

# 2020-2021 High School Curriculum Guide



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This curriculum guide has been prepared for all high schools in the Charter School Associates network of schools. The intent is to assist each student in selecting the essential classes that will lead to a successful graduation and career path for their future. Although many courses have been included in this guide, some may not be offered at individual schools; additionally, courses will be added as required by student need. Please contact your school's guidance counselor for a description of the available courses as they appear on the course selection sheet. Additional courses may be added based on student interest.

The classes being offered meet all of the requirements as prescribed by the State of Florida and the County School Board. We urge every student to take the time to review this curriculum guide carefully and involve your teachers, parents, and guidance counselor in making the best possible selection of classes.

Our staff is dedicated to the success of all our students, and we are happy to welcome you to school. Best wishes for a wonderful and productive year!

Course availability is based on the number of students eligible for the course. Information included in this Course Guide may change without prior notice and is based on the most current information available at the time of publication.

### **MISSION**

The mission is to provide students with a well-rounded college preparatory and career exploration high school education, through a challenging academic program supported by technology, on-site learning experiences via local business, and the opportunity to tie classroom learning with the real world of work.

### **PURPOSE**

The purpose is to provide students with a well-rounded college preparatory experience and career exploration. High school is to prepare students to reach their maximum potential in all subjects with special emphasis on preparing them for college and the world of business using reform-based exemplary curricula and enhancement programs. The school will partner with leading businesses in the community to provide quality internships with a capstone project as a culmination to their high school experience. All programs, including the core subjects and electives, will follow the guidelines established in the Florida Standards and the Competency Based Curriculum (CBC). Research-based and approved Comprehensive Core Reading programs, (approved by Florida Center for Reading Research), will be used in coordination with the district Comprehensive Research-based Reading Plan (CRRP). The School will prepare its students to be productive and responsible citizens through these exemplary programs.

### **VISION**

The vision is to provide students with a well-rounded college preparatory experience and career exploration. High school is to provide students with a challenging and rigorous curriculum enabling students to be well prepared for post-secondary education and life through adherence to an unwavering mission, shared purpose, clearly articulated goals, and opportunities to participate in advanced programs.

Students will experience a cross curricula instructional approach using the Florida Standards. *"Improving Student Achievement"* will serve as the school's "mantra" and improvement will be facilitated and measured through a systematic and total organizational approach to leadership and management using the Florida Continuous Improvement Model (FCIM).

## LANGUAGE ARTS

### ENGLISH I

#### Credit 1

Meets requirements for graduation

English I provides instruction in the Language Arts strands of reading, writing, speaking, listening, viewing, language, and literature. It offers instruction in reading and vocabulary strategies necessary for comprehension of printed materials, research; the writing of effective paragraphs and multi-paragraph papers, with emphasis upon all stages of the writing process in timed and untimed assessments (prewriting, drafting, revising, editing, publishing); speech instruction including formal and informal presentations; evaluation of mass media; the analysis of genres and the study of language in conjunction with writing, concentrating on conventions of grammar, usage, and mechanics. Technology is incorporated into all aspects of the course.



### ENGLISH I HONORS

#### Credit 1

**Meets requirements for graduation**

English Honors I promotes academic excellence in English language arts through enriched experiences in reading, writing, viewing, speaking, listening, language, and literature. This course provides instruction in critical analysis of major literary genres. Composition instruction focuses upon using the writing process in creative, technical, and traditional academic modes. All phases of the writing process (timed and untimed) are addressed: prewriting, drafting, revising, editing, and publishing. Formal speaking experiences are provided. Technology is incorporated into all aspects of the course.

**PREREQUISITE: Teacher recommendation.**

### ENGLISH II

#### Credit 1

**Meets requirements for graduation**

English II provides instruction in the Language Arts strands of reading, writing, speaking, listening, viewing, language, and literature. Content includes instruction in reading literature and in vocabulary strategies necessary to comprehend printed materials; the writing of essays for various purposes and audiences, using literary and nonliterary subjects; untimed and timed writings, utilizing all elements of the writing process where appropriate (prewriting, drafting, revising, editing and publishing); emphasis of applicable research; analysis of selections found in world literature; study of grammar, mechanics, usage and other conventions of standard written English in conjunction with writing; study of mass media, including analysis of propaganda and persuasion techniques; and instruction in speech, including analysis of effective techniques in oral presentations. Technology is incorporated into all aspects of the course.

**PREREQUISITE: English I**

### ENGLISH II HONORS

#### Credit 1

**Meets requirements for graduation**

English Honors II promotes excellence in English language arts through the study of world literature and enriched experiences in composition, speech, research, viewing, observing, and listening skills. This course provides instruction in universal themes found in world literature as well as in the critical analysis of various genres in that literature. Composition instruction emphasizes the creative, technical, and

traditional academic modes of writing through the writing process (prewriting, drafting, revising, editing, and publishing); frequent timed and untimed practice is provided. The study of language includes usage, mechanics, and other conventions of standard written English as they relate to students' writing. Formal and informal speaking opportunities are provided. Vocabulary study is done in conjunction with reading literature. Technology is incorporated into all aspects of the course.

**PREREQUISITE: English I. B + average, Teacher recommendation.**

### **ENGLISH III – American Literature**

**Credit 1**

#### **Meets requirements for graduation**

English III provides instruction in the Language Arts strands of reading, writing, speaking, listening, viewing, language, and literature. Composition instruction includes frequent practice in writing various types of multi-paragraph papers, including documented papers/projects. Referencing and summarizing skills will be stressed as well as all phases of the writing process (prewriting, drafting, revising, editing, and publishing). This study will include the analysis of representative example of American literary works in various genres, as they illustrate distinctive national qualities, and the ethnic and cultural diversity of the American experience. Vocabulary, grammar, and usage are studied in conjunction with literature and writing. listening, speaking, viewing, observing, researching, and writing assignments are related to the study of American literature when appropriate. Technology is incorporated into all aspects of the course.

**PREREQUISITE: English I & II**

### **ENGLISH III HONORS – American Literature**

**Credit 1**

#### **Meets requirements for graduation**

This course promotes excellence in English language arts through enriched experiences in reading, writing, speaking, viewing, listening, language, and literature. Instruction includes frequent practice in writing various types of multi-paragraph essays including documented papers; written and oral analysis of American literature representing the ethnic and cultural diversity of the American experience; and analysis American dialects reflected in the literature. Reference skills and methods of summarizing are taught in the production of documented papers/projects. All phases of the writing process are utilized where appropriate (prewriting, drafting, revising, editing, and publishing). Formal and informal speech experiences are provided. Technology is incorporated into all aspects of the course.

**PREREQUISITES: English I & II. Teacher recommendation, B + average**

### **ENGLISH IV – British Literature**

**Credit 1**

#### **Meets requirements for graduation**

English IV provides instruction in the critical analysis of representative examples from British literature, as they reflect changes in the language and the development of the literary traditions of the English language. Writing experiences are structured to provide practice in real-life writing situations likely to be encountered beyond secondary school, including technical, creative, and traditional modes. Opportunity is provided to extend speaking, viewing, researching, and listening skills. Content includes instruction in vocabulary strategies and reading necessary for comprehension of printed materials. Technology is incorporated into all aspects of the course.

**PREREQUISITE: English I, II, III.**

### **ENGLISH IV HONORS – British Literature**

**Credit 1**

#### **Meets requirements for graduation**

English Honors IV promotes excellence in English language arts through enriched experiences in communication skills and instruction in the literature of Great Britain. Instruction will cover the written



and oral analysis of major British literary works of various genres, in relationship to cultural influences and to the development of the literary traditions of the English language. Writing assignments will develop students' abilities to interpret literature and analyze it critically. All phases of the writing process will be utilized where appropriate (prewriting, drafting, revising, editing, and publishing). Students will also extend their speaking, researching, viewing, and listening skills. Language study should include vocabulary and grammar in the context of literature and writing and an overview of the history of the language as reflected in literature.

**PREREQUISITE: English I, II, III, Teacher recommendation.**

## **ENGLISH I, II, III, IV THROUGH ESOL –(offered at select schools)**

**Credit 1**

### **Meets requirements for graduation**

The purpose of this course is to provide integrated educational experiences in the language arts strains of reading, writing, listening, viewing, speaking, language, and literature. The content should include, but not be limited to, the following:

- using reading strategies to construct meaning from informative, technical, and literary texts
- acquiring an extensive vocabulary through reading, discussion, listening, and systematic word study
- using process writing strategies, student inquiry, and self-monitoring techniques
- using speaking, listening, and viewing strategies in formal presentations and formal discussions
- understanding and responding to a variety of literacy forms
- understanding and using language successfully to impact readers, writers, listeners, speakers, and viewers

## **ADVANCED PLACEMENT ENGLISH LANGUAGE & COMPOSITION (AP)**

**Credit 1**

### **Meets requirements for graduation**

The course provides a study of the semantic, structural, and rhetorical resources of the English language as they relate to the principles of effective writing. Examples of prose from various field and periods serve as models of effective writing. This course provides a variety of writing opportunities that require the use of different styles and tones. Students develop individual writing styles adaptable to writing need in college. Students must take the Advanced Placement Examination offered by the College Board to earn AP credit on the high school transcript.

**PREREQUISITES: Honors English II, Teacher recommendation**

## **ADVANCED PLACEMENT ENGLISH LITERATURE & COMPOSITION (AP)**

**Credit 1**

### **Meets requirements for graduation**

This course involves students in the study and practice of writing and the study of literature. Students learn to use the modes of discourse and to recognize the assumptions underlying various rhetorical strategies. Students acquire an understanding of the resources of the language and an understanding of the writer's craft. Students develop critical standards for the appreciation of any literary work and increase their sensitivity to literature as shared experience. Students must take the College Board examination for Advanced Placement English Composition and Literature to earn AP credit on the high school transcript.

**PREREQUISITES: Honors English III, B + average. Teacher recommendation or AP English Language**

## INTENSIVE READING

### Credit 1 (offered at select schools)

The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write grade level text independently.

**Placement required for students who do not demonstrate proficiency on the Florida Standards Assessment**

## DEVELOPMENTAL LANGUAGE ARTS THROUGH ESOL

### Credit 1 (offered at select schools)

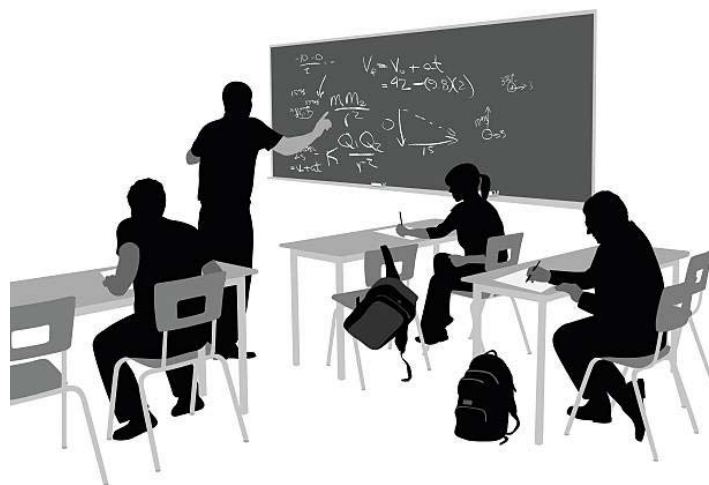
The purpose of this course is to provide students who are native speakers of languages other than English instruction enabling students to accelerate the development of reading, writing, listening, speaking, and language skills and to strengthen these skills so they are able to successfully read and comprehend grade level text independently. Instruction emphasizes reading comprehension and vocabulary through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity.

## MATHEMATICS

### ALGEBRA I

#### Credit 1

Algebra I is a course designed to develop the algebraic concepts and processes that can be used to solve a variety of real-world and mathematical problems. The content shall include, but not be limited to, structure and properties of the real number system, including rational and irrational numbers, exponents, square roots, radicals, absolute value, and scientific notation; varied means for analyzing and expressing patterns, relations, and functions including words, tables, sequences, graphs, and algebraic equations, variables, algebraic expressions, polynomials, and operations with polynomials; coordinate geometry and graphing equations and inequalities; data analysis concepts and techniques including introductory probability; and varied solutions strategies for inequalities, linear and quadratic equations, and for systems of equations.



### ALGEBRA I HONORS

#### Credit 1

Algebra I Honors is a rigorous course designed to develop the algebraic concepts and processes that can be used to solve a variety of real-world and mathematical problems. The content shall include, but not be limited to, structure and properties of the real number system, including rational and irrational numbers, exponents, square roots, radicals, absolute value, and scientific notation; varied means for analyzing and expressing patterns, relations, and functions including tables, sequences, graphing, and algebraic equations, variables, algebraic expressions, polynomials, and operations with polynomials; coordinate geometry and graphing of equations and inequalities; data analysis concepts and techniques including introductory statistics and probability; and varied solutions strategies for inequalities, linear and quadratic equations, and for systems of equations.

**PREREQUISITE: Pre-Algebra 8 or A average in Math 8**

## **GEOMETRY**

### **Credit 1**

Geometry is a course designed to develop the geometric relationship and deductive strategies that can be used to solve a variety of real world and mathematics problems. The content will include, but not be limited to, geometric constructions, terminology and fundamental properties of geometry; deductive and inductive reasoning and their application to formal and informal proofs; formulas pertaining to the measurement of plane and solid figures; coordinate geometry and transformations on the coordinate plane; exploration of geometric relationships such as parallelism, perpendicularity, congruence, and similarity; properties of circles; and right triangle trigonometry.

**PREREQUISITE: Algebra I or Algebra I Honors.**

## **GEOMETRY HONORS**

### **Credit 1**

Geometry Honors is a rigorous course design to develop the geometric relationships and deductive strategies that can be used to solve a variety of real world and mathematics problems. The content will include, but not be limited to, geometric constructions, terminology and fundamental properties of geometry; deductive and inductive reasoning and their application to formal and informal proofs; formulas pertaining to the measurement of plane and solid figures; coordinate geometry and transformations on the coordinate plane; explorations of geometric relationships such as parallelism, perpendicularity, congruence, and similarity; properties of circles; and right triangle trigonometry.

**PREREQUISITE: Algebra I Honors**

## **ALGEBRA II**

### **Credit 1**

Algebra II is a course designed to continue the study of the structure of algebra and to provide the foundation for applying these skills to other mathematical and scientific fields. Topics shall include, but not be limited to, structure and properties of the complex number system; arithmetic and geometric sequences and series, relations; functions, and graphs extended to polynomial, exponential, logarithmic functions; varied solution strategies for linear equations, inequalities, and systems of equations and inequalities; varied solution strategies including the quadratic formula for quadratic equations; conic section and their applications; data analysis including measures of central tendency and dispersion; and probability, permutations, and combinations.

**PREREQUISITE: Algebra I or Algebra I Honors, Geometry.**

## **ALGEBRA II HONORS**

### **Credit 1**

Algebra II Honors is a rigorous course designed to continue the study of the structure of algebra and to provide the foundation for applying these skills to other mathematical and scientific fields. Topics shall include, but not be limited to, structure and properties of the complex number system; arithmetic and geometric sequences and series, relations, functions, and graphs ,extended to polynomial, exponential, and logarithmic functions; varied solution strategies for linear equations, inequalities, and systems of equations and inequalities; varied solution strategies, including the quadratic formula, for quadratic equations; conic sections and their applications, data analysis, including measures of central tendency and dispersion; and probability, permutations, and combinations.

**PREREQUISITE: Algebra I Honors, Geometry Honors.**

## **PRE-CALCULUS HONORS**

### **Credit 1**

The purpose of this course is to emphasize the study of functions and other skills necessary for the study of calculus. Topics shall include, but not be limited to, polynomial, rational, exponential, inverse, logarithmic, and circular functions; sequences; series; theory of limits; vectors; conic sections; polar

coordinates; symbolic logic; mathematical induction; and matrix algebra. This course provides a mathematically sound foundation for students who intend to study Calculus.

**PREREQUISITE: Geometry Honors and Algebra II Honors**

## **ADVANCED PLACEMENT CALCULUS AB**

### **Credit 1**

The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

**PREREQUISITE: Pre-Calculus, Teacher Recommendation**

## **ADVANCED PLACEMENT STATISTICS**

### **Credit 1**

The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

**PREREQUISITE: Teacher Recommendation**

## **MATHEMATICS FOR COLLEGE READINESS**

### **Credit 1** (offered at select schools)

This course incorporates the Florida Standards for Mathematical Practices as well as the following Florida Standards for Mathematical Content: Expressions and Equations, The Number System, Ratios and Proportional Relationships, Functions, Algebra, Geometry, Number and Quantity, Statistics and Probability, and the Florida Standards for High School Modeling. The standards align with the Mathematics Postsecondary Readiness Competencies deemed necessary for entry-level college courses.

## **INTENSIVE MATH**

### **Credit 1** (offered at select schools)

The purpose of this course is to enable students to develop mathematical skills and concepts through remedial instruction and practice. The content should include, but not be limited to, the following: math content that has been identified by screening and individual diagnosis of each student's need for remedial instruction, critical thinking, problem solving, test-taking skills and strategies. Students will solve real world problems dealing with the areas of number sense, measurement, geometry, algebraic thinking, data analysis and probability. This course will help improve students organizational and study skills.

## **TRIGONOMETRY HONORS** (offered at select schools)

### **Credit: .5**

This course provides an extensive study of analytical trigonometry that includes the use of fundamental identities and the verification process or proof of these identities, the solving of trigonometric equations in preparation for calculus along with the relationships of angles using the sum and difference formulas, multiple angle formulas, product – to – sum formulas, and other trigonometric relationships.

## **SCIENCE**

### **PHYSICAL SCIENCE**

#### **Credit 1**

The purpose of this course is to provide opportunities to study the concepts of matter, energy, and forces, and their applications through exploratory investigations and activities.

### **PHYSICAL SCIENCE HONORS**

#### **Credit 1**

While the content focus of this course is consistent with the Physical Science course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field collecting data every week.



### **ASTRONOMY I** (offered at select schools)

#### **Credit 1**

The purpose of this course is to enable students to develop and apply knowledge of the universe and compare the conditions, properties, and motions of bodies in space. Emphasis shall be placed on concepts basic to Earth, including materials, processes, history, and the environment.

### **BIOLOGY**

#### **Credit 1**

Biology I will provide opportunities to students for general exploratory experiences and activities in the fundamental concepts of life. Topics will include but not be limited to: the scientific method, measurements, laboratory apparatus usage and safety, cell biology and cell reproduction, principles of genetics, biological change through time, classification, microbiology, structure and function of plants and animals, structure and function of the human body, and ecology. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.

### **BIOLOGY I HONORS**

#### **Credit 1**

Biology I Honors will provide opportunities to students for general exploratory experiences and activities in the fundamental concepts of life. Topics will include, but not be limited to, the scientific method, laboratory apparatus usage and safety, biochemistry, cell biology, genetics, botany, zoology, human anatomy and physiology, and ecological relationships. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.



## **ADVANCED PLACEMENT BIOLOGY**

### **Credit 1**

Advanced Placement Biology is an intensive course designed to be the equivalent of an introductory biology course taken in college. The emphasis is on developing an understanding of biological concepts rather than an accumulation of facts. The student should understand and appreciate the science of biology as a process and a personal experience in scientific inquiry that develops their problem solving and critical thinking skills.

## **CHEMISTRY**

### **Credit 1**

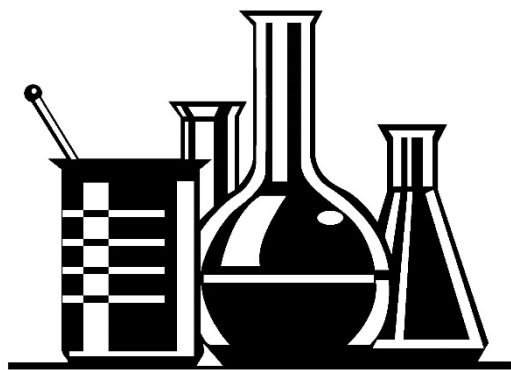
Chemistry I will provide opportunities for students to study the composition, properties, and changes associated with matter. Topics will include, but not be limited to, classification and structure of matter, atomic theory, the periodic table, bonding, chemical formulas, chemical reaction, balanced equations, behavior of gases, physical changes, acids, bases, and salts. Laboratory activities that include the use of scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.

**PREREQUISITE: Concurrent enrollment in Algebra II or successful completion of Algebra II.**

## **CHEMISTRY I HONORS**

### **Credit 1**

Chemistry I Honors will provide students with an opportunity to study the composition, properties and changes associated with matter. Topics will include, but not be limited to, heat, changes of matter, atomic structure, bonding, the periodic tables, formulas, equations, mole concept, gas laws, reactions, solutions, equilibrium systems, and oxidation reduction reactions. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.



**PREREQUISITE: Concurrent enrollment in Algebra II Honors or successful completion of Algebra II and Science Dept. approval.**

## **ANATOMY AND PHYSIOLOGY**

### **Credit: 1**

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

## **ANATOMY AND PHYSIOLOGY, Honors**

### **Credit: 1**

Students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National

Science Teachers Association recommends that at the high school level all students should be in the science lab or field collecting data every week. School laboratory investigations are defined by the National Research Council as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models. Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error, and have the skills to aggregate, interpret, and present the resulting data.

## **PHYSICS**

### **Credit: 1**

Students in this course will examine the following physics topics: mechanics, electricity & magnetism, and wave motion. Prerequisite math skills should include, but is not limited to, those presented in Algebra II. An emphasis is placed on a mathematical understanding of the physics principles that are presented. Coursework involves laboratory activities, in-class assignments and formal assessments that require students to demonstrate problem-solving skills in the context of a science scenario.

## **PHYSICS HONORS**

### **Credit: 1**

While the content focus of this course is consistent with the Physics I course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course.

## ***SOCIAL STUDIES***

## **WORLD HISTORY**

### **Credit 1**

This course provides students the opportunity to acquire an understanding of the chronological development of civilization by examining the political, economic, social, religious, military, dynastic, scientific, and cultural events that have affected humanity. Specific content to be covered will include, but not be limited to, an understanding of geographic, historic and time-space relationships, a review of pre-history, the rise of civilization and cultural universals, the development of religion and the impact of religious thought, the evolution of political systems and philosophies, the development of nationalism as a global phenomenon, the origin and course of economic systems and philosophies. One credit of world history is required for graduation.



## **WORLD HISTORY HONORS**

### **Credit 1**

This course provides students the opportunity to acquire a comprehensive understanding of the past in terms of what has been interpreted about change or process as it related to the development of humanity. This is done by analyzing the political, economic, social, religious, military, dynastic, scientific, and cultural events that have shaped and molded humanity. Implicit in this is an understanding of the historical method, the inquiry process, historical reasoning and interpretation. One credit of World History is required for graduation.

## **ADVANCED PLACEMENT WORLD HISTORY**

### **Credit 1**

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts in different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence. Periodization, explicitly discussed, forms an organizing principle to address change and continuity throughout the course. Specific themes provide further organization to the course, along with consistent attention to contacts among societies that form the core of world history as a field of study.

## **ADVANCED PLACEMENT HUMAN GEOGRAPHY**

### **Credit 1**

This course provides a systematic study of human geography, the use of spatial concepts and landscape analysis to examine human organization of space, spatial relationships at different scales ranging from the local to global and teaches students how to use and interpret maps, data sets and geographic models, GIS, aerial photographs and satellite images.

## **AMERICAN HISTORY**

### **Credit 1**

American History will provide students with the opportunity to acquire an understanding of the chronological development of the American people by examining the political economic, social, religious, military, scientific, and cultural events that have affected the rise and growth of the nation. Content to be covered will include, but not be limited to, an understanding of geographic-historic and time-space relationships, the synthesizing of American culture through the centuries, the origin of the American colonial experience, the American Revolution and the Federal System, the Civil War as the solution to the secession issue, the technological and urban transformation of the country, and American foreign policy development. One credit of American history is required for graduation.

## **AMERICAN HISTORY HONORS**

### **Credit 1**

American History Honors will provide students with the opportunity to acquire an in-depth and comprehensive understanding of the chronological development of the American people by examining the political, economic, social, religious, military, scientific, and cultural events that have affected the nation. Implicit in this is an understanding of the historical method, the inquiry process, historical reasoning and interpretation, and the issues of external and internal validity. One credit of American history is required for graduation.

## **ADVANCED PLACEMENT AMERICAN HISTORY**

### **Credit 1**

Advanced Placement American History will provide students with the opportunity to develop the analytic skills and factual knowledge necessary to deal critically with the problems, content, and materials of American historic development. This is done by focusing on persistent themes and change in history and by applying historical reasoning to seek solutions to contemporary problems. Integral components of this course will include, but not be limited to, the formation of generalizations from primary sources in history, the synthesis and evaluation of information, the development of a set of criteria for judging proposed courses of action in terms of actual and projected consequences, the comparison of eras with similar trends, and analysis of the impact of major historical figures and groups on American and world events, the detection of bias in making conclusions, and the emergence of patterns in historical development. Reference will be made to the current advanced placement course description for



American History published annually by the College Board. This course will prepare students for possible college credit. Students enrolled must take the AP exam. One credit of American history is required for graduation.

**PREREQUISITE: Department Guidelines**

## **AMERICAN GOVERNMENT**

### **Credit .50**

This course develops an understanding of American government and political behavior. Content to be covered will include, but not be limited to, an analysis of documents which shape political traditions, a comparison of the roles of the three branches of government at the local, state, and national levels, an understanding of the evolving role of political parties and interest groups in determining government policy, how the rights and responsibilities of citizens in a democratic state evolved and have been interpreted, and the importance of civic participation in the democratic political process. One-half credit of American government is required for graduation.



## **AMERICAN GOVERNMENT HONORS**

### **Credit .50**

Students will acquire a comprehensive understanding of American government and political behavior. Appropriate concepts and skills will be developed through an evaluation of the Declaration of Independence the Constitution, and the Bill of Rights, an analysis of the roles of the three branches of government at the local, state, and national levels, a comparative view of the changing roles of the three branches of government at the local, state, and national levels, a comparative view of the changing nature of political parties and interest groups in determining government policy, an evaluation of citizen rights and responsibilities in a democratic state, and the importance of civic participation in democratic political processes. One-half credit of American government is required for graduation.

## **ADVANCED PLACEMENT AMERICAN GOVERNMENT**

### **Credit .50**

This course will give students a critical perspective on politics and government in the United States. It requires familiarity with the various institutions, groups, beliefs, and ideas that make up the American political reality. Specific content to be covered will include, but not be limited to, an understanding of federalism and the separation of powers, the development of the constitution, the process of politics, the nature of public opinion, the role of political parties and interest groups, the major formal and informal institutional arrangement of powers, and the development of civil liberties and civil rights. Course outline will adhere to guidelines of The College Board. Completion of this course may qualify student for college credit. Students enrolled must take the AP Exam. One-half credit of American government is required for graduation.

**PREREQUISITE: Department guidelines**

## **ECONOMICS AND FINANCIAL LITERACY**

### **Credit .50**

Economics course that consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, 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.

**One-half credit of economics is required for graduation.**

## **PHYSICAL EDUCATION**

### **PERSONAL FITNESS**

#### **Credit .50**

Personal Fitness provides students with opportunities to develop an individual optimal level of physical fitness, acquire knowledge of physical fitness concepts, and acquire knowledge of the significance of lifestyle on one's health and fitness. The content includes knowledge of the importance of physical fitness, assessment of the health related components of fitness, health problems associated with inadequate fitness levels, application of bio-mechanical and physiological principles to improve and maintain fitness, safety practices and psychological values of fitness including stress management, and sound nutritional practices and consumer issues related to physical fitness.



### **TEAM SPORTS I**

#### **Credit .50**

Team Sports I provides students with opportunities to acquire knowledge of strategies of team sport play, develop skills in selected team sports, and maintain and or improve their personal fitness. The content includes knowledge and application of skills, techniques, strategies, rules, and safety practices necessary to participate in selected team sports which may include, but not be limited to, basketball, flag football, flicker ball, gatorball, soccer, softball, speedball, track and field, and volleyball.

Paired with Personal Fitness for 1.0 Physical Education credit requirement

### **HOPE – HEALTH OPPORTUNITIES THROUGH PHYSICAL EDUCATION**

#### **Credit 1.0**

Will meet graduation requirement for Physical Education with the integration of health topics HOPE provides students with opportunities to acquire knowledge to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. The content includes, but is not limited to, applying fitness and health concepts, development of an individual wellness plan, responsible decision making, development of an individual nutrition plan, safety and injury prevention – (hydration, injury, violence, environmental issues, CPR), interpersonal communication – communication, relationships, sportsmanship, etc.

### **WEIGHT TRAINING, I AND II**

#### **Credit: 0.5**

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

### **CARE AND PREVENTION OF ATHLETIC INJURIES**

#### **Credit .5**

The study of the treatment and prevention of specific sport injuries resulting from activities in the home, recreational, intramural, and extramural settings. Identification of injuries, proper treatment after they occur, and preventative measures. Students learn how to create a safe environment for athletes. Cramer and American Red Cross techniques will be covered.

## **FIRST AID SAFETY**

### **Credit .5**

This course provides a basic overview of the causes and preventions of unintentional injuries, appropriate emergency responses to those injuries and crisis response planning. Safety education should include cardiopulmonary resuscitation (CPR) and the use of an automatic external defibrillator (AED), first aid for obstructed airway, and injury prevention.

## **FOREIGN LANGUAGE**

### **SPANISH I**

#### **Credit 1**

Modern Foreign Language I introduces students to the target language and its culture. The student will develop communicative skills and cross-cultural understanding. Specific content includes, but is not limited to, beginning skills in listening and speaking with special attention to pronunciation. An introduction to reading and writing is also included as well as the fundamentals of grammar and culture.

**PREREQUISITE: None**



### **SPANISH II**

#### **Credit 1**

Modern Foreign Language II reinforces the fundamental skills acquired by students in Modern Foreign Language I. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Modern Foreign Language I. Reading and writing receives more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

**PREREQUISITE: Spanish I.**

### **SPANISH III HONORS**

#### **Credit 1**

Modern Foreign Language III provides mastery and expansion of skills acquired by students in Modern Foreign Language II. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussion of selected readings.

Students' acquisition of grammatical concepts is strengthened by analyzing reading selections. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

**PREREQUISITE: Spanish II**

### **SPANISH IV HONORS**

#### **Credit 1**

Modern Foreign Language IV expands the skills acquired by the students in Modern Foreign Language III. Specific content includes, but is not limited to, more advanced language structures and idiomatic expression, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes including writing. Reading selection are varied and taken from newspapers, magazines, and literary works.

**PREREQUISITES: Spanish III**

## **AP SPANISH LANGUAGE**

### **Credit 1**

Advanced Placement Modern Foreign Language develops oral and written fluency in the language and prepares students to take the Advanced Placement test. Specific content includes, but is not limited to, content determined by the Advanced Placement Program guidelines.

**PREREQUISITE:** Spanish IV or mastery of Student Performance Standards corresponding to Modern Foreign Language IV and teacher recommendation.

## **AP SPANISH LITERATURE**

### **Credit 1**

The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students develop proficiencies across the full range of communication modes (interpersonal, presentational, and interpretive), thereby honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, literary criticism).

**PREREQUISITE:** Satisfactory completion of AP Spanish Language

## ***ELECTIVES***

### **DRAWING I, II, AND III**

#### **Credit 1**

This course enables students to develop basic perceptual, observational, and compositional skills necessary to communicate a range of subject matter, symbols, ideas, and concepts using knowledge of drawing media, processes, and techniques.

**PREREQUISITE:** Drawing I – None; Drawing II – Drawing I; Drawing III – Drawing I and II

### **PAINTING I, II, AND III**

#### **Credit 1**

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

**PREREQUISITE:** Painting I – None; Painting II –Painting I; Painting III –Painting I and II

### **PORTFOLIO DEVELOPMENT: DRAWING-HONORS**

#### **Credit 1**

Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in drawing, painting, printmaking, and/or mixed media that emphasizes line quality, rendering of form, composition, surface manipulation, and/or illusion of depth. Students regularly reflect on aesthetics and art issues individually and as a group, and focus on expressive content that is progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical,

and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials.

## **PORTFOLIO DEVELOPMENT: TWO DIMENSIONAL DESIGN-HONORS**

### **Credit 1**

Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in drawing, painting, printmaking, mixed media, traditional photography, digital photography, and/or new media and emerging technologies that demonstrate understanding of design principles as applied to a 2-dimensional surface.



## **AP STUDIO ART**

### **Credit 1**

The AP Studio Art course is for students interested in a rigorous and focused study in art. Students will develop a quality portfolio that demonstrates a mastery of concept, composition and execution in 2D design. This course is based on a student creating a body of work that demonstrates quality, concentration and breadth. This portfolio will be submitted to the College Board for college credit.

## **TWO DIMENSIONAL ART I/II/III Honors**

### **Credit 1**

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

## **3-D STUDIO ART I (offered at select schools)**

### **Credit 1**

Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Media may include, but are not limited to, clay, wood, plaster, and paper maché 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 3-D 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.

### **FILM I (offered at select schools)**

#### **Credit 1**

Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. The instructional focus will be on film. Students produce digital animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and to the work of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

### **FILM II (offered at select schools)**

#### **Credit 1**

Students explore and develop concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional animations. The instructional focus will be on film. As they become more adept at using the tools and techniques available to them, students design digital animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

### **FILM III HONORS (offered at select schools)**

#### **Credit 1**

Students explore advanced topics through project-based work, becoming more self-directed in their acquisition and use of concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional animations in video formats. As students become more adept at using tools and techniques available to them, students design and produce digital animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication and independence to promote risk-taking in the completion of concept-based, self-directed work. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

### **THEATRE I/II AND III HONORS (offered at select schools)**

#### **Credit 1**

This course promotes enjoyment and appreciation for all aspects of theatre. Classwork focuses on the exploration of theatrical 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.

### **BAND I, II, III, IV and Advanced Band III, IV**

#### **Credit 1**

Band provides students with instruction in the development of technical skills on wind and percussion instruments. Emphasis will be placed on the development of skills in interpretation of notation



and expressive performance markings, individual and ensemble performance techniques, critical listening skills and aesthetic values. The content should include, but not be limited to, the following: production of characteristic tone on wind and percussion instruments; ensemble performance techniques, including phrasing, articulation, blend, balance, and intonation, response to conducting; performance of band literature from varied historical periods and cultures; composition, arrangement, and improvisation technique; evaluation and application of knowledge of musical form and history; analysis and evaluation as a performer and listener; responsible participation in music activities; importance of music in everyday life.

**Special Note:** The course requirements contained in this course description are designed for a one credit course. This course may be repeated by a student for multiple credits if, on subsequent offerings, the required level of student proficiency increases. This course may require extra rehearsals and performances beyond the school day.

**REGULAR PREREQUISITE:** Instructor's approval.

**ADVANCED PREREQUISITE:** Instructor's approval and evidence of advanced musical competence

## **CHORUS I, II, III, IV AND V**

**Credit 1**

***Meets graduation requirements for Performing Fine Arts***



Chorus provides students with instruction in the development of technical skills in the choral setting. Emphasis will be placed on the development of skills in reading music notation; music theory and composition; individual and ensemble performance techniques; analysis of form, style, and history included in the performance preparation of varied choral literature; and critical listening skills and aesthetic values. The content should include, but not be limited to, the following: healthful and musically appropriate vocal tone production technique; independent interpretation of varied choral literature; application of rhythmic and melodic notation and expressive marking in performance, composing, and improvising; analysis of musical form, varied style periods, and aesthetic perceptions; evaluation of musical performance as a performer and a

listener, application of appropriate choral performance technique; responsible participation in music activities; roles and influence of choral music and musicians in culture, society, and everyday life.

**Special Note:** The course requirements contained in this course description are designed for a one credit course. This course may be repeated by a student for multiple credits if on subsequent offerings, the required level of student proficiency increases. This course may require extra rehearsals and performances beyond the school day. **PREREQUISITE:** Instructor's approval

## **DANCE TECHNIQUES I/II/III HONORS (offered at select schools)**

**Credit 1**

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.

## **DANCE CHOREOGRAPHY AND PERFORMANCE (offered at select schools)**

### **Credit 1**

Students explore key concepts of dance making with a focus on improvisation, composition, and choreographic processes and principles. Students study the works and creative techniques of highly technical and cultural forces that influenced significant or exemplary works, and students consider the innovations that came out of them. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course will culminate in a Senior recital.

## **JOURNALISM I**

### **Credit 1**

#### ***Meets graduation requirements for Practical Arts***

This course provides instruction in basic aspects of journalism and workshop experiences in journalistic production. The content includes, but is not limited to, instruction in recognizing and writing news for journalistic media and in developing editorials, sports articles, and feature stories. In addition to written work, students receive instruction in the history and traditions of journalism as well as workshop experiences in photography, layouts, advertising, printing, and other practical aspects of journalistic enterprise. In connection with workshop experiences, one or more student journalistic productions may be included.

## **JOURNALISM II**

### **Credit 1**

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

## **DEBATE I**

### **Credit 1**

This course provides instruction in the fundamentals of argumentation and problem solving. The content includes, but is not limited to, instruction in logical thinking, organization of facts, and speaking skills. Students practice research skills related to debate topics and also participate in frequent debate situations. Students will demonstrate knowledge of debate procedures and presentations through participation in local debate tournaments. Students will also have the opportunity to compete at national tournaments.

## **DEBATE II**

### **Credit 1**

The purpose of this course is to continue to develop students' awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies for public debate in a variety of given settings. Some work outside of the regular school day may be required.

## **DEBATE III HONORS**

### **Credit 1**

The purpose of this course is to develop students' enhanced awareness, understanding, and application of language arts as it applies to advanced oral communication concepts and strategies for public debate in a variety of given settings. Some work outside of the regular school day may be required.



## **PSYCHOLOGY I**

### **Credit 1**

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

## **PSYCHOLOGY II**

### **Credit 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.

## **AP PSYCHOLOGY**

### **Credit 1**

This course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.

## **SOCIOLOGY (offered at select schools)**

### **Credits .5**

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

## **DIGITAL ART IMAGING I, II (offered at select schools)**

### **Credit 1**

Students explore and develop concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional graphic and fine works of art. As they become more adept at using the tools and techniques available to them, students design digital still images through the single or combined use of computers, digital cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

## **DIGITAL ART IMAGING III HONORS (offered at select schools)**

### **Credit 1**

Students explore advanced topics through project-based work, becoming more self-directed in their acquisition and use of concepts, terminology, techniques, and applications to design, create, print, and display original two-dimensional graphic and fine works of art in print and web formats. As they become more adept at using the tools and techniques available to them, students design and produce digital still images through the single or combined use of computers, digital cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own designs and

images and those of their peers to measure artistic growth with increasing sophistication and independence to promote risk-taking in the completion of conceptually based, self-directed work. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

### **CREATIVE PHOTOGRAPHY (offered at select schools)**

#### **Credit 1**



Students explore the aesthetic foundations of art making using beginning photography techniques. This course may include, but is not limited to, color and/or black and white photography via digital media and/or traditional photography. Students become familiar with the basic mechanics of a camera, including lens and shutter operation, compositional foundations, printing an image for display, and evaluating a successful print. Student photographers may use a variety of media and materials, such as 35mm black and white film, single lens reflex camera, digital camera, darkroom, computer application, filters, various papers, digital output, photogram, cyanotypes, Sabatier effect, and pinhole photography. Craftsmanship and quality are reflected in the surface of the prints and the care of the materials. Photographers 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.

### **VIDEO GAME AND SIMULATIONS FOUNDATIONS (offered at select schools)**

#### **Credit 1**

This course compares and contrasts games and simulations, key development methodologies and tools, career, and industry-related information. This course also covers strategies, processes, and methods for conceptualizing a game or simulation application; storyboarding techniques; and development tools.

### **GAME SIMULATION AND ANIMATION (offered at select schools)**

#### **Credit 1**

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

### **VISUAL TECHNOLOGY**

#### **Credit 1**

Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce animated digital images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

## **IT ESSENTIALS- CISCO (offered at select schools)**

### **Credit 1**

This course introduces students to computer hardware and software, operating systems, networking concepts, mobile devices, IT security, and troubleshooting. The online course materials will assist the student in developing the skills necessary to work as a technician in the field of IT. IT Essentials integrates practical skills training into the technical curriculum to help students succeed in future educational, entrepreneurial, and occupational endeavors. In addition to learning the fundamentals of hardware, software, and operating systems, students develop problem solving, critical thinking, collaboration, communication, negotiation, and entrepreneurial skills, which can help them succeed today's global workplace.

## **LATIN AMERICAN STUDIES (GLOBAL STUDIES) (offered at select schools)**

### **Credit 1**

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

## **FLORIDA VIRTUAL SCHOOL – ONE COURSE REQUIRED FOR GRADUATION**

**ACADEMY OF BUSINESS AND FINANCE**  
(offerings vary by location)

**MARKETING ESSENTIALS**

**Credit 1**

This course blends theory and practice to facilitate immediate implementation and impact. Students will learn to develop strategic marketing with sales customer plans. A review of the marketing environment is used to help develop the segmentation, targeting and market positioning strategy for implementation along with the marketing mix (product, price, place and promotion). The goal is the identification and delivery of organizational competitive advantage and customer satisfaction – key to long-term revenue growth, profitability, and success.



**ACCOUNTING APPLICATIONS I**

**Credit 1**

This course emphasizes double-entry accounting; methods and principles of recording business transactions; the preparation of various documents used in recording income, expenses, acquisition of assets, incurrence of liabilities, and changes in equity; and the preparation of financial statements. The use of computers and appropriate software is required.

**ACCOUNTING APPLICATIONS II**

**Credit 1**

Accounting applications II is designed to continue the study of accounting principles. The content includes voucher systems, cash receipts, petty cash, payroll records, and internal control systems. The use of computers is required.

**ACCOUNTING APPLICATIONS III**

**Credit 1**

The third installment of this course continues the study of accounting principles and applies those principles to various entities. The content includes methods for determining the cost of merchandise inventory, general ledger account analysis, and the aging process. The use of computers is required.

**LEGAL ASPECTS OF BUSINESS**

**Credit 1**

This business course includes a survey of contracts, sales, agencies, personal property, commercial paper and associated topics. Additionally, this course emphasizes prevention of litigation and liability arising from business operations.

## **ACADEMY OF LEGAL STUDIES**

### **LAW STUDIES**

#### **Credit 1**

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



### **LEGAL SYSTEMS AND CONCEPTS**

#### **Credit .5**

This course pertains to the examination of the nature of specific rights granted under the United States Constitution. Content should include, but is not limited to, the historical antecedents of laws and the basis for the creation of laws, the background, principles and applications of the United States Constitution, the rights protected by the Constitution and precedent-setting cases related to these rights, the process for enacting criminal laws at the state and local levels, the stages of the criminal justice system, the government and private agencies which provide services to individuals accused of crimes, the citizen's role in the legal system, the role of women and diverse cultural groups within the justice system, and careers in the justice system.

### **COURT PROCEEDURES**

#### **Credit .5**

The content of this course will include, but not be limited to, the structure, processes and procedures of county, circuit and federal courts, civil and criminal procedures, juvenile law, the rights of the accused, evolution of court procedures, comparative legal systems, and career choices in the judicial system

### **POLITICAL SCIENCE**

#### **Credit .5**

Political science's focus is on government institutions and political processes and their influence on American society. Content should include, but is not limited to, the types of government, the functions and purpose of government, the function of the state, exercise of power, policy making and public opinion, political control and the economy, political ideologies, civil liberties, international relations, and the evolution of political change.

### **COMPREHENSIVE LAW HONORS**

#### **Credit .5**

This course focuses on, the historical antecedents and purpose for laws, the impact of social values on the establishment and interpretation of laws, causes and consequences of crime, evaluation of the adult and juvenile justice systems, significance of the Bill of Rights to the American legal system and elements of constitutionalism, civil and criminal law, family and consumer law, rights and responsibilities under the law, and the adversarial versus inquisitorial systems of justice. This course will incorporate the development of a written appellate brief addressing a contemporary legal question and the presentation of oral arguments to defend their position legally.

## **CONSTITUTIONAL LAW**

### **Credit 1**

This course includes the study of major legal precedents and evolving judicial interpretations associated with the United States Constitution. Content should include, but is not limited to, the evaluation of historical and contemporary constitutional dilemmas through an analysis of legal documents, processes and cases; an examination of the evolution of constitutional government from ancient times to the present; a historical review of the British legal system and its role as a framework for the U.S. Constitution; the arguments in support of our republican form of government, as they are embodied in The Federalist Papers; an examination of the constitution of the state of Florida, its current amendment process, and recent amendments approved by Florida voters; a comparison between the constitutional frameworks of other nations with that of the United States; a review and application of major Supreme Court decisions and the impact of both majority and minority opinions; the understanding of constitutional concepts and provisions establishing the power of the courts including separation of powers, checks and balances, the rule of law, an independent judiciary, and judicial review; and appellate processes and procedures to address constitutional questions.

## **COMPARATIVE POLITICAL SYSTEMS**

### **Credit .5**

An introduction to the study of comparative politics. Political institutions and behavior in selected European and developing countries are examined in their cultural contexts and in relation to the general theories of comparative politics. The course is designed to expose the student to the tools of comparative political analysis as well as to the varied structures and functions of modern political systems.

## **AP COMPARATIVE POLITICS AND GOVERNMENT**

### **Credit .5**

This advanced placement course introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students compare the effectiveness of approaches to many global issues by examining how different governments solve similar problems. They will also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments.

**ACADEMY OF MARINE AND ENVIRONMENTAL SCIENCE**  
(offerings vary by location)

**ZOOLOGY HONORS**

**Credit 1**

The study of zoology with particular emphasis on the morphology and systematics of both vertebrates and invertebrates. In addition, the students should acquire knowledge in ethology, evolution, and human ecology (including an introduction to the biosphere and biodiversity).

**MARINE SCIENCE I HONORS**

**Credit 1**

This course introduces students to the marine environment. The course gives students a better understanding and appreciation of the various fields in marine science. While the content focus of this course is consistent with the Marine Science I course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work.



**AP ENVIRONMENTAL SCIENCE**

**Credit 1**

The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

**FORENSIC SCIENCE I**

**Credit 1**

This course focuses on the application of science (chemistry, physics, and biology) to the criminal and civil laws that are enforced by police agencies in a criminal justice System. It Includes the Investigation of Fingerprinting, Fiber Analysis, Ballistics, Arson, Trace Evidence Analysis, Poisons, Drugs, Blood Spatters, And Blood Samples. Students Are Taught the Proper Collection, Preservation, and Laboratory Analysis of Various Sample

**FORENSIC SCIENCE II**

**Credit 1**

This continuation of Forensic Science I focuses on the analysis of evidence and testing that takes place within this setting. We will examine some of the basic scientific principles and knowledge that guide forensic laboratory processes such as those testing DNA, toxicology, and material analysis techniques such as microscopy, chromatography, odontology, mineralogy, and spectroscopy will be examined.

## **ENVIRONMENTAL SCIENCE**

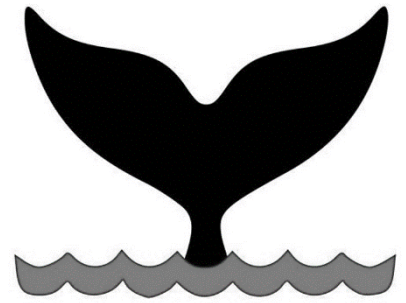
### **Credit 1**

The course provides students with scientific principles, concepts, and methodologies required to identify and analyze environmental problems and to evaluate risks and alternative solutions for resolving and/or preventing them.

## **EXECUTIVE INTERNSHIP**

### **Credit 1**

The purpose of this course is to provide a practical introduction to the work environment through direct contact with professionals in the community. The course includes the following big ideas: discussion of professional requirements, awareness and knowledge of career opportunities, building vocabulary appropriate to the area of professional interest, development of decision-making skills, and the development of personal and educational job-related skills.





**ACADEMY OF BUSINESS**  
(offerings vary by location)

**CULINARY ARTS I**

**Credit 1**

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

**CULINARY ARTS II**

**Credit 1**

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



**CULINARY ARTS III**

**Credit 1**

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

**SPORTS RECREATION AND ENTERTAINMENT ESSENTIALS**

**Credit 1**

The purpose of this course is to develop the competencies essential to sport, recreation, and entertainment marketing. These competencies include employability, human relations, communication, math, and economic skills. The fundamentals of sport, recreation, and entertainment marketing and selling are also included. There is not an occupational completion point after the completion of this course.

**SPORTS RECREATION AND ENTERTAINMENT APPLICATIONS**

**Credit 1**

This course is designed to provide students with an in-depth study of sport, recreation, and entertainment marketing in a free enterprise society and provide the knowledge, skills, and attitudes required for employment in a wide variety of sport, recreation, and entertainment marketing occupation



## **INTRODUCTION TO HOSPITALITY AND TOURISM**

### **Credit 1**

The purpose of this course is to introduce students to the skills necessary for success in the hospitality and tourism industry. Students will also have the opportunity to learn hospitality and tourism terminology and the mathematical, economic, marketing, and sales fundamentals of the industry.

## **ACADEMY OF INFORMATION TECHNOLOGY**

(offerings vary by location)

### **DIGITAL MEDIA FUNDAMENTALS**

#### **Credit 1**

This course introduces students to the essential concepts, components, terminology, and knowledge about digital media, software applications, and delivery systems.



### **DIGITAL MEDIA TECHNOLOGY**

#### **Credit 1**

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 technical digital media positions 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.

### **DIGITAL MEDIA DELIVERY SYSTEMS**

#### **Credit 1**

This course introduces students to the digital video and audio delivery media and associated protocols. Content includes technical aspects of evolving and emerging technologies used in the delivery of digital content.

### **DIGITAL MEDIA PRODUCTION SYSTEMS**

#### **Credit 1**

This course introduces students to the digital video and audio authoring environments, equipment, and software applications. Content includes management aspects of creating, saving, and distributing digital assets.

## **ACADEMIC GRADES**

Academic grades for students shall be “A,” “B,” “C,” “D,” “F,” or “I.” A brief explanation of the grades used follows:

**A** -- A grade of “A” (90-100%) indicates that the student has demonstrated outstanding progress in the subject and/or the skills area. The student consistently performs academically at a level which is considerably higher than that of the typical student in the same program or course. The student has mastered skills well above those required for successful completion of the instructional program and has demonstrated an understanding of and an ability to utilize the content of the program effectively. An “A” student will have achieved and exceeded all of the instructional objectives and competencies established for the subject/course during the grading period.

**B** -- A grade of “B” (80-89%) indicates that the student has demonstrated above average but not outstanding progress in the academic area. The student consistently performs at a level above that which is expected of the typical student in the same program or subject. The student has mastered content skills beyond those required for successful completion of the instructional program. The “B” student will be progressing at a rate that will enable him/her to have achieved virtually all of the instructional objectives and competencies established for the subject being graded.

**C** -- A grade of “C” (70-79%) indicates average progress. The student performs at an average level in terms of mastery of skills/performance standards and/or content of the program. The student's rate of progress permits mastery of more than the minimal instructional objectives and competencies of the program.

**D** -- A grade of “D” (60-69%) indicates the lowest acceptable progress in the mastery of skills and other course content and indicates that improvement is needed to achieve a satisfactory level of academic performance. The student's rate of progress is such that the minimal instructional objectives and competencies for the program will be mastered.

**F** -- A grade of “F” (0-59%) indicates failure. Students functioning at this level are not mastering the minimal objectives and competencies required in the regular instructional program.

**I** -- A grade of “I” (0) indicates performance insufficient to permit an evaluation. Secondary school students performing at this level may have their grade adjusted upon presentation of the required assignments. An incomplete grade for an annual or semester course must be resolved no later than two grading periods following the issuance of the incomplete grade. Extenuating circumstances may be approved by the principal.

For students in grades 9-12 the forgiveness policy for required courses is limited to replacing a grade of “D” or “F” with a grade of “C” or higher earned subsequently in the same or comparable course. The forgiveness policy for elective courses is limited to replacing a grade of “D” or “F” with a grade of “C” or higher earned subsequently in another course. In either situation when a student attempts forgiveness for a grade, only the new grade will be used to compute the student's GPA, but the lower grade will remain on the student's transcript and in the student's permanent record.

Any course not replaced according to this policy shall be included in the calculation of the cumulative grade point average required for graduation. The only exception to these forgiveness policies shall be made for a student in the middle grades who takes a high school course for high school credit beginning in the 2007-2008 school year and earns a grade of “C,” “D,” or “F.” In such case, the forgiveness policy

must allow the replacement of the grade with a grade of "C" or higher, earned subsequently in the same course or comparable course.

Students in grades who have 10 or more unexcused absences in an annual course or five or more unexcused absences in a semester course will be subject to the withholding of passing final grade(s) ("A" – "D"), pending a student/parent-requested administrative meeting and/or review of all absences by the attendance review committee.

### **Conduct Grades**

Conduct grades are to be used to communicate clearly to both students and their parents the teacher's evaluation of a student's behavior and citizenship development. These grades are independent of academic and effort grades. The conduct grade must be consistent with the student's overall behavior in class and should not be based on a single criterion.

**A** -- A conduct grade of "A" reflects excellent behavior on the part of the student. The student consistently demonstrates outstanding behavior consistent with classroom, school, and district standards.

**B** -- A conduct grade of "B" reflects consistently good behavior. The student meets established standards for student conduct.

**C** -- A conduct grade of "C" reflects satisfactory behavior. The student's overall behavior is generally acceptable according to established standards of conduct.

**D** -- A conduct grade of "D" shows that improvement is needed in the student's overall behavior. The student does not consistently demonstrate behavior which is acceptable.

**F** -- A conduct grade of "F" reflects unsatisfactory behavior overall. The student regularly violates established classroom, school, or district standards of behavior.

### **Effort Grades**

Effort grades are utilized to convey both to students and their parents the teacher's evaluation of a student's effort as related to the instructional program. These grades are independent of academic and conduct grades. In assigning an effort grade, the teacher must consider the student's potential, study habits, and attitude.

**1** -- An effort grade of "1" indicates outstanding effort on the part of the student. The student will, when necessary, complete a task again in order to improve the results. The student consistently attends to assigned tasks until completed and generally exerts maximum effort on all tasks. The student consistently works to the best of his/her ability.

**2** -- An effort grade of "2" indicates satisfactory effort on the part of the student. All work is approached with an appropriate degree of seriousness. The student usually finishes assignments on time and usually stays on task. The student usually works at a level commensurate with his/her ability.

**3** -- An effort grade of "3" reflects insufficient effort on the part of the student. Little attention is paid to completing assignments well and/or on time or to completing them in a manner commensurate with the student's ability.

### **Computer Literacy**

A student must successfully complete a computer education course, or a business technology course, or otherwise demonstrate mastery of basic computer literacy skills.

## CLUBS AND ORGANIZATIONS

After school activities are almost as important as in-school activities, especially to students. The school will provide many opportunities for students to participate in professional organizations, competitions and school sports programs. Clubs that may be available to students include but are not limited to:



**DECA** - Delta Epsilon Chi (DECA) helps students to develop skills for successful business careers, build self-esteem, experience leadership and practice community service. DECA members create friendships with like-minded people from all over the world at career and leadership conferences and build resumes that move them to the top of the job and college application list.

**Student Government** - The High School Student Government Association is an organization run by and for High school Students with a classroom teacher as sponsor. The Organization takes a leadership role in representing student needs and concerns, promoting school spirit and by providing a venue for school service.

**Key Club** - Key Club is the oldest and largest service program for high school students. Sponsored by Kiwanis, Key Club is a student-led organization that teaches leadership through serving others. Members of the Kiwanis International family, Key Club members build themselves as they build their schools and communities.

**Future Business Leaders of America**—Future Business Leaders of America-Phi Beta Lambda is an education association that prepares students for careers in business and business-related fields.

**Environmental Club** - Community service organization concerned with local, regional and global environmental issues

**National Honor Society** - National Honor Society (NHS) is an organization devoted to acknowledging high school students who have excelled in four characteristics during their high school years. These four characteristics are Leadership, Service, Character, and Scholarship. NHS members make every effort to work for the betterment of their community.



**Florida High School Athletic Association** - The Florida High School Athletic Association (FHSAA) is committed to this ideal, and to the belief that a quality education does not begin or end in the classroom. For 89 years, the FHSAA – through the cooperative efforts of its member schools – has provided opportunities for high school students in Florida to participate on a fair and equitable basis in interscholastic athletic programs that produce vital educational benefits.

In addition, students may participate in other clubs and organizations as determined by the school.

## COMMUNITY INVOLVEMENT

The school will step to its responsibility by providing students' a safe and diverse educational experience through the use of activities and programs such as the following:



School/Community Partnerships. Area businesses, not-for-profit organizations, public entities and individuals are committed to working with educators and administrators to assist in the children's educational and career advancement. The community wants to support teachers in their efforts to educate our children in every way possible.

Community Service/Community Spirit. The current terminology is "giving back," but the concept is ageless. The school wants its students to feel not only from the community but also of the community. Students need to learn early on their responsibility to their fellow citizens and to the integrity and well-being of the community as a whole. They need to learn the importance of contributing – and the personal and community value of doing so.

Community involvement is critical to success in education. Student participation in community service activities build awareness of society and a connection between classroom and real-world issues. Service Learning is a method through which students learn about and develop a commitment to addressing needs in their communities.

Community Service hours, as a graduation requirement, provides students with the opportunity to develop a long- lasting sense of responsibility to society. Students, who wish to earn a Standard Diploma, must meet the graduation requirement of 40 service learning hours plus a written reflection. Students will be encouraged to use their service learning experiences as discussion or written topics whenever appropriate as a part of class assignments. All service hours must be appropriately documented.

Seventy-five (75) documented hours of service is one of the qualifications for the Florida Academic Scholars Program (Florida Bright Futures Scholarship Program).

All students who have earned a total of 250 Volunteer Service Hours will receive a silver cord to wear at commencement.

## Students Entering Grade Nine in the 2014-2015 School Year and Forward

### Academic Advisement Flyer—What Students and Parents Need to Know

#### Frequently Asked Questions

##### What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

##### What are the state assessment requirements?

Students **must pass** the following statewide assessments:

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

Refer to [Graduation Requirements for Florida's Statewide Assessments](#) for concordant and comparative scores.

Students enrolled in the following courses **must participate** in the EOC assessments, which constitute 30 percent of the final course grade:\*

- Algebra 1
- Geometry
- Biology 1
- U.S. History

\*Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (credit acceleration program [CAP]).

##### What is the CAP?

The CAP program allows a student to earn high school credit if the student passes an Advanced Placement (AP) examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include the following subjects:

- Algebra 1
- Geometry
- Biology 1
- U.S. History

##### What is the distinction between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

All other graduation requirements for a 24-credit standard diploma must be met (per section 1003.4282(3)(a)-(e), Florida Statutes [F.S.]).

#### 24-Credit Standard Diploma

4 Credits ELA
<ul style="list-style-type: none"> <li>• ELA 1, 2, 3, 4.</li> <li>• ELA honors, AP, AICE, IB and dual enrollment courses may satisfy this requirement.</li> </ul>
4 Credits Mathematics
<ul style="list-style-type: none"> <li>• One of which must be Algebra 1 and one of which must be Geometry.</li> <li>• Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry).</li> <li>• An identified rigorous computer science course with a related industry certification may substitute for up to one mathematics credit (except for Algebra 1 or higher-level mathematics).</li> </ul>
3 Credits Science
<ul style="list-style-type: none"> <li>• One of which must be Biology 1, two of which must be equally rigorous science courses.</li> <li>• Two of the three required course credits must have a laboratory component.</li> <li>• Industry certifications that lead to college credit may substitute for up to one science credit (except for Biology 1).</li> <li>• An identified rigorous computer science course with a related industry certification may substitute for up to one science credit (except for Biology 1 or higher-level science).</li> </ul>
3 Credits Social Studies
<ul style="list-style-type: none"> <li>• 1 credit in World History</li> <li>• 1 credit in U.S. History</li> <li>• 0.5 credit in U.S. Government</li> <li>• 0.5 credit in Economics with Financial Literacy</li> </ul>
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*
1 Credit Physical Education*
<ul style="list-style-type: none"> <li>• To include the integration of health</li> </ul>
8 Elective Credits
1 Online Course
<ul style="list-style-type: none"> <li>• Students must meet the state assessment requirements (see Frequently Asked Questions).</li> <li>• Students must earn a 2.0 grade point average (GPA) on a 4.0 scale for all cohort years.</li> </ul>

\* Eligible courses are specified in the [Florida Course Code Directory](#).

### Scholar Diploma Designation

In addition to meeting the 24-credit standard high school diploma requirements, a student must meet all of the following requirements:

- Earn 1 credit in Algebra 2
- Pass the Geometry EOC
- Earn 1 credit in statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC\*
- Earn 1 credit in chemistry or physics
- Earn 1 credit in a course equally rigorous to chemistry or physics
- Pass the U.S. History EOC\*
- Earn 2 credits in the same world language
- Earn at least 1 credit in an AP, IB, AICE or a dual enrollment course

\*A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB or AICE Biology 1 or U.S. History course and the student earns the minimum score to earn college credit on the respective AP, IB or AICE assessment.

### Merit Diploma Designation

- Meet the standard high school diploma requirements.
- Attain one or more industry certification from the list established (per s. 1003.492, F.S.).

### What are the graduation requirements for students with disabilities ?

Two options are available only to students with disabilities. Both require the 24 credits listed in the table, and both allow students to substitute a career and technical education (CTE) course with related content for one credit in ELA 4, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History). The two options are as follows:

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

### Where is information on financial aid located?

The Florida Department of Education's Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships. To learn more, visit the Office of Student Financial Assistance website.

### Where is information on Bright Futures Scholarships located?

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, visit the Florida Bright Futures Scholarship Program website.

### State University System (SUS)

Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements (credit earned by industry certification does not count for SUS admission):

- High school graduation with a standard diploma, a minimum of a 2.5 GPA, and admission test scores meeting minimum college-ready test scores per Board of Governors Regulation (BOG) 6.008
- 16 credits of approved college preparatory academic courses per BOG Regulation 6.002
  - 4 English (3 with substantial writing)
  - 4 Mathematics (Algebra 1 level and above)
  - 3 Natural Science (2 with substantial lab)
  - 3 Social Science
  - 2 World Language (sequential, in the same language or other equivalents)
- 2 approved electives

State University System of Florida

### The Florida College System

The 28 colleges of the Florida College System serve nearly 800,000 students. Colleges offer affordable, stackable, workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor's degree program. Many colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who have earned a standard high school diploma, an equivalent diploma or have successfully earned college credit.

Florida College System

### Career and Technical Colleges and Centers

Florida also offers students 49 accredited career and technical colleges or centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.

Secondary Career and Technical Education Directors





**Florida Graduation Requirements**

<http://www.fldoe.org/academics/graduation-requirements/>

**Graduation Requirements for Florida's Statewide Assessments -**

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

**Florida Course Code Directory**

<http://www.fldoe.org/policy/articulation/ccd/index.stml>

**Board of Governors Regulation (BOG) 6.008**

[https://www.flbog.edu/documents\\_regulations/regulations/6.008%20College%20Placement.pdf](https://www.flbog.edu/documents_regulations/regulations/6.008%20College%20Placement.pdf)

**State University System of Florida**

<https://www.flbog.edu/forstudents/planning/>

**Florida College System**

[www.floridacollegesystem.com](http://www.floridacollegesystem.com)

**Office of Student Financial Assistance**

<http://www.floridastudentfinancialaid.org/>

**Florida Bright Futures Scholarship Program**

[www.floridastudentfinancialaidsg.org/SAPHome/SAPHome?url=home](http://www.floridastudentfinancialaidsg.org/SAPHome/SAPHome?url=home)

Please consult the Pupil Progression Plan for each public school district.