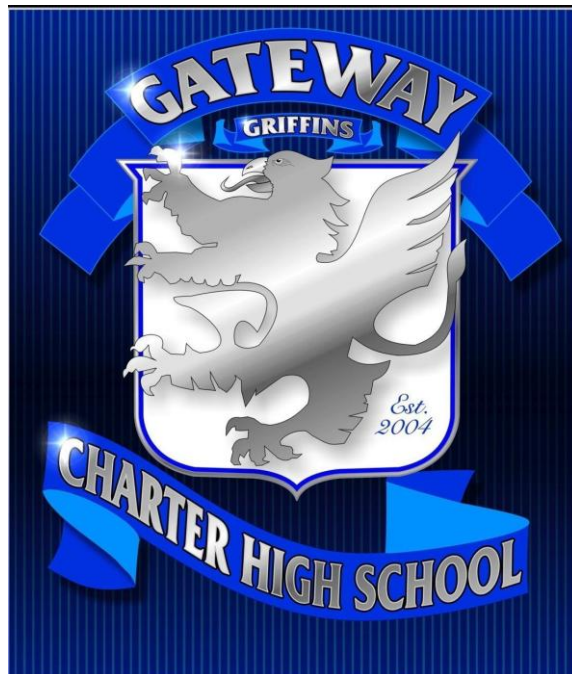


# GATEWAY CHARTER HIGH SCHOOL



***"TO FOSTER STUDENT LEARNING AND GROWTH"***

**2010-2011  
PROGRAM OF STUDIES**



**Gateway Charter High School**

12770 Gateway Boulevard  
Ft. Myers, FL 33913  
www.gatewaycharterhigh.org

**GCHS Mission, Vision and Belief Statements**

**Mission:** To foster student learning and growth.

**Vision:** All stakeholders will share the commitment to develop students who are reflective, life-long learners prepared to contribute to society.

- Beliefs:**
- We believe a successful school involves the students, staff, parents, and other community members.
  - We believe that active participation on the part of students is required for them to learn.
  - We believe everyone deserves a safe school environment.
  - We believe in providing a diverse curriculum that addresses student needs.

**The Lee Charter Foundation, Inc.**

**Board of Directors**

- Ken Haiko.....Chairman
- Dennis Clark.....Vice Chairman
- Thomas P. Wheeler.....Treasurer

**Gateway Charter High School**

- Mr. Joseph Roles Jr., Principal
- Mrs. Margaret Lapointe, Assistant Principal
- Mrs. Marie Keast, Assistant Principal
- Ms. Teresa Brown, Athletic Director/Dean of Students

- Barbara Hoffman.....School Counselor
- Aaron Pileggi .....School Counselor
- Susan Knox.....ESE Director
- Johanna Morales.....ESOL Coordinator
- Kelly Graham.....Receptionist
- Maristella Valenti.....Attendance
- Maria Wiesing .....Registrar
- Diana Lezama Weiner.....Administrative Assistant
- Edward White.....Business Administrator
- Elizabeth Zinszer.....Food Services Director

**Telephone Numbers**

- High School Main Office.....(239)768-3350
- High School Fax Number..... (239)768-3874
- Attendance Hotline (24/7)..... (239)768-1285



## Gateway Charter High School: The Gateway to your Future

Message to Students and Parents/Guardians,

This Program of Studies is designed to assist you in making course selections for the essential requirements that lead to a successful graduation and career path for your future. The classes being offered at Gateway Charter High School meet and exceed all of the requirements as prescribed by the Florida Department of Education and the School Board of Lee County.

The high school experience is full of opportunities that prepare each student for adulthood. Exploring, understanding, and choosing wisely from the many opportunities that are available will provide each student with purpose and focus beyond the high school years. We urge every student to take the time to review this guide carefully with parents/guardians and select courses with a four-year plan in mind.

Each one of our staff members is highly qualified and certified, passionate about their profession, and committed to ensuring the success of every student.

On behalf of our staff, I welcome you to Gateway Charter High School. Best wishes for a high school year that is meaningful, challenging and memorable!

“It’s Great to be a Griffin”

Respectfully,

Joseph H. Roles, Jr.  
Principal



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# Academic Policies

## Advanced Placement

The College Board's Advanced Placement (AP) Program is a nationwide program consisting of college-level courses and exams offered at participating high schools. Students who earn a qualifying grade of 3 or above on an AP exam can earn college credit or advanced placement or both, depending on the college or university. The following is a list of AP courses offered at Gateway Charter High School:

Art History	Human Geography
Biology	Macro Economics
Calculus AB	Psychology
Chemistry	Spanish Language
English Language and Composition	Statistics
English Literature and Composition	Studio Art
Environmental Science	U.S. Government & Politics
European History	World History

## Athletic Eligibility

As stated by the Florida High School Athletic Association, athletes must maintain a minimum 2.0 GPA to be eligible for competition and games. To help athletes maintain their eligibility, study hall sessions for every team may be held. These sessions are considered part of practice and missed study halls may result in loss of playing time and additional penalties according to team guidelines.

All student-athletes must undergo a physical evaluation and be certified as being physically fit for participation in interscholastic athletics prior to practicing with a team. The appropriate physical form can be found in the Student-Athlete Handbook or in the school's front lobby. This form must be signed by the participating physician.

Parents/Guardians must provide proof of insurance covering any and all incidents involving athletic participation prior to practicing with a team. The appropriate liability and waiver form can be found in the Student-Athlete Handbook or in the school's front lobby.

Both of these forms must be turned in to the athletic office before competing in any FHSAA-sanctioned practice, game, or other team activity.

Mid-year transfer students must submit an **Affidavit on Recruiting**, available in the Athletic office and a **Waiver of the Transfer of Eligibility rule** prior to athletic participation at Gateway Charter High School.

Athletes represent Gateway Charter High School at all times. Failure to follow the Student Code of Conduct or the guidelines specified by the Athletic Department can result in suspension or dismissal from the team. Athletics are a privilege and our athletes are expected to represent the Griffins in a positive manner at all times.

## Diplomas

**Standard Diploma:** A standard diploma will be awarded when a pupil has successfully completed the graduation requirements as set forth in the Lee County School Board Pupil Progression Plan, has achieved proficiency in the Sunshine State Standards, and has passed the Florida Comprehensive Assessment Test (FCAT). ***Twenty-five credits are required for graduation.***

**Certificate of Completion:** A Certificate of Completion shall be granted to students after a minimum of at least twelve years of education (excluding kindergarten), when a pupil has successfully completed Gateway Charter High School requirements and credits for graduation, but has failed to achieve the State Performance Standards or to pass the Florida Comprehensive Assessment Test (FCAT).

## Dual Enrollment

The Dual Enrollment program offers eligible students the opportunity to take college classes while still enrolled in high school. To qualify students must meet the requirements as established by the selected college/university.

### Edison State College

- Be in grade 9, 10, 11 (3.5 unweighted GPA required) or 12 (3.0 unweighted GPA required)
- Minimum test standardized test scores:
  - SAT** – 440 Verbal Reasoning and 440 Math (540 for College Algebra)
  - ACT** – 17 English, 18 Reading, 19 Math
  - FCLEPT** – (Florida College Level Entry Placement Test) @ Edison State College – passing scores
- Have passed reading, math and writing FCATs with level 3>

### Florida Gulf Coast University

- Be in grade 11 or 12 with unweighted 3.3 GPA
- Minimum standardized test scores:
  - SAT** – 1550 or higher (verbal reasoning, math, and writing)
  - ACT** – 23 or higher (composite score)
- Students should refer to [www.fgcu.edu/Admissions](http://www.fgcu.edu/Admissions) for application details and deadlines.
- Have passed writing, reading and math FCATs with a level 3>

Tuition, fees and textbooks costs are waived for dual enrollment students. Students must maintain a “C” average in order to continue in the program. Juniors and seniors may enroll for a maximum of 15 credits per semester; sophomores/freshmen may enroll for a maximum of 6 credit hours.

GCHS offers two on-campus dual enrollment classes: Introduction to Business and Management Principles. Students must be qualified for dual enrollment prior to the start of the semester.

Students must maintain at least a “C” grade in dual enrollment classes to continue in the Dual Enrollment program.

## Exams

Final exams are required of all students. High schools have the option to waive this requirement for their second semester seniors who have a minimum grade of B or higher and acceptable attendance in any specific course. The exams will be weighted 10% of the semester grade, with each quarter grade accounting for 45% of the semester grade.

### Florida Comprehensive Assessment Test (FCAT)

As part of the implementation of the Accountability Act, the Department of Education has developed State Performance Standards in reading, writing, mathematics, and science. Pupil achievement of these state standards will be tested by the state at grades 10 and 11 (science). A passing score on the Florida Comprehensive Assessment Tests (FCAT) must be achieved before a standard High School Diploma is issued.

### Grade Challenges

Any challenge to a grade must be made within ninety (90) calendar days from the end of the semester in which the grade was earned.

## Grade Forgiveness

Any student in grades 9 – 12 may retake a required course for the purpose of improving a grade. Grade forgiveness for required courses shall be 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 higher of the two grades will be used to compute the GPA (ex: Algebra I Honors and Algebra are considered the same course). When this occurs the District is prohibited from purging the original grade from the student's transcript. If a student fails an elective course, that grade cannot be forgiven. A course may be used only once for credit. The grade for that course will stand as given on the student's permanent record and will be calculated in the student's GPA.

## Grade Point Average (GPA)

- A Student must earn a cumulative grade point average of 2.0 on a 4.0 scale or its equivalent in the courses that make up the required credits for graduation.
- In order to be eligible to participate in interscholastic extra curricular student activities, a student must maintain a cumulative grade point average of 2.0 on a 4.0 scale or its equivalent. The student standards for participation in interscholastic extracurricular activities shall be applied after the completion of the first semester of the 9<sup>th</sup> grade. Each student must meet such other requirements for participation as may be established by the school district.

## Grading System

Standard Grading System:

The system and interpretation for grading shall be as follows:

Grade	Percent	Value	Definition
A	90-100	4 points	Outstanding Progress
B	80-89	3 points	Above Average Progress
C	70-79	2 points	Average Progress
D	60-69	1 point	Lowest Acceptable Progress
F	0-59	0	Failure

Weighted Grading System

The weighted credit is the same for all courses designated to be given weighted credit and is calculated as follows:

1. Honors – (.02 per ½ credit)
2. Level 3 and above classes (.02 per ½ credit)
3. AP – (.04 per ½ credit)
4. Dual Enrollment (.04 per ½ credit)

## Graduation by Examination (GED)

Pupils who are at least eighteen years of age may take the General Education Development (GED) Tests. A regular day school pupil successfully completing the tests shall be issued a state high school diploma and shall be considered a high school graduate.

## Grading

### Academic Reports:

Students will receive 8 Academic Reports at approximately 5 week intervals throughout the year to inform parents and students of academic progress. The Semester Academic Report is the final report for each course and indicates the student's grade and earned credit.

### Grade Point Averages:

Cumulative grade point averages will be computed at the end of each semester and reported to universities and employers as requested. GCHS does not provide a list of graduates in rank order.

### **Honor Roll and Academic Recognition Program**

At the conclusion of each semester, Grade Point Averages and credits are posted on student transcripts. Students who earn a 3.0 or higher GPA (all A's and B's) for the quarter will be published on the GCHS Honor Roll.

### **Honors for Graduating Seniors**

Diplomas will be awarded summa cum laude, magna cum laude and cum laude according to the following weighted cumulative grade point averages that are calculated at the end of the seventh semester:

Summa Cum Laude	3.95 & higher	Magna Cum Laude	3.75 - 3.94	Cum Laude	3.50 – 3.74
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### **International Students**

Upon enrollment, all students must be administered a Limited English Proficiency (LEP) survey questionnaire to determine eligibility services. Students shall have access to all programs and services that all native-born students have available to them.

All students identified whose primary language is a language other than English must be referred to the English for Speakers of Other Languages (ESOL) Program for English Language Proficiency Assessment and program placement as needed.

International students who are not enrolled in a foreign exchange program and who are without educational records shall be provisionally assigned to a grade according to chronological age. The initial placement shall be reviewed by the principal. If the student needs to be placed at a different level the principal shall facilitate an appropriate placement. The highest level of grade placement for students without records or transcripts translated into English shall be 11<sup>th</sup> grade.

Students who have received a high school diploma from their home country will be directed to the local post-secondary institutions.

## Graduation Requirements

### English – 4 credits

- English I (1)
- English II (1)
- English III (1)
- English IV (1)

English courses must include major concentration in composition and literature.

### Mathematics – 4 credits

Algebra I or its equivalent or any higher level course for which Algebra I is a prerequisite is required.  
Algebra I equivalents are Algebra IA and Algebra IB.  
Geometry

### Science – 4 credits

Integrated Science I or II and 3 additional sciences; two must be lab sciences.

### Social Studies – 3 credits

- World History (1)
- American History (1)
- American Govt. (0.5)
- Economics (0.5)

### Foreign Language – 2 credits

2 credits must be in the same second language.

### Fine Arts/Practical Arts – 2.5 credits

- 1 credit in Fine Arts (art, music)
- 1 credit in Practical Arts (computer, business)
- 0.5 credit in either area

### HOPE – 1 credit

### Senior Project – 0.5 credits

### Electives – 7 credits

### Credits needed to graduate: 25

### Additional requirements for graduation

- |                   |  |
|-------------------|--|
| Community Service | 10 hours of community service per enrolled semester  |
| State Assessments | Students are required to pass Reading, Math, Writing portions of the Florida Comprehensive Assessment Test |
| GPA               | Earn a cumulative GPA of 2.0 on a 4.0 scale  |

### **G.I.V.E. (Gateway in Volunteer Experience)**

The purpose of the G.I.V.E. Program is to develop an appreciation of the concept of service to the community and to develop skills necessary to evaluate the impact of service to others. All students must have 20 hours of community service per year of enrollment in order to graduate. Program details will be communicated via the school website.

### **Senior Project**

The Senior Project is a culmination of a student's academic and learning community experience; students are required to complete a synthesizing project in the senior year. The senior project may be a comprehensive research paper, performance, exhibition, scientific demonstration, hands-on project or other worthy endeavor that connects the students' learning and experience during high school. The student must submit a proposal including research, timelines, resources and thesis to members of the faculty who serve on the Senior Project Committee. This Committee shall be interdisciplinary and approves all senior projects. Each project must have a faculty advisor who, with the Project Committee, interviews, reviews and grades each student's project. Students must receive a passing grade to graduate.

### **Student Day**

Each pupil in grades 9-12 must be scheduled for every period of the day except under unusual circumstances as approved by the principal.

### **Transfer of Credits**

Students who transfer into GCHS will be required to provide official transcripts of previous high school courses and credits.

Course credit may be transferred from other schools or agencies with the following conditions:

- Courses and credits earned at another State or regionally accredited high school, community college, or university offered for acceptance shall be based on an official transcript authenticated by the proper school authority.
- The requirements of the School Board shall not be retroactive for transfer students, provided the student has met all requirements of the school district or state from which he or she is transferring (SBER 6-1.099).
- Students transferring into Gateway Charter High School as seniors who would have been eligible to graduate from the sending school upon satisfactory completion of the senior year in that school shall be eligible to graduate from Gateway Charter High School upon satisfactory completion of a normal senior Program of Studies as determined by the principal of Gateway Charter High School. All other students transferring into Lee County shall meet all Lee County standards for graduation as determined by grade level enrollment at the time of entrance.

## **Florida Bright Futures Scholarship Program**

### **Description**

The Florida Bright Futures Scholarship Program establishes a lottery-funded scholarship to reward any Florida high school graduate who merits recognition of high academic achievement and who enrolls in an eligible Florida public or private post-secondary educational institution within three years of high school graduation.

The Bright Futures Scholarship Program is the umbrella program for all state-funded scholarships based on academic achievement in high school. The three scholarships are the Florida Academic Scholars Award, the Florida Gold Seal Vocational Scholars Award and the Florida Merit Scholars Award.

### **General Eligibility Requirements**

- Apply for a Florida Bright Futures Scholarship by completing the Florida Financial Aid Application during your last year in high school. Students may apply on-line at [www.FloridaStudentFinancialAide.org](http://www.FloridaStudentFinancialAide.org) after December 1<sup>st</sup> of their senior year in high school. This application gives the Department of Education (DOE) permission to evaluate their high school transcripts for eligibility for a Florida Bright Future Scholarship.
- Earn a Florida standard high school diploma or its equivalent

- Not have been found guilty of or pled no contest to felony charge.
- Meet Academic Requirements for the award students would like to earn.

More information regarding the Bright Futures Scholarship program can be found at <http://www.firn.edu/doi/brightfutures> to be informed of any changes, or at [www.MyFloridaEducation.com/brfuture](http://www.MyFloridaEducation.com/brfuture).

There are three state funded scholarships levels for which high school seniors may qualify. The scholarship may be used for either full-time or part-time enrollment and is renewable. Basic information and qualification requirements are outlined below:

**Florida Academic Scholars Award (FASA)**

- 100% tuition and fees + \$600\*
- 15 College Prep Credits, 3.5 Weighted GPA (Note: GPAs are not rounded)
- 1270 SAT or 28 ACT
- 75 hours community service

**Florida Medallion Scholars Award (FMSA)**

- 75% tuition and fees\*
- 15 College Prep Credits, 3.0 Weighted GPA (Note: GPAs are not rounded)
- 970 SAT or 20 ACT

**Florida Gold Seal Vocational Scholars Award (FGSVA)**

- 75% tuition and fees\*
- 15.5 core credits, 3.0 Weighted GPA (Note: GPAs are not rounded)
- 3 credits in one vocational program, with 3.5 un-weighted GPA
- CPT, Reading 83, Sentence Skills 83, Algebra 72 or SAT Verbal 440, Math 440 or ACT Reading 18, English 17, Math 19

\*Students attending private colleges or universities will be funded at comparable amounts.

## State of Florida University System

### Minimum Admissions Requirements for Freshmen

The Florida Board of Regents has established minimum admissions requirements for all ten of Florida's public universities. However, each state university may establish higher or additional requirements beyond these state minimums.

**The state minimum requirements that apply to all Florida public universities are as follows:**

- High School Graduation. Graduation from an accredited high school or the equivalent (GED) is required.
- **High School Grade Point Average and Admissions Test.** The high school grade point average (HSGPA) will be based on a 4.0 score recalculated by the university from grades earned in high school academic core courses. Additional weights are normally assigned to grades of D or better in Honors, Advanced Placement, International Baccalaureate, and other advanced courses.
- **High School Course Distribution Requirements.** Students must complete 19 units of high school work distributed over an approved range of subject areas.
- High school guidance counselors have been supplied with lists of those high school courses that will be accepted by all of Florida's public universities to fulfill these requirements.

## State University Course Distribution Requirements

a	Academic Core Courses	
	English	4 credits (3 with substantial writing)
	Mathematics	3 credits (Algebra I & above)
	Natural Science	3 credits (2 with substantial lab.)
	Social Science	3 credits
	Foreign Language	2 credits (in the same language)
b	Approved electives	3 or 9 credits (academic credits in addition to required credits)
c	Total academic credits required	24 credits

## College Athletic Eligibility Criteria

There are two major athletic associations in the United States that regulate who may participate in college sports: The National Collegiate Athletic Association (NCAA) and the National Association of Intercollegiate Athletics (NAIA).

### NAIA Eligibility Regulations

A college freshman must meet two (2) of the following three entry requirements:

1. Composite Score 18 on the ACT or 860 on the SAT
2. Overall grade point average of 2.0 on 4.0 scale
3. Graduate in top half of high school graduating class

### NCAA Eligibility Regulations for students entering a collegiate institution.

To be considered a qualifier at a Division I institution and be eligible for financial aid practice and competition during freshman college year, a student must:

1. Graduate from high school.
2. Have a minimum combined test score on the SAT verbal and math sections or a minimum composite score on the ACT as indicated on the following index scale:

CORE GPA	SAT- I	ACT (sum of scores)**
2.500 and above	820	68
2.375	870	72
2.250	920	77
2.125	960	81
2.000	1,010 and above	86 and above

3. Have a core course grade point average of 2.0 in at least 14 core courses in the following areas:
  - English - 4 years
  - Mathematics - 2 years
  - Natural or physical science - 2 years
  - Social Science - 2 years

Additional courses in English, mathematics, or natural or physical science -1 year

Additional academic courses (in any of the above areas or foreign language, computer science, philosophy or non-doctrinal religion courses) - 2 years

Please note that student athletes entering a Division I institution must present four years of English and the two-year requirement in mathematics must involve one year of algebra and one year of geometry.

To be a qualifier at a Division II institution, a student must:

1. Graduate from high school.
2. Present a minimum grade-point average of 2.0 in at least 14 core courses.
3. Present a minimum 820 combined score on the SAT verbal and math section or a minimum composite score on the ACT of 68.

In order to participate in Division I or II college sports as a freshman, a student must register and be certified by NCAA Clearinghouse. Guidance counselors can provide details.

See your guidance counselor for specific core course requirements.

### **Athletic Participation Requirements**

In order to be eligible to participate in interscholastic and/or extracurricular student activities, each student must meet such other requirements for participation as may be established by the School District and the Florida High School Activities Association (Article 11). All Florida High School Activities Association requirements must be met in accordance with s1006.15, F.S.

## **Guidance and Counseling**

Gateway Charter High School offers a Counseling Department to support students' transition into adulthood and the world of work. Services include career counseling, course selection guidance and responsive services for individual student needs. Beside regularly scheduled meetings, students may request to see a counselor whenever the need arises. Students may stop by the Counseling Office and make an appointment. Parents may contact the office for an appointment by calling 239-768-3350.

### Four Year Calendar for Post Secondary Education

#### Freshman Year

- Maintain college preparatory schedule and get good grades
- Get involved in activities both in school and in the community
- Familiarize yourself with college information web sites such as [www.facts.org](http://www.facts.org) and [www.Florida.echoices.com](http://www.Florida.echoices.com)

#### Sophomore Year

- Maintain college preparatory schedule and get good grades
- Continue to use the research web sites
- Take PSAT as a practice for junior year

#### Junior Year

- Maintain college preparatory schedule and get good grades
- Prepare for SAT and Act. Visit [www.collegeboard.com](http://www.collegeboard.com) for suggestions
- Take PSAT in October
- Register to take the SAT or at least once this year
- Take the SAT II tests in June if your prospective college requires them
- Continue college research
- Visit college campuses during Spring Break and the summer vacation

#### Senior Year

- Register and take the September and October SAT or ACT
- Attend Lee County College Fair in September
- Attend meetings with college representatives who visit GCHS
- Complete college applications online or request counselor to submit official transcript
- Attend individual college open houses- check with colleges for dates
- Research scholarships – pay attention to deadlines

## Florida Department of Education Resources

**FACTS ([www.facts.org](http://www.facts.org))** are Florida's student advising website that helps students plan for their higher education experience. The site includes the High School Academic Evaluations which provide personalized evaluations of Florida public students' high school transcripts including progress toward high school diplomas, progress toward meeting State University System admissions requirements, and status for meeting Bright Futures Scholarship initial eligibility requirements. The site also offers profiles of over 200 Florida postsecondary institutions, a college and degree search, the state's common college admissions application (one application to multiple colleges), links to online college financial aid applications, and direct access to two electronic career guidance programs (e-Choices & SIGI PLUS). An individualized high school planner is also being designed for release during the 2004-2005 academic year.

**Office of Student Financial Assistance (OSFA)** administers state-funded grants and scholarship programs and federal student loan financial aid programs to assist students with the costs of postsecondary education. For information, go to [www.floridastudentfinancialaid.org](http://www.floridastudentfinancialaid.org) or call toll-free (888) 827-2004.

**Talented 20 Program** provides eligible students guaranteed admission to one of the 11 state universities. These students are given priority funding from the Florida Student Assistance Grant Program. For more information on how to qualify, visit [www.firn.edu/doe/faq/talented20.htm](http://www.firn.edu/doe/faq/talented20.htm) or call the Student Support Services Project office at (850) 922-3727.

**Choices** website is a comprehensive career information system that uses a flexible approach that combines graphics, multimedia, and search strategies to allow students to explore career and educational options. The site includes links to key websites related to career exploration to help students plan for a career. Visit [www.Florida.echoices.com](http://www.Florida.echoices.com).

**Career Voyages** website provides information and guided support for students in determining the best career path. The site includes Florida-specific information about high-growth jobs with better wages, including new career fields. The site includes video tours for students and an online interest inventory. Visit [www.careervoyages.gov](http://www.careervoyages.gov).

**Federal student aid** website provides information for families about federal financial assistance for postsecondary education, including application forms and a calculator to help figure college costs and financial need. Visit [www.studentaid.ed.gov](http://www.studentaid.ed.gov).

## Testing

### **CEEB: 101963**

*The following tests are offered to Gateway Charter High School students on the Gateway Charter campus.*

### **PSAT**

The PSAT is administered to 10<sup>th</sup> and 11<sup>th</sup> graders in October during the school day.

### **SAT Reasoning Test**

The SAT is accepted by most colleges and universities. Like the PSAT, the SAT Reasoning test measures verbal and math aptitudes and writing skills. Register online at [www.collegeboard.com](http://www.collegeboard.com). **GCHS is a test center for the SAT.**

### **SAT Subject Test**

These one-hour tests are given on the same days as the SAT Reasoning test and measure what the student has learned in particular subject areas. The student should check application requirements in college catalogs to see if the SAT subject tests are necessary. Register online at [www.collegeboard.com](http://www.collegeboard.com). **GCHS is a test center for the SAT.**



## Art/Visual Arts

COURSE NAME	COURSE #	GRADE	PREREQUISITE	CREDITS
Art/2-D Comprehensive I	0101300	9-12	None	.5
Art/2-D Comprehensive II	0101310	9-12	Art/2-D Comp I	.5
Commercial Art	0112300	10-12	Art/2-D Comp I	.5
Drawing I	0104340	10-12	Art/2D Comp I	.5
Drawing II	0104350	10-12	Drawing I	.5
Ceramics/Pottery I	0102300	10-12	Art/2-D Comp I	.5
Ceramics/Pottery II	0102300	10-12	Ceramics/Pottery I	.5
Painting I	0104370	10-12	Art/2-D Comp I	.5
Painting II	0104380	10-12	Painting I	.5
Sculpture I	0111310	11-12	None	.5
Sculpture II	0111320	11-12	Sculpture I	.5
AP Studio Art	0109350	11-12	Teacher Approval	1
AP Art History	0100300	11-12	Teacher Approval	1
Portfolio I	0109310	11-12	Teacher Approval	1

### **0101300 Art/2-D Comprehensive I**

This is an introductory course, studying the fundamental principles and elements of two dimensional designs. Students will learn a visual language and will explore concepts, symbols, and various media.

### **0101310 Art/2-D Comprehensive II**

Students will learn to communicate ideas and concepts through intermediate-level two-dimensional design and composition, and develop appreciation of exemplars in varied cultures and historical periods.

### **0104340 Drawing I**

The purpose of this course is to enable 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 media, processes, and techniques.

### **0104350 Drawing II**

The purpose of this course is to enable students to develop intermediate-level perceptual, observational, and compositional skills necessary to communicate a range of subject matter, symbols, ideas, and concepts using knowledge of drawing media, processes, and techniques.

### **0102300 Ceramics/Pottery I**

The purpose of this course is to enable students to recognize the properties, possibilities, and limitations of clay by creating functional and nonfunctional works of ceramics and pottery using basic hand building techniques.

### **0102310 Ceramics/Pottery II**

The purpose of this course is to enable students to recognize the properties, possibilities, and limitations of clay by creating functional and nonfunctional works of ceramics and pottery using intermediate level hand-building and basic wheel-throwing techniques.

### **0109350 Commercial Art**

The purpose of this course is to enable students to develop basic commercial art skills. Students will use basic typography, layout, and design techniques to create images and products that reflect knowledge of the elements of art and principles of design to attract and influence consumers.

### **0104370 Painting I**

This course is designed to enable students to develop basic perceptual, observational, and compositional skills necessary to communicate a range of subject matter, symbols, ideas, and concepts using knowledge of painting media, processes, and techniques.

**0104380 Painting II**

The purpose of this course is to enable the student to develop intermediate level perceptual, observational, and compositional skills necessary to communicate a range of subject matters, symbols, ideas, and concepts using knowledge of painting media, processes and techniques.

**0111310 Sculpture I**

The purpose of this course is to enable students to develop basic skills in the use of sculpture media, design, processes, and techniques. Emphasis shall be placed on the use of visual, spatial, and compositional concepts to communicate a range of ideas.

**0111320 Sculpture II**

The purpose of this course is to enable students to develop intermediate-level skills in the use of sculpture media, design, processes, and techniques. Emphasis shall be placed on the use of visual, spatial, and compositional concepts to communicate a range of ideas.

**0109350 AP Studio Art**

The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Three different portfolio options are available, depending on the student's interests. 2D Art portfolio focuses on all art media in two dimensions, 3D Art portfolio focuses on art media in three dimensions, and the Drawing portfolio focuses on drawing in different drawing media. The AP Art exam consists of the evaluation of the student portfolio, which consists of three parts:

- Breadth
- Concentration
- Quality

The successful completion of this portfolio is the goal of this course.

**0100300 AP Art History**

The purpose of this course is to introduce students to the appreciation of works of art, the intelligent examination of works of art and to the major forms of artistic expression in Western art from 1400 to the present.

**0109310 Portfolio I**

The purpose of this course is to develop a portfolio containing an artist's statement and a diverse range of the student's own works of art.

## Business and Technology Education

COURSE NAME	COURSE #	GRADE	PREREQUISITE	Credits
Computer Applications I	0200310	9-12	None	.5
Web Design	0200400	11-12	Computer Applications, Algebra I + Geometry	1
Accounting Applications I	8203310	10-12	Algebra I	1
Marketing Essentials	8827110	9-12	None	1
Principles of Entrepreneurship	8812100	11-12	Marketing Essentials	1
Introduction to Business (Dual Enrollment) *	GEB 1101	11-12	CLEPT and GPA $\geq$ 3.5/3.0	1
Management Principles *	MAN 2021	11-12	CLEPT and GPA $>$ 3.5/3.0	1
OJT (on the job training)	8301600	12	Eligible seniors in good standing	1
Executive Internship I	0500300	12	Teacher Recommendation, Passed FCAT + GPA $\geq$ 2.0	1

***All Business and Technology Education courses will satisfy the Practical Arts/Technical Education graduation requirement.***

***\* College credit through Dual Enrollment at Edison College.***

### **0200310 Computer Applications I**

The purpose of this course is to enable students to develop knowledge and skills in the use of computer applications. The content will include, but not be limited to, the following: input and output devices; principles, concepts, and processes of computer applications; ethical use of computers; telecommunications concepts and use of Internet; and productivity and multimedia tools.

### **0200400 Web Design**

This program is designed to prepare students for employment as an Information Technology Assistant, HTML Coder, Web Graphic Designer, and Web Producer.

### **8203310 Accounting Applications I**

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

### **8827110 Marketing Essentials**

The purpose of this course is to develop the competencies essential to marketing. These competencies include human relations, employability, communication, math, and economic skills. The fundamentals of marketing and selling are also included.

### **8812100 Principles of Entrepreneurship**

The purpose of this course is to introduce students to the concept of entrepreneurship as a viable career option, provide students with the skills needed to realistically evaluate their potential as a business owner and develop the fundamental knowledge and skills necessary to start and operate a business. Participation in DECA is strongly encouraged.

**CEB 1101 Introduction to Business (Dual Enrollment)**

This course is designed to provide an introduction to business management techniques. Topics include human relations, decision making, communication techniques, business law concepts, and characteristics of the American enterprise system.

**MAN 2021 Management Principles (Dual Enrollment)**

This course presents basic management principles and theory, including the history, progress and functions of management. The relation of management principles to operations and the management process in business are emphasized.

**8301600 OJT: On the Job Training**

Eligible seniors can earn high school credit for real like work experience. Students are graded on employer evaluations and the GCHS instructor who supervises both their required work hours and the quality of their work. In addition, some academic assignments will be required.

**0500300 Executive Internship I**

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

## Foreign Language

COURSE NAME	COURSE #	GRADE	PREREQUISITE	Credits
French 1	0701320	9-12	None	1
French II	0701330	10-12	French I	1
French III	0701340	11-12	French II	1
French IV	0701350	11-12	French III	1
Spanish I	0708340	9-12	None	1
Spanish II	0708350	9-12	Spanish I	1
Spanish III	0708360	10-12	Spanish II	1
Spanish IV	0708370	11-12	Spanish III	1
AP Spanish Language	0708400	12	Spanish IV with a grade of $\geq$ B	1
German I	0702320	9-12	None	1
German II	0702330	10-12	German I	1
German III	0702340	10-12	German II	1
German IV	0702350	11-12	German III	1
American Sign Language I	0717300	9-12	None	1
American Sign Language II	0717310	10-12	American Sign Language I	1
American Sign Language III	0717312	11-12	American Sign Language II	1
American Sign Language IV	0717314	11-12	American Sign Language III	1

### **0701320 French I**

The purpose of this course is to enable students to begin to acquire proficiency in French through a linguistic, communicative and cultural approach to learning language. Emphasis will be placed on listening, speaking, reading and writing skills and the fundamentals of grammar. Cross cultural understanding and real life applications are emphasized throughout the course.

### **0701330 French II**

The purpose of this course is to enhance proficiency in French through a linguistic, communicative and cultural approach to learning language. There is a continued emphasis on the development of listening, speaking, reading and writing skills and applied grammar. Cross cultural understanding is fostered and real life applications are emphasized.

### **0713340 French III**

The purpose of this course is to enable students to enhance proficiency in French through a linguistic, communicative, and cultural approach to language learning. There is continued emphasis on the development of listening, speaking, reading, and writing skills. Experiences with French literature are broadened. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

### **0701350 French IV**

The purpose of this course is to enable students to enhance proficiency in French through a linguistic, communicative, and cultural approach to language learning. There is continued emphasis on the development of listening, speaking, reading and writing skills. Experiences with French literature are broadened. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

**0708340 Spanish I**

The purpose of this course is to enable students to begin to acquire proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

**0708350 Spanish II**

The purpose of this course is to enable students to enhance proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. There is continued emphasis on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

**0708360 Spanish III**

A full review of fundamental grammar and an introduction to advanced grammar topics. Short stories, plays, poetry, and essays on cultural issues help students develop analytical reading and writing skills.

**0708370 Spanish IV**

Emphasis is placed on literature, but a review of grammar is included. Three books are used in the course. The student will be introduced to classical literature and the art of Spain. At the end of the course the student will begin to sound like a native.

**0708400 AP Spanish Language**

The purpose of this course is to develop oral and written fluency in Spanish. The content specified by the Advanced Placement Program structures the curriculum of this course. Students will be encouraged to take the advanced placement exam in May.

**0702320 German I**

The purpose of this course is to enable students to begin to acquire proficiency in German through a linguistic, communicative, and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

**0702330 German II**

The purpose of this course is to enable students to begin to acquire proficiency in German through a linguistic, communicative, and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

**0702340 German III** The purpose of this course is to enable students to enhance proficiency in German through a linguistic, communicative, and cultural approach to language learning. There is continued emphasis on the development of listening, speaking, reading, and writing skills. Experiences with German literature are broadened. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

**0702350 German IV**

The purpose of this course is to enable students to enhance proficiency in German through a linguistic, communicative and cultural approach to language learning. There is continued emphasis on the development of listening, speaking, reading and writing skills. Experiences with German literature are broadened. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

**0717300 American Sign Language I**

The student will develop basic skills in American Sign Language through a linguistic, communicative, and cultural approach to language acquisition. Emphasis is placed on receptive and expressive signing, applied grammar, and real-life applications. The content should include, but not be limited to, the following; comprehension of American Sign Language; conversational expression of feelings, ideas, and opinions; writing skills in American Sign Language; signed presentation to an audience; social interaction patterns; relationships among American Sign Language, Deaf culture(s), and other disciplines; communication patterns of languages; and American Sign Language use within and beyond the school setting.

**0717310 American Sign Language II**

The student will develop intermediate-level skills in American Sign Language through a linguistic, communicative, and cultural approach to language acquisition. Emphasis is placed on receptive and expressive signing, applied grammar, cross-cultural knowledge and real-life applications. The content should include, but not be limited to, the following; comprehension of American Sign Language; conversational expression of feelings, ideas, and opinions; writing skills in American Sign Language; signed presentation to an audience; social interaction patterns; relationships among American Sign Language, Deaf culture(s), and other disciplines; communication patterns of languages; and American Sign Language use within and beyond the school setting.

**0717312 American Sign Language III**

The purpose of this course is to enable students to enhance proficiency in American Sign Language through a linguistic, communicative, and cultural approach to language learning. There is a continued emphasis on the development of receptive and expressive signing skills. Experiences with American Sign Language and Deaf literature are broadened. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

**0717314 American Sign Language IV**

The purpose of this course is to enable students to enhance proficiency in American Sign Language through a linguistic, communicative and cultural approach to language learning. There is continued emphasis on the development of listening, speaking, reading and writing skills. Experiences with American Sign Language literature are broadened. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

## English/Language Arts

COURSE NAME	COURSE #	GRADE	PREREQUISITE	Credits
English I	1001310	9	Required	1
English Honors I	1001320	9	FCAT level $\geq$ 3	1
English II	1001340	10	Required	1
English Honors II	1001350	10	FCAT level $\geq$ 3	1
English III	1001370	11	Required	1
English Honors III	1001380	11	FCAT level $\geq$ 3	1
English IV	1001400	12	Required	1
English Honors IV	1001410	12	FCAT level $\geq$ 3	1
Creative Writing I	1009320	10-12	English I	.5
Drama I	0400310	9-12	None	.5
Drama II	0400320	9-12	Drama I	.5
Journalism I	1006300	9-12	None	1.0
Journalism II	1006310	10-12	Journalism I	1.0
Journalism III	1006320	11-12	Journalism II	1.0
Journalism IV	1006330	12	Journalism III	1.0
Speech	1007300	9-12	None	.5
AP English Language and Composition	1001420	11-12	A or B in English II Honors FCAT Level $\geq$ 4	1
AP English Literature and Composition	1001430	12	A or B in English III Honors, FCAT Level $\geq$ 4	1
Intensive Reading	1000400	9-12	FCAT Level $\leq$ 2	1
Yearbook	1100990	10-12	None	1
Senior Project	0500510	12	None	.5

### 1001310 English I

The purpose of this course is to provide experiences in the language arts that link reading, writing, listening, viewing, speaking, language and literature. Because so many students are struggling readers, the emphasis in this course will be to help them develop a strong working vocabulary, skills needed for confident reading, and the ability to understand and respond to a variety of writing.

### 1001320 English Honors I

The purpose of this course is to provide experiences in the language arts that link reading, writing, listening, viewing, speaking, language, and literature. In order to introduce students to a higher level of reasoning required in our AP curriculum, the emphasis in this pre -AP class will be to help them develop essential vocabulary and critical thinking skills. These thinking, analyzing, and problem solving skills are fundamental for college and every career. This class requires that students write and read at a high level, are committed to their school work, and have written approval of the previous year's English teacher.

**Note:** Honors classes will have a more intensive workload.

### 1001340 English II

The texts for this course are primarily chosen from major works of World literature which have influenced writers and readers from the earliest to the present time. Studies include close reading of both poetry and prose, and introduction to the basic vocabulary of literary appreciation and critical exposition. The major genres of epic, tragedy, comedy, prose fiction and lyric poetry are studied within a chronological framework: Modern European, Eastern, African, and American writers of the 19<sup>th</sup> and 20<sup>th</sup> centuries such as Mark Twain, William Faulkner, Toni Morrison, F. Scott Fitzgerald, E.M. Forster, Zora Neale Hurston, Arthur Miller, G.B. Shaw, Peter Shaffer, Charles Fuller, (other Latin American writers) and playwrights such as Ibsen, Chekhov, Shaw, Brecht, Durrenmatt, O'Neill, Williams, Beckett, Ionesco, Monet, Churchill, Wilson and Guare. Because so many students are struggling readers, the emphasis of this course will be to help them develop a strong working vocabulary, skills needed for confident reading, and the ability to understand and respond to a variety of writing.

### **1001350 English Honors II**

The texts for this course are primarily chosen from major works of World literature which have influenced writers and readers from the earliest to the present time. Studies include close reading of both poetry and prose, and introduction to the basic vocabulary of literary appreciation and critical exposition. The major genres of epic, tragedy, comedy, prose fiction and lyric poetry are studied within a chronological framework: Modern European, Eastern, African, and American writers of the 19<sup>th</sup> and 20<sup>th</sup> centuries such as Mark Twain, William Faulkner, Toni Morrison, F. Scott Fitzgerald, E.M. Forster, Zora Neale Hurston, Arthur Miller, G.B. Shaw, Peter Shaffer, Charles Fuller, (other Latin American writers) and playwrights such as Ibsen, Chekhov, Shaw, Brecht, Durrenmatt, O'Neill, Williams, Beckett, Ionesco, Monet, Churchill, Wilson and Guare. In order to introduce these students to the higher level of reasoning required in our AP curriculum, the emphasis of this pre-AP course will be to help them develop essential vocabulary and critical thinking skills. These thinking, analyzing and problem solving skills are fundamental for college and every career. This class requires that students write and read at a high level, are committed to their school work, and have written approval of the previous year's English teacher.

### **1001370 English III**

This course is a chronological survey of classic American Literature with representative readings from the works of fifteen to twenty predominantly 19<sup>th</sup> and 20<sup>th</sup> century writers. There is great variety in both the form and content of the readings, and student written responses range from straightforward literary criticism to creative imitations of styles. The course does attempt to present an overview of American culture through its literary figures; students who are enrolled simultaneously in American History find that the two courses complement each other. There are frequent, short critical papers, as well as lengthier papers on novels or plays. This course emphasizes critical reading and writing skills.

### **1001380 English Honors III**

This course is a chronological survey of classic American Literature with representative readings from the works of fifteen to twenty predominantly 19<sup>th</sup> and 20<sup>th</sup> century writers. There is great variety in both the form and content of the readings, and student written responses range from straightforward literary criticism to creative imitations of style. This course attempts to present an overview of American culture through its writers. Since the course complements American History, it is recommended that students take both courses simultaneously. Students will write frequent, short critical papers in addition to lengthy papers on novels and plays. Emphasis in the honors curriculum is on critical thinking, analysis, and problem solving skills essential for college work and every career field. This class requires that students write and read at a high level, are committed to their school work and have the written approval of the previous year's English teacher.

### **1001400 English IV**

This course will provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature. The emphasis may be on the works of British authors, however literature representative of other cultures may be used to support integrated studies and multicultural emphases. This course focuses on using the reading process to construct meaning using technical, informative, and imaginative texts; using writing processes for various purposes with attention to style and format; using the research process and individual inquiry to locate, analyze, and evaluate information; using effective listening, speaking, and viewing strategies in informal and formal situations; understanding the power of language as it impacts readers, writers, listeners, viewers, and speakers; understanding and analyzing literary texts and; responding critically and aesthetically to literature.

### **1001410 English Honors IV**

This course will provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature. The emphasis may be on the works of British authors, however literature representative of other cultures may be used to support integrated studies and multicultural emphases. This course focuses on using the reading process to construct meaning using technical, informative, and imaginative texts; using writing processes for various purposes with attention to style and format; using the research process and individual inquiry to locate, analyze, and evaluate information; using effective listening, speaking, and viewing strategies in informal and formal situations; understanding the power of language as it impacts readers, writers, listeners, viewers, and

speakers; understanding and analyzing literary texts and; responding critically and aesthetically to

literature. Emphasis in the honors curriculum is on critical thinking, analysis, and problem solving skills essential for college work and every career field. This class requires that students write and read at a high level, are committed to their school work, and have written approval of the previous year's English teacher.

### **1009320 Creative Writing I**

This course includes instruction in the development and practice of writing in a variety of literary genres. The course may also include aspects of publishing students' work in a literary publication.

### **0400310 Drama I**

In this one-semester introductory course, students will be introduced to the fundamentals of acting, including breathing techniques, pantomime, and voice control. Students will consider the history of drama and will be expected to memorize scripts for performance.

### **0400320 Drama II**

This course will enable students to develop basic skills in the multiple elements of theatre as a collaborative art. The content should include, but not be limited to, the following; acting and characterization; movement and vocal production; pantomime and improvisation; theatre terminology; script elements; theatre history and influences; technical theatre and design; playwriting; role of the director; theatre production; artistic discipline; audience etiquette; roles and careers in theatre arts and; relationships between theatre arts and other subject areas.

### **1006300 Journalism I**

This course will provide instruction in recognizing and writing news for journalistic media and in developing editorials, sports articles and feature stories. In addition to written work, students will receive instruction in the history and traditions of journalism. Students will be required to prepare articles based on activities beyond the school day.

### **1006310 Journalism II**

This course will enable students to develop basic skills in the production of print or electronic journalistic media. The content should include, but not be limited to, the following; writing processes; production skills for varied media; history and ethics of journalism; applications and issues in photojournalism; organization and management techniques; technology for research, production, and dissemination; analysis and evaluation of journalistic media; and careers in journalism.

### **1006320 Journalism III**

This course is a continuation of Journalism II with additional responsibilities.

### **1006330 Journalism IV**

This course is a continuation of Journalism III with additional responsibilities.

### **11007300 Speech**

The purpose of this course is to enable students to develop fundamental skills in formal and informal oral communication. The content should include, but not be limited to, the following; formal and informal oral communication skills; forms of oral communication; techniques of public speaking; research, organization, and writing for public speaking; and analysis of public speaking.

### **1001420 AP English Language and Composition**

Students will gain an understanding of the semantic, structural, and rhetorical resources of the English language as they relate to the principles of effective writing. The course also provides a variety of writing opportunities calling for the use of different styles and tones.

The content specified by the Advanced Placement Program structures the curriculum of this course. Students will be encouraged to take the advanced placement exam in May.

**1001430 AP English Literature and Composition**

The purpose of this course is to study and practice writing and to study literature. Students will learn to use the modes of discourse and recognize the assumptions underlying various rhetorical strategies. Students will also further their understanding of the resources of the language and of the writer's craft. They will develop critical standards for the appreciation of any literary work and increase their sensitivity to literature as shared experience.

The content specified by the Advanced Placement Program structures the curriculum of this course. Students will be encouraged to take the advanced placement exam in May.

**1000400 Intensive Reading**

The purpose of this course is to provide instruction that enables students to develop and strengthen reading and comprehension. These skills include vocabulary and fluency. This course may be repeated for credit if required for student achievement.

**1100990 Yearbook**

In this class, students will produce, promote and publish the yearbook. Students will master layout and page design, typography, journalistic writing, and photo journalism. Students should expect to put in additional time outside of class. Only the first year earns one credit. No credit is given for subsequent years.

**0500510 Senior Project**

The Senior Project is a culmination of a student's academic and learning community experience; students are required to complete a synthesizing project in the second semester of their senior year. The senior project may be a comprehensive research paper, performance, exhibition, scientific demonstration, hands-on project or other worthy endeavor that connects the students' learning's and experience during high school. The student must submit a proposal including research, timelines, resources and thesis to members of the faculty who serve on the Senior Project Committee. This Committee shall be interdisciplinary and approves all senior projects. Each project must have a faculty advisor who, with the Project Committee, interviews, reviews and grades each student's project. Students must receive a passing grade to graduate.

## HOPE/Health/Physical Education

COURSE NAME	COURSE #	GRADE	PREREQUISITE	Credits
HOPE	3026010	9	Required	1

### **3026010 HOPE**

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness.

## Physical Education

COURSE NAME	COURSE #	GRADE	PREREQUISITE	Credits
Beginning Weight Training	1501340	9-12	Personal Fitness/HOPE	.5
Advanced Weight Training	1501360	10-12	Beg. Weight Training	.5
Team Sports	1503360	9-12	Personal Fitness/HOPE	.5

### **1501340 Beginning Weight Training**

The purpose of this course is to enable students to acquire basic knowledge and skills in weight training, improve muscular strength and endurance, and begin to enhance self-image.

### **1501360 Advanced Weight Training**

The purpose of this course is to enable students to develop advanced knowledge and skills in weight training, further improve muscular strength and endurance, and further enhance self-image.

### **1503360 Team Sports**

The purpose of this course is to enable students to develop knowledge of team sports play, develop skills in specified team sports, and maintain or improve health-related fitness.

## Mathematics

COURSE NAME	COURSE #	GRADE	PREREQUISITE	Credits
Intensive Math	1200400A	9-12	≤2 on FCAT	1
Algebra I	1200310	9-10	Required	1
Algebra I Honors	1200320	9	Math FCAT ≥ 3	1
Algebra I A	1200370	9	None	1
Algebra I B	1200380	9	Algebra 1A	
Geometry	1206310	9-12	Algebra I or equivalent	1
Geometry Honors	1206320	9-10	Math FCAT ≥ 4 & Honors Algebra I ≥ B	1
Algebra II	1200330	10-12	Minimum C in Algebra I	1
Algebra II Honors	1200340	10-11	Math FCAT ≥ 4 & ≥ B in Algebra I Honors	1
Liberal Arts Math	1208300	11-12	Algebra I & Geometry	1
Integrated Math 3	12073300		Algebra II	1
Pre-Calculus	1202340	10-12	Algebra II Honors or Rec	1
AP Calculus AB	1202310	11-12	Pre-Calculus ≥ C and Math FCAT ≥ 4	1
AP Statistics	1210320	11-12	Algebra II	1
Business Mathematics *	1205540	10-12	Geometry	1

- *Will satisfy the Practical Arts/Technical Education graduation requirement.*

### MATH SEQUENCES

#### Sequence 1

Grade 9 Algebra 1A/1B  
 Grade 10 Geometry  
 Grade 11 Liberal Arts Math  
 Grade 12 Integrated Math 3 **or** Business Math

#### Sequence 2

Grade 9 Algebra 1  
 Grade 10 Geometry  
 Grade 11 Liberal Arts Math  
 Grade 12 Algebra 2 **or** Business Math

#### Sequence 3

Grade 9 Algebra 1  
 Grade 10 Geometry  
 Grade 11 Algebra 2  
 Grade 12 Integrated Math 3 **or** AP Statistics

#### Sequence 4

Grade 9 Algebra 1 Honors  
 Grade 10 Geometry Honors  
 Grade 11 Algebra 2 Honors  
 Grade 12 Pre Calculus **or** AP Statistics

#### Sequence 5

Grade 9 Geometry Honors  
 Grade 10 Algebra 2 Honors  
 Grade 11 Pre Calculus  
 Grade 12 AP Calculus AB **and/or** AP Statistics

### **1200400A Intensive Math**

The purpose of this course is to provide remedial instruction and practice in mathematics skills and concepts. Instruction will follow benchmarks for grades 3-5 and would cover basic arithmetic skills such as addition, subtraction, multiplication and division using whole numbers, fractions, and decimals. Real world problems involving measurement and money will also be emphasized. Placement is based on FCAT level I performance.

### **1200310 Algebra I**

This course introduces student to the power of mathematical abstraction. It emphasizes symbolic representation of concrete situations and the manipulation of symbols to solve problems. Topics include operations on rational expressions, graphing linear functions, solution of linear and quadratic equations. The purpose of this course is to develop the algebraic concepts and processes that can be used to solve a variety of real-world and mathematical problems. The content should include, but not be limited to, the following; 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 of equations and inequalities; data analysis concepts and techniques including introductory statistics and probability; varied solution strategies, algebraic and graphic, for inequalities, linear and quadratic equations, and for systems of equations.

### **1200320 Algebra I Honors**

This course introduces student to the power of mathematical abstraction. It emphasizes symbolic representation of concrete situations and the manipulation of symbols to solve problems. Topics include operations on rational expressions, graphing linear functions, solution of linear and quadratic equations. The purpose of this course is to develop the algebraic concepts and processes that can be used to solve a variety of real-world and mathematical problems. The content should include, but not be limited to, the following; 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 of equations and inequalities; data analysis concepts and techniques including introductory statistics and probability; varied solution strategies, algebraic and graphic, for inequalities, linear and quadratic equations, and for systems of equations

**Note: Honors classes will have a more intensive workload.**

### **1206310 Geometry**

Geometry is a course designed to emphasize critical thinking involving the discovery of relationships and their proofs and skill in applying the deductive method to mathematical situations. The content will include, but not be limited to, the following; 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.

### **1206320 Geometry Honors**

The purpose of this course is to develop the geometric relationships and deductive strategies that can be used to solve a variety of real world and mathematical problems. The content will include, but not be limited to, the following; 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.

**Note: Honors classes will have a more intensive workload.**

### **1200330 Algebra II**

This course builds upon and extends the skills developed in Algebra I. Emphasis is placed upon both

visual and symbolic analyses of linear, quadratic and exponential functions. The graphing calculator is used extensively. Topics include data analysis, sequences and series, conic sections and the properties of real numbers. The purpose of this course is to continue the study of algebra and to provide the foundation for applying algebraic skills to other mathematical and scientific fields. The content should include, but not be limited to, the following; 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 solutions strategies, including the quadratic formula, for quadratic equations; conic sections and their applications; data analysis, including measures of central tendency and dispersion; probability, permutations, and combinations.

### **1200340 Algebra II Honors**

This course will continue the study of algebra and to provide the foundation for applying algebraic skills to other mathematical and scientific fields. The content should include, but not be limited to, the following; 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 solutions strategies, including the quadratic formula, for quadratic equations; conic sections and their applications; data analysis, including measures of central tendency and dispersion probability, permutations, and combinations.

**Note: Honors classes will have a more intensive workload.**

### **1208300 Liberal Arts Math**

The purpose of this course is to familiarize students with College based mathematics. The course covers all the topics within mathematics that students learn in High School; this includes Algebra 1 & 2, Geometry and portions of Pre-calculus, as well as developing an understanding of Statistics. Mathematical paradoxes of voting in a Democracy and mathematical problems in the business world are also included.

### **12073300 Integrated Math 3**

The purpose of this course is to develop the advanced algebraic and geometric concepts and processes that can be used to solve a variety of real world and mathematical problems.

### **1202340 Pre-Calculus**

Mathematics has provided tools essential to the solution of problems from a variety of other disciplines including economics, physics and biology. At the same time, it is an intellectual discipline whose structure is worthy of study independently of applications. These complementary facets of mathematics will be studied in this course. We will analyze data and create abstract mathematical models to solve problems from the natural and social sciences, and we will examine in depth the structure and character of polynomial, exponential, logarithmic and trigonometric functions.

The purpose of this course is to enable students to develop concepts and skills in advanced algebra, analytic geometry, and trigonometry. The content should include, but not be limited to, the following; trigonometric functions and their inverses; trigonometric identities and equations; vectors and parametric equations; structure and properties of the complex number system; polar coordinate system; sequences and series; concept of limits; conic sections; polynomial, rational, exponential, and logarithmic functions; and matrix algebra.

### **1202310 Advanced Placement Calculus AB**

The student will study algebraic and transcendental functions and the general theory and techniques of calculus. After successfully completing this course, the student will be able to do the following; identify and apply properties of algebraic, trigonometric, exponential, and logarithmic functions; apply the concept of limits to functions; determine derivatives of algebraic, trigonometric, exponential, and logarithmic functions; determine derivatives of the inverse of a function; determine the relation between differentiability and continuity; demonstrate an understanding of the application of the derivative to problem situations; identify increasing and decreasing functions, relative and absolute maximum and minimum points, concavity, and points of inflection; determine antiderivatives of algebraic, trigonometric, exponential, and logarithmic functions; apply antiderivatives to solve problems; use the techniques of integration; determine approximations of definite integrals using rectangles or trapezoids; and apply knowledge of integral calculus to find the area between curves and the volume of a solid of revolution. The content specified by the Advanced Placement Program structures the curriculum of this course. Students will be encouraged to take the advanced placement exam in May.

**1210320 Advanced Placement Statistics**

The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students are exposed to four broad conceptual themes:

1. Exploring data: describing patterns and departures from patterns.
2. Sampling and experimentation: planning and conducting a study.
3. Anticipating Patterns: exploring random phenomena using probability and simulation.
4. Statistical Inference: estimating population parameters and testing hypotheses.

**1205540 Business Mathematics**

The purpose of this course is to enable students to develop mathematical competence in problem solving, communication, and reasoning, as related to the business world. The content should include, but not be limited to, the following; wholesale and retail pricing; banking services; payroll; marketing; investments; taxes; accounting and bookkeeping; statistics; business records and financial reports; and insurance.

## Music

COURSE NAME	COURSE #	GRADE	PREREQUISITE	Credits
Chorus I	1303300	9-12	None	1
Chorus II	1303310	10-12	Chorus I	1
Chorus III	1303320	11-12	Chorus II	1
Chorus IV	1300330	12	Chorus III	1
Show Choir I	1303440	9-12	Audition	1
Show Choir II	1303450	10-12	Show Choir I	1
Show Choir III	1303460	11-12	Show Choir II	1
Show Choir IV	1303470	12	Show Choir III	1
Guitar I	1301320	9-12	None	.5
Guitar II	1301330	9-12	Guitar I	.5
Advanced Placement Music Theory	0100300	10-12	Teacher Approval	1
Band I	1302300	9-12	None	1
Band II	1302310	10-12	None	1

***All Music courses will satisfy the Performing/Fine Arts graduation requirement.***

**Note:** Instruments must be provided by student for all instrumental courses.

### **1303300 Chorus I**

The purpose of this course is to enable students to develop basic individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation, and development of critical and aesthetic response to music.

### **1303310 Chorus II**

The purpose of this course is to enable students to develop intermediate-level individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation, and development of critical and aesthetic response to music.

### **1303320 Chorus III**

The purpose of this course is to enable students to develop proficient individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation, and development of critical and aesthetic response to music.

### **1300330 Chorus IV**

The purpose of this course is to enable students to develop consistently proficient individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation, and development of critical and aesthetic response to music.

### **1303440 Show Choir I**

The purpose of this course is to enable students to develop basic performance techniques in a small ensemble setting through the study of varied music styles and dances. Emphasis will be placed on vocal independence, expressiveness, choreographed dances, and stylistic authenticity.

### **1303450 Show Choir II**

The purpose of this course is to enable students to develop basic performance techniques in a small

ensemble setting through the study of varied music styles and dances. Emphasis will be placed on vocal independence, expressiveness, choreographed dances, and stylistic authenticity.

### **1303460 Show Choir III**

The purpose of this course is to enable students to develop basic performance techniques in a small ensemble setting through the study of varied music styles and dances. Emphasis will be placed on vocal independence, expressiveness, choreographed dances, and stylistic authenticity.

### **1303470 Show Choir IV**

The purpose of this course is to enable students to develop basic performance skills in a solo or small ensemble setting using varied high school literature. Emphasis will be placed on healthy and expressive singing, performance techniques, music knowledge, and development of critical analysis and aesthetic response to music.

### **1301320 Guitar I**

The purpose of this course is to enable students to develop basic skills in acoustical guitar performance, including interpretation of notation and performance in varied styles. Student must provide own guitar.

### **1301330 Guitar II**

The purpose of this course is to enable students to develop intermediate-level skills in guitar performance, including interpretation of notation and performance in varied styles. Student must provide own guitar.

### **1300330 Advanced Placement Music Theory**

This course integrates all aspects of music including melody, harmony, texture, rhythm, form, musical analysis, composition, history and style. The goal of the course is to develop a student's ability to recognize, understand and describe the basic materials and processes of music that are heard or presented in a score. The student's ability to read and write music is fundamental to this course.

### **1302300 Band I**

The purpose of this course is to enable students to develop basic technical skills on wind, brass or percussion instruments through the performance of high school band literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance, and critical listening.

**Special note:** Students must provide their own wind/brass/percussion instrument. This course generally requires students to participate in extra curricular rehearsals and performances beyond the school day.

### **1302310 Band II**

This course is a continuation of Band I.

## Science

COURSE NAME	COURSE #	GRADE	PREREQUISITE	Credits
Integrated Science I	2002400	9	Required	1
Integrated Science I Honors	2002410	9	FCAT $\geq 3$	1
Integrated Science II	2002420	10-11	Students w/ $\leq 2$ on FCAT or eligible transfer student	1
Biology	2000310	10-12	Integrated Science I	1
Biology Honors	2000320	10-12	B in Integrated Science/ Algebra I/Teacher rec.	1
AP Biology	2000340	11-12	B in Biology & Chemistry, Algebra I honors and Reading FCAT $\geq 4$	1
Chemistry	2003340	10-12	Biology, Algebra I & enrolled in Algebra II	1
Chemistry Honors	2003350	10-12	Biology w/ $\geq B$ , Algebra I and enrolled in Algebra II Honors	1
AP Chemistry	2003370	11-12	Chemistry Honors, Algebra II and FCAT Level $\geq 4$	1
Environmental Science	2001340	11-12	Integrated Science & Biology / teacher rec.	1
AP Environmental Science	2001380	11-12	Biology & Chemistry w/ teacher rec.	1
Physics	2203380	11-12	Algebra II and Pre-Calculus	1
Physics Honors	2003390	11-12	PreCalc and Algebra II $\geq B$	1
Anatomy and Physiology	2000350	11-12	Biology	1
Anatomy and Physiology Honors	2000360	11-12	Biology with $\geq B$	1
Marine Science	2002500	11-12	Biology & chemistry w/ teacher rec.	1
Marine Science Honors	2002510	11-12	Biology & chemistry with $\geq B$ & teacher recommendation	1

### 2002400 Integrated Science I

This course will provide students the opportunities to investigate the theories and ideas associated with biological, earth, and physical sciences in a way that is relevant and usable. Students construct science knowledge by formulating question, making predictions, planning experiments, making observations, classifying, interpreting and analyzing data, drawing conclusions, and communicating. The content should include, but not be limited to, the following: the nature of science; the nature of matter; energy; force and motion; processes that shape the Earth; Earth and space; processes of life; and how living things react with their environment.

### 2002410 Integrated Science I Honors

This course will provide students the opportunities to investigate the theories and ideas associated with biological, earth, and physical sciences in a way that is relevant and usable. Students construct science knowledge by formulating question, making predictions, planning experiments, making observations, classifying, interpreting and analyzing data, drawing conclusions, and communicating. The content should include, but not be limited to, the following: the nature of science; the nature of matter; energy; force and motion; processes that shape the Earth; Earth and space; processes of life; and how living things react with their environment.

**Note: Honors classes will have a more intensive workload.**

### **2002420 Integrated Science II**

The purpose of this course is to provide opportunities to investigate theories and ideas associated with the biological, earth and physical sciences in a way that is relevant and usable. Students construct science knowledge by formulating questions, making predictions, planning experiments, making observations, classifying, interpreting and analyzing data, drawing conclusions and communicating.

### **2000310 Biology**

This course explores, in both classroom and lab, basic biological principles supplemented by current research into the cellular and biochemical nature of life, its genetic and evolutionary influences, and a wide spectrum of physiological processes including immunity, reproduction, development and neurobiology. Students work cooperatively in the laboratory while applying the processes of science. The purpose of this course is to provide exploratory experiences and laboratory and real-life applications in the biological sciences. The content should include, but not be limited to, the following: the nature of science; matter, energy, and chemical processes of life; cells, biology, reproduction, and communication; genetics: principles, molecular basis, diversity, and biotechnologies; levels of organization, classification, and taxonomy; structure, function, and reproduction of plants, animals, and microorganisms; behavior of organisms; interdependence of organisms, humans, and the environment; biological selection, adaptations, and changes through time; and agricultural, food, and medical technologies and careers.

### **2000320 Biology Honors**

This course explores, in both classroom and lab, basic biological principles supplemented by current research into the cellular and biochemical nature of life, its genetic and evolutionary influences, and a wide spectrum of physiological processes including immunity, reproduction, development and neurobiology. Students work cooperatively in the laboratory while applying the processes of science. The purpose of this course is to provide exploratory experiences and laboratory and real-life applications in the biological sciences. The content should include, but not be limited to, the following: the nature of science; matter, energy, and chemical processes of life; cells: biology, reproduction, and communication; genetics: principles, molecular basis, diversity, and biotechnologies; levels of organization, classification, and taxonomy; structure, function, and reproduction of plants, animals, and microorganisms; behavior of organisms; interdependence of organisms, humans, and the environment; biological selection, adaptations, and changes through time; and agricultural, food, and medical technologies and careers.

**Note: Honors classes will have a more intensive workload.**

### **2000340 AP Biology**

This course will provide a study of the facts, principles, and processes of biology and the collection, interpretation, and formulation of hypotheses from available data. The content specified by the Advanced Placement Program structures the curriculum of this course. Students will take the advanced placement exam in May.

### **22003340 Chemistry**

This course helps students understand and apply concepts of chemistry through problem solving, demonstrations, and laboratory experiences. Students study the behavior of common elements and their compounds as well as the laws, which govern chemical reactions. The course emphasizes both qualitative and quantitative aspects of chemistry as well as observational and organizational skills. As the students gain proficiency in the lab, they become responsible for the construction of experimental hypotheses and for developing lab procedures. The laboratory work allows student in proper safety procedures and techniques. The student will study the composition, properties, and changes associated with matter and their applications. The content should include, but not be limited to, the following: the nature of science; matter: its classification, structure, and changes; atomic theory; the periodic table; bonding; chemical formulas, chemical reactions, and balanced equations; reaction rates and equilibrium; acids and bases; oxidation and reduction; behavior of gases; dynamics of energy; and chemistry of life.

### **22003350 Chemistry Honors**

This course helps students understand and apply concepts of chemistry through problem solving, demonstrations, and laboratory experiences. Students study the behavior of common elements and their compounds as well as the laws, which govern chemical reactions. The course emphasizes both qualitative and quantitative aspects of chemistry as well as observational and organizational skills. As the students gain proficiency in the lab, they become responsible for the construction of experimental hypotheses and for developing lab procedures. The laboratory work allows students in proper safety procedures and techniques. The student will study the composition, properties, and changes associated with matter and their applications. The content should include, but not be limited to, the following: the nature of science; matter: its classification, structure, and changes; atomic theory; the periodic table; bonding; chemical formulas, chemical reactions, and balanced equations; reaction rates and equilibrium; acids and bases; oxidation and reduction; behavior of gases; dynamics of energy; and chemistry of life.

**Note: Honors classes will have a more intensive workload.**

### **2003370 AP Chemistry**

This course will enable students to study the development and application of chemistry principles and concepts. Laboratory investigations of selected topics in the content, which also include the use of scientific method, measurement, laboratory apparatus, and safety procedures, are an integral part of this course. The content specified by the Advance Placement Program structures the curriculum of this course. Students will take the advanced placement exam in May.

### **2001340 Environmental Science**

This course will enable students to develop knowledge of the ways that humans interact with the natural environment. The content should include, but not be limited to, the following: implementation of scientific habits of mind; application of scientific knowledge, methodology, and historical context to solve problems; use of laboratory technologies; terminology; earth dynamics; influence of technology on environmental quality; environmental quality issues; use and conservation practices; biodiversity; environmental planning and waste management; environmental monitoring and policy; sustainable use of public land; characteristics of populations; biotic and abiotic environmental factors; energy production technologies; and thermodynamics.

### **2001380 AP Environmental Science**

The purpose of this course is to study the interaction of man with the environment. The content specified by the Advanced Placement Program structures the curriculum of this course. Students will take the advanced placement exam in May.

### **2203380 Physics**

This course covers the breadth of discipline with an emphasis on qualitative understanding of concepts more than problem solving. Topics covered in the first semester are Newton's laws of motion, momentum, energy, circular motion, and gravity; the second semester includes matter, heat, light, electricity, magnetism, relativity and modern physics. The content should include, but not be limited to, the following: unifying concepts and processes of science; energy; force and motion; dynamics; wave characteristics; conservation of energy and momentum; heat and thermodynamics; electricity; magnetism; and interactions among science, technology, and society.

### **2003390 Physics Honors**

This course covers the breadth of discipline with an emphasis on qualitative understanding of concepts more than problem solving. Topics covered in the first semester are Newton's laws of motion, momentum, energy, circular motion, and gravity; the second semester includes matter, heat, light, electricity, magnetism, relativity and modern physics. The content should include, but not be limited to, the following: unifying concepts and processes of science; energy; force and motion; dynamics; wave characteristics; conservation of energy and momentum; heat and thermodynamics; electricity; magnetism; and interactions among science, technology, and society.

**Note: Honors classes will have a more intensive workload.**

**2000350 Anatomy and Physiology**

This course will enable students to develop understanding of the relationships relating to the structures and functions of the human body. Content should include, but not be limited to, the following; implementation of scientific habits of mind; application of scientific knowledge, methodology, and historical context to solve problems; use of laboratory technologies; terminology; cells and tissues; homeostasis; human genetics, growth, and development; body composition, structure, and function; internal and external changes and responses; and connections between anatomy, physiology, medicine, technology, society, and the environment.

**2000360 Anatomy and Physiology Honors**

This course will enable students to develop understanding of the relationships relating to the structures and functions of the human body. Content should include, but not be limited to, the following: implementation of scientific habits of mind; application of scientific knowledge, methodology, and historical context to solve problems; use of laboratory technologies; terminology; cells and tissues; homeostasis; human genetics, growth, and development; body composition, structure, and function; internal and external changes and responses; and connections between anatomy, physiology, medicine, technology, society, and the environment.

**Note: Honors classes will have a more intensive workload.**

**2002500 Marine Science**

This course will provide an overview of the marine environment. The content should include, but not be limited to, the following: the nature of science; the origins of the oceans; the chemical, physical, and geological aspects of the marine environment; ecology of various sea zones; marine communities, the diversity of marine organisms; characteristics of major marine ecosystems; characteristics of major marine phyla/divisions; and the interrelationship between man and the ocean.

**2002510 Marine Science Honors**

This course will provide an overview of the marine environment. The content should include, but not be limited to, the following: the nature of science; the origins of the oceans; the chemical, physical, and geological aspects of the marine environment; ecology of various sea zones; marine communities, the diversity of marine organisms; characteristics of major marine ecosystems; characteristics of major marine phyla/divisions; and the interrelationship between man and the ocean.

**Note: Honors classes will have a more intensive workload.**

## Social Studies

COURSE NAME	COURSE #	GRADE	PREREQUISITE	Credits
World History	2109310	9-10	Required	1
World History Honors	2109320	9-10	B in Lang Arts/S.S.or Reading FCAT Level $\geq$ 3	1
AP Human Geography	2103400	9	FCAT Reading 4 or 5	1
AP World History	2109420	10	FCAT Reading 4 or 5	1
American History	2100310	11	Required	1
American History Honors	2100320	11	B in Social Studies and Reading FCAT Level $\geq$ 3	1
AP U.S. History	2100330	11-12	Reading FCAT Level $\geq$ 4 Reading $\geq$ grade level B in Lang Arts and S.S.	1
American Government	2106310	12	Required	.5
American Government Honors	2106320	12	B in Social Studies and Reading FCAT Level $\geq$ 3	.5
AP U.S. Government & Politics	2106420	12	Teacher Recommend.	.5
Economics	2102310	12	Required	.5
Economics Honors	2102320	12	B in Social Studies and Reading FCAT Level $\geq$ 3	.5
AP Macroeconomics	2102370	12	Teacher Recommend.	.5
AP European History	2109380	11-12	Reading $\geq$ Grade Level & Reading FCAT Level $\geq$ 4	1
Psychology	2107300	11-12	None	.5
AP Psychology	2107350	11-12	Reading $\geq$ grade level & Reading FCAT $\geq$ 4	1
Sociology	2108300	11-12	None	.5
World Religions	2105310	11-12	None	.5
Philosophy	2105340	11-12	None	.5

### 2109310 World History

Students will gain an understanding to their connections to the development of civilizations by examining the past to prepare for their future as participating members of a global community. Students will 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. The content should include, but not be limited to, the following: time-space relationships; prehistory; rise of civilization; cultural universals; development of religion and the impact of religious thought; evolution of political systems and philosophies; interactions between science and society; development of nationalism as a global phenomenon; origin and course of economic systems and philosophies; influence of significant historical figures and events; and contemporary world affairs.

### 2109320 World History Honors

Students will gain an understanding to their connections to the development of civilizations by examining the past to prepare for their future as participating members of a global community. Students will 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. The content should include, but not be limited to, the following: time-space relationships; prehistory; rise of civilization; cultural universals; development of religion and the impact of religious thought; evolution of political systems and philosophies; interactions between science and society; development of nationalism as a global phenomenon; origin and course of economic systems and philosophies; influence of significant historical figures and events; and contemporary world affairs.

**Note: Honors classes have a more intensive workload.**

### **2109420 Advanced Placement World History**

The purpose of this 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. **The content specified by the Advanced Placement Program structures the curriculum of this course. Students will take the advanced placement exam in May.**

### **2100310 American History**

Students will gain an understanding of the development of the United States within the context of history with a major focus on the post-Reconstruction period. Students will 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. The content should include, but not be limited to, the following: review of U.S. History prior to 1880; time-space relationships; significant events and trends in the development of United States culture and institutions; impact of expansion on the United States; origin of United States documents, ideals and characteristics; the changing role of the U.S. Constitution; political, social and economic conflicts and resolutions; technological and urban transformation of the United States; changes in lifestyles of United States citizens; changes in United States foreign policy from regional to global; and cyclical characteristics of United States economic development; contemporary domestic and foreign issues that affect the United States.

### **2100310 American History Honors**

Students will gain an understanding of the development of the United States within the context of history with a major focus on the post-Reconstruction period. Students will 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. The content should include, but not be limited to, the following: review of U.S. History prior to 1880; time-space relationships; significant events and trends in the development of United States culture and institutions; impact of expansion on the United States; origin of United States documents, ideals and characteristics; the changing role of the U.S. Constitution; political, social and economic conflicts and resolutions; technological and urban transformation of the United States; changes in lifestyles of United States citizens; changes in United States foreign policy from regional to global; and cyclical characteristics of United States economic development; contemporary domestic and foreign issues that affect the United States.

**Note: Honors classes will have a more intensive workload.**

### **2100330 Advanced Placement U. S. History**

The purpose of Advanced Placement U. S. History is to provide students with the opportunity to develop the analytical skills and factual knowledge necessary to deal critically with problems in 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 problem. **The content specified by the Advanced Placement Program structures the curriculum of this course. Students will take the advanced placement exam in May.**

### **2106310 American Government**

Students will gain an understanding of American government and political behavior that is essential for effective citizenship and active involvement in a democratic American society. The content should include, but not be limited to, the following: interrelationship between American government and the American economic system; documents that shape our political traditions, including the Declaration of Independence, the Constitution, the Bill of Rights and the Federalist Papers; functions of the three branches of government at the local, state and national levels; Florida government, including the State constitution; municipal and county government; the evolving role of political parties and interest groups in

determining government policy; how rights and responsibilities of citizens in a democratic state have evolved and been interpreted; contemporary political issues; career opportunities available in government services; importance of civic participation in the democratic political process; and role of women and diverse cultural groups in the development of our political system.

### **2106320 American Government Honors**

Students will gain an understanding of American government and political behavior that is essential for effective citizenship and active involvement in a democratic American society. The content should include, but not be limited to, the following: interrelationship between American government and the American economic system; documents that shape our political traditions, including the Declaration of Independence, the Constitution, the Bill of Rights and the Federalist Papers; functions of the three branches of government at the local, state and national levels; Florida government, including the State constitution; municipal and county government; the evolving role of political parties and interest groups in determining government policy; how rights and responsibilities of citizens in a democratic state have evolved and been interpreted; contemporary political issues; career opportunities available in government services; importance of civic participation in the democratic political process; and role of women and diverse cultural groups in the development of our political system.

**Note: Honors classes will have a more intensive workload.**

### **2106420 Advanced Placement U.S. Government & Politics**

This course will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs and ideas that constitute U.S. government and politics. **The content specified by the Advanced Placement Program structures the curriculum of this course. Students will take the advanced placement exam in May.**

### **2102310 Economics**

Students will be provided with the knowledge and decision-making tools necessary for understanding how society organizes its limited resources to satisfy its wants. Students will gain understanding of choices they must make as producers, consumers, investors, and taxpayers. The content should include, but not be limited to, the following: economic reasoning; principles of decision-making in the marketplace; productive resources; scarcity and choices; opportunity costs and trade-offs; economic incentives; interdependence; contemporary and historical economic issues; personal economic skills; role of money; government and financial institutions; and labor.

### **2102320 Economics Honors**

Students will be provided with the knowledge and decision-making tools necessary for understanding how society organized its limited resources to satisfy its wants. Students will gain understanding of choices they must make as producers, consumers, investors, and taxpayers. The content should include, but not be limited to, the following: economic reasoning; principles of decision-making in the marketplace; productive resources; scarcity and choices; opportunity costs and trade-offs; economic incentives; interdependence; contemporary and historical economic issues; personal economic skills; role of money; government and financial institutions; and labor.

**Note: Honors classes will have a more intensive workload.**

### **2102370 Advanced Placement Macroeconomics**

The purpose of this course is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth and international economics. **The content specified by the Advanced Placement program structures the curriculum of this course. Students will take the advanced placement exam in May.**

### **2109380 Advanced Placement European History**

In this course, students will understand the development of Europe within the context of history by examining connections to the past in order to prepare for the future as participating members of a global community. Students use knowledge pertaining to history, geography, economics, political processes, religion, diverse cultures, and humanities to solve problems in academic, civil, social, and employment settings. **The content by the Advanced Placement program structures the curriculum of this course. Students will take the advanced placement exam in May.**

### **2107300 Psychology**

The purpose of this course is to provide students with the opportunity to acquire an understanding of human behavior, behavioral interaction, and the progressive development of individuals. Topics will include an overview of the theories and methods of study employed by psychologists, human growth and development, self-concept development, intelligence, conditioning and learning as well as theories of behavior.

### **2107350 Advanced Placement Psychology**

This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. **The content specified by the Advanced Placement Program structures the curriculum of this course. Students will take the advanced placement exam in May.**

### **2108300 Sociology**

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.

### **21105310 World Religions**

Through the study of world religions, students acquire an understanding of the way people in different cultures satisfy their spiritual needs. Students understand the place of religion in culture, the importance that has been attached to religion in peoples' lives and the relationship between religion and other social institutions. The content of this course will include but not be limited to: sources of religion, basis for people's religious beliefs, major living religious traditions and practices.

### **2105340 Philosophy**

Through the study of philosophy, students raise fundamental questions pertinent to all areas of human activity and inquiries, such as the meaning of life, religious and scientific thought, and the role of philosophy as being speculative and critical. Student use the study of philosophy to better understand and appreciate their culture and world.



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