitude will be stressed.	1 quarter each	½ each	9-12		None

# SCIENCE

\*All Science courses offered at LWHS require a \$10 lab fee.

\*Science progression is currently under review due to 0809 state mandated changes that will take place for the 0910 or later school year. A / denotes previous grade requirement/new grade requirement. These changes also result in an end of course exam which is notated below on the anticipated progressions.

## PROPOSED SCIENCE PROGRESSIONS FOR 1011

Note: \*\* denotes a CORE science course. Core science courses may not be substituted for by non-core science courses. Ninth grade student placement is based on 8<sup>th</sup> grade FCAT Reading, Math, and Science scores.

### Standard Progression

- 9<sup>th</sup> grade – \*\*Earth/Space Science
- 10<sup>th</sup> grade – \*\*Biology I (end of course exam)
- 11<sup>th</sup> grade – \*\*Physical Science
- 12<sup>th</sup> grade – Science Elective (TBD)

### Honors Progression

- 9<sup>th</sup> grade – \*\*Honors Biology (end of course exam)
- 10<sup>th</sup> grade – \*\*Honors Chemistry
- 11<sup>th</sup> grade – \*\*Honors Physics AND AP Science Elective (optional)
- 12<sup>th</sup> grade – AP Science Elective (AP Environmental, AP Biology, AP Chemistry, AP Physics) OR A&P Honors

### High Honors Progression

- 9<sup>th</sup> grade – \*\*Honors Biology (end of course exam) AND \*\*Honors Chemistry
- 10<sup>th</sup> grade – AP Environmental Science AND \*\*Honors Physics
- 11<sup>th</sup> grade – AP Chemistry
- 12<sup>th</sup> grade – AP Biology and/or AP Physics  
 \*\*\*Anatomy & Physiology Honors may be taken concurrently during 11<sup>th</sup> and 12<sup>th</sup> grade.

COURSE NAME	COURSE LENGTH	CREDIT	OPEN TO	DUES	PREREQUISITE
<b>**Biology I</b> <b>CC# 20003100</b> Biology I is a lab-oriented course, which studies the basic structure and function of both plants and animals. A practical approach to the study of functions and characteristics of living things is stressed.	1 term	1	10	\$10	None
<b>**Biology I Honors</b> <b>CC# 20003200</b> Biology I Honors is a lab-oriented course that includes the study of the basic structure and function of plants and animals, the structure and function of cells, photosynthesis, and the environmental problems of man.	1 term	1	9	\$10	8 <sup>th</sup> grade FCAT Reading, Math, & Science AL 3 or higher; Teacher Recommendation
<b>**Earth/Space Science</b> <b>CC# 20013100</b> This course involves the study of concepts basic to the Earth, its materials, processes, history, and	1 term	1	9	\$10	None

<b>COURSE NAME</b>	<b>COURSE LENGTH</b>	<b>CREDIT</b>	<b>OPEN TO</b>	<b>DUES</b>	<b>PREREQUISITE</b>
environment in space.					

<b>COURSE NAME</b>	<b>COURSE LENGTH</b>	<b>CREDIT</b>	<b>OPEN TO</b>	<b>DUES</b>	<b>PREREQUISITE</b>
<b>**Physical Science</b> <b>CC# 20033100</b> The purpose of this course is to provide opportunities to study the concepts of matter, energy, and forces and their applications through exploratory investigations and activities.	<b>1 term</b>	<b>1</b>	<b>11</b>	<b>\$10</b>	<b>Algebra I requirement complete or be concurrently enrolled in Algebra 1A/1B. Earth/Space &amp; Bio 1 or be a current 11<sup>th</sup> grader.</b>
<b>Biology II Honors</b> <b>CC# 20003300</b> Biology II entails a more in-dept study of the structure and function of vertebrate, organism. Enzymes and genetics are covered in detail. A comparative study of cells, tissues, organisms and societies are explored along with evolution as an explanation of unity and diversity. This course has a .5 weight for GPA.	<b>1 term</b>	<b>1</b>	<b>11-12</b>	<b>\$10</b>	<b>B average in Biology I Honors &amp; Chem I Honors. Application w/ teacher recommendation required. This course is paired with AP Biology.</b>
<b>Advanced Placement Biology</b> <b>CC# 20003400</b> Advanced Placement Biology is a course for students with abilities which need challenging in advanced studies of the life sciences. This course requires intensive individual effort and prepares the student for the Advanced Placement exam.	<b>1 term</b>	<b>1</b>	<b>11-12</b>	<b>\$10</b>	<b>B average in Biology II Honors. Application w/ teacher recommendation and AP Agreement required. Students are required to take the AP Biology exam</b>
<b>Anatomy/Physiology Honors</b> <b>CC# 20003600</b> Anatomy and Physiology Honors is designed to provide exploratory and advanced activities in the structures and functions of the components of the human body through the study of comparisons of the various systems of other vertebrate.	<b>1 term</b>	<b>1</b>	<b>11-12</b>	<b>\$10</b>	<b>B average in Biology I Honors &amp; Chemistry I Honors.</b>
<b>**Chemistry I Honors</b> <b>CC# 20033500</b> Chemistry I Honors is a lab-oriented course that includes calculations, chemical equations, and laboratory experience involving the use of related equipment and methods. The emphasis is on the mathematical and theoretical approach to such topics as atomic structure and balancing equations.	<b>1 term</b>	<b>1</b>	<b>9-12</b>	<b>\$10</b>	<b>C or better in Algebra I Honors &amp; Biology I Honors.</b>
<b>Chemistry II Honors</b> <b>CC# 20033600</b> Chemistry II is a program designed to investigate the physical principles and related mathematical functions beyond the basic level of inorganic chemistry and general use of the periodic table. The student will be expected to master both theory and laboratory techniques in the quantitative and qualitative levels. This course has a .5 weight for GPA.	<b>1 term</b>	<b>1</b>	<b>11-12</b>	<b>\$10</b>	<b>B average in Biology I Honors &amp; Chemistry I Honors. This course is paired with AP Chemistry. Students should be on the advanced Math progression and demonstrate success (B or better).</b>

<b>COURSE NAME</b>	<b>COURSE LENGTH</b>	<b>CREDIT</b>	<b>OPEN TO</b>	<b>DUES</b>	<b>PREREQUISITE</b>
<b>Advanced Placement Chemistry</b> <b>CC# 20033700</b> Advanced Placement Chemistry is a spring term lab-oriented course designed to prepare the student for the Advanced Placement exam. Intensive study and time are required. The course considers such topics as atomic theory, bonding, reaction types, stoichiometry, and kinetics.	<b>1 term</b>	<b>1</b>	<b>11-12</b>	<b>\$10</b>	<b>Chemistry II and application with teacher recommendation. AP agreement required. Students are required to take the AP Chemistry exam.</b>
<b>Forensic Sciences I</b> <b>CC# 2002480</b> The purpose of this course is to provide opportunities to develop knowledge of biology and physical sciences and enable students to associate this knowledge with real-life applications. The course includes, but is not limited to, scientific process, use of lab techniques, chemical basis of heredity and biotechnology, connections between the sciences and technology, society, and the environment, matter, energy, and the processes of life, medical technologies and careers, forces and motion, and the nature of matter.	<b>1 term</b>	<b>1</b>	<b>12</b>	<b>\$10</b>	<b>C average in core science courses (E/S, Bio I, Physical Sci).</b>
<b>Marine Science I</b> <b>CC# 2002500</b> The purpose of this course is to provide an overview of the marine environment. The course includes, but is not limited to, the nature of science, the origins of the oceans, the chemical, physical, and geological aspects of the marine environment, ecology of various sea zones, marine communities, diversity of marine organisms, characteristics of major marine ecosystems, characteristics of major marine phyla/divisions, and the interrelationship between man and the ocean.	<b>1 term</b>	<b>1</b>	<b>12</b>	<b>\$10</b>	<b>C average in core science courses (E/S, Bio I, Physical Sci).</b>
<b>**Physics I Honors</b> <b>CC# 20033900</b> Physics I Honors is a lab-oriented science course that includes topics relating to matter, energy, and their interactions. Emphasis is on problem-solving and laboratory application of skills and concepts.	<b>1 term</b>	<b>1</b>	<b>10-12</b>	<b>\$10</b>	<b>B average in Algebra II or B/C average in Algebra II Honors AND B/C average in Biology I Honors &amp; Chemistry I Honors.</b>
<b>Physics II Honors</b> <b>CC# 20034100</b> This course is a lab-oriented science course that includes the study of light, sound, electricity, magnetism and nuclear physics. Emphasis is on problem-solving and laboratory applications of skills and concepts. These skills will also be applied to individual and team projects.	<b>1 term</b>	<b>1</b>	<b>11-12</b>	<b>\$10</b>	<b>B average in Physics I Honors This course is paired with AP Physics. Teacher approval required.</b>

<b>COURSE NAME</b>	<b>COURSE LENGTH</b>	<b>CREDIT</b>	<b>OPEN TO</b>	<b>DUES</b>	<b>PREREQUISITE</b>
<b>Advanced Placement Physics B</b> <b>CC# 20034300</b> Advanced Placement Physics B is a course for those students who desire an advanced in-depth study of general physics. The course is the equivalent of a college freshman physics course and prepares the student for the Advanced Placement exam.	<b>1 term</b>	<b>1</b>	<b>11-12</b>	<b>\$10</b>	<b>B average in Physics II Honors and teacher recommendation. Students are required to take the AP Physics exam.</b>
<b>AP Environmental Science</b> <b>CC# 20013800</b> The purpose of this course is to study the interaction of man with the environment. The content should include, but not be limited to, the following: scientific analysis, fundamental principles and concepts about the interdependence of earth's systems, population dynamics, distribution, ownership, and use degradation of renewable and nonrenewable resources, environmental quality, global changes and their consequences, environmental and society: trade-offs and decision making choices for the future.	<b>1 term</b>	<b>1</b>	<b>10-12</b>	<b>\$10</b>	<b>B/C average in Biology I Honors &amp; Chemistry I Honors. Application &amp; APES teacher approval required. AP agreement required. Students are required to take the AP Environmental Science Exam.</b>
<b>Zoology</b> <b>CC# 2000410</b> The purpose of this course is to enable students to develop in-depth knowledge of the animal kingdom. The course includes, but is not limited to, the scientific process, use of lab techniques, terminology, cell structure and physiology of animals, inheritance and Mendelian genetics, change and adaptation, taxonomy, invertebrate and vertebrate anatomy & physiology, influences on animal behavior, reproduction and development, relationships between animals and their ecosystems, relationships between animals and humans, and connections between zoology, technology, society, and the environment.	<b>1 term</b>	<b>1</b>	<b>12</b>	<b>\$10</b>	<b>C average in core science courses (E/S, Bio I, Physical Sci).</b>

## SOCIAL STUDIES

<b>COURSE NAME</b>	<b>COURSE LENGTH</b>	<b>CREDIT</b>	<b>OPEN TO</b>	<b>DUES</b>	<b>PREREQUISITE</b>
<b>World History</b> <b>CC# 21093100</b> The purpose of this course is to acquire an understanding of the chronological development of civilization by examining the political, economic, social, religious, military, dynastic, scientific, and cultural events that have affected humanity.	<b>1 term</b>	<b>1 credit</b>	<b>9</b>		<b>None</b>
<b>World History Honors</b> <b>CC# 21093200</b> The purpose of this course is to acquire a comprehensive understanding of the past in terms of interpretations of change or process in the development of humanity. This is done by analyzing the political, economic, social, religious, military, dynastic, scientific, and cultural events that have shaped and molded humanity.	<b>1 term</b>	<b>1 credit</b>	<b>9</b>		<b>Teacher Recommendation</b>
<b>American History</b> <b>CC# 21003100</b> The course examines the people and events responsible for the United States becoming a world leader and economic giant, and the problems and the progress that resulted. Begins with Post-Reconstruction period and comes up to present time with emphasis on Post-World War II to present.	<b>1 term</b>	<b>1</b>	<b>11</b>		<b>None</b>
<b>American History Honors</b> <b>CC# 21003200</b> The course examines the people and events responsible for the United States becoming a world leader and economic giant, and the problems and the progress that resulted. Begins with Post-Reconstruction period and comes up to present time with emphasis on Post-World War II to present.	<b>1 term</b>	<b>1</b>	<b>11</b>		<b>A average in World History or C average in World History Honors and teacher recommendation</b>
<b>Advanced Placement American History</b> <b>CC# 21003300</b> The course is for students who are capable of achieving on the college level. A score of three or better (scale 1.5) on the Advanced Placement examination may earn up to six hours of college credit. A demanding schedule of analytical reading and writing assignments governing American History from early exploration to present is the course content.	<b>1 term</b>	<b>1</b>	<b>10-12</b>		<b>B average in American History Honors or teacher recommendation. Students are required to take the AP American History Exam.</b>

<b>COURSE NAME</b>	<b>COURSE LENGTH</b>	<b>CREDIT</b>	<b>OPEN TO</b>	<b>DUES</b>	<b>PREREQUISITE</b>
<b>Advanced Placement Psychology</b> <b>CC# 2107350</b> Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavioral interaction, and the progressive development of individuals. The course includes, but is not limited to, historical perspectives, research methods, biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, psychological testing, abnormal psychology, treatment of psychological disorders, and social psychology.	<b>1 term</b>	<b>1</b>	<b>11-12</b>	<b>\$10</b>	<b>Application w/ teacher approval required. Advanced standing in prior language arts and social studies classes with B average or higher.</b>
<b>Economics and American Government</b> <b>CC# 21022800, 21063100</b> Economics is designed to provide students with knowledge of economics emphasizing practical application, and decision-making skills necessary to be informed economic citizens and financially successful individuals.  American Government provides students an understanding of the foundations of understanding of American government; major provisions of the constitution; powers and duties of the legislature, executive, and judicial branches; the role of the state and local government; political parties; and the election process.	<b>1 quarter each</b>	<b>½ each</b>	<b>12</b>		<b>None</b>
<b>Economics Honors</b> <b>American Government Honors</b> <b>CC# 21023200, 21063200</b> Economics Honors is designed to develop an economic understanding, stressing the American Economic System, its principles, and structure which seeks to present an understandable, comprehensive overview of the main elements in our economy.  American Government Honors is an evaluation of those documents which shape our political traditions; an analysis of the roles of the three branches at the local, state, and national levels, a comparative view of the changing nature of the roles of the three branches of government of the local, state and national level, and a comparative view of the changing nature of political parties and interest groups.	<b>1 quarter each</b>	<b>½ each</b>	<b>12</b>		<b>A/B average in prior social studies coursework Teacher Recommendation required</b>

## NOTES:

- Classes are created on the basis of course selections made by students. The master schedule is then developed from the students' selections. No schedules are guaranteed.
- Students registered in Advanced Placement (AP) programs at Lake Wales High School are expected to take AP exams as part of the advanced placement courses. Students who have registered to take an AP course will attend a meeting where the expectations of the instructors will be discussed. Students and parents must sign an AP Agreement acknowledging their understanding of these expectations.
- Students also have availability for courses through many on-line services, adult school, and Polk Community College. See guidance for more information.