

Orange County Public Schools  
Leading Students to Success



[www.ocps.net](http://www.ocps.net)

# CURRICULUM GUIDE 2017-2018



# Orange County Public Schools

445 West Amelia Street, Orlando, Florida 32801  
407-317-3200 | ocps.net

## The School Board of Orange County, Florida

**Bill Sublette** — Chairman

**Joie Cadle** — District 1

**Daryl Flynn** — District 2

**Linda Kobert** — District 3

**Pam Gould** — District 4

**Kathleen "Kat" Gordon** — District 5

**Nancy Robinson** — District 6, Vice Chairman

**Christine Moore** — District 7

**Dr. Barbara M. Jenkins**  
Superintendent of Schools

**Dr. Jesus F. Jara**  
Deputy Superintendent

**Dr. Maria Vazquez**  
Chief Academic Officer

### OCPS VISION

To be the top producer of successful students in the nation

### OCPS MISSION

To lead our students to success with the support and involvement of families and the community

## Superintendent's Message

Everything we do is focused on nurturing the success of our students. And we understand that success can be defined in many ways. That is why we have created different academic paths that lead to the same end result – high student achievement.

Here's a quick look at some of the programs offered through OCPS:

- Prestigious International Baccalaureate magnet programs at 10 middle and high schools.
- Dual-enrollment programs at all high schools that allow students to earn college credits at no additional cost.
- Magnet programs in elementary, middle and high schools that offer customized curriculum in specific areas of interest that include theater and performing arts, international studies, law and finance, science and technology, foreign languages, criminal justice, medical technology, veterinary science and many more.
- A full complement of Advanced Studies and Honors courses offered at our middle and high schools.
- Career and technical education programs that begin in middle school.
- Full offering of online and virtual courses.
- A wide variety of sports programs for male and female students.

OCPS Students are poised for success after completing their studies. Many of our students are accepted into top universities and colleges throughout the country.

I encourage you to visit your local schools, which can be located through our Find a School search. They can provide you with more insight into the many offerings that are available to your student.

For those of you who are part of a school community, whether as a parent, student or community volunteer, thank you for choosing Orange County Public Schools.

Sincerely,



Barbara M. Jenkins

Superintendent



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# School Calendar for 2017-2018

Monday - Friday	August 7 - 11	Pre-Planning August 9 Professional Development Day
Monday	August 14	First Day of School
Monday	September 4	Labor Day Holiday
Friday	October 13	End of First Marking Period
Monday	October 16	Teacher Workday/Student Holiday
Tuesday	October 17	Begin Second Marking Period
Friday	October 27	Teacher Professional Day/Student Holiday Teacher Non-Workday
Monday - Friday	November 20 - 24	Thanksgiving Break
Thursday	December 21	End of Second Marking Period
Friday	December 22	Teacher Workday/Student Holiday
Two Weeks	December 25 - January 5	Winter Break
Monday	January 8	Begin Third Marking Period Begin Second Semester
Monday	January 15	Martin Luther King, Jr. Holiday (Schools and District Offices Closed)
Monday	February 19	Presidents' Day Holiday (Schools Closed/District Offices Open)
Thursday	March 15	End of Third Marking Period
Friday	March 16	Teacher Workday/Student Holiday
Monday - Friday	March 19 - 23	Spring Break (Schools Closed/District Offices Open)
Monday	March 26	Begin Fourth Marking Period
Monday	May 28	Memorial Day Holiday (Schools and District Offices Closed)
Wednesday	May 30	End of Fourth Marking Period/Last Day of School
Thursday - Friday	May 31 - June 1	Post-Planning

## Prioritized Bad Weather Days

1. October 27 Professional Day
2. November 20 Thanksgiving Break
3. November 21 Thanksgiving Break
4. February 19 Presidents' Day Holiday
5. November 22 Thanksgiving Break
6. March 23 Spring Break
7. March 22 Spring Break
8. March 21 Spring Break
9. March 20 Spring Break
10. March 19 Spring Break

# Students Entering Grade Nine in the 2013-2014 School Year

## 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) option
- 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 ELA (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) and the results constitute thirty percent of the final course grade\* or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the EOC assessments, and the results constitute 30 percent of the final course grade\*. These assessments are in the following subjects:

- Geometry
- Biology I
- U.S. History
- Algebra II (if enrolled)

\*Special Note: Thirty percent not applicable if not enrolled in the course but passed the EOC.

## What is the credit acceleration program (CAP)?

This 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 I
- Biology I
- Geometry
- Algebra II
- U.S. History

## 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 (CTE) course with related content for one credit in ELA IV, mathematics, science and social studies (excluding Algebra I, Geometry, Biology I and U.S. History).

- 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 .5 credit via paid employment.
- Certain students may earn a special diploma.

## What are the requirements for the 24-credit standard diploma option?

<b>4 Credits English Language Arts (ELA)</b>
<ul style="list-style-type: none"> <li>▪ ELA I, II, III, IV</li> <li>▪ ELA honors, AP, AICE, IB and dual enrollment courses may satisfy this requirement.</li> </ul>
<b>4 Credits Mathematics</b>
<ul style="list-style-type: none"> <li>▪ One of which must be Algebra I 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 I and Geometry).</li> </ul>
<b>3 Credits Science</b>
<ul style="list-style-type: none"> <li>▪ One of which must be Biology I, two of which must be equally rigorous science courses.</li> <li>▪ Two of the three required credits must have a laboratory component.</li> <li>▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I).</li> <li>▪ An identified rigorous computer science course with a related industry certification substitutes for up to one science credit (except for Biology I).</li> </ul>
<b>3 Credits Social Studies</b>
1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics with Financial Literacy
<b>1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts<sup>†</sup></b>
<b>1 Credit Physical Education<sup>†</sup></b>
To include the integration of health
<sup>†</sup> Special Note: Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at <a href="http://www.fldoe.org/policy/articulation/ccd">http://www.fldoe.org/policy/articulation/ccd</a> .
<b>8 Elective Credits</b>
<b>1 Online Course</b>
Students must earn a 2.0 grade point average on a 4.0 scale.

## What are the requirements for standard diploma designations?

Scholar Diploma Designation
<p>In addition to meeting the 24-credit standard high school diploma requirements, a student must</p> <ul style="list-style-type: none"> <li>▪ Earn 1 credit in Algebra II;</li> <li>▪ Earn 1 credit in statistics or an equally rigorous mathematics course;</li> <li>▪ Pass the Biology I EOC;</li> <li>▪ Earn 1 credit in chemistry or physics;</li> <li>▪ Earn 1 credit in a course equally rigorous to chemistry or physics;</li> <li>▪ Pass the U.S. History EOC;</li> <li>▪ Earn 2 credits in the same world language; and</li> <li>▪ Earn at least 1 credit in AP, IB, AICE or a dual enrollment course.</li> </ul> <p>A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student</p> <ul style="list-style-type: none"> <li>▪ Takes the respective AP, IB or AICE assessment; and</li> <li>▪ Earns the minimum score to earn college credit.</li> </ul>
Merit Diploma Designation
<ul style="list-style-type: none"> <li>▪ Meet the standard high school diploma requirements</li> <li>▪ Attain one or more industry certifications from the list established (per section 1003.492, Florida Statutes [F.S.]).</li> </ul>

### Can a student who selects the 24-credit program graduate early?

Yes, a student who completes all the 24-credit program requirements for a standard diploma may graduate in fewer than eight semesters.

### 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 s. 1003.4282(3)(a)-(e), F.S.).

### 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 <http://www.floridastudentfinancialaid.org/SSFAD/bf/>.

## What are the public postsecondary options?

State University System
<p>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:</p> <ul style="list-style-type: none"> <li>▪ High school graduation with a standard diploma</li> <li>▪ Admission test scores</li> <li>▪ 16 credits of approved college preparatory academic courses</li> <li>▪ 4 English (3 with substantial writing)</li> <li>▪ 4 Mathematics (Algebra I level and above)</li> <li>▪ 3 Natural Science (2 with substantial lab)</li> <li>▪ 3 Social Science</li> <li>▪ 2 World Language (sequential, in the same language)</li> <li>▪ 2 approved electives</li> </ul> <p><a href="http://www.flbog.edu/forstudents/planning">http://www.flbog.edu/forstudents/planning</a></p>
The Florida College System
<p>The 28 state colleges offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor's degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program.</p> <p><a href="http://www.fldoe.org/schools/higher-ed/fl-college-system/index.stml">http://www.fldoe.org/schools/higher-ed/fl-college-system/index.stml</a></p>
Career and Technical Centers
<p>Florida also offers students 48 accredited career and technical 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.</p> <p><a href="#">Career and Technical Directors</a></p>

### Where is information on financial aid located?

The Office of Student Financial Assistance State Programs administers a variety of postsecondary educational state-funded grants and scholarships. To learn more, visit <http://www.floridastudentfinancialaid.org/>.

Revised April 2016

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

## 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) option
- 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 ELA (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) and the results constitute thirty percent of the final course grade\* or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the EOC assessments, and the results constitute 30 percent of the final course grade\*. These assessments are in the following subjects:

- Biology I
- U.S. History
- Geometry
- Algebra II (if enrolled)

\*Special Note: Thirty percent not applicable if not enrolled in the course but passed the EOC.

## What is the credit acceleration program (CAP)?

This 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 I
- Biology I
- Geometry
- Algebra II
- U.S. History

## 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 (CTE) course with related content for one credit in ELA IV, mathematics, science and social studies (excluding Algebra I, Geometry, Biology I and U.S. History).

- 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 .5 credit via paid employment.

## What are the requirements for the 24-credit standard diploma option?

<b>4 Credits English Language Arts (ELA)</b>
<ul style="list-style-type: none"> <li>▪ ELA I, II, III, IV</li> <li>▪ ELA honors, AP, AICE, IB and dual enrollment courses may satisfy this requirement.</li> </ul>
<b>4 Credits Mathematics</b>
<ul style="list-style-type: none"> <li>▪ One of which must be Algebra I 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 I and Geometry).</li> </ul>
<b>3 Credits Science</b>
<ul style="list-style-type: none"> <li>▪ One of which must be Biology I, two of which must be equally rigorous science courses.</li> <li>▪ Two of the three required credits must have a laboratory component.</li> <li>▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I).</li> <li>▪ An identified rigorous computer science course with a related industry certification substitutes for up to one science credit (except for Biology I).</li> </ul>
<b>3 Credits Social Studies</b>
1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics with Financial Literacy
<b>1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts<sup>†</sup></b>
<b>1 Credit Physical Education<sup>†</sup></b>
To include the integration of health
<sup>†</sup> Special Note: Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at <a href="http://www.fldoe.org/policy/articulation/ccd">http://www.fldoe.org/policy/articulation/ccd</a> .
<b>8 Elective Credits</b>
<b>1 Online Course</b>
Students must earn a 2.0 grade point average on a 4.0 scale.

### What are the requirements for standard diploma designations?

#### Scholar Diploma Designation

In addition to meeting the 24-credit standard high school diploma requirements, a student must

- Earn 1 credit in Algebra II (must pass EOC);
- Pass the Geometry EOC;
- Earn 1 credit in statistics or an equally rigorous mathematics course;
- Pass the Biology I 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; and
- Earn at least 1 credit in AP, IB, AICE or a dual enrollment course.

A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student

- Takes the respective AP, IB or AICE assessment; and
- Earns the minimum score to earn college credit.

#### Merit Diploma Designation

- Meet the standard high school diploma requirements
- Attain one or more industry certifications from the list established (per section 1003.492, Florida Statutes [F.S.]).

### Can a student who selects the 24-credit program graduate early?

Yes, a student who completes all the 24-credit program requirements for a standard diploma may graduate in fewer than eight semesters.

### 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
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All other graduation requirements for a 24-credit standard diploma must be met (per s. 1003.4282(3)(a)-(e), F.S.).

### 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 <http://www.floridastudentfinancialaid.org/SSFAD/bf/>.

### What are the public postsecondary options?

#### State University System

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:

- High school graduation with a standard diploma
- Admission test scores
- 16 credits of approved college preparatory academic courses
- 4 English (3 with substantial writing)
- 4 Mathematics (Algebra I level and above)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language)
- 2 approved electives

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

#### The Florida College System

The 28 state colleges offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor's degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program.

<http://www.fldoe.org/schools/higher-ed/fl-college-system/index.stml>

#### Career and Technical Centers

Florida also offers students 48 accredited career and technical 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.

[Career and Technical Directors](#)

### Where is information on financial aid located?

The Office of Student Financial Assistance State Programs administers a variety of postsecondary educational state-funded grants and scholarships. To learn more, visit <http://www.floridastudentfinancialaid.org/>.

Revised April 2016

# Students Entering Grade Nine in the 2015-2016 School Year

## 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) option
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Students must participate in the EOC assessments, and the results constitute 30 percent of the final course grade\*. These assessments are in the following subjects:

- Biology I
- U.S. History
- Geometry
- Algebra II (if enrolled)

\*Special Note: Thirty percent not applicable if not enrolled in the course but passed the EOC.

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This 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 I
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- Geometry
- Algebra II
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## 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 (CTE) course with related content for one credit in ELA IV, mathematics, science and social studies (excluding Algebra I, Geometry, Biology I and U.S. History).

- 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 .5 credit via paid employment.

## What are the requirements for the 24-credit standard diploma option?

<b>4 Credits English Language Arts (ELA)</b>
<ul style="list-style-type: none"> <li>▪ ELA I, II, III, IV</li> <li>▪ ELA honors, AP, AICE, IB and dual enrollment courses may satisfy this requirement.</li> </ul>
<b>4 Credits Mathematics</b>
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- 4 Mathematics (Algebra I level and above)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language)
- 2 Approved electives

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### The Florida College System

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Revised April 2016

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<ul style="list-style-type: none"> <li>▪ One of which must be Algebra I 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 I and Geometry).</li> </ul>
<b>3 Credits Science</b>
<ul style="list-style-type: none"> <li>▪ One of which must be Biology I, two of which must be equally rigorous science courses.</li> <li>▪ Two of the three required credits must have a laboratory component.</li> <li>▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I).</li> <li>▪ An identified rigorous computer science course with a related industry certification substitutes for up to one science credit (except for Biology I).</li> </ul>
<b>3 Credits Social Studies</b>
1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics with Financial Literacy
<b>1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts<sup>†</sup></b>
<b>1 Credit Physical Education<sup>†</sup></b>
To include the integration of health
<sup>†</sup> Special Note: Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at <a href="http://www.fldoe.org/policy/articulation/ccd">http://www.fldoe.org/policy/articulation/ccd</a> .
<b>8 Elective Credits</b>
<b>1 Online Course</b>
Students must earn a 2.0 grade point average on a 4.0 scale.

## What are the requirements for standard diploma designations?

### Scholar Diploma Designation

In addition to meeting the 24-credit standard high school diploma requirements, a student must

- Earn 1 credit in Algebra II (must pass EOC);
- Pass the Geometry EOC;
- Earn 1 credit in statistics or an equally rigorous mathematics course;
- Pass the Biology I 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; and
- Earn at least 1 credit in AP, IB, AICE or a dual enrollment course.

A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student

- Takes the respective AP, IB or AICE assessment; and
- Earns the minimum score to earn college credit.

### Merit Diploma Designation

- Meet the standard high school diploma requirements
- Attain one or more industry certifications from the list established (per section 1003.492, Statutes [F.S.]).

## Can a student who selects the 24-credit program graduate early?

Yes, a student who completes all the 24-credit program requirements for a standard diploma may graduate in fewer than eight semesters.

## 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 s. 1003.4282(3)(a)-(e), F.S.).

## 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 <http://www.floridastudentfinancialaid.org/SSFAD/bf/>.

## What are the public postsecondary options?

### State University System

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:

- High school graduation with a standard diploma
- Admission test scores
- 16 Credits of approved college preparatory academic courses
- 4 English (3 with substantial writing)
- 4 Mathematics (Algebra I level and above)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language)
- 2 Approved electives

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

### The Florida College System

The 28 state colleges offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor's degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program.

<http://www.fldoe.org/schools/higher-ed/fl-college-system/index.shtml>

### Career and Technical Centers

Florida also offers students 48 accredited career and technical 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.

[Career and Technical Directors](#)

## Where is information on financial aid located?

The Office of Student Financial Assistance State Programs administers a variety of postsecondary educational state-funded grants and scholarships. To learn more, visit <http://www.floridastudentfinancialaid.org/>.

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# Students Entering Grade Nine in the 2017-2018 School Year

Graduation requirements from the *Students Entering Grade Nine in the 2016-2017 School Year* pages are current as of the Curriculum Guide publication date but are subject to legislative changes.

For more information, please visit [fldoe.org/academics/graduation-requirements/](http://fldoe.org/academics/graduation-requirements/)

# Graduation Requirements for Florida's Statewide Assessments

## Overview

According to Florida law, students must meet certain academic requirements to earn a standard high school diploma from a public school. This means that students must pass required courses, earn a minimum number of credits, earn a minimum grade point average and pass the required statewide assessments. Students who meet these requirements but do not pass the required assessments will receive a certificate of completion, which is not equivalent to a standard high school diploma. Passing scores for the statewide assessments are determined by the State Board of Education.

## Graduation Requirements

### Reading/English Language Arts (ELA) Assessment Requirement

The reading/ELA assessments students must pass to graduate with a standard high school diploma are determined by each student's year of enrollment in grade 9. Table 1 lists the required reading/ELA assessments for each grade 9 cohort and the passing score for each assessment.

#### Grade 10 FCAT 2.0 Reading

Students who entered grade 9 in 2010-11 through 2012-13 are required to pass the Grade 10 FCAT 2.0 Reading assessment aligned to the Next Generation Sunshine State Standards (NGSSS). The State Board of Education established performance standards for FCAT 2.0 Reading on December 19, 2011. Students may satisfy this requirement by earning a concordant score (as described on the following page) or by earning the alternate passing score of 349 on the Florida Standards Assessments (FSA) ELA Retake. For more information on the FCAT 2.0 and NGSSS assessments, please see the [NGSSS Statewide Science Assessment and FCAT 2.0 Reading Retake Fact Sheet](#).

#### FSA Grade 10 English Language Arts

In 2014-15, the Florida Standards Assessments, aligned to the Florida Standards, were introduced, and the Grade 10 FSA ELA assessment was administered for the first time in spring 2015. Passing status was determined by linking student performance on the 2015 Grade 10 FSA ELA test to student performance on the 2014 Grade 10 FCAT 2.0 Reading test, using a linked passing score of 245 on the Grade 10 FCAT 2.0 Reading test. These students, as well as students who took the Retake assessment in fall 2015, are eligible for an alternate passing score.

New performance standards were adopted in State Board of Education rule in January 2016. Beginning with students who entered grade 9 in 2014-15 and beyond, students must pass the Grade 10 FSA ELA by earning the score established in the State Board of Education rule, as indicated below. For more information on the FSA ELA, please see the [FSA English Language Arts and Mathematics Fact Sheet](#).

**Table 1: Reading/ELA Assessment Requirement and Passing Score by School Year**

School Year When Assessment Requirements Began for Students Entering Grade 9	Assessment that Students Must Pass in Order to Graduate	Passing Score for the Required Assessment
2010-11 to 2012-13	Grade 10 FCAT 2.0 Reading	245
2013-14	Grade 10 FSA ELA	349*
2014-15 and beyond	Grade 10 FSA ELA	350

\*Students who took the assessment prior to the adoption of the passing score on the new scale adopted by the State Board are eligible to use the alternate passing score for graduation, which is linked to the passing score for the previous assessment requirement.



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## Algebra 1 End-of-Course (EOC) Assessment Requirement

Beginning with students entering grade 9 in 2011-12 and beyond, students must take and pass the Algebra 1 EOC Assessment to satisfy this graduation requirement.

### NGSSS Algebra 1 EOC Assessment

The State Board of Education established performance standards for the Algebra 1 EOC assessment aligned to the NGSSS on December 19, 2011. Only students who took an Algebra 1 course aligned to the NGSSS who need to achieve a passing score (399) will take the NGSSS Algebra 1 EOC Assessment Retake. For more information on the NGSSS Algebra 1 EOC, please see the [NGSSS End-Of-Course Assessments Fact Sheet](#). Students whose graduation requirement is the NGSSS Algebra 1 EOC may also satisfy this requirement by earning the alternate passing score of 489 on the FSA Algebra 1 EOC assessment.

### FSA Algebra 1 EOC Assessment

The FSA Algebra 1 EOC Assessment was first administered in spring 2015. Passing status was determined by linking student performance on the FSA Algebra 1 EOC to student performance on the NGSSS Algebra 1 EOC, using a linked passing score of 399 on the NGSSS Algebra 1 EOC Assessment. These students, as well as students who took the assessment in summer, fall, or winter 2015, are eligible for an alternate passing score of 489. Students taking the assessment for the first time after performance standards were set in January 2016 must pass the Algebra 1 EOC by earning the passing score of 497, adopted in State Board of Education rule in January 2016. For more information on the FSA Algebra 1 EOC, please see the [FSA End-of-Course Assessments Fact Sheet](#).

**Table 2: Algebra 1 EOC Assessment Requirement and Passing Score by Implementation Year**

Implementation Year	Assessment that Students Must Pass in Order to Graduate	Passing Score for the Required Assessment
2011-12*	NGSSS Algebra 1 EOC	399
2014-15	FSA Algebra 1 EOC Assessment	489**
2014-15 and beyond	FSA Algebra 1 EOC Assessment	497

\*Students who entered Grade 9 in the 2010-11 school year were required to earn course credit in Algebra 1 or an equivalent course and participate in the Algebra 1 EOC Assessment. The results of the Algebra 1 EOC Assessment must constitute 30% of these students' final course grades, but there is not a passing requirement for this cohort of students.

\*\*Students who took the assessment prior to the adoption of the passing score on the new scale adopted by the State Board in January 2016 are eligible to use the alternate passing score for graduation, which is linked to the passing score for the previous assessment requirement.

## Graduation Options

- Retaking the Statewide Assessments**—Students can retake the Grade 10 Reading/ELA test or Algebra 1 EOC Assessment (NGSSS or FSA, as appropriate) each time the test is administered until they achieve a passing score, and students can continue their high school education beyond the twelfth-grade year should they need additional instruction. Students currently have up to five opportunities to pass the Grade 10 Reading/ELA test before their scheduled graduation. Students who do not pass the Grade 10 Reading/ELA in the spring of their tenth-grade year may retest in fall and spring of their eleventh- and twelfth-grade years. The number of opportunities to retake the Algebra 1 EOC Assessment will depend on the grade students are in when they first take the test, since it is taken at the conclusion of the course. The Algebra 1 EOC Assessment is currently administered four times each year: in the fall, winter, spring and summer.



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- Concordant and Comparative Scores Option**—A student can also meet assessment graduation requirements by receiving a score concordant to the FCAT 2.0 Reading passing score on either the ACT or SAT and a score comparative to the Algebra 1 EOC Assessment (NGSSS) passing score on the Postsecondary Education Readiness Test (PERT). FCAT 2.0 Reading concordant scores for students entering grade 9 in 2010-11 and after and the Algebra 1 EOC Assessment comparative score for students entering grade 9 in 2011-12 and after were established in rule by the State Board of Education in September 2013. **New concordant and comparative scores will be established for the new assessments once a sufficient number of students have participated in both the new assessment and the alternate assessment(s) to conduct the concordant/comparative score study. Until these new scores are established, the current scores may be used by all students.**

Table 3 shows the concordant and comparative scores students must achieve to satisfy graduation requirements. All students enrolled in grade 10 are required to participate in the Grade 10 FSA ELA assessment in accordance with section 1008.22, Florida Statutes (F.S.), regardless of whether they have a passing concordant score on file.

Additionally, if students have achieved a comparative score on the PERT prior to enrolling in and completing Algebra 1 or an equivalent course, they must take the Algebra 1 EOC Assessment in accordance with s. 1008.22, F.S.

**Table 3: Concordant and Comparative Scores**

Grade 10 FCAT 2.0 Reading or Grade 10 FSA ELA	
Old SAT Critical Reading*	430
New SAT Evidence-Based Reading and Writing**	430
New SAT Reading Subtest**	24
ACT	19
Algebra 1 EOC (NGSSS or FSA)	
PERT Mathematics	97

\*Administered prior to March 2016.

\*\* Administered in March 2016 or beyond; either the 430 score on Evidence-Based Reading and Writing **OR** the 24 score on Reading may be used.

- Scholar Diploma Designation**—To qualify for a Scholar diploma designation on a standard high school diploma, a student must earn a passing score on each of the statewide assessments shown in Table 4.

**Table 4: Passing Scores Required for a Scholar Diploma Designation**

Students Entered Ninth Grade	EOC Assessment			
	Geometry	Biology 1*	U.S. History*	Algebra 2
2010-2011 through 2013-2014		X	X	
2014-2015 and beyond	X	X	X	X

\* A student meets this requirement without passing the Biology 1 or U.S. History EOC Assessment if the student is enrolled in an Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE) Biology 1 or U.S. History course and the student:

- Takes the respective AP, IB, or AICE assessment, and
- Earns the minimum score to earn college credit.

The passing score for each EOC assessment is the minimum score in Achievement Level 3 (see <http://www.fldoe.org/core/fileparse.php/3/urlt/achlevel.pdf>). For students who took an EOC assessment during its implementation year, districts may opt to convert the reported T scores to the established score scale to determine the Achievement Level a student would have earned on the new scale, or a district may allow these students to retake the test to earn a passing score. Districts have received a formula that may be used to convert students' T scores to the established scale scores. Additionally, districts may choose to administer an EOC assessment to students who did not have an opportunity to take it if they wish to qualify for the Scholar



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designation. Passing scores for FSA Geometry and Algebra 2 were adopted in State Board of Education rule in January 2016.

For students who took the FSA Geometry EOC (2014-15) prior to the adoption of passing scores, the alternate passing score is 492 and above, which corresponds to the passing score of 396 and above for the NGSSS Geometry EOC (2010-11), last administered December 2014.

- Waivers for Students with Disabilities**—Students with disabilities who entered grade 9 in 2014-15 and succeeding years are required to work toward a standard high school diploma and are expected to participate in statewide, standardized assessments. (Students with disabilities who entered grade 9 in 2013-14 or earlier and are working toward a standard high school diploma are also expected to participate in statewide, standardized assessments.) Legislation, however, provides for a waiver of statewide, standardized assessment graduation requirements for students with disabilities whose abilities cannot be accurately measured by the assessments. Pursuant to s. 1008.22(3)(c)2., F.S., “A student with a disability, as defined in s. 1007.02(2), for whom the individual education plan (IEP) team determines that the statewide, standardized assessments under this section cannot accurately measure the student’s abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard high school diploma. Such waiver shall be designated on the student’s transcript.” For additional information, contact the Bureau of Exceptional Education and Student Services at <http://www.fldoe.org/academics/exceptional-student-edu>.
- High School Equivalency Diploma Program (2014 GED® Test)**—The high school equivalency diploma program is designed to provide an opportunity for adults who have not graduated from high school to earn a State of Florida High School Diploma, the state’s equivalency diploma, by measuring the major academic skills and knowledge associated with a high school program of study, with increased emphasis on workplace and higher education. The state selected the 2014 GED® test as the assessment for the high school equivalency program during a competitive process conducted in 2014. The 2014 GED® Test includes four required content area tests: Reasoning through Language Arts, Mathematical Reasoning, Science, and Social Studies. It is a computer-based test. Passing the test may require some preparation. Local adult education programs sponsored by school districts, colleges and community organizations may assist students with determining how to best prepare for the test. Additional information and resources regarding the GED® Test and the high school equivalency program may be accessed at <http://www.fldoe.org/academics/career-adult-edu/hse/>.

## Previous Scores Required for Graduation

**Students Originally Scheduled to Graduate between 2004 and 2013**—Students who entered grade 9 in the 2008-09 school year or prior and were originally scheduled to graduate between 2004 and 2013 must earn passing scores on Grade 10 FCAT Reading and Mathematics, or their equivalents. Students who entered grade 9 in the 2009-10 school year or prior must earn an alternate passing score (comparable to the passing score for Grade 10 FCAT Reading) on Grade 10 FCAT 2.0 Reading and a passing score on Grade 10 FCAT Mathematics. The FCAT Mathematics retake is no longer administered. Students who still need to satisfy this requirement must earn a concordant score on the SAT or ACT. **Students may also meet the FCAT Mathematics requirement by passing the NGSSS or FSA Algebra 1 EOC Assessment.** The required passing and concordant scores for students who entered grade 9 from 2001-01 to 2009-10 are provided in Table 5 (on the following page).



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Table 5: Passing Scores for Students Entering Grade 9 from 2000-01 to 2009-10

Assessment	Reading	Mathematics
FCAT	1926 (scale score of 300) or above	1889 (scale score of 300) or above
FCAT 2.0	241 or above*	N/A
SAT Concordant Score	<p><u>SAT administered prior to March 2016</u> 410 (for students who entered grade 9 in 2006-07 or earlier)</p> <p>420 (for students who entered grade 9 in 2007-08, 2008-09, or 2009-10)</p> <p><u>SAT administered after March 2016</u> For students who entered grade 9 in 2006-07 or earlier: 410 – New SAT Evidence-Based Reading and Writing OR <b>22 – New SAT Critical Reading</b></p> <p>For students who entered grade 9 in 2007-08, 2008-09, or 2009-10: 420 – New SAT Evidence-Based Reading and Writing OR <b>23 – New SAT Critical Reading</b></p>	340**
ACT Concordant Score	<p>15 (for students who entered grade 9 in 2006-07 or earlier)</p> <p>18 (for students who entered grade 9 in 2007-08, 2008-09, or 2009-10)</p>	15
<p>*Students who participated in the spring 2011 Grade 10 FCAT 2.0 Reading test received scores called FCAT Equivalent Scores that were reported on the FCAT score scale, and the passing score was 1926 (scale score of 300). This is comparable to a score of 241 on the FCAT 2.0.</p> <p>**A concordant score of 370 on SAT Mathematics was previously established in 2003 as an alternative for the Grade 10 FCAT Mathematics requirement. This alternative passing score was lowered to a score of 340 after a concordance study was conducted in November 2009 on a revised, more challenging version of the SAT. Students required to pass FCAT Mathematics for graduation may submit a score of 340 or higher regardless of their year of enrollment in grade 9 if the score is dated March 2005 and beyond.</p>		

**Class of 2003**—Students who were originally scheduled to graduate in 2003 may satisfy their graduation requirements by earning a Grade 10 FCAT 2.0 Reading score of 236 or higher.

**High School Competency Test (HSCT) Requirement**—The HSCT State Board Rule (6A-1.09421) was repealed in Fall 2015. Students who were scheduled to graduate in 2002 or earlier and have not passed the HSCT as part of their graduation requirements will need to enroll in an adult education program to earn a standard high school diploma. In accordance with Rule 6A-6.020, F.A.C., those who enter adult high school after their ninth grade cohort has graduated or who are not part of a ninth grade cohort must meet the current grade 12 cohort's graduation requirements that are in effect the year they enter adult high school.



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## Helpful Resources

- Academic advisement flyers for students entering ninth grade and other information related to graduation requirements are available on the [Graduation Requirements](#) webpage.
- The [FSA Portal](#), [FSA Homepage](#), [FCAT 2.0 Homepage](#), and [Florida EOC Assessments Homepage](#) provide information about the assessments currently administered and serve as valuable resources to students, parents/guardians, and educators. For previous assessments, please visit the [Historical FCAT 2.0 Homepage](#) and the [FCAT Homepage](#).
- [Schedules](#) for FSA, FCAT 2.0, and EOC assessment administrations are accessible from the Florida Department of Education website.
- [FloridaStudents.org](#) provides student tutorials and resources for the Florida Standards.
- [CPALMS.org](#) is Florida's official source for standards information and course descriptions and includes helpful resources for educators and students.



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# Acceleration and Academic Rigorous Programs

Students may utilize the acceleration and academically challenging programs listed below to pursue a more rigorous program of study or to accelerate entry into postsecondary institutions or career and technical education programs of their choice.

## Middle School Option

Credits may be earned, with parental permission, in grades 6, 7, and/or 8, which may be applied toward the total credits needed for graduation, college admission, or Florida Bright Futures Scholarship Program requirements. During the time students are enrolled in designated senior high school courses, they are considered to be grade 9 students for those class periods. The courses will remain a part of the students' middle school record and high school record. Factors to be considered in taking high school courses in the middle school include the impact on the student's GPA and subsequent rank in class, the possible lack of recognition by the National Athletic Association (NCAA) for senior high school courses taken in a grade below grade 9, and the benefit of retaking a course in which all the skills have not been mastered.

## Academically Challenging Curriculum to Enhance Learning (ACCEL)

ACCEL options are educational options that provide an academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through grade 12. At a minimum, each school must offer the following ACCEL options: whole grade and midyear promotion; subject matter acceleration; virtual instruction in higher grade level subjects; the Credit Acceleration Program under s. 1003.4295; and the 18 credit high school graduation option. Additional ACCEL options may include, but are not limited to, enriched science, technology, engineering, and mathematics coursework; enrichment programs; flexible grouping; advanced academic courses; combined classes; self paced instruction; rigorous industry certifications that are articulated to college credit and approved pursuant to ss. 1003.492 and 1008.44; work related internships or apprenticeships; curriculum compacting; advanced content instruction; and telescoping curriculum.

## Academic Dual Enrollment

Dual enrollment is an articulated acceleration mechanism open to secondary students who are attending public high school. To enroll in dual enrollment academic courses, students must demonstrate a readiness to successfully complete college level course work and have attained a qualifying grade point average. In order to determine the high school equivalency and the high school credit awarded for postsecondary courses completed through dual enrollment, please refer to the most current Dual Enrollment Course – High School Subject Area Equivalency. The district must weigh college-level dual enrollment courses the same as Advanced Placement, International Baccalaureate, and Advanced International Certification of Education courses when grade point averages are calculated. All high schools must follow the Dual Enrollment master scheduling protocols in order to ensure the capturing of Dual Enrollment data for students participating in both on high school campus and off high school campus dual enrollment courses.

## Early Admission

Early admission is a form of dual enrollment through which eligible grade 12 students may enroll in a college or university on a fulltime basis in courses that are creditable toward a high school diploma and the associate or baccalaureate degree. To be considered full time, a student must enroll in a minimum of 12 college credit hours, but may not be required to enroll in more than 15 college credit hours.

## Career and Technical Education

Career and Technical Education courses prepare students for occupations important to Florida's economic development. These programs are organized into career clusters and are geared toward middle school, high school, district technical school, and Florida College System students throughout the state. With the help of partners in education, business and industry, and trade associations, each program includes the academic and technical skills required to be successful in today's economy.



Career and Technical courses are indicated by the  Career and Technical Education symbol.

Any career education course authorized for grades 13 or higher may be taken for credit by students in grades 9-12, based on the career objectives of the students. OCPS adheres to a policy of nondiscrimination in requirements for admission to and graduation from programs offered at post-secondary area technical centers operated by the district. The district will provide on a case-by-case basis, waivers, accommodations, and reasonable substitutions in meeting the admission and graduation requirements for students with disabilities at post-secondary area technical centers.

For more information, see "Career and Technical Education / College Connection" on page 31.

## Advanced Placement (AP)

Advanced Placement (AP) is an acceleration opportunity administered by the College Board providing college level instruction in high school. Post-secondary credit for an AP course may be awarded to students who earn a minimum of a 3 on a 5 point scale on the corresponding AP exam. OCPS is dedicated to ensuring equitable access by giving all willing and academically prepared students the opportunity to participate in AP courses. Only through a commitment to equitable preparation and access can true equity and excellence be achieved.

For more information, visit [apstudent.collegeboard.org](http://apstudent.collegeboard.org)

## Advanced International Certificate of Education (AICE)

The Advanced International Certificate of Education (AICE) program is offered in several schools for which eligible high school students earn credit toward graduation and may receive post-secondary credit at colleges and universities.

For more information, visit [cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-aice-diploma/](http://cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-aice-diploma/)

## International Baccalaureate (IB)

The International Baccalaureate (IB) program is offered in several schools for which eligible high school students earn credit toward graduation and may receive post-secondary credit at colleges and universities.

For more information, visit [ibo.org](http://ibo.org)

## Orange County Virtual School

Middle and senior high school students are eligible to enroll in the Orange County Virtual School (OCVS). The courses offered are teacher facilitated. Courses are based upon the same criteria as those taught in the standard high school program and, therefore, generate the same credit for students. Middle school students may earn credit only in those courses designated

as “acceleration” courses as indicated above. A complete list of courses is available through OCVS’s web site at [ocvs.ocps.net](http://ocvs.ocps.net). Courses completed through OCVS satisfy the Online Graduation Requirement.

For more information, see “Part-Time Enrollment with Orange County Virtual School” on page 24.

## Florida Virtual School

Middle and senior high school students are eligible to enroll in the Florida Virtual School (FLVS). The courses offered are teacher facilitated and available throughout the state. Courses are based upon the same criteria as those taught in the standard high school program and, therefore, generate the same credit for students. Middle school students may earn credit only in those courses designated as “acceleration” courses as indicated above. A complete list of courses is available through FLVS’s web site at [flvs.net](http://flvs.net). Courses completed through FLVS satisfy the Online Graduation Requirement.

## Credit by Examination

Credit by examination is a method by which post secondary credit is earned based on the receipt of a specified minimum score on a nationally standardized general or subject area examination. These credits are not accepted by the NCAAA for athletic eligibility.

## Credit Acceleration Program (CAP)

Students may earn credit for selected high school courses by taking the End of Course (EOC) assessment for the course and earning a score that indicates the student has attained a satisfactory score on a state EOC assessment. These credits are not accepted by the NCAAA for athletic eligibility.

# Part-Time Enrollment with Orange County Virtual School



## Public School Part-Time OCVS Students

Part-time students are enrolled in a traditional Orange County middle or high school full-time and may take supplemental courses online with OCVS. Students can take an online course for graduation acceleration, credit recovery, grade forgiveness, graduation requirements, or to earn high school credit while in middle school. In order to take classes with OCVS, students must currently attend an Orange County Public School or Home Education Program.

Parent and/or student must inform the school counselor of completed registration. The school counselor will verify information online, ensure that the course requested is appropriate for the student, and electronically approve requested courses. Once the courses have been approved, OCVS will assign the student to an instructor.

Orange County Virtual School is a franchise of Florida Virtual School (FLVS) which means, we use the same curriculum and website to register for classes, but OCVS instructors are all employed by Orange County Public Schools. OCVS has a rolling admission for part-time students.

## Directions For Part-Time Students

- Go to [vsa.flvs.net](http://vsa.flvs.net) to register
- Create an account or Log into existing account
- Select Request New Courses located at the top of the page
- Verify Student Enrollment, Make changes if needed. Click save and continue.
- Select the Browse Course Catalog button to begin Step 2
- Step 2: Browse your Course Catalog
  - Search entire catalog by page
  - Use the search box to narrow the results. (Reset the search tab to go back to the first page of catalog by page.)
  - Use the filter options on the left to refine the search by Education Level and Subject.
  - Choose the course. Click on the orange select button to request the course.
  - Select the Segment (1 for semester 1, 2 for semester 2, or All for full year).
  - Select the small check box to acknowledge the prerequisites for the course have been met, if shown.
  - Choose preferred start date by clicking on calendar.

***MAKE SURE TO SELECT ORANGE COUNTY VIRTUAL SCHOOL IN THE DROP BOX MENU***

- Select "Continue" at the bottom of the page.
- Complete the survey questions and then select continue
- The student is taken to the Backpack each time a course is selected to confirm the choice.
- Select the "Add More Courses" button to go back into the course catalog to select another course or select the "Continue" button to complete creating an account or if you already have an account you will directed to confirm course requests.
- A progress screen at the top of the page will generate to show the student where they currently are in the registration process.
- Finish Sign-up: Review the courses and the information provided and notify school counselor of online course request for approval.

## High School Courses

### Core Courses Offered in Honors

- **English:** English 1 through 4, English 4: College Prep, AP English Language, AP English Literature
- **Math:** Algebra 1, Algebra 2, Geometry, Math for College Readiness, Pre-Calculus, AP Calculus AB, AP Calculus BC, AP Statistics
- **Science:** Earth Space Science, Physical Science, Biology, Chemistry, Anatomy and Physiology, Marine Science, Physics, AP Environmental, AP Biology
- **Social Studies:** World History, US History, US Government\*, Law Studies\*, Economics w/ Financial Literacy\*, Psychology 1 and 2 \*, AP Psychology, AP Human Geography, AP US History
- **Physical Education:** HOPE
- **Electives:** Parenting Skills\*, Peer Counseling\*, Driver's Education\*, Personal Fitness\*, Outdoor Education\*, Fitness Lifestyle Design\*, Theatre, Cinema and Film Production, Creative Photography 1, Forensic Science, Leadership Skills Development, Reading for College Success, Intensive Reading, Critical Thinking and Study Skills, AP Art History, Art History and Criticism 1 Honors, Social Media, Peer Counseling 1\*, Peer Counseling 2\*
- **World Languages:** Spanish 1 and 2, Spanish for Spanish Speakers 1, French 1 and 2
- **Career and Technical:** User Interface Design, Digital Information Technology

\* Half Credit Courses

# Admission to the State University System of Florida

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 chances for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements:

High school graduation with a standard diploma

- Admission test scores
- 16 credits of college preparatory academic courses
- 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
- 2 approved electives

Additional information is available at [flbog.edu/forstudents/planning](http://flbog.edu/forstudents/planning)

In addition to the State University System, the Florida College System includes 28 state colleges. These institutions offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor's degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students, who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program.

Additional information is available at [fldoe.org/fcs](http://fldoe.org/fcs)

## Talented Twenty

The Talented Twenty Program is part of the Governor's Equity in Education Plan. Students eligible for the Talented Twenty Program are guaranteed admission to one of the twelve state universities, and are given priority for award of funds from the Florida Student Assistance Grant (FSAG). The FSAG program is a needs-based grant; therefore, Talented Twenty students must meet FSAG eligibility requirements in order to qualify for priority funding. Please note that while eligible students are guaranteed admission at one of the state universities, they may not be admitted to the campus of choice.

In order to qualify for the Talented Twenty Program, one must:

- Be enrolled in a Florida public high school and graduate with a standard diploma.
- Be ranked in the top 20% of the class after the posting of seventh semester grades.
- Take the ACT or SAT.
- Complete the eighteen college preparatory courses as specified in State Board of Education.

For complete/additional requirements, see Board Rule 6C-6.002 at [flbog.edu/documents\\_meetings/0012\\_0016\\_0109\\_075.pdf](http://flbog.edu/documents_meetings/0012_0016_0109_075.pdf)

## Application for State Universities

High school counselors and College Transition Counselors are prepared to assist students with the application process for state university admissions. To be considered for the Florida State Assistance Grant (FSAG) program, students must file the Free Application for Federal Student Aid (FAFSA) in time to meet the application deadline established by the institution they plan to attend. The FAFSA is available online at [fafsa.ed.gov](http://fafsa.ed.gov) and uses parent and student income information in a formula developed by the United States Congress to calculate the financial contribution families are expected to make toward a student's post-secondary education.

## Student Profile Assessment

The majority of students are admitted on the basis of their past academic achievement and admissions test scores in relation to the minimum requirements. Universities are allowed flexibility to admit a limited number of students as exceptions to the minimum requirements provided that the university determines that the student has potential to be successful in college. Applicants who do not meet minimum requirements may be eligible for admission through a student profile assessment which considers factors such as: family educational background, socioeconomic status, special talents, or the high school or geographic location of the applicant. Any important attributes of special talents should be reported with the application. The factors will not include preferences on the basis of race, national origin, or gender.

# Florida Bright Futures Scholarship Program

The Florida Bright Futures Scholarship Act, 1009.531, F. S., established a program consisting of three types of awards: the Florida Academic Scholars Award, the Florida Medallion Scholars Award, and the Florida Gold Seal Vocational Scholars Award. Students seeking a scholarship award to attend a postsecondary institution under the Florida Bright Futures Scholarship program will receive a 0.5 bonus point for grades earned in Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, International General Certificate of Secondary Education, and academic dual enrollment annual courses. Grades received in level 3 annual courses in English, mathematics, science, and social science also receive a 0.5 bonus point. A 0.25 bonus point will be awarded for any of the above courses which are semester courses.

## Applications

To apply for a bright futures scholarship, a student must:

- Be a Florida resident and a U.S. citizen or eligible non-citizen, as determined by the student's postsecondary institution.
- Complete the Florida Financial Aid Application (FFAA) by high school graduation.
- Earn a standard Florida high school diploma or its equivalent.
- Be accepted by, enroll in, and be funded at an eligible Florida public or independent postsecondary education institution within the specified timeframe (2 years or 3 years) from the student's year of high school graduation. If a student enlists directly into the military after graduation, the 2-year or 3-year period begins on the date the student is separated from active duty.
- Not have been found guilty of, or pled nolo contendere to, a felony charge, unless the student has been granted clemency by the Governor and Cabinet sitting as the Executive Office of Clemency.
- Be enrolled for at least 6 semester credit hours (or the equivalent in quarter or clock hours).
- Submission of a Free Application for Federal Student Aid (FAFSA) is no longer required; however, students are encouraged to submit the FAFSA to learn of potential eligibility for additional state and federal aid.
- Meet the Community Service requirement for the desired award level, as described below.

## Community Service Requirements for the Florida Academic Scholars Award (FAS), the Florida Medallion Scholars Award (FMS), and the Gold Seal Vocational Scholars Award (GSV)

All initial applicants must meet the community service requirement, as approved by the school district, or the administration of the private high school, or the Florida Department of Education for home-educated students. No waivers of this requirement can be granted regardless of the method used to qualify (National Merit and Achievement Scholars and Finalists, National Hispanic Scholars, International Baccalaureate Diploma recipients, and AICE Diploma recipients). Community service hours must be completed by high school graduation.

- FAS initial eligibility requirements include the completion of 100 hours of community service

- FMS initial eligibility requirements include the completion of 75 hours of community service
- GSV initial eligibility requirements include the completion of 30 hours of community service

Home-educated students and students who are dependents of military or public service personnel on active duty outside of Florida must provide a letter from the agency or agencies where the community service hours were earned. The documentation must be on agency letterhead and include the number of hours and dates of service completed.

Please note that revisions to the Florida Bright Futures Scholarship Program are subject to change as a result of legislative action.

# Career Planning / College Entrance Examinations

In completing their postsecondary education plans, students may find it advisable to complete one or more of the standardized tests listed below which are used for college admissions, career planning, placement in college courses, and/or eligibility for scholarships. Recommended grade levels during which tests should be taken are shown in parenthesis ( ).

1. ACT: American College Testing Program (11, 12)
2. ASVAB: Armed Services Vocational Aptitude Battery (11, 12)
3. PSAT: Preliminary SAT (10, 11)
4. SAT I: Reasoning Test – formerly the Scholastic Assessment Test (11, 12)
5. SAT II: Subject Tests – formerly the Scholastic Assessment Test (11, 12)
6. PERT: Postsecondary Education Readiness Test (11)

Students should see their school counselor for further information about the tests that would be most appropriate for meeting their needs. Some tests require the completion of an online registration form several weeks in advance of the test date.

# Career and Technical Education / College Connection



Students completing specific Career Technical Education (CTE) programs can earn post-secondary hours and/or scholarships to enable them to complete post-secondary training. The following options explain how students may maximize their high school CTE course work. For additional information students should contact their Career Specialist or visit [orangetechcollege.net](http://orangetechcollege.net).

## Career Dual Enrollment at Orange Technical College

Career Dual Enrollment allows the student to take courses through Orange Technical College while still enrolled in high school. Dual enrollment programs prepare students for the workforce and continuing post-secondary education by focusing on technical skills and the attainment of relevant industry certifications. For GPA purposes, dual enrollment grades are weighted the same as Advanced Placement, International Baccalaureate, and Advanced International Certification of Education courses.

## Articulation Agreements Postsecondary Credit For CTE Courses

Students completing CTE training courses in the high school may earn credits toward completion of CTE training programs at Orange Technical College. Students completing CTE training programs at Orange Technical College may earn credits toward an Associate of Science degree. Specifically negotiated agreements between the colleges and Orange Technical College allow students to earn college credit for CTE programs successfully completed in high school.

## Career Pathways

Career Pathways is a high school transition initiative focusing on higher academics and technical skills. Students are able to link their high school studies with programs at Orange Technical College and/or Valencia College. This can lead to a certificate, associate's degree or bachelor's degree.

After taking designated technical courses at their high schools, Career Pathways students participate in a comprehensive assessment and are eligible to receive credit upon enrolling at Orange Technical College or Valencia College. This creates a seamless transition between high school and post-secondary education saving students time and money, as they pursue their post-secondary goals.

Courses eligible for Career Pathways articulated credit are indicated by the **CP** Career Pathways symbol.

# Orange County Public Schools Course Examination Grading Summary

The examination policies below apply to secondary (Grades 6-12) courses as well as CTE courses.

Calculations of student final grades for all courses in Orange County Public Schools fall into one of three categories with different grading rules. Below is a description of these categories of courses and the grading policies that are applied to each.

## Group 1: Courses Associated with Statewide EOC Assessments

These courses are associated with statewide EOC assessments in Algebra I, Geometry, Algebra II, Biology, US History, and Civics. No additional teacher, school or district semester or final examination may be administered in these courses, and the district calculates a student's EOC grade from the scale score on the statewide EOC. The grade calculation is as follows:

**35% Semester 1 Grade + 35% Semester 2 Grade + 30% Statewide EOC Grade = Student Final Course Grade**

## Group 2: Courses Associated with National and Other Statewide Assessments or Blended Courses

These courses are associated with national assessments (such as AP and IB assessments) and other statewide assessments (such as FSA grade level assessments and PERT assessments) or blended courses. No additional teacher, school or district semester or final examination may be administered for the course. The grade calculation is as follows:

**50% Semester 1 Grade + 50% Semester 2 Grade = Student Final Course Grade**

## Group 3: Courses Associated with Common Final Exams

These courses are associated with the assessments we refer to as Common Final Exams (CFEs). The CFEs are linked to all courses offered on the OCPS Course Code Directory that do not fall into the other two categories. No additional teacher, school or district semester or final examination may be administered for these courses. There are two grade calculation methods depending on whether or not the course is a full year or semester course.

### FULL YEAR COURSES

**40% Semester 1 Grade + 40% Semester 2 Grade + 20% CFE = Student Final Course Grade**

### SEMESTER COURSES

**40% Quarter 1 Grade + 40% Quarter 2 Grade + 20% CFE = Student Final Course Grade**

For senior high school students 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. Any course not replaced according to this policy will be included in the calculation of the cumulative grade point average required for graduation. The only exception to the forgiveness policy stated above applies to middle school students who take any high school course. In this case, forgiveness can be applied to courses with a final grade of C, D, or F.

## High Schools

Each high school has courses and programs that are unique to that school.

To view each school's Curriculum Guide, please visit  
[ocps.net/cs/services/student/guidance/Pages/Curriculum-Guide.aspx](https://ocps.net/cs/services/student/guidance/Pages/Curriculum-Guide.aspx)

# Boone High School

## Message from the Principal

Dear Braves,

Welcome back to the Reservation! This curriculum guide is designed to provide you with the information you'll need to continue your academic path at Boone. In high school, your goal is graduation. To reach that goal, you must complete the required core and elective courses, maintain a GPA of 2.0 or better, and pass the state required exams.

Our teachers and staff have worked hard to establish a rigorous curriculum. We challenge you to strive to achieve the highest levels in all of your endeavors at Boone. We believe all students have the potential to complete college level courses, and we encourage you to challenge yourself with honors and advanced placement classes.

Course selection allows you to begin an adventure through which you will learn and define not only who you are, but also what you can become. The first step in this voyage to personal excellence is selecting the courses you will take during the 2017-2018 school year. This guide, along with your choices, will help you build your academic foundation for the future. The registration process is a critical piece of building that future. Please read the descriptions and requirements carefully. Discuss the options with your parents, and ask questions of your teachers and counselors. Our teachers and staff stand ready to encourage and support your academic journey here.

Boone High School has a long tradition of excellence in academics, athletics, and the arts. We encourage you to participate fully in the high school experience and to involve yourself in our school community. There is nothing quite like being a Boone Brave, make every day count!

Sincerely,

Dusty Johns

Principal, William R. Boone High School



Photo Credit: Reed Barrett- Creative Photography Class

# Student Services Staff

## Counselors - Grades 9-12

Mr. Caperton	A-COL	ext. 6017217
Ms. Raiford	COM-GAG, Health	ext. 6017231
Ms. Atehortua	GAL-KH, ESOL	ext. 6017279
Ms. Langston	KI-PAC	ext. 6017232
Ms. Mooneyhan	PAD-SAL, DHH, Special Diploma	ext. 6017237
Mr. Noble	SAM-Z	ext. 6012237
Mrs. Binkowsy-Hayden	A-Z Magnet	ext. 6017228

## STAFFING SPECIALIST / ESE PROGRAMS

- Ms. Bonnewitz ext. 6012502
- Mrs. Pearson ext. 6017206

## ESOL COMPLIANCE SPECIALIST

- Mrs. Rivera ext. 6012806

## CAREER PATHWAYS / COLLEGE AND CAREER COORDINATORS

- Mrs. Parker ext. 6012629
- Ms. Cullen ext. 6012269
- Ms. Davila ext. 6012668

## INSTRUCTIONAL SUPPORT

- Ms. Poffenberger ext. 6017225

## SCHOOL NURSE

- Ms. Furman ext. 6017275

## REGISTRAR

- Ms. Besaw ext. 6012619

## SECRETARIES

- Ms. Hamilton ext. 6012213
- Ms. Morales ext. 6012267
- Ms. Roberson ext. 6017203
- Ms. Reyes (ESE) ext. 6017207

## ASSISTANT PRINCIPAL FOR STUDENT SERVICES

- Mrs. Smith ext. 6012323

# Magnet Program – Criminal Justice, Finance, and Law

Through a comprehensive and balanced selection of courses, coupled with challenging assessments, the Magnet Program aims to develop the individual talents of young people and teach them to relate the experience of the classroom to the realities of the world outside. Each of the three strands of the Magnet program, Criminal Justice, Finance and Law, provides a rigorous college preparatory curriculum, with the added benefit of experience and exploration in a certain career area. The Magnet Program is open to all qualified students in Orange County. Students must apply to the county for acceptance. Application must be made during the eighth-grade year, although a few applications are accepted from eligible ninth-graders. Any ninth graders who have successfully completed English I Honors, Algebra I, and World History Honors may apply.

**Selection Criteria:** students must submit report cards from their 6th and 7th grade year and have successfully completed the 7th grade FCAT. Students must score a 3 or above on their 8th grade FCAT to enter these programs. Applicant's schedule must be able to accommodate Magnet classes; a 3.0 GPA is recommended. If there are more applicants than there are seats available, 60% of the available seats will be assigned by a ranking system and 40% of the available seats will be assigned by a random lottery. The ranking criteria are a total of the previous 2 years GPA. If seats are still available after all 1st choices are placed, the same selection criteria is applied to students who selected the program as their second choice. Once all second choice students are placed, the same criteria apply to students who selected the program as their third choice.

Applications must be submitted on-line via the OCPS School Choice site: [schoolchoice.ocps.net](http://schoolchoice.ocps.net). Students who enter the Magnet Program must sign an Honor Code and commit to the program on a yearly basis. Students in the Magnet Program will be expected to participate in a weekly professional dress day and the Candy Sale, the annual fundraiser. Criminal Justice students must participate in the Orlando Police Boone Cadet Program.

## Magnet Course Sequence

Subject	9th	10th	11th	12th	Notes
<b>ENGLISH (4)</b>	English 1 Honors	English 2 Honors	English 3 Honors or AP English Language	English 4 or AP English Literature	
<b>MATH (4)</b>					
<b>SCIENCE (3)</b>					
<b>SOCIAL STUDIES (3)</b>	AP Human Geography	World History Honors or AP World History	US History Honors or AP US History	US Government Honors (0.5)  Economics (0.5)	Economics must be taken at Boone or on FLVS/OCVS
<b>MAGNET REQUIRED COURSE (4)</b>	Criminal Justice 1  Account Applications 1  Debate	Criminal Justice 2  Finance and Business Technology  Comprehensive Law	Criminal Justice 3  Personal Financial Planning  Court Procedures	Valencia CJ  AP Macro/Micro Econ  AP US Gov/AP Comp Gov	OR  AP US Gov/AP Macro

Subject	9th	10th	11th	12th	Notes
<b>ELECTIVE (4)</b>	Foreign Language 1	Foreign Language 2	Foreign Language 3	Foreign Language 4	Summer Internship (Required for Magnet Students)
<b>ELECTIVE</b>	Digital Information Tech (Required for Finance)  HOPE	Performing/Fine Art			

## Healthcare Academy

The mission of the Boone High School Health Academy is to prepare students for employment and postsecondary education in the health field. Classroom instruction is integrated with lab practice, clinical experiences, and job shadowing in selected health care settings. Students entering ninth or tenth grade are eligible to apply for the program. Those students selected for the academy must complete a three or four-year program of study, including vocational and academic components. All students are expected to complete patient care clinical or an externship in their senior year, depending on their career focus. Dual enrollment in the area technical schools and community college as part of the career training are an anticipated goal of the program.

Subject	9th	10th	11th	12th
<b>ENGLISH (4)</b>	English I	English II	English III AP English Language	English IV AP English Literature
<b>MATH (4)</b>	Algebra I or higher	Geometry Hon. or Alg II Hon	Alg II or Pre-Calc	Pre-Calc or higher
<b>SCIENCE (3)</b>	Physical Science Reg. or Hon  Biology Hon	Biology or Chemistry	Chemistry Anatomy/Physiology Honors	Anatomy/Physiology Honors AP Chemistry AP Biology
<b>SOCIAL STUDIES (3)</b>	AP Human Geography	World History AP World History AP European History	AP or Hon. US History	American Government Reg. or Hon. 1/2  Economics Reg. or Hon. 1/2
<b>MAGNET REQUIRED COURSE (4)</b>	Medical Skills and Services	Health Science (min UWGA 2.0)	Health Science II	Allied Health Assistant
<b>ELECTIVE (4)</b>	Foreign Language I Required for a 4 year college	Foreign Language II Required for a 4 year college	Foreign Language III Recommended for a 4 year college	Foreign Language or AP Recommended for a 4 year college
<b>ELECTIVE</b>	HOPE	Fine Arts	Elective	Elective

# Technical Dual Enrollment

## Avalon Tech / Mid Florida Tech / Orlando Tech / Winter Park Tech

Boone students may attend technical dual enrollment programs free of charge at one of four Orange County centers—Mid Florida Tech, Orlando Tech, Winter Park Tech and Avalon Tech. Students attend periods 1-3 at the centers and bus service is provided each way. Credits awarded will vary according to programs. See Counselors for details.

### ADMISSION REQUIREMENTS:

- 2.0 Grade Point Average
- Complete application with your Career Pathways Coordinator.
- Must be 16 years old.
- Test Score Requirements.
- Must be on track for graduation.

## Career Pathways

Career Pathways is an opportunity for students to earn college and technical school credit while pursuing interest in Boone technical courses. Enroll in one of Boone's Career Pathways Courses.

*To be eligible to receive postsecondary credit through Career Pathways a student MUST complete the following in addition to the above requirement.*

1. Complete the specific technical courses with a minimum grade of "C".
2. Pass the Career Pathways assessment with the program specific required grade.

High School Program	Valencia College Credit
Criminal Justice	CCJ 1020 Introduction to Criminal Justice (3 credits)
Health	HSC 1531 Medical Terminology ( 3 credits) HSC 1004 Professions of Caring ( 3 credits)
Digital Information Technology	OST 2756C Microsoft Word (Bundle – 9 credits, Single Cert – 1 Credit
Digital Information Technology	OST 2854C Microsoft Office
Project Lead the Way Engineering	ETD 1100C Engineering Drawing (3 college credits)
WEB	COP 2822 Web Site Development (3 credits)
TV Production/Digital Video	DOG2030C Digital Video and Sound (3 credits)

## Art - Visual Arts

### 0100300      Advanced Placement Art History

Length: FY

Credits: 1.0

Area: PF

The AP Art History course is equivalent to a two-semester introductory college course that explores topics such as the nature of art, art making, and responses to art. By investigating a specific image set of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the course fosters in-depth, holistic understanding of the history of art from a global perspective. Students become active participants in the global art world, engaging with its forms and content, as they experience, research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art.

### 0102300      Ceramics/Pottery 1

Length: FY

Credits: 1.0

Area: PF

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

### 0102310      Ceramics/Pottery 2

Length: FY

Credits: 1.0

Area: PF

Students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Instructional focus should be on ceramics and/or pottery. Processes and techniques for substitution may include, but are not limited to, wheel-thrown clay, glaze formulation and application. Media may include, but are not limited to, clay and/or plaster with consideration of the workability, durability, cost, and toxicity of the media used. Ceramic and/or pottery artists experiment with and manipulate space-producing devices, including overlapping, transparency, interpenetration, vertical and horizontal axis, inclined planes, disproportionate scale, fractional or abstracted representation, and spatial properties of the structural art elements. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the ceramics and/or pottery art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

## 0102320 Ceramics/Pottery 3 Honors

Length: FY Credits: 1.0 Area: PF

Students communicate a sense of 4-D, motion, and/or time, based on creative use of spatial relationships and innovative treatment of space and its components. Instruction may include content in ceramics, pottery, or other related media. Students address 4-D, the inter-relatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium (i.e., natural, artificial, or reflective), or flexible, entered, or activated space. Other concepts for exploration include tension, compression or expansion, intrusions or extrusions, grouping, proximity, containment, closure, contradiction, and continuity. Ceramic and/or pottery artists experiment with processes, techniques, and media, which may include, but are not limited to, casting and kiln-firing techniques, and mold making. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the ceramics and/or pottery art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

## 0104300 Advanced Placement Studio Art Drawing

Length: FY Credits: 1.0 Area: PF

The AP Program offers three studio art courses and portfolios: Two-Dimensional Design, Three-Dimensional Design, and Drawing. The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year. The AP Studio Art Program consists of **three portfolios — 2-D Design, 3-D Design and Drawing — corresponding to the most common college foundation courses.** Students may choose to submit any or all of the Drawing, Two-Dimensional Design, or Three-Dimensional design portfolios. AP Studio Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions.

## 0104340 Drawing 1

Length: FY Credits: 1.0 Area: PF

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

## 0104350 Drawing 2

Length: FY Credits: 1.0 Area: PF

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

## 0104360 Drawing 3 Honors

Length: FY Credits: 1.0 Area: PF

Students demonstrate proficiency in the conceptual development of content in drawing to create self-directed or collaborative 2-D artwork suitable for inclusion in a portfolio. Students produce works that show evidence of developing craftsmanship and quality in the composition. Through the critique process, students evaluate and respond to their own work and that of their peers. Through a focused investigation of traditional techniques, historical and cultural models, and individual expressive goals, students begin to develop a personal art style. This course incorporates hands-on activities and consumption of art materials.

## 0108310 Creative Photography 1

Length: FY Credits: 1.0 Area: PF

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.

## 0108320 Creative Photography 2

Length: FY Credits: 1.0 Area: PF

Students experiment with a variety of photographic media and techniques, and make connections with historical and contemporary photographers to develop a focused body of work. This course may include, but is not limited to, researching the history of photography, making connections to contemporary and community photographers, critiquing with varied techniques, and experimenting with a variety of photographic media. Processes and techniques include, but are not limited to, handcrafted pinhole cameras, hand-tinted photographs, mixed media, cyanotypes, medium format, photo collage, cross-processing, creative filters, infrared and slide film, night photography, macro, panoramic, and/or digital output via a variety of media. Craftsmanship and quality are reflected in the surface of the prints, care of the materials, attention to compositional conventions, and expression of ideas and feelings. 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.

## 0108330 Creative Photography 3 Honors

Length: FY Credits: 1.0 Area: PF

Students lead a focused investigation of a subject matter from ideation to completion. Students select a theme, develop a concept, and prepare the work for public viewing, portfolio, distribution, and/or exhibit. This course may include, but is not limited to, research, collaboration, installation, history of photography, making connections to contemporary and community photographers, and critiquing with varied techniques. Processes, techniques, and media may include, but are not limited to, video, film, high speed photography, studio lighting, flash, long exposure, formal portraiture, large format, HDR, RAW processing, and digital output on a variety of media, including non-traditional materials. Craftsmanship and quality are reflected in the surface of the print, care of the materials, attention to compositional conventions, the display setting, and expression of ideas and feelings. 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.

0109350

## Advanced Placement Studio Art Two-Dimensional Design

Length: FY

Credits: 1.0

Area: PF

The AP Program offers three studio art courses and portfolios: Two-Dimensional Design, Three-Dimensional Design, and Drawing. The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year. The AP Studio Art Program consists of **three portfolios — 2-D Design, 3-D Design and Drawing — corresponding to the most common college foundation courses.** Students may choose to submit any or all of the Drawing, Two-Dimensional Design, or Three-Dimensional design portfolios. AP Studio Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions.

# Career and Technical Education

## 8203310 Accounting Applications 1/Level 3

Length: FY

Credits: 1.0

Area: VO

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 is required.

## 8207310 Digital Information Technology/Level 2

Length: FY

Credits: 1.0

Area: PA

This course is designed to provide an introduction to information technology concepts and careers as well as the impact information technology has on the world, people, and industry and basic web design concepts. The content includes information technology career research; operating systems and software applications; electronic communications including e-mail and Internet services; basic HTML, DHTML, and XML web commands and design; emerging technologies, and Web page design.

## 8209510 Digital Design 1/Level 2

Length: FY

Credits: 1.0

Area: PA

This course is designed to develop basic entry-level skills required for careers in the digital publishing industry. The content includes computer skills; digital publishing concepts and operations; layout, design, measurement activities; and digital imaging as well as communication, collaboration and decision-making activities; critical thinking; and problem solving. After successful completion of Digital Design 1 students will have met occupational completion point - B, Production Assistant - SOC Code 43-9031.

## 8209520 Digital Design 2/Level 3

Length: FY

Credits: 1.0

Area: PA

This course continues the development of basic entry-level skills required for careers in the digital publishing industry. The content includes computer skills; digital publishing operations; layout, design, and measurement activities; and digital imaging as well as communication, collaboration and decision-making activities; critical thinking; and problem solving. After successful completion of Digital Design 2 and 3, students will have met occupational completion point -C, Digital Assistant Designer - SOC Code 43-9031.

## 8209530 Digital Design 3/Level 3

Length: FY

Credits: 1.0

Area: PA

This course continues the development of industry-standard skills required for careers in the digital publishing industry. The content includes the use of a variety of software and equipment to perform digital publishing and digital imaging activities as well as communication, collaboration and decision-making activities; critical thinking; and problem solving. After successful completion of Digital Design 3, students will have met occupational completion point -C, Digital Assistant Designer - SOC Code 43-9031.

## 8300430 Guided Workplace Learning (Internship)/Level 2

Length: Multiple Credits: Multiple Area: VO

The purpose of this course is to provide students with the opportunity to gain practical, first-hand knowledge in broad occupational clusters or industry sectors through a structured internship experience. This internship is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations not generally available through paid employment.

## 8400100 Health Science Education Directed Study

Length: Multiple Credits: Multiple Area: VO

The purpose of this course is to provide students with learning opportunities in a prescribed program of study within the Health Science cluster that will enhance opportunities for employment in the career field chosen by the student.

## 8400320 Medical Skills and Services/Level 2

Length: FY Credits: 1.0 Area: VO

The purpose of this program is to give students an opportunity to apply knowledge and skills related to the area of Health Science career cluster.

## 8417100 Health Science Anatomy & Physiology/Level 3

Length: FY Credits: 1.0 Area: EQ

This course is an introduction to anatomy and physiology by familiarizing the student with the structure and function of the human body. This course includes terminology of the various body systems in relation to health and disease.

## 8417110 Health Science Foundations/Level 3

Length: FY Credits: 1.0 Area: VO

This course is designed to prepare the student for a career in the health care industry. Professionalism, personal qualities of health care workers, basic clinical skills for all health care professions, medical terminology and current trends in health care will be covered.

## 8417131 Allied Health Assisting 3/Level 2

Length: FY Credits: 1.0 Area: VO

On site clinical at area hospitals; transportation. Provided by OCPS. Current CPR certification required. Physician physical, copy of immunization record, negative TB screening, FDLE background check, copy of medical/health insurance required. Application required. Flu shot now required by OH. Certification may be obtained as a Certified Medical Administrative Assistant in this course.

## 8417161 Electrocardiograph Aide 3/Level 2

Length: SEM Credits: 0.5 Area: VO

## 8600550 Introduction to Engineering Design/Level 3

Length: FY Credits: 1.0 Area: PA

This course exposes students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. Students will employ engineering and scientific concepts in the solution of engineering design problems. In addition, they will learn to use 3D solid modeling design software to design solutions to problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions, document the process, and communicate the results.

## 8722010 Building Trades and Construction Design Technology 1/Level 2

Length: FY Credits: 1.0 Area: VO

The purpose of this course is to develop the competencies essential to the building construction industry. These competencies include skills and knowledge related to safety practices, understanding all aspects of the industry, the use of hand and power tools, employability skills, human relations and leadership skills and related construction theory.

## 8757210 Grooming and Salon Services Core 1/Level 2

Length: SEM Credits: 0.5 Area: PA

This course is designed to provide instruction in school, classroom/laboratory safety rules and procedures. It is also designed to provide the student with an opportunity to become familiar with competencies in employability, communication, math and science skills required to succeed in industry. Additionally, it is designed to provide the student with an overview of competencies in State Board of Cosmetology requirements and in the study of the cosmetology law and rules and regulations. He/she will briefly review entrepreneurship competency.

## 8772410 Digital Video Production 1/Level 3

Length: FY Credits: 1.0 Area: PA

This course covers competencies in safe work practices, planning a production set, lighting planning, camera operation, and audio/ video recording, mixing, and editing.

## 8772420 Digital Video Production 2/Level 3

Length: FY Credits: 1.0 Area: PA

This course covers competencies in safe work practices, planning a production set, lighting planning, camera operation, and audio/ video recording, mixing, and editing.

## 8772430 Digital Video Production 3/Level 3

Length: FY Credits: 1.0 Area: PA

This course covers competencies in safe work practices and lighting.

## 8772440 Digital Video Production 4/Level 3

Length: FY Credits: 1.0 Area: PA

This course covers competencies in safe work practices; audio/ video recording, mixing, and editing; and shooting footage.

## 8800510 Culinary Arts 1/Level 2

Length: FY Credits: 1.0

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.

## 8800520 Culinary Arts 2/Level 2

Length: FY Credits: 1.0 Area: PA

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

## 8815120 Personal Financial Planning/Level 3

Length: FY Credits: 1.0 Area: VO

This course develops an awareness of the need for care and organization in planning for the wise use of economic resources and financial products available through a study of savings, credit, insurance, banking, investing and financial goals. The students are also made aware of the career opportunities offered by lending institutions.

## 8815150 Finance and Business Technology/Level 2

Length: FY Credits: 1.0 Area: PA

This course is designed to provide an overview of current business, finance and information systems and trends and to introduce students to the foundations required for today's business environments. Emphasis is placed on developing proficiency with computer applications, so that they may be used as communication tools for enhancing personal and work place proficiency in an information-based society. This also includes proficiency with computers using databases, spreadsheets, presentation applications, financial and tax software applications and the integration of these programs using software that meets industry standards.

## 8901000 Human Services Directed Study

Length: Multiple Credits: Multiple Area: VO

The purpose of this course is to provide students with learning opportunities in a prescribed program of study within the Human Services cluster(s) that will enhance opportunities for employment in the career field chosen by the student.

## 8918010 Criminal Justice Operations 1/Level 2

Length: FY Credits: 1.0 Area: VO

This course is to introduce the student to the history, goals, and career opportunities in the Criminal Justice Profession. It also covers ethics and professionalism, constitutional and criminal laws, court and trial process, juvenile justice system, and the correctional system. Students will also be instructed on personal, interpersonal, and communication skills as well as demonstrate employability skills.

## 8918020 Criminal Justice Operations 2/Level 2

Length: FY

Credits: 1.0

Area: VO

This course is to introduce the student to the characteristics and procedures of patrol, complete written reports, and crime prevention programs. Students will also describe guidelines for Use-of-Force, perform CPR/ first aid techniques, and procedures to protect from Blood-Borne pathogens. Training for Traffic Control Officer and Parking Enforcement Specialist IAW Florida Statute 316.640 will be accomplished.

## 8918030 Criminal Justice Operations 3/Level 3

Length: FY

Credits: 1.0

Area: VO

This course is to introduce the student to the crime scene safety, conducting criminal investigations, conducting forensic processing, and complete property control procedures. Students will conduct a traffic crash investigation completing the proper report forms. Computer skills as well as job related math skills will be performed. Enhancing the awareness of human diversity will be instructed.

## 9001110 Foundations of Web Design/Level 3

Length: FY

Credits: 1.0

Area: PA

This course is designed to provide students with opportunities to acquire and apply foundational skills related to web design.

## 9001120 User Interface Design/Level 3

Length: FY

Credits: 1.0

Area: PA

This course provides advanced concepts used in interface design. The content includes principles of Human Computer Interface (HCI), advanced page design using Cascading Style Sheets (CSS), advanced HTML commands, multimedia applications, Internet/Intranet tools, and website promotion.

# Computer Education

## 0200320      Advanced Placement Computer      Science A

Length: FY      Credits: 1.0

The AP Computer Science A course is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes object-oriented and imperative problem solving and design using the Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.

## 0200335      Advanced Placement Computer Science Principles

Length: FY      Credits: 1.0

AP Computer Science Principles (AP CSP) introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, AP CSP prepares students for college and career.

# Drama - Theatre Arts

## 0400310 Theatre 1

Length: FY Credits: 1.0 Area: PF

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

## 0400320 Theatre 2

Length: FY Credits: 1.0 Area: PF

This course is designed for students with a year of experience or more, and promotes enjoyment and appreciation for all aspects of theatre through opportunities to build significantly on existing skills. Classwork focuses on characterization, **playwriting, and playwrights' contributions to theatre; while improvisation, creative dramatics, and scene work are used to help students challenge and strengthen their acting skills and explore the technical aspect of scene work.**

## 0400330 Theatre 3 Honors

Length: FY Credits: 1.0 Area: PF

This course is designed for students with significant experience in theatre, and promotes depth of engagement and lifelong appreciation for theatre through a broad spectrum of teacher-assigned and self-directed study and performance. Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre in ways that are progressively more innovative. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge.

## 0400340 Theatre 4 Honors

Length: FY Credits: 1.0 Area: PF

This course is designed for students with extensive experience in theatre, and promotes significant depth of engagement and lifelong appreciation for theatre through a broad spectrum of primarily self-directed study and performance. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of sophisticated oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge.

## 0400410 Technical Theatre: Design & Production 1

Length: FY

Credits: 1.0

Area: PF

Students focus on developing the basic tools and procedures for creating elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials are central to success in this course. Students explore and learn to analyze dramatic scripts, seeking production solutions through historical, cultural, and geographic research. Students also learn the basics of standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; and the resulting artistic improvement. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

## 0400420 Technical Theatre: Design & Production 2

Length: FY

Credits: 1.0

Area: PF

Students focus on the design and safe application of basic tools and procedures to create elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Students develop assessment and problem-solving skills; the ability to connect selected literature to a variety of cultures, history, and other content areas. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

## 0400430 Technical Theatre: Design & Production 3

Length: FY

Credits: 1.0

Area: PF

Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre. Student designers and technicians assemble a portfolio that showcases a body of work representing artistic growth over time; growing command of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

## 0400500 Theatrical Direction & Stage Management 1

Length: FY

Credits: 1.0

Area: PF

Students learn how to select, organize, and mount formal and informal staged productions by means of exploring the leadership roles of director and stage manager. Students focus on the nature and responsibilities of the director and stage manager in relation to the entire production team; the effect of the director's concept on the overall production; vocabulary and principles of the various elements of play production; techniques used to create an effective theatre work; and basic knowledge and application of staging. 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.

# Exceptional Student Education

7910111

Access English 1/2

Length: Multiple

Credits: Multiple

Area: EN

7910112

Access English 3/4

Length: Multiple

Credits: Multiple

Area: EN

7912070

Access Liberal Arts Mathematics

Length: Multiple

Credits: Multiple

7912080

Access Algebra 1A

Length: Multiple

Credits: Multiple

7912090

Access Algebra 1B

Length: Multiple

Credits: Multiple

7915015

Access Health Opportunities Through Physical Education 9-12

Length: Multiple

Credits: Multiple

7920020

Access Earth/Space Science

Length: Multiple

Credits: Multiple

7921015

Access United States Government

Length: SEM

Credits: Multiple

7921022

Access Economics with Financial Literacy

Length: SEM

Credits: Multiple

7921025

Access United States History

Length: Multiple

Credits: Multiple

7921027

Access World History

Length: Multiple

Credits: Multiple

Area: WH

## 7921330 Career Education: 9-12

Length: Multiple Credits: Multiple

The purpose of this course is to enable students with disabilities to apply the knowledge and skills needed to design and implement personal plans for achieving their desired postschool outcomes. The personal plans may address all critical transition service areas, including instruction, related services, community experiences, employment, postschool adult living, and, if needed, daily living skills and functional vocational evaluation.

## 7960010 Transition Planning: 9-12

Length: Multiple Credits: Multiple

The purpose of this course is to enable students with disabilities to develop knowledge and skills for transition planning and accessing services needed to engage in postsecondary education/training, employment, and independent living.

## 7963010 Preparation for Adult Living

Length: Multiple Credits: Multiple

The purpose of this course is to enable students with disabilities to gain the knowledge and skills needed for postschool adult living.

## 7963040 Expanded Skills: 9-12

Length: Multiple Credits: Multiple

The purpose of this course is to enable students who are deaf and hard-of-hearing to apply concepts, knowledge, and skills in the expanded core curriculum in the educational, home, community, and employment settings to achieve **annual goals based on assessed needs and the student's individual educational plan (IEP)**.

## 7963070 Unique Skills: Social & Emotional 9-12

Length: Multiple Credits: Multiple

The purpose of this course is to enable students with disabilities to acquire and generalize skills related to self management and interpersonal relationships in educational, home, community, and employment settings to achieve **annual goals based on assessed needs and the student's individual educational plan (IEP)**.

## 7963080 Learning Strategies 9-12

Length: Multiple Credits: Multiple

The purpose of this course is to enable students with disabilities to acquire and generalize strategies and skills across academic, community, and employment settings to achieve **annual goals based on assessed needs and the student's individual educational plan (IEP)**.

## 7967015 Access Drawing 1

Length: Multiple Credits: Multiple Area: PF

## 7980110 Career Preparation: 9-12

Length: Multiple Credits: Multiple

The purpose of this course is to enable students to acquire the knowledge and skills necessary to identify a broad range of career options and community resources and to develop work-related competencies.

## 7980120 Career Experiences: 9-12

Length: Multiple Credits: Multiple Area: VO

The purpose of this course is to enable students with disabilities to further develop knowledge and skills to select career options, access community resources, and apply work-related behaviors through guided practice and experiences in school and community work settings. Non-paid community-based vocational education (non-paid CBVE) training programs are typically implemented through this course.

## 7980130 Career Placement: 9-12

Length: Multiple Credits: Multiple Area: VO

The purpose of this course is to enable students with disabilities to apply career knowledge and skills to perform work-related behaviors in a paid employment situation.

# Experiential Education

## 0500300 Executive Internship 1

Length: FY

Credits: 1.0

The purpose of this course is to provide a practical introduction to the work environment through direct contact with professionals in the community.

## 0500310 Executive Internship 2

Length: FY

Credits: 1.0

The purpose of this course is to supplement the existing curriculum by providing community internships. Students apply textbook learning, leadership skills, and understanding in challenging and creative professional areas.

# Health Education

## 0800320 First Aid and Safety

Length: SEM

Credits: 0.5

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.

# JROTC and Military Training

## 1802300 Naval Science 1

Length: FY

Credits: 1.0

The purpose of this course is to introduce students to the precepts of citizenship, the elements of leadership, and the value of scholarship in attaining life goals. This course will also enable students to develop appreciation for the heritage and traditions of America, to recognize the importance of the role of sea power in America's future, and to develop a sense of pride in his/her organization, associates, and self. These elements are pursued at a fundamental level.

## 1802310 Naval Science 2

Length: FY

Credits: 1.0

The purpose of this course is to engender a sound appreciation of the heritage and traditions of America, with recognition that the historically significant role of sea power will be important in America's future. This course will also enable students to develop a sense of pride in his/her organization, associates, and self. This course will further enable students to develop understanding of maritime geography as it relates to our natural resources, land forms, climate, soil, bodies of water, people, governments, the military, and geopolitics.

## 1802320 Naval Science 3

Length: FY

Credits: 1.0

The purpose of this course is to enable students to further develop understanding the importance of sea power and national security, naval operations and support functions, military law, international law, and the sea. This course will also enable students to develop understanding of the technical area of naval science study.

## 1802330 Naval Science 4

Length: FY

Credits: 1.0

The purpose of this course is to enable students to develop leadership skills including knowledge of individual needs and group dynamics, leadership principles and responsibilities, and effective communication strategies.

# Language Arts

## 1000410 Intensive Reading

Length: Multiple Credits: Multiple

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. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text and is removed as the reading and writing abilities of students improve over time.

## 1001310 English 1

Length: FY Credits: 1.0 Area: EN

The purpose of this course is to provide English 1 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

## 1001320 English Honors 1

Length: FY Credits: 1.0 Area: EN

The purpose of this course is to provide grade 9 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

## 1001340 English 2

Length: FY Credits: 1.0 Area: EN

The purpose of this course is to provide grade 10 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

## 1001350 English Honors 2

Length: FY Credits: 1.0 Area: EN

The purpose of this course is to provide grade 10 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language in preparation for college and career readiness.

## 1001370 English 3

Length: FY Credits: 1.0 Area: EN

The purpose of this course is to provide grade 11 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

## 1001380 English Honors 3

Length: FY Credits: 1.0 Area: EN

The purpose of this course is to provide grade 11 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language in preparation for college and career readiness.

## 1001405 English 4: Florida College Prep

Length: FY Credits: 1.0 Area: EN

This course incorporates reading and writing study through writing a variety of informative texts using grade-level writing craft and through the in-depth reading and analysis of informational selections in order to develop critical reading and writing skills necessary for success in college courses. This course prepares students for successful completion of Florida college English courses. The benchmarks reflect the Florida Postsecondary Readiness Competencies necessary for entry-level college courses.

## 1001410 English Honors 4

Length: FY Credits: 1.0 Area: EN

The purpose of this course is to provide grade 12 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

## 1001420 Advanced Placement English Language and Composition

Length: FY Credits: 1.0 Area: EN

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

## 1001430 Advanced Placement English Literature and Composition

Length: FY Credits: 1.0 Area: EN

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

## 1002300 English 1 Through ESOL

Length: FY Credits: 1.0 Area: EN

The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness.

## 1002310 English 2 Through ESOL

Length: FY Credits: 1.0 Area: EN

The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness.

## 1002320 English 3 Through ESOL

Length: FY Credits: 1.0 Area: EN

The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness.

## 1002380 Developmental Language Arts Through ESOL

Length: Multiple Credits: Multiple

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. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text.

## 1002381 Developmental Language Arts ESOL (Reading)

Length: Multiple Credits: Multiple

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 and writing skills and to strengthen these skills so they are able to successfully read, write, 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. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text.

## 1002520 English 4 Through ESOL

Length: FY Credits: 1.0 Area: EN

The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness.

## 1006300 Journalism 1

Length: FY Credits: 1.0

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

## 1006320 Journalism 3

Length: FY Credits: 1.0

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

## 1006330 Journalism 4

Length: FY Credits: 1.0

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

## 1006331 Journalism 5 Honors

Length: FY Credits: 1.0

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

## 1006332 Journalism 6 Honors

Length: FY Credits: 1.0

The purpose of this course is to enable students to perform advanced work in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop advanced knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media. School and professional publication efforts are expected.

## 1006333 Journalism 7 Honors

Length: FY Credits: 1.0

The purpose of this course is to enable students to perform advanced work in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop extended knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media. School and professional publication efforts are expected.

## 1006334 Journalism 8 Honors

Length: FY Credits: 1.0

The purpose of this course is to enable students to perform highly advanced work in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop extended knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media. School, community, and professional publication is expected.

## 1007330 Debate 1

Length: FY Credits: 1.0 Area: PF

The purpose of this course is to develop students' beginning 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.

## 1007350 Debate 3 Honors

Length: FY Credits: 1.0 Area: PF

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.

# Leadership Skills Development

## 2400300 Leadership Skills Development

Length: FY

Credits: 1.0

The purpose of this course is to teach leadership skills, parliamentary procedure, problem solving, decision making, communication skills, group dynamics, time and stress management, public speaking, human relations, public relations, team building, and other group processes.

## 2400310 Leadership Techniques

Length: FY

Credits: 1.0

This course will provide an in-depth study of the leadership techniques of decision making, problem solving, meeting skills, communication, group conflict reduction, time and stress management, evaluation, team building, group dynamics, motivational strategy, and the role of leadership in a democratic society.

## 2400320 Leadership Strategies

Length: FY

Credits: 1.0

The purpose of this course is to provide formative opportunities to build on skills acquired in the Leadership Techniques course, including meetings skills, communication skills, motivational strategies, character development, group dynamics, community relations, community service and personal and civic responsibility.

# Mathematics

## 1200310 Algebra 1

Length: FY Credits: 1.0 Area: A1

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Standards for Mathematical Practice apply throughout each course, and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

## 1200320 Algebra 1 Honors

Length: FY Credits: 1.0 Area: A1

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

## 1200330 Algebra 2

Length: FY Credits: 1.0 Area: MA

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

## 1200340 Algebra 2 Honors

Length: FY Credits: 1.0 Area: MA

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions.<sup>2</sup> Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

## 1200400 Intensive Mathematics

Length: Multiple Credits: Multiple

For each year in which a student scores at Level 1 on FCAT 2.0 Mathematics, the student must receive remediation by completing an intensive mathematics course the following year or having the remediation integrated into the student's required mathematics course. This course should be tailored to meet the needs of the individual student. Appropriate benchmarks from the following set of standards should be identified to develop an appropriate curriculum.

## 1200700 Mathematics for College Readiness

Length: FY Credits: 1.0 Area: MA

This course is targeted for students who are not yet "college ready" in mathematics or simply need some additional instruction in content to prepare them for success in college level mathematics. 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, 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.

## 1202310 Advanced Placement Calculus AB

Length: FY Credits: 1.0 Area: MA

AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. 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.

## 1202320 Advanced Placement Calculus BC

Length: FY Credits: 1.0 Area: MA

AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AB to different types of equations and introduces the topic of sequences and series. 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.

## 1202340 Pre-Calculus Honors

Length: FY Credits: 1.0 Area: MA

The purpose of this course is to enable students to develop concepts and skills in advanced algebra, analytic geometry, and trigonometry.

1206310

## Geometry

Length: FY

Credits: 1.0

Area: GE

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school standards. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

1206320

## Geometry Honors

Length: FY

Credits: 1.0

Area: GE

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school standards. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

1207300

## Liberal Arts Mathematics 1

Length: FY

Credits: 1.0

Area: MA

1210320

## Advanced Placement Statistics

Length: FY

Credits: 1.0

Area: MA

Course content includes but not be limited to the following; exploratory data: observing patterns and departures from patterns; planning a study: deciding what and how to measure; anticipating patterns in advance: producing models, using probability and simulation, and statistical inference.

1298310

## Advanced Topics in Mathematics

Length: FY

Credits: 1.0

Area: MA

A course designed for students who have completed three years of high school mathematics including Algebra 2, and are interested in learning about advanced mathematical topics and improving their math proficiency. The course includes discrete math topics, probability and statistics, and a survey of algebra 2 topics.

# Music

## 1300300 Music Theory 1

Length: FY Credits: 1.0 Area: PF

Students learn how music is constructed and developed, and acquire a basic understanding of the structural, technical, and historical elements of music. Student theorists develop basic ear-training, keyboard, and functional singing skills, and engage in the creative process through individual and collaborative projects. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

## 1300330 Advanced Placement Music Theory

Length: FY Credits: 1.0 Area: PF

The purpose of this course is to develop the student's ability to recognize and understand the basic materials and processes in any music that is heard or read in score.

## 1301360 Keyboard 1

Length: FY Credits: 1.0 Area: PF

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

## 1301370 Keyboard 2

Length: FY Credits: 1.0 Area: PF

Students build on previous piano techniques and skills through reading music, acquiring and applying knowledge of music theory, and exploring the role of keyboard music in history and culture. Students learn repertoire from various styles and time periods, exploring the historical influence keyboards have had on music performance and composition. Students explore the basic tools of music technology (i.e., MIDI keyboards). Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

## 1301380 Keyboard 3

Length: FY Credits: 1.0 Area: PF

Students further develop advanced knowledge of piano techniques, musical literacy, solo and ensemble performance skills, and related musical knowledge, using a variety of advanced piano literature. Students explore the historical influence keyboards have had on music performance and composition, and apply criteria to assess their own and others' piano performances. Students extend their knowledge of music technology (i.e., MIDI keyboards) and its connection to the computer and other sound-generating devices. 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.

## 1301390 Keyboard 4 Honors

Length: FY Credits: 1.0 Area: PF

Students develop highly advanced piano techniques, music literacy, solo performance skills, and related musical knowledge through a variety of advanced piano literature. Students work toward greater musical independence through accompanying other musicians, performing solos, and/or creating original music compositions. In keeping with the rigor expected in an Honors course, students undertake independent study that includes synthesis of learning and experience. 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.

## 1302300 Band 1

Length: FY Credits: 1.0 Area: PF

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

## 1302310 Band 2

Length: FY Credits: 1.0 Area: PF

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

## 1302320 Band 3

Length: FY Credits: 1.0 Area: PF

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

## 1302330 Band 4

Length: FY Credits: 1.0 Area: PF

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

## 1302340 Band 5 Honors

Length: FY Credits: 1.0 Area: PF

This year-long, advanced course, designed for wind and percussion students with extensive experience in solo performance and larger performing ensembles, promotes significant depth of engagement and lifelong appreciation of music through performance and other experiences with sophisticated instrumental music, as well as creativity through composition and/or arranging. The course includes the development of advanced instrumental ensemble techniques and skills, extended music literacy and theory, and deep aesthetic engagement with a broad spectrum of high-quality repertoire, ranging from early music to the contemporary. Musical independence and leadership are particularly encouraged in this setting.

## 1302350 Band 6 Honors

Length: FY Credits: 1.0 Area: PF

This year-long, highly advanced course, designed for students with substantial experience in solo performance and larger performing ensembles, promotes significant engagement with and appreciation for music through performance of sophisticated wind and percussion literature. Study focuses on mastery of highly advanced music skills, techniques, and processes, as well as creativity through composition and/or arranging and use of current technology to enhance creativity and performance effectiveness. This course also provides significant opportunities for student leadership through peer mentoring, solo work, and participation as a performer or coach in a small or large ensemble.

## 1302360 Orchestra 1

Length: FY Credits: 1.0 Area: PF

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

## 1302370 Orchestra 2

Length: FY Credits: 1.0 Area: PF

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

## 1302380 Orchestra 3

Length: FY Credits: 1.0 Area: PF

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

## 1302390 Orchestra 4

Length: FY Credits: 1.0 Area: PF

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

## 1302500 Jazz Ensemble 1

Length: FY Credits: 1.0 Area: PF

Students with experience on an instrument suited for jazz ensemble explore the fundamentals of performance practices, improvisation, and music theory through a diverse repertoire of high-quality jazz literature. Students learn the basics of foundational jazz styles, use chord symbols, develop knowledge of musical structure, and study the history of jazz and its iconic musicians. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

## 1302510 Jazz Ensemble 2

Length: FY Credits: 1.0 Area: PF

Students with jazz experience become conversant with basic chord progressions and the scale/chord relationship, strengthen aural skills, and learn to improvise and compose melodies over progressions as they rehearse, perform, and study high-quality jazz ensemble literature. Musicians study jazz history and become familiar with the cultural context of various compositions and artists. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

## 1302520 Jazz Ensemble 3

Length: FY Credits: 1.0 Area: PF

Students with considerable jazz experience become conversant with more complex forms and harmonic progressions, and strengthen their aural and improvisational skills as they rehearse, perform, and study high-quality jazz ensemble literature. Musicians apply their theory skills to arranging, transposition, and composing; and study various periods, cultural contexts, compositions, and artists in jazz history. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

## 1302530 Jazz Ensemble 4 Honors

Length: FY Credits: 1.0 Area: PF

Students with significant jazz experience become highly conversant with complex harmonic structures; compose or arrange for small groups; improvise over various forms, keys, and styles; and are knowledgeable about the professional jazz scene and its icons. Musicians study the impact of technology on jazz and the music industry, and learn the basics of sound reinforcement for solo and ensemble performance. In keeping with the rigor expected in an Honors course, students undertake independent study that includes synthesis of learning and experience. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

## 1303300 Chorus 1

Length: FY Credits: 1.0 Area: PF

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

## 1303310 Chorus 2

Length: FY Credits: 1.0 Area: PF

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

## 1303320 Chorus 3

Length: FY Credits: 1.0 Area: PF

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

1303330

## Chorus 4

Length: FY

Credits: 1.0

Area: PF

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

1303340

## Chorus 5 Honors

Length: FY

Credits: 1.0

Area: PF

This year-long, advanced class is designed for students with previous participation in a high school chorus who have demonstrated a capacity for developing advanced listening/aural skills and advanced knowledge of vocal techniques, musical literacy, and choral performance. Chorus V focuses on development and application of these skills and provides opportunities for aesthetic engagement and making individual musical choices, where appropriate, while preparing a variety of high-quality choral literature.

1303350

## Chorus 6 Honors

Length: FY

Credits: 1.0

Area: PF

This year-long, very advanced class is designed for students who have demonstrated a capacity for developing very advanced listening/aural skills and performance techniques, as well as very advanced knowledge of vocal techniques, musical literacy, ensemble skills, and related musical knowledge. Chorus VI focuses on managing, mastering, and refining these skills and techniques through a variety of high-quality choral literature at a high level of aesthetic engagement. Musical independence and student leadership are promoted through significant opportunities for peer mentoring, solo work, and participation as a performer, conductor, or coach in a small or large ensemble.

1303440

## Vocal Ensemble 1

Length: FY

Credits: 1.0

Area: PF

Students with little or no experience in a vocal ensemble develop basic musicianship and ensemble performance skills through the study of basic, high-quality music in diverse styles. Student musicians focus on building foundational music techniques, music literacy, listening skills, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

1303450

## Vocal Ensemble 2

Length: FY

Credits: 1.0

Area: PF

Students with previous vocal ensemble experience continue building musicianship and performance skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant musical styles and time periods. 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.

## 1303460 Vocal Ensemble 3

Length: FY Credits: 1.0 Area: PF

Students strengthen vocal ensemble performance skills, music literacy, and analytical skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant history and cultures. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

## 1303470 Vocal Ensemble 4 Honors

Length: FY Credits: 1.0 Area: PF

Students with extensive vocal ensemble experience refine their critical listening, music literacy, and ensemble skills through the study, rehearsal, and performance of high-quality, advanced literature. Students use reflection and problem-solving skills with increasing independence to improve their performance and musical expressivity. 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.

## 1305300 Eurhythmics 1

Length: FY Credits: 1.0 Area: PF

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

## 1305310 Eurhythmics 2

Length: FY Credits: 1.0 Area: PF

Student dancers build on previous experience to perform and evaluate choreographed performances as an independent ensemble and in cooperation with a music ensemble. Students focus on strengthening dance skills, equipment manipulation, precision, and the relationship between music and dance. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

## 1305320 Eurhythmics 3

Length: FY Credits: 1.0 Area: PF

Student dancers strengthen their performance and evaluative skills, and explore the basic processes of designing choreography for an independent ensemble or in cooperation with a music ensemble. Students develop more sophisticated dance skills and equipment manipulation. 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.

1305330

## Eurhythmics 4

Length: FY

Credits: 1.0

Area: PF

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

1305430

## Music Ensemble 4 Honors

Length: FY

Credits: 1.0

Area: PF

Students with extensive vocal or instrumental ensemble experience refine their critical listening, music literacy, and ensemble skills through the study, rehearsal, and performance of high-quality, advanced literature. Students use reflection and problem-solving skills with increasing independence to improve their performance and musical expressivity. 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, if used for an instrumental ensemble, may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

# Physical Education

## 1501340 Weight Training 1

Length: SEM Credits: 0.5 Area: PE

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

## 1501350 Weight Training 2

Length: SEM Credits: 0.5 Area: PE

Provides students with opportunities to acquire knowledge and skills in weight training including an assessment of muscular strength and endurance as well as a knowledge of health problems associated with inadequate levels of muscular strength, skeletal muscles, sound nutritional practices, and consumer issues related to weight training.

## 1501360 Weight Training 3

Length: SEM Credits: 0.5 Area: PE

Provides students with opportunities to acquire knowledge and skills in weight training including an assessment of muscular strength and endurance as well as a knowledge of health problems associated with inadequate levels of muscular strength, skeletal muscles, sound nutritional practices, and consumer issues related to weight training.

## 1502490 Care and Prevention of Athletic Injuries

Length: SEM Credits: 0.5 Area: PE

Provides students with opportunities to assess and evaluate common injuries occurring during athletic activity. Special taping and bandaging techniques will be introduced.

## 1503310 Basketball

Length: SEM Credits: 0.5 Area: PE

The purpose of this course is to provide students with opportunities to acquire knowledge and skills in basketball that may be used in recreational pursuits today as well as in later life and maintain and/or improve their personal fitness. This course includes sport history, game rules, and basketball fundamentals.

## 1503315 Basketball 2

Length: SEM Credits: 0.5 Area: PE

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

1503320

Soccer

Length: SEM

Credits: 0.5

Area: PE

The purpose of this course is to enable students to develop knowledge and skills in soccer and to maintain or improve health-related fitness. Appropriate instructional practices and assessments are used to elicit evidence of student understanding and proficiency of course specific benchmarks related to Cognitive Ability, Movement Competency, Lifetime Fitness, and Responsible Behavior and Values as outlined by the Next Generation Sunshine State Standards for Physical Education and the Common Core State Standards.

1503350

Team Sports 1

Length: SEM

Credits: 0.5

Area: PE

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

1503360

Team Sports 2

Length: SEM

Credits: 0.5

Area: PE

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

3026010

HOPE-Physical Education (Core)

Length: FY

Credits: 1.0

Area: PE

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. Students will realize the full benefit of this course when it is taught with an integrated approach.

# Research and Critical Thinking

## 1700300 Research 1

Length: FY

Credits: 1.0

The purpose of this course is to enable students to develop fundamental knowledge of the steps in the research process.

## 1700310 Research 2

Length: FY

Credits: 1.0

The purpose of this course is to enable students to develop basic knowledge and skills in the research process with emphasis on determining and refining research questions.

## 1700320 Research 3

Length: FY

Credits: 1.0

The purpose of this course is to enable students to develop proficient knowledge and skills in the research process with emphasis on appropriate research design.

## 1700370 Critical Thinking and Study Skills

Length: SEM

Credits: 0.5

This course is designed to develop skills related to critical thinking, learning and problem solving, enabling students to enhance their performance in both academic and non-academic areas. Strategies for acquiring, storing and retrieving information, time management and organizational skills, critical thinking operations and processes, strategies for oral and written communication, and problem solving skills including test taking skills are an integral part of this course.

## 1700380 Career Research and Decision Making

Length: SEM

Credits: 0.5

The purpose of this course is to further develop the career planning competencies mandated by section 1003.4156, Florida Statutes. This course will enable students to make informed career choices and develop the skills needed to successfully plan and apply for college or a job.

## Science

### 2000310 Biology 1

Length: FY

Credits: 1.0

Area: BI

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. School laboratory investigations (labs) are defined by the National Research Council (NRC) 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 (NRC, 2006, p. 3). 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 (National Research Council, 2006, p.77; NSTA, 2007).

### 2000320 Biology 1 Honors

Length: FY

Credits: 1.0

Area: BI

While the content focus of this course is consistent with the Biology 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. 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. School laboratory investigations (labs) are defined by the National Research Council (NRC) 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 (NRC, 2006, p. 3). 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 (National Research Council, 2006, p.77; NSTA,

### 2000340 Advanced Placement Biology

Length: FY

Credits: 1.0

Area: BI

The purpose of this course is to provide a study of the facts, principles, and processes of biology and the collection, interpretation, and formulation of hypotheses from available data. Course content follows the outline set forth by the College Board.

## 2000360 Anatomy and Physiology Honors

Length: FY

Credits: 1.0

Area: EQ

While the content focus of this course is consistent with the Anatomy and Physiology course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. 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. School laboratory investigations (labs) are defined by the National Research Council (NRC) 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 (NRC, 2006, p. 3). 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 (National Research Council, 2006, p.77; NSTA, 2007).

## 2001380 Advanced Placement Environmental Science

Length: FY

Credits: 1.0

Area: EQ

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of 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.

## 2002510 Marine Science 1 Honors

Length: FY

Credits: 1.0

Area: EQ

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. 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. School laboratory investigations (labs) are defined by the National Research Council (NRC) 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 (NRC, 2006, p. 3). 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 (National Research Council, 2006, p.77; NSTA, 2007).

## 2003310 Physical Science

Length: FY

Credits: 1.0

Area: EQ

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. School laboratory investigations (labs) are defined by the National Research Council (NRC) 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 (NRC, 2006, p. 3). 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 (National Research Council, 2006, p.77; NSTA, 2007).

## 2003320 Physical Science Honors

Length: FY

Credits: 1.0

Area: EQ

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. School laboratory investigations (labs) are defined by the National Research Council (NRC) 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 (NRC, 2006, p. 3). 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 (National Research Council, 2006, p.77; NSTA, 2007).

## 2003340 Chemistry 1

Length: FY

Credits: 1.0

Area: EQ

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. School laboratory investigations (labs) are defined by the National Research Council (NRC) 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 (NRC, 2006, p. 3). 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 (National Research Council, 2006, p.77; NSTA, 2007).

## 2003350 Chemistry 1 Honors

Length: FY

Credits: 1.0

Area: EQ

While the content focus of this course is consistent with the Chemistry 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. 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. School laboratory investigations (labs) are defined by the National Research Council (NRC) 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 (NRC, 2006, p. 3). 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 (National Research Council, 2006, p.77; NSTA,

## 2003370 Advanced Placement Chemistry

Length: FY

Credits: 1.0

Area: EQ

The AP Chemistry course provides students with a foundation to support future advanced course work in chemistry. Through inquiry-based learning, students develop critical thinking and reasoning skills. Students cultivate their understanding of chemistry and science practices as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.

## 2003390 Physics 1 Honors

Length: FY

Credits: 1.0

Area: EQ

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. 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. School laboratory investigations (labs) are defined by the National Research Council (NRC) 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 (NRC, 2006, p. 3). 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 (National Research Council, 2006, p.77; NSTA, 2007).

## 2003421 Advanced Placement Physics 1

Length: FY

Credits: 1.0

Area: EQ

AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.

2003430

## Advanced Placement Physics C: Mechanics

Length: FY

Credits: 1.0

Area: EQ

AP Physics C: Mechanics is equivalent to a one-semester, calculus-based, college-level physics course, especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation. Introductory differential and integral calculus is used throughout the course.

## Social Studies

### 2100310 United States History

Length: FY Credits: 1.0 Area: AH

The grade 9-12 United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction.

### 2100320 United States History Honors

Length: FY Credits: 1.0 Area: AH

The grade 9-12 United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction.

### 2100330 Advanced Placement United States History

Length: FY Credits: 1.0 Area: AH

Students understand the development of the United States within the context of history by examining connections to the past to prepare for the future as participating members of a democratic society. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings.

### 2102335 Economics with Financial Literacy

Length: SEM Credits: 0.5 Area: EC

The grade 9-12 Economics course 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.

## 2102345 Economics with Financial Literacy Honors

Length: SEM Credits: 0.5 Area: EC

The grade 9-12 Economics course 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.

## 2102360 Advanced Placement Microeconomics

Length: SEM Credits: 0.5 Area: EC

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

## 2102370 Advanced Placement Macroeconomics

Length: SEM Credits: 0.5 Area: EC

AP Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

## 2103400 Advanced Placement Human Geography

Length: FY Credits: 1.0

The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

## 2106310 United States Government

Length: SEM Credits: 0.5 Area: AG

The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.

## 2106320 United States Government Honors

Length: SEM Credits: 0.5 Area: AG

The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.

## 2106370 Comprehensive Law Studies

Length: FY Credits: 1.0

The grade 9-12 Comprehensive Law Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for the course pertains to the study of the components and processes associated with the American legal system and the comprehensive examination of the civil and criminal justice systems. Content should include, but is not limited to, the historical antecedents for law, reason for laws, civil and criminal law, social values and their impact on the establishment and interpretation of laws, causes and consequences of crime, comparison of adult and juvenile justice systems, significance of the Bill of Rights to the American legal system, family and consumer law, rights and responsibilities under the law, and importance of the adversarial relationship in American jurisprudence.

## 2106390 Court Procedures

Length: SEM Credits: 0.5

The grade 9-12 Court Procedures course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content for the course pertains to the study of the structure, processes and procedures of the judicial systems of the United States and Florida. Content should include, but not be limited to, the structure, processes and procedures of county, circuit and federal courts, civil and criminal procedures, juvenile law, the rights of the accused, evolution of court procedures, comparative legal systems, and career choices in the judicial system.

## 2106400 Court Procedures Intern

Length: SEM Credits: 0.5

The purpose of this course is to further refine and apply technical skills and competencies for leadership within law-related professional areas.

## 2106420 Advanced Placement United States Government and Politics

Length: SEM Credits: 0.5 Area: AG

Students acquire a critical perspective of politics and government in the United states. They learn general concepts used to interpret American politics and analyze specific case studies. Students also become familiar with the various institutions, groups, beliefs and ideas that constitute the American political perspective.

## 2106430      Advanced Placement Comparative Government and Politics

Length: SEM                      Credits: 0.5

Students are introduced to fundamental concepts used by political scientists to study the processes and outcomes of politics in a variety of country settings. The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes.

## 2107350      Advanced Placement Psychology

Length: FY                        Credits: 1.0

This course introduces the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students also learn about the ethics and methods psychologists use in their science and practice.

## 2108300      Sociology

Length: SEM                      Credits: 0.5

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.

## 2109310      World History

Length: FY                        Credits: 1.0                      Area: WH

The grade 9-12 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

## 2109320      World History Honors

Length: FY                        Credits: 1.0                      Area: WH

The grade 9-12 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

## 2109420      Advanced Placement World History

Length: FY                      Credits: 1.0                      Area: WH

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with 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 international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study.

## 2109430      Holocaust

Length: SEM                      Credits: 0.5

The grade 9-12 Holocaust course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the examination of the events of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany. Content will include, but is not limited to, the examination of twentieth century pogroms and of twentieth century and twenty-first century genocides, investigation of human behavior during this period, and an understanding of the ramifications of prejudice, racism, and stereotyping.

## 2120710      Anthropology Honors

Length: SEM                      Credits: 0.5

The grade 9-12 Anthropology Honors course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the differences and similarities, both biological and cultural, in human populations. Students recognize the characteristics that define their culture and gain an appreciation for the culture of others. Content should include, but is not limited to, human biological and cultural origins, adaptation to the physical environment, the diversity of human behavior, the evolution of social and cultural institutions, patterns of language development, family and kinship relationships, and the effect of change on cultural institutions.

## 2120910      Philosophy Honors

Length: SEM                      Credits: 0.5

The grade 9-12 Philosophy Honors course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the definition and historical application of philosophy. Content should include, but is not limited to, the study of classical and modern philosophies, the fundamental principles of philosophical thought, such as semantics, logic, inductive and deductive reasoning, and major figures of social, political and religious philosophies.

# World Languages

## 0701320 French 1

Length: FY

Credits: 1.0

French 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

## 0701330 French 2

Length: FY

Credits: 1.0

French 2 reinforces the fundamental skills acquired by the students in French 1. 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 French 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

## 0701340 French 3 Honors

Length: FY

Credits: 1.0

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

## 0708340 Spanish 1

Length: FY

Credits: 1.0

Spanish 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

## 0708350 Spanish 2

Length: FY

Credits: 1.0

Spanish 2 reinforces the fundamental skills acquired by the students in Spanish 1. 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 Spanish 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

## 0708360 Spanish 3 Honors

Length: FY Credits: 1.0

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

## 0708400 Advanced Placement Spanish Language & Culture

Length: FY Credits: 1.0

The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish.

## 0708410 Advanced Placement Spanish Literature & Culture

Length: FY Credits: 1.0

AP Spanish Literature and Culture course introduces students to the formal study of a representative body of texts from Peninsular Spanish, Latin American, and U.S. Hispanic literature.

## 0709300 Spanish for Spanish Speakers 1

Length: FY Credits: 1.0

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. Language Arts Standards are also included in this course to enable students to become literate in the Spanish language and gain a better understanding of the nature of their own language as well as other languages to be acquired.

## 0709310 Spanish for Spanish Speakers 2

Length: FY Credits: 1.0

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and expanding skills in listening, speaking, reading, and writing, as well as Spanish grammar skills acquired in Spanish for Spanish Speakers 1. Students are exposed to a variety of Spanish literary genres and authors. Language Arts Standards are also included in this course to enable students to become literate in Spanish and gain a better understanding of the nature of their own language as well as other languages to be acquired.

## 0717300 American Sign Language 1

Length: FY Credits: 1.0

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

0717310

## American Sign Language 2

Length: FY

Credits: 1.0

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

0717312

## American Sign Language 3 Honors

Length: FY

Credits: 1.0

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