

High School Curriculum Guide



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

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

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

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

MISSION

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

PURPOSE

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

VISION

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

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

LANGUAGE ARTS



ENGLISH I

Credit 1

Meets requirements for graduation

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

ENGLISH I HONORS

Credit 1

Meets requirements for graduation

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

PREREQUISITE: Teacher recommendation.

ENGLISH II

Credit 1

Meets requirements for graduation

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

PREREQUISITE: English I

ENGLISH II HONORS

Credit 1

Meets requirements for graduation

English Honors II promotes excellence in English language arts through the study of world literature and enriched experiences in composition, speech, research, viewing, observing, and listening skills. This course provides instruction in universal themes found in world literature as well as in the critical analysis of various genres in that literature. Composition instruction emphasizes the creative, technical, and traditional academic modes of writing through the writing process (prewriting, drafting, revising, editing, and publishing); frequent timed and untimed practice is provided. The study of language includes usage, mechanics, and other conventions of standard written English as they relate to students' writing. Formal and informal speaking opportunities are provided. Vocabulary study is done in conjunction with reading literature. Technology is incorporated into all aspects of the course.

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

ENGLISH III – American Literature

Credit 1

Meets requirements for graduation

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

PREREQUISITE: English I & II

ENGLISH III HONORS – American Literature

Credit 1

Meets requirements for graduation

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

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

ENGLISH IV – British Literature

Credit 1

Meets requirements for graduation

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

PREREQUISITE: English I, II, III.

ENGLISH IV HONORS – British Literature

Credit 1

Meets requirements for graduation

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

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

ENGLISH I THROUGH ESOL, ENGLISH II THROUGH ESOL, ENG. III THROUGH ESOL, ENG. IV THROUGH ESOL

Credit 1

Meets requirements for graduation

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

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

ADVANCED PLACEMENT ENGLISH LANGUAGE & COMPOSITION (AP)

Credit 1

Meets requirements for graduation

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

PREREQUISITES: Honors English II, Teacher recommendation

ADVANCED PLACEMENT ENGLISH LITERATURE & COMPOSITION (AP)

Credit 1

Meets requirements for graduation

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

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

INTENSIVE READING

Credit 1

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

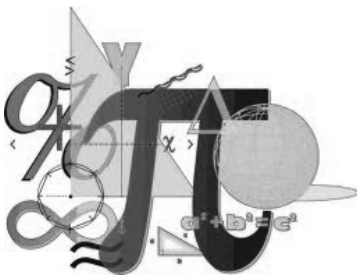
Placement required for students who do not demonstrate proficiency on the Florida Standards Assessment

DEVELOPMENTAL LANGUAGE ARTS THROUGH ESOL

Credit 1

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

MATHEMATICS



ALGEBRA I

Credit 1

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

ALGEBRA I HONORS

Credit 1

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

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

GEOMETRY

Credit 1

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

PREREQUISITE: Algebra I or Algebra I Honors.

GEOMETRY HONORS

Credit 1

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

PREREQUISITE: Algebra I Honors

ALGEBRA II

Credit 1

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

PREREQUISITE: Algebra I or Algebra I Honors, Geometry.

ALGEBRA II HONORS

Credit 1

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

PREREQUISITE: Algebra I Honors, Geometry Honors.

PRE-CALCULUS HONORS

Credit 1

The purpose of this course is to emphasize the study of functions and other skills necessary for the study of calculus. Topics shall include, but not be limited to, polynomial, rational, exponential, inverse, logarithmic, and circular functions; sequences; series; theory of limits; vectors; conic sections; polar coordinates; symbolic logic; mathematical induction; and matrix algebra. This course provides a mathematically sound foundation for students who intend to study Calculus.

PREREQUISITE: Geometry Honors and Algebra II Honors

ADVANCED PLACEMENT CALCULUS AB

Credit 1

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

PREREQUISITE: Pre-Calculus, Teacher Recommendation

MATHEMATICS FOR COLLEGE READINESS

Credit 1

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

INTENSIVE MATH

Credit 1

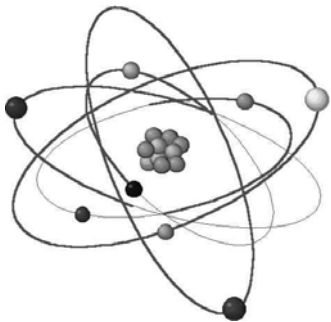
The purpose of this course is to enable students to develop mathematical skills and concepts through remedial instruction and practice. The content should include, but not be limited to, the following: math content that has been identified by screening and individual diagnosis of each student's need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

TRIGONOMETRY HONORS

Credit: .5

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

SCIENCE



PHYSICAL SCIENCE

Credit 1

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

PHYSICAL SCIENCE HONORS

Credit 1

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

BIOLOGY

Credit 1

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

Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.

PREREQUISITE: None

BIOLOGY I HONORS

Credit 1

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

PREREQUISITE: Concurrent enrollment in Algebra I Honors, or Geometry Honors.

CHEMISTRY

Credit 1

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

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

CHEMISTRY I HONORS

Credit 1

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

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

ANATOMY AND PHYSIOLOGY

Credit: 1

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

ANATOMY AND PHYSIOLOGY, Honors

Credit: 1

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

PHYSICS

Credit: 1

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

PHYSICS HONORS

Credit: 1

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

SOCIAL STUDIES



ADVANCED PLACEMENT HUMAN GEOGRAPHY

Credit 1

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

WORLD HISTORY

Credit 1

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

WORLD HISTORY HONORS

Credit 1

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

ADVANCED PLACEMENT WORLD HISTORY

Credit 1

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

AMERICAN GOVERNMENT

Credit: 1

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.

AMERICAN HISTORY

Credit 1

American History will provide students with the opportunity to acquire an understanding of the chronological development of the American people by examining the political economic, social, religious, military, scientific, and cultural events that have affected the rise and growth of the nation. Content to be covered will include, but not be limited to, an understanding of geographic-historic and time-space relationships, the synthesizing of American culture through the centuries, the origin of the American colonial experience, the American Revolution and the

Federal System, the Civil War as the solution to the secession issue, the technological and urban transformation of the country, and American foreign policy development. One credit of American history is required for graduation.

AMERICAN HISTORY HONORS

Credit 1

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

ADVANCED PLACEMENT AMERICAN HISTORY

Credit 1

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

PREREQUISITE: Department Guidelines

AMERICAN GOVERNMENT

Credit .50

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

AMERICAN GOVERNMENT HONORS

Credit .50

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

ADVANCED PLACEMENT AMERICAN GOVERNMENT

Credit .50

This course will give students a critical perspective on politics and government in the United States. It requires familiarity with the various institutions, groups, beliefs, and ideas that make up the American political reality. Specific content to be covered will include, but not be limited to, an understanding of federalism and the separation of powers, the development of the constitution, the process of politics, the nature of public opinion, the role of political parties and interest groups, the major formal and informal institutional arrangement of powers, and the development of civil liberties and civil rights. Course outline will adhere to guidelines of The College Board.

Completion of this course may qualify student for college credit. Students enrolled must take the AP Exam. One-half credit of American government is required for graduation.

PREREQUISITE: Department guidelines

ECONOMICS

Credit .50

Economics will provide the opportunity to acquire an understanding of the way in which society organizes its limited resources to satisfy unlimited wants. The student will be introduced to the major characteristic of the mixed market economic system in the United States and how the basic economic questions are answered. Content will include, but not be limited to, using economic principles and reasoning in reaching decisions in the market place. Necessary to that understanding are the roles and impact of economic wants, productive resources, scarcity and choices, opportunity costs and trade-offs, economic incentives, specialization, comparative advantage, division of labor, interdependence, how markets work, savings and investment, the role of the citizen as producer, consumer, and decision-maker, the role and function of government policy, the role of money, financial institutions and labor, distinctions between micro and macro-economic problems, and the similarities and differences of the other economic systems. **One-half credit of economics is required for graduation.**

ECONOMICS AND FINANCIAL LITERACY

Credit: 1

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



PHYSICAL EDUCATION

PERSONAL FITNESS

Credit .50

Personal Fitness provides students with opportunities to develop an individual optimal level of physical fitness, acquire knowledge of physical fitness concepts, and acquire knowledge of the significance of lifestyle on one's health and fitness. The content includes knowledge of the importance of physical fitness, assessment of the health related components of fitness, health problems associated with inadequate fitness levels, application of bio-

mechanical and physiological principles to improve and maintain fitness, safety practices and psychological values of fitness including stress management, and sound nutritional practices and consumer issues related to physical fitness.

TEAM SPORTS I

Credit .50

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

Paired with Personal Fitness for 1.0 Physical Education credit requirement

HOPE – HEALTH OPPORTUNITIES THROUGH PHYSICAL EDUCATION

Credit 1.0

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

WEIGHT TRAINING I AND II

Credit: 0.5

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

CARE AND PREVENTION OF ATHLETIC INJURIES

Credit .5

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

FIRST AID SAFETY

Credit .5

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



FOREIGN LANGUAGE

SPANISH I

Credit 1

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

reading and writing is also included as well as the fundamentals of grammar and culture.

PREREQUISITE: None

SPANISH II

Credit 1

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

PREREQUISITE: Spanish I.

SPANISH III HONORS

Credit 1

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

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

PREREQUISITE: Spanish II

SPANISH IV HONORS

Credit 1

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

PREREQUISITES: Spanish III

AP SPANISH LANGUAGE

Credit 1

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

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

AP SPANISH LITERATURE

Credit 1

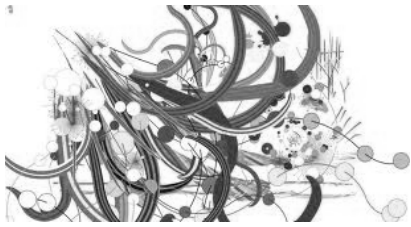
The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students develop proficiencies across the full range of communication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

PREREQUISITE: Satisfactory completion of AP Spanish Language

SPANISH FOR SPANISH SPEAKERS I & II

Credit 1

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their home language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. The course content will reflect the cultural values of Spanish language and societies. The course will enable students to gain a better understanding of the nature of their own language as well as other languages to be acquired.



ELECTIVES

DRAWING & PAINTING I, II, AND III

Credit 1

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

and techniques.

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

PORTFOLIO DEVELOPMENT: DRAWING-HONORS

Credit 1

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

PORTFOLIO DEVELOPMENT: TWO DIMENSIONAL DESIGN-HONORS

Credit 1

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

AP STUDIO ART

Credit 1

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

TWO DIMENSIONAL ART I/II

Credit 1

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

FILM I

Credit: 1

Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. The instructional focus will be on film. Students produce digital animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique

process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

FILM II

Credit 1

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

FILM III HONORS

Credit 1

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

THEATRE I/II AND III HONORS

Credit 1

This course 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.

INTRODUCTION TO PHOTOGRAPHY (Creative Photography)

Credit: 1

The purpose of this course is to enable students to develop fundamental skills and creative approaches in photographic imagery, processes, and techniques.

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

Credit 1

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

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

REGULAR PREREQUISITE: Instructor's approval.

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

CHORUS I, II, III, IV AND V

Credit 1

Meets graduation requirements for Performing Fine Arts

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

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

DANCE TECHNIQUES

Credit: 1

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

JOURNALISM I

Credit: 1

Meets graduation requirements for Practical Arts

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

JOURNALISM II

Credit: 1

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

DEBATE I

Credit: 1

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

DEBATE II

Credit 1

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

DEBATE III HONORS

Credit: 1

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

PSYCHOLOGY I

Credit: 1

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

PSYCHOLOGY II

Credit: 1

The content examined in this second introductory course includes statistical research, psychobiology, motivation and emotion, sensation and perception, states of consciousness, psychological testing, and social psychology.

AP PSYCHOLOGY

Credit: 1

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

SOCIOLOGY

Credits: .5

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

DIGITAL ART IMAGING I, II

Credit: 1

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

DIGITAL ART IMAGING III HONORS

Credit: 1

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

sophistication and independence to promote risk-taking in the completion of conceptually based, self-directed work. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

LEADERSHIP TECHNIQUES

Credit: 1

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

VISUAL TECHNOLOGY

Credit: 1

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

IT ESSENTIALS

Credit 1

This course introduces students to the essential concepts, components, terminology, and knowledge about computers, computer systems, peripherals, and networks.

WEB DESIGN I

Credit 1

This course provides a basic overview of the Internet and the introduction to web page design. The content includes operating systems; basic HTML commands; navigation of the Internet, Intranet, and Web; and Web page design with software commonly used in business. **PREREQUISITE: Business Systems & Tech I**

FOUNDATIONS OF WEB DESIGN

Credit .5

Students will acquire and apply foundational skills related to web design, create and update pages conforming to the current lesson resulting in a polished Web site. Students will create basic web pages and an information Web site. Topics discussed in this course include planning, site structure, page layout, the home page, presentation,

WEB SCRIPTING FUNDAMENTALS

Credit .5

This course provides an introduction to scripting related to web development. The content primarily focuses on client-side scripting using JavaScript.

MEDIA INTEGRATION

Credit .5

This course provides in-depth instruction into techniques for integrating various forms of media onto webpages, with particular focus on XML and AJAX technologies and frameworks. Students should have a good understanding of JavaScript prior to taking this course.

USER INTERFACE

Credit .5

This class deals with the fundamental principles of user interface design, implementation, and evaluation. There will be on-going mini-project design exercises and the implementation and evaluation of a final project. Topics covered include current research approaches, interface perception analysis, user and task analysis, low and high fidelity prototyping, iterative design, evaluation techniques, and communication and collaboration skills.

VIDEO GAME AND SIMULATIONS FOUNDATIONS

Credit 1.0

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

IT ESSENTIALS CISCO INDUSTRY CERTIFICATION

Credit: 1

Students will develop understanding and knowledge of PC technology, networking, and security. This course also provides an introduction to advanced concepts of IT Essentials: PC Hardware and Software is a hands-on, career-oriented-learning solution with an emphasis on practical experience. Students develop fundamental computer skills, along with essential career skills.

RESEARCH II CAMBRIDGE PROGRAM

Credit: 1

The purpose of this course is to emphasize determining and refining research questions, including all processes of research and analysis and presentation of research findings and data.

FLORIDA VIRTUAL SCHOOL – ONE COURSE REQUIRED FOR GRADUATION

ACADEMIC GRADES

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

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

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

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

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

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

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

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

Any course not replaced according to this policy shall be included in the calculation of the cumulative grade point average required for graduation. The only exception to these forgiveness policies shall be made for a student in the middle grades who takes a high school

course for high school credit beginning in the 2007-2008 school year and earns a grade of "C," "D," or "F." In such case, the forgiveness policy must allow the replacement of the grade with a grade of "C" or higher, earned subsequently in the same course or comparable course.

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

Conduct Grades

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

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

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

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

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

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

Effort Grades

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

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

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

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

Computer Literacy

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

CLUBS AND ORGANIZATIONS

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

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

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

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

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

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

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

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

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

COMMUNITY INVOLVEMENT

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

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

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

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

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

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

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

