## Orange County Public Schools Leading Students to Success



## GuIDE

2017-2018


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


Bill Sublette - Chairman
Joie Cadle - District 1
Daryl Flynn - District 2
Linda Kobert — District 3
Pam Gould - District 4
Kathleen "Kat" Gordon — District 5
Nancy Robbinson - District 6, Vice Chairman
Christine Moore - District 7

## Dr. Barbara M. Jenkins

Superintendent of Schools

Dr. Jesus F. Jara
Deputy Superintendent

## Dr. Maria Vazquez

Chief Academic Officer

## OCPS VISION

To be the top producer of successful students in the nation
OCPS MISSION
To lead our students to success with the support and involvement of families and the community

## Superintendent's Message

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

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

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

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

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

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

Sincerely,

## arkh.gentio

Barbara M. Jenkins
Superintendent

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## School Calendar for 2017-2018

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

## Prioritized Bad Weather Days

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

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

## What are the diploma options?

Students must successfully complete one of the following diploma options:

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


## What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 ELA (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) and the results constitute thirty percent of the final course grade* or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

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

- Geometry
- Biology I
- U.S. History - Algebra II (if enrolled)
*Special Note: Thirty percent not applicable if not enrolled in the course but passed the EOC.

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

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

What are the graduation requirements for students with disabilities?

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

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least .5 credit via paid employment.
- Certain students may earn a special diploma.

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

| 4 Credits English Language Arts (ELA) |  |
| :--- | :--- |
| - | ELA I, II, III, IV <br> ELA honors, AP, AICE, IB and dual enrollment <br> courses may satisfy this requirement. |
| 4 Credits Mathematics |  |

- ELA I, II, III, IV
- ELA honors, AP, AICE, IB and dual enrollment
a
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

3 Credits Science
One of which must be Biology I, two of which must be equally rigorous science courses.

- Two of the three required credits must have a laboratory component.
An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I).
- An identified rigorous computer science course with a related industry certification substitutes for up to one science credit (except for Biology I).


## 3 Credits Social Studies

1 credit in World History
1 credit in U.S. History
. 5 credit in U.S. Government
.5 credit in Economics with Financial Literacy
Debate, or Practical Arts ${ }^{\dagger}$
1 Credit Physical Education
To include the integration of health
${ }^{\dagger}$ Special Note: Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at http://www.fldoe.org/policy/articulation/ccd.

8 Elective Credits
1 Online Course
Students must earn a 2.0 grade point average on a 4.0 scale.

## What are the requirements for standard diploma designations?

## Scholar Diploma Designation

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 section 1003.492, Florida Statutes [F.S.]).

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

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

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

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

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

## Where is information on Bright Futures Scholarships located?

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, visit http://www.floridastudentfinancialaid.org/SSFAD/bf/.

What are the public postsecondary options?
$\square$

## State University System

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

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


## The Florida College System

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

## Career and Technical Centers

Florida also offers students 48 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.

Career and Technical Directors

## Where is information on financial aid located?

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

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

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

- Biology I
- U.S. History
- Geometry - Algebra II (if enrolled)
*Special Note: Thirty percent not applicable if not enrolled in the course but passed the EOC.


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

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

- Algebral
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- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least .5 credit via paid employment.


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

4 Credits English Language Arts (ELA)

- ELA I, II, III, IV
- ELA honors, AP, AICE, IB and dual enrollment courses may satisfy this requirement.


## 4 Credits Mathematics

- 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

- One of which must be Biology I, two of which must be equally rigorous science courses.
- Two of the three required credits must have a laboratory component.
- An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I).
- An identified rigorous computer science course with a related industry certification substitutes for up to one science credit (except for Biology I).


## 3 Credits Social Studies

1 credit in World History
1 credit in U.S. History
. 5 credit in U.S. Government
.5 credit in Economics with Financial Literacy
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts ${ }^{\dagger}$
1 Credit Physical Education ${ }^{\dagger}$

| To include the integration of health |
| :--- |
| $\begin{array}{l}\dagger \\ \text { Special Note: Eligible courses and eligib } \\ \text { substitutions are specified in the Florida } \\ \text { Directory at http://www.fldoe.org/policy/ }\end{array}$ |
| 8 Elective Credits |
| 1 Online Course |
| 8 |

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

What are the requirements for standard diploma designations?

## Scholar Diploma Designation

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

- Earn 1 credit in Algebra II (must pass EOC);
- Pass the Geometry EOC;
- Earn 1 credit in statistics or an equally rigorous mathematics course;
- Pass the Biology I EOC;
- Earn 1 credit in chemistry or physics;
- Earn 1 credit in a course equally rigorous to chemistry or physics;
- Pass the U.S. History EOC;
- Earn 2 credits in the same world language; and
- Earn at least 1 credit in AP, IB, AICE or a dual enrollment course.

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

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## Merit Diploma Designation

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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.

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- 16 credits of approved college preparatory academic courses
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## Career and Technical Centers

Florida also offers students 48 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.

Career and Technical Directors

## Where is information on financial aid located?

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

## What are the diploma options?

Students must successfully complete one of the following diploma options:

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- Biology I
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- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least .5 credit via paid employment.

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

| 4 Credits English Language Arts (ELA) |  |
| :--- | :--- |
| - | ELA I, II, III, IV |
| - ELA honors, AP, AICE, IB and dual enrollment |  |
| courses may satisfy this requirement. |  |

## 3 Credits Science

- One of which must be Biology I, two of which must be equally rigorous science courses.
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## 8 Elective Credits <br> 1 Online Course

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

## What are the requirements for standard diploma designations?

## Scholar Diploma Designation

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

- Earn 1 credit in Algebra II (must pass EOC);
- Pass the Geometry EOC;
- Earn 1 credit in statistics or an equally rigorous mathematics course;
- Pass the Biology I EOC;
- Earn 1 credit in chemistry or physics;
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## Merit Diploma Designation

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- Attain one or more industry certifications from the list established (per section 1003.492, Statutes [F.S.]).


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

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

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

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


## Career and Technical Centers

Florida also offers students 48 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.

Career and Technical Directors
Where is information on financial aid located?
The Office of Student Financial Assistance State Programs administers a variety of postsecondary educational state-funded grants and scholarships. To learn more, visit
http://www.floridastudentfinancialaid.org/.

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

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

For more information, please visit fldoe.org/academics/graduation-requirements/

## Graduation Requirements for Florida's Statewide Assessments

## Overview

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

## Graduation Requirements

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

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

## Grade 10 FCAT 2.0 Reading

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

## FSA Grade 10 English Language Arts

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

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

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

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

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

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

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

## NGSSS Algebra 1 EOC Assessment

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

## FSA Algebra 1 EOC Assessment

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

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

| Implementation Year | Assessment that Students Must Pass in Order to <br> Graduate | Passing Score for the Required <br> Assessment |
| :---: | :---: | :---: |
| $2011-12^{*}$ | NGSSS Algebra 1 EOC | 399 |
| $\mathbf{2 0 1 4 - 1 5}$ | FSA Algebra 1 EOC Assessment | $489^{* *}$ |
| $\mathbf{2 0 1 4 - 1 5}$ and beyond | FSA Algebra 1 EOC Assessment | 497 |

*Students who entered Grade 9 in the 2010-11 school year were required to earn course credit in Algebra 1 or an equivalent course and participate in the Algebra 1 EOC Assessment. The results of the Algebra 1 EOC Assessment must constitute 30\% of these students' final course grades, but there is not a passing requirement for this cohort of students.
**Students who took the assessment prior to the adoption of the passing score on the new scale adopted by the State Board in January 2016 are eligible to use the alternate passing score for graduation, which is linked to the passing score for the previous assessment requirement.

## Graduation Options

- Retaking the Statewide Assessments—Students can retake the Grade 10 Reading/ELA test or Algebra 1 EOC Assessment (NGSSS or FSA, as appropriate) each time the test is administered until they achieve a passing score, and students can continue their high school education beyond the twelfth-grade year should they need additional instruction. Students currently have up to five opportunities to pass the Grade 10 Reading/ELA test before their scheduled graduation. Students who do not pass the Grade 10 Reading/ELA in the spring of their tenth-grade year may retest in fall and spring of their eleventh- and twelfth-grade years. The number of opportunities to retake the Algebra 1 EOC Assessment will depend on the grade students are in when they first take the test, since it is taken at the conclusion of the course. The Algebra 1 EOC Assessment is currently administered four times each year: in the fall, winter, spring and summer.
- Concordant and Comparative Scores Option-A student can also meet assessment graduation requirements by receiving a score concordant to the FCAT 2.0 Reading passing score on either the ACT or SAT and a score comparative to the Algebra 1 EOC Assessment (NGSSS) passing score on the Postsecondary Education Readiness Test (PERT). FCAT 2.0 Reading concordant scores for students entering grade 9 in 2010-11 and after and the Algebra 1 EOC Assessment comparative score for students entering grade 9 in 2011-12 and after were established in rule by the State Board of Education in September 2013. New concordant and comparative scores will be established for the new assessments once a sufficient number of students have participated in both the new assessment and the alternate assessment(s) to conduct the concordant/comparative score study. Until these new scores are established, the current scores may be used by all students.

Table 3 shows the concordant and comparative scores students must achieve to satisfy graduation requirements. All students enrolled in grade 10 are required to participate in the Grade 10 FSA ELA assessment in accordance with section 1008.22, Florida Statutes (F.S.), regardless of whether they have a passing concordant score on file.
Additionally, if students have achieved a comparative score on the PERT prior to enrolling in and completing Algebra 1 or an equivalent course, they must take the Algebra 1 EOC Assessment in accordance with s. 1008.22, F.S.

Table 3: Concordant and Comparative Scores

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

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

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

Table 4: Passing Scores Required for a Scholar Diploma Designation

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

* A student meets this requirement without passing the Biology 1 or U.S. History EOC Assessment if the student is enrolled in an Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE) Biology 1 or U.S. History course and the student:
- Takes the respective AP, IB, or AICE assessment, and
- Earns the minimum score to earn college credit.

The passing score for each EOC assessment is the minimum score in Achievement Level 3 (see http://www.fldoe.org/core/fileparse.php/3/urlt/achlevel.pdf). For students who took an EOC assessment during its implementation year, districts may opt to convert the reported T scores to the established score scale to determine the Achievement Level a student would have earned on the new scale, or a district may allow these students to retake the test to earn a passing score. Districts have received a formula that may be used to convert students' T scores to the established scale scores. Additionally, districts may choose to administer an EOC assessment to students who did not have an opportunity to take it if they wish to qualify for the Scholar
designation. Passing scores for FSA Geometry and Algebra 2 were adopted in State Board of Education rule in January 2016.

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

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


## Previous Scores Required for Graduation

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

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

| Assessment | Reading | Mathematics |
| :---: | :---: | :---: |
| FCAT | 1926 (scale score of 300) or above | 1889 (scale score of 300) or above |
| FCAT 2.0 | 241 or above* | N/A |
| SAT Concordant Score | SAT administered prior to March 2016 <br> 410 (for students who entered grade 9 in 2006-07 or earlier) <br> 420 (for students who entered grade 9 in 2007-08, 2008-09, or 2009-10) <br> SAT administered after March 2016 <br> For students who entered grade 9 in 2006-07 or earlier: <br> 410 - New SAT Evidence-Based Reading and Writing OR <br> 22 - New SAT Critical Reading <br> For students who entered grade 9 in 2007-08, 200809, or 2009-10: <br> 420 - New SAT Evidence-Based Reading and Writing OR <br> 23 - New SAT Critical Reading | 340** |
| ACT Concordant Score | 15 (for students who entered grade 9 in 2006-07 or earlier) <br> 18 (for students who entered grade 9 in 2007-08, 2008-09, or 2009-10) | 15 |
| *Students who participated in the spring 2011 Grade 10 FCAT 2.0 Reading test received scores called FCAT Equivalent Scores that were reported on the FCAT score scale, and the passing score was 1926 (scale score of 300). This is comparable to a score of 241 on the FCAT 2.0. <br> **A concordant score of 370 on SAT Mathematics was previously established in 2003 as an alternative for the Grade 10 FCAT Mathematics requirement. This alternative passing score was lowered to a score of 340 after a concordance study was conducted in November 2009 on a revised, more challenging version of the SAT. Students required to pass FCAT Mathematics for graduation may submit a score of 340 or higher regardless of their year of enrollment in grade 9 if the score is dated March 2005 and beyond. |  |  |

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

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

## Helpful Resources

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


## Acceleration and Academic Rigorous Programs

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

## Middle School Option

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

## Academically Challenging Curriculum to Enhance Learning (ACCEL)

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

## Academic Dual Enrollment

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

## Early Admission

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

## Career and Technical Education

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


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

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

## Advanced Placement (AP)

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

For more information, visit apstudent.collegeboard.org

## Advanced International Certificate of Education (AICE)

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

For more information, visit cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-aice-diploma/

## International Baccalaureate (IB)

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

For more information, visit ibo.org

## Orange County Virtual School

Middle and senior high school students are eligible to enroll in the Orange County Virtual School (OCVS). The courses offered are teacher facilitated. Courses are based upon the same criteria as those taught in the standard high school program and, therefore, generate the same credit for students. Middle school students may earn credit only in those courses designated
as "acceleration" courses as indicated above. A complete list of courses is available through OCVS's web site at ocvs.ocps.net. Courses completed through OCVS satisfy the Online Graduation Requirement.

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

## Florida Virtual School

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

## Credit by Examination

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

## Credit Acceleration Program (CAP)

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

## Part-Time Enrollment with Orange County Virtual School

Orange County Virtual School
Learning without boundaries

## Public School Part-Time OCVS Students

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

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

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

## Directions For Part-Time Students

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

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

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


## High School Courses

## Core Courses Offered in Honors

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


## Admission to the State University System of Florida

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

High school graduation with a standard diploma

- Admission test scores
- 16 credits of college preparatory academic courses
- 4 English (3 with substantial writing)
- 4 Mathematics (Algebra 1 level and above)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language - sequential, in the same language
- 2 approved electives

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

Additional information is available at fldoe.org/fcs

## Talented Twenty

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

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

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

For complete/additional requirements, see Board Rule 6C-6.002 at
flbog.edu/documents_meetings/0012_0016_0109_075.pdf

## Application for State Universities

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

## Student Profile Assessment

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

## Florida Bright Futures Scholarship Program

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

## Applications

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

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


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

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

- FAS initial eligibility requirements include the completion of 100 hours of community service
- FMS initial eligibility requirements include the completion of 75 hours of community service
- GSV initial eligibility requirements include the completion of 30 hours of community service

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

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

## Career Planning / College Entrance Examinations

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

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

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

## Career and Technical Education / College Connection <br> ©oog ORANGE <br> TECHNICAL COLLEGE

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

## Career Dual Enrollment at Orange Technical College

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

## Articulation Agreements Postsecondary Credit For CTE Courses

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

## Career Pathways

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

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

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

## Orange County Public Schools Course Examination Grading Summary

The examination policies below apply to secondary (Grades 6-12) courses as well as CTE courses.
Calculations of student final grades for all courses in Orange County Public Schools fall into one of three categories with different grading rules. Below is a description of these categories of courses and the grading policies that are applied to each.

## Group 1: Courses Associated with Statewide EOC Assessments

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

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

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

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

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

## Group 3: Courses Associated with Common Final Exams

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

## Full Year Courses

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

## Semester Courses

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

For senior high school students the forgiveness policy for required courses is limited to replacing a grade of $D$ or $F$ with a grade of $C$ or higher earned subsequently in the same or comparable course. The forgiveness policy for elective courses is limited to replacing a grade of $D$ or $F$ with a grade of $C$ or higher earned subsequently in another course. In either situation, when a student attempts forgiveness for a grade, only the new grade will be used to compute the student's GPA. Any course not replaced according to this policy will be included in the calculation of the cumulative grade point average required for graduation. The only exception to the forgiveness policy stated above applies to middle school students who take any high school course. In this case, forgiveness can be applied to courses with a final grade of $\mathrm{C}, \mathrm{D}$, or F .

## High Schools

Each high school has courses and programs that are unique to that school.
To view each school's Curriculum Guide, please visit
ocps.net/cs/services/student/guidance/Pages/Curriculum-Guide.aspx

## Message from the Principal

We are excited about the 2017-2018 school year at Maynard Evans High School and all the opportunities we have to offer. We will continue to work toward maintaining our academic progress as Evans is "A Place of High Achievement," where our focus is on learning for all students, faculty, and staff.

This curriculum guide will help you quickly map out your yearly courses and provide you with a year to year planning guide of what your educational future may hold at Evans High School. Take the time to review this guide thoroughly so you can select courses that will have the greatest impact on your future. Read carefully and discuss your academic options with your parents, counselors, and teachers. It is critical that you invest the time now to make informed decisions about your course schedule for the 2017-2018 school year.


It is important that you challenge yourself academically by selecting the most rigorous courses in which you can be successful. Advanced Placement courses offer the same depth and difficulty of college courses but students have twice the time to complete the course. Each course is weighted and a student may earn college credits if they earn a score of 3 or higher on the AP exam. This guide also provides you with information regarding other academic opportunities. These include:

- International Baccalaureate: Rigorous course work in all subject areas, meeting internationally recognized standards of achievement.
- Middle Years Program: 9th and 10th grade International Baccalaureate students.
- Diploma Program: 11th and 12th grade International Baccalaureate students.
- Advanced Placement: College curriculum in certain courses that provides students with an opportunity to take an AP Exam and earn college credits.
- Career Pathway Courses: An opportunity for students to receive specific career training while in high school at an OCPS Technical College.
- Industry Certification: Training for computer careers and technical training.
- Valencia College: Dual Enrolment for juniors and seniors who meet Valencia College requirements may take courses at Valencia College and earn college credit.
- STEM Academy: Academic opportunities in computers, nursing, and engineering.
- Entertainment Production and Management Academy: Academic and career opportunities in Digital Media, Entertainment Design \& Technology, and Sound \& Music Technology.

Be an active member of your school by participating in athletics, clubs, Navy JROTC, performing arts, and various leadership opportunities. Remember colleges are looking for students who are actively involved in school. Read more about these opportunities.

The Evans Community School is a vital part our every students overall wellbeing. Thanks to a strong partnership with UCF, the Children's Home Society, True Health, OCPS, and various community organizations, social services, and tutoring opportunities have been established to serve our students and our community.

We are excited to offer you a variety of strong academic opportunities and various ways in which you can be an involved Trojan at Maynard Evans High School. We look forward to celebrating your success while you embark on this new school year. If you have any questions, please do not hesitate to contact our guidance office at (407) 522-3400 $\times 6232249$.

Sincerely,
Jenny L. Gibson-Linkh
Principal

## Student Services Information

The Evans High School Student Services team is dedicated to serving students. To contact Student Services call 407-522-3400 Ext. 6232249. We encourage students and parents to contact the appropriate counselor for assistance with course selection and graduation requirements.

| Assistant Principal of Instruction | Michele Browne | michele.browne@ocps.net |
| :--- | :--- | :--- |
| Guidance Counselor A-Ch | Ranata Wright | ranata.wright@ocps.net |
| Guidance Counselor Ci-Cz \& IB | Shamoyia James | shamoyia.james@ocps.net |
| Guidance Counselor D-Go | Stephanie Johnson | stephanie.johnson2@ocps.net |
| Guidance Counselor Gr-K | Charlene Mahan | charlene.mahan@ocps.net |
| Guidance Counselor L-M | Esther Noel | esther.noel@ocps.net |
| Guidance Counselor N-Sc | Brenda White | brenda.white@ocps.net |
| Guidance Counselor Se-Z | Willie Hankins | willie.hankins@ocps.net |
| ESOL Compliance Teacher | Philippe Castel | philippe.castel@ocps.net |
| ESE Staffing Specialist | Yidaa Gandi-Capio | yidaa.gandi-capio@ocps.net |
| CCRC Coordinator | Valecia Wells | valecia.wells@ocps.net |

## Student Schedules

Planning for next year's classes is an important decision involving numerous factors; we consider teacher recommendations, past performance, and future career goals. Speak with your guidance counselor when making your selections. Counselors will pre-register you for academic courses based upon your academic history, test scores and teacher recommendations. Elective selection is limited, and may be dictated by assessment scores. Students are encouraged to make careful decisions when selecting courses, as schedule changes are done on a very limited basis once school begins. Schedule changes will not be honored after Friday, September 1, 2017.

## Approved Changes

- Duplicate course
- Credit already received for the course
- Course Prerequisites not met
- Incorrect course sequence
- Course needed for graduation


## Changes Not Approved

- Desire for a different teacher
- Desire for a different lunch period
- Do not like elective
- Failure to earn passing grade in a course


## Magnet Programs

## International Baccalaureate Middle Years and Diploma Programme

The International Baccalaureate Programme is a rigorous course of study involving all subject areas. The IB program allows students to meet internationally recognized standards of achievement. In fact, IB students are actively recruited by prestigious universities across the country. Institutions know that IB offers the most effective college preparation available in either public or private school. Although IB emphasizes academic achievement, it also encourages students to become well-rounded world citizens by requiring physical activity, community service, and international awareness in addition to the school curriculum. Students are tested for the IB Diploma at the end of their senior year.


Contact: Martha Heine, Diploma Programme Coordinator at 407-522-3400 ext. 6232259

## IB Program Course Sequencing

| Groups | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
| :---: | :---: | :---: | :---: | :---: |
| Language A | MYP English 1 | - MYP English 2 | - IB English 3 HL | - IB English 4 HL |
| Language B | - MYP Spanish 1 or <br> - MYP French 1 | - MYP Spanish 2 or <br> - MYP French 2 | - IB Spanish 3 SL or <br> - IB French 3 SL or | - IB Spanish 5 SL or <br> - IB French 5 SL or |
| Individuals and Societies | - MYP World History | - AP Human Geography | - IB History of the Americas HL | - IB Contemporary History HL |
| Experimental Sciences | - MYP Biology | - MYP Chemistry | - IB Biology 1 SL <br> - IB Physics 1 SL | - IB Biology 2 SL <br> - IB Physics 2 SL |
| Mathematics | - MYP Algebra 1 <br> - MYP Algebra 2 <br> - MYP Geometry | - MYP Algebra 2 <br> - MYP Geometry <br> - IB Mathematics I SL <br> - IB Math Studies 1 SL | - IB Math Studies 1 SL <br> - IB Mathematics 1 SL <br> - IB Mathematics 2 SL <br> - IB Math Studies 2 SL | - IB Math Studies 2 SL <br> - IB Mathematics 2 SL <br> - AP Calculus AB |
| IB Electives | - MYP Chorus 1 <br> - MYP Band 1 <br> - MYP Theater 1 <br> - MYP Art 1 | - MYP Chorus 2 <br> - MYP Band 2 <br> - MYP Theater 2 <br> - MYP Art 2 | - IB Psychology 1 HL <br> - IB Visual Art HL <br> - IB Computer Sci. HL | - IB Psychology 2 HL <br> - IB Visual Art HL <br> - IB Computer Sci. HL |
| Elective | - HOPE | - Intro to Info Tech | - IB Theory of Knowledge 1 | - IB Theory of Knowledge 2 |

## Entertainment and Production Management Academy

The focus of the program is to develop student proficiency in back-of-the-house areas of theatre production including but not limited to: Sound and Music Production, Entertainment Design and Technology, and Digital Media Television Production. The program focuses on the technical, organizational, and managerial knowledge and skills necessary to bring arts, media, and entertainment to the public. Students will learn all facets of the entertainment industry, and will build skills in the preparation and performance of theatrical and entertainment events.


Contact: Octavius King, Program Coordinator at 407-522-3400 ext. 6233001

| Subject | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
| :---: | :---: | :---: | :---: | :---: |
| English | - English 1 <br> - English 1 Honors | - English 2 <br> - English 2 Honors | - English 3 <br> - English 3 Honors <br> - AP English Language | - English 4 <br> - English 4 Honors <br> - AP English Literature |
| Math | - Algebra 1 <br> - Algebra 1 Honors <br> - Geometry Honors <br> - Algebra 2 Honors | - Geometry <br> - Geometry Honors <br> - Algebra 2 Honors | - Algebra 2 <br> - Algebra 2 Honors <br> - Liberal Arts Math <br> - Advance Topics in Math <br> - Probability \& Statistics Honors | - Math College Readiness <br> - Advance Topics in Math <br> - Probability \& Statistics Honors <br> - Pre-Calculus Honors |
| Science | - Physical Science <br> - Physical Science Honors <br> - Marine Science Honors | - Biology <br> - Biology Honors | - Chemistry <br> - Chemistry Honors | - Physics / Physics Honors <br> - Anatomy \& Physiology Honors <br> - Marine Sci. / Marine Sci. Honors <br> - AP Environmental Science |
| Social Studies | - Freshman Success <br> - World History Honors | - World History <br> - World History Honors <br> - AP Human Geography | - United States History <br> - United States History Honors <br> - AP United States History | - U.S. Govt./Econ <br> - U.S. Govt. Honors/ Econ. Honors <br> - AP U.S. Govt./Econ. Honors |
| Entertainment Stage Tech | - Theatre 1 <br> - 2D Art | - Theatre, Cinema Film Production <br> - Technical Theater 1 | - Intro to Audio Visual <br> Technology <br> - Survey of Entertainment <br> - Digital Video Fundamentals | - Audio and Video Equipment (FY) <br> - Camera Operator (FY) <br> **15 Practicum Hours** |


| Subject | GRADE 9 | GRADE 10 | GRADE 11 | GRADE 12 |
| :---: | :---: | :---: | :---: | :---: |
| Digital Media TV Production (15 practicum hours are mandatory due articulation agreement) | - Theatre 1 <br> - Digital Info Tech | - Theatre, Cinema Film Production Digital Design 1 | - Intro to Audio <br> Visual Technology <br> - Digital Video <br> Fundamentals <br> - Survey of Entertainment | - Audio and Video <br> Equipment (FY) <br> - Camera Operator (FY) <br> **15 Practicum Hours** |
| Sound and Music Production | - Theatre 1 <br> - Digital Info Tech | - Theatre, Cinema Film Production <br> - Technical Theater 1 | - Survey of <br> Entertainment <br> - Intro to Audio Visual <br> Technology <br> - Digital Video <br> Fundamentals | - Fundamentals of <br> Sound <br> - Live Sound Techniques <br> - Executive Internship 1 |
| Electives | - Hope |  | - World Language | - World Language |

## Career and Technical Education

## Academy of Multimedia \& Technology

The Academy of Multimedia and Technology at Evans prepares students for careers in web design, video production, programming, database administration, digital publishing and other areas in the expanding
 digital workplace. Our academy is affiliated with the National Academy Foundation (NAF), leaders in the movement to prepare young people for college and career success.

The Academy curriculum engages students through a series of career exploration courses. All courses use project-based learning techniques with an emphasis on strengthening literacy, project management, leadership, and team building skills while fostering creativity and innovation. The curriculum is vetted by industry professionals to ensure that the content is current and relevant.

## Industry Certifications available through this program:

- Microsoft Office Specialist: Word, Excel, PowerPoint, Outlook and Access
- Adobe Certified Associate: Dreamweaver, Illustrator, Photoshop, Premier Pro and Flash
- Certified Internet Web Professional (CIW): Internet Business Associate
- Digital Video Production: Adobe Premier Pro CS6


## PLTW Academy of Engineering

The Academy of Engineering at Evans is a four-year program focusing on science, technology, engineering and math. The program format is provided by Project Lead the Way.

Courses in the Academy are hands-on and project based with a rigorous, relevant, and reality-based curriculum for students with a love of math and science. Academy students will use the same industry-leading 3D design software that's in use with companies such as Intel, Lockheed-Martin, Pixar, as well as NASA. This academy is in an official year of planning with the National Academy Foundation (NAF).

## Industry Certifications available through this program:

- Autodesk Certified User : Autodesk Inventor


## Early Childhood Education

The Early Childhood Education (ECE) program provides the knowledge and skills necessary for entry level through the Early Childhood Professional Certificate (ECPC) for employment. Students will be introduced to state rules and regulations of child care. They will learn the principles of child growth and development, the principles of health, safety and nutrition and will be introduced to Child Abuse and Neglect.

Students who complete the first course of the ECE program and pass the required Department of Children and Families (DCF) exams with a score of 70 or better will have completed the DCF 40 hour Introductory Child Care Training. Students who complete the ECE program and meet all other requirements for the Early Childhood Professional Certificate (ECPC) as outlined in the Student Guidelines can be awarded the ECPC. The DOE ECPC is a Preschool specialization.

## Culinary Arts Institute (Dual Enrollment)

The Evans Culinary Institute is designed to prepare students for success in the food service and hospitality industry. It provides opportunities to learn the basic skills in product knowledge, food production, service and management while incorporating extensive hands-on instruction and internship opportunities. Our students will have the opportunity to participate in structured labs, classroom, and hands-on learning environments. Some career opportunities after the completion of the program are Cook, Kitchen Manager, Banquet Manager, Pastry Chef, Sous Chef, Executive Chef, Food and Beverage Director and Independent Restaurant Operator.

## Industry Certifications available through this program:

- ServeSafe ${ }^{\text {® }}$ : Certified Food Protection Manager
- National ProStart ${ }^{\circledR}$ Certificate of Achievement


## Art - Visual Arts

0101300 Two-Dimensional Studio Art 1
Length: FY
Credits: 10
Area: PF
Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing, painting, printmaking, collage, and/ or design. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/ or the organizational principles of design in a composition from observation, research, and/ or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

## 0101330 <br> Three-Dimensional Studio Art 1

Length: FY
Credits: 10
Area: PF
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., handheld, 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 qual ity 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.

## 0109350 Advanced Placement Studio Art Two-Dimensional Design

Length: FY
Credits: 10
Area: PF
The AP Program offers three studio art courses and portfolios: Two-Dimensional Design, Three-Dimensional Design, and Drawing. The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year. The AP Studio Art Program consists of three portfolios - 2-D Design, 3-D Design and Drawing - corresponding to the most common college foundation courses. Students may choose to submit any or all of the Drawing, Two-Dimensional Design, or Three-Dimensional design portfolios. AP Studio Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions.

## 0114815 International Baccalaureate Visual Arts 1

Length: FY
Credits: 10
Area: PF
0114825
Length: FY
Credits: 10
Area: PFLength: FY0114890Length: FY
0114880

International Baccalaureate Mid Yrs Prog Art 1

Credits: 10
Area: PF
International Baccalaureate Mid Yrs Prog Art 2
Credits: 10
Area: PF

## Career and Technical Education

## 8207310 © Digital Information Technology/ Level 2

Length: FY
Credits: 10
Area: PA
This course is designed to provide an introduction to information technology concepts and careers as well as the impact information technology has on the world, people, and industry and basic web design concepts. The content includes information technology career research; operating systems and software applications; electronic communications including e-mail and Internet services; basic HTML, DHTML, and XML web commands and design; emerging technologies, and Web page design.

## 8209510 (O) Digital Design 1/ Level 2

Length: FY
Credits: 10
Area: PA
This course is designed to develop basic entry-level skills required for careers in the digital publishing industry. The content includes computer skills; digital publishing concepts and operations; layout, design, measurement activities; and digital imaging as well as communication, collaboration and decision-making activities; critical thinking; and problem solving. After successful completion of Digital Design 1students will have met occupational completion point B, Production Assistant - SOC Code 43-9031

## 8209520 © Digital Design 2/ Level 3

Length: FY
Credits: 10
Area: PA
This course continues the development of basic entry-level skills required for careers in the digital publishing industry. The content includes computer skills; digital publishing operations; layout, design, and measurement activities; and digital imaging as well as communication, collaboration and decision-making activities; critical thinking; and problem solving. After successful completion of Digital Design 2 and 3 , students will have met occupational completion point -C , Digital Assistant Designer - SOC Code 43-9031

## 8209530 © Digital Design 3/ Level 3

Length: FY Credits: $10 \quad$ Area: PA
This course continues the development of industry-standard skills required for careers in the digital publishing industry. The content includes the use of a variety of software and equipment to perform digital publishing and digital imaging activities as well as communication, collaboration and decision-making activities; critical thinking; and problem solving. After successful completion of Digital Design 3, students will have met occupational completion point -C, Digital Assistant Designer - SOC Code 43-90331

## 8212110 (O) Admimistrative Office Technology 1/ Level 2

Length: FY
Credits: 10
Area: VO
This course is designed to assist with administrative and general office duties in a support capacity. This course explores and expands the core competencies in the areas of personal and professional development and promotes application of higher level office procedures tasks and communications skills through the use of technology.

# 8212120 (0) Business Software Applications 1/ Level 2 

## Length: FY

Credits: 10
Area: VO
This course is designed to develop proficiency in using the advanced features of software programs to perform officerelated tasks.

# 8405110 © Early Childhood Education 1NEW/ Level 2 

Length: FY Credits: $10 \quad$ Area: VO
This course covers the competencies that support the DCF mandated training coursework. Also included are components on communication skills, methods of guidance, and literacy activities.

## 8405120 © Early Childhood Education 2 NEW/ Level 2

Length: FY Credits: $10 \quad$ Area: VO
This course covers competencies on professionalism, community resources, the importance of relationship skills and communicating with children's families, use of technology in the child care profession, and observing and recording methods.

## 8405130 © Early Childhood Education 3 NEW/ Level 3

Length: FY
Credits: 10
Area: PA
This course includes competencies in developing lesson plans, child development theories, factors that affect the development of a child, and developmentally appropriate practices and activities for infants/toddlers, preschoolers, and school-age children. Also covered are components on working with students with special needs, classroom management techniques and creating optimum environments for all children.

## 8405140 © Early Childhood Education 4 NEW/ Level 3 <br> Length: FY <br> Credits: 10 <br> Area: VO

In this course students will acquire competence in the areas of creating a successful developmentally appropriate curriculum, mentoring, developing the ability to motivate children, recognizing cultural differences when planning activities, including children with special needs, recent trends and issues in early childhood education, and professionalism.

## 8600520 © Principles of Engineering/ Level 3

Length: FY
Credits: 10
Area: PA
This course helps students understand the field of engineering/ engineering technology and prepares them for postsecondary engineering programs by developing a more in-depth mastery of the required knowledge and skills in mathematics, science, and technology. Through problem-based learning strategies, students study key engineering topics, including mechanisms, energy sources, energy applications, machine control, fluid power, statics, material properties, material testing, statistics, and kinematics. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change.

## 8600530 © Digital Electronics/ Level 3

Length: FY
Credits: 10
Area: PA
This is a course in applied logic that encompasses the application of electronic circuits and devices. Students are exposed to the design process of combinational and sequential logic design, teamwork, communication methods, engineering standards, and technical documentation. Computer simulation software is used to design and test digital circuitry prior to the actual construction of circuits and devices.

## 8600550 © Introduction to Engineering Design/ Level 3

Length: FY
Credits: 10
Area: PA
This course exposes students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. Students will employ engineering and scientific concepts in the solution of engineering design problems. In addition, they will learn to use 3D solid modeling design software to design solutions to problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions, document the process, and communicate the results.

## 8800510 © Culinary Arts 1/ Level 2

Length: FY
Credits: 10
This course covers the history of the food service industry and careers in that industry. Also covered are safety in the workplace; employability skills; leadership/teamwork skills; care and use of commercial culinary equipment; basic food science; basic nutrition; and following recipes in food preparation labs.

## 8800520 © Culinary Arts 2/ Level 2

Length: FY Credits: 10 Area: PA
In this course students will learn state mandated guidelines for food service; how to attain food handler training certification; and perform front-of-the-house and back-of-the-house duties. Students will prepare quality food products and present them creatively; demonstrate safe, sanitary work procedures; understand food science principles related to cooking and baking; and utilize nutrition concepts when planning meals/menus.

## Computer Education

## 0200335 Advanced Placement Computer Science Principles

Length: FY
Credits: 10
AP Computer Science Principles (AP CSP) introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, AP CSP prepares students for college and career.

## 0200800 International Baccalaureate Computer Science 1

Length: FY
Credits: 10
0200810 International Baccalaureate Computer Science 2
Length: FY
Credits: 10

## Drama - Theatre Arts

0400310 Theatre 1
Length: FY
Credits: 10
Area: PF
This course is designed for students with little or no theatre experience, and promotes enjoyment and appreciation for all aspects of theatre. Classwork focuses on the exploration of theatre literature, performance, historical and cultural connections, and technical requirements. Improvisation, creative dramatics, and beginning scene work are used to introduce students to acting and character development. Incorporation of other art forms in theatre also helps students gain appreciation for other art forms, such as music, dance, and visual art.

## 0400320 Theatre 2

Length: FY Credits: $10 \quad$ Area: PF
This course is designed for students with a year of experience or more, and promotes enjoyment and appreciation for all aspects of theatre through opportunities to build significantly on existing skills. Classwork focuses on characterization, playwriting, and playwrights' contributions to theatre; while improvisation, creative dramatics, and scene work are used to help students challenge and strengthen their acting skills and explore the technical aspect of scene work.

## 0400330 Theatre 3 Honors

Length: FY Credits: $10 \quad$ Area: PF
This course is designed for students with significant experience in theatre, and promotes depth of engagement and lifelong appreciation for theatre through a broad spectrum of teacher-assigned and self-directed study and performance. Students regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre in ways that are progressively more innovative. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge.

## 0400340 Theatre 4 Honors

Length: FY Credits: $10 \quad$ Area: PF
This course is designed for students with extensive experience in theatre, and promotes significant depth of engagement and lifelong appreciation for theatre through a broad spectrum of primarily self-directed study and performance. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of sophisticated oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge.

## 0400405 International Baccalaureate Mid Yrs Prog Drama 1

Length: FY

Credits: 10
Area: PF

Length: FY

Credits: 10
Area: PF

## 0400410 Technical Theatre: Design \& Production 1

Length: FY Credits: 10 Area: PF

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

## 0400420 Technical Theatre: Design \& Production 2

Length: FY Credits: $10 \quad$ Area: PF
Students focus on the design and safe application of basic tools and procedures to create elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Students develop assessment and problem-solving skills; the ability to connect selected literature to a variety of cultures, history, and other content areas. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/ or performances beyond the school day to support, extend, and assess learning in the classroom.

## Exceptional Student Education

7910111

Length: Multiple
7910112
Length: Multiple
7912080
Length: Multiple
7912090
Length: Multiple
7915015

Length: Multiple

## 7920015

Length: Multiple

## 7920050 Access Health \& Safety: 9-12

Length: Multiple Credits: Multiple

## 7921025 Access United States History

Length: Multiple Credits: Multiple
$7921330 \quad$ Career Education: 9-12
Length: Multiple Credits: Multiple
The purpose of this course is to enable students with disabilities to apply the knowledge and skills needed to design and implement personal plans for achieving their desired postschool outcomes. The personal plans may address all critical transition service areas, including instruction, related services, community experiences, employment, postschool adult living, and, if needed, daily living skills and functional vocational evaluation.

## 7960010 Transition Planning: 9-12

Length: Multiple Credits: Multiple

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

## $7963070 \quad$ Unique Skills: Social \& Emotional 9-12

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

## 7963080 Learning Strategies 9-12

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

## 7963140 Self-Determination

Length: Multiple Credits: Multiple
The purpose of this course is to enable students with disabilities to apply self-determination and self-advocacy skills in school, home, community, and employment settings. Students will increase self-awareness of personal abilities and develop an understanding of the impact of their own disability on learning and on other areas of life.

## $7980110 \quad$ Career Preparation: 9-12

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

## $7980120 \quad$ Career Experiences: 9-12

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

## Experiential Education

0500300 Executive Internship 1

Length: FY Credits: 10

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

# 0500500 Personal, Career, and School Development Skills 1 

Length: FY
Credits: 10
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.

## 0500510 <br> Personal, Career, and School <br> Development Skills 2

## Length: FY

 Credits: 10The 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.

## 0500520

Length: FY
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.

## 0500530 Personal, Career, and School Development Skills 4

Length: FY
Credits: 10
The purpose of this course is to provide students with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community. Through enrollment in this class, students (and their families) are connected with public and private health, employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/ equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of higher education also join the partnership by providing interns, tutors, mentors and scholarships.

## Health Education

## $0800320 \quad$ First Aid and Safety

Length: SEM
Credits: 0.5
This course provides a basic overview of the causes and preventions of unintentional injuries, appropriate emergency responses to those injuries and crisis response planning. Safety education should include cardiopulmonary resuscitation (CPR) and the use of an automatic external defibrillator (AED), first aid for obstructed airway, and injury prevention.

## Humanities

## 0900800 International Baccalaureate Theory of Knowledge 1

Length: FY
Credits: 10
This course explores the relationships among the various disciplines and ensures that students engage in critical reflection and analysis of the knowledge they acquire. It provides a broad introductory overview of the various types of human knowledge, the ways in which knowledge is acquired and communicated, and its reliability and imitations. Successful completion of Theory of Knowledge, together with successful completion of the Extended Essay, earns bonus points added to your Diploma Programme exam marks, and can be very helpful in getting you all the way to your IB diploma and those college credits and scholarship opportunities you are hoping for. This course involves reading and talking about a lot of very interesting stuff not usually addressed in formal course outlines-but very important to success in those classes and in life in general. Perhaps more than any other course in the Diploma Programme, Theory of Knowledge both demands and helps to develop the characteristics described on the IB Learner Profile.

## 0900810 International Baccalaureate Theory of Knowledge 2

Length: FY
Credits: 10
This course explores the relationships among the various disciplines and ensures that students engage in critical reflection and analysis of the knowledge they acquire. It provides a broad introductory overview of the various types of human knowledge, the ways in which knowledge is acquired and communicated, and its reliability and imitations. Successful completion of Theory of Knowledge, together with successful completion of the Extended Essay, earns bonus points added to your Diploma Programme exam marks, and can be very helpful in getting you all the way to your IB diploma and those college credits and scholarship opportunities you are hoping for. This course involves reading and talking about a lot of very interesting stuff not usually addressed in formal course outlines-but very important to success in those classes and in life in general. Perhaps more than any other course in the Diploma Programme, Theory of Knowledge both demands and helps to develop the characteristics described on the IB Learner Profile.

## JROTC and Military Training

## 1802300 Naval Science 1

Length: FY
Credits: 10
The purpose of this course is to introduce students to the precepts of citizenship, the elements of leadership, and the value of scholarship in attaining life goals. This course will also enable students to develop appreciation for the heritage and traditions of America, to recognize the importance of the role of sea power in America's future, and to develop a sense of pride in his/her organization, associates, and self. These elements are pursued at a fundamental level.

## 1802310 Naval Science 2

Length: FY
Credits: 10
The purpose of this course is to engender a sound appreciation of the heritage and traditions of America, with recognition that the historically significant role of sea power will be important in America's future. This course will also enable students to develop a sense of pride in his/her organization, associates, and self. This course will further enable students to develop understanding of maritime geography as it relates to our natural resources, land forms, climate, soil, bodies of water, people, governments, the military, and geopolitics.

## 1802320 Naval Science 3

Length: FY
Credits: 10
The purpose of this course is to enable students to further develop understanding the importance of sea power and national security, naval operations and support functions, military law, international law, and the sea. This course will also enable students to develop understanding of the technical area of naval science study.

## 1802330 Naval Science 4

Length: FY Credits: 10
The purpose of this course is to enable students to develop leadership skills including knowledge of individual needs and group dynamics, leadership principles and responsibilities, and effective communication strategies.

## Language Arts

1000410 Intensive Reading

Length: Multiple Credits: Multiple
The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text and is removed as the reading and writing abilities of students improve over time.

## 1001310 English 1

Length: FY Credits: 10 Area: EN
The purpose of this course is to provide English 1students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

## 1001320 English Honors 1

Length: FY Credits: $10 \quad$ Area: EN
The purpose of this course is to provide grade 9 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

## 1001340 English 2

Length: FY Credits: $10 \quad$ Area: EN
The purpose of this course is to provide grade 10 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

## 1001350 English Honors 2

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

## 1001370 English 3

Length: FY
Credits: 10
Area: EN
The purpose of this course is to provide grade 11students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

1001380<br>English Honors 3<br>Length: FY<br>Credits: 10<br>Area: EN

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

# 1001405 English 4: Florida College Prep 

Length: FY Credits: 10 Area: EN
This course incorporates reading and writing study through writing a variety of informative texts using grade-level writing craft and through the in-depth reading and analysis of informational selections in order to develop critical reading and writing skills necessary for success in college courses. This course prepares students for successful completion of Florida college English courses. The benchmarks reflect the Florida Postsecondary Readiness Competencies necessary for entry-level college courses.

## 1001410 English Honors 4

Length: FY
Credits: 10
Area: EN
The purpose of this course is to provide grade 12 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

## 1001420 Advanced Placement English Language and Composition

Length: FY
Credits: 10
Area: EN
The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

## 1001430 Advanced Placement English Literature and Composition

## Length: FY

Credits: 10
Area: EN
The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

## 1001820

Length: FY

## International Baccalaureate English Literature 3

The purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, a holistic view of knowledge, intercultural awareness, embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

# 1001830 International Baccalaureate English Literature 4 

Length: FY
Credits: 10
Area: EN
The purpose of this Pre-IB course is to prepare students for the International Baccalaureate Diploma Programme (DP). As such, this course will provide academic rigor and relevance through a comprehensive curriculum based on the standards taught with reference to the unique facets of the IB. These facets include interrelatedness of subject areas, a holistic view of knowledge, intercultural awareness, embracing international issues, and communication as fundamental to learning. Instructional design must provide students with values and opportunities that enable them to develop respect for others and an appreciation of similarities and differences. Learning how to learn and how to critically evaluate information is as important as the content of the disciplines themselves.

# 1002300 English 1Through ESOL 

Length: FY
Credits: 10
Area: EN
The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness.
1002310 English 2 Through ESOL

Length: FY
Credits: 10
Area: EN
The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness.

# 1002320 English 3 Through ESOL 

## Length: FY

Credits: 10
Area: EN
The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness.

## 1002380 Developmental Language Arts Through ESOL

Length: Multiple Credits: Multiple
The purpose of this course is to provide students who are native speakers of languages other than English instruction enabling students to accelerate the development of reading, writing, listening, speaking and language skills and to strengthen these skills so they are able to successfully read and comprehend grade level text independently. Instruction emphasizes reading comprehension and vocabulary through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text.

## 1002381

Developmental Language Arts ESOL (Reading)

Length: Multiple Credits: Multiple

The purpose of this course is to provide students who are native speakers of languages other than English instruction enabling students to accelerate the development of reading and writing skills and to strengthen these skills so they are able to successfully read, write, and comprehend grade level text independently. Instruction emphasizes reading comprehension and vocabulary through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text.

## 1002520 English 4 Through ESOL

Length: FY Credits: 10 Area: EN
The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness.

## 1006300 Journalism 1

Length: FY Credits: 10

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.

## 1006331 Journalism 5 Honors

Length: FY
Credits: 10
The purpose of this course is to perform advanced skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop advanced knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.

## 1007330 Debate 1

Length: FY
Credits: 10
Area: PF
The purpose of this course is to develop students' beginning awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies for public debate in a variety of given settings.

## Leadership Skills Development

## 2400300 Leadership Skills Development

Length: FY
Credits: 10
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.

## Mathematics

1200310 Algebra 1

Length: FY
Credits: 10
Area: A1
The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Standards for Mathematical Practice apply throughout each course, and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

## 1200320 Algebra 1Honors

Length: FY Credits: $10 \quad$ Area: A1
The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

## 1200330

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

## 1200340 Algebra 2 Honors

Length: FY
Credits: 10
Area: MA
Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. 2 Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

## 1200395

Length: FY

## International Baccalaureate Mid Yrs Prog Algebra 2

## 1200400 Intensive Mathematics

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

# 1200700 Mathematics for College Readiness 

Length: FY
Credits: 10
Area: MA
This course is targeted for students who are not yet "college ready" in mathematics or simply need some additional instruction in content to prepare them for success in college level mathematics. This course incorporates the Florida Standards for Mathematical Practices as well as the following Florida Standards for Mathematical Content: Expressions and Equations, The Number System, Functions, Algebra, Geometry, Number and Quantity, Statistics and Probability, and the Florida Standards for High School Modeling. The standards align with the Mathematics Postsecondary Readiness Competencies deemed necessary for entry-level college courses.

## 1202310 Advanced Placement Calculus AB

Length: FY
Credits: 10
Area: MA
AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach cal culus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

## 1202340 Pre-Calculus Honors

Length: FY Credits: $10 \quad$ Area: MA
The purpose of this course is to enable students to develop concepts and skills in advanced algebra, analytic geometry, and trigonometry.

## 1202375 International Baccalaureate Pre-Calculus

Length: FY Credits: $10 \quad$ Area: MA
This course caters for students who al ready possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration.

# 1202810 International Baccalaureate Calculus and Descriptive Statistics 

Length: FY<br>Credits: 10<br>Area: MA

Calculus IB explores the relationships between variables that are changing and teaches skills that are a basic requirement in Science, Engineering, Accounting, and Business Administration. Material for the IB subsidiary level mathematics examination, including differentiation, integration, related applications, vectors, matrix transformations and probability and statistics are also included. Instruction and assignments in these classes are characterized by acceleration, depth, complexity and novelty and more independence.

## 1206310

Geometry
Length: FY
Credits: 10
Area: GE
The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school standards. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

## 1206320 Geometry Honors

Length: FY Credits: $10 \quad$ Area: GE
The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school standards. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

## 1206810 International Baccalaureate Mid Yrs Prog Geometry

Length: FY
Credits: 10
Area: GE

## 1209800

## Length: FY

## International Baccalaureate Mathematics Studies

The purpose of the course is to give students experience in several topics of mathematics with very practical applications. They will be able to explore how mathematics is relevant in other subjects that they may be studying concurrently. By working through contextual problems, they will learn to think logically, extract relevant information, make conclusions and communicate solutions clearly. Students will be expected to solve problems that lend themselves to a variety of approaches, and multi-stepped solutions. Students will also develop problem solving approaches of their own.

## 1210300 Probability \& Statistics with Applications Honors

Length: FY Credits: $10 \quad$ Area: MA
Probability and Statistics is designed to introduce the methods used in the field of applied statistics. Emphasis is given to basic concepts and techniques for collecting and analyzing data, drawing conclusions, and making predictions. The major focus of this course is to provide students with experience in solving problems which can be set ups a mathematical models.

## 1210310 International Baccalaureate Statistics \& Introductory Differential

## Length: FY Credits: $10 \quad$ Area: MA

It has an emphasis on applications of mathematics, and the largest section is on statistical techniques. It is designed for students with varied mathematical backgrounds and abilities. It offers students opportunities to learn important concepts and techniques and to gain an understanding of a wide variety of mathematical topics. Students taking this course are well prepared for a career in social sciences, humanities, languages or arts.

## 1298310 Advanced Topics in Mathematics

Length: FY
Credits: 10
Area: MA
A course designed for students who have completed three years of high school mathematics including Algebra 2, and are interested in learning about advanced mathematical topics and improving their math proficiency. The course includes discrete math topics, probability and statistics, and a survey of algebra 2 topics.

## Music

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

## $1301370 \quad$ Keyboard 2

Length: FY Credits: 10 Area: PF
Students build on previous piano techniques and skills through reading music, acquiring and applying knowledge of music theory, and exploring the role of keyboard music in history and culture. Students learn repertoire from various styles and time periods, exploring the historical influence keyboards have had on music performance and composition. Students explore the basic tools of music technology (i.e., MIDI keyboards). Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/ or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

## 1302300 Band 1

Length: FY Credits: 10 Area: PF
This year-long, entry-level class, designed for students having little or no previous band experience with woodwind, brass, and/ or percussion instruments, promotes the enjoyment and appreciation of music through performance of highquality, beginning wind and percussion literature from different times and places. Rehearsals focus on the development of critical listening/ aural skills; rudimentary instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.

## 1302310

Band 2

## Length: FY

Credits: 10
Area: PF
This year-long, beginning-level class, designed for students with at least one year of woodwind, brass, and/ or percussion ensemble experience, promotes the enjoyment and appreciation of music through performance of highquality wind and percussion literature. Rehearsals focus on the development of critical listening skills, instrumental and ensemble technique and skills, expanded music literacy, and aesthetic awareness culminating in periodic public performances.

## $1302320 \quad$ Band 3

Length: FY
Credits: 10
Area: PF
This year-long, formative class, designed for students ready to build on skills and knowledge previously acquired in a middle or high school instrumental ensemble, promotes the enjoyment and appreciation of music through performance of high-qual ity, intermediate-level wind and percussion literature. Rehearsals focus on development of critical listening/ aural skills, individual musicianship, instrumental technique, refinement of ensemble skills, and aesthetic engagement culminating in periodic public performances.

## $1302330 \quad$ Band 4

Length: FY
Credits: 10
Area: PF
This year-long, intermediate-level course, designed for students who demonstrate proficiency in woodwind, brass and/ or percussion techniques, music literacy, critical listening/ aural skills, and ensemble performance skills, promotes greater engagement with and appreciation for music through performance and other experiences with a broad spectrum of music, as well as creativity through composition and/ or arranging.. Study includes cultivation of well-developed instrumental ensemble techniques and skills, music literacy and theory, and deeper aesthetic engagement with a wide variety of high-quality repertoire.

## 1302340 Band 5 Honors

Length: FY
Credits: 10
Area: PF
This year-long, advanced course, designed for wind and percussion students with extensive experience in solo performance and larger performing ensembles, promotes significant depth of engagement and lifelong appreciation of music through performance and other experiences with sophisticated instrumental music, as well as creativity through composition and/ or arranging. The course includes the development of advanced instrumental ensemble techniques and skills, extended music literacy and theory, and deep aesthetic engagement with a broad spectrum of high-quality repertoire, ranging from early music to the contemporary. Musical independence and leadership are particularly encouraged in this setting.

## 1302350 Band 6 Honors

Length: FY Credits: 10 Area: PF
This year-long, highly advanced course, designed for students with substantial experience in solo performance and larger performing ensembles, promotes significant engagement with and appreciation for music through performance of sophisticated wind and percussion literature. Study focuses on mastery of highly advanced music skills, techniques, and processes, as well as creativity through composition and/ or arranging and use of current technology to enhance creativity and performance effectiveness. This course also provides significant opportunities for student leadership through peer mentoring, solo work, and participation as a performer or coach in a small or large ensemble.

## 1303300

Chorus 1
Length: FY
Credits: 10
Area: PF
This year-long, entry-level class, designed for students with little or no choral experience, promotes the enjoyment and appreciation of music through performance of beginning choral repertoire from a variety of times and places. Rehearsals focus on the development of critical listening skills; foundational instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.

## $1303310 \quad$ Chorus 2

## Length: FY

Credits: 10
Area: PF
This year-long, beginning-level class, designed for students with one year of experience or less in a choral performing group, promotes the enjoyment and appreciation of music through performance of basic, high-quality choral music. Rehearsals focus on the development of critical listening/ aural skills; foundational instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.

## 1303320 Chorus 3

Length: FY
Credits: 10
Area: PF
This year-long, formative class, designed for students with previous participation in a school chorus who have basic knowledge of note-reading and vocal technique, concentrates on providing students opportunities to strengthen existing skills in critical listening, vocal techniques, and ensemble performance using high-quality three-and four-part choral literature. Rehearsals focus on gaining independence in music literacy and aesthetic engagement through critical listening and thinking skills.

## 1303330 Chorus 4

Length: FY Credits: 10 Area: PF
This year-long, intermediate-level class is designed for students with previous participation in a high school chorus and moderate skills in critical listening, vocal techniques, music literacy, and choral performance. Rehearsals focus on enhancing these skills and students' aesthetic engagement with music through a variety of high-quality three-and fourpart choral literature, providing students with the means to learn how to reflect and use a combination of analytical, assessment, and problem-solving skills consistently to improve their own and others' performance.

## 1303340 Chorus 5 Honors

Length: FY Credits: $10 \quad$ Area: PF
This year-long, advanced class is designed for students with previous participation in a high school chorus who have demonstrated a capacity for developing advanced listening/ aural skills and advanced knowledge of vocal techniques, musical literacy, and choral performance. Chorus V focuses on development and application of these skills and provides opportunities for aesthetic engagement and making individual musical choices, where appropriate, while preparing a variety of high-quality choral literature.

## 1303350 Chorus 6 Honors

Length: FY Credits: 10 Area: PF
This year-long, very advanced class is designed for students who have demonstrated a capacity for developing very advanced listening/ aural skills and performance techniques, as well as very advanced knowledge of vocal techniques, musical literacy, ensemble skills, and related musical knowledge. Chorus VI focuses on managing, mastering, and refining these skills and techniques through a variety of high-quality choral literature at a high level of aesthetic engagement. Musical independence and student leadership are promoted through significant opportunities for peer mentoring, solo work, and participation as a performer, conductor, or coach in a small or large ensemble.

## Peer Counseling

## 1400300 Peer Counseling 1

Length: SEM Credits: 0.5
The purpose of this course is to enable students to develop basic knowledge and skills in communication, meeting human needs, and conflict resolution.

## 1400310 Peer Counseling 2

Length: SEM Credits: 0.5
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.

## 1400320 Peer Counseling 3

Length: SEM Credits: 0.5
The purpose of this course is to enable students to develop proficient knowledge and skills in communication, personal and group dynamics, and conflict resolution. Emphasis will be on the issues and concerns of students within the school.

## 1400330 Peer Counseling 4

Length: SEM Credits: 0.5
The purpose of this course is to enable students to develop advanced knowledge and skills in communication, personal and group dynamics, and conflict resolution. Emphasis will be on program development and intervention for students in the school and community.

## Physical Education

$1501340 \quad$ Weight Training 1<br>Length: SEM<br>Credits: 0.5<br>Area: PE

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

## $1501350 \quad$ Weight Training 2

Length: SEM Credits: $0.5 \quad$ Area: PE
Provides students with opportunities to acquire knowledge and skills in weight training including an assessment of muscular strength and endurance as well as a knowledge of health problems associated with inadequate levels of muscular strength, skeletal muscles, sound nutritional practices, and consumer issues related to weight training.

## $1502490 \quad$ Care and Prevention of Athletic Injuries

Length: SEM
Credits: 0.5
Area: PE
Provides students with opportunities to assess and evaluate common injuries occurring during athletic activity. Special taping and bandaging techniques will be introduced.

## 1503310 Basketball

Length: SEM Credits: $0.5 \quad$ Area: PE
The purpose of this course is to provide students with opportunities to acquire knowledge and skills in basketball that may be used in recreational pursuits today as well as in later life and maintain and/ or improve their personal fitness. This course includes sport history, game rules, and basketball fundamentals.

## 1503320 Soccer

Length: SEM Credits: $0.5 \quad$ Area: PE
The purpose of this course is to enable students to develop knowledge and skills in soccer and to maintain or improve health-related fitness. Appropriate instructional practices and assessments are used to elicit evidence of student understanding and proficiency of course specific benchmarks related to Cognitive Ability, Movement Competency, Lifetime Fitness, and Responsible Behavior and Values as outlined by the Next Generation Sunshine State Standards for Physical Education and the Common Core State Standards.

## 1503350

Team Sports 1
Length: SEM
Credits: 0.5
Area: PE
The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course.

## 1503360 Team Sports 2

Length: SEM Credits: 0.5 Area: PE
The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course.

## $3026010 \quad$ HOPE-Physical Education (Core)

Length: FY
Credits: 10
Area: PE
The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. Students will realize the full benefit of this course when it is taught with an integrated approach.

## Research and Critical Thinking

## 1700300 Research 1

Length: FY Credits: 10
The purpose of this course is to enable students to develop fundamental knowledge of the steps in the research process.

## 1700310 Research 2

Length: FY
Credits: 10
The purpose of this course is to enable students to develop basic knowledge and skills in the research process with emphasis on determining and refining research questions.

## 1700320 <br> Research 3

Length: FY
Credits: 10
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.

## Science

## $2000310 \quad$ Biology 1

Length: FY

Area: BI

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

## 2000320 Biology 1Honors

Length: FY Credits: 10 Area: BI
While the content focus of this course is consistent with the Biology I course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA,

## 2000360 Anatomy and Physiology Honors

Length: FY Credits: $10 \quad$ Area: EQ
While the content focus of this course is consistent with the Anatomy and Physiology course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

## 2000805

Length: FY
Credits: 10
Area: BI
Learners should gain a positive attitude towards science while recognizing that its contribution can have both positive and negative consequences. IB science also involves the development of an appreciation of the scientific contributions of people from different cultures and backgrounds.

## 2000810 International Baccalaureate Biology 2

Length: FY
Credits: 10
Area: BI
The focus of IB Biology HL is to create citizens of the world who understand universal human values. IB Biology HL is a twoyear course that encompasses the coursework and laboratory experiences that will prepare students for the IB Biology HL examination. The course includes the following core topics: 1) Cells, 2) Chemistry of Life 3) Genetics, 4) Ecology \& Evolution, 5) Human Health \& Physiology. For Biology HL, additional topics include: Nucleic Acids and Protein, Cell Respiration and Photosynthesis, Human Genetics and Reproduction, Nerve muscles \& movement, Excretion, and Plant Science.

# 2000850 International Baccalaureate Mid Yrs Prog Biology 

Length: FY
Credits: 10
Area: BI

## 2001380 Advanced Placement Environmental Science

Length: FY Credits: 10 Area: EQ
The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

## $2002480 \quad$ Forensic Science 1

Length: FY
Credits: 10
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).

## $2002500 \quad$ Marine Science 1 <br> Length: FY <br> Credits: 10 <br> Area: EQ

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

## 2002510 Marine Science 1Honors

Length: FY
Credits: 10
Area: EQ
While the content focus of this course is consistent with the Marine Science I course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

## $2003310 \quad$ Physical Science

Length: FY
Credits: 10
Area: EQ
Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

## 2003320

## Physical Science Honors

Length: FY Credits: 10 Area: EQ
While the content focus of this course is consistent with the Physical Science course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

## $2003340 \quad$ Chemistry 1

Length: FY

## Credits: 10

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

## 2003350 Chemistry 1Honors

Length: FY Credits: $10 \quad$ Area: EQ
While the content focus of this course is consistent with the Chemistry I course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA,

## $2003380 \quad$ Physics 1

Length: FY Credits: $10 \quad$ Area: EQ
Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

## $2003390 \quad$ Physics 1Honors

Length: FY Credits: 10 Area: EQ
While the content focus of this course is consistent with the Physics I course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

# 2003830 

Length: FY
Credits: 10
Area: EQ

## 2003840 International Baccalaureate Physics 1

Length: FY
Credits: 10
Area: EQ
Course introduces students to the laws of physics, the experimental skills required in physics, and the social and historical aspects of physics as an evolving body of human knowledge about nature. Topics covered include: Mechanics, Thermodynamics, Waves, Electricity \& Magnetism, and Atomic and Nuclear Physics.

## 2003845 International Baccalaureate Physics 2

Length: FY
Credits: 10
Area: EQ
Course introduces students to the laws of physics, the experimental skills required in physics, and the social and historical aspects of physics as an evolving body of human knowledge about nature. Topics covered include: Mechanics, Thermodynamics, Waves, Electricity \& Magnetism, and Atomic and Nuclear Physics.

## Social Studies

$2100310 \quad$ United States History

Length: FY
Credits: 10
Area: AH
The grade 9-12 United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction.

## $2100320 \quad$ United States History Honors

Length: FY
Credits: 10
Area: AH
The grade 9-12 United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction.

# 2100330 Advanced Placement United States History 

Length: FY Credits: $10 \quad$ Area: AH
Students understand the development of the United States within the context of history by examining connections to the past to prepare for the future as participating members of a democratic society. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings.

# 2100800 

Length: FY
Credits: 10
Area: AH
History of the Americas is a course that: Promotes the acquisition and understanding of historical knowledge in breadth and in depth, and across different cultures; Encourages an appreciation and understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations; Develops in students an international awareness and understanding by promoting the achievement of, empathy with, and understanding of people living in diverse places and at different times; Promotes a better understanding of the present through an understanding of the past; an appreciation of the historical dimension of the human condition; Develops in students an ability to use and communicate historical knowledge and understanding; and a lasting interest in history.

Area: EC

The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

## 2102345 Economics with Financial Literacy Honors

Length: SEM Credits: $0.5 \quad$ Area: EC
The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

## 2103400 Advanced Placement Human Geography

## Length: FY

Credits: 10
The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

## 2106310

Length: SEM United States Government

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

## $2106320 \quad$ United States Government Honors

Length: SEM
Credits: 0.5
Area: AG
The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.

## 2106420

## Advanced Placement United States Government and Politics

Length: SEM Credits: $0.5 \quad$ Area: AG
Students acquire a critical perspective of politics and government in the United states. They learn general concepts used to interpret American politics and analyze specific case studies. Students also become familiar with the various institutions, groups, beliefs and ideas that constitute the American political perspective.

## $2107300 \quad$ Psychology 1

Length: SEM Credits: 0.5
Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. The content examined in this first introductory course includes major theories and orientations of psychology, psychological methodology, memory and cognition, human growth and development, personality, abnormal behavior, psychological therapies, stress/ coping strategies, and mental health.

## $2107310 \quad$ Psychology 2

Length: SEM Credits: 0.5
Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. The content examined in this second introductory course includes statistical research, psychobiology, motivation and emotion, sensation and perception, states of consciousness, psychological testing, and social psychology.

## 2107350 Advanced Placement Psychology

Length: FY
Credits: 10
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.

## 2107800 International Baccalaureate Psychology 1

Length: FY
Credits: 10
This Higher Level course is chosen by some IB students instead of a Group 6 (fine arts) course. The course is divided into four parts: Perspectives on Psychology, including Biological and Learning; Research methodology; Fields within Psychology including, Comparative and Social Psychology, and a student conducted research study.

## 2107810 International Baccalaureate Psychology 2

Length: FY
Credits: 10
This Higher Level course is chosen by some IB students instead of a Group 6 (fine arts) course. The course is divided into four parts: Perspectives on Psychology, including Biological and Learning; Research methodology; Fields within Psychology including, Comparative and Social Psychology, and a student conducted research study.

## 2109310 World History

Length: FY Credits: $10 \quad$ Area: WH
The grade 9-12 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

## 2109320 World History Honors

Length: FY Credits: $10 \quad$ Area: WH
The grade 9-12 World History course consists of the following content area strands: World History, Geography and Humanities. This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

2109800 International Baccalaureate Contemporary History 1
Length: FY

## Credits: 10

Historical study involves both selection and interpretation of data and critical evaluation of it. Students of history should appreciate the relative nature of historical knowledge and understanding, as each generation reflects its own world and preoccupations and as more evidence emerges. A study of history both requires and develops an individual's understanding of, and empathy for, people living in other periods and contexts.

## World Languages

$0701320 \quad$ French 1
Length: FY
Credits: 10
French 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

## $0701330 \quad$ French 2

Length: FY
Credits: 10
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.

0701825 International Baccalaureate French 3
Length: FY
Credits: 10
French 3 provides mastery and expansion of skills acquired by the students in French 2 . Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings.
Contemporary vocabulary stresses activities in which are important to the everyday life of the target language-speaking people.

## 0701840 International Baccalaureate French 5

Length: FY
Credits: 10
French 5 expands the skills acquired by students in French 4. Specific content to be covered includes, but is not limited to, developing presentational speaking skills through oral reports on literary and cultural topics, current events, and personal experiences. Reading selections include newspaper and magazine articles, adaptations of short stories and plays, and surveys of target language literature. Interpretive writing is enhanced through compositions using correct language structures.

0701870 International Baccalaureate Mid Yrs Prog French 1

Length: FY
0701880
Length: FY

Credits: 10
International Baccalaureate Mid Yrs Prog French 2
Credits: 10

## 0706300 <br> Latin 1

## Length: FY <br> Credits: 10

Latin lintroduces 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.

## 0706310 Latin 2

Length: FY Credits: 10
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 Ianguage in English.

## 0708340 <br> Spanish 1

Length: FY
Credits: 10
Spanish lintroduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

## 0708350

Length: FY

## Spanish 2

Credits: 10

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.

## 0708825 International Baccalaureate Spanish 3

Length: FY Credits: 10
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 in which are important to the everyday life of the target language-speaking people.

## 0708840 International Baccalaureate Spanish 5

Length: FY
Credits: 10
Spanish 5 expands the skills acquired by students in Spanish 4. Specific content to be covered includes, but is not limited to, developing presentational speaking skills through oral reports on literary and cultural topics, current events, and personal experiences. Reading selections include newspaper and magazine articles, adaptations of short stories and plays, and surveys of target language literature. Interpretive writing is enhanced through compositions using correct language structures.

0708870
Length: FY
0708880
Length: FY

International Baccalaureate Mid Yrs Prog Spanish 1 Credits: 10

## International Baccalaureate Mid Yrs Prog Spanish 2

Credits: 10

