



Tohopekaliga High School  
Career Technical Education CTE  
& Arts Programs

# welcome

## Tohopekcaliga CTE Programs

### THE ROLE OF SECONDARY CTE

Provide career and technical education in the state's K-12 system of public education

Introduce students to career options in development of career goals

Provide technical skills

Provide occupation-specific skills

Prepare students for further education and training

**SKILL UP,  
Oscoela!**



#### **AREAS OF STUDY**

CTE provides courses and pathways consistent with industry standards. Exploratory courses begin in the 7th grade, and subsequent courses teach students specific job readiness and job skills, which can lead to employment and postsecondary education.

#### **CAREER ACADEMIES**

CTE provides small learning communities within high schools that provides rigorous and relevant instruction which focuses on preparing students for both the workplace and college.

#### **OUR VISION:**

The vision of Career and Technical Education is to promote literacy and academic advancement, provide job training and employer partnerships, and improve the employability potential of each student in a K-20 seamless education environment.

Career and Technical Education creates pathways to success for every secondary student by providing him or her with the technical skills and academic knowledge needed to prepare for future employment and/or successful transition to postsecondary education.

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# OUR TEAM

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## team work



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# Medical Programs

## Phlebotomy Certification Dual Enrolled OTECH

### Purpose

Students can participate in the Dual Enrollment program at Osceola Technical College (OTECH). In this program, they will obtain hands-on, skills-based training in phlebotomy. Phlebotomy is when someone uses a needle to take blood from a vein, usually in your arm. Also called a blood draw or venipuncture, it is a crucial tool for diagnosing many medical conditions. They will be required to successfully complete a minimum of 50 venipunctures and 10 skin punctures from human

sources. Once they complete the program, students will earn their career certificate from OTECH. They will also be eligible to take the industry certification in phlebotomy from the American Medical Technologists (AMT) association of allied health professionals and thus become registered phlebotomy technicians (AMT RPT). They will then be qualified to work within the field. For those continuing their educational endeavors within medicine, it looks great on college applications and resumes.



## Careers

- Certified Nursing Assistant
- Clinical Nurse Specialist (CNS) Average Salary: \$81,305.
- Flight Nurse. Average Salary: \$61,752
- Labor and Delivery Nurse. Average Salary: \$56,858.
- LPN/LVN. Average Salary: \$44,030
- Neonatal Intensive Care Nurse
- Nurse Anesthetist (CRNA)
- Nurse Educator

# Phlebotomy

## Phlebotomist Certification

### Purpose

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

The purpose of this program is to provide students with a foundation of knowledge and technically oriented experiences in the study and applications of biomedical sciences and the possibilities in the biomedical field.

The content includes but is not limited to the study of human body systems, medicine, health, key biological concepts, communication, transport of substances, locomotion, metabolic processes, defense, protection, research processes, engineering principles and an introduction to bio-informatics. The program also includes the design and development of various medical interventions, including vascular stents, cochlear implants, and prosthetic limbs. In addition, students review the history of organ transplants and gene therapy, and stay updated on cutting-edge developments via current scientific literature.



## Careers

Biomedical scientist  
Biotechnologist  
Forensic scientist  
Healthcare scientist, clinical bio-chemistry  
Healthcare scientist, genomics

Healthcare scientist, haematology  
Healthcare scientist, immunology  
Medicinal chemist  
Microbiologist  
Physician associate  
Research scientist (medical)  
Toxicologists

# Medical Programs

## EKG CERTIFICATION

### Purpose

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

The content includes but is not limited to performing skills representative of one to three areas of allied health care in the laboratory and clinical settings. Major areas of allied health are defined as physical therapy, emergency, radiation, laboratory and respiratory medicine, and occupational therapy. Other areas of health, medicine, dentistry,

or veterinary may be included, with instructor provided competencies. Such competencies must remain at the aide level and not go beyond the scope of practice of unlicensed assistive personnel. Invasive procedures that fall into the nursing scope of practice are not to be added. Clinical experience is defined as activities performed in the clinical setting under the supervision of a health professional duly certified/licensed in the selected occupational fields. Simulated labs are not a substitute for clinical experience. School certificates for this module must be for “Allied Health Assistant”. Specific competencies may be listed on the back.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

### Program Structure

This program is a planned sequence of instruction consisting of three courses and two occupational completion points. The two credit core is required as a prerequisite for all programs and options. Secondary students completing the two required courses will not have to repeat the core in postsecondary. When the recommended sequence is followed, the structure allows students to complete at specified points for employment or remain for advanced training or cross-training. A student who completes the applicable competencies at any occupational completion point may either continue with the training program or exit as an occupational completer.



## Careers

Athletic training  
Audiology  
Cardiovascular perfusion technology  
Cytotechnology  
Dental hygiene  
Diagnostic medical sonography  
Dietetics  
Emergency medical sciences  
Health administration  
Health information management

Medical technology  
Nuclear medicine technology  
Occupational therapy  
Physical therapy  
Physician assistant  
Radiation therapy technology  
Radiography  
Rehabilitation counseling  
Respiratory therapy  
Respiratory therapy technology  
Speech-language pathology

# Cybersecurity

## IT Certification

### Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and cybersecurity-related careers in the Information Technology career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of cybersecurity.

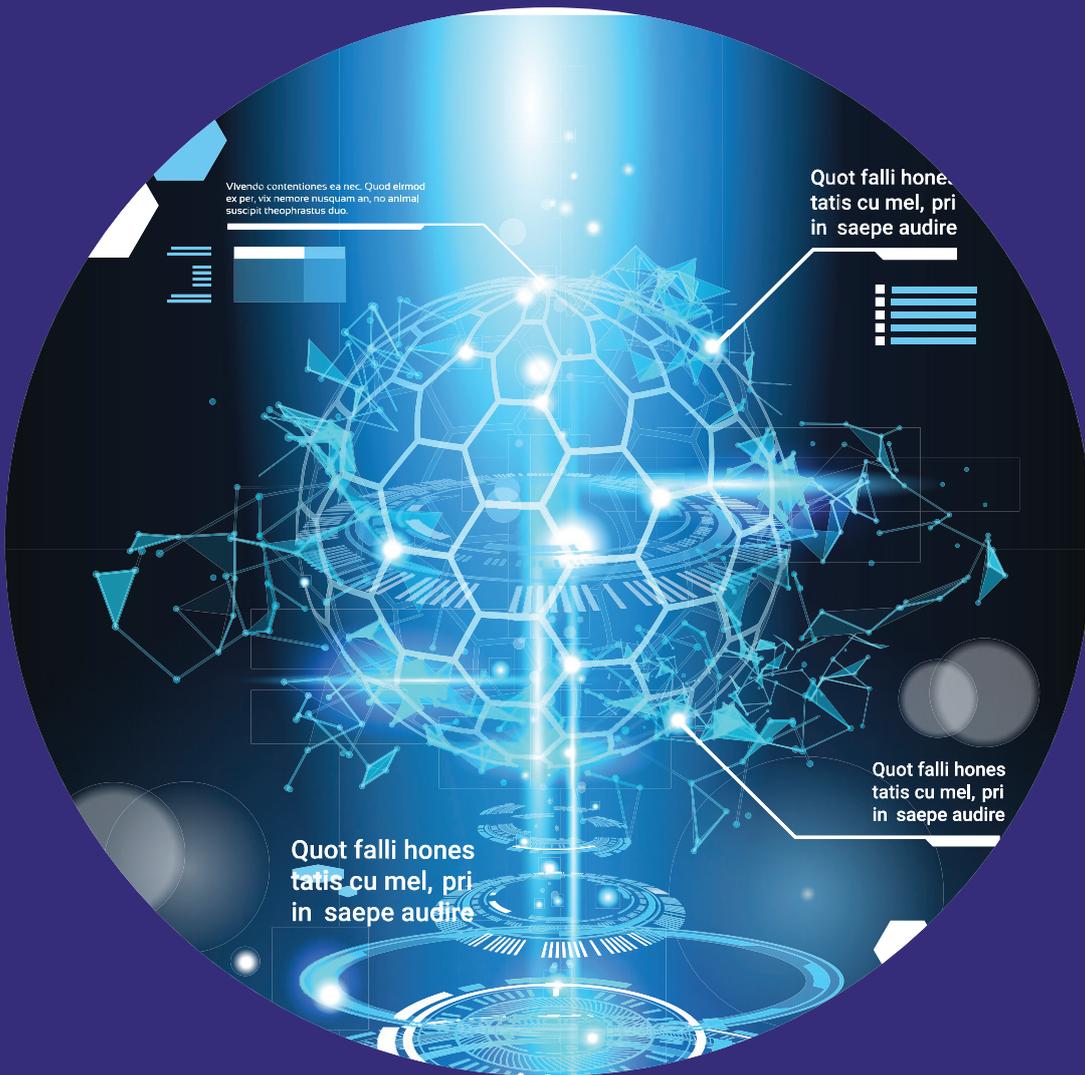
The content includes but is not limited to foundational knowledge and skills in computer and network

security, security vulnerabilities, attack mechanisms and techniques, intrusion detection and prevention, cryptographic systems, system hardening, risk identification, incidence response, penetration testing, key management, access control, and recovery. Specialized courses focus on database security, planning and analysis, software, and web security.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

### Program Structure

This program is a planned sequence of instruction consisting of two occupational completion points (OCPs). The Introduction to Information Technology course (8207310) may be used as a substitute for IT Fundamentals (9001310) in this program. To complete this program, students must complete OCP A plus one of the subsequent courses in OCP B.



Careers  
Security Consultant.  
Information Security Analyst.  
Ethical Hackers.  
Computer Forensics Analysts.

Chief Information Security Officer.  
Penetration Tester.  
IT Security Consultant.  
Security Systems Administrator

# Photography

## Purpose

The purpose of this program is to prepare students for careers in the photography industry.

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Arts, A/V Technology and Communication career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability

skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Arts, A/V Technology and Communication career cluster.

The content includes, but is not limited to, communication skills, leadership skills, human relations and employability skills, safe and efficient work practices, and the use of digital cameras techniques, commercial and industrial applications with emphasis on composition and color dynamics, printing, workflow, software and use, care, and maintenance of photographic equipment.



## Careers

**Industrial Photography** The industrial photographer takes the images of buildings, landscapes, machines, industrial processes, artifacts and different models.

**Wedding Photography** Wedding photography is one of the most lucrative and rewarding careers in photography

**Commercial Photography**

**Wildlife Photography**

**Portrait Photography**

**Scientific Photography**

**Fine Arts Photography**

**News Photography**

# Culinary Arts

## Culinary Certification

### Purpose

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality & Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality & Tourism career cluster.

The Culinary Arts program offers four courses designed by the Florida Department of Education. Each course provides coherent and rigorous content aligned with industry expectations, academic standards, and relevant technical knowledge. Each program progresses onto the next providing advanced rigorous industry expectations, experiential-based assessments, cuisine enhancement and theoretical knowledge. Students earn a high school credit for each course completed. During the fourth course of study, students have the opportunity to choose a culminating track to develop advanced culinary techniques and skills. Students will learn utilizing modern technology and culinary trends and obtain certifications and scholarship. Welcome to our career, are you up for the challenge?



## Careers

Executive Chef. Manages the kitchen staff, prepares work schedules, creates menus, and computes food costs.

Sous Chef

Banquet Chef

Pastry Chef

Food Production Manager

Purchasing Manager

Private Club and Resort Manager



# Digital Design

## WORLD Champion Program

### Purpose

The purpose of this program is to prepare students for employment in the Digital Design industry as Information Technology Assistants, Production Assistants, Digital Assistant Designers, Graphic Designers, and Multimedia Designers.

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and the relevant technical knowledge and skills needed to prepare for further education and careers in the Arts, A/V Technology and Communication career cluster; provides technical skill proficiency, and includes

competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Arts, A/V Technology and Communication career cluster.

The content includes, but is not limited to, enhanced practical experiences in computer-generated art and text, graphic design, graphic production, digital design skills, preparation of digital layouts and illustrations, scanning, and the development of specialized multimedia presentations.

Additional Information relevant to this Career and Technical Education (CTE) program is provided at the end of this document.

### Program Structure

This program is a planned sequence of instruction consisting of five occupational completion points.



## Graphic and Interactive Design Associate in Science (A.S.)

The Graphic and Interactive Design Associate in Science (A.S.) degree program is a two-year program that prepares you to go directly into a specialized career in print design, advertising design, web design or interactive design. As a graphics student, you'll learn what it means to kern type, crop photos and "lose the widows." From the creative process to interpersonal communication, our students receive hands-on experience and learn employable skills that prepare them to enter directly into a career. With a trusted reputation in the Orlando creative industry, we pride ourselves in educating some of the most talented designers in Central Florida.

Our students have received recognition in local, regional, national and even international competitions. Their accomplishments include over 100 ADDY Awards, Florida Print Awards, the Create Awards, the ONE Show, Print Magazine and Siggraph.

Specializations Available:  
 Graphic Design  
 Interactive Design

TKHS GRAPHIC DESIGN AGENCY Launching 2021 for Level 2, Level 3, and Level 4

**Digital Design Program is a National Award Winning Program and we are so proud of our students**



## Careers

- Multimedia Designer
- Web Designer.
- Logo Designer
- Brand Identity Designer.
- Creative/Art Director
- Photo Editing/Photoshop Artist.
- Layout Artist
- Package Designer

## Certifications:

- Adobe Photoshop
- Adobe Illustrator
- Adobe InDesign
- ESB Business
- Project Management

12 Credits Hours @Valencia College  
 Portfolio after 4 years



# Digital Audio

## Purpose

The purpose of this program is to prepare students for initial employment as radio and television announcers, audio and video equipment technicians, sound engineering technicians, and broadcast technicians.

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Arts, A/V Technology and Communication career cluster; provides technical

skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Arts, A/V Technology and Communication career cluster.

The content includes, but is not limited to, communication skills, leadership skills, human relations and employability skills; safe and efficient work practices; announcing and moderating programs; preparing copy, programming, and operating audio broadcast equipment to support the production of materials or programs.



## Careers

- Record Producer
- Audio Technician
- Recording Studio Manager.
- Sound Designer.
- Instrument Tech.
- Sound Mixer.
- Radio Broadcast Engineer.
- Digital Audio Editor.

## Certifications ESB and D4D

### Purpose

This course is designed to provide a basic overview of current business and information systems and trends, and to introduce students to fundamental skills required for today's business and academic environments. Emphasis is placed on developing fundamental computer skills. The intention of this course is to prepare students to be successful both personally and professionally in an information based society.

Digital Information Technology includes the exploration and use of: databases, the internet, spreadsheets, presentation applications, management of

personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards. After successful completion of this core course, students will have met Occupational Completion Point A, Information Technology Assistant - SOC Code 15-1151.

Business Certification is added this year to DIT





### Course Description Design for Delight

Our Design for Delight Foundations Course is an online learning path that you can take at your own pace. Learn design thinking basics to help build creativity, critical thinking, complex problem solving, and collaboration skills.



Entrepreneurship and Small Business is a certification from Certiport, sponsored by Intuit and the Network for Teaching Entrepreneurship, that ensures tomorrow's leaders are prepared with the toolkit they need to get ahead in today's competitive landscape. Whether you are starting a bakery or launching the next billion dollar startup, ESB validates a students' understanding of core business principles, including the essentials needed to launch and maintain a successful business.

Candidates for ESB certification will be expected to have key conceptual knowledge of entrepreneurial and small business principles through at least 150 hours of instruction. Please note that it is not required for students to have real-world experience as a small business manager in order to take and pass the exam. Successful completion of this certification will validate the skills and knowledge for those students interested in working in a middle-skill trade profession as their own boss and those with entrepreneurship and small business career aspirations.

# Digital Video

## Video Certification

### Purpose

The purpose of this program is to prepare students for initial employment as production assistants, audio/video equipment technicians, video/TV camera operators, video editors, multimedia artists/animators and broadcast technicians.

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Arts, A/V Technology and Communication career cluster; provides technical skill proficiency, and includes competency-based applied

learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Arts, A/V Technology and Communication career cluster.

The content includes, but is not be limited to, communication skills, leadership skills, human relations and employability skills, safe and efficient work practices, and preparation to assume responsibility for the overall production of digital video activities (e.g., scripts, lighting, camera operation, electronic news gathering, field/studio production, video editing).



### Careers

- Production assistant
- Grip Operator
- Screenwriter
- Camera operator/Assistant camera operator
- Cinematographer
- Director
- Videographer

# Argi-Science

## AG Certification

### Agriscience Foundation 1

Students will learn the basic history of agriculture and it affects us today. Students will learn about different career paths they may find within the agricultural industry. Students will learn to use scientific skills to do research on biological, physical environmental principles. Students will also learn about the skills to be a leader and human relations skill in Agriscience. Students will put together a garden to grow on vegetables and spices. 20% of the class will be hands on experience. Lastly, students will learn employability and agribusiness.

Certification:

Agriculture production technology

### Food Science Applications 2

Students will learn how to use their taste and other senses to develop foods. Students will use application of scientific principles in food processing; food marketing; nutritional and economic value of plant-based food products; safe and efficient distribution and handling of food products; environmental factors in food production and processing; the global and historical impact of food on people; and employability skills necessary in the food industry.

### Food Science Applications 3

Students will address concepts related to developing new food products; scientific experimentation with the chemical and biological components of foods; the impact of microbes in food production; the nutritional and economic value of animal-based food products; food spoilage and waste management; safety and security risks in the food supply; the international trade of foods; and employability skills necessary in the food industry.

### On the Job Training 4

Students will find a job related to the food science industry to get hands on experience with the field. Students will be able to see what all goes on in the job and determining if it may be a career path for them or not.

### Career and Technical Student Organization (CTSO)

FFA is the intercurricular career and technical student organization providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered.

### After High School

College

There are many opportunities for students to continue their education after high school.

Valencia College

Students can earn an A.S in specializations in horticulture, landscape, and sustainable agriculture. Currently they are partnering with the College of Agricultural and Life Sciences (CALs) at UF to build some articulated degree pathways for the Valencia students to transfer to CALs.



### University of Florida

Students can pursue a BA in Food Science to continue their education within the food science industry. Students could also pursue a BA in a variety of agriculture related fields like agriculture communications, biology, agriculture education, agriculture business, agricultural and natural resources, environmental science, family, youth and community science, dietetics, plant science and much more options.

University of Florida is one of the best agriculture affiliated places to receive an education.

### Employment

There are a ton on agriculture food science fields around. With the certifications that are offered and the on the job training that could be available to students it could crisp up the resume to help asset in jobs in specific areas.

#### Other

The agriculture industry is something that some people forget how important it is to our world. The goal of this program is to introduce students to give them an understanding how to food comes from farm to table and what that process looks like along the way.

#### Careers

- Agriculture engineer
- Agronomist
- Bee Keeper
- Botanist
- Conservation planner
- Endangered Species Biologist
- Forest Health Specialist
- Landscaper
- Park ranger
- Water quality specialist
- Wild life officer



# Gaming

## Unity Certification

### Gaming and Simulation Foundation (year 1)

Students will learn the basics of game design. They will learn about making 2D graphics for their games by learning Photoshop. Students will then use a 2D game development program called Gamemaker begin making games using their 2D graphics and game design principles. This will also help them learn basic programming skills used in writing games.

**Certifications:**  
Photoshop ACA

### Game and Simulation Design (year 2)

Students will continue learning about game design. A 3D game development environment called Unity will be used. The students will learn about designing games in a 3D environment. Coding skills will also be enhanced by using C# scripting in Unity. Students will learn to create and use design documents. The fields of Virtual Reality and Augmented Reality will be explored.

**Certifications:**  
Unity

### Game and Simulation Programming (year 3)

Students will continue to enhance their programming skills in Unity. Maya, a 3D modeling and animation program, will be used to make 3D models for their games. They will also learn about 3D animations. This gives the student the complete knowledge of the process of programming 3D games, simulations and animaitons.

**Certifications:**  
Unity



## Game and Simulation Advanced Application (year 4)

This course is a culmination of this pathway. Students will be put into teams and create a game/simulation/animation that allow experiences that utilize both skills and knowledge directly related to the student's career interests. The project must provide opportunities for members to experience a high level of interactivity related to the challenges of learning and applying advanced skills. Skills utilized include team building, scheduling, coordination of activities, and budgeting.

### *Certifications:*

Modeling and Simulation  
After High School

## Employment

Orlando area is one of the nation's leaders in companies specializing in Modeling and Simulation – especially for the military. There could be opportunities for part time or full time jobs for the motivated student.

However – college is the best option for this career choice.

## College

There are many opportunities for students to continue their education after high school. Seminole State College Students can earn an AS degree in Computer Programming and Analysis. They can then continue on to a BS degree in Information Systems with a concentration in Modeling and Simulation.

### UCF

Students can pursue a BA in Digital Media – Game Design to continue their gaming career. They can also pursue a BFA in Emerging Technology in animation or graphic design. UCF has one of the top masters programs in gaming

### Other

I have also had several students who have graduated from this pathway attend Florida Polytechnic Institute in Lakeland. Students will have enough programming experience to pursue a degree in IT or computer programming at any college – including Valencia.

The field of Gaming, Simulation and Animation is a growing field. The goal of this program is to introduce students to the tools used and give them a good foundation so they can further pursue careers in this field.

### Careers

Multimedia Artist/Animator  
Video Game Tester  
Customer Support Agent  
Composer/Musician  
Developer  
UAV operator  
Technical artist  
Digital architect.  
3D printer  
Viral advertising  
Game tester  
App developer

# TKHS ARTS

Programs offered through the Chorus Department  
Vocal Performance- Advancement in courses that will prepare each vocalist for their college auditions in classically trained singing.

Musical Theater Performance- Advancement in course that will prepare each vocalist for their college auditions in musical theater repertoire.

Contemporary and Commercial Music- Advancement in course that combine digital audio and vocal training to prepare students for a career in contemporary music and production

Each program will provide training for students to achieve high scores on their collegiate placement exams. An average of 6 credits can be waived based on student performance and college regulations.

Performance Opportunities offered through the Chorus Department

The Florida Vocal Association (FVA) Solo & Ensemble Events

FVA District and State level Choral Festival

FVA State Honor Choir

American Choral Director's

Association (ACDA) State Honor Choir

ACDA Regional Honor Choir

ACDA National Honor Choir

Osceola All County Performances

Disney's Candlelight Processional

Amway center for the Orlando Magic

Two annual concerts for the community in our stunning Performing Arts Center



Graduate from Westminster Choir College in Princeton, NJ. Ms. Kaufmann first traveled to Vienna Austria to perform German Lieder before coming back to the states to start her career as a Choral Director. Since she has been back in Florida she has been nominated for Osceola Arts Teacher of the Year every year and won the award in 2018, been appointed the District Chair Person for Middle School Choral Activities in Osceola County, and has traveled to China, Africa, and Indonesia as a choir performer. She loves her students and focuses on building a culture where excellence comes from a great work ethic and a loving heart!

1. Florida Vocal Association (FVA) District 19 MPA - 2 Choirs with Straight Superior, 1 Choir with Overall Superior, 1 Choir with Overall Excellent
2. FVA State MPA - 3 Choirs with Overall
3. Veteran's Day Performance in Washington DC
4. FVA District 19 Solo & Ensemble: 2 Ensembles with Superior

# TKHS ARTS

## **2D Studio Art**

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

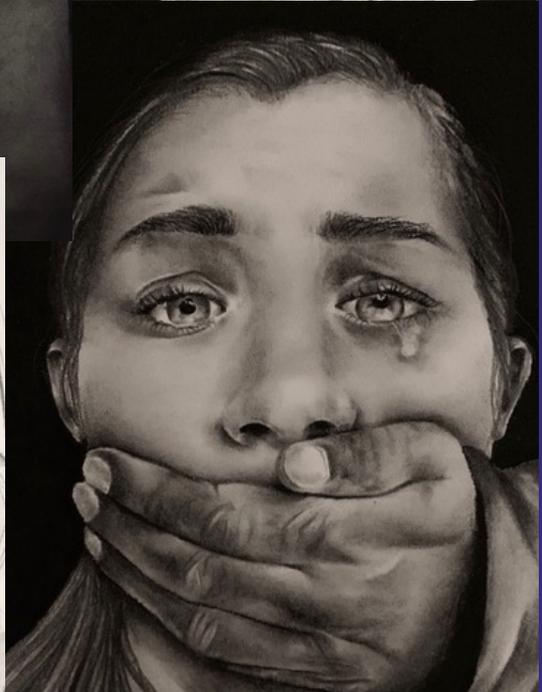
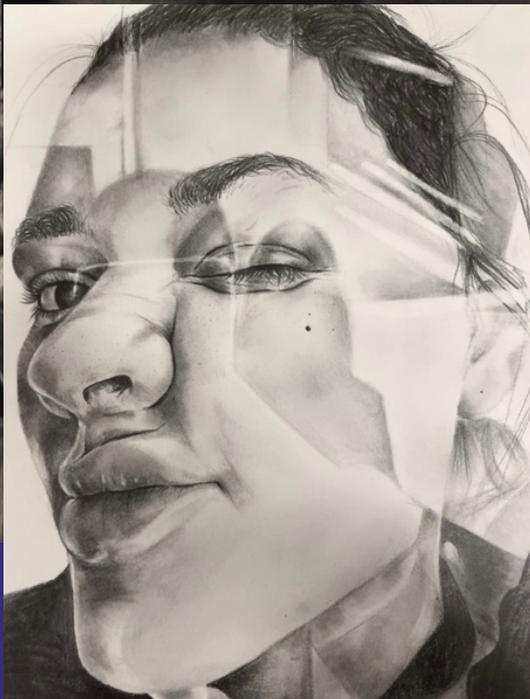
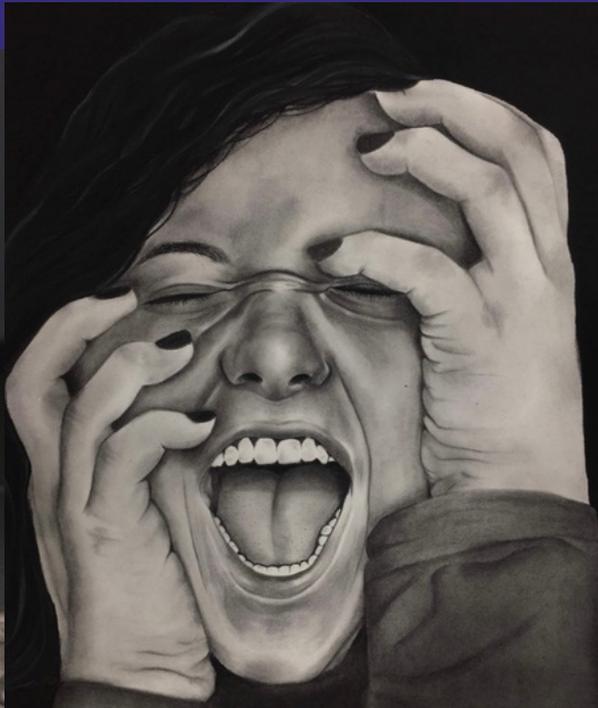
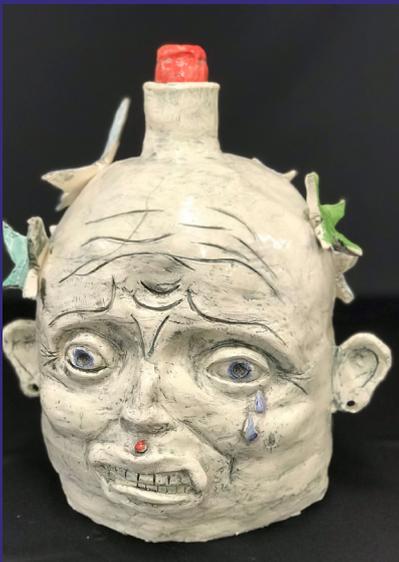
## **Honors and AP Level**

Students will create a body of work through the application, analysis, evaluation, REVISION and creation of complex ideas. The investigation must be abstract and multi-faceted,

students are challenged to think and collaborate critically on their content.

## **3D Studio Art**

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



# TKHS ARTS

Theater I is designed for students with little or no theatre experience, and promotes enjoyment and appreciation for all aspects of theatre. Classwork focuses on the exploration of theatre literature, performance, historical and cultural connections, and technical requirements. Improvisation, creative dramatics, and beginning scene work are used to introduce students to acting and character development. Incorporation of other art forms in theatre also helps students gain appreciation for other art forms, such as music, dance, and visual art. Students are challenged to think and collaborate critically on their content.

## **Musical Theater I**

**Students' course work focuses on, but is not limited to, acting, vocal performance, dance, non-dance movement, and staging, which transfer readily to performances in musicals and other venues. Students survey the evolution of**

**music in theatre from ancient Greece to modern Broadway through a humanities approach and representative literature. Music theatre students explore the unique staging and technical demands of musicals in contrast to non-musical plays. 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.**

## Technical Theater

Students focus on learning the basic tools and procedures for designing and creating scenery and properties (props) with particular attention to technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials. Students also learn the standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; through various self-assessment tools. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.



### Awards for Theatre

Multiple Superiors in Thespian at District and State Level

Dr. Phillips Center Applause Awards Winner Roselyn Garcia: Outstanding Performer 2020

# TKHS ARTS

All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

**Special Notes:** This course may require students to participate in extra rehearsals and performances beyond the school day. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

Follow on Remind and Instagram  
@TKHSBands

Students will participate in activities of their school's marching band. Activities may include, but are not limited to, the study of the chosen program of music for the season, rehearsals of the marching

routine to accompany music. There are a variety of ways that students

may participate and earn credit in this course. Some students may play instruments, some may work with flags, batons, or other apparatus, some may be dancers, etc.

#### General Notes

**Special Note:** This course may require students to participate in extra rehearsals and performances beyond the school day. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

1. Florida Bandmasters Association (FBA) Marching Band Music Performance Assessments (MPA) - Straight Superior Rating (1st time participating)
2. Advanced Jazz Band District MPA - Straight Superior Rating (1st time)
3. Advanced Jazz Band State MPA - Superior Rating (1st time)
4. Intermediate Jazz Band MPA - Excellent Rating
5. Wind Ensemble MPA - Excellent Rating
6. Concert Band MPA - Excellent Rating
7. Large Woodwind Ensemble MPA - Superior Rating (1st time)
8. Large Brass Ensemble MPA - Superior Rating (1st time)



## Join our Award Winning Band and Band Director Scott Abbott

Mr. Abbott is the Chairperson of the newly formed District 23 of the Florida Bandmasters Association.



Welcome to Tohopekaliga High School, Home of the Tigers.

Dear Tohopekaliga Students and Families,

It is with great excitement that I write this letter of introduction to you as the new Principal of Tohopekaliga High School. I am honored to have the opportunity to lead a school with such great potential and strong foundation. As I transition over the next couple of weeks, I endeavor to meet with many of you to share my vision going forward. Over my 20 years in education, I have had the opportunity to work in a variety of high schools in a wide range of positions. I have been a special education teacher, PE teacher and Dean of Students. My first two years in Osceola County, as an assistant principal, I worked at Liberty High School where I oversaw Discipline and Curriculum. Before my appointment, I worked at Harmony High School as the assistant principal over instruction. Working at both schools, in different capacities, has helped prepare me for my new role as Principal of Tohopekaliga High School. On a personal note, my wife and I have lived in St. Cloud for the past 10 years. My daughters both attend school in Osceola County and my wife is a teacher in the school district. We are proud to be part of the Osceola County School District, one that believes in inspiring all learners to reach their highest potential as responsible, productive citizens. I view education as the foundation that allows students to reach their highest potential. With that belief, students are at the center of all decisions we make as a school. I look forward to continuing to learn about the culture at Tohopekaliga High School and welcome you to come share any ideas we can implement for the betterment of our school and community. Relationships between families and the school are vital to the success of our students. I look forward to meeting you soon!

Go Tigers!  
George Arscott  
Principal

Tohopekaliga High School



# Tohopekaliga High School

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# TOHOPEKALIGA HIGH SCHOOL