

Orange County Public Schools
Leading Students to Success



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

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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?

4 Credits English Language Arts (ELA)
<ul style="list-style-type: none"> ▪ ELA I, II, III, IV ▪ ELA honors, AP, AICE, IB and dual enrollment courses may satisfy this requirement.
4 Credits Mathematics
<ul style="list-style-type: none"> ▪ One of which must be Algebra I and one of which must be Geometry. ▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry).
3 Credits Science
<ul style="list-style-type: none"> ▪ One of which must be Biology I, two of which must be equally rigorous science courses. ▪ Two of the three required credits must have a laboratory component. ▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I). ▪ An identified rigorous computer science course with a related industry certification substitutes for up to one science credit (except for Biology I).
3 Credits Social Studies
1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics with Financial Literacy
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts[†]
1 Credit Physical Education[†]
To include the integration of health
[†] Special Note: Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at http://www.fldoe.org/policy/articulation/ccd .
8 Elective Credits
1 Online Course
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"> ▪ Earn 1 credit in Algebra II; ▪ 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. <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"> ▪ Takes the respective AP, IB or AICE assessment; and ▪ Earns the minimum score to earn college credit.
Merit Diploma Designation
<ul style="list-style-type: none"> ▪ 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
- 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"> ▪ 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 <p>http://www.flbog.edu/forstudents/planning</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>http://www.fldoe.org/schools/higher-ed/fl-college-system/index.html</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>Career and Technical Directors</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

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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.

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

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- 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?

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8 Elective Credits
1 Online Course
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?

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- 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](#)

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- Geometry
- Algebra II (if enrolled)

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Students must earn a 2.0 grade point average on a 4.0 scale.

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

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

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- 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"> ▪ 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 <p>http://www.flbog.edu/forstudents/planning</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>http://www.fldoe.org/schools/higher-ed/fl-college-system/index.shtml</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>Career and Technical Directors</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/>.

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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/

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.

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: <ul style="list-style-type: none"> ○ 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 22 – New SAT Critical Reading</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 23 – New SAT Critical Reading</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

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/

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

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. 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. 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 NCAA 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 NCAA 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 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

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

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

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 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.

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:

$$\mathbf{35\% \text{ Semester 1 Grade} + 35\% \text{ Semester 2 Grade} + 30\% \text{ Statewide EOC Grade} = \text{Student Final Course Grade}}$$

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:

$$\mathbf{50\% \text{ Semester 1 Grade} + 50\% \text{ Semester 2 Grade} = \text{Student Final Course Grade}}$$

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

$$\mathbf{40\% \text{ Semester 1 Grade} + 40\% \text{ Semester 2 Grade} + 20\% \text{ CFE} = \text{Student Final Course Grade}}$$

SEMESTER COURSES

$$\mathbf{40\% \text{ Quarter 1 Grade} + 40\% \text{ Quarter 2 Grade} + 20\% \text{ CFE} = \text{Student Final Course Grade}}$$

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

Counselor Names and Information

Name	Extension	Email	Position
Shirley Kennedy	6178314	Shirley.Kennedy@ocps.net	School Counselor (A-Carg)
Ashleigh Pfriem	6178304	Ashleigh.Pfriem@ocps.net	School Counselor (Carh-E)
Herb Nowak	6178346	Herbert.NowakIII@ocps.net	School Counselor (F-I)
Chrissy Roddy	6178347	Christine.Roddy@ocps.net	School Counselor (J-Mid)
Lynn Tran	6178331	Lynn.Tran@ocps.net	School Counselor (Mie-Rami)
Alana Pacheco	6178340	Alana.Pacheco@ocps.net	School Counselor (Ramj-Si)
Meghan Traub	6178316	Meghan.Traub@ocps.net	School Counselor (Sj-Z)
Maxima Harmon	6172802	Maxima.Harmon@ocps.net	College and Career Specialist
Patrick Durbin	6178807	Patrick.Durbin@ocps.net	Career Specialist
Latashia Joseph		Latashia.Joseph@ocps.net	College Transition Counselor

Drop/Add Procedure

Students and parents are encouraged to contact the appropriate school counselor for assistance with course selection and graduation requirements by phone, e-mail, or appointment. The Student Services office is open during the summer. To schedule an appointment during the summer, contact Student Services to ensure the availability of a counselor. Required courses are guaranteed, electives are not.

Course change requests will only be allowed due to:

- Incorrect course sequence
- Duplicate course
- Blank period on schedule
- Course prerequisite not met
- Credit already received for course
- Course needed for graduation

Schedule change requests that cannot be granted are the following:

- Desire for a different instructor or lunch period
- Credit for course not needed
- Signed up for night school, FLVS or college class
- GPA related issues
- Did not request elective
- Earning a failing grade in a course

Academic Programs

Collegiate Academy

The Collegiate Academy at Lake Nona High School, developed in partnership with Valencia College, is an accelerated academic program that provides Lake Nona High School students with new educational opportunities. Students can experience selected college-level courses beginning in their sophomore year. The level of participation in the Collegiate Academy is determined by student goals and academic needs. The programs offered will encourage a combination of Advanced Placement and Dual Enrollment credit that allows students to build a highly competitive academic program that challenges them beyond the opportunities currently available through traditional high school programs. This unique partnership with Valencia College provides Lake Nona High School students with unprecedented educational opportunities.

Dual Enrollment Scheduling Procedures and Guidelines for LNHS

Dual enrollment is the enrollment of an eligible high school student in a postsecondary course creditable toward both high school graduation and college credits toward either a certificate, associate or baccalaureate degree at a Florida public institution. Students in 11th and 12th grade are able to apply to the program.

Specific information regarding the application procedure and required qualifications for the Dual Enrollment Program can be found on the Valencia College Dual Enrollment website: valenciacollege.edu/dual

Students are encouraged to meet with the College Transition Counselor to ensure proper procedures are followed.

Students at Lake Nona High School must follow the Dual Enrollment scheduling guidelines listed below.

1. Total number of college credits permitted = 12 credits per semester (1 class usually equals 3 credits).
2. Maintain a full day schedule with DE + high school credit classes:
 - 1 off campus DE class + 5 high school classes = full day
 - 2 off campus DE classes + 4 high school classes = full day
 - 3 off campus DE classes + 3 high school classes = full day
 - 4 off campus DE classes = full day
3. Off campus DE classes must be blocked for either the beginning periods or the later periods of the high school day. Students may not schedule off campus classes during the middle of the school day requiring students to leave the campus and then return to the high school for other high school classes.
4. High school schedules will not be changed during semester 2 to accommodate college dual enrollment schedule.
5. Students who earn a D, F, or W for a dual enrollment course must meet with a counselor for administrative approval to continue Dual Enrollment courses.

Digital Media Academy

The Digital Media Academy is designed to prepare students for careers as digital content creators using different programs within the Adobe Creative Suite such as Photoshop, InDesign, Dreamweaver, Flash, Illustrator, and Premiere Pro. Projects include designing logos, picture taking/editing, greeting cards, calendars, flyers, video production/editing, animation, audio, websites, and interactive portfolios. Digital Media Academy students have opportunities to earn college credit, Microsoft

Office Specialist (MOS) certification, and various Adobe industry certifications that give students marketable career skills while still in high school.

Health Careers Academy

The Health Careers Academy is designed to prepare motivated students for a future in the expanding fields of healthcare careers. This program provides students with the education and hands-on training skills that can lead to certifications and college credit in three career pathways: Certification, Technical, and Research.

NAF

NAF is a national network of education, business, and community leaders who work together to ensure high school students are college, career, and future ready. The NAF educational design is made up of four essential elements of practice: academy development & structure, curriculum & instruction, advisory board, and work-based learning.

The Academy of Engineering answers an acute need for engineers in this country by educating high school students in the principles of engineering, and providing content in the fields of electronics, biotech, aerospace, civil engineering, and architecture. Academies use curriculum from Project Lead The Way, Inc. (PLTW), The STEM Academy, or Paxton/Patterson.

The Academy of Health Sciences addresses the critical achievement gap in STEM fields and develops a pipeline of students prepared to pursue health-related degrees and professions in one of the fastest growing sectors of the economy, such as biotechnology, genetics, nursing, therapeutics, and diagnostics.

Project Lead The Way (PLTW)

PLTW is a national non-profit organization that is transforming schools by delivering innovative methods of project-based learning, through rigorous and relevant Engineering and Biomedical Sciences curricula, to develop the necessary critical thinking and problem-solving skills in students in classrooms in all 50 states and the District of Columbia. PLTW's mission is to ensure that America succeeds in the increasingly high-tech and high-skill global economy by partnering with middle schools and high schools to prepare students to be the most innovative and productive in the world. Its internally-developed Engineering and Biomedical Sciences curricula, implemented through PLTW-trained teachers, emphasize hands-on experiences in STEM and biomedical sciences to prepare students for academic and professional success in these disciplines.

Support Programs

Tutoring

Teachers offer tutoring to students. Most teachers inform their students of their tutoring schedule during the first week of school. If you need clarification regarding a teacher's tutoring schedule, please contact the teacher by email. Teachers' emails are available on the LNHS website.

MATH TUTORING

Math tutoring is available after school on Tuesdays and Thursdays, from 2:15-3:30pm in the media center.

ESOL TUTORING

ESOL tutoring is available on Wednesdays, from 1:30-2:30pm in the media center.

AP COURSE TUTORING

AP teachers offer tutoring for their specific subjects all year long. Please contact the teacher directly by email to inquire into the AP tutoring schedule.

Freshman Experience Course

Students locate, gather, analyze, and evaluate written information for a variety of purposes including research projects, real world tasks, and self-improvement. Students will understand the importance of self-responsibility.

Learning Strategies Course

Students with disabilities acquire and use strategies and skills to enhance their independence as learners in educational and community settings. The content includes: acquiring and storing knowledge, problem solving, linking new information with prior knowledge, viewing and listening, self-regulated use of comprehension, test-taking, time management and organization skills, social skills, and self-advocacy/planning skills.

Academic Development Course

Students who are in academic danger or fail courses receive the opportunity to get back on track. Students utilize a program to retake coursework through an independent study learning system. The school counselors identify students who are appropriate for this program.

Specialty Elective Programs

AP Capstone

AP Capstone is a two year, student driven course sequence – AP Seminar (11th grade) & AP Research (12th grade) - focused on research and writing and is designed to complement and enhance the in-depth, discipline specific study provided through other AP courses. Completion of both courses with a satisfactory AP score will result in a specialized AP Capstone certificate.

Benefits:

1. Provides the skills for research, citing and support of writing college level papers.
2. Offers a unique opportunity to distinguish oneself to colleges and universities.
3. Opens the door to an exploration of real world issues and empowers students to find solutions.

College and Career Counseling

College & Career is a class where students will focus on topics ranging from adjusting to high school life to planning for their future. Students will participate in a variety of activities including: hands-on activities, classroom discussions, class readings, projects, group collaboration, speeches, essays, and research projects. Students will be introduced to basic skills needed to conduct independent research. They will apply writing and presentation skills in order to communicate results. All research skills will follow MLA format. This class is designed to help students perfect and develop skills that will make them a successful individual at LNHS and in the future.

Colorguard

Colorguard is a combination of the use of flags, sabers, mock rifles, and other equipment, as well as dance with other interpretive movement. The manipulation of equipment is designed to create expressive movement in order to bring music to life through performance. The Colorguard performs in conjunction with the marching band during the fall semester while performing independently in a competitive format during the spring semester.

News Crew

Beginning with Digital Video Production 1 and ending with Digital Video Production 4, the four years of this curriculum will set you on a path towards a career in television production. As a digital video production student you will learn the basic to advanced techniques of scripting your ideas, proper video recording and finishing it all off in the video editing process. Along the way you will also gain experience operating studio equipment such as: the teleprompter, audio board and video switcher which will prepare you to be a part of broadcasting the morning announcements. Digital Video Production 1 – 4 are honors courses.

Student Government

Student government helps students develop essential leadership qualities. Through use of parliamentary procedures and skill focused workshops, students organize school events, participate in community service, and interact with other leaders within the state. Students learn how to communicate effectively and work within small and large groups throughout this course. The characteristics they acquire allow the students to be effective leaders within their communities.

Yearbook

Yearbook exposes the student to the information and techniques required to produce all necessary copy, photos, and layouts for the publication for the yearbook. The topics covered will enable the student to be a productive member of the yearbook staff.

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.

0101300 Two-Dimensional Studio Art 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, painting, printmaking, collage, and/or design. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

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.

0104370

Painting 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 painting. Students practice, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

0104380

Painting 2

Length: FY

Credits: 1.0

Area: PF

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

0109310

Portfolio Development: Drawing Honors

Length: FY

Credits: 1.0

Area: PF

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

Career and Technical Education

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 43-90331.

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.

8427130 Electrocardiograph Technician 3/Level 3

Length: FY Credits: 1.0 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.

8600590 Civil Engineering and Architecture/Level 3

Length: FY Credits: 1.0 Area: PA

This course provides an overview of the fields of Civil Engineering and Architecture, while emphasizing the interrelationship and dependence of both fields on each other. Students use state of the art software to solve real world problems and communicate solutions to hands-on projects and activities. This course covers topics such as the Roles of Civil Engineers and Architects, Project Planning, Site Planning, Building Design, and Project Documentation and Presentation.

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.

9501000



Transportation, Distribution and Logistics 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 Transportation, Distribution and Logistics cluster(s) that will enhance opportunities for employment in the career field chosen by the student.

Career and Technical Education For Students With Disabilities

7980190

Technology Education

Length: Multiple

Credits: Multiple

Area: VO

The purpose of this course is to enable students with disabilities to apply knowledge and skills regarding the safe and appropriate use of technology in the school, workplace, and community. Students will investigate careers in technology.

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.

0400390 Acting 3

Length: FY

Credits: 1.0

Area: PF

Students focus on development of significant acting skills and knowledge of the actor's literature, compiling a working actor's portfolio for exhibition and/or the interview process. They research potential job opportunities in the film, television, game animation, and theatre industries, as well as scholarships and opportunities available at the university level. An inquiry-based capstone project may be required. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

0400400 Acting 4 Honors

Length: FY

Credits: 1.0

Area: PF

Students create characters for theatrical and film/video productions through scene, character, and technical analysis. Through improvisation, script writing, and aesthetic creation and collaboration, actors refine their working knowledge and independent thought, articulating and justifying their creative choices. Students' "critical eye" becomes more developed and significant mastery of artistic choices becomes evident. An inquiry-based capstone project may be required. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

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.

0400440

Technical Theatre: Design & Production 4 Honors

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 in ways that are progressively more innovative. Students analyze increasingly more sophisticated theatre literature to inform the work of developing technical design and production pieces for one-acts or a larger production. Students assemble a portfolio that showcases an extensive body of work representing personal vision and artistic growth over time. Public performances may serve as a culmination of specific instructional goals. Students may be required to 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

7912075 Access Algebra 1

Length: Multiple

7912090 Access Algebra 1B

Length: Multiple Credits: Multiple

7915015 Access Health Opportunities Through Physical Education 9-12

Length: Multiple Credits: Multiple

7919010 Driver Education for Special Learners

Length: Multiple Credits: Multiple

The purpose of this course is to provide students with disabilities with the basic knowledge necessary to obtain a Florida driver's license.

7920025 Access Integrated Science 1

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.

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).

7965040 Studies for Students who are Gifted

Length: Multiple

Credits: Multiple

Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

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.

0500510 Personal, Career, and School Development Skills 2

Length: FY

Credits: 1.0

The purpose of this course is to provide students with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community. Through enrollment in this class, students (and their families) are connected with public and private health, employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of higher education also join the partnership by providing interns, tutors, mentors and scholarships.

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.

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.

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.

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.

1006310 Journalism 2

Length: FY

Credits: 1.0

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

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.

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.

1007340 Debate 2

Length: FY

Credits: 1.0

Area: PF

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

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.

1007360

Debate 4 Honors

Length: FY

Credits: 1.0

Area: PF

The purpose of this course is to apply 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.

2400330 Approaches to Leadership

Length: FY

Credits: 1.0

This course facilitates summative application of leadership skills formed in Leadership Strategies, emphasizing organizational management, goal-setting, communication with varied audiences, peer mediation, citizenship, conflict resolution, healthy decision-making, assertiveness, and meeting skills, stress management and strategies for self-reflection.

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.² 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

1210300

Probability & Statistics with Applications Honors

Length: FY

Credits: 1.0

Area: MA

Probability and Statistics is designed to introduce the methods used in the field of applied statistics. Emphasis is given to basic concepts and techniques for collecting and analyzing data, drawing conclusions, and making predictions. The major focus of this course is to provide students with experience in solving problems which can be set up as mathematical models.

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.

1301320 Guitar 1

Length: FY

Credits: 1.0

Area: PF

Students with little or no experience develop basic guitar skills and knowledge, including simple and full-strum chords, bass lines and lead sheets, barre and power chords, foundational music literacy and theory, major scales, simple finger-picking patterns, and ensemble skills for a variety of music. Beginning guitarists explore the careers and music of significant performers in a variety of styles. 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 may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

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.

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.

1302400

Orchestra 5 Honors

Length: FY

Credits: 1.0

Area: PF

Students with considerable orchestral experience advance their string and ensemble performance techniques, music literacy, music theory, and aesthetic engagement through high-quality orchestra literature. Student musicians use reflection and problem-solving skills to improve performance significantly based on structural, cultural, and historical 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.

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.

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.

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.

1501390 Comprehensive Fitness

Length: SEM Credits: 0.5 Area: PE

The purpose of this course is to enable students to develop an understanding of fitness concepts, design a personal fitness program, and develop an individualized level of 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.

1502410 Individual and Dual Sports 1

Length: SEM Credits: 0.5 Area: PE

This course includes knowledge and application of techniques, scoring, strategies, and rules involved in traditional activities such as tennis.

1502420 Individual and Dual Sports 2

Length: SEM Credits: 0.5 Area: PE

This course includes knowledge and application of techniques, scoring, strategies, and rules involved in traditional activities such as tennis.

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.

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.

1503400

Aerobics 1

Length: SEM

Credits: 0.5

Area: PE

Provides knowledge and assessment of cardiovascular fitness, knowledge of health problems that are associated with inadequate cardiovascular fitness levels, the value of a fitness program, stress management, and safety practices as they relate to aerobic activities.

1503410

Aerobics 2

Length: SEM

Credits: 0.5

Area: PE

Provides knowledge and assessment of cardiovascular fitness, knowledge of health problems that are associated with inadequate cardiovascular fitness levels, the value of a fitness program, stress management, and safety practices as they relate to aerobic activities.

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.

1700500 Advanced Placement Capstone Seminar

Length: FY

Credits: 1.0

AP Seminar engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and themes by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

1700510 Advanced Placement Capstone Research

Length: FY

Credits: 1.0

In this course, you'll complete an independent research project on a topic of interest to you. For example, you can: 1. Dig deeper into a topic you studied in an AP course 2. Work across academic areas on an interdisciplinary topic 3. Study a new area of interest, perhaps one you'd like to study in college. At the end of the research project, you'll submit an academic thesis paper of about 5,000 words, present your findings, and orally defend your work. Your AP Research score will be based on your paper, the presentation, and the oral defense, using the 1–5 AP scoring scale.

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.

2000350 Anatomy and Physiology

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).

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.

2002500 Marine Science 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).

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).

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.

2003380

Physics 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).

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.

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.

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.

2107300 Psychology 1

Length: SEM

Credits: 0.5

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

2107310 Psychology 2

Length: SEM

Credits: 0.5

Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. The content examined in this second introductory course includes statistical research, psychobiology, motivation and emotion, sensation and perception, states of consciousness, psychological testing, and social psychology.

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.

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.

2109380

Advanced Placement European History

Length: FY

Credits: 1.0

This course is designed to build on the student's factual knowledge in order to become familiar with the following: an understanding of the principle themes in modern European history; an awareness of the consequences of European contacts with other parts of the world; and an ability to analyze historical evidence. Studies cover the Renaissance to the Contemporary period.

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.

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.

0701350 French 4 Honors

Length: FY

Credits: 1.0

French 4 expands the skills acquired by the students in French 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

0701380 Advanced Placement French Language and Culture

Length: FY

Credits: 1.0

The AP French 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 French 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 French.

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.

0708370

Spanish 4 Honors

Length: FY

Credits: 1.0

Spanish 4 expands the skills acquired by the students in Spanish 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

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.

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.