

2014-
2015

Curriculum Guide

Brooks DeBartolo Collegiate High School



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Curriculum Guide

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Introduction

Mission Statement: *Brooks DeBartolo Collegiate High School strives to be a model collegiate school offering a broad and rigorous educational program to students from diverse cultures. Within a caring, respectful environment, the school is committed to instilling in each student a desire to learn, to take appropriate risks, to accept challenges and to become a life-long learner.*

As a public charter school of choice within the School District of Hillsborough County, Brooks DeBartolo Collegiate High School serves the students in the Tampa Bay area with a unique curriculum. Students who complete our college preparatory program will be ready to enter higher institutions of learning and reach post-secondary success. BDCHS has high expectations and standards in the areas of academics, behavior, and attendance. Accredited by the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), Brooks DeBartolo is continually striving to improve in all areas for the benefit of the students we serve.

BDCHS aligns with the **College Board EXCEerator Schools Model**. Under this program, five key components are addressed:

- ◆ Implementation of a rigorous academic program in which students participate in accelerated courses in reading, writing, mathematics, science, social studies, and the arts.
- ◆ Extensive professional development to increase administrator, faculty, and staff effectiveness in implementing rigorous programs.
- ◆ Data driven teaching, learning, and assessment programs, with a particular focus on monitoring student mastery in the core content areas, the arts, and critical thinking. Data will also be used to modify program components as needed.
- ◆ College planning and counseling that supports student course selection and preparation for success in college.
- ◆ Developmental support provided through Dual Enrollment courses, community based service learning, leadership development activities, and parent involvement.

Central curriculum and instruction components:

- ◆ To inspire academic achievement, responsible citizenship and individual development in a supportive environment that embraces 21st Century skill development and application. We support students in taking full responsibility for their social/emotional

and academic potential. Through community partnership, our goal is to assist students in acquiring the knowledge and skills to become lifelong learners in a diverse society.

- ◆ **Advanced Placement (AP)** courses and examinations will be available across the curriculum. AP courses are a trademark product of the College Board, recognized by colleges and universities across the United States and world, and developed by a committee of college faculty and master AP teachers to cover the information, skills, and assignments found in the corresponding college courses.
- ◆ **Dual Enrollment (DE)** courses allow students to earn both high school and college credit simultaneously. DE courses receive the same weighted GPA as AP and IB courses per Florida legislation.
- ◆ The structured **community and service learning** program offers students the opportunity to promote the public purpose of education, bridge the gap between school and community, provide meaningful opportunities for community service linked to school-based activities, inspire student learning and action, and receive real authority, accountability, and rewards.

This Curriculum Guide provides a summary of the course offerings and various components of the curricular program including student services, academic clubs, and unique experiential learning opportunities. As a living document, it is subject to change based on the needs of our students and the requirements set by the Florida Department of Education.

BDCHS Testing dates for 2013-2014 School Year

<u>DATE</u>	<u>TEST</u>	<u>GRADE/COURSE</u>
Aug. 2014 – May 2015	NWEA (formative assessments)	9 th – 10 th (selected contents)
Aug. 2014 – May 2015	Postsecondary Educational Readiness Test (PERT)	11 th – 12 th (selected students)
Aug. – Sept 2014	School-Based Diagnostic Assessments	All grade levels (all courses)
Oct. 15, 2014	Preliminary SAT (PSAT)	9 th – 11 th
Oct. – Nov. 2014	School-Based Formative Assessments	All grade levels (all courses)
Jan. 2015	Semester Exams	9 th – 12 th
Mar. 2015	School-Based Formative Assessments	All grade levels (all courses)
TBD	CELLA	9 th – 12 th (ELL students)
May 4-15, 2015	AP Exams	All AP-enrolled students
June 2015	Semester Exams	9 th – 11 th (12 th graders in May)

Florida Standards Assessment (FSA) Language Arts and FCAT 2.0 Retakes

<u>DATE</u>	<u>GRADE</u>	<u>TEST</u>
October 6 – 17, 2014	2012-2013 Cohort – Adult	FCAT Reading 2.0 Retakes
March 2 – 13, 2015	Grades 9-11	Computer-Based Writing
April 13 – May 8, 2015	Grades 9-11	Computer-Based ELA
March 23 – April 10, 20115	2012-2013 Cohort – Adult	FCAT 2.0 Reading Retakes

FSA End-Of-Course (EOC) Assessments

<u>DATE</u>	<u>TEST</u>	<u>GRADE/COURSE</u>
Sept. 15 – 19, 2014	CBT Algebra, Geometry, and US History	Retakes and completers
Dec. 2014	CBT Algebra, Geometry, and US History	Retakes and completers
April 20 - May 15, 2015	CBT Algebra, Geometry, Algebra 2, and US History	Students enrolled in courses
July 13 – 24, 2015	CBT Algebra, Geometry, Algebra 2, and US History	Retakes and completers

Curriculum, Assessment, and Support Services

Welcome to the BDCHS Office of Student Services. Through a caring, student-centered support network, this staff seeks to serve the students as they progress toward college and career readiness, providing resources as needed throughout the journey.

BDCHS Office of Student Services Mission Statement:

It is the mission of the BDCHS Office of Student Services to inspire academic achievement, responsible citizenship and individual development in a supportive environment that embraces 21st Century skill development and application. We support students in taking full responsibility for their social/emotional and academic potential. Through community partnership, we seek to assist students in acquiring the knowledge and skills to become lifelong learners in a diverse society.

Philosophical Statement:

The BDCHS Office of Student Services believes:

- All students have dignity, worth and the ability to succeed.
- All students should be provided the opportunity to excel in rigorous academic courses to appropriately prepare for post-secondary opportunities.

The BDCHS Office of Student Services shall:

- Support the mission and core values of Brooks DeBartolo Collegiate High School.
- Utilize a data driven approach to program development and evaluation to address the needs of our community.
- Identify, select, implement and monitor effectiveness of appropriate interventions to support individual student progress and achievement.

The staff collaborates with school staff and the community to ensure a safe learning environment. Supports provided by the Office of Student Services include:

- *Academic supports:* scheduling; transcript evaluations; grade appropriate credit monitoring; dissemination of information regarding enrichment and community service/service learning opportunities; 504 Plan coordination and Exceptional Student Education services; graduation audits; interpreting standardized assessment score results
- *Postsecondary preparation supports:* entrance exam registration; application processes; content/skill specific planning resources; scholarship resources and application processes; career and interest inventories

Exceptional Student Education Department

The Exceptional Student Education (ESE) Department at Brooks DeBartolo Collegiate High School is committed to providing additional academic and behavioral services for students with disabilities, gifted students, and students receiving speech/language services. The ESE department coordinates the educational and related services for the students with disabilities; these services are provided inside and outside of the general education classroom by the ESE teacher or by a licensed and certified professional for the service related to the student's disability. Support provided in the classroom benefits not only the ESE student but also the non-ESE student and classroom teacher because this support is not limited to the ESE student but is offered to all of the students in that particular class.

ESE students receive support based on their area(s) of need(s) as documented in the students' Individual Educational Plans (IEP). The IEP is developed by a team which includes the student, parents (if the student is under 18), ESE teacher, Regular Education teacher, Local Education Agency (LEA) representative, and other members as needed. Students in the ESE program are monitored closely by the ESE Specialist and/or teacher to ensure the students are making progress towards the goals and objectives listed in their IEPs.

Some of the duties of the ESE department include:

- Planning and implementing Individual Educational Plan meetings.
- Monitoring student progress on IEP goals and objectives.
- Ensuring ESE students receive testing and instructional accommodations as documented in the students' IEPs.
- Providing behavior and academic support in the general education classroom.
- Coordinating related services (i.e. Speech/Language, Occupational Therapy) with the service provider.
- Providing regular education teachers with updated copies of the students' IEP goals, objectives, and accommodations.
- Consulting with regular education teachers on the educational planning and implementation of student goals, accommodations, and interventions.
- Serving as support in and out of the classroom to ensure that ESE students succeed in the general education classroom setting.

The ESE Department at Brooks DeBartolo Collegiate High School is dedicated to providing services to students with disabilities to ensure their academic success at Brooks DeBartolo and beyond, through college and career, and in adherence to the students' rights under the Individuals with Disabilities Act (IDEA).

Technology Department

Brooks DeBartolo Collegiate High School seeks to prepare students to be effective and ethical users of technology in this globally competitive digital society. Students must be prepared to use technology and digital media strategically and capably. BDCHS students are immersed in a technology-infused learning environment in which real-world, applications-based activities are conducted via multiple experiential learning activities. Students are expected to integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address real world scenarios in a wide variety of situations.

Teachers and students learn together as they investigate data, analyze texts, and apply knowledge via technological mediums. Students engage in interactive lessons that utilize a myriad of electronic/virtual learning activities.

Current Technology

List of technological devices available for teacher/student use:

Device	Teacher/Student use	Quantity
ACER Desktops w/ Windows 7 OS	Both	60
DELL Desktops w/ Windows 7 OS	Both	34
ACER Laptops w/ Windows 7 OS	Both	40
DELL Vostro Laptops w/ Windows XP OS	Student	40 (Laptop Carts)
DELL Laptops w/ Windows XP OS	Both	15
Kindle	Student	300
iPads	Student	25
iMacs w/ Mac OSX Snow Leopard	Student	5
Canon Rebel EOS Professional Cameras	Both	5
Sony HandyCam Video Recorders	Both	3
Promethean ActivBoards	Teacher	10
Promethean ActiVote Sets	Both	3

In conjunction with the aforementioned devices, BDCHS has a video production room equipped with a professional video recorder, mini broadcasting board, and two professional production workstations.

These resources are used for student production opportunities including, but not limited to, the BDCHS Morning Show.

Academic Organizations

National Honor Society

The National Honor Society is an organization which honors students who are outstanding in (1) Scholarship, (2) Character, (3) Leadership, and (4) Service. Membership in the National Honor Society is a privilege and not a right. Only those individuals who are outstanding in all areas receive this honor.

All sophomore, junior, and senior class students who have been enrolled in their present high school one semester or more shall be eligible candidates for the National Honor Society if they maintain a cumulative weighted grade point average of 3.5 or better (no rounding) based on semester grades for grades 9-12. All grades earned in grades 9, 10, 11, and the first semester of grade 12 are used in determining a student's average.

In order for students to continue membership in the NHS, they must maintain a 3.5 overall semester average. Members not meeting the requirements shall be placed on probation. Students will be allowed only one probationary period. Subsequent failure to maintain a 3.5 average during any semester will result in dismissal.

Members may also be placed on probation or dismissed for failure to maintain standards for character, leadership, or service.

The following policies shall be observed in selecting students for membership in the National Honor Society:

- Selection of students from eligible academic candidates shall be by majority vote of the faculty council (See NHS Handbook 1984 edition); however, the entire faculty could be invited to evaluate a candidate's eligibility. The selection process shall evaluate character, leadership, and service.
- Character, leadership, and service shall be considered in selecting students for membership according to the policy considered fair and appropriate by the faculty of the school.
- Membership shall be by invitation only.
- A candidate must be enrolled in his or her present high school for at least one semester prior to being eligible for membership.
- A transfer student from another high school who was a member in good standing of its National Honor Society Chapter will be accepted into the National Honor Society of the school entered.

- Schools may not limit membership in the National Honor Society by selecting an arbitrary number percentage.
- Each school may induct new members either once or twice each year, with the number of inductions to be at the discretion of the individual school.

Moody's Math Challenge

The Moody's Mega Math Challenge is a national competition in which student teams, comprised of 5 students, are given a specific problem to model. Team participants are limited to juniors and seniors. A problem is presented on the chosen competition day early in the morning, and each team has 14 hours to formulate a solution and write a summary, explanation, and recommendation for how to test the model. This challenge uses skills in equation solving, modeling, researching, and writing. Judges choose the top 6 solutions from all the teams, and those teams are invited to present their solution papers at the SIAM Corporate Headquarters in New York. Winning teams are awarded scholarships, and the top team is offered a summer internship with the SIAM Corporation. This prestigious challenge provides an invaluable opportunity for students to incorporate everything they've learned across the curriculum and work as a team just as they would in the corporate world. This team-building exercise prepares students for the challenges they will face in both college and beyond.

Science/Technology Club

The Science and Technology Club meets at least once a week. Students plan and design projects ranging from underwater remotely operated vehicles to ecological studies of emperor scorpions. These activities allow students that have similar interests to interact and create together in an entertaining social environment. We received first place in the 2012 American Water Works Association Model Water Tower Competition (AWWAMWTC) and are currently active in the Marine Advanced Technologies Education (MATE) competitions. These activities allow students to build robots, compete for scholarships, and win prizes.

BDCHS Science and Technology Club "Animal Ecologists" have fun and master biology and animal husbandry skills through working with the school research collection. Students design, develop, and offer programs to elementary and middle schools regarding relevant topics connected to specific animals that are handled. Topics range from endangered species to how to manage natural resources to the techniques used to raise and produce tortoises. The club is an open forum for expressing scientific and technological creativity. The only limits to students' accomplishments lie in their imaginations.

Two interesting subgroups of this club include the Gardening Club that currently developed the Angelic Findley Memorial Garden and the Environmental Protection and Advocacy Group.

National Science Honor Society (NSHS):

The BDCHS Chapter of the NSHS follows these objectives:

- Encourage and recognize scientific and intellectual thought

- Advance the students' knowledge of classical and modern science
- Communicate with the scientific community
- Aid the civic community with its comprehension of science
- Encourage students to participate in community service and in turn, encourage a dedication to the pursuit of scientific knowledge that benefits all humankind

Students with a 3.5 grade point average in science courses and participants in the Science Club will be invited to join this organization. Further information regarding the NSHS will be available in our pamphlet.

Advanced Placement (AP) Policy

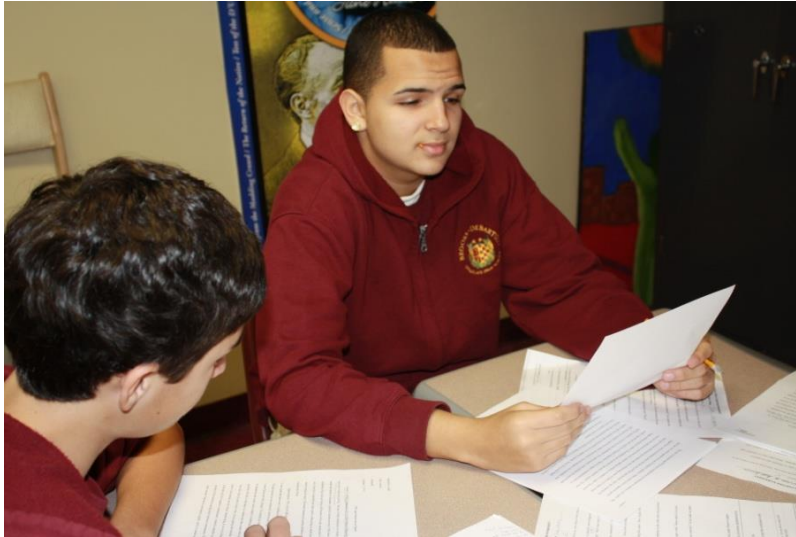
In keeping with the philosophy of College Board, the AP classes will be open enrollment to any students wishing to partake in rigorous courses. In order for a student to be successful in a rigorous and demanding course, BDCHS has implemented the following policy:

Parental Responsibilities:

- Read, sign, and return the AP agreement prior to student enrollment in an AP course.

Student Responsibilities:

- Communicate directly with the teacher of the AP course the student is taking regarding the pre-course assignments, standard course requirements, and AP course expectations prior to enrolling in the course.
- Read, sign, and return the AP agreement prior to student enrollment in an AP course.



English Department

Welcome to the Brooks DeBartolo Collegiate High School English Department. The English curriculum offers a balanced and academically rigorous program that includes English Honors at all grade levels, Advanced Placement Language and Composition, Advanced Placement Literature and Composition, and dual enrollment English courses. These courses focus on helping students hone their skills in analyzing all forms of literature and media and responding to these forms. College and career readiness is key to our curriculum design and implementation. Studying world cultures and various perspectives is an integral part of this process.

Students are immersed in a rich, engaging learning environment that promotes lifelong investigation into literature and the humanities. Every course incorporates reading comprehension, writing, listening, and speaking skills. The courses are sequenced so that mastery of skills at one level will prepare students to succeed at the next level. BDCHS students are provided opportunities with out-of-classroom experiences such as field trips and innovative approaches such as oral performances, graphic presentations, and kinesthetic activities.

Course Offerings and Descriptions

English Honors I, Course #1001320 (1 credit)

The purpose of this course is to bridge the literary gap for students from the middle school level to the high school level, instill necessary skills to succeed at a collegiate high school, and prepare for college and beyond. This honors level course will provide integrated educational experiences in the language arts strands of reading, writing, listening, speaking, language, and literature, and will be designed based on the Common Core State Standards in conjunction with the current Sunshine State Standards.

Students will be using a wide variety of reading, writing, and speaking strategies to construct meaning from informative, technical, and literary texts, including short stories, novels, poetry,

real-world reading, and various forms of popular media such as film and online mediums. While dealing with grade-level texts and above, students will learn the recursive process of writing and presenting their ideas in a mature, complex way that is geared toward a specific purpose and audience. They will also be exposed to texts that stretch across various cultures and historical backgrounds in order to develop respectful, empathetic principles that are crucial to the BDCHS family and the global community.

English Honors II, Course #1001350 (1 credit)

The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature.

In this course students use active reading strategies such as questioning, summarizing, predicting, making connections, and sharing personal responses to construct meaning from informative, technical, and literary texts. Students will have exposure to short stories, novels, plays, poetry, and nonfiction with a strong focus on textual analysis and literary elements. There is also a focus on acquiring an extensive vocabulary through reading, discussion, listening, and interactive, cooperative vocabulary activities. Students will receive exposure to a variety of writing circumstances as well, both formal, with a focus on process, and informal. Additionally, the students gain experience using speaking, listening, and viewing strategies in formal presentations and informal discussions.

English Honors III, Course #1001380 (1 credit)

English Honors III is an honors level course that is designed to prepare students for college. This course focuses on American literature and students are expected by the end of this year to be able to comprehend, analyze, and evaluate various forms of literature including fiction, nonfiction, poetry, drama, and narratives. Students will learn how to develop thoughtful responses to literary text in terms of descriptive language, theme, author's style, structure, etc.

English Honors III strongly focuses on formal written expression through essays and literary analysis. Students will demonstrate the ability to write in a variety of expressive forms using a wide range of strategies and techniques. Student work will be graded based on the ability to properly communicate understanding of organization, audience awareness, details and support, voice, structure, fluency, and grammar usage. Finally, students will be expected to successfully complete an MLA style research paper along with numerous oral presentations.

English IV Florida College Prep, Course #1001405 (1 credit)

BDCHS students are provided the opportunity to integrated educational experiences in the language arts strands of listening, viewing, speaking, language, and literature, with a strong focus on reading and writing for college success. This course is targeted for 12th grade students whose common placement test scores indicate that they are not "college-ready" in writing and/or reading. Successful completion of this course while in high school will exempt students from further placement testing and postsecondary remediation in reading and/or writing if they enroll in a Florida college within two years of completion.

Advanced Placement English Language and Composition, Course #1001420 (1 credit)

The purpose of this college level course is to provide students with an understanding of the semantic, structural, and rhetorical resources of the English language as they relate to the principles of effective writing. The course also provides a variety of writing opportunities calling for the use of different styles and tones.

The content of this course includes analyzing rhetoric in a variety of fiction and nonfiction texts and recognizing the significance of the use of particular rhetorical strategies. Students will also write narrative, descriptive, persuasive, and rhetorical analysis essays using the writing process, writing workshops, and peer editing. The course focuses on understanding the importance of rhetoric and applying it to individual writing, but the learning process is primarily cooperative, based on discussion and peer reviews.

This course description, as well as the content of the course, includes the benchmarks from the Common Core State Standards that are most relevant to this course.

Advanced Placement English Literature and Composition, Course #1001430 (1 credit)

Advanced Placement English Literature and Composition is a college level course focused on the development of higher level reading, writing, and communication skills. According to the College Board, 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.” AP students must be self-motivators, able to work at a rigorous pace in order to experience, interpret, and evaluate literature at the college level.

During this course, students will be exposed to a variety of literary genres and periods of work from the 16th to the 21st century that are recognized to have literary merit. Some of the authors and poets that will be studied include Mary Shelley, Robert Louis Stevenson, Vladimir Nabokov, William Shakespeare, James Joyce, Edgar Allen Poe, Dylan Thomas, Emily Dickinson, and Kate Chopin, among others. In this course, students will analyze, interpret, and evaluate literary works through close and deliberate reading.

Intensive Reading, Course #1000410

This reading intensive course takes an in-depth look at the variety of genres represented in academic reading in order to provide students the greatest opportunity for success. This rigorous class follows the Common Core State Standards to provide instruction that enables students to enhance and strengthen reading skills and develop independent reading endurance so they may be college and career ready. This course is designed for students who need specialized improvement in reading and focuses on how to fix areas of deficiency in order to meet expected accomplishments on standardized testing.

Students in Intensive Reading will learn reading strategies that will develop their thinking and language processes. These reading strategies can translate to other classes and provide

added assistance to understanding course work. Students will go over a variety of reading comprehension tools such as main idea, word parts, context clues, text structure, author's purpose, point of view, characterization, figurative language, developing inferences, and plot. Students will also have regular vocabulary checks in order to promote fluency and textual understanding. To promote endurance while reading, students have the opportunity to choose an enjoyable independent reading book and participate in Silent Sustained Reading. Students will demonstrate understanding through a variety of projects like alternative book reports, Reader's Theatre, PowerPoint presentations, and Jigsaw lessons. Innovative testing and differentiated lesson delivery provides the best ultimate outcome for student reading development and information retention.

Advanced Reading, Course #1008320 (.50 credit)

The course emphasizes advanced reading comprehension and vocabulary study using a variety of grade appropriate texts encompassing a range of complexity. Students enrolled in the course will engage in research, respond to text, and cite evidence to answer text dependent questions both orally and in writing. The course provides extensive opportunities for students to collaborate with their peers.

Creative Writing, Course #1009320 (.50 Credit)

This English elective is designed to enable students to develop and use fundamental writing and language skills for creative expression in a variety of literary forms. The emphasis of this class will be on the development of a personal writing style. Throughout the course, students will analyze literary models as to the impact of audience, purpose and writing mode and practice writing process strategies. Students will also experience various creative writing methods, improve their peer review techniques and ultimately work towards publication of final products.

Writing I, Course # 1009300 (.50 credit)

This English elective is designed to enhance and improve student writing skills. The purpose of this course is to enable students to develop and use grade level writing and language skills in a variety of writing formats for argumentative, informative, and narrative purposes to ensure preparation for college and career readiness. Students will study the use of grammar and its application to their writing. Students will be trained in both timed writings and multi-draft papers and will participate in all levels of the writing process from prewriting to the final draft.

The course will utilize a variety of instructional activities to provide students hands-on experience with writing to create a challenging yet rewarding classroom environment. Additionally, students will study and analyze the craft of great writers in order to improve their own skills. Focus will be placed on the active reading of exemplar models to examine aspects of exceptional writing, preparing students for writing within the academic realm as well as in the marketplace.

Writing II, Course #1009310 (.50 credit)

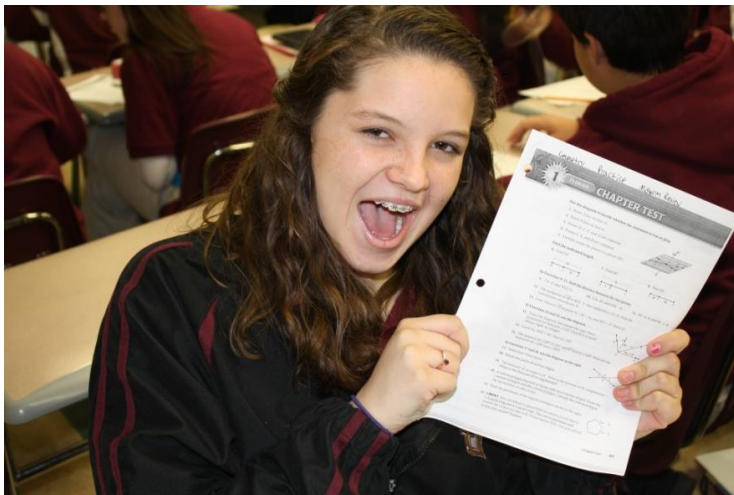
Writing 2 is a continuation of Writing 1 and will focus on honing writing skills for college and career writing success. Emphasis will be placed on real world writing purposes, and students will be provided extensive opportunities to produce writing which is both relevant and reflective. Through the use of modeling and mentor texts, students will study effective writing and practice imitating the style and organization of noted writers. Specific attention will be placed on writing for varied purposes, including developing and supporting argumentative claims; crafting coherent, supported expository texts; responding to literature for personal and analytical purposes; writing narratives to develop real or imagined events; utilizing digital writing platforms; and writing to sources using text-based evidence and reasoning.

Advanced Reading, Course #1008320 (.50 credit)

The course emphasizes advanced reading comprehension and vocabulary study using a variety of grade appropriate texts encompassing a range of complexity. Students enrolled in the course will engage in research, respond to text, and cite evidence to answer text dependent questions both orally and in writing. The course provides extensive opportunities for students to collaborate with their peers.

Research 1, Course #1700300 (1 credit)

The purpose of this course is to enable students to develop fundamental knowledge of the steps in the research process. Students investigate the nature and purpose of research; research questions and hypotheses; research methods and procedures; how to effectively organize time and material; report formats, styles, and content; and other research skills.



Math Department

Welcome to the Math Department of Brooks DeBartolo Collegiate High School. The Department seeks to provide varied instructional techniques to promote independent, self-directed learners within a cooperative environment. Through implementation of the Common Core State Standards, students are exposed to a wide range of learning experiences that require them to solve real-world problems through application of mathematical practices.

Integral to the BDCHS mathematics program is the goal for students to become expert problem solvers and analysts. Rigorous college preparatory courses are the foundation, providing students the skills they need to succeed in the collegiate and corporate settings.

Course Offerings and Descriptions

Algebra 1 Honors, Course #1200320 (1 credit)

This course is designed to provide a strong understanding of Algebraic Mathematics. The necessary skills that will be built upon are knowledge of variables, lines, operations, linear equations, functions, exponents, quadratic equations, polynomials, and general arithmetic. This course is viewed as the gateway into higher mathematics.

Geometry Honors, Course #1206320 (1 credit)

This course is designed to provide a strong understanding of Geometric Mathematics. Skills addressed include knowledge of shapes, lines, angles, and arithmetic. Foundational skills from Algebra 1 will be applied and reviewed as necessary.

Students are also presented with a basic introduction to Trigonometry and the ways it can be used to study right triangles. The introduction to formal logic reinforces literacy skills through

dissection of different forms of written statements, promoting problem-solving and critical thinking skills.

Algebra 2 Honors, Course #12003405 (1 credit)

This course presents an in-depth study of the topics of Algebra with an emphasis on theory, development of formulas, and real-world applications. Students learn new methods of problem-solving that serve as a bridge to Pre-Calculus or college preparatory mathematics. Students learn to use graphing calculators to prepare them for upper level courses.

Math for College Readiness, Course #1200700 (1 credit)

The purpose of this course is to strengthen the skill level of students in the areas of Algebra I, Geometry, and basic Algebra 2 skills to prepare for college. This course is designed to address individual needs of students as they prepare for collegiate studies. The course addresses the following topics, but also delves into individual needs of students as deemed appropriate from diagnostic and formative assessments: Functions and Relations, Polynomials, Rational Expressions and Equations, Radical Expressions and Equations, Quadratic equations, Logarithmic and Exponential Functions, Matrices, Simple and Compound Interest, Descriptive Statistics, Academic Vocabulary, and Strategies for College Readiness.

Pre-Calculus, Course #1202340 (1 credit)

This course prepares students for both high school Calculus and AP Calculus. It is designed to provide a strong understanding of higher level topics in order to prepare students for complex levels of mathematics. The curriculum includes solving, graphing, and modeling linear, exponential, logarithmic, quadratic, rational, radical, and polynomial functions. The course expands and reinforces Algebra 2 concepts while introducing trigonometry and other skills that will be used throughout calculus courses.

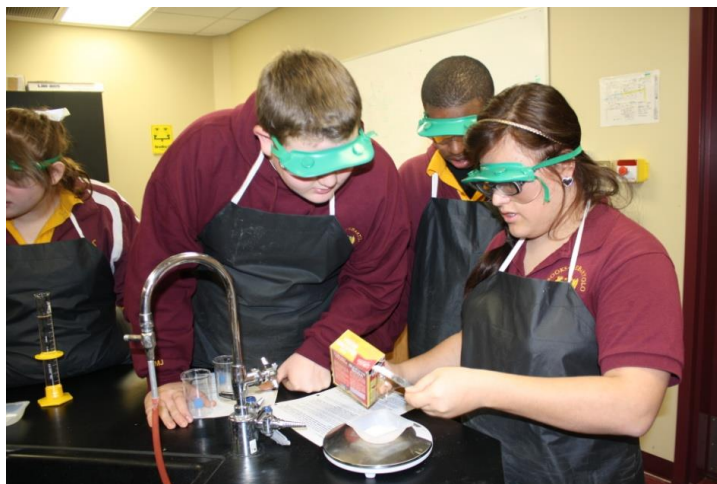
Calculus, Course #1202300 (1 credit)

A study of functions with applications, and an introduction to differential calculus. Topics include a review of algebra and functions, mathematical modeling with elementary functions, rates of change, inverse functions, logarithms and exponential functions, the derivative, differential equations, and Euler's method. Pre-calculus topics are reviewed when they are needed in the development of calculus. Topics include graphical interpretations of the derivative, zeroes of functions, optimization, related rates, anti-differentiation, initial value problems, review of trigonometry, modeling with trigonometric functions, geometric sums and series, and the Fundamental Theorem of Calculus. Upon completion of this course a student will studied much of the material on the Fundamental Theorem of Calculus.

Honors Probability and Statistics with Applications, Course #1210300 (1 credit)

Students learn counting methods, probability, descriptive statistics, graphs of data, the normal curve, statistical inference, and linear regression. Proficiency is measured through frequent

online and offline assessments, as well as asynchronous discussions. Problem-solving activities provide an opportunity for students to demonstrate their skills in real-world situations.



Science Department

Welcome to the BDCHS Science Department. Prepare for an adventure that will influence you for the rest of your life. Our Science Department is built around the notion that we all have a “scientist” hidden inside of us. We all apply the scientific method during our daily life, perhaps for cleaning a stain, better understanding our younger siblings, spinning on skates, or hitting a home run. Seldom do we realize that the critical thinking process we use daily is scientific in nature.

Our objective is to assist students in unveiling their inner scientist, enhance their scientific thought process, develop their critical thinking skills, and assist them in mastering the concepts that are the building blocks of modern science and resulting technologies. The Common Core State Standards in conjunction with the Next Generation Sunshine State Standards

(NGSSS) for Science are the foundation of our curriculum.

Within our objectives, the BDCHS Science Department prepares students for:

- Mastery in fundamental concepts of Biology and Chemistry for college and career preparedness.
- Mastery of concepts and topics in advanced areas of science such as Anatomy and Physiology, Environmental Science, and Marine Science.
- Mastery and readiness for university courses for science and engineering majors in such fields as Medicine, Chemical Engineering, and Environmental Engineering.
- Being knowledgeable citizens capable of making informed decisions based on scientific logic, the ability to research, and an understanding of fundamental science content, concepts, and theories.
- Mastering skills and gaining awareness in technologies that will assist them in day to day discovery.
- Learning *from* nature as well as *about* it.

We are aware that many of our students may not plan to delve into science majors and science-focused career opportunities. Our job is to create the environment and present the curriculum to assure that all students master and apply science in their daily lives.

Course Offerings and Descriptions

Biology I Honors, Course #2000320 (1 credit)

Biology I Honors is a challenging course designed to guide students in inquiry-based studies that will increase their critical thinking skills while developing a strong knowledge base in biology. Students will be able to apply these learned skills in future high school courses, post-secondary classes, and real life activities.

The goal of the Biology I Honors course is to provide students with a hands-on curriculum that stimulates critical thinking and generates mastery in the scientific principles, concepts, and methodologies of biology with a focus on the benchmarks in the NGSSS912 Big Ideas in the areas of the Nature of Science and Life Sciences.

*****A Note Regarding the Biology EOC:***

The Biology I EOC Assessment measures student achievement of the Next Generation Sunshine State Standards (NGSSS), as outlined in the Biology I course description. All students enrolled in and completing the course Biology I Honors – 2000320 will take the exam. The assessment is delivered via a computer-based test (CBT) platform. It is given in one 160-minute session with a 10-minute break after the first 80 minutes.

Chemistry I Honors, Course #2003350 (1 credit)

Prerequisites: Students should have satisfactorily completed Algebra I and Biology I.

Honors Chemistry is a one-year course designed to be taken in grade ten or eleven. Emphasis is placed on the in-depth study of chemical topics and involves a more rigorous and mathematically oriented study. Development of the major concepts of matter and the changes which matter undergoes, atomic structure, chemical bonding, chemical reactions, and behavior of solutions is enhanced by laboratory experimentation, critical thinking, and problem solving activities. The laboratory component of the course involves students in techniques that are specific to principles of chemistry. Technology is infused throughout the curriculum.

A guiding principle of the study of science is to define what students should understand and be able to apply as they grow towards scientific literacy. Therefore, it is the goal of this curriculum to foster a comprehension of fundamental scientific principles and the development of science-related skills that are not limited by gender, economic status, cultural background, or ability.

Chemistry I Honors is designed to prepare the student for the behavior and effort expected of a college student. At least one course in college chemistry is required for most Bachelor's degrees, including pre-medicine (physician, nursing, pharmacy, veterinary, dental, and X-Ray),

any and all science majors (engineering, computer sciences, electronics), and even Law (especially as it pertains to advances in environmental science, cloning, gene manipulation, forensics, etc).

The goals of Honors Chemistry are:

- To present information necessary for a universal understanding of fundamental scientific principles related to chemistry.
- To explain how chemistry affects everyday life.
- To emphasize critical thinking skills and critical thinking development.

Anatomy and Physiology Honors, Course #20003605 (1 credit)

Prerequisites: Students should have satisfactorily completed Biology I and Chemistry I. This course is intended for seniors, but students in other grade levels may be considered with special permission from the instructor and the school counselor.

Anatomy and Physiology is a course intended for those wishing to understand the inner workings of vertebrate bodies. Focus is given to specific systems and topics allowing students to apply their knowledge in human based areas such as internal medicine and/or other faunal based areas such as veterinary sciences or academic zoology. The course is designed to guide students in inquiry-based research that increases critical thinking skills and develops student knowledge in anatomy and physiology. Students will be able to apply these learned skills in the collegiate setting and real world activities.

The goal of the Anatomy and Physiology Course is to provide students with a working knowledge of the Chordate body, both in form and in function. Focus is placed on mammalian anatomy and, more specifically, on the human body. This rigorous and thorough journey through the body prepares students for university courses in biology, medical sciences, and veterinary science.

Advanced Placement Environmental Science, Course #2001340 (1 credit)

Prerequisites: Students should have satisfactorily completed Biology I and Chemistry I.

This course offers an overview of topics and disciplines needed to understand the environmental issues and challenges of today's world. The course integrates aspects of biology, earth science, and policy. Specific topics include the protection of biodiversity, natural areas management, human population growth, energy, pollution, and sustainability.

The goal of the Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing such issues.

Environmental science is interdisciplinary. It embraces a wide variety of topics from different areas of study, yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science.

Marine Science Honors, Course #20025004 (1 credit)

Prerequisites: Students should have satisfactorily completed Biology I, Chemistry, and/or Physics. This course is for juniors and seniors. Special cases will be considered.

Marine Science Honors is an exciting course that delves into the four main fields that encompass Marine Science or Oceanology (i.e. Marine Biology, Marine Chemistry, Marine Geology, and Marine Physics Oceanography). The course is designed to guide students in inquiry-based studies that will increase their critical thinking skills, while developing their knowledge in Marine Science. Students will be able to apply these learned skills in college and real world activities

The Marine Science curriculum is designed to stimulate student interest in the various topics and career potential of the marine realm which covers 71% of the Earth's surface. The course offers a rich knowledge base in the four sciences associated with marine science: marine biology, marine chemistry, marine physics, and marine geology. As part of this program, students work critically and research the development of management strategies for marine resources and biodiversity, including the study of marine protected areas and specialized areas of research. Students attaining mastery of the concepts presented in this course will have an introductory preparation for university programs and entry level careers in marine sciences.

Physics I Honors, Course #2003390 (1 credit)

Prerequisites: Students should have satisfactorily completed Biology I.

Physics I Honors is a fascinating hands-on, critical thinking course that focuses on a range of Physics topics including but not limited to mechanics, heat, waves, electricity and thermal dynamics. This Physics course develops problem solving skills, laboratory skills and a basic understanding of Physics principles and their relationship to principles in other sciences. In general, the academic pace and rigor of Physics 1 Honors is greater than in regular Physics courses. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. Laboratory investigations in the high school classroom assures all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data

Our Premier Science, Technology, Engineering and Math (STEM) Course

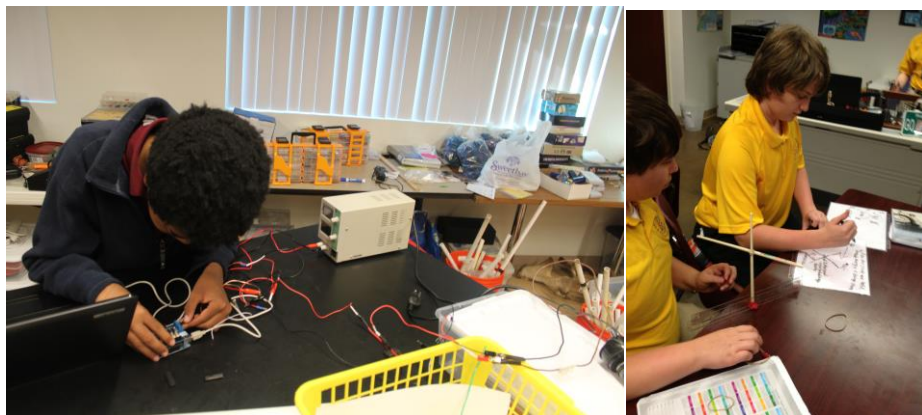
Principles of Technology, Course #2003600 (1 credit)

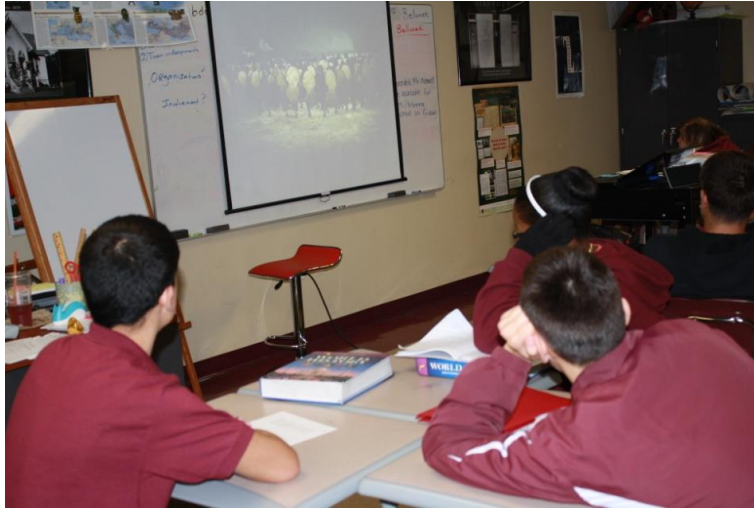
Prerequisites: Open to all students that wish to learn through tinkering and experimentation.

Principles of Technology is a course in applied science that is designed to effectively prepare students to recognize the interrelationships between principles in science, math, engineering and their related technologies. Through this course, students are prepared to meet the ever-growing challenges of developing and working with advanced technologies. It blends an understanding of basic principles with practice in practical applications. Principles of Technology includes: 4 units of instruction focusing on technology defined/range of applications, math for science/technology, ethics in developing/using technology, and tools/safety; and 7 units of instruction dealing with selected science principles as they apply to technology in the four energy systems: mechanical, fluid, thermal, and electrical. The 7 units that will be covered are force, work, rate, resistance, energy, power, and force transformers. Emphasis will also be placed on hands on activities, creative thinking and problem solving, while having fun learning. This class is a necessity for all students who want to be productive in a world dominated by technology.

Field Adventures

Aside from the usual observational studies, dissections, and experiments carried out during the course of study at BDCHS, we supplement our hands-on curriculum with field trips. These adventures allow us to experience firsthand real world science and technology and allow us to integrate these experiences and knowledge with the topics and issues found within our curriculum. Field trips include overnight trips to Lowry Park Zoo, various Tampa Bay ecosystems, beach clean-ups, terrestrial robotics competitions, marine robotics competitions, Bush Gardens Physics Day, museums/research centers, and some years, science adventures outside the country. We are willing to travel wherever we can to satisfy our students' thirst for knowledge.





Social Science Department

The Social Sciences Department follows the Common Core State Standards in conjunction with the Next Generation Sunshine State Standards. As a department, we offer rigorous courses that prepare students to face the challenges of postsecondary coursework in various content areas. Students are immersed in engaging learning experiences to build literacy and civic responsibility. Teachers implement various strategies to address literacy in the classroom and support all levels of learners. Courses challenge students to develop critical thinking skills through a myriad of innovative learning experiences. Students are submerged in a culture of learning through academic writing for publication and speaking for public presentation.

Course Offerings and Descriptions

Advanced Placement Human Geography, Course #2103400 (1 credit)

Advanced Placement Human Geography is designed to expose students to the experiences of an introductory college human geography course. Units of study include, but are not limited to: population, migration, culture, language, religion, ethnicity, political geography, economic development, industry, agriculture, and urban geography.

The purpose of this course is to utilize geographic processes to systematically study and understand spatial patterns that are evident in the world in which we live. Emphasis will be placed on geographic models and their applications. Students will develop and demonstrate their skills through innovative projects, academic competitions, and various media outlets including CNN Student News.

World History Honors, Course #2109320 (1 credit)

World History provides students a rigorous, challenging, and rewarding experience in which students engage in an in-depth study of the history of civilizations and societies. Students are

exposed to historical periods leading to the beginning of the 21st Century, examining the aspects of cultures and societies throughout history.

Students are exposed to a variety of resources and materials to create a unique and innovative experience of investigating historical events, populations, practices, and motives. Students participate in analyzing primary and secondary sources via multiple forms of media and print resources.

Advanced Placement World History, Course #2109429 (1 credit)

Advanced Placement World History takes students on a journey through over 10,000 years of human history. The focus of this course is to foster global understanding of human existence and history. AP World History is designed to prepare students for the Advanced Placement Examination of World History. Students practice skills crucial to historians including document analysis and writing techniques through the examination of a variety of sources and mediums. Specific focus is placed on comparing and contrasting perspectives relating to historical accounts and documents.

American History Honors, Course #2100320 (1 credit)

Students are exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history from Reconstruction to the present day.

Scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation are provided. Students participate in engaging learning experiences including analyzing historical documents and supplementary readings; participating in Socratic seminars/discussions; and formulating positions on given issues and effectively communicating such positions to a targeted audience. Students develop and demonstrate their skills through innovative projects, academic competitions, and various media outlets.

Advanced Placement United States History, Course #2100330 (1 credit)

This course is a chronological survey of the history of the United States from the colonial period to the present. Students are provided the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history. Integral to the course is application of effective text analysis, research, and writing skills. The course is designed to prepare students for the Advanced Placement Examination in United States History administered by the College Board in May of each year.

American Government Honors, Course #2106320 (.50 credit)

American Government Honors surveys comparative political systems, foundations of the American system, the Constitution, the three branches of government, civil liberties, and the electoral process. It provides the student an opportunity to acquire detailed knowledge of the

philosophy behind the democratic form of government practiced in the United States. This course incorporates the roots and changes in our system from colonial times to the present. The overall objective of this course is to prepare seniors for their place in society by helping them learn how the United States government works, how it can be changed, and what rights and freedoms the Constitution guarantees its citizens.

Economics with Financial Literacy Honors, Course #2102345 (.50 credit)

This course investigates the concepts and processes of the national and international economic systems. Focus is placed on currency, banking, monetary policy, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle. Students examine the above aspects of economic structures and evaluate the effects such systems have on all aspects of cultures and societies in a global system in a cooperative learning environment.

Sociology, Course #2138300 (.50 credit)

This course investigates aspects of group interaction and the impact of group interaction on individuals. Students gain a greater awareness of the beliefs, values and behavior patterns of others through the study of material presented in this course. In an increasingly interdependent world, students need to recognize how group behavior affects both the individual and society. This course encourages students to view life in a scientific, systematic way.

Advanced Placement Psychology, Course #2107350 (1 credit)

This course prepares students for the College Board Advanced Placement Examination for Psychology. Students acquire an understanding of and an appreciation for human behavior, behavioral interaction, and the progressive development of individuals. Topics of focus include: research methodology; biological bases of behavior; sensation and perception; states of consciousness; learning and cognition; motivation and emotion; developmental psychology; personality; theories of psychological testing; abnormal psychology; treatment of psychological disorders; and social psychology. Students investigate the above topics in a student-centered, collaborative learning environment in which innovative educational experiences flourish.

Psychology 1, Course #2107300 (.50 credit)

In this course, students examine human behavior, behavior interaction and the progressive development of individuals. This introductory course focuses on major theories and orientations of psychology, psychological methodology, memory and cognition, human growth and development, personality, abnormal behavior, psychological therapies, stress/coping strategies, and mental health.

2, Course #2107310 (.50 credit)

This course is a continuation of Psychology 1. The content examined in this second introductory course includes statistical research, psychobiology, motivation and emotion, sensation and perception, states of consciousness, psychological testing, and social psychology.

History of Vietnam the Vietnam War, Course #2100400 (.50 credit)

The grade 9-12 The History of Vietnam course consists of the following content area strands: United States History, World History, Civics and Government, Geography, and Humanities. The primary content emphasis for this course pertains to the study of the chronological development of the Vietnam War by examining the political, economic, social, religious, military and cultural events that affected the war. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the progression of the war including, but not limited to, an analysis of the United States military effort and makeup in the war, an evaluation of the role of the United States home-front, interpretations of the effects of the media, film and literature during and after the war, a judgment of crucial decisions made during the Vietnam War and an analysis of the resulting impact of the conflict.

Holocaust, Course #2109430 (.50 credit)

In this course, students investigate the events of the Holocaust (1933-1945): the systematic, planned annihilation of European Jews and other groups by Nazi Germany. The twentieth century pogroms and twentieth century and twenty-first century genocides are central to this examination. Through collaborative learning activities, students investigate human behavior during this period, and analyze of the ramifications of prejudice, racism, and stereotyping in the past, present, and future.



World Languages Department

Course Offerings and Descriptions

Spanish 1, Course #0708340 (1 credit)

Spanish 1 introduces students to the Hispanic world, its people, and its culture through the study of the Spanish language. Students give and respond to oral directions and commands. Students study vocabulary, grammar, and usage in both oral and written forms with an emphasis on cognates. The use of cognates enables students to understand isolated words and phrases in a situational context.

To demonstrate successful completion of instructional goals, students use a variety of vocabulary from the target language; form complete basic and compound sentences in written and oral form using the target language; read short narratives; analyze the differences between Hispanic cultures (i.e. Mexican, Puerto Rican, etc.); compare their own culture with the cultures of the target language; conjugate regular verbs in present tense; and conjugate the irregular verbs *ser*, *estar*, *ir*, *jugar* (some exposure to *hacer*, *poner*, *salir*, *tener*).

Spanish 2, Course #0708350

Prerequisite: Successful completion of Spanish 1.

Spanish 2 expands the first-year course. Students increase their vocabulary, are introduced to several new grammatical structures, and improve conversational, reading, and writing skills. Students also gain a broader knowledge of the culture of the Spanish-speaking world.

To demonstrate successful completion of instructional goals, students inquire about and respond to a variety of topics such as daily routine, school life, and social activities; construct compound sentences and make comparative statements using verbs in the present, preterite, progressive, and familiar imperative; present information on everyday topics using reflexive verbs and direct and indirect object pronouns; respond appropriately to directions and

questions; compare sounds, spelling, and word order in the Spanish-speaking world; explore basic geographical and cultural data of the Spanish-speaking world; demonstrate an awareness of their own culture by comparing sample daily activities with those of Spanish-speaking countries; and discuss information about community activities where Spanish is used outside the classroom.

Spanish 3, Course #0708350 (1 credit).

Prerequisite: Successful completion of Spanish 2 and teacher recommendation for Honors level coursework.

This course reinforces and expands the skills acquired by the student in Spanish 2. The content includes expansion of vocabulary and conversational skills through discussions based on selected readings. Student acquisition of grammatical concepts is strengthened. Vocabulary studies stress activities which are found in everyday life of Spanish speaking people.

The course continues to develop student listening, speaking, reading and writing abilities in Spanish. Standards for Communication, Knowledge and Understanding of other cultures, connections with other disciplines to acquire information, insight to the nature of languages and culture and multilingual communities are emphasized through language instruction.

Spanish 4 Honors, Course #0708370 (1 credit)

Prerequisite: Successful completion of Spanish 3 Honors with a C or better and teacher recommendation.

This course expands the skills of Spanish 3 Honors. Advanced language structures, idiomatic expressions and conversational skills are emphasized. Additional vocabulary acquisition is enhanced, as are writing skills. A variety of reading topics are taken from newspapers, magazines and literary works. The SAT 2 Spanish Subject test (College Board) is encouraged for potential post-secondary credit(s) and/or appropriate placement at the University level.

French 2, Course #0701330 (1 credit)

Prerequisite: Successful completion of French 1.

French 2 at BDCHS reinforces the base skills addressed in French 1. Increased communication skills-listening, reading, writing, speaking-and cultural awareness are strengthened. Our course involves an on-line program from COERLL (Center for Open Educational Resources and Language Learning) at the University of Texas-Austin with access to a certified teacher/facilitator to support module completion.



Physical Education, Health, and Wellness Department

Course Offerings and Descriptions

H.O.P.E- Health Opportunities through Physical Education, Course #3026010 (1 credit)

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. Emphasis is placed on literacy skills and college and career readiness benchmarks. Specific health education topics addressed within this course include mental/social health; physical fitness; nutrition and wellness planning; diseases and disorders; health advocacy; First Aid/CPR; alcohol, tobacco and other drug prevention; and human sexuality, including abstinence and sexually transmitted diseases. This course is a graduation requirement.

Beginning Weight Training, Course # 1501340 (.50 credit)

This course is designed to give students the opportunity to learn weight training concepts and techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardio respiratory endurance activities. Students will learn the basic fundamentals of weight training, strength training, aerobic training, and overall fitness training and conditioning. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.

Intermediate Weight Training, Course #1501350 (.50 credit)

Prerequisite: Beginning Weight Training

This course covers fundamentals of an advanced weight training program including application of strength training using weight machines and free weights. It teaches anatomy and physiology associated with weight training and safe lifting procedures, along with the design of an individualized strength training program.

Team Sports 1, Course #1503350 (.50 credit)

This course is designed to include the development of general personal fitness and active participation in team sports such as basketball, soccer, flag football, volleyball, and sports around the world. Activities are equally divided within the total weeks of instruction. This course includes history, rules, and terminology with an emphasis on skill development, officiating, game strategies, leadership, and team work.

Team Sports 2, Course #1503360 (.50 credit)

The purpose of this course is to enable students to acquire a more than basic knowledge of team sports play, develop skills in rugby, lacrosse, physical fitness and sports around the world. Students will maintain or improve health-related fitness.

The content should include, but not be limited to: safety practices, rules, terminology, etiquette, history of the sports, sportsmanship, correct techniques in performing skills, consumer issues, benefits of participation, fitness activities, and assessment of skills and fitness assessments. This is an extension of Team Sports I.

Basketball 1, Course# 1503310 (.50 credit)

The purpose of this course is to provide more in-depth instruction of the fundamental skills, tactics, rules and etiquette in basketball. Introduction to systems of play will be included to enhance the student's understanding. Advanced skills and drills which directly affect student's physical and cognitive abilities will be covered. Students will participate in advanced individual and team techniques in relationship to basketball strategy. Participate in course activities will continue to enhance healthy behaviors that influence students to participate in physical activities throughout their life.

Basketball 2, Course# 1503315 (.50 credit)

The purpose of this course is to provide more in-depth instruction of the fundamental skills, tactics, rules and etiquette in basketball. Introduction to systems of play will be included to enhance the student's understanding. Advanced skills and drills which directly affect student's physical and cognitive abilities will be covered. Students will participate in advanced individual and team techniques in relationship to basketball strategy. Participate in course activities will continue to enhance healthy behaviors that influence students to participate in physical activities throughout their life.

Aerobics 1, Course #1503400 (.50 credit)

This course meets an elective requirement for Physical Education. The course requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course (www.floridastandards.org). The purpose of this course is to enable students to acquire basic knowledge of Aerobics, develop skills in specified areas of cardiovascular and muscular endurance, and maintain or improve health-related fitness.

- The purpose of this course is to enable students to develop basic-level knowledge of aerobic activities and fitness and to maintain or improve an individualized level of fitness.
- This course will contain but not limited to the following: safety practices, basic physiology of the cardiovascular system, basic anatomy of the muscles, correct techniques of executing exercises, high and low impact aerobics, use of various types of exercise equipment, personal and group fitness exercises/activities, fitness assessment, nutrition, stress reduction, consumer issues and the benefits of cardio respiratory fitness.

Aerobics 2, Course #1503410 (.50 credit):

Course Description: This course meets an elective requirement for Physical Education. The course requirements include, but are not limited to, the benchmarks from the Sunshine State Standards that are most relevant to this course (www.floridastandards.org). The purpose of this course is to enable students to acquire intermediate knowledge of Aerobics, develop skills in specified areas of cardiovascular and muscular endurance, and maintain or improve health-related fitness.

- The purpose of this course is to enable students to develop intermediate-level of knowledge pertaining to aerobic activities and fitness and to maintain or improve an individualized level of fitness. This course is an extension of Aerobics 1, but Aerobics 1 is not a prerequisite to Aerobics 2.
- This course will contain but not limited to the following: safety practices, physiology of the cardiovascular system, anatomy of the muscles, correct techniques of executing exercises, high and low impact aerobics, use of various types of exercise equipment, personal and group fitness exercises/activities, fitness assessment, nutrition, stress reduction, consumer issues and the benefits of cardio respiratory fitness.



Fine and Performing Arts, Speech and Debate, and Practical Arts

Visual Arts

Course Offerings and Descriptions

Ceramics, Course #0102300 (1 credit)

This course will explore various approaches to clay construction while applying the elements and principles of design to create three-dimensional form. The course will emphasize hand building methods to include pinch pot, coil, and slab construction.

Students investigate art ceramics and pottery through hands-on application; studying art vocabulary; and investigating functional and nonfunctional form. Students actively engage in material preparation, object production, decoration, and firing. Historical and cultural perspectives of the craft are investigated with an emphasis on potential career opportunities in the field. Specific attention is given to collaborative skills and teamwork in the classroom.

Drawing I, Course #0104340 (1 credit)

Through application of the Common Core State Standards, students develop basic perceptual, observational, and compositional skills necessary to communicate a range of subject matter with a focus on literacy skills including vocabulary and critical thinking skills. Students examine symbols, ideas, and concepts using knowledge of drawing media, processes, and techniques, applying critical analysis skills. Students engage in activities that require them to extend their thinking to draw connections between the visual arts and other subject areas. Historical and cultural aspects of the arts are emphasized through cooperative learning activities. Career opportunities in the arts are also investigated.

Painting I, Course #0104370 (1 credit)

Through application of the Common Core State Standards, students develop basic perceptual, observational, and compositional skills necessary to communicate a range of subject matter with a focus on literacy skills including vocabulary and critical thinking skills. Students examine symbols, ideas, and concepts using knowledge of painting media, processes, and techniques, applying critical analysis skills. Students engage in activities that require them to extend their thinking to draw connections between the visual arts and

other subject areas. Historical and cultural aspects of the arts are emphasized through cooperative learning activities. Career opportunities in the arts are also investigated.

Drawing 2, Course #0104350 (1 credit)

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

Painting 2, Course #0104380 (1 credit)

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

Performing and Practical Arts

Course Offerings and Descriptions

Chorus, Course #1303300 (1 credit)

This is a yearlong course designed to provide the student with the opportunity to develop vocal performance skills in ensemble, small group, and solo settings. Focus is given to the core elements of music theory as they apply to the literature that is performed, as well as the historical and cultural background of various styles of music. Objectives for this course include learning or enhancing music reading skills, building improvisation skills, and developing proper tone and voice production. Sightsinging, or performing a piece without prior preparation, is used as a tool to develop further understanding of pitch relationship and intervals as well. The ensemble performs on campus twice each year and conducts selected performances off campus.

Beginning Band, Course #1302300 (1 credit)

This is an introductory band class designed to develop skills on a woodwind, brass, or percussion instrument. Through a systematic approach of proper posture, hand position, and basic production of sound, the student will build an understanding of how to play the instrument of his/her choice in both large ensemble and solo settings. The *Tradition of Excellence Foundations for Superior Performance* method book is used as a resource for learning selected excerpts from various well-known songs in order to stress key concepts of both music theory and history. Once the foundation has been set, students are given sheet music from a variety of genres to perform as the year progresses. The ensemble performs twice a year.

Band 2, Course #1302310 (1 credit)

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

Orchestra 1, Course #1302360 (1 credit)

This course is intended for students who have little or no orchestral experience. Students study and perform high-quality beginning orchestra literature of diverse times and styles. Rehearsals focus on the development of critical listening skills, rudimentary string techniques, music literacy, ensemble skills, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or

participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Guitar I, Course #1301320 (1 credit)

This is an introductory level course for students who desire to learn how to play the guitar. Basic concepts of hand position, music reading, scales, and chords are addressed as they progress through selected songs. Students are taught the different strings in first position in order from 1 to 6 (6 being the lowest), and are given various exercises to help develop their technique with each string. These songs are then “passed off” to demonstrate mastery of these concepts. Students complete a performance test at the end of each month to monitor their progress and assess their playing abilities. During the final weeks of school, the students are exposed to a more diverse array of genres to explore and perform.

Acting 1, Course #0400370 (1 credit)

Through improvisation, simple scripted scenes, performance projects, and/or practical application, students identify what makes performances believable and explore the tools used to create, articulate, and execute them. Students build a strong foundation for future scene work, script analysis, and play production. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Dance Techniques 1, Course #0300310 (1 credit)

Students in this year-long, entry-level course, designed for those having no prior dance instruction, learn foundational skills in two or more dance styles. Their development of fundamental dance technique is enriched and enlivened through study of works by a variety of diverse artists, developing genre-specific movement vocabulary and dance terminology, and building knowledge and skills related to somatic practices, dance composition, analysis of effort and outcomes, dance history and culture, collaborative work, and rehearsal and performance protocols.

Speech I, Course #1007300

In this course, BDCHS students focus on various forms of public and conversational speaking, aligned to the Common Core State Standards. The purpose of this course is for students to improve proficiency in the language arts strands of reading, writing, listening, viewing, speaking, and language. Students will plan and perform both formal and informal speeches such as political speeches, persuasive speeches, informative speeches, toasts, acceptance speeches, and more. The course will focus on having students work through the writing process as they prepare dialogues. Students will critique their speaking skills while studying the speaking skills of today’s notable speakers and speakers throughout history.

Additional areas of focus include interviewing techniques for various purposes, effective research skills building, and real-world public speaking scenarios.



Career-Technical Department

To live, learn, and work successfully in this rapidly changing and global society, graduates from BDCCHS will need to acquire different knowledge, skills, and attitudes than previous generations. Students need to know how to learn in ever changing work settings, solve problems, and make decisions in information rich environments. Students will use technology to enhance communication; develop thinking, learning, and reasoning skills; increase knowledge and understanding; and increase their productivity. In addition, students will become more productive as learners and workers as they acquire and use technology skills.

The mission of career-technical education (CTE) is to empower students for effective participation in an international economy as world-class workers and citizens.

Career-technical education fulfills this mission by:

- Preparing students for postsecondary education in career-technical fields and lifelong learning.
- Preparing students for initial and continued employment.
- Assisting students in making educational and career decisions.
- Applying and reinforcing related learning from other disciplines.
- Assisting students in developing decision-making, communication, problem-solving, leadership, and citizenship skills.
- Preparing students to make informed consumer decisions and apply practical life skills.
- Making appropriate provisions for students with special needs to succeed in career-technical education programs.

Combined with other academic offerings, career-technical education assists all enrollees with career goals and high school graduation requirements. Students are to have a career

development plan outlining courses to be taken to meet a tentative career objective and obtain a high school diploma.

All programs in career-technical education are designed to contribute to the broad educational achievement of students. These programs contribute to students being able to:

- Identify, organize, plan, and allocate resources – time, money, materials and facilities, and human resources.
- Work with others by participating as a team member, serving clients/customers, negotiating, and working with diversity.
- Acquire and use information.
- Work with and operate effectively within social organizations and technological systems.
- Work with a variety of technologies.
- Contribute to the development of reading, writing, listening, speaking, and mathematical skills.
- Contribute to the development of thinking creatively, making decisions, solving problems, and reasoning.

Course Offerings and Descriptions

Applied Communications, Course #1001460 (1 credit)

The purpose of this course is to develop initial college and career readiness communication skills within the context of a career and technical work environment, including community collaboration and leadership. Using problem solving and research skills, students engage in reading informational and technical texts to obtain and analyze information and synthesize into evidence supporting the text. Students apply listening, reading, writing, and speaking skills to obtain and communicate information and ideas with an emphasis on 21st Century skill development.

Executive Internship, Course #0500300 (1 credit)

This course is by permission only, and is for students that have completed the majority of their graduation requirements. Students in this course examine practical aspects of specific career fields and get real-world experience by as the student works off-campus with an employer in their chosen field. This course may not be used to satisfy core course graduation requirements. It may be repeated for credit in the junior and senior years.

Personal, Career, and School Development Skills 1, Course #0500500 (1 credit)

The purpose of this course is to provide students with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community. The content of this course includes, but is not limited to, knowledge of self and others, development of positive attitudes, individual responsibility, goal setting, time management, decision making,

problem solving, leadership skills, life management skills, and career planning.

Teacher Assisting, Course #8909000 (1 credit)

This course explores and expands the core competencies in the areas of personal and professional career development and promotes the application of higher level communication and career-related skills. Approval of the Guidance Division is required for entry into this course.

**** This Curriculum Guide is a living document and as we at Brooks DeBartolo Collegiate High School continue to create a superior learning environment, Administration reserves the right to make changes to this guide. ****