

Orange County Public Schools
Leading Students to Success



www.ocps.net

WINNER

the broad prize
for urban education



Orange County Public Schools

CURRICULUM GUIDE

2015-2016

ORANGE COUNTY PUBLIC SCHOOLS
445 W. Amelia St., Orlando, FL 32801
www.ocps.net

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Dr. Scott Fritz
Chief Academic Officer



Orange County Public Schools

445 West Amelia Street • Orlando, FL 32801-1129 • Phone 407.317.3200 • www.ocps.net

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 the 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 language, 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 to 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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Students Entering Grade Nine in the 2011-2012 School Year

What Students and Parents Need to Know

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 reading (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) if Algebra I is taken after 2010–2011 or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the following EOC assessments:

- Algebra I (if enrolled after 2010-2011)
- Biology I (if enrolled after 2010-2011)
- Geometry (if enrolled after 2010-2011)
- U.S. History (if enrolled after 2011-2012)

What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes a statewide course assessment without enrollment in the course. The courses include the following subjects:

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



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

4 Credits English Language Arts (ELA)
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 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
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts
Eligible courses are specified in the Florida Course Code Directory at http://www.fldoe.org/articulation/CCD/default.asp .
1 Credit Physical Education
To include the integration of health
8 Elective Credits
1 Online Course
Students must earn a 2.0 grade point average on a 4.0 scale.

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

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

All other graduation requirements for a 24-credit standard diploma must be met (per section 1003.4282(10)(d)1.-5., Florida Statutes [F.S.]).

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;
- 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 s. 1003.492, 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.

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, go to

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

What are the public postsecondary options?

SUS (State University System)

Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements:

- High school graduation with a standard diploma
- Admission test scores
- 16 credits of 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

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.

<http://www.fldoe.org/fcs>

Career and Technical Centers

Florida also offers students 46 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.

<http://www.fldoe.org/workforce/pdf/DistrictTechnicalCenterDirectors.pdf>

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.

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* Policy adopted in rule by the district school board may require for any cohort of students that performance of a statewide, standardized EOC assessment constitute 30 percent of a student's final course grade

Students Entering Grade Nine in the 2012-2013 School Year

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- Geometry
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Photo courtesy of Digital Vision/Thinkstock

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1 Credit Physical Education
To include the integration of health
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;
- 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;
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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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- Admission test scores
- 16 credits of college preparatory academic courses
- 4 English (3 with substantial writing)
- 4 Mathematics (Algebra I level and above)
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- 3 Social Science
- 2 World Language (sequential, in the same language)
- 2 approved electives

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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.

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Career and Technical Centers

Florida also offers students 46 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.

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

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



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, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement
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1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*
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Photo courtesy of
Digital Vision/
Thinkstock

What are the requirements for standard diploma designations?

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Photo courtesy Chad Baker/Ryan
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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"> Pass the ELA Grade 11 statewide assessment; 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. <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.
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As many Floridians are aware, our state has been in a period of transition as we have made important decisions to improve our education system and raise the bar for our schools, educators and students. Please see below for an overview of the direction we are moving in statewide assessments, which assessments will be offered in the upcoming school year, how those assessments will be offered and ways families can support their children in preparation for the new assessments.

The Florida Standards and Florida Standards Assessments

The Florida Standards in Mathematics and English Language Arts were approved by the Florida State Board of Education in February 2014 and will be fully implemented in grades K–12 in the 2014–2015 school year. All Florida schools will teach the Florida Standards, and the Florida Department of Education (FDOE) has contracted with the American Institutes for Research (AIR) to develop and administer new statewide assessments. These assessments will provide parents, teachers, policy makers and the general public with information regarding how well students are learning the Florida standards.

What assessments will my child be taking?

The following Florida Standards Assessments will be administered for the first time in Spring 2015:

- Grades 3–11 English Language Arts (Writing component in grades 4–11)
- Grades 3–8 Mathematics
- Algebra 1 End-of-Course Assessment
- Geometry End-of-Course Assessment
- Algebra 2 End-of-Course Assessment

Computer-Based Testing

Florida has been transitioning to computer-based testing since 2010 and will continue to do so in Spring 2015. AIR offers a dynamic computer-based test delivery system. Students will respond to items in multiple ways, including creating graphs, writing short responses and using other interactive features. The various question types are designed to assess higher-order thinking skills and offer exciting new ways for students to show what they know and can do. Training tests are now available for students, parents and educators to become familiar with the new testing system. The training tests can be accessed at www.FSAssessments.org/training-tests.

Promoting Success and Family Support

Parents can promote student success by staying involved in their child's education, offering positive support and feedback and encouraging them to relax and do their very best. By staying connected with their student's school and teachers and taking advantage of online resources, such as school websites and portals, parents can stay informed and be best equipped to meet the needs of their students at home.

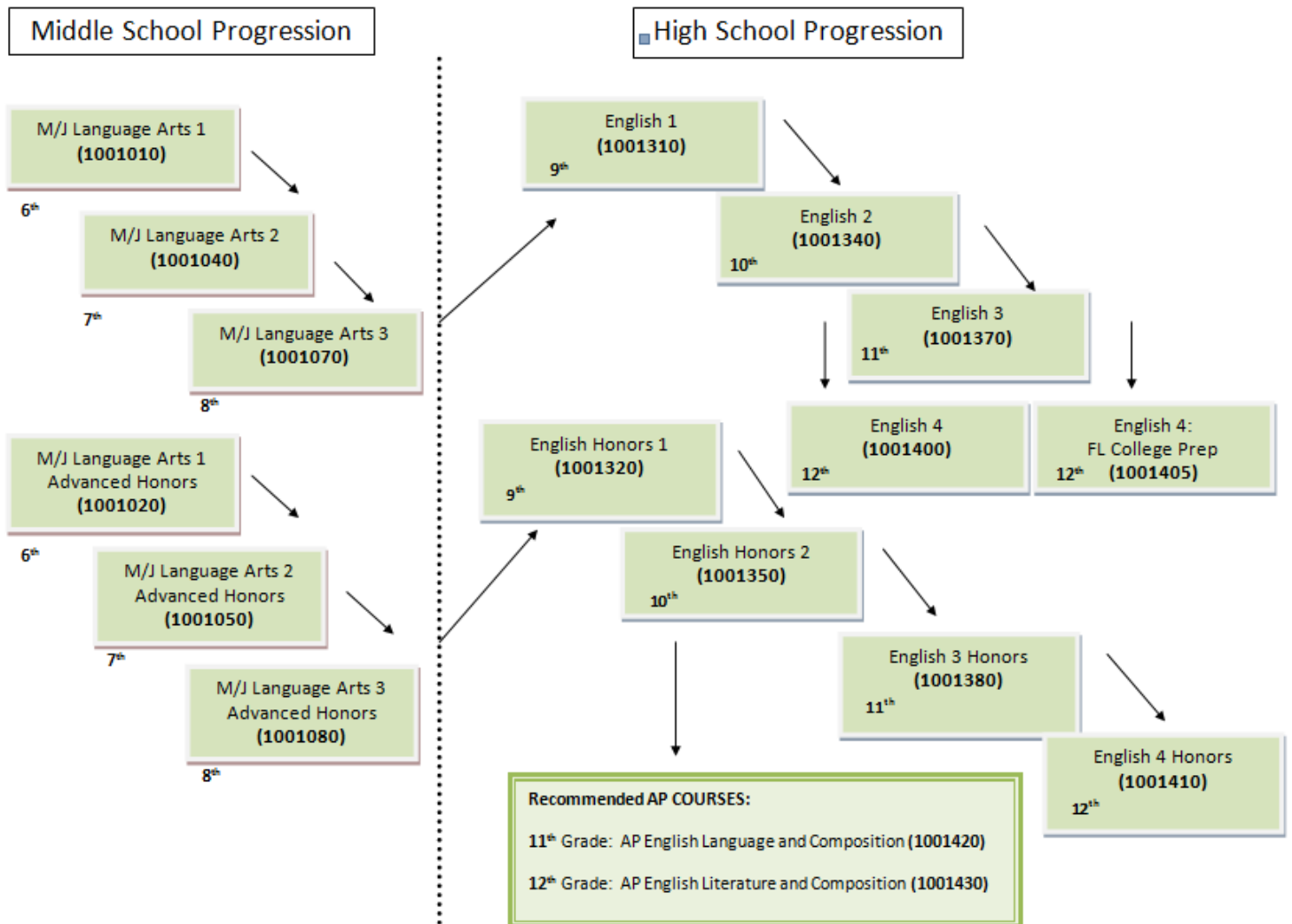
Finding Resources

Families are encouraged to take advantage of the information and resources available on the Florida Standards Assessments portal (www.FSAssessments.org) and the FDOE website (www.fldoe.org). More resources will be made available throughout the 2014–2015 school year, so parents and students should check these websites regularly for updates.

In Spring 2015, all grades 5–11 English Language Arts and Mathematics assessments will be administered online, with paper-based versions available for students with disabilities who have this accommodation outlined in their Individual Educational Plans (IEPs). Computer-based accommodations, such as text-to-speech, will also be available in the platform for eligible students who require them. Grades 3 and 4 assessments in 2014–2015 will be paper-based tests only. Please reference the 2014–2015 Statewide Assessment Schedule located on the FSA portal (www.FSAssessments.org) for information about when the tests will be administered.

OCPS ELA COURSE PROGRESSION

Orange County Public Schools Secondary ELA Course Progression



Advanced Placement Social Sciences AP Exam Linked Courses	International Baccalaureate Social Sciences IB Exam Linked Courses	Dual Enrollment College Course Offerings
AP English Language and Composition (1001420)	English I and English II Pre IB (1001800 and 1001810)	Freshman Composition I (ENC1101)
AP English Literature and Composition (1001430)	English III and English IV IB (1001820 and 1001830)	Freshman Composition II (ENC1102)

OCPS SECONDARY SCIENCE PROGRESSION

Students may move up or down in these tracks depending on successful mastery of standards in current course. (See 7th grade adv. example) Reading and mathematics achievement levels and concurrent math courses should also be taken into consideration for course placement.

6 th Grade	7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
M/J Life Science 2000010	M/J Earth/Space Science 2001010	M/J Physical Science 2003010	Physical Science 2003310	Biology 1 2000310	Chemistry 1 2003340 Or Equally Rigorous Chemistry 1	4th Science Equally Rigorous See List Below
M/J Life Science Advanced 2000020	M/J Earth/Space Science Advanced 2001020 Earth/Space Science Honors (HS Credit) 2001320	M/J Physical Science Advanced 2003020 Physical Science Honors (HS Credit) 2003320	Physical Science Honors 2003320 Biology 1 Honors 2000320 Or Chemistry 1 Honors 2003350	Biology 1 Honors 2000320 Biology 1 Honors 2000320 Or Chemistry 1 Honors 2003350	Chemistry 1 Honors 2003350 Physics 1 Honors 2003390 Or AP Chemistry 2003370 Or AP Biology 2000340 Or AP Environ. Science 2001380	Honors Or AP Science See List Below Physics 1 Honors 2003390 Or AP Physics 1 2003421 Or AP Chemistry 2003370 Or AP Biology 2000340 Or AP Environ. Science 2001380

EQUALLY RIGOROUS COURSES FOR SCIENCE CREDIT:

2003380 Physics 1	2002500 Marine Science 1	2000340 AP Biology
2003390 Physics 1 Honors	2002510 Marine Science Honors	2003370 AP Chemistry
2001310 Earth/Space Science	2020910 Astronomy Space Solar/Galactic Honors	2003421 AP Physics 1
2001320 Earth/Space Science Honors	2000350 Anatomy & Physiology	2003422 AP Physics 2
8106810 Agricultural Science 1	2000360 Anatomy & Physiology Honors	2001380 AP Environmental Science

OCPS SECONDARY MATH PROGRESSION

Students may move up and down on these tracks depending on successful mastery of standards in current course.

6 th Grade	7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade
MJ Grade 6 Mathematics+ 1205010+ Paired with Intensive Math, as needed 1204000+	MJ Grade 7 Mathematics 1205040+ Paired with Intensive Math, as needed 1204000+	MJ Grade 8 Pre-Algebra 1205070+ Paired with Intensive Math, as needed 1204000+	Algebra 1 1200310+ Blocked with Intensive Math, as needed 1200400 OR Algebra 1 Honors 1200320+	Geometry 1206310+ OR Geometry Honors 1206320+	Algebra 2 1200330 OR Algebra 2 Honors 1200340	Math for College Readiness 1200700+* OR Advanced Topics in Mathematics 1298310 OR Pre-Calculus Honors 1202340 OR Probability & Statistics Honors 1210300
MJ Grade 6 Mathematics Advanced 1205020+	MJ Grade 7 Mathematics Advanced 1205050+	Algebra 1 1200310+ Double Blocked with MJ Grade 8 Pre- Algebra only, as needed 1205070+ OR Algebra 1 Honors 1200320+	Geometry 1206310+ OR Geometry Honors 1206320+	Algebra 2 1200330 OR Algebra 2 Honors 1200340	Advanced Topics in Mathematics 1298310 OR Pre-Calculus Honors 1202340 OR Probability & Statistics Honors 1210300	Math for College Readiness 1200700+* OR Probability & Statistics Honors 1210300 OR Pre-Calculus Honors 1202340 OR AP Calculus AB 1202310 OR AP Statistics 1210320
MJ Grade 7 Mathematics Advanced 1205050+	Algebra 1 Honors 1200320+	Geometry 1206310+ OR Geometry Honors 1206320+	Algebra 2 Honors 1200340	Advanced Topics in Mathematics 1298310 OR Pre-Calculus Honors 1202340 OR Probability & Statistics Honors 1210300	AP Calculus AB 1202310 OR AP Statistics 1210320	AP Calculus AB 1202310 OR AP Calculus BC 1202320 OR AP Statistics 1210320

*Math for College Readiness (1200700) is for HS Seniors with a PERT Score of < 113 only. +Courses must meet class size amendment

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.

CAREER PATHWAY

Career Pathway is a senior high school transition initiative that allows students to obtain a sequential program of study which leads to a post-secondary career. Students should check with their school counselors for information and approval of Career Pathway courses.

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.

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 full-time 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

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 postsecondary 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 postsecondary area technical centers.

ADVANCED PLACEMENT

Advanced Placement (AP) is an acceleration opportunity administered by the College Board providing college level instruction in high school. Postsecondary 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.

INTERNATIONAL BACCALAUREATE AND ADVANCED INTERNATIONAL CERTIFICATE OF EDUCATION

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

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 www.ocvs.ocps.net. Courses completed through OCVS satisfy the Online Graduation Requirement.

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 www.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.

AVID (ADVANCEMENT VIA INDIVIDUAL DETERMINATION)

AVID (Advancement Via Individual Determination) is offered as a rigorous academic elective course in grades 6-12 that prepares students for college readiness and success in four-year colleges. The AVID course is scheduled during the regular school day as a year-long course. Each week students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic survival skills.

The AVID curriculum was developed by elementary, middle, and high school educators in collaboration with college professors. Driven by the WICOR method, and based on rigorous standards, AVID's curriculum supports high levels of academic achievement for all students and aligns to state and national content standards. AVID's proven learning support structure, known as WICOR, incorporates teaching/learning methodologies in the critical areas of Writing to Learn, Inquiry, Collaboration, Organization, and Reading to Learn.

There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking, note-taking, and research. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, and reading to support their academic growth.

ADMISSION TO THE FLORIDA STATE UNIVERSITY SYSTEM

Admission into Florida’s public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their 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: www.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: www.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:

http://www.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 www.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.

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 ENTERANCE 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.

THE CAREER 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.

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 area technical centers. Students completing CTE training programs at area technical centers may earn credits toward an Associate of Science degree. Specifically negotiated agreements between the colleges and the OCPS technical centers allow students to earn college credit for CTE programs successfully completed in high school.

CAREER PATHWAYS

Career Pathways is an exciting and challenging educational initiative that allows students to obtain a sequential program of study which leads to a post-secondary career. Career Pathways students typically select general programs of study, show interest in career technical fields, transition on to a two-year certificate program, or pursue an associate or baccalaureate degree. The Career Pathways program of study provides students with skills and knowledge through a variety of curriculum choices and college credits. Students should check with their school counselors for information and approval of Career Pathways courses. After graduation from high school, students can continue their career-focused education at the community college or post-secondary institutions and earn a two-year associate degree or a two-year certificate. Post-secondary credits are granted through articulation agreements which may contain a dual-enrollment component.

POST-SECONDARY EDUCATION READINESS TEST (PERT)

Beginning with the 2011-2012 school year, college readiness evaluation using the common placement test in use by the Florida College System, the Postsecondary Education Readiness Test (P.E.R.T.) is required for students (juniors) who score:

- Grade 10 Florida Comprehensive Assessment Test (FCAT) 2.0 Reading
 - Level 2 or 3
- Algebra 1 End of Course (EOC) Examination
 - Levels 2, 3, or 4

Students who score below the required college-ready cut score must be provided with and complete postsecondary preparation instruction courses in grade 12 prior to graduation. Students are required to retest once these courses are completed and demonstrate college readiness by achieving the college-ready cut scores.

Students may demonstrate college readiness with other assessments in addition to the P.E.R.T. Students who score at or above the college-ready cut-scores on any of the equivalent assessments listed below do not need to take the P.E.R.T:

College-Ready Cut Scores									
P.E.R.T. prior to 10/22/13		P.E.R.T. 10/22/13 and after		Accuplacer (CPT)		SAT-1		ACT	
Mathematics	113	114	Elementary Algebra	72	Mathematics	440	Mathematics	19	
Reading	104	106	Reading	83	Verbal	440	Reading	19	
Writing	99	103	Writing	83			English	17	

The only courses in Orange County Public Schools that are approved to satisfy the postsecondary preparation instruction requirement are the following:

- English 4: College Prep (1001405) – 1.0 credit
- Math for College Readiness (1200700) – 1.0 credit.

Math for College Readiness and English 4: College Prep count as 1.0 credit courses and will satisfy:

- Core mathematics and English graduation requirements;
- Bright Futures Scholarship Program eligibility requirements; and
- State University System admission requirements.

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 STATE-REQUIRED, LOCALLY CONSTRUCTED ASSESSMENTS

These courses are associated with the newly created assessments in all courses that we refer to as state-required, locally constructed (SRLC) assessments. 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

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

Semester Courses

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

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.

WEKIVA HIGH SCHOOL

MESSAGE FROM THE PRINCIPAL

Dear Wekiva Mustang students and parents,

Choosing your high school classes is an exciting and challenging responsibility. Wekiva High administration, guidance staff, and faculty are dedicated to providing a rigorous curriculum to meet the various needs of each Mustang. We focus on relevancy while developing lasting relationships both in and out of the classrooms. The 2015-16 Curriculum Guide is an outstanding, comprehensive tool that can help you make educated decisions to meet your academic needs and goals. Pay special attention to the distinctions in testing requirements for your cohort or graduation class since many state level changes are taking effect.

Please visit our College and Career Center located in the Student Services suite for additional support and don't hesitate to contact our guidance staff with specific questions or concerns you may have. Our educational team of professionals is here to assist you as you make decisions concerning your educational career.

Wekiva High School is aligned to Superintendent Jenkin's vision to be the top producer of successful students in the nation. To achieve this goal, we expect our students to put academics first above social and co-curricular activities. We expect our students to take responsibility for their own learning by putting forth a positive attitude and working to the best of their potentials. Students are expected to attend every class every day unless an absence is excused, and students are encouraged to accept the challenge of what it means to Prepare For Greatness. We are excited you have chosen to be a part of our Mustang family.

Sincerely,

Michele Erickson
Principal

GENERAL INFORMATION

ADMINISTRATION

Main Office (407) 297-4900

Michele Erickson, Principal	michele.erickson@ocps.net
George Kispert, Assistant Principal	george.kispert@ocps.net
Kimberly Santana, Assistant Principal	kimberly.santana@ocps.net
David Schmidt, Assistant Principal	david.schmidt@ocps.net
Demetria Wilson, Assistant Principal	demetria.wilson@ocps.net

PROFESSIONAL SCHOOL COUNSELORS

A—Cl	TBD	
Cm-Gr	Cynthia. French	cynthia.michaelisfrench@ocps.net
Gs-Li	Malcolm Marshman	malcolm.marshman@ocps.net
Lj-Pa	Chelsea Barth	chelsea.barth@ocps.net
Pb-S	Edwige Boireau	edwige.boireau@ocps.net
Si-Z	Andrea Hormuth	andrea.hormuth@ocps.net

PARENT TEACHER COMMUNICATION

If a student is experiencing a problem in a course, the best solutions are a result of direct communication between the parent, student, and teacher. Please call or e-mail the instructor with your concerns and allow at least 24 hours for a response. **Utilizing Progress Book is the best way to monitor your student's progress in a course.** You may also arrange for a conference to meet with your student's teachers. This may be arranged directly with the teachers and/or the student's counselor.

HOMEWORK

It is the student's responsibility to complete class and homework assignments missed due to an absence. Students should familiarize themselves with each of their teacher's procedures and expectations. Please consult the course syllabus, contact teachers, or log onto Progress Book for homework information.

TRANSCRIPTS

Transcripts are an official academic history and need to be ordered by the student for college applications, scholarships, and the NCAA Clearinghouse. These reports are generated by the OCPS computer system, not at the school site. Students may request transcripts through the guidance office for \$2.00 per transcript. Please allow up to seven (7) business days for transcripts to be produced.

TRANSFER STUDENTS

All transfer students must meet the current FCAT/FSA and EOC requirements as specified by the State Board of Education. Transfer students will be expected to meet the graduation credit requirements of the Orange County Public School system. If such requirements are found to be impossible to meet due to late transfer to Orange County during students' senior year, students will be expected to meet the planned graduation requirements of the school system from which they transferred. Please check with your counselor.

REGISTRATION

Prior to selecting your courses, familiarize yourself with the information in this guide. During the period of time that you are choosing your classes you should:

1. Ask your teachers for advice on courses that are most appropriate for you.
2. Be sure you have the necessary prerequisites for the courses you select.
3. Enter your course selections onto the course selection sheet.
4. Bring your course selection sheet to your class registration day.

To ensure that all students are in the courses that will provide maximum appropriate rigor, grades and test scores (FSA and others) will be utilized to determine placement in honors or advanced courses. Each student will have an individual advisement appointment with the counselor to discuss course selections. At that time the counselor may make recommendations for correct placement, and will advise students as to credits needed for graduation.

CLASS CHANGE POLICY

Student Services is open during the summer. There will be a counselor on duty during part of the summer to assist students. It is most helpful to make course changes before school starts. There will be a one week drop/add period once school starts where course changes may be made if space permits. **Once the one week drop/add period is over, students are committed to staying in the scheduled courses until completion.**

Schedule changes will be made only for the following four reasons:

1. Student does not meet the prerequisite for the course
2. Student already received credit for the course
3. The teacher recognizes a misplacement
4. Class Size Amendment

AVID – ADVANCEMENT VIA INDIVIDUAL DETERMINATION

AVID is a program designed for high school students to meet the requirements for admission to four-year colleges and universities. Students will enroll in college preparatory classes and an AVID elective class. In the AVID elective class, students are taught the needed skills for success and are also tutored by college students. In particular, students are taught study skills, Cornell note taking, time management, writing and research skills. Students also learn about colleges and universities (especially the application and financial aid process) and prepare for college admission tests such as the SAT and ACT. Students take field trips to various college campuses and cultural events, and numerous guest speakers from the community speak to the AVID class about their experience and career options

WHAT DOES THE AVID CLASS LOOK LIKE?

- Monday and Wednesday: focus on the AVID curriculum
- Tuesday and Thursday: Tutorials
- Friday: field trips, guest speakers, and activities

WHAT ARE AVID STUDENT CHARACTERISTICS?

- 2.0-3.5 GPA
- Strong work ethic
- Honors and AP classes
- Desire to attend college
- Possibly the first member of the family to attend college
- No attendance or discipline problems
- Pass FSA ELA/EOC by Junior year
- **Complete an application, and interview**

WHAT IS REQUIRED OF AN AVID STUDENT?

- Take the AVID elective class
- Maintain an AVID binder
- Complete 30 hours of community service a year (15 per semester)
- Take Honors and AP classes
- Participate in weekly tutorials
- Maintain a 2.0 in all classes
- No attendance or discipline issues
- **Pay Dues each year to cover fieldtrips, shirts, supplies, and events**

WHY AVID WORKS

- Gives students the skills to be successful
- Provides for positive interactions with peers
- Redefines teacher role as an advocate

AVID SUCCESS

- 84% of AVID seniors complete entry requirements for college the national average is 34.8%
- 71.1% of AVID seniors attend a 4-year college, 23.7% a 2-year college

SCHOLAR ACADEMY

The Scholar Academy is a challenging, college-preparatory curriculum emphasizing academic rigor and cross-curricular studies. It is intended to prepare students to be successful upon entry into a selective, four-year postsecondary institution, and it offers the potential for earning college credit while in high school. Courses will emphasize language development, preparation for SAT and ACT, higher level thinking skills, research and presentation skills.

By completing the requirements of the Scholar Academy, students have the opportunity to earn prestigious designations, including state and/or national AP Scholar and Honors, AP Scholar with Distinction, AP International Scholar, and National Merit semifinalist. Students will receive special college preparation training and have opportunities for college visits and unique field trip experiences.

Selective admittance into the Scholar Academy is by application and recruitment only. Both ninth and tenth grade students may apply to the Scholar Academy.

GRADE 9	GRADE 10	GRADE 11	GRADE 12
English I Honors (Cohort)	English II Honors (Cohort)	AP English Lang. & Comp.	AP English Lit. and Comp.
Algebra I Honors* Algebra II Honors Geometry Honors	Pre-Calculus* Geometry Honors Algebra II Honors	AP Calculus AB* AP Statistics Pre-Calculus	AP Calculus BC* AP Statistics AP Calculus AB
Science Honors* Alg I-Physical Science Hon Alg II-Chemistry Honors Geometry-Biology Honors	AP or Honors Science*	AP or Honors Science*	AP or Honors Science*
AP Human Geography	AP World History	AP U.S. History	AP U. S. Government (1/2 year) AP Comparative Politics (1/2 year) AP Macro Economics (1/2 year) AP Micro Economics (1/2 year)
Scholars Academy (Cohort)	Latin I/II	Latin II/III	Latin III/AP Latin AP Elective
Academic Elective: <ul style="list-style-type: none"> • Spanish II (8th grade Spanish I) • Latin I (not in Spanish II) • AP Art History • AP Music Theory • Debate I • Fine/Performing Arts • HOPE (FLVS) 	Academic Elective: <ul style="list-style-type: none"> • AP Art History • AP Music Theory • AP Psychology • AP European History • Additional Foreign Language • Fine/Performing Arts • Debate I/II • HOPE (FLVS) 	Academic Elective: <ul style="list-style-type: none"> • AP Art History • AP Music Theory • AP Psychology • AP European History • Fine/Performing Arts • Debate I/II/III • Foreign Language • HOPE (FLVS) 	Academic Elective: <ul style="list-style-type: none"> • AP Art History • AP Music Theory • AP Psychology • AP European • Fine/Performing Arts • Foreign Language • Debate I/II/III/IV • HOPE (FLVS)

The bolded classes above are required classes for the Scholar's Academy.

* Latin I in 9th or 10th grade and Latin II in 10th or 11th grade are required courses for The Scholar Academy. If students wish to pursue a second language they can do so as one of their academic electives.

* Students must complete at least two AP Sciences by the time of graduation: AP Chemistry, AP Biology, AP Physics, and AP Environmental Science

Please consult your guidance counselor regularly to make sure you are fulfilling all requirements for graduation, Bright Futures, and completion of requirements for your total program of study.

AGRI-SCIENCE ACADEMY

AGRISCIENCE FOUNDATIONS 8106810 1 CREDIT

Designed for students interested in science, animals, plants, the environment, leadership development, FFA, food science, and agriculture. This Science component counts as a science credit. The course is taught primarily through hands-on labs, individual and group projects. A Supervised Agriculture Experience (S.A.E.) is mandatory for this course.

AGRICULTURE 2 8106820 1 CREDIT

Prerequisite: Agriscience Foundations

This course provides an intricate knowledge of plant production and propagation, animals science and plant science S.A.E's, and industry certification through FNGLA. S.A.E. research reinforces principles of scientific investigations. CALS focus (Careers in Agriculture and Life Sciences) and developing a business plan through entrepreneurship are also emphasized.

AGRICULTURE 3 8106830 1 CREDIT

Prerequisite: Agriculture 2

A hands-on laboratory experience which covers plant science plant classification, hydroponics, tissue culture, plant pathogens, and diseases. Media and nutrient requirements of plants, genetic engineering of plants and plant production. Entrepreneurships, Careers (CALS focus), and S.A.E's are also a large part of course studies. The opportunity for getting Industry Certification in FNGLA is also offered.

AGRICULTURE 4 8100100 1 CREDIT

Prerequisite: Agriculture 3

A hands-on laboratory experience focusing on plant structure, physiology, and propagation. Emphasis on I.P.M. (Integrated Pest Management), Natural Resources, Crop Science, Wildlife Management, Water quality issues using Best Management Practices (BMP). Opportunity to study Career Development Events (C.D.E's) in FFA events will be offered.

Through the Department of Career and Technical Education many of our Applied Programs and Business Education programs qualify for the benefit of earning industry certification. Industry Certification provides students added credentials to their resume and applications to post-secondary institutions, trade schools, and employment. Students are assessed using predetermined standards for knowledge, skills, and competencies set by the specific industry. This certification is nationally recognized and applicable to particular occupations. Near the end of a specific course, sequence of courses, or program, a student participates in the industry certification assessment. If a passing score is attained, the student is awarded industry certification status.



LASER PHOTONICS MAGNET PROGRAM

The Laser and Photonics Magnet Program (LPMP) curriculum is designed to develop the practical knowledge and skills required to be a successful technician in business and industry. Course work includes mathematics, science, communications, electronics, optics, and laser courses. An in-depth sequence of laboratory learning experiences develops the hands-on skills needed for specifying, operating, and maintaining laser and photonics-based systems. As photonics continues to enable several other technologies the demand for qualified photonics personnel is expected to skyrocket. At this time it is estimated that only 4% of the photonics workforce has formal training in the subject matter.

Despite the demand for technicians and engineers, companies have had trouble finding qualified employees. The Wekiva High School LPMP provides you the opportunity to receive an education once reserved only for college students. Photonics employers in the Central Florida area are working collaboratively with Orange County Public Schools and Valencia College to ensure this training will meet the local workforce needs.

The courses offer students hands-on learning with state of the art optical and laser equipment. Photonics is the technology of generating and harnessing light. Photonics involves cutting-edge uses of lasers, optics, fiber-optics, and electro-optical devices in diverse fields of technology – including manufacturing, health care, telecommunication, environmental monitoring, homeland security, aerospace, and others.

ENROLLMENT REQUIREMENTS

- Entering 9th – 10th grades
- Apply and be accepted to magnet program through OCPS School Choice. Applications are available online at www.schoolchoice.ocps.net. The application is available November 6, 2014- February 15, 2015 and May1, 2015-June1, 2015.
- Cumulative grade point average (GPA) 2.5 or above
- Complete application for dual enrollment with Valencia College (including PERT Testing)

PROGRAM BENEFITS

Dual Enrollment

- 8 high school credits
- 41 semester hours from Valencia College
- More Valencia College courses may be completed at Valencia or online
- Some current students are on course to complete 60 semester hours from Valencia before graduating from Wekiva High School earning both a high school diploma and an AS degree at the same time
- No cost for college credits or books (saves you up to \$700 per semester hour + book costs)

Two certificates earned

- Basic Electronics Technician (mid 3rd year)
- Laser and Photonics Technician (mid 4th year)

Possible paid summer internships with local companies including CREOL/UCF, LightPath, NGLS, and L3Communications

Courses taught by certified teachers with previous photonics industry experience including NASA, Northrop Grumman Laser Systems (NGLS), AMD, and NScyp

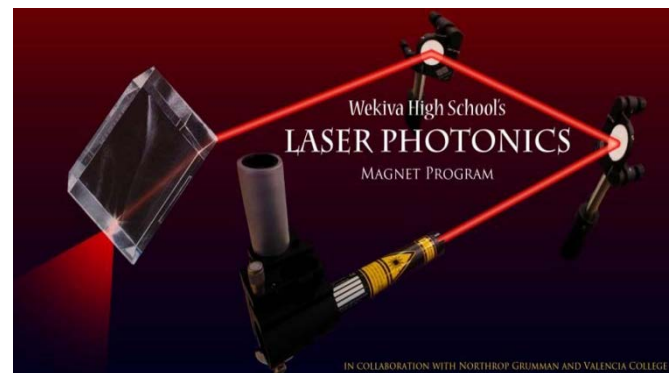
LASER PHOTONICS COURSES

Career Course Progression

First Year		
1st semester	EET 1214C	Intro. to Engineering Technology
2nd semester	MTB 1329C	Math for Electronics
Second Year		
1st nine weeks	CET 2112C	Digital Systems I
2nd nine weeks	CET 2113C	Digital Systems II
2nd semester	EET 1036C	DC/AC Electronics
Third Year		
1st nine weeks	EET 1141C	Semiconductor Devices
2nd nine weeks	CET 2123C	Fundamentals of Microprocessors
3rd nine weeks	EST 1210C	Intro. To Photonics
4th nine weeks	EST 2220C	Intro. To Fiber Optics
Fourth Year		
1st nine weeks	EST 2230C	Intro. To Lasers
2nd nine weeks	EST 2221C	Electro-Optical Devices
3rd nine weeks	EET 2325C	RF Communication

Academic Course Progression

First Year
English I (Honors) Geometry (Honors) Chemistry (Honors)
Second Year
English II (Honors) Algebra II (Honors) Biology (Honors)
Third Year
English III (Honors) Pre-Calc (Honors) Physics (Honors)
Fourth Year
English IV (Honors/AP) Caluclus (Honors/AP) AP Science Choice



English**Course # Course Title**

1001310 English 1

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.

Course # Course Title

1001320 English Honors 1

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.

Course # Course Title

1001340 English 2

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.

Course # Course Title

1001350 English Honors 2

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.

Course # Course Title

1001370 English 3

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.

Course # Course Title

1001380 English Honors 3

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.

Course # Course Title

1001405 English 4: Florida College Prep

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 and are also related to the College and Career Readiness (CCR) anchor standards, the exit standards of Florida's K-12 Florida Standards.

Course # Course Title

1001410 English Honors 4

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.

Course # **Course Title**

1001420 Advanced Placement English Language and Composition

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.

Course # **Course Title**

1001430 Advanced Placement English Literature and Composition

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.

Course # **Course Title**

1002300 English 1 Through ESOL

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

Course # **Course Title**

1002310 English 2 Through ESOL

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

Course # **Course Title**

1002320 English 3 Through ESOL

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

Course # **Course Title**

1002380 Developmental Language Arts Through ESOL

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.

Course #

Course Title

1002520

English 4 Through ESOL

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.

Mathematics**Course # Course Title**

1200310 Algebra 1

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.

Course # Course Title

1200320 Algebra 1 Honors

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.

Course # Course Title

1200330 Algebra 2

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.

Course # Course Title

1200340 Algebra 2 Honors

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 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.

Course # Course Title

1200700 Mathematics for College Readiness

This course is targeted for grade 12 students, whose test scores on the Postsecondary Educational Readiness Test (P.E.R.T.) are at or below the established cut scores for mathematics, indicating that they 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.

Course # **Course Title**

1202310 Advanced Placement Calculus AB

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.

Course # **Course Title**

1202320 Advanced Placement Calculus BC

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.

Course # **Course Title**

1206310 Geometry

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.

Course # **Course Title**

1206320 Geometry Honors

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.

Course # **Course Title**

1210300 Probability & Statistics with Applications Honors

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 a mathematical models.

Course #	Course Title
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1210320	Advanced Placement Statistics
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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.

Course #	Course Title
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1298310	Advanced Topics in Mathematics (formerly 129830A)
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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.

Science

Course # **Course Title**

2000310 Biology 1

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (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).

Course # **Course Title**

2000320 Biology 1 Honors

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, 2007).

Course # **Course Title**

2000340 Advanced Placement Biology

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.

Course # **Course Title**

2000360 Anatomy and Physiology Honors

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).

Course # **Course Title**

2002500 Marine Science 1

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (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).

Course # **Course Title**

2003310 Physical Science

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).

Course # **Course Title**

2003320 Physical Science Honors

While the content focus of this course is consistent with the Physical Science course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

Course # **Course Title**

2003340 Chemistry 1

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (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).

Course # **Course Title**

2003350 Chemistry 1 Honors

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, 2007).

Course # **Course Title**

2003370 Advanced Placement Chemistry

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.

Course # **Course Title**

2003380 Physics 1

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (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).

Course # **Course Title**

2003390 Physics 1 Honors

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).

Course # **Course Title**

2003421 Advanced Placement Physics 1

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.

Social Studies**Course # Course Title**

2100310 United States History

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.

Course # Course Title

2100320 United States History Honors

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.

Course # Course Title

2100330 Advanced Placement United States History

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.

Course # Course Title

2102335 Economics with Financial Literacy

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.

Course # Course Title

2102345 Economics with Financial Literacy Honors

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.

Course # **Course Title**

2102360 Advanced Placement Microeconomics

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.

Course # **Course Title**

2102370 Advanced Placement Macroeconomics

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

Course # **Course Title**

2103400 Advanced Placement Human Geography

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).

Course # **Course Title**

2106310 United States Government

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.

Course # **Course Title**

2106320 United States Government Honors

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.

Course # **Course Title**

2106420 Advanced Placement United States Government and Politics

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.

Course # **Course Title**

2107300 Psychology 1

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

Course # **Course Title**

2107310 Psychology 2

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.

Course # **Course Title**

2107350 Advanced Placement Psychology

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.

Course # **Course Title**

2109310 World History

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.

Course # **Course Title**

2109320 World History Honors

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.

Course # **Course Title**

2109420 Advanced Placement World History

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 Language**Course # Course Title**

0701320 French 1

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.

Course # Course Title

0701330 French 2

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.

Course # Course Title

0706300 Latin 1

Latin 1 introduces students to the target language and its culture. The student will develop a thorough understanding of the written language as well as of the influence the language and culture has had on other world languages, culture, government, arts and laws. Emphasis is placed on proficient understanding in the reading of the language. An introduction to writing is also included as well as culture, connections, comparisons, and communities.

Course # Course Title

0706310 Latin 2

Latin 2 expands the skills acquired by students in Latin 1. Specific content includes, but is not limited to, expansion of vocabulary and translation skills through comprehension of selected readings. Vocabulary and grammar stresses activities which are important to prepare for translating the works of authentic authors in the target language. In presentational speaking and presentational writing, Latin students will present projects and reports of the research they have done about the culture, arts, history, politics, literature and mythology of the target language in English.

Course # Course Title

0706320 Latin 3 Honors

Latin 3 expands the skills acquired by students in Latin 2. Specific content includes, but is not limited to, expansion of vocabulary and translation skills through comprehension of selected readings. Vocabulary and grammar stress activities which are important to authors such as Caesar, Cicero, Plautus, Ovid, Catullus, Horace, Pliny, Sallust, Juvenal and Vergil. In presentational speaking, Latin students will present projects and reports of the research they have done about the culture, arts, history, politics, literature and mythology of the target language in English. For presentational writing, students will write essays of literary criticism to prepare for those expected in Advanced Placement and college classes.

Course # Course Title

0706375 Advanced Placement Latin

The AP Latin course focuses on the in-depth study of selections from two of the greatest works in Latin literature: Vergil's Aeneid and Caesar's Gallic War. The course requires students to prepare and translate the readings and place these texts in a meaningful context, which helps develop critical, historical, and literary sensitivities. Throughout the course, students consider themes in the context of ancient literature and bring these works to life through classroom discussions, debates, and presentations. Additional English readings from both of these works help place the Latin readings in a significant context.

Course # **Course Title**

0708340 Spanish 1

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.

Course # **Course Title**

0708350 Spanish 2

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.

Course # **Course Title**

0708360 Spanish 3 Honors

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.

Course # **Course Title**

0708400 Advanced Placement-Spanish Language

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.

Performing/Fine Arts**Course # Course Title**

0101300 Two-Dimensional Studio Art 1

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

Course # Course Title

0101310 Two-Dimensional Studio Art 2

Students develop and refine technical skills and create 2-D compositions with a variety of media in drawing, painting, printmaking, collage, and/or design. 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.

Course # Course Title

0101320 Two-Dimensional Studio Art 3 Honors

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

Course # Course Title

0101330 Three-Dimensional Studio Art 1

Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Media may include, but are not limited to, clay, wood, plaster, and paper maché with consideration of the workability, durability, cost, and toxicity of the media used. Student artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail, size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftsmanship and quality in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

Course # **Course Title**

0101340 Three-Dimensional Studio Art 2

Students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Processes and techniques for substitution include wheel-thrown clay, glaze formulation and application, or extruded, cast, draped, molded, laminated, or soft forms. Media may include, but are not limited to, clay, wood, metal, plaster, paper maché, and plastic with consideration of the workability, durability, cost, and toxicity of the media used. 3-D 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 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

Course # **Course Title**

0101350 Three-Dimensional Studio Art 3 Honors

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, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. 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. 3-D artists experiment with processes, techniques, and media, which may include, but are not limited to, creating maquettes, casting and kiln-firing techniques, stone carving, mold making, or working with glass, cement, PVC piping, or structures scaled to human existence. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

Course # **Course Title**

0104300 Advanced Placement Art-Drawing Portfolio

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.

Course # **Course Title**

0108310 Creative Photography 1

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

Course # **Course Title**

0108320 Creative Photography 2

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

Course # **Course Title**

0108370 Digital Art Imaging 1

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

Course # **Course Title**

0108380 Digital Art Imaging 2

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

Course # **Course Title**

0300310 Dance Techniques 1

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

Course # **Course Title**

0300340 Ballet 1

Students learn basic classical dance techniques and terminology associated with the traditional class structure of ballet. 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, purchase) appropriate footwear and/or dance attire from an outside source.

Course # **Course Title**

0300380 Dance Choreography/Performance 1

Students explore key concepts of dance making with a focus on improvisation, composition, and choreographic processes and principles. Students study the works and creative techniques of highly respected choreographers in varied performance genres. They also examine the social, political, and cultural forces that influenced significant or exemplary works, and consider the innovations that came out of them. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

Course # **Course Title**

0300400 Dance Repertory 1

Students study the historical works of professional choreographers in one or more genres, such as ballet, modern, jazz, or other traditional dance forms. Students learn to understand and apply each choreographer's movement design and artistic intent, respecting the work as each choreographer's intellectual property, and gain skills for group and self-assessment, analysis, and problem solving. 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. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

Course # **Course Title**

0300410 Dance Repertory 2

Students study the historical works of exemplary professional choreographers in one or more genres, learning to understand and apply each choreographer's movement design and artistic intent, and respecting the work as each choreographer's intellectual property. Students learn about Narrative, Literal, Non-Literal and Abstract dances, gaining skills for group and self-assessment, analysis, and problem solving. 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, purchase) appropriate footwear and/or dance attire from an outside source.

Course # **Course Title**

0300420 Dance Repertory 3 Honors

Students study the historical works of professional choreographers in one or more genres, learning to understand, apply, and respect each choreographer's movement design, artistic intent, and intellectual property. Students expand on Narrative, Literal, Non-Literal and Abstract dance, refining skills for group and self-assessment, analysis, and problem solving. 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, purchase) appropriate footwear and/or dance attire from an outside source.

Course # **Course Title**

0300430 Dance Repertory 4 Honors

Students study the historical background and works of professional choreographers in one or more genres, and have the ability to apply, and respect each choreographer's movement design, artistic intent, and intellectual property. Students may demonstrate Narrative, Literal, Non-Literal and Abstract dance, advancing skills for group and self-assessment, analysis, and problem solving. Dancers assess their skills and techniques in the context of careers in theatrical, commercial and concert dance. Students may be required to 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, purchase) appropriate footwear and/or dance attire from an outside source.

Course # **Course Title**

0400310 Theatre 1

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.

Course # **Course Title**

0400320 Theatre 2

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.

Course # **Course Title**

0400330 Theatre 3 Honors

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.

Course # **Course Title**

0400340 Theatre 4 Honors

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.

Course # **Course Title**

0400410 Technical Theatre Design & Production 1

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.

Course # **Course Title**

0400420 Technical Theatre Design & Production 2

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.

Course # **Course Title**

0400620 Theatre Improvisation

Students learn to communicate effectively, both verbally and non-verbally; develop and build critical listening and collaborative skills, and think and solve problems quickly and appropriately on the spot, which transfers well to academic, career, and social arenas. Through collaboration, communication, and performance activities, students engage in improvisation as a stand-alone art form and as an acting methodology. 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.

Course # **Course Title**

1007330 Debate 1

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.

Course # **Course Title**

1007340 Debate 2

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.

Course # **Course Title**

1007350 Debate 3 Honors

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.

Course # **Course Title**

1007360 Debate 4 Honors

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.

Course # **Course Title**

1300330 Advanced Placement Music Theory

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.

Course # **Course Title**

1301320 Guitar 1

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.

Course # **Course Title**

1301330 Guitar 2

Students with previous guitar experience build on their skills and knowledge, adding chords, new strumming and finger-picking patterns, movable major and minor scales, basic music theory, more complex bass lines and lead sheets, and ensemble skills for a variety of music. Beginning guitarists explore the careers and music of significant performers. 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.

Course # **Course Title**

1301340 Guitar 3

Students with previous experience strengthen their guitar skills and knowledge, adding a variety of chords; refining finger-picking and strumming patterns; reading notation in 1st, 2nd, and 5th position; and learning stylistic nuances, left-hand technique, and alternative fingering. Guitarists readily use tablature and standard notation, study the work of significant musicians, and develop significant self-assessment skills. 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.

Course # **Course Title**

1301360 Keyboard 1

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.

Course # **Course Title**

1301370 Keyboard 2

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.

Course # **Course Title**

1301380 Keyboard 3

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.

Course # **Course Title**

1301390 Keyboard 4 Honors

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.

Course # **Course Title**

1302300 Band 1

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.

Course # **Course Title**

1302310 Band 2

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.

Course # **Course Title**

1302320 Band 3

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.

Course # **Course Title**

1302330 Band 4

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.

Course # **Course Title**

1302340 Band 5 Honors

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.

Course # **Course Title**

1302350 Band 6 Honors

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.

Course # **Course Title**

1302360 Orchestra 1

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

Course # **Course Title**

1302370 Orchestra 2

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.

Course # **Course Title**

1302380 Orchestra 3

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.

Course # **Course Title**

1302390 Orchestra 4

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.

Course # **Course Title**

1302450 Instrumental Techniques 4 Honors

Students in this advanced class refine their musicianship and performance skills on a specified instrument. Students prepare for post-secondary and community music experiences and develop artistry independently through a variety of advanced solos, etudes, and excerpts. 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.

Course # **Course Title**

1303300 Chorus 1

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.

Course # **Course Title**

1303310 Chorus 2

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.

Course # **Course Title**

1303320 Chorus 3

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.

Course # **Course Title**

1303330 Chorus 4

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.

Course # **Course Title**

1303340 Chorus 5 Honors

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.

Course # **Course Title**

1303350 Chorus 6 Honors

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.

Practical Arts

Course # Course Title

1006300 Journalism 1

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.

Physical Education**Course # Course Title**

1501310 Fitness Lifestyle Design

The purpose of this course is to enable students to extend their knowledge of fitness concepts; design, implement, and evaluate 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 and Values as outlined by the Next Generation Sunshine State Standards for Physical Education and the Common Core State Standards.

Course # Course Title

1501390 Comprehensive Fitness

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

Course # Course Title

1502490 Care and Prevention of Athletic Injuries

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

Course # Course Title

1503350 Team Sports 1

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.

Course # Course Title

1503360 Team Sports 2

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.

Course # Course Title

1505550 Wrestling 1

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

Course #	Course Title
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1505560	Wrestling 2
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The purpose of this course is to enable students to develop intermediate-level knowledge and skills in wrestling and to maintain or improve health-related fitness. Appropriate instructional practices and assessments are used to elicit evidence of student understanding and proficiency of course specific benchmarks related to Cognitive Ability, Movement Competency, Lifetime Fitness, and Responsible Behavior and Values as outlined by the Next Generation Sunshine State Standards for Physical Education and the Common Core State Standards.

Course #	Course Title
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3026010	HOPE-Physical Education (Core)
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HOPE is mandatory for graduation in the state of Florida. Course will encourage and develop student to obtain a lifelong, positive attitude toward being physically fit. Students will acquire knowledge of physical fitness concepts, understand the significance of lifestyle on health and fitness and begin to develop an optimal level of fitness.

Electives

Course #	Course Title
0200320	Advanced Placement Computer Science A

The AP Program currently offers AP Computer Science A. AP Computer Science Principles is currently in development. Computer science embraces problem solving, hardware, algorithms, and perspectives that help people utilize computers to address real-world problems in contemporary life. The courses underscore the importance of communicating solutions appropriately and in ways that are relevant to current societal needs. AP Computer Science courses can help address traditional issues of equity, access, and broadening participation in computing while providing a strong and engaging introduction to fundamental areas of the discipline.

Course #	Course Title
0500500	Personal, Career, and School Development Skills 1

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.

Course #	Course Title
0800320	First Aid and Safety

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.

Course #	Course Title
1000410	Intensive Reading

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.

Course #	Course Title
1002381	Developmental Language Arts Through ESOL (Reading)

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.

Course # **Course Title**

1006310 Journalism 2

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.

Course # **Course Title**

1006320 Journalism 3

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

Course # **Course Title**

1200400 Intensive Mathematics

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.

Course # **Course Title**

1400300 Peer Counseling 1

The purpose of this course is to enable students to develop basic knowledge and skills in communication, meeting human needs, and conflict resolution.

Course # **Course Title**

1400310 Peer Counseling 2

The purpose of this course is to enable students to develop intermediate-level knowledge and skills in communication, personal and group dynamics, and conflict resolution.

Course # **Course Title**

1700300 Research 1

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

Course # **Course Title**

1700320 Research 3

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.

Course # **Course Title**

1700370 Critical Thinking and Study Skills

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

Course # **Course Title**

1700390 Advancement Via Individual Determination 1

AVID (Advancement Via Individual Determination) is offered as a rigorous academic elective course that prepares students for success in four-year colleges. The AVID course is scheduled during the regular school day as a year-long course. Each week students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic survival skills. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking, note-taking, and research. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, and reading to support their academic growth.

Course # **Course Title**

1700400 Advancement Via Individual Determination 2

AVID (Advancement Via Individual Determination) is offered as a rigorous academic elective course that prepares students for success in four-year colleges. The AVID course is scheduled during the regular school day as a year-long course. Each week students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic survival skills. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking, note-taking, and research. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, and reading to support their academic growth.

Course # **Course Title**

1700410 Advancement Via Individual Determination 3

AVID (Advancement Via Individual Determination) elective courses at all grade levels are designed to prepare students for success in four-year colleges and universities. The courses emphasize rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test taking strategies, note taking and research.

Course # **Course Title**

1700420 Advancement Via Individual Determination 4

AVID (Advancement Via Individual Determination) elective courses at all grade levels are designed to prepare students for success in four-year colleges and universities. The courses emphasize rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test taking strategies, note taking and research. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program as well as complete the requirements for the Seminar course.

Course # **Course Title**

1800300 Air Force: Aerospace Science 1

The purpose of this course is to enable students to develop knowledge of the historical development of flight and the role of the military in history. Students also develop knowledge of the AFJROTC, individual self-control, citizenship, wellness, health, and fitness. Students practice basic drill techniques and conduct military ceremonies.

Course # **Course Title**

1800310 Air Force: Aerospace Science 2

The purpose of this course is to enable students to develop knowledge of the aerospace environment, human requirements of flight, principles of aircraft flight, and principles of navigation. Students also develop effective communication skills, understanding of human and group behavior, and basic leadership concepts. Students practice drill movements and observe military customs and ceremonies.

Course # **Course Title**

1800320 Air Force: Aerospace Science 3

The purpose of this course is to enable students to develop knowledge of the space environment, space programs and technology, and manned space flight. Students develop knowledge and skills related to planning for post secondary education or employment and career opportunities, including financial planning. Students polish skills in marching and conducting military ceremonies.

Course # **Course Title**

2106430 Advanced Placement Comparative Government and Politics

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

Course # **Course Title**

2109380 Advanced Placement European History

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.

Course # **Course Title**

2400300 Leadership Skills Development

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.

Course # **Course Title**

7963010 Preparation for Adult Living

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

Course # **Course Title**

7963070 Unique Skills Social and Emotional: 9-12

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).

Course # **Course Title**

7963080 Learning Strategies: 9-12

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).

Course # **Course Title**

7966040 Language Therapy

The purpose of this course is to provide students exhibiting disorders in one or more of the basic learning processes involved in understanding or in using spoken or written language with appropriate instruction in language skills necessary to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

ESE

Course # **Course Title**

7910111 Access English I/II

Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Course # **Course Title**

7910112 Access English III/IV

Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Course # **Course Title**

7912060 Access Informal Geometry

Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Course # **Course Title**

7912070 Access Liberal Arts Mathematics

Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Course # **Course Title**

7912080 Access Algebra 1A

Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Course # **Course Title**

7912090 Access Algebra 1B

Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Course # **Course Title**

7915015 Access Health Opportunities Through Physical Education 9-12

Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Course # **Course Title**

7920011 Access Chemistry 1

Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Course # **Course Title**

7920015 Access Biology 1

Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Course # **Course Title**

7920020 Access Earth/Space Science

Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Course # **Course Title**

7920025 Access Integrated Science 1

Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Course # **Course Title**

7921015 Access United States Government

Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Course # **Course Title**

7921022 Access Economics with Financial Literacy

Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Course # **Course Title**

7921025 Access United States History

Access courses are intended only for students with a significant cognitive disability. Access courses are designed to provide students with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for students with significant cognitive disabilities.

Course # **Course Title**

7921330 Career Education: 9-12

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.

Course # **Course Title**

7980120 Career Experiences

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.

Career and Technical Education**Course # Course Title**

8100100 Agriculture, Food and Natural Resource Directed Study

The purpose of this course is to provide students with learning opportunities in a prescribed program of study within the Agriculture, Food and Natural Resources cluster that will enhance opportunities for employment in the career field chosen by the student.

Course # Course Title

8106810 Agriscience Foundations

This course is designed to develop competencies in the areas of agricultural history and the global impact of agriculture; career opportunities; scientific and research concepts; biological and physical science principles; environmental principles; agriscience safety; principles of leadership; and agribusiness, employability, and human relations skills in agriscience. Laboratory-based activities are an integral part of this course. These include the safe use and application of appropriate technology, scientific testing and observation equipment.

Course # Course Title

8106820 Agritechnology 1

This course is designed to develop competencies in the areas of agriscience industry careers; prevention and treatment of livestock diseases; livestock anatomy; wholesale cuts of meat; animal reproduction and identification; animal safety; animal-health certification; plant growth; plant fertilization; safe use of pesticides; maintenance of tools and equipment; record keeping; and employability skills.

Course # Course Title

8106830 Agritechnology 2

This course is designed to develop competencies in the areas of job and training requirements; professional organizations; crop identification; planting crops; fertilizer calculations and application; irrigation; pest control; harvesting, packing, and grading crops, safe equipment operation; finance; and employability skills.

Course # Course Title

8200410 Business Cooperative Education OJT

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

Course # Course Title

8203310 Accounting Applications 1 (Level 3)

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

Course # **Course Title**

8207310 Introduction to Info Tech

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; and emerging technologies and web page design. After successful completion of Introduction to Information Technology, students will have met Occupational Completion Point A, Information Technology Assistant, SOC Code 15-1151.

Course # **Course Title**

8400100 Health Science Education Directed Study

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.

Course # **Course Title**

8400320 Medical Skills and Services

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.

Course # **Course Title**

8417100 Health Science 1

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.

Course # **Course Title**

8417110 Health Science 2

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.

Course # **Course Title**

8600820 Drafting and Illustrative Design Tech 2

This course provides students with an intermediate understanding of the knowledge, human relations, and technical skills of drafting and design technology.

Course # **Course Title**

8600830 Drafting and Illustrative Design Tech 3

This course provides students with an advanced understanding of the knowledge, human relations and technical skills of drafting and design technology.

Course # **Course Title**

8601900 Advanced Tech App

This is a project-based capstone course to provide Engineering and Technology Education students with the opportunity to develop a project from "vision" to "reality". Students work in teams to design, engineer, manufacture, construct, test, redesign, test again, and then produce a finished "project".

Course # **Course Title**

8730010 Electronic 1

This course is designed to provide instruction in the different procedures for developing proficiency in laboratory practices and employability skills.

Course # **Course Title**

8730020 Electronic 2

This course is designed to provide instruction in DC circuits. The Electronic Technology program offers a broad foundation of knowledge and skills to prepare students for employment in electronic support services positions and further education and careers in the manufacturing career cluster.

Course # **Course Title**

8772410 Digital Video Production 1

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

Course # **Course Title**

8772420 Digital Video Production 2

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

Course # **Course Title**

8772430 Digital Video Production 3

This course covers competencies in safe work practices and lighting.

Course # **Course Title**

8772440 Digital Video Production 4

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

Course # **Course Title**

8800510 Culinary Arts 1

This course covers the history of the food service industry and careers in that industry. Also covered are state mandated guidelines for food service and how to attain foodhandler training certification; safety in the workplace; employability skills; leadership/teamwork skills; care and use of commercial culinary equipment; basic food science; basic nutrition; and following recipes in food preparation labs.

Course # **Course Title**

8800520 Culinary Arts 2

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

Course # **Course Title**

8901000 Human Services Directed Study A

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

Course #

Course Title

9000100

Information Technology Directed Study A

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

Course #

Course Title

9501000

Transportation, Distribution and Logistics Directed Study A

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.



WEKIVA HIGH SCHOOL

2015-16 Course Selection Sheet

9th Grade

Name _____ Student Number _____ e-mail _____

Address _____ Home Phone _____ Cell Phone _____
(number) (street) (city) (zip)

Instructions: Please select one class for each subject below. You must select **6** classes for the elective choices.

English (1 credit)

- _____ English I
- _____ English I honors
- _____ ESOL English I
- _____ ESOL Developmental Language

Mathematics (1 credit)

- _____ Algebra I
- _____ Algebra I honors
- _____ Algebra II
- _____ Algebra II honors
- _____ Geometry
- _____ Geometry honors

Science (1 credit)

- _____ Physical Science
- _____ Physical Science Honors (*Level 3 or higher on 8th grade Science EOC*)
- _____ Chemistry (*Student has taken Algebra 1*)
- _____ Chemistry Honors (*Student has taken Algebra 1*)

Social Studies (1 credit)

- _____ Freshman Experience (*FSA ELA Level 2 or 3*)
- _____ AP Human Geography (*FSA ELA Level 4 or 5*)

_____ **HOPE** (1credit-required)

Note: Students will be placed in Reading Enhancement if the ELA FSA score is a level 1 or 2. This course will replace an elective.

Elective Choices: Please choose 6 electives in order of preference, 1 being your first choice and 6 being your last choice. If you choose a semester course, choose a second semester course to take the second half of the year. If you do not choose electives, your counselor will choose for you based on course availability.

- | | |
|--|---|
| _____ Agriscience Foundations (Agriculture) | _____ Spanish I (C or above in English) |
| _____ 3D Art 1 | _____ Spanish II (C or above in Spanish I) |
| _____ 2D Art 1 | _____ Spanish for Speakers 2 (1 st level for Spanish Speakers) |
| _____ Digital Art Imaging 1 | _____ French 1 (C or above in English) |
| _____ Dance Techniques I | _____ Latin I (C or above in English) |
| _____ Theater 1 | _____ Journalism I |
| _____ Digital Video Production | _____ Creative Writing I and II (.5 credit each) |
| _____ Intro to Information Technology | _____ Speech |
| _____ Band I (<i>mandatory after school commitment</i>) | _____ Debate I |
| _____ Chorus I (Women, Men) (<i>mandatory after school commitment</i>) | _____ Electronics 1 |
| _____ Guitar I (<i>mandatory after school commitment</i>) | _____ ROTC (2 years waives HOPE and performing art) |
| _____ Orchestra (<i>mandatory after school commitment</i>) | _____ AVID I (application or interest form required) |
| _____ Piano 1 | _____ Scholar Academy Elective (Scholar Academy) |
| _____ Drafting I | _____ Laser Photonics (Magnet Program) |
| _____ Culinary Operations (food production) | |
| _____ Electronics 1 | |

We highly encourage students to involve their parents in the course selection and high school planning process. Counselors encourage students to select the most rigorous courses where they can find success. We hope you have spent time reading the curriculum guide and will make wise choices for the upcoming school year.

Parent Signature _____ Student Signature _____

Parent cell phone _____ Parent e-mail _____



WEKIVA HIGH SCHOOL
2015-2016 Course Selection Sheet
10th-12th Grade

Counselor: Mr. Fragale (A-CL) Mrs. French (Cm-Gr) Mr. Marshman (Gs-Li) Ms. Barth (Lj-Pa) Ms. Boireau (Pb-Sh) Mrs. Hormuth (Si-Z)

Name _____ Student Number _____ Grade 2015-16 Year _____

Address _____ Home Phone _____ Cell Phone _____
 (number) (street) (city) (zip) E-Mail _____

Instructions: **Place an X before the courses you choose.**

Discuss your choices with your current teachers to determine appropriate level. Rigorous courses will be selected based on the PSAT and other standardized tests scores.

<u>English (1 credit)</u>	<u>Mathematics (1 credit)</u>	<u>Science (1 credit)</u>	<u>Social Studies (1 credit)</u>
_____ English II, III, or IV	_____ Algebra II	_____ Chemistry	_____ World History
_____ English II, III, or IV <i>honors</i>	_____ Algebra II <i>honors</i>	_____ Chemistry <i>honors</i>	_____ World History <i>honors</i>
_____ English 4:FL Coll. Prep	_____ Geometry	_____ Biology	_____ AP World History
_____ AP English Language	_____ Geometry <i>honors</i>	_____ Biology <i>honors</i>	_____ United States History
_____ AP English Literature	_____ Adv. Topics in Math	_____ Marine Science	_____ United States History <i>hon</i>
_____ ESOL English II, III, IV	_____ Probability & Stats	_____ Marine Science <i>honors</i>	_____ AP United States History
_____ ESOL Developmental	_____ Math for College	_____ Physics	_____ Economics (.5)
Language	Readiness (<i>seniors only</i>)	_____ Physics <i>honors</i>	_____ Economics <i>honors</i> (.5)
	_____ Pre-Calculus	_____ Anatomy/Physiology <i>honors</i>	_____ American Gov't. (.5)
	_____ AP Statistics	_____ AP Biology	_____ American Gov't. <i>hon</i> (.5)
	_____ AP Calculus AB	_____ AP Physics	_____ AP Gov't/Politics (.5)
	_____ AP Calculus BC	_____ AP Environmental	_____ AP Comp. Politics(.5)
	_____ AP Computer Science	Science	_____ AP Macroeconomics (.5)
		_____ AP Chemistry	_____ AP Microeconomics (.5)
			_____ AP Psychology
			_____ AP Human Geography
			_____ AP European History

Note: Students will be placed in Reading Enhancement if their FCAT/FSA ELA score is a level 1 or 2. This course will replace an elective. Elective Choices: Please list 6 electives in order of preference, 1 being your first choice and 6 being your last choice. If you choose a semester course, choose a second semester course to take the second half of the year. If you do not choose electives, your counselor will choose for you based on course availability.

<u>Elective choices</u>	<u>Credit (1.0 or .5)</u>
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____

We highly encourage students to involve their parents in the course selection and high school planning process. Counselors encourage students to select the most rigorous courses where they can find success. Please spend time reading the curriculum guide in order to make wise choices for the upcoming school year.



WEKIVA HIGH SCHOOL ELECTIVE CHOICES for 2015-16, Grades 10-12

Prioritize your choices from 1 to 6 and copy them to the front of your sheet. We will make every effort to give you your first choices. For course descriptions, fees, and prerequisites, please refer to your curriculum guide. All courses are a full-year, full-credit unless otherwise specified. Be sure you do not sign up for a course you have already taken and passed. If more than one level exists for a course, circle the level you are ready to take based on what you have taken in the past, and indicate the level on the front of the sheet.

ART/VISUAL ARTS

- Digital Art I, II or III
- Digital Photography I or II
- 3-D Art I, II, or III
- 2-D Art I, II, or III
- AP Art History
- AP Art 2-D Portfolio
- AP Art Drawing Portfolio

AGRICULTURE

- AgriScience Foundations (counts as a science credit)
- Agritech II, III
- Plant Biotechnology/Directed Studies

AVID

- AVID I, II, III, or IV (complete interest form)

BUSINESS EDUCATION

- Introduction to Information Technology
- Accounting I

WORLD LANGUAGES

- Spanish I, II, or III
- AP Spanish Language
- AP Spanish Literature (See Spanish teacher for recommendation)
- Latin I, II, or III
- AP Latin
- French I, II, or III
- AP French Language

STUDENT SUPPORT

- Reading Enhancement (.5, 1, or 2 credits)
- Developmental Language Arts through ESOL
- Learning Strategies (teacher approval)
- Social/Personal Skills (teacher approval)

WRITING/JOURNALISM

- Creative Writing I or II (.5 each)
- Speech I or II
- Journalism I
- Newspaper I, II, or III
- Debate I, II, or III
- Yearbook I, II, or III

AIR FORCE JROTC

- Aerospace Science I, II, III or IV

DIGITAL VIDEO PRODUCTIONS

- Digital Video Production I, II, III, IV

PERFORMING ARTS/ MUSIC

- Theater I, II, III or IV
- Stagecraft I and II
- AP Music Theory
- Women's Choir I, II, III, or IV
- Advanced Women's Choir II, III, IV (audition)
- Men's Choir I, II, III, or IV
- Dance Technique I, II

- Dance Repertory I, II, III or IV
- Piano I, II, III, or IV
- Orchestra I, II, III, or IV (no experience needed)
- Guitar I, II or III
- Symphonic Band I, II, III, IV, V or VI
- Wind Ensemble I, II, III, IV
- Percussion Ensemble I, II, III, or IV
- Beginning Band (no experience needed)

PHYSICAL EDUCATION/HEALTH

- HOPE (required for graduation)
- Individual/Dual Sports I/ II (.5 each)
- Fitness Issues for Adolescence/Power Weight Training(.5 each)
- Wrestling I/II (.5each)
- First Aid and Safety/care and Prevention of Athletic Injuries(.5 each)

LASER PHOTONICS

- Laser Photonics I, II, III, IV (magnet application required)

DRAFTING

- Drafting I, II, III or IV

EDUCATION/SERVICE LEARNING

- Credit Recovery (.5 or 1.0 credit)

SOCIAL STUDIES ELECTIVES

- Psychology I or II(.5 each)
- Critical Thinking(ACT/SAT Prep)

INDUSTRY CERTIFICATION

- Electronics (9th and 10th grade only)