

CURRICULUM BULLETIN



2024-2025





Vision Statement

The vision of Doral Academy is to set the standard for outstanding student achievement while providing a safe and nurturing academic environment.

Mission Statement

The mission of Doral Academy is to provide an educational experience that cultivates student academic success through creativity and innovation, while instilling a belief in their own efficacy to positively impact the local and global community.

**DORAL ACADEMY PREPARATORY
2024-2025 SCHOOL CALENDAR**

August 8-14	Teacher planning days
August 15	First Day of School; Begin first semester
September 2	Labor Day Holiday
September 18	Early Release
October 3	Teacher Planning Day
October 21	End of first grading period
October 30	Begin second grading period
November 5	Teacher Planning Day
November 11	Veterans' Day Holiday
November 25-27	Fall Recess
November 28	Thanksgiving Holiday
November 29	Recess Day
December 20	Teacher planning day
December 23-January 3	Winter Break
January 16	End second grading period
January 17	Teacher planning day
January 20	Martin Luther King Jr's Birthday Holiday
January 21	Begin third grading period
February 13	Early Release
February 17	President's Day Holiday
March 21	End third grading period
March 24-28	Spring Break
March 31	Teacher Planning Day
April 1	Begin fourth grading period
April 16	Early Release
April 18	Teacher Planning Day
May 26	Memorial Day Holiday
June 2-5	Early Release Day
June 5	Last Day of School; end fourth grading period
June 6	Teacher planning day



DORAL ACADEMY PREPARATORY 2024-2025 SCHOOL CALENDAR



AUGUST 2024				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15A	16B
19A	20B	21A	22B	23A
26B	27A	28B	29A	30B

SEPTEMBER 2024				
M	T	W	T	F
2	3A	4B	5A	6B
9A	10B	11A	12B	13A
16B	17A	18B	19A	20B
23A	24B	25A	26B	27A
30B				

OCTOBER 2024				
M	T	W	T	F
	1A	2B	3	4A
7B	8A	9B	10A	11B
14A	15B	16A	17B	18A
21B	22A	23B	24A	25B
28A	29B	30A	31B	

NOVEMBER 2024				
M	T	W	T	F
				1A
4B	5	6A	7B	8A
11	12B	13A	14B	15A
18B	19A	20B	21A	22B
25	26	27	28	29

DECEMBER 2024				
M	T	W	T	F
2A	3B	4A	5B	6A
9B	10A	11B	12A	13B
16A	17B	18A	19B	20
24	25	26	27	28
30	31			

JANUARY 2025				
M	T	W	T	F
6A	7B	8A	9B	10A
13B	14A	15B	16A	17
20	21B	22A	23B	24A
27B	28A	29B	30A	31B

FEBRUARY 2025				
M	T	W	T	F
3A	4B	5A	6B	7A
10B	11A	12B	13A	14B
17	18A	19B	20A	21B
24A	25B	26A	27B	28A

MARCH 2025				
M	T	W	T	F
3B	4A	5B	6A	7B
10A	11B	12A	13B	14A
17B	18A	19B	20A	21B
24	25	26	27	28
31				

APRIL 2025				
M	T	W	T	F
	1A	2B	3A	4B
7A	8B	9A	10B	11A
14B	15A	16B	17A	18
21B	22A	23B	24A	25B
28A	29B	30A		

MAY 2025				
M	T	W	T	F
			1B	2A
5B	6A	7B	8A	9B
12A	13B	14A	15B	16A
19B	20A	21B	22A	23B
26	27A	28B	29A	30B

JUNE 2025				
M	T	W	T	F
2A	3B	4A	5B	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

Days in Grading Period	
1 - 45	
2 - 46	
3 - 43	
4 - 46	

- New Teachers Report
- Teacher Planning Day
- Teacher Planning Day NO OPT
- Legal Holiday
- Recess Day
- Beg/End of Grading Period
- Testing Days
- Early Release Days

OPEN HOUSE

Saturday,
September 7th

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ACADEMIC PROGRAM

The curriculum is designed to serve students of all levels. All students will have access to supervised study time and tutoring in order to accelerate their academic progress. Students who wish to pursue an advanced

academic program will be provided with Honors and Advanced Placement courses. All students at the school will be encouraged to maximize their academic potential by taking the most rigorous program they can handle.

6th – 8th Grade Students

The recommended course of study for all middle grade students will include three years of language arts, mathematics, science and social studies; required courses in physical education, career and education planning and recommended electives.

9th – 12th Grade Students

The recommended course of study for all students will include four years of language arts, mathematics, science, and social studies; at least two years of a foreign language, the required courses in performing and practical art, physical education and personal fitness, and additional electives to complete the requirements to earn a high school diploma.

ACADEMIC PROGRESS

Students need to have a minimum Grade Point Average (GPA) of 2.0 unweighted to graduate from high school in the State of Florida. Also, this is the minimum requirement for participation in sports and activities. As part of our Code of Excellence, we will enforce stricter rules. Any student failing to achieve this minimum requirement at the end of any nine-week period will be placed on Academic Probation.

CLASSROOM PLACEMENT

One of our responsibilities includes the proper class placement of each student. We utilize an individualized approach for the proper placement of the students. We consider test scores, academic history, teacher recommendation and both state and district requirements.

Classroom assignments are made by the school and we cannot be obligated to honor special requests. Assignments are made for the benefit of the student. Please encourage your child to read this bulletin before making decisions for next year's classes.

ATTENDANCE POLICY

Parents and students are responsible for attendance, which shall be required of all students during the days and hours that school is in session. Students are expected to:

- Be present at school each and every day;
- Attend class as scheduled;
- Arrive at school and each class on time; and
- Demonstrate appropriate behavior and a readiness to learn.

Attendance Defined

- **School Attendance:** Students are to be counted in attendance only if they are actually present for at least two (2) hours of the day or engaged in a school-approved educational activity which constitutes a part of the instructional program for the student.
Class Attendance: Students are to be counted in attendance if they are physically present in class for at least half of the class period, have been excused by the teacher on a class-related assignment, or have been requested by a member of the school support staff for an approved school activity.
- **Tardiness:** A student is considered tardy if he/she is not present at the moment the school bell rings for the class assigned. Note: If a student is not present when attendance is taken but is present later in the school day, that student must be considered in attendance, but tardy, and the absence should be changed. A student who is tardy should never remain on record as being absent. Accumulated unexcused tardies will be counted toward the threshold for initiating attendance review and possible "No Credit" in certain courses. **Note:**

Lockout will be implemented for students arriving late to school or any class during the school day. Students placed in lock out will result in an unexcused absence for the corresponding class.

- **Early Sign-outs:** The early release of students causes disruption to academic performance of all students and may create safety and security concerns. No student shall be released within the final 30 minutes of the school day unless authorized by the school principal or principal's designee, e.g., emergency, sickness.

Absences

- Reasonable Excuses for Time Missed at School
 - Personal illness of the student (medical evidence may be required by the principal for absences exceeding 5 consecutive days). The written statement must include all the days the student has been absent from school. If a student is continually ill and repeatedly absent from school due to a specific medical condition, he/she must be under the supervision of a health care provider in order to receive excused absences from school.
 - Court appearance of the student, subpoena by law enforcement agency, or mandatory court appearance.
 - Absence due to a medical appointment requires a written statement from a health care provider indicating the date and time of the appointment and submitted to the principal.
 - An approved school activity (absences recorded, but not reported).
 - Other absences with prior approval of the principal.
 - Attendance at a center under the Department of Children and Families supervision.
 - Significant community events with prior permission of the principal. When more than one (1) school is involved, the Region Superintendent will determine the status of the absence.
 - Observance of a religious holiday or service when it is mandated for all members of a faith that such a holiday or service be observed.
 - Military Connected Students – M-DCPS is committed to assist students from military families and will continue to facilitate the development and implementation of policies that directly impact children of military personnel. In an effort to ease the burden of our students who have parents that may be deployed or on "Black Leave," schools will allow up to a total of 5 days of excused absences each academic year to allow families time together.
 - Death in the immediate family.
 - School sponsored event or educational enrichment activity that is not a school-sponsored event, as determined by the principal. The student must obtain advance written permission from the principal. Examples of special events include: public functions, conferences, and regional, state, and national competitions.
 - Outdoor suspension.
 - Other individual student absences beyond the control of the parent or student, as determined and approved by the principal. The principal shall require documentation related to the situation.
- Unexcused School Absence Due To:
 - Vacations, personal services, local non-school event, program, or sport activity.
 - Older students providing day care services for siblings.
 - Illness of others.
 - Non-compliance of immunization requirements unless lawfully exempted.

Absences not included in the excused absences listed above shall be considered unexcused. Any student who has been absent from school will be marked unexcused absent until he/she submits the required documentation. Failure to provide the required documentation within **(3) three school days** upon the return to school will result in an unexcused absence. Unexcused absences do not require that the teacher provide make-up work for the student.

A student accumulating ten (10) or more class unexcused absences in an annual course or five (5) or more class unexcused absences in a designated semester course may have quarterly, semester, and final grade(s) withheld (**No Credit**) pending an administrative screening and completion of assigned interventions by the Attendance Review Committee.

Unexcused absences shall not be grounds for suspension from school, but may result in detention or placement in existing alternative programs.

Any student who fails to attend a regularly scheduled class and has a “no excuse” for the absence should be referred to the appropriate administrator. Disciplinary action should include notification to parents. Chronic truancy or deliberate nonattendance in excess of fifteen (15) days school days within a ninety day (90) calendar period will be sufficient grounds for withdrawal of students sixteen (16) years of age or older, who are subject to compulsory school attendance under Florida Statute 1003.21.

The teacher will:

- Encourage school and class attendance with challenging and rigorous instruction and curriculum and by demonstrating an interest in the welfare of students;
- Take attendance during each period of the day and report absences as required by the school;
- At the request of the student or parent, provide make-up assignments for excused absences/tardiness.

The student will:

- Attend school/classes 180 days each school year.
- Be reported as present for the school day in order to participate in athletic and extracurricular activities.
- Request the make-up assignments for all excused absences/tardies from his/her teachers upon his/her return to school or class within three (3) days. It should be noted that all class work, due to the nature of the instruction, is not readily subject to make-up work; and
- Complete the make-up assignments for classes missed within the equivalent number of days absent. Failure to make up all assignments will result in the lower assessment of the student’s academic and/or effort grade.

The parent will:

- Be responsible for his/her child’s school attendance as required by law and stress the importance of regular and punctual school attendance with his/her child;
- Report and explain an absence or tardiness to the school;
- Ensure that his/her child has requested and completes make-up assignments for all excused absences/tardies from the child’s teachers upon his/her return to school or class; and
- Appear before the Attendance Review Committee at the scheduled time to provide information relating to his/her child’s absences, and support the prescribed activities designated.

SUMMER ASSIGNMENTS

The purpose of the summer assignment is to combat the summer learning loss that affects students. Summer assignments helps students maintain their academic and higher order thinking skills. It allows students to continue to learn, read and write over the summer vacation.

6th – 8th GRADE PROMOTION, PLACEMENT AND RETENTION

At Doral, we want our students to achieve higher standards. Our students will take and pass three years of Language Arts, Social Sciences, Science and Mathematics. Within our model, there are several strands infused that will give students the options to explore areas of the arts and high academic courses that will lead to earning high school credits while enrolled in middle school. Through our various partnerships, we will offer our students all the opportunities to explore these options while providing a first-class education.

The middle school curriculum is comprised of courses in core academic and electives providing instruction based on Florida’s Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards and the State Academic Standards. These subject areas include English/language arts/ESOL, mathematics, social science, science, and physical education, music, art, theatre arts, dance, foreign language and career and technical education. Depending on individual students’ assessment results, some students may be required to enroll in remediation courses for mathematics and reading, which will take the place of electives.

In order to be promoted to senior high school, students must successfully complete the following academic courses:

Courses/Subjects	Course Requirements	Additional Information
English/Language Arts (ELA)	Three middle grades or higher level annual courses	<ul style="list-style-type: none"> The courses will emphasize instruction in literature, composition, and technical text. For English Language Learners, the required course is M/Language Arts through ESOL.
Mathematics	Three middle grades or higher level annual courses	<ul style="list-style-type: none"> Middle grade students enrolled in Algebra I Honors must take the statewide-standardized Algebra I EOC assessment and earn a passing grade in the course to earn high school Algebra I credit. A middle grades student's performance on the Algebra I EOC assessment constitutes 30% of the student's final course grade. If a middle grades student does not earn a passing score on the EOC assessment while in middle grades, the student will have opportunities in high school to retake the course and/or the assessment. In order to earn a standard high school diploma, students must earn a passing score on the Algebra 1 EOC assessment. To earn high school credit for a Geometry course, a middle grades student enrolled in this course must take the statewide standardized Geometry EOC assessment, which constitutes 30% of the student's final course grade, and earn a passing grade in the course.
Science	Three middle grades or higher level annual courses	<ul style="list-style-type: none"> To earn high school credit for a Biology I course, a middle grades student enrolled in this course must take the statewide standardized Biology I EOC assessment, which constitutes as 30% of the student's final course grade, and earn a passing grade in the course.
Social Science	Three middle grades or higher level annual courses	<ul style="list-style-type: none"> Civics is one of the required courses. The Civics course includes the roles and responsibilities of federal, state and local governments, the structures and functional of the legislative, executive, and judicial branches of government, and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States. It is offered in 7th grade. A student's score on the statewide standardized Civics EOC examination will constitute 30% of the Civics final course grade. Students are required to complete one course of the District and State Approved courses which incorporates career and education planning and includes the development of a personalized academic and career plan. This promotion requirement is to be completed in grade 6, 7, or 8.

A summary of required courses at the middle school is provided in the table below:

GRADE	ELA**	MATH	SOCIAL SCIENCE	SCIENCE	PHYS. ED.	ELECTIVES*	TOTAL
6	1*	1**	1	1	0.5	1.5	6
7	1*	1**	1	1	0.5	1.5	6
8	1*	1**	1	1	0.5	1.5	6

*Students scoring at Levels 1 and Level 2 on the spring administration of the statewide, standardized assessment for ELA will be enrolled in an intensive reading course in lieu of an elective course.

** Students scoring at Levels 1 and Level 2 on the spring administration of the statewide, standardized assessment of Mathematics will be enrolled in an intensive math course in lieu of an elective course.

*** M/J Language Arts Through ESOL is a required course for all ELs. ELs scoring at Levels 1 and 2 on the spring administration of the statewide, standardized ELA assessment are to be enrolled in a second ESOL course, M/J Developmental Language Through ESOL course.

Students are required to complete one course of the District and State Approved course which incorporates career and education planning and includes the development of a personalized academic and career plan. This promotion requirement is to be completed in Grade 7.

Summary of grade promotion and retention based on the passing of required courses is as follows:

The progression of students from one grade to another through the middle grades is dependent on passing the courses that a student is enrolled in. The table below provides a summary of the promotion and placement requirements for middle grades students

End of Grade	Courses Passed	Status
6	All courses passed	Promoted to Grade 7 Regular 7th grade student
6	4-5 Courses Passed Must pass language arts* or mathematics and at least 3 other courses	Promoted to Grade 7 Student placed in grade 7 and scheduled to repeat courses not passed, as appropriate
6	Less than 4 Courses Passed in Grade 6	Retained in Grade 6
7	12 Cumulative Courses Passed 6 courses passed in grade 6 and 6 courses passed in grade 7	Promoted to Grade 8 Regular 8th grade student
7	8-12 Cumulative Courses Passed 4 courses passed in grade 6 including language arts*, mathematics, science, and social science. and 4-5 courses passed in grade 7 including 7th grade language arts* or mathematics, science or social science.	Promoted to Grade 8 Student placed in grade 8 and scheduled to repeat courses not passed as appropriate
7	7-8 Cumulative Courses Passed	Retained in Grade 7

8	15-18 Cumulative Courses Passed Must pass 3 courses each in language arts*, mathematics, science, and social sciences including a course which incorporates career and educational planning and 3 additional courses. The student must also have completed his/her personalized academic and career plan.	Promoted to Grade 9
8	14 or Fewer Courses Passed	Retained in Grade 8

*M/J Language Arts Through ESOL, as appropriate.

Earning Senior High School Credits in Middle Grades (6, 7, and 8)

Students in grades 6, 7, and 8 may enroll in selected senior high school courses for the purpose of pursuing a more challenging program of study. Such courses are included when computing grade point averages (GPA) and rank in class. Up to six credits may be earned, with parental permission, in grades 6, 7, and/or 8, for courses taken, which may be applied toward the total credits needed for graduation, college admission, or for the Florida Bright Futures Scholarship Program requirements. The recommended courses are listed in the table below. Credit may be earned in the courses provided that all applicable End of Course assessment requirements are met. Students may also fulfill their online requirement for graduation during middle school.

Recommended Courses High School Courses for Middle School Students

High School Courses for Middle School Acceleration	Additional Information
Algebra I Honors	<ul style="list-style-type: none"> • Course offered by Academics International Studies (virtual) • To earn credit, a student must earn a passing grade in the course for which the EOC results constitute 30% of the final grade. • Passing the Algebra I EOC is a graduation requirement.
Geometry Honors	<ul style="list-style-type: none"> • Course offered by Academics International Studies (virtual) • To earn credit, a student must earn a passing grade in the course for which the EOC results constitute 30% of the final grade.
Physical Science Honors	<ul style="list-style-type: none"> • Course offered by Academics International Studies (virtual) • Must meet science lab requirements
Biology Honors	<ul style="list-style-type: none"> • Course offered by Academics International Studies (virtual) • To earn credit, a student must earn a passing grade in the course for which the EOC results constitute 30% of the final grade. • Must meet science lab requirements.
Any high school level Foreign Language 1 & above	<ul style="list-style-type: none"> • Course offered by Academics International Studies (virtual)

If a middle grades student wishes to enroll in more than six high school credits, then the request should be made in accordance with the Academically Challenge Curriculum to Enhance Learning (ACCEL) Option. Information is available from school counselor. School counselors should advise students of the potential benefits and risks of taking multiple high school level courses and monitor the high school courses taken at the middle school.

During the time students are enrolled in designated high school courses, they are considered to be grade 9 students for those class periods. Students and parents shall be informed that all high school credit courses taken in the middle school will be included in the high school transcript. Factors to be considered in taking high school courses as a middle school student include the impact on the student's GPA and subsequent rank in class, the possible lack of recognition by the National Collegiate Athletic Association (NCAA) for senior high school courses taken in a grade below grade 9, and the benefit of retaking a course in which skills have not been mastered. Courses taken will remain a part of a student's middle school record, as well as the student's senior high school record.

PRE-AP ADVANCEMENT PROGRAM

The Pre-Advanced placement (Pre-AP) Program at Doral Academy is a program which gives students an opportunity to be a part of an enthusiastic community of students who are excited about learning. The courses that are offered are advanced courses designed to challenge and motivate students to understand rigorous content. Pre-AP middle school courses are designed to prepare students for high school Advanced Placement (AP) courses. AP courses are college-level courses taught in a high school setting. At the end of each AP course, an AP Exam is given. Qualifying scores on the AP exams can enable students to receive college credit and/or advanced standing at a university or college. Please contact the Student Services Department for further details.

- **Students must meet the following eligibility criteria:**
 - Pass the FAST with a 4 or higher
 - Must have a grade of "B" or higher in previous advanced academic courses (i.e. English, Math, Science, etc.)
 - Must maintain a grade of "B" or higher in their Pre-AP courses. If a student earns a "C" or lower in any one Pre-AP course he/she may not be allowed to continue the Pre-AP Program

- **Pre-Advanced Placement Courses**
 - **PRE-AP LANGUAGE ARTS (all 6th-8th grade levels)**
 - Students will become skilled readers in a variety of literature and become skilled writers. Reading and writing should make students aware of the interactions among ideas, voice, word choice, sentence structure etc. Please contact the school counselor for further details.
 - **PRE-AP SOCIAL STUDIES (all 6th-8th grade levels)**
 - Students will have a more rigorous academic experience on the nations of Canada and Latin America, with an emphasis on history, geography, Civil War, culture and life today. Please contact the school counselor for further details.
 - **PRE-AP SCIENCE (all 6th-8th grade levels)**
 - Students will learn and study the human body system as well as the cell structure. Students will be performing in numerous hands-on labs. Studies throughout the course will include purposeful observation and forming hypothesis. They will be required to go further in depth with their research and be held to more rigorous standards as they develop and conduct their experiments. Please contact the Student Services Department for further details.
 - All 7th and 8th grade students will be required to take Pre-AP Physical Science in 7th grade and Pre-AP Biology in 8th grade. These courses are high school courses and will award high school credit.

Example of a Pre-AP Academic Track

	6 th Grade	7 th Grade	8 th Grade
Language Arts	Pre-AP Language Arts I or Gifted	Pre-AP Language Arts II or Gifted	Pre-AP Language Arts III or Gifted
Mathematics	M/J Mathematics Advanced 1 (Pre-Algebra) or *Algebra I Honors	M/J Mathematics Advanced 2 (Pre-Algebra) or *Algebra I Honors or *Geometry Honors	*Algebra I Honors or *Geometry Honors or *Algebra II Honors
Science	Pre-AP M/J Comprehensive Science I	*Pre-AP Physical Science Honors	*Pre-AP Biology Honors
Social Science	Pre-AP M/J US History	Pre-AP M/J Civics	Pre-AP M/J World History
Elective	M/J Creative Writing	M/J Fitness 7 th Grade (.5 Credit) M/J College Readiness (.5 Credit) Or Dance	M/J Fitness 8 th Grade (.5 Credit) M/J College Readiness (.5 Credit) Or Dance
Elective	M/J Fitness 6 th Grade (.5 Credit) M/J Introduction to Technology (.5 Credit) Or Dance	Elective	Elective
Elective	Students will have the opportunity to select an elective of their choice		

*High school credit courses

**Students in the program will participate in Pre-AP courses in Language Arts, Science and Social Studies. This program follows a specific track in Math and Science with high school prerequisites.

Doral Academy of Technology

Doral Academy of Technology (DAT) is a middle school dedicated to implementing and providing a rigorous and relevant curriculum which focuses on science, technology, engineering, and mathematics (STEM). The curriculum is designed to ensure that all students meet and exceed the state standards in Math, Science and Reading by offering a challenging curriculum consisting of Advanced/Pre-AP and high school credit courses; but to also ensure they are all college and career ready. Students learn in an innovative environment fostered by the use of advanced teaching methods and technology.

Example of a Doral Academy of Technology Academic Track

	6 th Grade	7 th Grade	8 th Grade
Language Arts	M/J Language Arts I Adv. or Pre-AP M/J Lang. Arts I or M/J Language Arts I Gifted	M/J Language Arts II Adv. or Pre-AP M/J Lang. Arts II or M/J Language Arts II Gifted	M/J Language Arts III Adv. or Pre-AP M/J Lang. Arts III or M/J Language Arts III Gifted
Mathematics	M/J Mathematics Advanced I (Pre-Algebra) or Algebra I Honors *	M/J Mathematics Advanced II (Pre-Algebra) or Algebra I Honors* or Geometry Honors *	Algebra 1 Honors * or Geometry Honors* or Algebra II Honors*
Science	M/J Comprehensive Science I Advanced or Pre-AP M/J Comprehensive Science I	M/J Comprehensive Science II Advanced or Physical Science Honors* or Pre-AP Physical Science Honors*	M/J Comprehensive Science III Advanced or Biology Honors* or Pre-AP Biology Honors*
Social Science	M/J US History Advanced or Pre-AP M/J US History	M/J Civics Advanced or Pre-AP M/J Civics	M/J World History Advanced or Pre-AP M/J World History
Elective	M/J Creating Writing	M/J Fitness 7th Grade (.5 credit) M/J College Readiness (.5 credit) or Dance	M/J Fitness 8th Grade (.5 credit) M/J College Readiness (.5 credit) or Dance
Elective	M/J Fitness 6th Grade (.5 credit) M/J Coding Fundamentals (.5 credit) Or Dance	M/J Robotics II VEX (teacher recommendation required) M/J Computer Assisted Design (CAD)	Robotics III Arduino (teacher recommendations required) M/J Computer Assisted Design (CAD) M/J Video Game Programming Systems 3 (teacher recommendation required) M/J Computer Science Discoveries
Elective	M/J Robotics I	Elective	Elective

*High School credit course

HIGH SCHOOL GRADUATION GUIDELINES & COURSE REQUIREMENTS

At Doral, we want our students to achieve higher standards. Our students will follow a college preparatory model that emphasizes 4 years in Language Arts, Social Sciences, Science and Mathematics. Within our model, there are several strands infused that will give students the options to explore areas of the arts and high academic courses that will lead to earning college credits while enrolled in high school. Through our various partnerships, we will offer our students all the opportunities to explore these options while providing a first-class education.

High school graduation requirements for Miami-Dade County Public Schools are established by the Florida Legislature, the Florida Board of Education, and The School Board of Miami-Dade County. From one school year to the next, the requirements may be amended by any one of these three entities, and it is important that students and their parents are aware of any changes that may affect them. Your school counselor has the information relative to the graduation requirements in force when you entered ninth grade. Graduation requirements are outlined later in this document and in the District's Student Progression Plan, also updated annually after the legislative session.

Receipt of a standard high school diploma requires successful completion of 24 credits, an International Baccalaureate (IB) curriculum, or an Advanced International Certificate of Education (AICE) curriculum. The 24 credits include 16 core academic credits and eight elective credits. Core requirements consist of four credits in English/Language Arts and four credits in mathematics; three credits each of science and social science; one credit of fine and performing arts; and one credit of physical education with the integration of health education. The required credits may be earned through equivalent, applied, or integrated courses or career education courses as defined including work-related internships approved by the State Board of Education and identified in the Course Code Directory.

In addition to earning the required 24 credits, a student must participate in and pass any statewide, standardized assessments required for a standard high school diploma or earn identified concordant scores or comparative scores, as applicable, for the cohort year in which they entered ninth grade.

An 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) accelerated high school graduation option is also available. The 18 credit ACCEL options allows a student who meets the following requirements to be awarded a standard high school diploma:

- Three elective credits
- Earn a cumulative grade point average (GPA) of 2.0 on a 4.0 scale
- Physical education is not required
- All other graduation requirements for a 24-credit standard diploma must be met based on the grade 9 cohort year.

A high school student who pursues the 24-credit high school graduation program may have the option to participate in early graduation (graduating in fewer than eight semesters). A student who completes a minimum of 24 credits, achieves a cumulative GPA of 2.0 of a 4.0 scale and earns a passing score on the statewide assessments required for high school graduation may have this option. Once again, your school counselor should always be consulted in planning for graduation.

The Florida High School Graduation charts, found herein, represent the current Florida graduation requirements for each graduating cohort group. **Please note that these requirements may be revised, pending legislative changes during the 2023 Legislative session.**



Academic Advisement
Students Entering Grade 9 Prior to 2023-2024

What Students and Parents Need to Know

What options lead to a standard diploma?

Successful completion of one of the following options:

- 24 credits
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) curriculum
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway

(See section [s.] [1003.4282](#), Florida Statutes [F.S.])

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts (ELA) or a concordant score
- Algebra 1 end-of-course (EOC) or a comparative score

A waiver of assessment results is granted by the Individual Educational Plan (IEP) team for students with disabilities. Additionally, students who have been enrolled in an English for Speakers of Other Languages (ESOL) program for less than two years may meet the requirement for grade 10 ELA by satisfactorily demonstrating grade level expectations of formative assessments.

Refer to [Graduation Requirements for Florida's Statewide Assessments](#) for concordant and comparative scores.

Students enrolled in the following courses must participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade*:

- Algebra 1
- Geometry
- Biology
- U.S. History

*Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (Credit Acceleration Program [CAP]). (See s. [1008.22](#), F.S.)

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

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

What is the difference between the CTE Pathway option and the 24-credit option?

- At least 18 credits are required
- 4 elective credits instead of 8
 - 2 credits in CTE courses, must result in a program completion and industry certification
 - 1.5 credits in work-based learning programs; Physical Education is not required
- Fine and Performing Arts, Speech and Debate, CTE or Practical Arts is not required

24-Credit Standard Diploma Requirements

Available To All Students, Including Students With Disabilities

4 Credits ELA
<ul style="list-style-type: none"> • ELA 1, 2, 3, 4 • ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment may satisfy this requirement
4 Credits Mathematics*
<ul style="list-style-type: none"> • One of which must be Algebra 1 and one of which must be Geometry • Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) ** • An identified computer science*** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)
3 Credits Science*
<ul style="list-style-type: none"> • One of which must be Biology, two of which must be equally rigorous science courses • Two of the three required course credits must have a laboratory component • Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology)** • An identified computer science*** credit may substitute for up to one science credit (except for Biology)
3 Credits Social Studies
<ul style="list-style-type: none"> • 1 credit in World History • 1 credit in U.S. History • 0.5 credit in U.S. Government • 0.5 credit in Economics
1 Credit Fine and Performing Arts, Speech and Debate, Career and Technical Education, or Practical Arts*
1 Credit Physical Education*
<ul style="list-style-type: none"> • To include the integration of health
8 Elective Credits
Students must earn a 2.0 unweighted grade-point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments.

*Eligible courses are specified in the Florida Course Code Directory.

**Industry certifications for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute for mathematics and science credit.

***A computer science credit may not be used to substitute for both a mathematics and science credit.

Academic Advisement
Students Entering Grade 9 Prior to 2023-2024
What Students and Parents Need to Know



Scholar Diploma Designation

In addition to the requirements of s. [1003.4282](#), F.S., a student must satisfy the following requirements:

- Earn 1 credit in Algebra 2 or an equally rigorous course
- Pass the Geometry EOC
- Earn 1 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC++
- Earn 1 credit in Chemistry or Physics
- Earn 1 credit in a course equally rigorous to Chemistry or Physics
- Pass the U.S. History EOC++
- Earn 2 credits in the same World Language
- Earn at least 1 credit in an AP, IB, AICE or a dual enrollment course

****Special note:** A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB, or AICE Biology 1 or U.S. History course; takes the respective AP, IB or AICE assessment; and earns the minimum college credit.

Industry Scholar Diploma Designation

- Meet standard high school diploma requirements
- Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)

What is CAP?

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

- Algebra 1
- Geometry
- Biology
- U.S. History

What are the additional graduation options for students with disabilities?

Students, in collaboration with parents and the IEP team, may choose two additional standard diploma options available only to students with disabilities. Both allow students to substitute a CTE course with related content for one credit in ELA 4, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History). The two options are as follows:

- Students with a most significant cognitive disability may earn credits via access courses and be assessed via an alternate assessment.
- Students enrolled in the academic and employment option must earn at least 0.5 credit via paid employment in addition to meeting the standard diploma graduation requirements.

State University System

Admission into Florida's [State University System](#) (SUS) institutions is competitive. Prospective students should complete a rigorous course of study in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements (credit earned by industry certification does not count for SUS admission):

- High school graduation with a standard diploma, a minimum of a 2.5 GPA and admission test scores meeting minimum college-ready test scores per Board of Governors (BOG) Regulation 6.008
- 16 credits of approved college preparatory academic courses per BOG Regulation 6.002
- 4 English (3 with substantial writing)
- 4 Mathematics (Algebra 1 level and higher)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language or other equivalents)
- 2 approved electives

Florida College System

The 28 colleges of the [Florida College System](#) serve more than 650,000 students. Colleges offer affordable and stackable workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor's degree program. All colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who earned a standard high school diploma or an equivalent diploma, or earned college credit.

Career and Technical Colleges and Centers

Florida also offers students 49 accredited career and technical colleges or centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.

[Career, Adult and Technical Education District Postsecondary Institutions](#)

Where is information on financial aid located?

The Florida Department of Education's Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships.

[Office of Student Financial Assistance](#)

For more detailed information on Graduation Requirements visit the Florida Department of Education's webpage at <https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/>.



Academic Advisement

Students Entering Grade 9 in 2023-2024 and Thereafter

What Students and Parents Need to Know

What options lead to a standard diploma?

Successful completion of one of the following options:

- 24 credits
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) curriculum
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway (See section [s.] [1003.4282](#), Florida Statutes [F.S.])

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts (ELA) or a concordant score
- Algebra 1 end-of-course (EOC) or a comparative score

A waiver of assessment results is granted by the Individual Educational Plan (IEP) team for students with disabilities. Additionally, students who have been enrolled in an English for Speakers of Other Languages (ESOL) program for less than two years may meet the requirement for grade 10 ELA by satisfactorily demonstrating grade level expectations of formative assessments.

Refer to [Graduation Requirements for Florida's Statewide Assessments](#) for concordant and comparative scores.

Students enrolled in the following courses must participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade*:

- Algebra 1
- Geometry
- Biology
- U.S. History

*Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (Credit Acceleration Program [CAP]). (See s. [1008.22](#), F.S.)

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

- 2.5 elective credits instead of 7.5
- Physical Education is not required

What is the difference between the CTE Pathway option and the 24-credit option?

- At least 18 credits are required
- 3.5 elective credits instead of 7.5
 - 2 credits in CTE courses, must result in a program completion and industry certification
 - 1.5 credits in work-based learning programs; Physical Education is not required
- Fine and Performing Arts, Speech and Debate, CTE or Practical Arts is not required

24-Credit Standard Diploma Requirements

Available To All Students, Including Students With Disabilities

4 Credits ELA
<ul style="list-style-type: none"> • ELA 1, 2, 3, 4 • ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment may satisfy this requirement
4 Credits Mathematics*
<ul style="list-style-type: none"> • One of which must be Algebra 1 and one of which must be Geometry • Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) ** • An identified computer science*** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)
3 Credits Science*
<ul style="list-style-type: none"> • One of which must be Biology, two of which must be equally rigorous science courses • Two of the three required course credits must have a laboratory component • Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology)** • An identified computer science*** credit may substitute for up to one science credit (except for Biology)
3 Credits Social Studies
<ul style="list-style-type: none"> • 1 credit in World History • 1 credit in U.S. History • 0.5 credit in U.S. Government • 0.5 credit in Economics
0.5 Credit in Personal Financial Literacy****
1 Credit Fine and Performing Arts, Speech and Debate, Career and Technical Education, or Practical Arts*
1 Credit Physical Education*
<ul style="list-style-type: none"> • To include the integration of health
7.5 Elective Credits
Students must earn a 2.0 unweighted grade-point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments.

*Eligible courses are specified in the [Florida Course Code Directory](#).

**[Industry certifications](#) for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute for mathematics and science credit.

***A computer science credit may not be used to substitute for both a mathematics and science credit.

****This requirement was added for students entering grade nine 2023-2024 and thereafter.

DIPLOMA PATHWAYS

The Miami-Dade County School Board provides for the awarding of a standard diploma, a certificate of completion, an 18 credit ACCEL option, an International Baccalaureate diploma, or an Advanced International Certificate of Education.

Standard Diploma

The purpose of the standard diploma is to certify that the student has met all District and State standards for graduation. A Standard diploma will be awarded to graduates if the student has earned the required 24 credits and attained a cumulative grade point average of 2.0 on a 4.0 scale. Also, students must pass the statewide standardized assessments or attain the concordant and/or comparative examination scores, applicable to the cohort year when the student entered 9th grade. A special education student will be awarded a standard diploma if all of the criteria for a standard diploma have been met by that student.

STANDARD DIPLOMA DESIGNATIONS

Students who meet District and State criteria for a standard high school diploma may also earn one or both of the diploma designations, Scholar and/or Merit. The following designations are in addition to the standard high school diploma program requirements:

- **Scholar designation:** In addition to meeting the 24-credit standard high school diploma requirements, a student must meet all of the following requirements:
 - EOCs: Pass the Geometry, Biology 1 and US History EOCs.
 - Earn 1 credit each in the following courses: Algebra 2 or an equally rigorous mathematics course; Statistics or an equally rigorous mathematics course; chemistry or physics; a course equally rigorous to chemistry or physics; 2 credits in the same foreign language, and at least 1 credit in AP, IB, AICE, or Dual Enrollment.
 - A student is exempt from the Biology I or US History assessment if the student is enrolled in an AP, IB, or AICE Biology I or US History course and the student takes the respective AP, IB or AICE assessment; and earns the minimum score to earn college credit.
- **Merit designation:** A student must meet all of the following requirements:
 - Meets the standard high school diploma requirements, and
 - Attain one or more industry certifications from the list established under F. S 1003.492.

Students with Disabilities and Scholar and/or Merit Designations

A student with a disability is eligible for a Scholar and/or Merit diploma designation and the student should have access to enroll in the required courses or programs. The Student's IEP must include a statement of intent to pursue a standard high school diploma and a Scholar and/or Merit designation, as determined by the student's parent or student at the age of maturity.

AP Capstone Diploma

Students who earn a 3 or above in Advanced Placement (AP) Seminar, and Advanced Placement (AP) Research, and on four additional AP Examinations of their choosing shall receive an AP Capstone Diploma.

Certificate of Completion

A student who earns the required 24 credits, or the required 18 credits under Academically Challenging Curriculum to Enhance Learning (ACCEL) option, as per F. S. 1002.3105, but fails to earn passing scores on the state-approved graduation test or achieve a 2.0 GPA shall be awarded a certificate of completion in a form prescribed by the State Board of Education.

International Baccalaureate Diploma

Students who achieve a minimum of 24 points from the three Standard Level and three Higher Level Exams or two Standard Level and four Higher level exams, one from each of the six subject groups; meet the core requirements for International Baccalaureate that include the Extended Essay, Theory of Knowledge, and Creativity, Action, and

Service; complete the community service requirement, and meet high school graduation requirements, shall receive a standard diploma, and are eligible to receive the International Baccalaureate diploma from the International Baccalaureate Organization

PROVISIONS FOR ACCELERATION

Students may utilize the acceleration options listed below to pursue a more challenging program of study or to accelerate entry into postsecondary institutions or vocations of their choice.

Advanced Placement

Advanced Placement (AP) is a program created by the College Board which offers college-level curricula and examinations to high school students. American colleges and universities may grant placement and course credit to students who obtain a minimum score of a 3 on a 5-point scale on the corresponding AP exam.

Credit Acceleration Program (CAP)

Per Florida Statute 1003.4295(3), the CAP is created for the purpose of allowing a student to earn high school credit in courses required for high school graduation through passage of an end-of-course assessment, and Advanced Placement (AP) Examination, or a College Level Examination Program (CLEP). A student who is not enrolled in the course, or who has not completed the course, but attains a passing score on the corresponding EOC assessment, AP examination, or CLEP will be awarded credit. The student's passing scores on the EOC may be "banked" for the accumulation of high school credit. The school district shall permit a student who is not enrolled in the course, or who has not completed the course, to take the assessment during the regular administration of the assessment.

Credit by Examination

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

Dual Enrollment.

Dual enrollment is an articulated acceleration mechanism open to eligible secondary students in Florida public schools. To enroll in dual enrollment academic courses, students must demonstrate a readiness to successfully complete college-level course work and have attained a qualifying grade point average. In order to determine the high school equivalency and the high school credit awarded for postsecondary courses completed through dual enrollment, please refer to the most current *Dual Enrollment Course – High School Subject Area Equivalency*. The district must weigh college level dual enrollment courses the same as Advanced Placement, International Baccalaureate, and Advanced International Certification of Education courses when grade point averages are calculated. The list of currently active and authorized courses for dual enrollment is printed in *Curriculum Bulletin*, which is published annually. All secondary schools must follow the Dual Enrollment master scheduling protocols established by the Office of Information Technology Services (ITS) Systems Programming in order to ensure the capturing of Dual Enrollment data for students participating in both on-high school campus and off-high school campus dual enrollment courses.

Early Admission

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

Early High School Graduation

Students may qualify for early graduation, fewer than eight semesters, if they meet specific requirements that include completing a minimum of 24 credits, achieving a cumulative grade point average of 2.0 on a 4.0 scale, and earning passing scores on all applicable state assessments meeting the graduation requirements set forth in Florida

Statute § 1003.4282. Schools shall notify parents of students who are eligible to graduate early. A student who graduates early may continue to participate in school activities and social events and attend and participate in graduation events with the student's graduating class, as if the student were still enrolled in high school. A student who graduates early will be included in class ranking, honors, and award determinations for the student's graduating class. A student who graduates early must comply with district school board rules and policies regarding access to the school facilities and grounds during normal operating hours. If eligible for a Florida Bright Futures Scholarship Program award under Florida Statutes § 1009.538, a student who graduates from high school midyear may receive an initial award in the spring term following the student's graduation.

Somerset Virtual Academy

Middle and senior high school students are eligible to enroll in the Somerset Virtual Academy. The courses offered are teacher-facilitated and available throughout the state. Courses are based upon the same criteria as those taught in the standard high school program and, therefore, generate the same credit for students. A complete list of courses is available through Somerset Virtual Academy's web site at <http://www.somersetvirtualacademy.com>.

International Baccalaureate

The International Baccalaureate (IB) Program is governed by the International Baccalaureate Organization in Geneva, Switzerland. The IB Program provides a balanced and rigorous international curriculum from grades K-12 which links the Humanities, Sciences, Mathematics, Languages, and Community Service, as well as an emphasis on learning a second language. The goal of the IB curriculum is to develop well-rounded, creative, compassionate citizens of a global community.

ADMISSION TO FLORIDA STATE UNIVERSITY SYSTEM

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

- High school graduation with a standard diploma
- Admission test scores
- 16 credits of college preparatory academic courses
 - 4 English (at least 3 with substantial writing)
 - 4 Mathematics (Algebra 1 and higher level courses)
 - 3 Natural Science (at least 2 with substantial lab components)
 - 3 Social Science
 - 2 World Language - sequential, in the same language
 - 2 approved electives

Additional information is available at: www.flbog.edu.

Florida College System

Florida's College System includes 28 state colleges that have a general open-door admissions policy for students who have a high school diploma or GED. These institutions offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor's degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Each college has a different process for admissions. Additional information is available at [The Florida College System](#).

Florida also offers accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for student and provide industry specific education and training for a wide variety of occupations. Additional information is available at [FDOE- District Post Secondary Institutions](#).

TALENTED TWENTY

The Talented Twenty Program is part of the Governor's Equity in Education Plan. The purpose is to guarantee admission to students who succeed in their respective K-12 public schools, and to encourage students to strive for better grades and pursue rigorous academic courses. Students eligible for the Talented Twenty program are guaranteed admission, within space and fiscal limitations, to one of the twelve state universities. These students are considered a priority for the awarding of funds from the Florida Student Assistance Grant (FSAG), a need-based grant. Talented Twenty students must meet FSAG eligibility requirements in order to be eligible for priority funding. Please note that while eligible students are guaranteed admission at one of the state universities, they are not guaranteed admission to the university of their choice.

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

- Be enrolled in a Florida public high school and graduate with a standard diploma.
- Be ranked in the top 20% of the class after the posting of seventh semester grades
- Submit test scores (SAT or ACT) prior to enrollment in the State University System.
- Met College-level preparatory testing score minimums per BOG Regulation 6.008.
- Complete the eighteen core course requirements for state university admission as specified in BOG Regulations 6.002(6).

Additional information about the Talented Twenty Program is available through the State's Talented 20 website at: [TALENTED TWENTY PROGRAM](#).

APPLICATION FOR STATE UNIVERSITIES

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

STUDENT PROFILE ASSESSMENT

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

FLORIDA'S BRIGHT FUTURE SCHOLARSHIP PROGRAM

The Florida Bright Futures Scholarship establishes three lottery-funded scholarships for Florida high school graduates who demonstrate high academic achievement and enroll in eligible Florida public and private postsecondary institutions. All initial applicants must meet the general requirements for participation in this program and specific requirement for the individual award. To be eligible for an initial award from any of the three types of scholarships, a student must:

- Be a Florida resident and a U.S. citizen or eligible noncitizen, as determined by the student's postsecondary institution.

- Apply online and complete the *Florida Financial Aid Application* (FFAA) during their last year in high school (no later than August 31 after high school graduation).
- Earn a standard Florida high school diploma or its equivalent.
- Not have been found guilty of, not pled no contest to, a felony charge.
- Be accepted by and enrolled in an eligible Florida public or independent postsecondary education institution
- Be enrolled for at least six non-remedial semester credit hours or the equivalent.
- If not funded in the academic year immediately following high school graduation, apply within five years of high school graduation to have your award reinstated.
- Students who enlist in the military or engage in a full-time religious or service obligation lasting at least 18 months may defer the commencement of their scholarship. The five-year renewal period will commence upon separation from active duty or religious or service obligation.

Additional information regarding Florida's Bright Futures Scholarship Program is available at [Florida Student Scholarship & Grant Programs](#) .

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

CAREER PLANNING / COLLEGE ENTRANCE EXAMINATIONS

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

- ACT
- ASVAB: Armed Services Vocational Aptitude Battery (11, 12)
- PLAN: Preliminary ACT (10)
- PSAT/NMSQT: Preliminary SAT (10 and optional for grades 9 and 11)
- SAT (11, 12)
- SAT Subject Tests (11, 12)
- PERT: Postsecondary Education Readiness Test (10-12)
- ACCUPLACER (10-12)

Students should see their school counselor for further information about the tests that would be most appropriate for meeting their needs. Most tests have registration deadlines and require approval for testing accommodations. This information is available in the student services office.

CONCORDANT AND COMPARATIVE SCORES FOR THE STATEWIDE STANDARDIZED GRADUATION ASSESSMENTS.

All grade 10 students must take the Grade 10 ELA assessment and students enrolled in Algebra 1 must take the Florida EOC in Algebra 1. However, a student who does not receive a passing score on either assessment may apply a concordant/comparative score achieved on a designated college readiness assessment to meet the high school graduation test requirements per Florida Statutes § 1003.4282. Concordant and comparative scores that align with the Grade 10 FSA ELA and the FSA Algebra 1 EOC were adopted by the Florida Board of Education on May 16, 2018 and took effect on June 28, 2018; as scores are aligned to the F.A.S.T. Grade 10 ELA and B.E.S.T. Algebra 1 assessments, these options will be added. Current concordant scores required to meet graduation test requirements for students who entered grade 9 in 2018-2019 and beyond are: ACT English and Reading 18 or SAT Evidence-based Reading and Writing (EBRW) 480.

The comparative score required to meet graduation test requirements for the Florida EOC in Algebra 1, for students who entered grade 9 in 2018-2019 and beyond are: PSAT/NMSQT 430 or SAT Math 420 or ACT Math 16. Any students, those who entered grade 9 between prior to 2018-2019, may meet their assessment graduation requirement(s) by using previously established scores listed in the table below, and may also use the newly adopted scores if it is to their benefit. In addition, as defined by Rule 6A-1.09422(6)-(7), F.A.C. effective August 18, 2020, the FSA Geometry EOC Level 3 was added as a comparative score to meet the Algebra 1 graduation test requirement. Therefore, students eligible for either the FSA Algebra 1 EOC alternate passing score of 489 or the FSA Geometry EOC passing score of 492, may use the alternate passing score of 492 on the FSA Geometry EOC as an Algebra 1 EOC comparative score. This score may be applied retroactively.

The table below provides the applicable concordant and comparative scores based on cohort year as published by FDOE in the Graduation Requirements for Florida’s Statewide Assessments.

Concordant and Comparative Scores

A student can also meet assessment graduation requirements by earning a concordant or comparative score as specified in [Rule 6A-1.09422](#), F.A.C. Tables 3 and 4 show the concordant and comparative scores students may use to satisfy assessment graduation requirements.

Table 3: Grade 10 ELA Concordant Scores¹

Available for students who entered grade 9 in 2020–21 and beyond:	
SAT EBRW/RW ²	480
ACT English and Reading subtests (averaged) ³	18
CLT Verbal Reasoning and Grammar/Writing sections sum ⁴	36
Available for students who entered grade 9 between the 2010–11 and 2019–20 school years ⁵ :	
SAT EBRW/RW ²	430
SAT Reading Subtest ⁶	24
ACT Reading	19
ACT English and Reading subtests (averaged) ³	18

¹ Students whose graduation requirement is the Grade 10 FAST ELA Reading Assessment may use concordant scores aligned to the FSA Grade 10 ELA Assessment (those listed for all students who entered grade 9 in 2020–21 and beyond) until the State Board of Education adopts concordant scores aligned to the Grade 10 FAST ELA Reading Assessment.

² The combined score for the EBRW must come from the same administration of the Reading and Writing subtests. EBRW was updated to RW with the transition to digital SAT.

³ If the average of the two subject test scores results in a decimal of 0.5 or higher, the score shall be rounded up to the next whole number. The scores for the English and Reading subject tests are not required to come from the same test administration.

⁴ The scores from the Verbal Reasoning and Grammar/Writing subject tests that are used to calculate the sum are not required to come from the same test administration.

⁵ Any student who graduated in the 2022–23 school year, regardless of when they entered grade 9, was eligible to use these scores for graduation. Please see Rule 6A-1.09422(8)(a)2., F.A.C.

⁶ Administered March 2016 through December 2023.

Table 4: Algebra 1 EOC Comparative Scores¹

Available for students who entered grade 9 in 2020–21 and beyond:	
PSAT/NMSQT Math	430
SAT Math	420
ACT Math	16
CLT Quantitative Reasoning section	11
Geometry EOC	Level 3
Available for students who entered grade 9 between the 2011–12 and 2019–20 school years ² :	
PERT Mathematics	114
PSAT/NMSQT Math	430
SAT Math	420
ACT Math	16
Geometry EOC ³	Level 3
Available for students who entered grade 9 between the 2011–12 and 2018–19 school years:	
PERT Mathematics	97

¹ Students whose graduation requirement is the B.E.S.T. Algebra 1 EOC Assessment may use comparative scores aligned to the FSA Algebra 1 Assessment (those listed for all students who entered grade 9 between 2011–12 and 2018–19 and between 2011–12 and 2019–20) until the State Board of Education adopts concordant scores aligned to the B.E.S.T. Algebra 1 EOC Assessment.

² Any student who graduated in the 2022–23 school year, regardless of when they entered grade 9, was eligible to use these scores for graduation. Please see Rule 6A-1.09422(8)(b)2., F.A.C.

³ Students eligible for the alternate passing score of 401 on B.E.S.T. Geometry may use it as a comparative score for graduation. Students eligible for either the FSA Algebra 1 EOC alternate passing score of 489 or the FSA Geometry EOC passing score of 492, as defined by Rule 6A-1.09422(7), F.A.C., were eligible to use the alternate passing score of 492 on the FSA Geometry EOC as an Algebra 1 EOC comparative score. See the “Scholar Diploma Designation” section below for eligibility criteria.

Additional information regarding Concordant and Comparative Scores for High School Graduation Tests can be accessed at [Graduation Requirements for Florida’s Statewide Assessments, August 2024](#)

COMMUNITY SERVICE PROJECT

A community service project is required for students to graduate from Doral Academy Preparatory School. Students must start in 9th grade and complete a minimum of 5 hours per school year. By October of their 12th grade year, students must have completed a minimum of 25 hours. However, it should be noted that the Florida Bright Futures Scholarship’s Florida Academic Scholars Award requires 75 hours to 100 of community service.

Students will have to complete their community service project at a non-for-profit organization. Students will then have to complete the Community Service Project Activity Log and Cover Letter and submit it to their counselor for the hours to be entered into their school record. Please refer to the [Community Service Project](#) packet or contact the Student Services Department for further details.

GRADING STUDENT PERFORMANCE

By School Board Policy 5410, academic grades are to reflect the student's academic progress based on the competencies/benchmarks for the grade level course in which the student is enrolled. The academic grades must not be based on the student’s effort or conduct. The grade must provide for both students and parents a clear indication of each student’s academic performance as compared with norms which would be appropriate for the grade or subject. Letter grades shall be used to measure student success in grade 6 through grade 12 courses with each letter grade corresponding to a specific percentile from zero to one hundred percent. The academic grades of “A,” “B,” “C,” “D,” “F,” or “I” are not related to the student's effort, conduct, attendance or tardiness. The letter grade of “I” will be reserved for middle and senior high school use only. Grades in all subjects are to be based on the student's degree of mastery of the instructional objectives and competencies for the subject based on grade level standards. The determination of the specific grade a student receives must be based on the teacher's best judgment, after careful consideration of all aspects of each student's performance during a grading period.

In authorized semester courses, the student's final grade will be determined as follows: 50% value for each of two nine-week grading periods. A teacher may administer an assessment at the end of each nine-week grading period. The value of the assessment may not exceed 10% of the grade for each nine-week grading period; there is a provision for teacher override.

In authorized annual courses, the student's final grade will be determined as follows: 25% value for each of four nine-week grading periods. A teacher may administer an assessment at the end of each nine-week grading period. The value of the assessment may not exceed 5% of the grade for each nine-week grading period, with a provision for teacher override. In order to pass an annual course in grades 9-12, a student must earn a minimum of 10 grade points, of which a minimum of five must be earned in the second semester. Teacher override (either up or down) can be used.

For senior high school students, the forgiveness policy for required courses is limited to replacing a grade of D or F with a grade of C or higher earned subsequently in the same or comparable course. The forgiveness policy for elective courses is limited to replacing a grade of D or F with a grade of C or higher earned subsequently in another course. In either situation, when a student attempts forgiveness for a grade, only the new grade will be used to compute the student's GPA. Any course not replaced according to this policy will be included in the calculation of the cumulative grade point average required for graduation.

The only exception to the forgiveness policy stated above applies to middle school students who take any high school course. In this case, forgiveness can be applied to courses with a final grade of C, D, or F. In such case, the forgiveness policy must allow the replacement of the grade with a grade of "C" or higher, earned subsequently in the same course or comparable course.

In both authorized semester courses and authorized annual courses, the criteria for grading certain students with disabilities may be modified by the Individual Educational Plan (IEP) team.

The following are the academic grades used:

GRADE	NUMERICAL VALUE (%)	Verbal Interpretation	Grade Point Value
A	90 – 100	Outstanding Progress	4
B	80 – 89	Above average progress	3
C	70 – 79	Average Progress	2
D	60 – 69	Lowest Acceptable Progress	1
F	0 – 59	Failure	0
I	0	Incomplete (secondary only)	0

GRADE POINT AVERAGE

Grade point averages (GPA) may be used for any of the reasons listed below:

- High school graduation;
- Rank in class;
- Eligibility to participate in interscholastic extracurricular activities;
- Academics recognition programs;
- Placement on the honor roll and/or membership in honor societies; and
- College admissions and scholarship competitions

The grade and bonus point values shown in the chart below are used in determining unweighted (without bonus points) and weighted (with bonus points) GPA's.

LETTER	GRADE	BONUS POINTS
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GRADES	POINTS	HONORS	ADVANCED PLACEMENT	INTERNATIONAL BACCALAUREATE
A	4	1	2	2
B	3	1	2	2
C	2	1	1	1
D	1	0	0	0
F	0	0	0	0

NOTE: Dual enrollment courses are awarded the equivalent of Advanced Placement and International Baccalaureate bonus points as required by state statute.

The grade point average used for determining the final rank in class for students includes grades from all courses in which credits have been earned for high school graduation and the first semester of the students' final year. Bonus points are applied to grades earned in individual courses prior to the calculation of the weighted GPA.

Academic Recognition Program

The following honor designations are used by Miami-Dade County Public Schools for academic recognition of high school graduates

- **Cum Laude:** the upper 15% of the graduating class, excluding the Summa and Magna Cum Laude students, using a weighted GPA or students who have a 4.0 GPA or higher
- **Magna Cum Laude:** the upper 10% of the graduating class, excluding the Summa Cum Laude students, using a weighted GPA
- **Summa Cum Laude:** the upper 5% of the graduating class using a weighted GPA

The school counselor can assist students and parents in determining the processes for computing the GPA's used for the various purposes listed above.

HOMEWORK POLICY

Homework is an essential component of the learning process for students with the assignment of meaningful learning activities. While homework should provide opportunities for students to reinforce what is taught in the classroom, the assignments should be based on learning outcomes that build students' conceptual understanding, develop thinking skills, and focus on the application of knowledge. Homework assignments should engage students in purposeful, relevant learning that meets their academic needs, with assignments emphasizing quality and depth over length and repetition. Homework is not to be assigned as punishment.

As students mature and progress through school, homework should reflect grade, age, and learner-appropriate levels with assignments that are aligned to the standards for learning in the particular subject area or course. Homework assignments for exceptional students should accommodate the special needs of such students.

In general, homework assignments should be completed for the following day but teachers may opt to set due dates over more days. Long-range assignments and/or project-based learning assignments should provide students with an opportunity to develop and refine research and independent study skills, embedding the use of technology, as applicable. Teachers should review evidence of progress periodically before the student submits a long-range assignment.

Students shall:

1. Complete assigned homework as directed.
2. Return homework to the teacher by the designated time.
3. Submit homework assignments that reflect careful attention to detail and quality of work; and
4. Devote a minimum of 30 minutes each day to reading as an additional part of the homework assignment

While it is understood that parents are not responsible for providing a great deal of assistance to their child in completing homework, there is still much that parents can do to promote good study habits.

Parents shall:

1. Encourage and support the child in the performance of homework assigned, ensuring that the child has an adequate environment that is conducive to studying and completing homework.
2. Indicate an interest in assignments and assisting, if possible, when requested by the child, but not to include performing the work for the child.
3. Support the school in the students' assigned homework and communicate with the school if a student's homework assignments appear excessive, too difficult, or not sufficiently challenging.
4. Request assignments for the child when short-term absences are involved; assist the school in stressing the importance of reading and its benefits; and assure that students read for a period of at least 30 minutes each day in addition to any other assigned homework.

* Excerpt from School Board Policy 2330

DORAL ACADEMY'S INNOVATIVE CURRICULAR PROGRAMS

Doral Academy is offering numerous innovative choice program options that infuse career-oriented themes, provide enhanced quality educational opportunities, and promote diversity. A major feature of the programs/schools has been to appeal to students with similar interests but diverse backgrounds, and to draw them into a learning environment in which they will prosper.

Innovative Curricular Programs provide unique educational experiences for students in areas of interest or special talent. Such programs will be successful because their content will satisfy the educational needs of the students. Some programs accept all interested students, while other programs have specific entrance criteria. When the number of eligible students exceeds the number of available seats in non-talent magnets, a random selection procedure is utilized to admit students.

Doral Performing Arts and Entertainment Academy (Drama, Dance, Art and Music)

The visual and performing arts program immerses students for two to three hours each day, in the theory and practical application of skills in careers in visual art, dance, music, and theater. Students participating in the visual and performing arts program combine the development of personal talent with an in-depth study of creative works, ideas, and people. Through collaboration with colleges and universities, students participate in college level courses; acquire advance training in talent areas and dual enrollment credit. The Doral Performing Arts and Entertainment Academy commenced during the 2005-2006 school year. The Performing Arts and Entertainment Academy offers talented, creative students in grades 9-12 a challenging arts environment that nurtures their innate talent while providing advanced training in the performing and visual arts.

The following chart applies to students entering 9th grade in the 2024/2025 school year:

	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Visual Arts	Required: Art 2D Comp. 2 And Elective(s): Digital Art Imaging 1	Required: Art 2D Comprehensive 3 Honors And Elective(s): Art History & Criticism Honors 1, Digital Art Imaging 1 or 2, or Ceramics 1 & 2, or 3	Required: AP Art History, AP Art Studio Drawing, or AP Art Studio 2D And Elective(s): AP Art Drawing, AP Art Studio 2D, AP Art Studio 3D, AP Art History, Art 3 Comp. Honors, Digital Art Imaging 1,2, or 3, Ceramics 1 & 2, or 3	Required: AP Art History, AP Art Studio 2D or 3D, or AP Art Drawing And Elective(s): Any Visual Arts Elective, Technical Theatre: Design & Production 1
Photography	Required: Creative Photography 1 And Elective(s): Journalism (Yearbook)	Required: Creative Photography 2 And Elective(s): Journalism (Yearbook), Art History and Criticism Honors 1, AP Art History, Digital Art Imaging 1 or 2	Required: Creative Photography 3 Honors And Elective(s): Journalism (Yearbook), Digital Art Imaging 1,2 or 3, Art History & Criticism Honor, or AP Art History	Required: AP Studio 2D, AP Art History, AP Studio 3D And Elective(s): Journalism (Yearbook), Digital Art Imaging 3, Technical Theatre: Design & Production 1
Drama	Required: Acting 1 And Elective(s): Chorus 2	Required: Acting 2 And Elective(s): Technical Theatre: Design & Production 1	Required: Acting 3 And Elective(s): Theatrical Direction & Stage Management 1, TV Production, Chorus 2, 3	Required: Acting 4 Honors And Elective(s): Theatrical Direction & Stage Management 2 Honors, Chorus 2 or 3, Dance Tech 1,2,3
Dance	Required: Ballet 1 And Elective: Choreography /Performance 1	Required: Ballet 2 Pointe And Elective: Choreography /Performance 2	Required: Ballet 3 And Elective: Dance Technique 3 Honors	Required: Ballet 4 Honors And Elective: Dance Technique 4 Honors, Technical Theatre: Design & Production 1
Music Keyboard	Required: Keyboard 1 And Elective: Music Theory 1	Required: Keyboard 2 And Elective: Music Theory 1, Music Theory 2 or AP Music Theory	Required: Keyboard 3 And Elective: Music Theory 2 or AP Music Theory	Required: Keyboard 4 Honors And Elective: Music Theory 2 or AP Music Theory
Music Voice	Required: Chorus 2 And Elective: Music Theory 1	Required: Chorus 3 And Elective(s): Music Theory 1 or Music Theory 2, AP Music Theory or Keyboard	Required: Chorus 4 And Elective(s): Music Theory 2, AP Music Theory, or Keyboard	Required: Chorus 5 Honors And Elective(s): AP Music Theory or Theatre/Theatre history Technical

				Theatre: Design & Production 1
Music Band	Required: Instrumental Technique 1 Marching Band And Elective: Music Theory 1	Required: Instrumental Technique 2 Marching Band And Elective(s): Music Theory 1, Music Theory 2, AP Music Theory, or Keyboard	Required: Instrumental Technique 3 Marching Band And Elective(s): Music Theory 2, AP Music Theory, or Keyboard	Required: Instrumental Technique 4 Honors Marching Band And Elective(s): AP Music Theory, Keyboard, or Theatre/Theatre history
Music Orchestra	Required: Orchestra 2 And Elective: Music Theory 1	Required: Orchestra 3 And Elective(s): Music Theory 1, Music Theory 2, AP Music Theory, or Keyboard	Required: Orchestra 4 3 And Elective(s): Music Theory 2, AP Music Theory, or Keyboard	Required: Orchestra 5 Honors And Elective(s): AP Music Theory, Keyboard, or Theatre/Theatre history
Film & Broadcasting	Required: Journalism 4 And Elective: Photography 1, Digital Art & Image 1, or Theatre History & Literature 1	Required: TV Production 4 (TV Anchor) And Elective(s): Creative Writing, Digital Art & Image 1 or 2, or Theatre History & Literature 1 & 2	Required: TV Production 5 (Sports and Entertainment) And Elective(s): Photography, Digital Art & Image 1, 2, or 3, or Theatre History & Literature 1 & 2	Required: TV Production 6 (Film) And Elective(s): Broadcast Journalism 5 Honors, Technical Theatre: Design & Production 1

DUAL ENROLLMENT AND SCHOLAR PROGRAM

An acceleration mechanism allowing students to simultaneously earn college credits while fulfilling high school graduation requirements. It is considered the state's largest scholarship program because it is free of cost. Credits taken through this challenging program are transferable to Florida public and private colleges and universities and some out of state institutions. Approval in advance of course registration is required. Students should check with their counselors for information and approval of dual enrollment courses.

Students must meet the following eligibility criteria:

- Must have a 3.0 unweighted grade point average (GPA) to enroll in college credit courses
- Pass the appropriate section of the Post-Secondary College Readiness Test, ACCUPLACER, SAT or ACT
- Pass the FAST ELA with a 3 or higher
- Have permission from the parent/guardian, high school principal and counselor
- Meet additional admissions criteria established by the post-secondary institution.
- Understand that the amount of work necessary to succeed in dual enrollment courses will be greater than in high school courses
- The college courses selected by the student must count toward high school graduation. Students will earn bonus points equivalent to those earned on Advanced Placement courses.

Scholars Program

Students successfully completing the Dual Enrollment Scholars Program at Doral Academy will be eligible to earn an Associate Degree as well as a High School diploma. Eligibility for this program begins in the ninth grade and will be determined by counselors on an individual basis. This program is only available for students desiring a more rigorous academic challenge. If students earn a C or lower in any one dual enrollment course, he/she will not be allowed to continue in the dual enrollment program.

Scholars Curricular Track

	Course 1	Course 2	Course 3	Course 4	Elective 1	Elective 2	Elective 3
9 th Grade	English 1 Honors	Geometry Honors	Biology Honors	AP World History	Elective	Physical Education	Performing Fine Art
10 th Grade Summer	CGS1060C	SLS1510					
10 th Grade	English 2 Honors/AP English Lang & Comp	Algebra 2 Honors	Chemistry Honors	AP Psychology	AP Spanish	ENC 1101 HUL1010	ENC1102 SYG2000
11 th Grade Summer	PHI2010	BSC1005					
11 th Grade	AP English Language & Comp	Pre-Calculus	Physics Honors	AP US History	AP Course	MAC1105 ISS1120	SPC1710 PSC1515
12 th Grade Summer	Dual Enrollment	Dual Enrollment					
12 th Grade	AP English Literature/ Great Books	AP Calculus/ AP Stats	AP Science	AP American Govt & Economics	AP Course	Dual Enrollment	Dual Enrollment

*This track is based on a 7 period schedule which consists of 4 academic core courses and 3 electives annually.

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAM

The International Baccalaureate (IB) Diploma Programme (DP) is a comprehensive advanced academic program that begins in Grade 11 and continues through Grade 12. Students seeking academic rigor coupled with international mindedness have the opportunity to enhance their critical thinking and research skills. The IB Curriculum encompasses course study in six subject areas; Language and Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics and the Arts. Furthermore, students take a Theory of Knowledge course, develop a 4,000-word Extended Essay research paper and engage in a self-directed community service project. This in-depth study provides college readiness, thus affording IB DP graduates a distinction amongst other college-bound students. International Baccalaureate Diploma Programme students earn college credits and notable standing in

Tier I Universities worldwide. IB DP graduates are also awarded 100% Bright Futures scholarship in all Florida Universities.

Eligibility for the program begins in 9th and 10th grade year. Students will begin to take IB coursework in 11th grade. In order to qualify for the IB Diploma Programme, students must have a minimum of a 3.0 Unweighted GPA in core courses, strong standardized test scores and current teacher recommendation.

International Baccalaureate Course of Study Track

Course Offering	Grade 9	Grade 10	Grade 11	Grade 12
Group 1: English A Language & Literature	Doral Pre-IB English	AP English Language	IB English A: Language & Literature HL- Year 1	IB English A: Language & Literature HL- Year 2
Group 2: Language B	Spanish 1, 2, or 3 Honors , AP Spanish Language	Spanish 1, 2, or 3 Honors , AP Spanish Language	IB Spanish SL IB Spanish HL- Year 1	IB Spanish HL Year 2 or Elective
	French 1,2, 3	French 1,2, 3 Honors AP French	IB French SL –Year 1	IB French SL –Year 1 or Elective
Group 3: Individuals & Society	World History Honors	Government & Economics Honors	AP US History/ History of the Americas HL- Year 1	IB History of the Americas HL Year 2
	AP World History	AP Government & Economics Honors		
Group 4: Sciences	Chemistry Honors	AP Chemistry	Free Elective or IB Biology SL	Free Elective or IB Biology SL
	Biology Honors	Physics Honors Chemistry Honors		
Group 5: Mathematics	Algebra II Honors	Pre-Calculus Honors	IB Math Analysis & Approaches SL- Year 1	IB Math Analysis & Approaches SL- Year 2
	Geometry Honors	Algebra II Honors		
Group 6: IB Electives 1	*Personal Fitness & Team Sports	Free Elective	IB Psychology SL IB Psychology HL- Year 1	IB Psychology HL- Year 2 Or Free Elective
Elective 2	Practical Art or Performing Arts credit	Practical Art or Performing Arts credit	Theory of Knowledge	Theory of Knowledge
IB Core	**Theory of Knowledge (TOK) **Extended Essay (EE) **Creativity, Activity and Service (CAS)			

*If graduation requirement is met, student may choose another elective.

** To earn an IB Diploma, students must take 3-SL courses and 3-HL courses in addition to the IB Core during their junior and senior years.

ATHLETICS

Doral Academy Athletic Program offers students an array of opportunities for both boys and girls to compete at the junior varsity and varsity levels. Sports offered at Doral Academy include soccer, football, basketball, baseball, tennis, golf, wrestling, cross-country, track & field, swimming, softball, cheerleading, dance, and volleyball. Practices and games are offered after school. Games are scheduled with schools located in the South Florida area as well as throughout the state and country.

Eligibility requirements for participation interscholastic extracurricular athletics and activities.

In order for a student to participate in extracurricular athletics and activities, a student must meet the standards set forth by Florida Statute § 1006.15, Bylaws and Policies of the Greater Miami Athletic Conference (GMAC), and Miami-Dade County School Board Bylaws and Policies and Florida High School Athletic Association (FHSA), Bylaws and Policies.

To be eligible to participate in interscholastic extracurricular student athletics and activities a student must maintain an unweighted cumulative grade point average (GPA) of 2.0 or above on a 4.0 scale in the courses required for graduation, including those taken by the student before he/she begins high school. The student must also maintain a 2.0 GPA in conduct for the previous semester. Computation of grade point averages requires the inclusion of all applicable high school courses to which a forgiveness policy has been applied.

A first-year high school student, entering the ninth grade for the first time, is academically eligible during his/her first semester of high school attendance. The student, however, must have the cumulative 2.0 GPA at the conclusion of his/her first semester of high school attendance to be academically eligible to participate during his/her next semester of attendance.

If a student becomes ineligible during the second semester of his/her ninth-grade year or during the first semester of his/her 10th -grade year because the student's cumulative grade point average was below 2.0 at the conclusion of the previous semester and continues to be below 2.0 at the conclusion of the semester of ineligibility, he/she may regain his/her eligibility for the following semester provided:

- (a) the student signs an academic performance contract with his/her school upon discovery, executes and fulfills the requirements of an academic performance contract, and
- (b) the student sits out the semester of ineligibility; and
- (c) the student attends summer school, or its graded equivalent, (i.e. adult education, Florida Virtual School, etc.) between grades 9 and 10 or 10 and 11, as necessary; and
- (d) the student earns a grade point average of 2.0 or above on a 4.0 unweighted scale or its equivalent in all courses taken during the semester of ineligibility.

Once a student enters grade 11, he/she must have and maintain from that point forward a 2.0 or above cumulative grade point average on a 4.0 scale, or its equivalent, in all courses required for graduation at the conclusion of each semester to be eligible to participate during the following semester.

If a student's eligibility is affected by an incomplete grade, the student is ineligible until the incomplete grade is removed and all eligibility requirements are met.

All students participating in interscholastic athletic competition or who are candidates for an interscholastic team(s) are required to pass an annual medical evaluation and purchase the School Board's sponsored insurance program prior to engaging in any practice, tryout, or pre- or post-season physical activity associated with the student's candidacy for an interscholastic athletic team.

A student shall be eligible for no more than four (4) consecutive academic years from the date he/she first enrolls in the ninth grade. Four years from the date he/she first enrolls in the ninth grade, he/she shall become ineligible for further interscholastic athletic competition. For students enrolled in an accelerated graduation program, once they have met all the graduation requirements, they cannot remain in high school for a fourth year in order to continue eligibility to participate in high school athletics/activities.

The high school counselor can assist students in planning a program of study that will include the appropriate courses to prepare for college entrance examinations and meet core course requirements for participation in National Collegiate Athletic Association (NCAA) and the National Association of Interscholastic Athletics (NAIA) athletic programs. The school counselor can also assist students in determining how to calculate the GPA required to be eligible to participate in NCAA and NAIA athletics and advise the student regarding which courses do not meet NCAA and NAIA eligibility requirements.

STUDENT RIGHTS AND RESPONSIBILITIES

Grades, at best, are but an indicator of the student's knowledge or skill at any particular time. Grades are not necessarily an accurate gauge as to whether learning has taken place. However, since much emphasis is placed upon grades, a student's academic grade should reflect the teacher's most objective assessment of the student's academic achievement. Academic grades should not be used as a threat in order to maintain classroom decorum.

Rights:

- Students have the right to be informed of the teacher's grading criteria, which is consistent with district guidelines, at the beginning of each grading period.
- Students have the right to receive an academic grade that reflects their achievement
- Students have the right to be notified when they are performing unsatisfactorily
- Students have the right to receive a conduct and effort grade in each class consistent with their overall behavior and effort.
- Students have the right to achieve academic success based upon their own initiative and ability without interference from others.

Responsibilities:

- Students have the responsibility to ask teachers in advance of a graded assignment, for an explanation of any grading criteria or practice they may question or that needs clarification
- Students have the responsibility for maintain reasonable standards of academic performance commensurate with their ability
- Students have the responsibility for making every effort to improve their performance upon receipt or notification of unsatisfactory performance.
- Students have the responsibility to conduct themselves in each class in ways that are conducive to the learning process.
- Students have the responsibility to earn grades based upon their performance while guarding against cheating by other students.

(*) Excerpt from the Code of Student Conduct (Secondary) can be found in School Board Policy 5500

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) is a federal law. The intent of this law is to protect the accuracy and privacy of student information and education records. Under this law, parents and eligible students have the rights to: access their education records, including the right to inspect and review those records; waive their access to their education records in certain circumstances; challenge the content of education records in order to ensure that the records are not inaccurate, misleading, or otherwise a violation of privacy or other rights; ensure privacy with respect to such records and reports; and receive notice of their rights with respect to education records. Only authorized individuals having legitimate educational interest will have access to a student's education records. However, under some prescribed circumstances, personally identifiable information and education records can be disclosed to other individuals and agencies without parental consent. The Board approved a directive for implementing the provision of the Family Educational Rights and Privacy Act. Personally identifiable information is maintained in schools in a variety of forms, such as handwriting, print, computer media, video or audiotape, film, microfilm, and microfiche.

Examples are:

- Date and place of birth, parent's address, and where parents can be contacted in emergencies;
- Grades, test scores, courses taken, academic specializations and activities, and official letters regarding a student's status in school;
- Special education records;
- Disciplinary records;
- Medical and health records that the school creates or collects and maintains;
- Documentation of attendance, schools attended, courses taken, awards conferred, and degrees earned; and
- Personal information such as a student's identification code, Social Security number, photograph, or other information that would make it easy to identify or locate a student.

Personal notes made by teachers and other school officials that are not shared with others are not considered educational records as long as they are kept private by the maker of the record. Additionally, law enforcement records created and maintained by a school district law enforcement unit are not education records.

Parents or eligible students are guaranteed the right, upon request, to inspect and review their children's records and to obtain copies of them within 45 days. In accordance with Board policy, a fee may be charged for reproduction of records, unless the imposition of that fee would effectively prevent the exercise of the right to inspect and review the education records. The parent or eligible student also has the right to request a correction of education records which he/she believes to be inaccurate or misleading. Requests are reviewed by the school principal, regional office, and/or District office and the parent or eligible student is notified of the decision(s).

COURSE CATALOG

ENGLISH/ LANGUAGE ARTS

M/J Languages Arts I

Course Number: 100101001

The purpose of this course is to provide grade 6 students, using texts of appropriate complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

M/J Language Arts I, Advanced

Course Number: 100102001

The purpose of this course is to provide grade 6 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

M/J Language Arts I Gifted

Course Number: 100102002

The purpose of this course is to promote academic excellence in writing, oral communication, and the analysis of literature. The content should include, but not be limited to, the analysis of literature and the use of the writing process. The course should also include advanced reading skills, techniques of effective speaking and listening, critical thinking, and study skills and how these skills relate to success in the world of work. This course incorporates the goals and objectives contained in the “Resource Manual for Gifted Programs” and is available only to students staffed into the gifted program.

M/J Language Arts I through ESOL

Course Number: 100200002

The purpose of this course is to provide educational experiences which develop English language arts concepts and skills for speakers of other languages. This course addresses the needs of limited English proficient (LEP) students through the application of second language strategies. The content should include, but not limited to, the study of literature, the use of the writing process, and the application of reading, listening, speaking, critical thinking and study skills. Information on how language arts skills apply to daily life and work should also be provided.

Pre-AP Language Arts I

Course Number: 100102001

The purpose of this course is to provide grade 6 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

M/J Language Arts II

Course Number: 100104001

The purpose of this course is to provide grade 7 students, using texts of high complexity, students integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The content should include, but not be limited to, the following:

- Active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn.
- Analysis of literature and informational texts from varied literacy periods to examine: text craft and structure; elements of literature; arguments and claims supported by textual evidence; power and impact of language; influence of history, culture, and setting on language; personal critical and aesthetic response.
- Writing for varied purposes
- Effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions.

M/J Language Arts II, Advanced

Course Number: 100105001

The purpose of this course is to provide grade 7 students, using texts of high complexity, students integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The content should include, but not be limited to, the following:

- Active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn.
- Analysis of literature and informational texts from varied literacy periods to examine: text craft and structure; elements of literature; arguments and claims supported by textual evidence; power and impact of language; influence of history, culture, and setting on language; personal critical and aesthetic response.
- Writing for varied purposes
- Effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions.

M/J Language Arts II, Gifted

Course Number: 100105002

The purpose of this course is to promote academic excellence in English language arts through enriched experiences in literature, writing, speaking, listening, and critical thinking. The content should include, but not be limited to, the study of traditional and contemporary literature; the application of the writing process to expressive and academic modes with emphasis on preparation for the Florida Comprehensive Assessment Test in Reading and Writing; the utilization of higher-order reading skills; and practice of formal and informal speaking and listening activities. Critical thinking should be incorporated in all components of the course. Activities that illustrate the application of communications skills to daily life and work should be provided. This course incorporates the goals and objectives contained in the "Resource Manual for Gifted Programs" and is available only to students staffed into the gifted program

M/J Language Arts II through ESOL

Course Number: 100201002

The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness. The content should include, but not be limited to, the following: Active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn; analysis of literature and informational texts from varied literary periods; writing for varied purposes; effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions; collaboration amongst peers.

Pre-AP Language Arts II

Course Number: 100105001

The purpose of this course is to provide grade 7 students, using texts of high complexity, students integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The content should include, but not be limited to, the following:

- Active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn.
- Analysis of literature and informational texts from varied literacy periods to examine: text craft and structure; elements of literature; arguments and claims supported by textual evidence; power and impact of language; influence of history, culture, and setting on language; personal critical and aesthetic response.
- Writing for varied purposes
- Effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions.

M/J Language Arts III

Course Number: 100107001

The purpose of this course is to provide grade 8 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The content should include, but not be limited to, the following:

- Active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- Analysis of literature and informational texts from varied literary period to examine: text craft and structure; elements of literature; arguments and claims supported by textual evidence; power and impact of language; influence of history, culture, and setting on language; personal critical and aesthetic response
- Writing for varied purposes
- Effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions

M/J Language Arts III, Advanced

Course Number: 100108001

The purpose of this course is to provide grade 8 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The content should include, but not be limited to, the following:

- Active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- Analysis of literature and informational texts from varied literary period to examine: text craft and structure; elements of literature; arguments and claims supported by textual evidence; power and impact of language; influence of history, culture, and setting on language; personal critical and aesthetic response
- Writing for varied purposes
- Effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions

M/J Language Arts III, Gifted

Course Number: 100108002

The purpose of this course is to promote academic excellence in English language arts through enriched experiences in literature, writing, speaking, listening, and critical thinking. The content should include, but not be limited to, the study of traditional and contemporary literature; the application of the writing process to expressive and academic modes with emphasis on preparation for the Florida Comprehensive Assessment Test in Reading and Writing; the utilization of higher-order reading skills; and practice of formal and informal speaking and listening activities. Critical thinking should be incorporated in all components of the course. Activities that illustrate the application of communications skills to daily life and work should be provided. This course incorporates the goals and objectives contained in the "Resource Manual for Gifted Programs" and is available only to students staffed into the gifted program.

M/J Language Arts III through ESOL

Course Number: 100202002

The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of Integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness. The content should include, but not be limited to, the following: Active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn; analysis of literature and informational texts from varied literary periods; writing for varied purposes; effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions; collaboration amongst peers.

Pre-AP Language Arts III

Course Number: 100108001

The purpose of this course is to provide grade 8 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The content should include, but not be limited to, the following:

- Active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- Analysis of literature and informational texts from varied literary period to examine: text craft and structure; elements of literature; arguments and claims supported by textual evidence; power and impact of language; influence of history, culture, and setting on language; personal critical and aesthetic response
- Writing for varied purposes
- Effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions

M/J ESOL Development Language L1

Course Number: 1002181L1

The purpose of these courses is to enable native speakers of languages other than English to develop proficient reading, writing, listening, viewing, and speaking skills in the English language. The courses encourage the use of multimedia presentations, technology, and text resources to enrich student's learning experiences and provide an active learning environment. Skills and strategies are designed to increase the students' level of skill and proficiency while meeting state-mandated assessments. Oral communication, reading, and writing skills are interrelated in order to build a connection between oral and written language and empower students with the ability to function in the English language across all subject areas.

The content should include, but not be limited to the following:

- Participation in informal and formal English conversation, reading, and writing activities with increased vocabulary usage.
- Listening, speaking, reading, and writing experiences for increased communication;
- Opportunities for informal, formal, and state-mandated assessments.

M/J ESOL Developmental Language L2

Course Number: 1002181L2

The purpose of these courses is to enable native speakers of languages other than English to develop proficient reading, writing, listening, viewing, and speaking skills in the English language. The courses encourage the use of multimedia presentations, technology, and text resources to enrich student's learning experiences and provide an active learning environment. Skills and strategies are designed to increase the students' level of skill and proficiency while meeting state-mandated assessments. Oral communication, reading, and writing skills are interrelated in order to build a connection between oral and written language and empower students with the ability to function in the English language across all subject areas.

The content should include, but not be limited to the following:

- Participation in informal and formal English conversation, reading, and writing activities with increased vocabulary usage.
- Listening, speaking, reading, and writing experiences for increased communication;
- Opportunities for informal, formal, and state-mandated assessments.

M/J ESOL Developmental Language L3

Course Number: 1002181L3

The purpose of these courses is to enable native speakers of languages other than English to develop proficient reading, writing, listening, viewing, and speaking skills in the English language. The courses encourage the use of multimedia presentations, technology, and text resources to enrich student's learning experiences and provide an active learning environment. Skills and strategies are designed to increase the students' level of skill and proficiency while meeting state-mandated assessments. Oral communication, reading, and writing skills are interrelated in order to build a connection between oral and written language and empower students with the ability to function in the English language across all subject areas.

The content should include, but not be limited to the following:

- Participation in informal and formal English conversation, reading, and writing activities with increased vocabulary usage.
- Listening, speaking, reading, and writing experiences for increased communication;
- Opportunities for informal, formal, and state-mandated assessments.

M/J ESOL Developmental Language L4

Course Number: 1002181L4

The purpose of these courses is to enable native speakers of languages other than English to develop proficient reading, writing, listening, viewing, and speaking skills in the English language. The courses encourage the use of multimedia presentations, technology, and text resources to enrich student's learning experiences and provide an active learning environment. Skills and strategies are designed to increase the students' level of skill and proficiency while meeting state-mandated assessments. Oral communication, reading, and writing skills are interrelated in order to build a connection between oral and written language and empower students with the ability to function in the English language across all subject areas.

The content should include, but not be limited to the following:

- Participation in informal and formal English conversation, reading, and writing activities with increased vocabulary usage.
- Listening, speaking, reading, and writing experiences for increased communication;
- Opportunities for informal, formal, and state-mandated assessments.

M/J Creative Writing 1

Course Number: 100900001

The purpose of this course is to involve students in the writing process to produce expressive communication. The content should include, but not be limited to, instruction in all aspects of the writing process (prewriting, drafting, revising, editing, and publishing) with emphasis on written expression of personal experiences and feelings.

***Intended for Grade 6 students.**

M/J Creative Writing 2, Advanced

Course Number: 100901001

The purpose of this course is to use the writing process to develop students' writing and language skills needed for individual expression. The content should include, but not be limited to, instruction in all aspects of the writing process (prewriting, drafting, revising, editing, and publishing) to develop writing for a variety of audiences and purposes. Opportunities for writing might include journals, stories, dialogues, essays, songs, poems, fables, parables, memoirs, and other literary forms.

***Intended for Grade 6 students.**

M/J 6th Grade Intensive Reading (FAST level 1 & 2)

Course Number: 100001006

The purpose of this course is to provide intensive reading instruction and practice in reading skills. The content should include, but not be limited to, content identified by diagnosis of each student's needs for intensive instruction specified in the academic improvement plan and practice in test-taking skills and strategies for reading. The course content must reflect appropriate Sunshine State Standards benchmarks.

***Intended for Grade 6 students.**

M/J 7th Grade Intensive Reading (FAST level 1 & 2)

Course Number: 100001007

The purpose of this course is to provide intensive reading instruction and practice in reading skills. The content should include, but not be limited to, content identified by diagnosis of each student's needs for intensive instruction specified in the academic improvement plan and practice in test-taking skills and strategies for reading. The course content must reflect appropriate Sunshine State Standards benchmarks.

***Intended for Grade 7 students.**

M/J 8th Grade Intensive Reading (FAST level 1 & 2)

Course Number: 100001008

The purpose of this course is to provide intensive reading instruction and practice in reading skills. The content should include, but not be limited to, content identified by diagnosis of each student's needs for intensive instruction

specified in the academic improvement plan and practice in test-taking skills and strategies for reading. The course content must reflect appropriate Sunshine State Standards benchmarks.

***Intended for Grade 8 students.**

English I

Course Number: 100131001

The purpose of this course is to provide instruction in English language arts including reading, writing, speaking, and listening in the areas of literature and language. The content should include, but not be limited to, instruction in reading, writing, speaking, and vocabulary. The course should include composition instruction that focuses on writing effective paragraphs and multi-paragraph papers, with emphasis on all stages of the writing process. Speech instruction should include formal and informal presentations. The course should include opportunities for students to evaluate mass media. Literature study should include analysis of genres. The study of language should encompass elements of grammar, usage and mechanics.

***Earning credit for this course precludes the earning of credit for English Honors I. GRADUATION CREDIT FOR ENGLISH. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR ENGLISH.**

English I Honors

Course Number: 100132001

The purpose of this course is to provide grade 9 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The content should include, but not be limited to, instruction in the critical analysis of major literary genres. Composition instruction should focus on using the writing process in creative, logical, and critical modes, and should include frequent practice in all aspects of the writing process. Formal speaking experiences should be provided, and the critical skills of listening and observing should be taught.

***Earning credit for this course precludes the earning of credit for English I. GRADUATION CREDIT FOR ENGLISH. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR ENGLISH.**

English I through ESOL

Course Number: 100230002

The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness. The content should include, but not limited to, the following: Active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn; analysis of literature and informational texts from varied literary periods; writing for varied purposes; effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions; and collaboration amongst peers.

***Credit in this course will meet graduation requirements for English. GRADUATION CREDIT FOR ENGLISH. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR ENGLISH.**

English II

Course Number: 100134001

The purpose of this course is to provide grade 10 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The content should include, but not be limited to, the following: Active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn; analysis of literature and informational texts from varied literacy periods; writing for varied purposes; effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions; collaboration amongst peers.

***Earning credit for this course precludes the earning of credit for English Honors II. GRADUATION CREDIT FOR ENGLISH. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR ENGLISH.**

English II Honors

Course Number: 100135001

The purpose of this course is to promote academic excellence in English language arts through the study of world literature and through enriched experiences in composition, speech and listening skills. The content should include, but not be limited to, instruction in universal themes found in world literature, as well as the critical analysis of various genres in that literature. Composition instruction should emphasize the creative, logical, and critical aspects of the writing process. Frequent practice should be provided in utilizing all aspects of composition, including prewriting, drafting, and revising with emphasis on preparation for the Florida Comprehensive Assessment Test in Writing. The study of language should include usage, mechanics, and other elements of Standard Written English. Formal and informal speaking opportunities should be provided. Vocabulary study should focus on verbal analogies and other patterns commonly found on standardized tests.

***Earning credit for this course precludes the earning of credit for English II. GRADUATION CREDIT FOR ENGLISH. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR ENGLISH.**

English II through ESOL

Course Number: 100231002

The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness. The content should include, but not be limited to, the following: Active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn; analysis of literature and informational texts from varied literary periods; writing for varied purposes; effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions; collaboration amongst peers.

***Credit in this course will meet graduation requirements for English. GRADUATION CREDIT FOR ENGLISH. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR ENGLISH.**

English III

Course Number: 100137001

The purpose of this course is to provide instruction in English language arts and the study of American literature. The content should include, but not be limited to, frequent practice in writing multi-paragraph papers of various types, with particular attention given to the writing of documented papers. Relative to these writing assignments, reference and summarizing skills should also be emphasized. Listening, speaking, and writing assignments should be related, when appropriate, to the study of American literature. Literature study should include the analysis of various examples of American literary works in various genres. Literature instruction should be supported by instruction in reading strategies. Vocabulary study should focus upon verbal analogies and other patterns commonly found on standardized tests.

***Earning credit for this course precludes the earning of credit for English Honors III. GRADUATION CREDIT FOR ENGLISH. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR ENGLISH.**

English III Honors

Course Number: 100138001

The purpose of this course is to promote academic excellence in English language arts through enriched experiences in reading, writing, speaking, and listening and to provide instruction in the study of American literature. The content should include, but not be limited to, composition instruction with frequent practice in writing multi-paragraph essays in a variety of modes, including documented papers. Literature study should include the written and oral analysis of American literary works representing the ethnic and cultural diversity of the American experience. The study of literature should also include analysis of American dialects as reflected in the literature. Reference skills and methods of summarizing information should be taught in relation to the production of documented papers. Formal and informal oral communications activities should be provided.

***Earning credit for this course precludes the earning of credit for English III. GRADUATION CREDIT FOR ENGLISH. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR ENGLISH.**

English III through ESOL

Course Number: 100232002

The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness. The content should include, but not be limited to, the following: Active reading of varied texts for what they say explicitly, as well as the logical inferences than can be drawn; analysis of literature and informational texts from varied literary periods; writing for varied purposes; effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions; and collaboration amongst peers.

***Credit in this course will meet graduation requirements for English. GRADUATION CREDIT FOR ENGLISH. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR ENGLISH.**

Advanced Placement English Language and Composition

Course Number: 100142001

The purpose of this course is to provide students with an understanding of the semantic, structural and rhetorical resources of the English language as they relate to the principles of effective writing. The course is also designed to provide students with a variety of writing opportunities calling for the use of different styles and tone. The content should include, but not be limited to, that determined by the College Board Advanced Placement Program.

***Written assignments totaling at least 12,000 words shall be a component for successful completion of this course. GRADUATION CREDIT FOR ENGLISH. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR ENGLISH.**

English IV

Course Number: 100140001

The purpose of this course is to provide instruction in English language skills in the study of British literature and other world literature. The content should include, but not be limited to, instruction in vocabulary and reading necessary for students' comprehension of printed materials. Literature study should include analysis of representative examples from British literature and the literature of other cultures as they reflect changes in the language and the development of literary traditions. Writing experiences should be structured to provide practice in real-life writing situations likely to be encountered beyond secondary school. Opportunities should be given to students for extending their speaking and listening skills.

***Earning credit for this course precludes the earning of credit for English Honors 4. GRADUATION CREDIT FOR ENGLISH. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR ENGLISH.**

English IV Honors

Course Number: 100141001

The purpose of this course is to promote academic excellence in English language arts through enriched experiences in communications skills and through instruction in British literature as well as other world literature as a part of our literary heritage. The content should include, but not be limited to, instruction in the written and oral analysis of major British literary works of various genres in relationship to literature of other cultures and to the development of the literary traditions of the English language. Composition instruction should emphasize writing assignments that develop students' abilities to analyze critically and to interpret information. Opportunities should also be given for students to extend speaking, listening, and viewing skills. Language study should include vocabulary development and an overview of the history of the language as reflected in literature.

***Earning credit for this course precludes the earning credit for English 4. GRADUATION CREDIT FOR ENGLISH. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR ENGLISH.**

English IV through ESOL

Course Number: 100252002

The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness. The content should include, but not be limited to, the

following: Active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn; analysis of literature and informational texts from varied literary periods; writing for varied purposes; effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions; collaboration amongst peers.

***Credit in this course will meet graduation requirements for English. GRADUATION CREDIT FOR ENGLISH. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR ENGLISH.**

Advanced Placement English Literature and Composition

Course Number: 100143001

The purpose of this course is to involve students in the study and practice of writing and in the study of literature. Students should learn to use the modes of discourse and to recognize the assumptions underlying various rhetorical strategies. Students should also acquire an understanding of the resources of the language and an understanding of the writer's craft. They should develop critical standards for the appreciation of any literary work and increase their sensitivity to literature as shared experiences. The content should include, but not be limited to, that determined by the College Board Advanced Placement Program.

***Written assignments totaling at least 12,000 words shall be a component for successful completion of this course. GRADUATION CREDIT FOR ENGLISH. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR ENGLISH.**

Advanced Placement Capstone Seminar

Course Number: 170050001

The purpose of this course is to engage students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundations, literary and philosophical texts; listening to and reviewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspective in written essays, and design and deliver oral and visual presentations.

***Important Note: GRADUATION CREDIT FOR ELECTIVE**

Advanced Placement Capstone Research

Course Number: 170051001

The purpose of this course is to engage students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundations, literary and philosophical texts; listening to and reviewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspective in written essays, and design and deliver oral and visual presentations.

***Important Note: GRADUATION CREDIT FOR ELECTIVE**

International Baccalaureate English A: Language & Literature HL

Course Number: 100585001

Introduces the critical study and interpretation of written and spoken texts from a wide range of literary forms and non-literary text-types. The formal analysis of texts is supplemented by awareness that meaning is not fixed but can change in respect to contexts of production and consumption.

Great Books Honors

Course Number: 102086001

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

-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 arts as it impacts readers, writers, listeners and speakers.
- Understanding and analyzing literary texts.
- Responding critically and aesthetically to Western and Eastern literature.

***GRADUATION CREDIT FOR ENGLISH. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR ENGLISH.**

Intensive Reading Enrichment Grade 9

Course Number: 1000410E1

The purpose of this course is to provide intensive instruction and practice in reading skills for students two or more years below grade level in reading comprehension. The content should include, but not be limited to, content identified by diagnosis of each student's needs for intensive instruction specified in the academic improvement plan and practice in test-taking skills and strategies for reading and writing. The course content must reflect appropriate Sunshine State Standards benchmarks.

***GRADUATION CREDIT FOR ELECTIVE. This course may not be used to meet graduation requirements for language arts. Graduation credit for Elective**

Intensive Reading Enrichment Grade 10

Course Number: 1000410E2

The purpose of this course is to provide intensive instruction and practice in reading skills for students two or more years below grade level in reading comprehension. The content should include, but not be limited to, content identified by diagnosis of each student's needs for intensive instruction specified in the academic improvement plan and practice in test-taking skills and strategies for reading and writing. The course content must reflect appropriate Sunshine State Standards benchmarks.

***GRADUATION CREDIT FOR ELECTIVE. This course may not be used to meet graduation requirements for language arts. Graduation credit for Elective**

Intensive Reading 3 Grade 11 Retakers

Course Number: 1000416T1

The purpose of this course is to provide intensive reading instruction and practice in reading skills for students two or more years below grade level in reading comprehension using the Read 180 Program. (This program addresses individual needs through adaptive instructional software, high-interest literature, and teacher-led instruction.) The content should include, but not limited to, content identified by diagnosis of each students needs for intensive instruction specified in the academic improvement plan and practice in test-taking skills and strategies for reading and writing. The course content must reflect appropriate Sunshine State Standards benchmarks.

****GRADUATION CREDIT FOR ELECTIVE. This may not be used to meet graduation requirements for language arts.**

Intensive Reading 4 Grade 12 Retakers

Course Number: 1000418T2

The purpose of this course is to provide intensive reading instruction and practice in reading skills for students two or more years below grade level in reading comprehension using the Read 180 Program. (This program addresses individual needs through adaptive instructional software, high-interest literature, and teacher-led instruction.) The content should include, but not limited to, content identified by diagnosis of each students needs for intensive instruction specified in the academic improvement plan and practice in test-taking skills and strategies for reading and writing. The course content must reflect appropriate Sunshine State Standards benchmarks.

****GRADUATION CREDIT FOR ELECTIVE. This may not be used to meet graduation requirements for language arts.**

Developmental Language Arts ESOL (Reading) Level 1

Course Number: 1002381L1

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

***Important Note: Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts. GRADUATION CREDIT FOR ELECTIVE**

Developmental Language Arts ESOL (Reading) Level 2

Course Number: 1002381L2

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

***Important Note: Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts. GRADUATION CREDIT FOR ELECTIVE**

Developmental Language Arts ESOL (Reading) Level 3

Course Number: 1002381L3

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

***Important Note: Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts. GRADUATION CREDIT FOR ELECTIVE**

Developmental Language Arts ESOL (Reading) Level 4

Course Number: 1002381L4

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

***Important Note: Reading and writing courses should not be used in place of English language arts courses; reading and writing courses are intended to be used to supplement further study in English language arts. GRADUATION CREDIT FOR ELECTIVE**

MATHEMATICS

M/J Foundational Skills in Mathematics Grade 6 (FAST level 1 & 2)

Course Number: 120400006

This course supports students who need additional instruction in foundational mathematics skills as it relates to core instruction. Instruction will use explicit, systematic, and sequential approaches to mathematics instruction addressing all strands including number sense & operations, algebraic reasoning, functions, geometric reasoning and data analysis & probability. Teachers will use the listed benchmarks that correspond to each students' needs. This elective course is designed to assist students with content mastery of Math Grade 6, 7, or 8.

***This course can be repeated as needed.**

M/J Foundational Skills in Mathematics Grade 7 (FAST level 1 & 2)

Course Number: 120400007

This course supports students who need additional instruction in foundational mathematics skills as it relates to core instruction. Instruction will use explicit, systematic, and sequential approaches to mathematics instruction addressing all strands including number sense & operations, algebraic reasoning, functions, geometric reasoning and data analysis & probability. Teachers will use the listed benchmarks that correspond to each students' needs. This elective course is designed to assist students with content mastery of Math Grade 6, 7, or 8.

***This course can be repeated as needed.**

M/J Foundational Skills in Mathematics Grade 8 (FAST level 1 & 2)

Course Number: 120400008

This course supports students who need additional instruction in foundational mathematics skills as it relates to core instruction. Instruction will use explicit, systematic, and sequential approaches to mathematics instruction addressing all strands including number sense & operations, algebraic reasoning, functions, geometric reasoning and data analysis & probability. Teachers will use the listed benchmarks that correspond to each students' needs. This elective course is designed to assist students with content mastery of Math Grade 6, 7, or 8.

***This course can be repeated as needed.**

M/J Grade 6 Mathematics

Course Number: 120501001

In grade 6, instructional time will emphasize five areas: (1) performing all four operations with integers, positive decimals and positive fractions with procedural fluency; (2) exploring and applying concepts of ratios, rates and percent to solve problems; (3) creating, interpreting and using expressions and equations; (4) extending geometric reasoning to plotting points on the coordinate plane, area and volume of geometric figures and (5) extending understanding of statistical thinking. Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

M/J Accelerated Mathematics Grade 6

Course Number: 120502003

In grade 6 accelerated, instructional time will emphasize five areas: (1) performing all four operations with rational numbers with procedural fluency; (2) exploring and applying concepts of ratios, rates, percentages and proportions to solve problems; (3) creating, interpreting and using expressions, equations and inequalities; (4) extending geometric reasoning to plotting points on the coordinate plane, area and volume of geometric figures and (5) extending understanding of statistical thinking to represent and compare categorical and numerical data. Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

M/J Grade 7 Mathematics

Course Number: 120504001

In grade 7, instructional time will emphasize five areas: (1) recognizing that fractions, decimals and percentages are different representations of rational numbers and performing all four operations with rational numbers with procedural fluency; (2) creating equivalent expressions and solving equations and inequalities; (3) developing understanding of and applying proportional relationships in two variables; (4) extending analysis of two- and

three-dimensional figures to include circles and cylinders and (5) representing and comparing categorical and numerical data and developing understanding of probability. Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

M/J Accelerated Mathematics Grade 7

Course Number: 120505003

In grade 7 accelerated, instructional time will emphasize six areas: (1) representing numbers in scientific notation and extending the set of numbers to the system of real numbers, which includes irrational numbers; (2) generating equivalent numeric and algebraic expressions including using the Laws of Exponents; (3) creating and reasoning about linear relationships including modeling an association in bivariate data with a linear equation; (4) solving linear equations, inequalities and systems of linear equations; (5) developing an understanding of the concept of a function and (6) analyzing two-dimensional figures, particularly triangles, using distance, angle and applying the Pythagorean Theorem. Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

M/J Grade 8 Pre-Algebra

Course Number: 120507001

In grade 8, instructional time will emphasize six areas: (1) representing numbers in scientific notation and extending the set of numbers to the system of real numbers, which includes irrational numbers; (2) generate equivalent numeric and algebraic expressions including using the Laws of Exponents; (3) creating and reasoning about linear relationships including modeling an association in bivariate data with a linear equation; (4) solving linear equations, inequalities and systems of linear equations; (5) developing an understanding of the concept of a function and (6) analyzing two-dimensional figures, particularly triangles, using distance, angle and applying the Pythagorean Theorem. Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

M/J Math Research 1 (Algebra 1 students)

Course Number: 170032003

The purpose of this course is to support the mathematics courses within the Doral Academy of Technology program.

M/J Math Research 2 (Geometry Students)

Course Number: 170001001

The purpose of this course is to support the mathematics courses within the Doral Academy of Technology program.

M/J Math Research 3 (Algebra 2 students)

Course Number: 170001001

The purpose of this course is to support the mathematics courses within the Doral Academy of Technology program.

Algebra I

Course Number: 120031001

The purpose of this course is to provide the foundation for more advanced mathematics courses and to develop the skills needed to solve mathematical problems. Topics shall include, but not be limited to, sets; variables; structure and properties of the real number system; first-degree equations/ inequalities; relations and functions; graphs; systems of linear equations/ inequalities; integral exponents; polynomials; factoring; rational algebraic expressions; irrational numbers; radical expressions; quadratic equations mathematical problems.

***Earning credit in this course precludes the earning of credit in Algebra 1 Honors or Applied Math 1 and 2 (which together are equivalent to Algebra 1). MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR MATHEMATICS**

Algebra 1 Honors

Course Number: 120032001

The purpose of this course is to provide a rigorous and in-depth study of algebra, emphasizing deductive reasoning skills, as a foundation for more advanced mathematics courses and to develop the skills needed to solve mathematical problems. Topics shall include, but not be limited to, operations and properties used within the real number system; algebraic and graphical solutions to first-degree equations and inequalities in one and two variables; relations and functions; direct and inverse variation; operations with polynomials, including all forms of factoring; rational and irrational algebraic expressions; quadratic equations, inequalities and functions.

***Earning credit in this course precludes the earning of credit in Algebra 1 Honors or Applied Math 1 and 2 (which together are equivalent to Algebra 1). MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR MATHEMATICS**

Geometry

Course Number: 120631001

The purpose of this course is to emphasize reasoning and logic in the discovery of relationships and skill in applying the deductive method to mathematical situations. Topics shall include, but not be limited to, logic and reasoning, the study of Euclidean geometry of lines, planes, angles, triangles, similarity, transformations congruence, geometric inequalities, polygons and circles, area and volume, and constructions.

***Earning credit in this course precludes the earning of credit in Geometry Honors. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR MATHEMATICS**

Geometry Honors

Course Number: 120632001

The purpose of this course is to give a rigorous in-depth study of geometry with emphasis on reasoning and logic and the formal language of mathematics. Basic topics in non-Euclidean geometries will also be explored. Topics shall include, but not be limited to, structure of geometry; separation properties; angle concepts; triangles; quadrilaterals; proofs, perpendicularity and parallelism in a plane and in space; similar polygons; circles and spheres; constructions; area and volume; coordinate geometry, topology, and transformational geometry.

***Earning of credit in this course precludes the earning of credit in regular Geometry. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR MATHEMATICS**

Algebra II

Course Number: 120033001

The purpose of this course is to continue the study of the structure of algebra and to provide the foundation for applying these skills to other mathematical and scientific fields. Topics shall include, but not be limited to, the review and extension of the structure and properties of the real number system; relations, functions and graphs; polynomials and rational expressions; quadratic equations and inequalities; polynomial functions; rational and irrational exponents; logarithms; complex numbers; and problem solving.

***Earning credit in this course precludes the earning of credit in Algebra II honors or Algebra II: a technological approach. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR MATHEMATICS**

Algebra II Honors

Course Number: 120034001

The purpose of this course is to present an in-depth study of the topics of Algebra 2 with emphasis on theory, proof, and development of formulas, as well as their applications. Topics shall include, but not be limited to, algebraic structure; first-degree equations in one and two variables solved algebraically and graphically; systems of equations and inequalities; functions and relations; polynomials and rational expressions; exponents and radicals,

logarithms; complex numbers; conic sections; polynomial equations; sequences and series; permutations, combinations and probability; and matrices.

***Earning credit in this course precludes the earning of credit in Algebra 2. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR MATHEMATICS**

Mathematics for College Algebra

Course Number: 120071001

This course is targeted for grade 12 students, whose test scores on the Postsecondary Educational Readiness Test (P.E.R.T.) are at or below the established cut scores for mathematics, indicating that they are not yet "college ready" in mathematics or simply need some additional instruction in content to prepare them for success in college level mathematics. This course incorporates the Florida Standards for Mathematical Practices as well as the following Florida Standards for Mathematical Content: Expressions and Equations, The Number System, Functions, Algebra, Geometry, Number and Quantity, Statistics and Probability, and the Florida Standards for High School Modeling. The standards align with the Mathematics Postsecondary Readiness Competencies deemed necessary for entry-level college courses.

***GRADUATION CREDIT FOR MATHEMATICS. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR MATHEMATICS**

Mathematics for Data & Financial Literacy Honors

Course Number: 120038801

In Mathematics for Data and Financial Literacy Honors, instructional time will emphasize five areas: (1) extending knowledge of ratios, proportions and functions to data and financial contexts; (2) developing understanding of basic economic and accounting principles; (3) determining advantages and disadvantages of credit accounts and short- and long-term loans; (4) developing understanding of planning for the future through investments, insurance and retirement plans and (5) extending knowledge of data analysis to create and evaluate reports and to make predictions. Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

***GRADUATION CREDIT FOR MATHEMATICS. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR MATHEMATICS**

Pre-Calculus Honors

Course Number: 120234002

The purpose of this course is to emphasize the study of functions and other skills necessary for the study of calculus. Topics shall include, but not be limited to, polynomial, rational exponential, logarithmic, and circular functions and their inversions; sequences; series; theory of limits; vectors; conic sections; polar coordinates; symbolic logic; mathematical induction; and matrix algebra.

***GRADUATION CREDIT FOR MATHEMATICS. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR MATHEMATICS**

Probability & Statistics with Applications Honors

Course Number: 121030003

The purpose of this course is to explore the concepts of probability, elementary statistics, and hypothesis testing. The content should include, but not be limited to, random experiments, probability concepts, permutations, combinations, sample space, binomial distribution, concepts of descriptive statistics, measures of central tendency, measures of variability, normal distribution, correlation and regression, hypothesis testing using the normal distribution, the t-distributions, the chi-squared distributions, the f-distributions and the application of various nonparametric statistical tests, multiple regression techniques, and the application of computer software to statistical problems. Computer investigations will include the application of software appropriate to selected topics in the content.

***GRADUATION CREDIT FOR MATHEMATICS. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR MATHEMATICS**

Advanced Placement Pre-Calculus

Course Number: 120230001

AP Precalculus prepares students for other college-level mathematics and science courses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. The course framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science.

***GRADUATION CREDIT FOR MATHEMATICS. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR MATHEMATICS.**

Advanced Placement Calculus AB

Course Number: 120231001

The purpose of this course is to study algebraic and transcendental functions and the general theory and techniques of calculus. The content should include, but not be limited to, the topics determined by the Advanced Placement Program.

***Earning credit in this course precludes the earning of credit in Calculus. GRADUATION CREDIT FOR MATHEMATICS. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR MATHEMATICS**

Advanced Placement Calculus BC

Course Number: 120232001

The purpose of this course is to provide an extensive study of the general theory and techniques of calculus. The content should include, but not be limited to, the topics determined by the Advanced Placement Program.

***GRADUATION CREDIT FOR MATHEMATICS. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR MATHEMATICS**

Advanced Placement Statistics

Course Number: 121032001

The purpose of the advanced placement (AP) course in statistics 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: exploring data: observing patterns and departures from patterns; planning a study: deciding what and how to measure; anticipating patterns in advance: producing models using probability and simulation; and statistical inference: confirming models. Note: students who successfully complete the course and examination may receive credit and/or advanced placement for a one-semester introductory college statistics course.

***The AP Statistics course is an excellent option for any student who has successfully completed a second-year course in algebra, regardless of the student's intended college major. Much of the content of an introductory statistics course does not require any symbol manipulation beyond the level of first-year algebra. GRADUATION CREDIT FOR MATHEMATICS. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR MATHEMATICS**

International Baccalaureate Mathematics- Analysis & Approaches SL

Course number: 120132501

Mathematics courses serve to accommodate the range of needs, interests, and abilities of students, and to fulfill the requirements of various university and career aspirations.

The aims of these courses are to enable students to:

- develop mathematical knowledge, concepts and principles
- develop logical, critical and creative thinking
- employ and refine their powers of abstraction and generalization.

Students are also encouraged to appreciate the international dimensions of mathematics and the multiplicity of its cultural and historical perspectives. Courses require students to appreciate the use of technology in mathematics and become proficient with graphic display calculators.

***Students may only study one course in mathematics as part of their diploma.**

International Baccalaureate Mathematics- Applications & Interpretation SL

Course number: 120930002

Mathematics courses serve to accommodate the range of needs, interests, and abilities of students, and to fulfill the requirements of various university and career aspirations.

The aims of these courses are to enable students to:

- develop mathematical knowledge, concepts and principles
- develop logical, critical and creative thinking
- employ and refine their powers of abstraction and generalization.

Students are also encouraged to appreciate the international dimensions of mathematics and the multiplicity of its cultural and historical perspectives. Courses require students to appreciate the use of technology in mathematics and become proficient with graphic display calculators.

***Students may only study one course in mathematics as part of their diploma.**

Advanced Placement Computer Science A

Course Number: 020032001

The purpose of this course is to treat the applications of computing within the context of programming methodology, algorithms, and data structures. The content should include, but not be limited to, that which is determined by the advanced placement program.

***Teacher recommendation required. Suggested co-requisite: Algebra 2. Suggested prerequisite: Computer Programming 3. MEETS MDCPS PRACTICAL ARTS REQUIREMENT FOR GRADUATION MEETS COMPUTER LITERACY REQUIREMENT**

Advanced Placement Computer Science Principles

Course Number: 020033501

The purpose of this course is to offer a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programing, abstractions, algorithms, large data sets, the interne cybersecurity concerns, and computing impacts. It also provides students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

***Graduation credit for elective. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR ELECTIVE CREDIT.**

Foundational Skills in Mathematics- Grade 9

Course Number: 120040009

The purpose of this course is to enhance skills of algebra and geometry. Content shall include, but not be limited to concepts involving algebraic thinking, number sense, measurement, geometry and spatial sense, as well as data and probability.

***This elective course is designed to assist students with content mastery of Algebra 1 and Geometry topics. This course can be repeated as needed. GRADUATION CREDIT FOR ELECTIVE.**

***This course is intended for grade 9 students who earned a level 1 or level 2 in the Mathematics Statewide assessment.**

Foundational Skills in Mathematics- Algebra I Retakes

Course Number: 120040010

The purpose of this course is to enhance skills of algebra and geometry. Content shall include, but not be limited to concepts involving algebraic thinking, number sense, measurement, geometry and spatial sense, as well as data and probability.

***This elective course is designed to assist students with content mastery of Algebra 1 and Geometry topics. This course can be repeated as needed. GRADUATION CREDIT FOR ELECTIVE.**

***This course is intended for students who have not yet passed the B.E.S.T. Algebra I EOC.**

NATURAL/PHYSICAL SCIENCE

M/J Comprehensive Science I

Course Number: 200204001

The purpose of this course is to provide the first year of a sequential three year course of study in exploratory experiences and activities in concepts of life, earth/space, and physical sciences. The content should include, but not be limited to, scientific method; cells, human body; protists; plants, animals, matter and energy, geology; astronomy, meteorology, and oceanography.

***This course meets the requirement for sixth graders. Laboratory investigations of selected topics are an integral part of this course.**

M/J Comprehensive Science I, Advanced

Course Number: 200205001

The purpose of this course is to provide the first year of a sequential three year course of study in exploratory experiences and activities in concepts of life, earth/space, and physical sciences. The content should include, but not be limited to, scientific method; cells, human body; protists; plants, animals, matter and energy, geology; astronomy, meteorology, and oceanography.

***This course meets the requirement for sixth graders. Laboratory investigations of selected topics are an integral part of this course.**

M/J Comprehensive Science II

Course Number: 200207001

The purpose of this course is to provide the second year of a sequential three year course of study in exploratory experiences and activities in the concepts of life, earth/space, and physical sciences. The content should include, but not be limited to, scientific method; cells, human body; protists; plants, animals, matter and energy, geology; astronomy, meteorology, and oceanography. Students are introduced to basic concepts about life, are given an overview of living organisms from the simple to the complex, and are taught about the human body. Also emphasized with respect to the human body are the importance of nutrition, the causes and effects of disease, and the effects of drugs, tobacco, and alcohol. Laboratory investigations of selected topics in the content which also include the use of the scientific method, measurement, laboratory apparatus and safety are an integral part of the course.

***Completion of credit precludes earning credit in M/J Comprehensive Science 2, Advanced.**

M/J Comprehensive Science II, Advanced

Course Number: 200208001

The purpose of this course is to provide the second year of a sequential three year course of study in exploratory experiences and activities in advanced concepts of life, earth/space, and physical sciences. The content should include, but not be limited to, scientific method; cells, human body; protists; plants, animals, matter and energy, geology; astronomy, meteorology, and oceanography.

Students are introduced to basic concepts about life, are given an overview of living organisms from the simple to the complex, and are taught about the human body. Also emphasized with respect to the human body are the importance of nutrition, the causes and effects of disease, and the effects of drugs, tobacco, and alcohol. Laboratory investigations of selected topics in the content which also include the use of the scientific method, measurement, laboratory apparatus and safety are an integral part of the course. This course meets the requirement for seventh graders.

*** Completion of credit in this course precludes earning credit in M/J Comprehensive Science 2.**

M/J Comprehensive Science III

Course Number: 200210001

The purpose of this course is to provide the third year of a sequential three year course of study in exploratory experiences and activities in concepts of life, earth/space, and physical sciences. The content should include, but not be limited to, scientific method; cells, human body; protists; plants, animals, matter and energy, geology; astronomy, meteorology, and oceanography.

***Meets requirement for eighth graders.**

Completion of this course precludes earning credit in M/J Comprehensive Science 3, Advanced

****Laboratory investigations of selected topics are an integral part of the course.**

M/J Comprehensive Science III, Advanced

Course Number: 200211001

The purpose of this course is to provide the third year of a sequential three year course of study in exploratory experiences and activities in advanced concepts of life, earth/space, and physical sciences. The content should include, but not be limited to, scientific method; cells; human body; protists; plants, animals, matter and energy, geology; astronomy meteorology, and oceanography. Laboratory investigations of selected topics are an integral part of the course.

Pre-AP Science I

Course Number: 200205001

The purpose of this course is to provide the first year of a sequential three year course of study in exploratory experiences and activities in concepts of life, earth/space, and physical sciences. The content should include, but not be limited to, scientific method; cells, human body; protists; plants, animals, matter and energy, geology; astronomy, meteorology, and oceanography.

***This course meets the requirement for sixth graders. Laboratory investigations of selected topics are an integral part of this course.**

Pre-AP Physical Science Honors

Course Number: 200332001

The purpose of this course is to provide students with a quantitative investigative study of the theories and laws associated with the natural physical and chemical properties of matter. The content shall include, but not be limited to: volume and mass, characteristic properties of matter, interaction of matter, periodic table, atomic structure, forms of energy, motion, forces, electricity, magnetism and career opportunities. Laboratory investigations of selected topics in the content which also include the use of the scientific method, measurement, laboratory apparatus and safety are an integral part of the course.

***Completion of a credit in this course precludes the earning of credit in physical science. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR NATURAL SCIENCE**

Pre-AP Biology Honors

Course Number: 200032001

The purpose of this course is to provide advanced, in-depth, exploratory experiences, laboratory experiences, 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 process of life; cell biology, reproduction and communication; genetic principles, diversity, and biotechnology; levels of organization, classification, and taxonomy; structure, function, and reproduction of plants, animals, and microorganisms; behavior of organisms; interdependence of organism, humans, and the environment; biological selection, adaptations, and changes through time; agriculture, food, and medical technologies, and biological careers. Laboratory investigations, which include the use of scientific research, measurement, laboratory technologies, and safety procedure, are an integral part of this course.

***Completion of a credit in this course precludes the earning of credit Biology I. State-authorized honors course.**

Physical Science

Course Number: 200331001

The purpose of this course is to provide students with a quantitative investigative study of the introductory concepts of physics and chemistry. The content should include, but not be limited to, dynamics, classification and interaction of matter, periodic table, forms of energy, electricity and magnetism, chemical interactions, nuclear reactions, and career opportunities in physical science.

Laboratory investigations of selected topics in the content which also include the use of the scientific method, measurement, laboratory apparatus and safety are an integral part of this course.

***Completion of a credit in this course precludes the earning of credit in Physical Science Honors. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR NATURAL SCIENCE**

Physical Science Honors

Course Number: 200332001

The purpose of this course is to provide students with a quantitative investigative study of the theories and laws associated with the natural physical and chemical properties of matter. The content shall include, but not be limited to: volume and mass, characteristic properties of matter, interaction of matter, periodic table, atomic structure, forms of energy, motion, forces, electricity, magnetism and career opportunities. Laboratory investigations of selected topics in the content which also include the use of the scientific method, measurement, laboratory apparatus and safety are an integral part of the course.

***Completion of a credit in this course precludes the earning of credit in physical science. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR NATURAL SCIENCE**

Biology

Course Number: 200031001

The purpose of this course is to provide exploratory experiences, laboratory experiences, 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 process of life; cell biology, reproduction and communication; genetic principles, diversity, and biotechnology; 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; agriculture, food, and medical technologies, and biological careers. Laboratory investigations, which include the use of scientific research, measurement, laboratory technologies, and safety procedures are an integral part of this course.

***Completion of a credit in this course precludes the earning of credit Biology I. FLORIDA BRIGHT FUTURES REQUIREMENT FOR NATURAL SCIENCE**

Biology Honors

Course Number: 200032001

The purpose of this course is to provide advanced, in-depth, exploratory experiences, laboratory experiences, 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 process of life; cell biology, reproduction and communication; genetic principles, diversity, and biotechnology; levels of organization, classification, and taxonomy; structure, function, and reproduction of plants, animals, and microorganisms; behavior of organisms; interdependence of organism, humans, and the environment; biological selection, adaptations, and changes through time; agriculture, food, and medical technologies, and biological careers. Laboratory investigations, which include the use of scientific research, measurement, laboratory technologies, and safety procedure, are an integral part of this course.

***Completion of a credit in this course precludes the earning of credit Biology I. State-authorized honors course.**

Chemistry

Course Number: 200334001

The purpose of this course is to provide students with the study of the composition, properties and changes associated with matter. The content should include, but not be limited to, classification and structure of matter, atomic theory, periodic table, bonding, chemical formulas, chemical reactions and balanced equations, behavior of gases, physical and chemical changes, acids, bases, and salts, energy associated with physical and chemical changes, stoichiometry, equilibrium, and introduction to thermochemistry. Laboratory investigations of selected topics in the content which also include the use of the scientific method, measurement, laboratory apparatus and safety are an integral part of the course.

***Completion of a credit in this course precludes the earning of credit in Chemistry 1 Honors. FLORIDA BRIGHT FUTURES REQUIREMENT FOR NATURAL SCIENCE**

Chemistry Honors

Course Number: 200335001

The purpose of this course is to provide students with a rigorous study of the composition, properties and changes associated with matter. The content should include, but not be limited to, heat, changes of matter, atomic structure, periodic table, bonding, formulas and equations, mole concept, gas laws, energy and order reaction rates and equilibrium, solutions, acids, bases, salts, nuclear chemistry, electrochemistry, and organic chemistry. Laboratory investigations of selected topics in the content which also include the use of the scientific method, measurement, laboratory apparatus and safety are an integral part of the course.

***Completion of a credit in this course precludes the earning of credit in Chemistry 1. State authorized honors course. FLORIDA BRIGHT FUTURES REQUIREMENT FOR NATURAL SCIENCE**

Anatomy and Physiology Honors

Course Number: 200036001

The purpose of this course is to provide students with exploratory and advanced activities in the structures and functions of the components of the human body. The content shall include, but not be limited to, anatomical terminology, cells and tissues, integumentary system, skeletal system, muscular system, nervous system, special sensory organs, endocrine system, circulatory system, respiratory system, digestive system, excretory (urinary) system, reproductive system, homeostasis, disease process, immune response, and heredity. Laboratory investigations of selected topics in the content which also include the use of the scientific method. Measurement, laboratory apparatus and safety are an integral part of the course.

***Completion of a credit in this course precludes the earning of a credit in Anatomy and Physiology. State-authorized honors course. FLORIDA BRIGHT FUTURES REQUIREMENT FOR NATURAL SCIENCE**

Environmental Science Honors

Course Number: 200134101

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

Physics Honors

Course Number: 200339001

The purpose of this course is to provide students with a rigorous introductory study of the theories and laws governing the interaction of matter, energy, and the forces of nature. The content should include, but not be limited to, kinematics, dynamics, energy, work and power, heat and thermodynamics, wave characteristics, light, electricity, magnetism, nuclear physics, and sound. Laboratory investigations of selected topics in the content which also include the use of the scientific method, measurement, laboratory apparatus and safety are an integral part of the course.

***Completion of a credit in this course precludes the earning of credit in Physics 1. State-authorized honors course. FLORIDA BRIGHT FUTURES REQUIREMENT FOR NATURAL SCIENCE**

Advanced Placement Biology

Course Number: 200034001

The purpose of this course is to provide a study of the facts, principles, and processes of biology, and the collection, interpretation, and formulation of hypotheses from available data. The content should include, but not be limited

to, that determined by the Advanced Placement Program. Laboratory investigations of selected topics in the content which also include the use of the scientific method, measurement, laboratory apparatus and safety are an integral part of the course.

***Completion of a credit in this course precludes the subsequent earning of credit in Biology 1 or Biology 1 Honors. This course is designed to be taken after successful completion of Biology 1 or Biology 1 Honors and Chemistry 1 or Chemistry 1 Honors. FLORIDA BRIGHT FUTURES REQUIREMENT FOR NATURAL SCIENCE**

Advanced Placement Environmental Science

Course Number: 200138001

The purpose of this course is to provide the student with the study of man's interaction with the environment. The content should include, but not be limited to, that determined by the Advanced Placement Program. Laboratory investigations of selected topics in the content which also include the use of the scientific method, measurement, laboratory apparatus and safety are an integral part of the course.

***Precludes earning credit in any other environmental science. FLORIDA BRIGHT FUTURES REQUIREMENT FOR NATURAL SCIENCE**

Advanced Placement Chemistry

Course Number: 200337001

The purpose of this course is to provide a study of the development and application of chemistry principles and concepts. The content should include, but not be limited to, that determined by the Advanced Placement Program. Laboratory investigations of selected topics in the content which also include the use of the scientific method, measurement, laboratory apparatus and safety are an integral part of the course.

***Completion of a credit in this course precludes the subsequent earning of credit in Chemistry, Chemistry I and/or Chemistry I Honors. This course is designed to be taken only after the successful completion of Chemistry 1 or Chemistry 1 Honors and Algebra 2. FLORIDA BRIGHT FUTURES REQUIREMENT FOR NATURAL SCIENCE**

Advanced Placement Physics 1

Course Number: 200342101

The AP Physics 1 and 2 courses focus on the big ideas typically included in the 1st and 2nd semesters of an algebra-based, introductory college-level physics sequence. Through inquiry-based learning, students will develop critical thinking and reasoning skills that will support future advanced coursework in science. The AP Physics 1 course may be taken as a first year physics course with no prior physics work necessary. Students should have completed geometry and be concurrently taking Algebra 2 or equivalent course. Although the AP Physics 1 course includes basic use of trigonometric functions, this understanding can be gained in the concurrent math course or in the AP Physics course itself.

Advanced Placement Physics 2

Course Number: 200342201

The AP Physics 1 and 2 courses focus on the big ideas typically included in the 1st and 2nd semesters of an algebra-based, introductory college-level physics sequence. Through inquiry-based learning, students will develop critical thinking and reasoning skills that will support future advanced coursework in science. The AP Physics 2 course should be taken as a second year physics course after students have had either AP Physics 1 or a similar introductory course. Students should have completed or be concurrently taking pre-calculus or an equivalent course.

Advanced Placement Physics C: Mechanics

Course Number: 200343004

The AP Physics C: Mechanics course provides instruction in each of the following six content areas: kinematics; Newton's laws of motion; work, energy and power; systems of particles and linear momentum; circular motion and rotation; and oscillations and gravitation.

***MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR NATURAL SCIENCE**

Advanced Placement Physics C: Electricity and Magnetism

Course Number: 200342501

The AP Physics C: Electricity and Magnetism course provides instruction in each of the following five content areas: electrostatics; conductors, capacitors and dielectrics; electric circuits; magnetic fields; and electromagnetism.

***MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR NATURAL SCIENCE**

International Baccalaureate Biology SL

Course Number: 20080501

Through studying a science subject students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, the emphasis is on a practical approach. In addition, through the overarching theme of the “Nature of Science” this knowledge and skills will be put into the context of way science and scientists work in the 21st Century and the ethical debates and limitations of creative scientific endeavor. The sciences are taught practically. Students have opportunities to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers, and evaluate and communicate their findings. The investigations may be laboratory based or they may make use of simulations and databases. Students develop the skills to work independently on their own design, but also collegiately, including collaboration with schools in different regions, to mirror the way in which scientific research is conducted in the wider community.

Research 2 (AP Chemistry Lab)

Course Number: 170031011

The purpose of this course is to support the science courses within the advanced placement program. Enrollment to course is only through teacher recommendation.

Research 2 (Mice Lab)

Course Number: 170031011

The purpose of this course is to support the science program in which mice are studies throughout their lifespan. Enrollment to course is only through teacher recommendation.

Research 2 (AP Physics Lab)

Course Number: 170031011

The purpose of this course is to support the science courses within the advanced placement program. Enrollment to course is only through teacher recommendation.

SOCIAL STUDIES

M/J Civics

Course Number: 210601001

The purpose of this course is to prepare students to participate as informed citizens of their community, state, and nation by providing them with the knowledge and skills necessary to function in our democratic society. An understanding of the purpose and goals of our democratic society will be developed in order to instill a feeling of pride and patriotism for our system and a desire for civic participation. The content should include, but not be limited to, an understanding of the United States constitutional government, the free enterprise system, the legal system and the development, structure, and function of local, state, and national government within that constitutional framework. The course should lead the student to an understanding of contemporary social issues, a realization of the role of the individual in our democratic system, and an understanding of rights, responsibilities, and obligations.

***Meets the middle school requirement for Civics.**

M/J Civics, Advanced

Course Number: 210602001

The purpose of this course is to prepare students to participate as informed citizens of their community, state, and nation by providing them with comprehensive knowledge and skills necessary to function in our democratic society. An extensive understanding of the purpose and goals of our democratic society will be developed in order to instill a feeling of pride and patriotism for our system. The content should include, but not be limited to, an analysis of the United States constitutional government, the free enterprise system, the legal system, and the development, structure and function of local, state, and national governments within that constitutional framework. The course should lead the student to an understanding of contemporary social issues, a realization of the role of the individual in our democratic system and an understanding of rights, responsibilities, and obligations.

***A course for the motivated student, which meets the middle school requirement for Civics.**

Pre-AP Civics

Course Number: 210602001

The purpose of this course is to prepare students to participate as informed citizens of their community, state, and nation by providing them with comprehensive knowledge and skills necessary to function in our democratic society. An extensive understanding of the purpose and goals of our democratic society will be developed in order to instill a feeling of pride and patriotism for our system. The content should include, but not be limited to, an analysis of the United States constitutional government, the free enterprise system, the legal system, and the development, structure and function of local, state, and national governments within that constitutional framework. The course should lead the student to an understanding of contemporary social issues, a realization of the role of the individual in our democratic system and an understanding of rights, responsibilities, and obligations.

***A course for the motivated student, which meets the middle school requirement for Civics.**

M/J U.S. History Grade 6

Course Number: 2100010G6

The purpose of this course is to enable students to understand the development of the United States within the context of history by examining connections to the past to prepare for the future as participating members of a democratic society. Students 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.

M/J U.S. History, Advanced Grade 6

Course Number: 2100020G6

The purpose of this course is to provide students the opportunity to acquire a comprehensive knowledge and understanding of the heritage of the United States and its relationship to the present. The content should include, but not be limited to, the political, economic, technological, and social development of the United States from its historical beginnings to present day. Apply research, study, critical-thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem solving

Pre-AP U.S. History Grade 6

Course Number: 2100020G6

The purpose of this course is to provide students the opportunity to acquire a comprehensive knowledge and understanding of the heritage of the United States and its relationship to the present. The content should include, but not be limited to, the political, economic, technological, and social development of the United States from its historical beginnings to present day. Apply research, study, critical-thinking, and decision-making skills and demonstrate the use of new and emerging technology in problem solving.

M/J World History and Career Planning

Course Number: 2109015

The purpose of this course is to provide students the opportunity to acquire an understanding of the development of civilizations and their impact on our contemporary world by examining the political, economic, social, religious, geographic, scientific, and cultural factors that have affected humanity. The content should include, but not be limited to, the development of civilizations in historical and geographical settings, events and personalities which have significantly influenced culture and history, major political, economic, social and religious beliefs, and

institutions of selected eastern and western cultures. The Career and Education Planning portion of the course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school.

M/J World History and Career Planning Advanced

Course Number: 2109025

The purpose of this course is to provide students the opportunity to acquire an understanding of the development of civilizations and their impact on our contemporary world by examining the political, economic, social, religious, geographic, scientific, and cultural factors that have affected humanity. The content should include, but not be limited to, the development of civilizations in historical and geographical settings, events and personalities which have significantly influenced culture and history, major political, economic, social and religious beliefs, and institutions of selected eastern and western cultures. The Career and Education Planning portion of the course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school.

Pre-AP World History and Career Planning

Course Number: 210902503

The purpose of this course is to provide students the opportunity to acquire an understanding of the development of civilizations and their impact on our contemporary world by examining the political, economic, social, religious, geographic, scientific, and cultural factors that have affected humanity. The content should include, but not be limited to, the development of civilizations in historical and geographical settings, events and personalities which have significantly influenced culture and history, major political, economic, social and religious beliefs, and institutions of selected eastern and western cultures. The Career and Education Planning portion of the course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school.

World History

Course Number: 210931001

The purpose of this course is to provide students the opportunity to acquire an understanding of the chronological development of civilization examining the political, economic, social, religious, military, dynastic, scientific, and cultural events that have affected humanity. Specific content will include, but not be limited to, an understanding of geographic-historic and time-space relationships, the use of arbitrary periodization in history, a review of prehistory, the rise of civilization and cultural universals, the development of nationalism as a global phenomenon, the origin and cause of economic systems and philosophies, the influence of major historical figures and events, and contemporary world affairs.

***Completion of credit in this course precludes the earning of credit in World History Honors, World History Honors Gifted and Advanced Placement World History. MEETS GRADUATION REQUIREMENT IN SOCIAL STUDIES. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR SOCIAL SCIENCE.**

World History Honors

Course Number: 210932001

The purpose of this course is to provide students the opportunity to acquire a comprehensive understanding of the past in terms of change or process as related to the development of humanity. This is done by analyzing the political, economic, social, religious, military, dynastic, scientific, & cultural events that have shaped & molded humanity. Implicit in this is an understanding of the historical method, the inquiry process, historical reasoning, & the issues of external/internal validity. Specific content includes

comparative views of history, the origin & development of contrasting civilizations, an analysis of cultural universals, the role of religion in historical change, the varieties of contrasting political theories & philosophies the role of science practices in the world, an analysis of the influence of the major figures & events, & interpretations concerning the historical development of the world.

***Completion of credit in this course precludes the earning of credit in World History, World History Honors Gifted and A.P. World History. MEETS GRADUATION REQUIREMENT IN SOCIAL STUDIES. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR SOCIAL SCIENCE.**

Advanced Placement World History

Course Number: 210942001

The purpose of this course is to investigate significant events, individuals, developments, and processes in six historical periods from approximately 8000 B.C.E. to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course provides five themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures.

***It is recommended that completion of a credit in this course preclude the earning of a credit in World History, World History Honors, World History Honors Gifted, and A.P. World History Gifted.**

United States History

Course Number: 210031001

The purpose of this course is to provide students with the opportunity to acquire an understanding of the chronological development of the United States by examining the political, economic, social, religious, military, scientific, and cultural events that have affected the rise and growth of our nation. The student should gain an understanding of geographic, historic & time-space relationships, the synthesizing of American culture, the westward expansion of American settlements, the origin of American ideals, the American colonial experience, the American revolution & Declaration of Independence, formation of the Constitution and the federal system, the interpretive evolution of the Constitution over two centuries, sectionalism in American life, the Civil War as the solution to the states' rights issue, the technological and urban transformation of the country, the evolution of American lifestyles and ideals, American foreign policy development, the development of the American economy, and contemporary domestic, and foreign issues.

***Completion of credit in this course precludes earning credit in American History Honors or Advanced Placement American History. GRADUATION CREDIT FOR AMERICAN HISTORY MEETS GRADUATION REQUIREMENT IN SOCIAL STUDIES. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR SOCIAL SCIENCE.**

United States History Honors

Course Number: 210032001

The purpose of this course is to provide students with the opportunity to acquire a comprehensive understanding of the chronological development of the United States by examining the political, economic, social, religious, military, scientific, and cultural events that have affected our nation.

Content will include analysis of significant trends in the development of American culture and institutions, evaluation of westward expansion, origin & development of American ideals, interpretations on the effects of American colonial experience, analysis of the Declaration of Independence, U.S. Constitution, and Bill of Rights, analyses of sectionalism & origin, course & aftermath of the Civil War, comparisons of the technological and urban transformations, interpretations on changes in lifestyles, analysis of changes in foreign policy from regional to global, evaluation of characteristics of the economy, analysis of contemporary, domestic, & foreign issues.

***Completion of credit in this course precludes the earning of credit in American History or Advanced Placement American History. State-authorized honors course. GRADUATION CREDIT FOR AMERICAN HISTORY. MEETS GRADUATION REQUIREMENT IN SOCIAL STUDIES. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR SOCIAL SCIENCE.**

Advanced Placement United States History

Course Number: 210033001

The purpose of this course is to provide students with the opportunity to develop the analytic skills and factual knowledge necessary to deal critically with the problems, content, and materials of American historic development. This is done by focusing on persistent themes and change in history and by applying historical reasoning to seek

solutions to contemporary problems. Appropriate concepts and skills will be developed in connection with the content that should include, but not be limited to, that determined by the Advanced Placement Program.

***Completion of credit in this course precludes the subsequent earning of credit in American History, American History Honors, or American History Honors Gifted. GRADUATION CREDIT FOR AMERICAN HISTORY. MEETS GRADUATION REQUIREMENT IN SOCIAL STUDIES. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR SOCIAL SCIENCE.**

American Government

Course Number: 210631001

The purpose of this course is to provide students the opportunity to acquire an understanding of American government and political behavior. The content should include, but not be limited to, an analysis of those documents which shape our political traditions (the Declaration of Independence, the Constitution, and the Bill of Rights), a comparison of the roles of the three branches of government at the local, state, and national levels, an understanding of the evolving role of political parties and interest groups in determining policy, how the rights and responsibilities of citizens in a democratic state have evolved and been interpreted, and the importance of civic participation in the democratic political process.

***Completion of credit in this course precludes the earning of credit in American Government Honors, American Government Honors Gifted, or Advanced Placement American Government. GRADUATION CREDIT FOR AMERICAN GOVERNMENT. MEETS GRADUATION REQUIREMENT IN SOCIAL STUDIES. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR SOCIAL SCIENCE.**

American Government Honors

Course Number: 210632001

The purpose of this course is to provide students with the opportunity to acquire a comprehensive understanding of American government and political behavior. Specific content to be covered will include, but not be limited to, an evaluation of those documents which shape our political traditions (the Declaration of Independence, the Constitution, and the Bill of Rights), an analysis of the roles of the three branches of government at the local, state and national levels, a comparative view of the changing nature of political parties and interest groups over time in determining government policy, an evaluation of the changing nature of citizen rights and responsibilities in a democratic state. State-authorized honors course.

***Completion of credit in this course precludes the earning of credit in American Government, American Government Gifted or A.P. American Government. GRADUATION CREDIT FOR AMERICAN GOVERNMENT. MEETS GRADUATION REQUIREMENT IN SOCIAL STUDIES. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR SOCIAL SCIENCE.**

Economics with Financial Literacy

Course Number: 210233501

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

***GRADUATION CREDIT FOR ECONOMICS. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR SOCIAL SCIENCE.**

Economics with Financial Literacy Honors

Course Number: 210234501

The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major

economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

***GRADUATION CREDIT FOR ECONOMICS. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR SOCIAL SCIENCE.**

Advanced Placement United States Government and Politics

Course Number: 210642001

The purpose of this course is to provide students with the opportunity to acquire a comprehensive understanding of American government and political behavior. Specific content to be covered will include, but not be limited to, an evaluation of those documents which shape our political traditions

(the Declaration of Independence, the Constitution, and the Bill of Rights), an analysis of the roles of the three branches of government at the local, state and national levels, a comparative view of the changing policy, an evaluation of the changing nature of citizen rights and responsibilities in a democratic state, and the importance of civic participation in the democratic political process.

***Completion of credit in this course precludes the subsequent earning of credit in American Government, American Government Honors, or American Government Honors Gifted. GRADUATION CREDIT FOR AMERICAN GOVERNMENT. MEETS GRADUATION REQUIREMENT IN SOCIAL STUDIES. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR SOCIAL SCIENCE.**

Advanced Placement Comparative Government and Politics

Course Number: 210643002

The course aims to illustrate the rich diversity of political life, to show available institutional alternatives, to explain differences in processes and policy outcomes, and to communicate to students the importance of global political and economic changes.

***Completion of credit in this course precludes the subsequent earning of credit in American Government, American Government Honors, or American Government Honors Gifted. GRADUATION CREDIT FOR AMERICAN GOVERNMENT. MEETS GRADUATION REQUIREMENT IN SOCIAL STUDIES. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR SOCIAL SCIENCE.**

Advanced Placement Macroeconomics

Course Number: 210237001

The purpose of advanced placement macroeconomics is to provide students with the opportunity to analyze the functioning of the economy as a whole and the determinants of aggregate supply and demand. Specific content to be covered will include, but not be limited to, an understanding of fundamental economic concepts including scarcity, opportunity costs and trade-offs, productivity, economic systems and institutions, money, and interdependence. The analysis of macroeconomic concepts includes gross national product, aggregate supply and demand, unemployment, inflation and deflation, monetary policy, fiscal policy, and international economics.

***Completion of credit in this course precludes earning subsequent credit in Economics, Economics Honors, or Economics Honors Gifted, A.P. microeconomics gifted. GRADUATION CREDIT FOR ECONOMICS. MEETS GRADUATION REQUIREMENT IN SOCIAL STUDIES. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR SOCIAL SCIENCE.**

International Baccalaureate History of the Americas (Individuals & Societies) HL

Course Number: 210080001

A world history course based on a comparative, multi-perspective approach to history and focused on key historical concepts such as change, causation and significance. It involves the study of a variety of types of history, including political, economic, social, and cultural, encouraging students to think historically and to develop historical skills. In this way, the course involves a challenging and demanding critical exploration of the past.

Psychology 1

Course Number: 210730001

The purpose of psychology is to provide students with the opportunity to acquire an understanding of human behavior, behavioral interaction, and the progressive development of individuals. Specific content to be covered

will include, but not be limited to, the theories and methods of study employed by psychologists, human growth and development, self-concept development, adjustment, motivation and desire, intelligence, conditioning and learning, memory, personality and behavior, emotion and frustration, abnormal behavior, conformity, autonomy, alienation, stress, mental health, and therapy.

***ELECTIVE CREDIT IN SOCIAL STUDIES. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR SOCIAL SCIENCE.**

Psychology 2

Course Number: 210731001

A continuation of Psychology 1.

***Elective social studies credit. Prerequisite - Psychology I. ELECTIVE CREDIT IN SOCIAL STUDIES. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR SOCIAL SCIENCE.**

Law Studies

Course Number: 210635001

The purpose of this course is to provide students the opportunity to acquire an understanding of the American legal process. Specific content to be covered will include, but not be limited to, an understanding of the study of historical antecedents for law, constitutional guarantees of citizens, different kinds of laws, comparison of adult and juvenile justice systems, the value of law in society, the role of law enforcement officials, the importance of the adversarial relationships in American jurisprudence, the evolution of judicial interpretations, social values and their impact on interpretations of the law, and the supremacy of the US Constitution.

***ELECTIVE CREDIT IN SOCIAL STUDIES. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR SOCIAL SCIENCE.**

Court Procedures

Course Number: 210639001

The purpose of Court Procedures is to provide students with firsthand opportunity to study the judiciary system of the United States, specifically of Florida. Specific content to be covered will include, but not be limited to, an understanding of the structure, processes and procedures of county, circuit, appeals, and civil courts with actual courtroom observation; inquiry into specific crimes and legal issues; the study of juvenile law, the rights of the arrested; critical analysis of courtroom procedure and efficiency; and examination of career choices in the American judicial system.

***ELECTIVE CREDIT IN SOCIAL STUDIES**

Multicultural Studies

Course Number: 2104600

The purpose of this course is to provide students with the opportunity to acquire understanding in the study of the chronological development of multicultural and multiethnic groups in the United States and their influence on the development of American culture. Content should include, but is not limited to, the influence of geography on the social and economic development of Native American culture, the influence of major historical events on the development of a multicultural American society and a study of the political, economic and social aspects of Native American, Hispanic American, African American and Asian American culture.

***ELECTIVE CREDIT IN SOCIAL STUDIES**

World Religions local honors

Course Number: 2105310

The purpose of this course is to provide students with the opportunity to acquire understanding of major world religious traditions of Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism and Taoism, Students will identify criteria upon which religious beliefs are based, analyze relationships between religious and social and political institutions, trace the major developments of the world's living religions, distinguish the similarities and

differences among the world's major religious traditions, synthesize information and ideas from conflicting religious beliefs, and interpret the development of a society as reflected by its religious beliefs.

***ELECTIVE CREDIT IN SOCIAL STUDIES**

Personal Finance

Course Number: 881512004

This course develops an awareness of the need for care and organization in planning for the wise use of economic resources and financial products available through a study of savings, credit, insurance, banking, investing and financial goals. The students are also made aware of the career opportunities offered in financial services.

***ELECTIVE CREDIT IN MARKETING**

Philosophy Honors

Course Number: 212091001

The learner will explore the foundations of philosophy through a historical exploration of the great thinkers. The course will focus on the definition and application of philosophy, appropriate vocabulary, and the notion that everyone should be engaged in the 'doing' of philosophy.

***ELECTIVE CREDIT IN SOCIAL STUDIES**

Ethics

Course Number: 210535001

The purpose of this course is to help students develop the ability to make reasoned and ethical choices when confronted with the many complex, controversial moral dilemmas faced in today's society. Students will become acquainted with the foundations of ethical thought and theories as well as gain an insight into the process of moral development. Students will also identify typical fallacies in flawed moral arguments. Students will also be given the opportunity, both orally and in writing, to apply the skills they acquire to real life moral dilemmas.

***ELECTIVE CREDIT IN SOCIAL STUDIES**

Advanced Placement Psychology

Course Number: 210735001

The advanced placement course in psychology introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students analyze the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the methods psychologists use in their science and practice.

***This is an elective course that follows the syllabus developed by the College Board for Advanced Placement Psychology. ELECTIVE CREDIT IN SOCIAL STUDIES. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR SOCIAL SCIENCE.**

Advanced Placement European History

Course Number: 210938001

The purpose of this course is to provide students the opportunity to develop the analytic skills and factual knowledge necessary to deal critically with the problems, content, and materials of European historic development. This is done by focusing on persistent themes and change in history and by applying historical reasoning to seek solutions to contemporary problems. The content should include, but not be limited to, that determined by the Advanced Placement Program.

***It is recommended that completion of a credit in this course preclude the earning of a credit in European History or European History Honors. Does not meet the World History graduation requirement. ELECTIVE CREDIT IN SOCIAL STUDIES. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR SOCIAL SCIENCE.**

Advanced Placement Human Geography

Course Number: 210340001

The content should include, but not be limited to, the topics determined by the Advanced Placement Program.

***Elective social studies credit. ELECTIVE CREDIT IN SOCIAL STUDIES. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR NATURAL SCIENCE.**

International Baccalaureate Psychology SL

Course Number: 21078003

Psychology examines the interaction of biological, cognitive, and sociocultural influences on human behavior. Students undertaking the course can expect to develop an understanding of how psychological knowledge is generated, developed, and applied. This will allow them to have a greater understanding of themselves and appreciate the diversity of human behavior. The ethical concerns raised by the methodology and application of psychological research are also key considerations of the IB psychology course.

WORLD LANGUAGES

M/J Spanish, Beginning (Non-speakers)

Course Number: 070800001

The purpose of this course is to introduce students to the Spanish language and its culture and to develop interactive communicative skills and cross-cultural understanding. Content emphasis is on listening comprehension and speaking with special attention to pronunciation, basic structures, and everyday vocabulary. Students are introduced to reading and writing in the language and to basic cultural elements of the Spanish-speaking world.

***This course is for student with no previous study and/or knowledge of Spanish.**

M/J Spanish, Intermediate (speakers)

Course Number: 070801001

The purpose of this course is to reinforce and expand the fundamental skills previously acquired by the students. This course further develops listening, speaking, reading, and writing skills as well as cultural awareness. Content emphasis remains on oral communication skills for everyday practical situations with special attention to pronunciation, intonation and stress, and the use of functional language structures and vocabulary. Students continue to develop reading and writing skills and to familiarize themselves with the culture of the Spanish-speaking world.

***The student is expected to have completed 0708000, or its equivalent.**

M/J Spanish, Advanced (speakers)

Course Number: 070802001

The purpose of this course is to further reinforce previously learned language skills. Content emphasis remains on the expansion of oral communication skills. Students continue to develop and use listening-speaking skills with greater confidence. Increased attention is given to vocabulary and to reading and writing skills, and the study of the culture of the Spanish-speaking world is expanded.

***The student is expected to have completed 0708010, or its equivalent.**

M/J French 1 Beginning

Course Number: 070100001

The purpose of this course is to introduce students to the French language and its culture and to develop interactive communication skills and cross-cultural understanding. Content emphasis is on listening comprehension and speaking, with special attention to pronunciation, basic structures, and everyday vocabulary. Students are introduced to reading and writing in the language and to basic cultural elements of the French-speaking world.

M/J Italian Beginning

Course Number: 070500001

The purpose of this course is to introduce students to the Italian language and its culture and to develop interactive communicative skills and cross-cultural understanding. Content emphasis is on listening-comprehension and speaking with special attention to pronunciation, basic structures and everyday vocabulary. Students are introduced to reading and writing in the language and to basic elements of Italian culture.

Spanish 1 (Non-Speakers)

Course Number: 070834001

The purpose of this course is to introduce students to the Spanish language and its culture and to develop communicative skills and cross-cultural understanding. The content should include the development of listening and speaking skills with an emphasis on pronunciation. An introduction to reading and writing is included, as well as the fundamentals of grammar and culture.

***This course is for students with no previous study and/or study of Spanish. ELECTIVE CREDIT IN FOREIGN LANGUAGE.**

Spanish 2 (Non-Speakers)

Course Number: 070835001

The purpose of this course is to reinforce fundamental skills in Spanish acquired by the student. This course further develops listening, speaking, reading, and writing skills, and cultural awareness. The content should include, but not be limited to, the expansion of the listening and oral skills previously acquired. Reading and writing receive more emphasis, while oral communication and the enhancement of grammar skills remain the primary objectives. This course should include a cultural survey of the Spanish-speaking world.

***This course is for students who have completed 070834001, or its equivalent. ELECTIVE CREDIT IN FOREIGN LANGUAGE. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR WORLD LANGUAGE.**

Spanish for Spanish Speakers 1

Course Number: 070930001

The purpose of this course is to provide a review of fundamental grammar and culture for students who speak Spanish as a native language, focusing on oral and written communication free from English interference. The content should include, but not be limited to, the reinforcement of the student's ability to communicate ideas and feelings, both orally and in writing, and the development of comprehension skills through the study of reading selections. Cultural traits of the Spanish-speaking world are studied.

***This course is recommended for students who either speak Spanish as a home language or who function at a similar level of proficiency in Spanish. ELECTIVE CREDIT IN FOREIGN LANGUAGE.**

Spanish for Spanish Speakers 2

Course Number: 070931001

The purpose of this course is to continue the development of oral and written communication, and cultural study. The content should include, but not be limited to, the development of oral communication skills by giving oral information, instructions, directions, explanations, and messages. The development of written communication skills is stressed including practice in describing story characters, plot, and summarizing facts and ideas from readings. The study of culture including the lives and contributions of famous Hispanic people are emphasized.

***This course is for students who have completed 070930001 or its equivalent. ELECTIVE CREDIT IN FOREIGN LANGUAGE. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR WORLD LANGUAGE.**

Advanced Placement Spanish Language

Course Number: 070840001

The purpose of this course is to develop language skills in Spanish that can be used in various contexts with reasonable fluency and accuracy. The content should include, but not be limited to that determined by the Advanced Placement Program.

***This course is for students who have completed at least up to Spanish 2 and/or have the Spanish teacher's recommendation. ELECTIVE CREDIT IN FOREIGN LANGUAGE. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR WORLD LANGUAGE.**

Advanced Placement Spanish Literature

Course Number: 070841001

The purpose of this course is to prepare students to read and analyze representative works of Spanish prose, poetry and drama and to acquire the basic concepts and terminology of textual analysis. The content should include, but not be limited to that determined by the Advanced Placement Program.

***This course is for students who have completed at least up to Spanish 2 and/or have the Spanish teacher's recommendation. ELECTIVE CREDIT IN FOREIGN LANGUAGE. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR WORLD LANGUAGE.**

International Baccalaureate Language- Spanish AB Initio SL

Course Number: 070889101

Intended for students who have had some previous experience of learning the language. They may be studied at either a higher level or standard level. Students develop the ability to communicate in the target language through the study of language, themes, and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive, and interactive skills across a range of contexts and purposes that are appropriate to the level of the course.

International Baccalaureate Spanish 4 and 5 SL /HL

Course Number: 070883001

The purpose of this course is to continue the development of oral and written fluency in the language. The content should include, but not be limited to, that determined by the International Baccalaureate program guidelines.

French 1

Course Number: 070132001

The purpose of this course is to introduce students to the French language and its culture and to develop communicative skills and cross-cultural understanding. The content includes the development of listening & speaking skills with an emphasis on pronunciation. An introduction to reading and writing and the fundamentals of grammar and culture are also presented.

***This course is for students with no previous study and/or knowledge of French. ELECTIVE CREDIT IN FOREIGN LANGUAGE.**

French 2

Course Number: 070133001

The purpose of this course is to reinforce the fundamental skills previously speaking, reading and writing skills and cultural awareness. The content should include, but not be limited to, activities emphasizing the expansion of the listening and oral skills previously acquired. Reading and writing receive more emphasis, while oral communication and the enhancement of grammar skills remain the primary objectives. This course should include a cultural survey of the French-speaking world.

***This course is for students who have completed 070132001, or its equivalent. ELECTIVE CREDIT IN FOREIGN LANGUAGE. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR WORLD LANGUAGE.**

French 3 Honors

Course Number: 070134001

The purpose of this course is to master and expand the skills previously acquired by the student. The content should include, but not be limited to, activities emphasizing the expansion of vocabulary and conversational skills through discussions based on selected readings. Grammatical concepts will be reinforced by analyzing reading selections. Contemporary vocabulary stresses activities which are important to everyday life in the French-speaking world. State-authorized Honors course.

***This course is for students who have completed 070133001, or its Equivalent. ELECTIVE CREDIT IN FOREIGN LANGUAGE. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR WORLD LANGUAGE.**

Advanced Placement French Language and Culture

Course Number: 070138001

The purpose of this course is to develop language skills in French that can be used in various contexts and with reasonable fluency and accuracy. The content should include, but not be limited to that determined by the Advanced Placement program guidelines.

***This course is for students who have completed coursework at least up to French 3, and/or have the French teacher's recommendation. ELECTIVE CREDIT IN FOREIGN LANGUAGE. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR WORLD LANGUAGE.**

International Baccalaureate French 3

Course Number: 070182501

The content should include, but not be limited to, developing communication skills through presentations on literary and cultural topics, current events, and personal experiences. Reading selections should be based on literature and should include newspapers and magazines. The writing process is also emphasized.

Italian 1

Course Number: 070532001

The purpose of this course is to introduce students to the Italian language and its culture and to develop communicative skills and cross-cultural understanding. The content should include, but not be limited to, the development of listening and speaking skills with special attention to pronunciation. An introduction to reading and writing and the fundamentals of grammar.

***This course is for students with no previous study and/or knowledge of Italian. ELECTIVE CREDIT IN FOREIGN LANGUAGE.**

Italian 2

Course Number: 070533001

The purpose of this course is to reinforce the fundamental skills previously acquired by the student. This course further develops listening, speaking, reading, and writing skills and cultural awareness.

The content should include, but not be limited to, activities emphasizing the expansion of the listening and oral skills previously acquired. Reading and writing should receive more emphasis, while oral communication remains the primary objective. Students continue to familiarize themselves with Italian culture.

***This course is for students who have completed 070532001, or its equivalent. ELECTIVE CREDIT IN FOREIGN LANGUAGE. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR WORLD LANGUAGE**

Italian 3 Honors

Course Number: 070534001

The purpose of this course is to master and expand the skills previously acquired by the student.

The content should include, but not be limited to, activities emphasizing the expansion of the vocabulary and conversational skills through discussions based on selected readings. Grammatical concepts will be reinforced by analyzing reading selections. Contemporary vocabulary stresses activities which are important to the everyday life of the Italian-speaking people. State-authorized Honors course.

***This course is for students who have completed 070533001, or its equivalent. ELECTIVE CREDIT IN FOREIGN LANGUAGE. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR WORLD LANGUAGE**

Advanced Placement Italian Language and Culture

Course Number: 070538001

The purpose of this course is to develop language skills in Italian that can be used in various contexts with reasonable fluency and accuracy. The content should include, but not be limited to that determined by the Advanced Placement Program.

***This course is for students who have completed at least up to Italian III and/or have the Italian teacher's recommendation. ELECTIVE CREDIT IN FOREIGN LANGUAGE. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR WORLD LANGUAGE**

INTERNATIONAL BACCALAUREATE DIPLOMA CORE

**The following courses are only for students who are enrolled in the International Baccalaureate Diploma*

International Baccalaureate- Theory of Knowledge

Course Number: 090080001

Students reflect on the nature of knowledge and on how we know what we claim to know.

DORAL ACADEMY OF TECHNOLOGY ELECTIVES

**The following electives are only for students who are in the Doral Academy of Technology Program.*

M/J Exploration of Production Technology (Robotics 1 & 2)

Course Number: 860004001

This course will enable students to become familiar with a variety of careers in the broad field of manufacturing production. Students will engage in various hands-on activities using tools and equipment found in the various manufacturing production fields, working with woods, metals, plastic, and composite materials.

***Students in this course will comply with safety rules and regulations concerning the use of machines and class procedures.**

M/J Exploration of Robotics Technology and Career Planning (Robotics 2 VEX IQ)

Course Number: 860007201

The purpose of this course is to give students an opportunity to explore the area of robotics technology and its associated careers. Students will be given the opportunity to solve technological problems using a variety of tools, materials, processes and systems while gaining an understanding of the effects of robotics technology on our everyday lives. The Career and Education Planning portion of the course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school.

M/J Exploration of Robotics Technology and Career Planning (Robotics 3 Arduino)

Course Number: 860007201

The purpose of this course is to give students an opportunity to explore the area of robotics technology and its associated careers. Students will be given the opportunity to solve technological problems using a variety of tools, materials, processes and systems while gaining an understanding of the effects of robotics technology on our everyday lives. The Career and Education Planning portion of the course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school.

M/J Coding Fundamentals

Course Number: 900920001

This course is designed to provide instruction in advanced spreadsheet, intermediate digital design, introductory database, introductory web design, and soft skills necessary to ensure increased productivity and efficient utilization of equipment. Laboratory activities are an essential part of this course. This course has been designed as a hands-on class. It is essential that technology, specifically computers and appropriate software, be made available to students in this course. It is recommended that a project-based approach be utilized to deliver the concepts.

M/J Computer Science Discoveries

Course Number: 02000002

This course is designed to provide an introduction to computing as it is fundamental to understanding and participating in society that it is valuable for every student to learn as part of a modern education. Computer science can be viewed as a liberal art, a subject that provides students with a critical lens for interpreting the world around them. Computer science

prepares all students to be active and informed contributors to our increasingly technological society whether they pursue careers in technology or not. Computer science can be life-changing, not just skill training. Information technology concepts and careers as well as the impact information technology has on the world, people, and industry and basic web design concepts. The content includes information technology career research; operating systems and software applications; electronic communications including e-mail and Internet services; basic HTML, DHTML, and XML web commands and design; emerging technologies, and Web page design.

M/J Exploring Information Technology Careers (Computer Assisted Design- CAD)

Course Number: 900935001

This course is designed to provide an introduction to computing as it is fundamental to understanding and participating in society that it is valuable for every student to learn as part of a modern education. Computer science can be viewed as a liberal art, a subject that provides students with a critical lens for interpreting the world around them. Computer science prepares all students to be active and informed contributors to our increasingly technological society whether they pursue careers in technology or not. Computer science can be life-changing, not just skill training. Information technology concepts and careers as well as the impact information technology has on the world, people, and industry and basic web design concepts. The content includes information technology career research; operating systems and software applications; electronic communications including e-mail and Internet services; basic HTML, DHTML, and XML web commands and design; emerging technologies, and Web page design. The Career and Education Planning portion of the course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school.

Fundamentals of Web and Software Development (Video Game Programing System 3)

Course Number: 900950001

This course is designed to provide an introduction to computing as it is fundamental to understanding and participating in society that it is valuable for every student to learn as part of a modern education. Computer science can be viewed as a liberal art, a subject that provides students with a critical lens for interpreting the world around them. Computer science prepares all students to be active and informed contributors to our increasingly technological society whether they pursue careers in technology or not. Computer science can be life-changing, not just skill training. Information technology concepts and careers as well as the impact information technology has on the world, people, and industry and basic web design concepts. The content includes information technology career research; operating systems and software applications; electronic communications including e-mail and Internet services; basic HTML, DHTML, and XML web commands and design; emerging technologies, and Web page design. The Career and Education Planning portion of the course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school.

***PRE-REQUISITE COMPUTER ASSISTED DESIGN (CAD)**

M/J Introduction to Technology (Introduction to STEM)

Course Number: 860001001

This course is designed to provide students the opportunity to demonstrate an understanding of the relationships among technologies and the connection between technology and other fields of study. Students will also demonstrate knowledge and understanding of the core concepts of technology.

M/J Research 1 (Robotics Design)

Course Number: 170000001

This course provides students with a foundation in content and skills associated with robotics and automation, including artificial intelligence, electronics, physics, and principles of engineering.

***PREREQUISITE M/J Robotics 1 and 2**

MIDDLE SCHOOL ELECTIVES

M/J Introduction to Arts, A/V Technology and Communication (Broadcast Communication)

Course Number: 820935001

This course is designed to provide instruction of the audio and video technology career pathways by developing knowledge of the printing technology, telecommunications and visual arts. Students will apply leadership and communication skills.

M/J TV Fundamentals of Telecommunication (TV Production Anchor)

Course Number: 826040001

This course is designed to provide students the opportunity to apply leadership skills while demonstrating knowledge on the use of telecommunication tools and equipment. Students will also learn to identify components of network systems, describe and use communication features of the information technology world, demonstrate knowledge of skills involved in effective resource management, and employability skills.

M/J Keyboard 1 (Piano)

Course Number: 130103001

The purpose of this course is to provide students with musical experiences on the keyboard in performance skills and interpretation of simple notation. The content should include, but not be limited to, keyboard performance techniques, interpretation of music notation and understanding of music fundamentals.

M/J Keyboard 2 (Piano- Intermediate Level)

Course Number: 130104001

The purpose of this course is to provide students with musical performance experiences at the keyboard. The content should include, but not be limited to, keyboard performance techniques, interpretation of music notation, and understanding of music fundamentals.

M/J Keyboard 3 (Piano- Advanced Level)

Course Number: 130105001

The purpose of this course is to provide students with musical experiences through the performance of a variety of keyboard literature. The content should include, but not be limited to, performance of medium level literature and interpretation and analysis of various musical style and forms.

M/J Art Two-Dimensional 1 (Beginner level)

Course Number: 010101001

This is a continuation of course number 010100001 and is for students who have mastered the production experiences in levels 1 and 2. Students are given in-depth opportunities to plan two-dimensional learning experiences according to teacher and personal interpretations of their aesthetic needs and strengths. Emphasis continues to be placed on creative reading, writing, listening, and investigative skills that lead to quality processes and products. Skills will be developed in the critiquing of art work based on aesthetic criteria.

***Students are admitted to the program for the talented using a nomination, screening, and selection procedure. See county approved criteria. This course is reserved for use in board approved talent programs.**

Prerequisites: M/J Orientation to Art/2-D and Art/3-D.

M/J Art Two Dimensional 2 (Intermediate level)

Course Number: 010102001

This is a continuation of course number 010101001 and is for students who have mastered the production experiences in levels 1 and 2. Students are given in-depth opportunities to plan two-dimensional learning experiences according to teacher and personal interpretations of their aesthetic needs and strengths. Emphasis continues to be placed on creative reading, writing, listening, and investigative skills that lead to quality processes and products. Skills will be developed in the critiquing of art work based on aesthetic criteria.

***Students are admitted to the program for the talented using a nomination, screening, and selection procedure. See county approved criteria. This course is reserved for use in board approved talent programs. Prerequisites: M/J Orientation to Art/2-D and Art/3-D and M/J Art 2-D 1.**

M/J Art 3 Dimensional 1 (Advanced level)

Course Number: 010104001

This is a continuation of course number 010103001 and is for students who have mastered the production experiences in levels 1 and 2. Students are given in-depth opportunities to plan 3-dimensional learning experiences according to teacher and personal interpretations of their aesthetic needs and strengths. Emphasis continues to be placed on creative reading, writing, listening, and investigative skills that lead to quality processes and products. Skills will be developed in the critiquing of art work based on aesthetic criteria.

***Students are admitted to the program for the talented using a nomination, screening, and selection procedure. See county approved criteria. This course is reserved for use in board approved talent programs. Prerequisites: M/J Orientation to Art/2-D, Art/3-D.**

M/J Law Studies

Course Number: 210603001

This course provides an introductory examination of our criminal and civil justice systems. Students will identify the need for law and the basis for our legal system. Topics include: causes and effects of crime, consumer fraud, consumer protection, and the individual's role in helping to maintain a just society based on law.

***Elective social studies credit**

M/J Exploration of Production Technology (Robotics 1 & 2)

Course Number: 860004001

This course will enable students to become familiar with a variety of careers in the broad field of manufacturing production. Students will engage in various hands-on activities using tools and equipment found in the various manufacturing production fields, working with woods, metals, plastic, and composite materials.

***Students in this course will comply with safety rules and regulations concerning the use of machines and class procedures.**

M/J Band 1

Course Number: 130200001

Students with little or no instrumental experience develop foundational instrumental technique, foundational music literacy, and aesthetic musical awareness through rehearsal, performance, and study of high-quality band literature. Instrumentalists work on the fundamentals of music notation, sound production, instrument care and maintenance, and personal and group rehearsal strategies. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

M/J Band 2 (Intermediate level)

Course Number: 130201001

The purpose of this course is to provide students with varied performance experiences in band/instrumental ensemble. The content should include, but not be limited to, instrumental performance techniques, interpretation of music notation, and understanding of music fundamentals.

M/J Band 3 (Advanced level)

Course Number: 130202001

The purpose of this course is to provide students with musical experiences through the performance of a variety of band literature. The content should include, but not be limited to, performance of medium-level literature and interpretation of various musical styles and forms.

M/J Orchestra 1

Course Number: 130204001

The purpose of this course is to provide students opportunities to develop performance skills on an orchestral instrument, to participate in a musical ensemble, and to develop musicianship skills including reading. The content should include, but not be limited to, instrumental performance techniques, interpretation of music notation, and understanding of music fundamentals.

M/J Orchestra 2 (Intermediate level)

Course Number: 130205001

The purpose of this course is to provide students with varied performance experiences in orchestra/instrumental ensemble. The content should include, but not be limited to, instrumental performance techniques, interpretation of music notation, and understanding of music fundamentals.

M/J Orchestra 3 (Advanced level)

Course Number: 130206001

The purpose of this course is to provide students with musical experiences through the performance of a variety of orchestra literature. The content should include, but not be limited to, performance of medium level literature and interpretation of various musical styles and forms.

M/J Creative Photography 1

Course Number: 010204001

Students explore the aesthetic foundations of art using beginning photography techniques. This course may include, but is not limited to, color and/or black and white photography via digital media and/or traditional photography. Processes and techniques for image capture and printing may include, but are not limited to, handcrafted pinhole cameras, hand tinting photographs, mixed media, photo collage, cross-processing, emerging technologies and new media. Content covers the basic mechanics of a camera, including lens and shutter operation, compositional foundations, printing an image for display, and evaluating a successful print. Craftsmanship and quality are reflected in the surface of the print, care of the materials, attention to compositional conventions, and expression of personal ideas and feelings. Student photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group work. This course incorporates hands-on activities and consumption of art materials.

M/J Creative Photography 2

Course Number: 010205001

Students advance their technical and aesthetic foundations in photographic techniques. This course may include, but is not limited to, color and/or black and white photography, researching the history of photography, making connections to contemporary and community photographers, critiquing using varied techniques, and experimenting with a variety of photographic media which may include, but is not limited to, handcrafted pinhole cameras, hand tinting photographs, mixed media, cyanotypes, medium format, photo collage, color photography, cross-processing, creative filters, macro, panoramic, digital output on a variety of media, emerging technologies and new media. Craftsmanship and quality are reflected in the surface of the print, care of the materials, attention to compositional conventions, and expression of personal ideas and feelings. Student photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

M/J Digital Art and Design 1

Course Number: 010300001

Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still and/or animated images through the single or combined use of

computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

***PREREQUISITE- M/J Creative Photography 1**

M/J Speech and Debate

Course Number: 100700001

The purpose of this course is to provide instruction and practice in verbal and nonverbal systems of communication. The content should include, but not be limited to, listening skills, conversation, group discussion, parliamentary procedure, and information gathering and presentation skills.

M/J Introduction to Technology

Course Number: 860001001

This course is designed to provide students the opportunity to demonstrate an understanding of the relationships among technologies and the connection between technology and other fields of study. Students will also demonstrate knowledge and understanding of the core concepts of technology.

M/J Critical Thinking College Readiness– Grade 7

Course Number: 170010001

The purpose of this course is to equip students with learning strategies critical thinking skills, and problem solving skills that will enhance their learning experiences in school and increase the likelihood of higher level performance in academic and nonacademic endeavors. The content should include, but not be limited to the following:

- Communication skills
- Learning strategies
- Critical thinking skills
- Problem solving skills

M/J Career Research and Decision Making – Grade 8

Course Number: 170006001

The purpose of this course is to provide student's preliminary experiences with skills related to a variety of careers. Course content will consist of instruction in making career choices, basic employability skills that relate to content extracted from any family and consumer sciences exploratory course including the development of leadership and organization skills with in the program.

M/J Journalism 1 (Yearbook)

Course Number: 100600001

The purpose of this course is to enable students to develop fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to become aware of journalism history, careers, ethics use, and management techniques related to the production of journalistic media. Some activities may be required outside of the school day.

PHYSICAL EDUCATION

M/J Fitness – Grade 6

Course Number: 150800001

This fitness course is designed for 6th grade students and intended to be 18 weeks in length. The purpose of this course is to provide students with the knowledge, skills, and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill-related components of physical fitness which are critical for students' success.

M/J Team Sports – Grade 7

Course Number: 150820001

This course is designed for 7th grade students and is intended to be 18 weeks in length. The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course.

M/J Individual/Dual Sports – Grade 8

Course Number: 150850001

This course is designed for 8th grade students and is intended to be 18 weeks in length. The purpose of this course is to provide the skills, knowledge, and motivation necessary for participation in non-traditional forms of physical activity. The integration of fitness concepts throughout the content is critical to student success in this course and in the development of a healthy and physically active lifestyle.

M/J Dance 1

Course Number: 030000001

The purpose of this course is to provide students with the opportunities to acquire knowledge of, and have experiences in, dance movements. Students develop dance technique and movement vocabulary in two or more dance forms. In the process, dancers demonstrate use of class and performance etiquette, analytical and problem-solving skills, and studio practices in a safe dance environment. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

M/J Dance 2 (Intermediate)

Course Number: 030001001

The purpose of this course is to provide students with opportunities to further extend knowledge of, and have experiences in, dance movement. Students attend to alignment, acquisition of complex technical skills, collaborative problem solving, dance conditioning, and safe studio practices. They learn about dance in its cultural and historical contexts through research and physical experiences, explore exemplary modern works, employ dance as a healthy life skill, and use dance terminology appropriately to describe the expressive and aesthetic qualities of performance. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

M/J Dance 3 and Career Planning (Advanced)

Course Number: 0300025

The purpose of this course is to provide students with the opportunities to explore two dance styles. Students build technical and creative skills relative to choreographic structure, performance, dance science, and somatic movement practices; and attend to alignment, collaborative problem solving, dance conditioning, and safe studio practices. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source. The Career and Education Planning portion of the course must result in a completed, personalized academic and career plan for the student, that may be revised as the student progresses through middle and high school.

Dance styles selected in M/J Dance 3 shall not be repeated in M/J Dance 4.

M/J Dance 4

Course Number: 030003001

The purpose of this course is to provide students with opportunities to explore two dance styles. Students advance their technical and creative skills relative to choreographic structure, performance, dance science, and somatic movement practices; and attend to alignment, collaborative problem solving, dance conditioning, and safe studio practices. Public performances may serve as a culmination of specific instructional goals. Students may be required

to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

Dance styles selected in M/J Dance 3 shall not be repeated in M/J Dance 4. Teacher recommendation required

Personal Fitness

Course Number: 150130001

The purpose of this course is to provide students with opportunities to develop an individual optimal level of physical fitness, acquire knowledge of physical fitness concepts, and acquire knowledge of the significance of lifestyle on one's health and fitness. The content should include, but not be limited to, knowledge of the importance of physical fitness, assessment of the health related components of physical fitness, knowledge of health problems associated with inadequate fitness levels, knowledge and application of biomechanical and physiological principles to improve and maintain the health related components of physical fitness, knowledge of safety practices associated with physical fitness, knowledge of psychological values of physical fitness including stress management, knowledge of sound nutritional practices, and consumer issues related to physical fitness.

***This is not an interscholastic extracurricular activity. This is the only course that satisfies the state minimum requirement of one semester of Physical Education in Personal Fitness. GRADUATION CREDIT FOR PHYSICAL EDUCATION**

Team Sports 1

Course Number: 150335001

The purpose of this course is to provide students with opportunities to acquire knowledge of strategies of Team Sports play, develop skills in selected team sports, and maintain and/or improve their personal fitness. The content should include, but not be limited to, knowledge and application of skills, techniques, strategies, rules, and safety practices necessary to participate in selected team sports. Team sports selected may include, but not be limited to, basketball, flag football, flicker ball, gator ball, soccer, softball, speedball, track and field, and volleyball. Activities selected in Team Sports I shall not be repeated in Team Sports II. Strategies of team sports play, skill acquisition, and maintenance and/or improvement of personal fitness should be stressed.

***This is not an interscholastic extracurricular activity. GRADUATION CREDIT FOR PHYSICAL EDUCATION**

Team Sports 2

Course Number: 150336001

The purpose of this course is to provide students with opportunities to acquire knowledge of strategies of Team Sports play, develop skills in selected team sports, and maintain and/or improve their personal fitness. The content should include, but not be limited to, knowledge and application of skills, techniques, strategies, rules, and safety practices necessary to participate in selected team sports. Team sports selected may include, but not be limited to, basketball, flag football, flicker ball, gator ball, soccer, softball, speedball, track and field, and volleyball. Activities selected in team sports I shall not be repeated in Team Sports II. Strategies of team sports play, skill acquisition, and the maintenance and/or improvement of personal fitness should be stressed.

***This is not an interscholastic extracurricular activity. GRADUATION CREDIT FOR PHYSICAL EDUCATION**

Weight Training 1

Course Number: 150134001

The purpose of this course is to provide students with opportunities to acquire basic knowledge and skills in weight training that may be used in physical fitness pursuits today as well as in later life, improve muscular strength and endurance, and enhance body image. The content should include, but not be limited to, knowledge of the importance of muscular strength and endurance, assessment of muscular strength and endurance, knowledge of health problems associated with inadequate levels of muscular strength and endurance, knowledge of skeletal muscles, knowledge and application of biomechanical and physiological principles to improve and maintain muscular strength and endurance, knowledge of sound nutritional practices related to weight training, knowledge of safety practices related to weight training, and knowledge of consumer issues related to weight training.

***This is not an interscholastic extracurricular activity. GRADUATION CREDIT FOR PHYSICAL EDUCATION**

Weight Training 2

Course Number: 150135001

The purpose of this course is to provide students with opportunities to extend the acquisition of knowledge and the development of skills in weight training that may be used in physical fitness pursuits today as well as in later life, further improve muscular strength and endurance, and further enhance body image. The content should include, but not be limited to, reinforcement of basic weight training knowledge, knowledge of safety practices, expansion of weight training programs by incorporating new exercises, increasing resistance, and modifying the number of sets and repetitions, knowledge of various weight training theories, knowledge of various equipment available in the field to develop muscular strength and endurance, and knowledge of designing, implementing, and evaluating a personal weight training program.

***This is not an interscholastic extracurricular activity. GRADUATION CREDIT FOR PHYSICAL EDUCATION**

Weight Training 3

Course Number: 150136001

The purpose of this course is to provide students with opportunities to extend the acquisition of knowledge and the development of skills in weight training that may be used in physical fitness pursuits today as well as in later life, further improve muscular strength and endurance, and further enhance body image. The content should include, but not be limited to, reinforcement of basic weight training knowledge, knowledge of safety practices, expansion of weight training programs by incorporating new exercises, increasing resistance, and modifying the number of sets and repetitions, knowledge of various weight training theories, knowledge of various equipment available in the field to develop muscular strength and endurance, and knowledge of designing, implementing, and evaluating a personal weight training program.

***This is not an interscholastic extracurricular activity. GRADUATION CREDIT FOR PHYSICAL EDUCATION**

Comprehensive Fitness

Course Number: 150139001

The purpose of this course is to provide students with opportunities to calculate and analyze individual target heart-rate zone, evaluate skill patterns of self and or partner by detecting and correcting mechanical errors and interpret and apply the rules associated with specific course activities. The content will allow students to participate in a variety of physical activities to meet the recommended number of minutes of moderate to vigorous physical activity beyond physical education and promote health-related components of fitness.

***This is not an interscholastic extracurricular activity. GRADUATION CREDIT FOR PHYSICAL EDUCATION**

Individual/Dual Sports 1

Course Number: 150241001

The purpose of this course is to provide students with opportunities to acquire knowledge of strategies of Individual and Dual Sports Play, develop skills in selected Individual and Dual Sports, and maintain and/or improve their personal fitness. The content should include, but not be limited to, knowledge and application of skills, techniques, strategies, rules, and safety practices necessary to participate in selected individual and dual sports. Individual and dual sports selected may include, but not be limited to, archery, badminton, bowling, golf, gymnastics, handball, paddleball, racquetball, skating, swimming, table tennis, and tennis. Activities selected in Individual and Dual Sports I shall not be repeated in Individual and Dual Sports II or III. Strategies of individual and dual sports play, skill acquisition, and the maintenance and/or improvement of personal fitness should be stressed.

***This is not an interscholastic extracurricular activity. GRADUATION CREDIT FOR PHYSICAL EDUCATION**

Individual/Dual Sports 2

Course Number: 150242001

The purpose of this course is to provide students with opportunities to acquire knowledge of strategies of Individual and Dual Sports play, develop skills in selected Individual and Dual Sports, and maintain and/or improve their personal fitness. The content should include, but not be limited to, knowledge and application of skills, techniques, strategies, rules, and safety practices necessary to participate in selected Individual and Dual Sports. Individual and Dual sports selected may include, but not be limited to, archery, badminton, bowling, golf, gymnastics, handball, paddleball, racquetball, skating, swimming, table tennis, and tennis. Activities selected in Individual and Dual Sports II shall not be repeated in Individual and Dual Sports I or III. Strategies of Individual and Dual Sports play, skill acquisition, and the maintenance and/or improvement of personal fitness should be stressed.

***This is not an interscholastic extracurricular activity. GRADUATION CREDIT FOR PHYSICAL EDUCATION**

Individual/Dual Sports 3

Course Number: 150243001

The purpose of this course is to provide students with opportunities to acquire knowledge of strategies of individual and dual sports play, develop skills in selected individual and dual sports, and maintain and/or improve their personal fitness. The content should include, but not be limited to, knowledge and application of skills, techniques, strategies, rules, and safety practices necessary to participate in selected individual and dual sports. Individual and dual sports selected may include, but not be limited to, archery, badminton, bowling, golf, gymnastics, handball, paddleball, racquetball, skating, swimming, table tennis, and tennis. Activities selected in Individual and Dual Sports I and II shall not be repeated in Individual and Dual Sports III. Strategies of Individual and Dual Sports play, skill acquisition, and the maintenance and/or improvement of personal fitness should be stressed.

***This is not an interscholastic extracurricular activity. GRADUATION CREDIT FOR PHYSICAL EDUCATION**

Care and Prevention of Athletic Injuries Honors

Course Number: 150249001

The purpose of this course is to acquire knowledge and skills relating to the nature, prevention, care, and rehabilitation of athletic injuries for current and future recreational pursuits. The content should include, but not be limited to the following:

- Injury prevention
- Identification
- Management
- Rehabilitation
- Anatomy and physiology as related to athletic injuries
- Conditioning methods

***This is not an interscholastic extracurricular activity. GRADUATION CREDIT FOR PHYSICAL EDUCATION**

FINE/ PERFORMING ARTS

Grades 9-12

Dance Techniques 1

Course Number: 030031001

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

***GRADUATION CREDIT FOR PERFORMING ARTS**

Dance Techniques 2

Course Number: 030032001

Students in Dance Techniques II, a year-long course, build on previously acquired knowledge and fundamental technical skills in two or more dance forms, focusing on developing the aesthetic quality of movement in the ensemble and as an individual.

***GRADUATION CREDIT FOR PERFORMING ARTS**

Dance Techniques 3 Honors

Course Number: 030033001

Students in this year-long, intermediate-level course, designed for dancers who have mastered the basics in two or more dance forms, build technical and creative skills with a focus on developing the aesthetic quality of movement in the ensemble and as an individual.

***GRADUATION CREDIT FOR PERFORMING ARTS**

Dance Techniques 4 Honors

Course Number: 030033401

Students in this year-long, advanced dance techniques class build on skills learned in previous dance classes to improve their performance in two or more dance styles. During the class, students perform sequences of increasing complexity to advance their technical skills.

***GRADUATION CREDIT FOR PERFORMING ARTS**

Dance Choreography/ Performance 1

Course Number: 030038001

The purpose of this course is to provide talented and skilled dancers with opportunities to acquire in-depth knowledge of techniques of choreography while continuing to refine their skills in performing. The content should include, but not be limited to, in-depth knowledge of the elements of music; creating movement sequences; exploring space, time, force, and flow; improvisation; lighting; costuming; make-up for dance; and performing. Acquisition of choreographic skills and their application to performance should be stressed.

***GRADUATION CREDIT FOR PERFORMING ARTS**

Dance Choreography/ Performance 2

Course Number: 030039001

The purpose of this course is to provide talented and skilled dancers with opportunities to further extend the acquisition of knowledge of techniques of choreography and performance. Students explore key concepts of designing dance works with a focus on improvisation, composition, and choreographic processes and principles. Students study the works and creative techniques of highly respected choreographers in varied performance genres as guidance and a source of inspiration. They also examine the social, political, and cultural forces that influenced their works, and consider the innovations that came out of them. Public performances may serve as a culmination of specific instructional goals. Special Note: Two or more forms, genres, styles, or techniques of dance (e.g., modern, ballet, jazz, folk, tap, hip-hop, and ballroom) must be addressed in this course; aerobics instruction is not suitable for this course. This course may require students to participate in extra rehearsals and performances beyond the school day.

***GRADUATION CREDIT FOR PERFORMING ARTS**

Dance Repertory 1

Course Number: 030040001

The purpose of this course is to provide students in dance with opportunities to develop skills in the areas of modern, jazz, and tap dance techniques. Students study the historical works of professional choreographers in one or more genres, such as ballet, modern, jazz, or other traditional dancer forms. Students learn to understand and apply each choreographer's movement design and artistic intent, respecting the work as each choreographer's intellectual property, and gain skills for group and self-assessment, analysis, and problem solving. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and

performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain appropriate footwear and/or dance attire from an outside source.

***GRADUATION CREDIT FOR PERFORMING ARTS**

Dance Repertory 2

Course Number: 030041001

The purpose of this course is to further improve the dance technique and skills of students in dance with concentrated instruction in intricate jazz, modern, and tap dance. Students study the historical works of exemplary professional choreographers movement design and artistic intent, and respecting the work as each choreographer's intellectual property. Students learn about Narrative, Literal, Non-Literal and Abstract dances, gaining skills from group and self-assessment, analysis, and problem solving. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain appropriate footwear and/or dance attire from an outside source.

***GRADUATION CREDIT FOR PERFORMING ARTS**

Dance Repertory 3 Honors

Course Number: 030042001

Students study the historical works of professional choreographers in one or more genres, learning to understand, apply, and respect each choreographer's movement design, artistic intent, and intellectual property. Students expand on Narrative, Literal, Non-Literal and Abstract dance, refining skills for group and self-assessment, analysis, and problem solving. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

***GRADUATION CREDIT FOR PERFORMING ARTS. Teacher recommendation required**

Dance Repertory 4 Honors

Course Number: 030043001

The purpose of this course is to provide students in dance with opportunities to further enhance their skills and to further their knowledge of choreography, including notation. Students study the historical background and works of professional choreographers in one or more genres, and have the ability to apply, and respect each choreographer's movement design, artistic intent, and intellectual property. Students may demonstrate Narrative, Literal, Non-Literal and Abstract dance, advancing skills for group and self-assessment, analysis, and problem solving. Dancers assess their skills and techniques in the context of careers in theatrical, commercial and concert dance. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

***GRADUATION CREDIT FOR PERFORMING ARTS**

Ballet 1

Course Number: 030034001

The purpose of this course is to provide students opportunities to acquire knowledge and skills in basic ballet techniques. Students learn basic classical dance techniques and terminology associated with the traditional class structure of ballet. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

***GRADUATION CREDIT FOR PERFORMING ARTS**

Ballet 2

Course Number: 030035001

The purpose of this course is to provide students with opportunities to extend the acquisition of knowledge and the development of technique in ballet and provide an opportunity for performance. Students develop intermediate-level classical dance techniques and terminology associated with the traditional class structure of ballet. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

***GRADUATION CREDIT FOR PERFORMING ARTS**

Ballet 3

Course Number: 030036001

The purpose of this course is to provide students with opportunities to extend the acquisition of knowledge and the development of technique in ballet and provide greater opportunity for performance.

The content should include, but not be limited to, further development of knowledge and application of barre and center warm-ups and techniques, turns knowledge of choreography, knowledge of turns from 4th and 5th position in attitude and arabesque positions, knowledge of advanced ballet terminology, and public performances. Acquisition of technique, choreography, and performance should be stressed.

***GRADUATION CREDIT FOR PERFORMING ARTS**

Ballet 4 Honors

Course Number: 030037001

The purpose of this course is to provide students an opportunity to challenge their application of classical dance techniques and terminology associated with the traditional class structure of ballet. Students may have an opportunity to explore contemporary ballet concepts of movement, as well. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

***GRADUATION CREDIT FOR PERFORMING ARTS**

Theatre 1/Theatre History & Literature 1 (Drama 1)

Course Number: 040031001

The purpose of this course is to provide experiences in the study and practice of theatre arts and literature. This course is designed for students with little or no theatre experience, and promotes enjoyment and appreciation for all aspects of theatre. Classwork focuses on the exploration of theatre literature, performance, historical and cultural connections, and technical requirements. Improvisation, creative dramatics, and beginning scene work are used to introduce students to acting and character development. Incorporation of other art forms in theatre also helps students gain appreciation for other art forms, such as music, dance, and visual art.

***GRADUATION CREDIT FOR PERFORMING ARTS**

Theatre 2/Theatre History & Literature 2 (Drama 2)

Course Number: 040032001

The purpose of this course is to provide intermediate development of skills useful to the study and practice of theatre arts. This course is designed for students with a year of experience or more, and promotes enjoyment and appreciation for all aspects of theatre through opportunities to build significantly on existing skills. Classwork focuses on characterization, playwriting, and playwrights' contributions to theatre; while improvisation, creative dramatics, and scene work are used to help students challenge and strengthen their acting skills and explore the technical aspect of scene work.

***Prerequisites: Drama 1 and teacher recommendation. GRADUATION CREDIT FOR PERFORMING ARTS**

Theatre 3 Honors

Course Number: 040033001

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

***Prerequisites: Drama 2 and teacher recommendation. GRADUATION CREDIT FOR PERFORMING ARTS**

Theatrical Direction and Stage Management 1

Course Number: 04005001

Students learn how to select, organize, and mount formal and informal staged productions by means of exploring the leadership roles of director and stage manager. Students focus on the nature and responsibilities of the director and stage manager in relation to the entire production team; the effect of the director's concept on the overall production; vocabulary and principles of the various elements of play production; techniques used to create an effective theatre work; and basic knowledge and application of staging. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Theatrical Direction and Stage Management 2 Honors

Course Number: 040051001

The purpose of this course is to provide an opportunity for advanced students to comprehend, analyze, apply, synthesize, and evaluate directing techniques. Students execute the responsibilities of director or stage manager by applying standard theatrical conventions in specialized, practical assignments. Coursework include, but is not limited to, play selection; justification, analysis, and the formation of a directorial concept; assembling a prompt book; assembling a cast, production team, and tech crew effective team-building ensemble skills and communication practices; and successfully planning and running rehearsals leading toward one or more culminating projects. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

***Prerequisites: Theatrical Direction 1 and teacher approval.**

Technical Theatre: Design & Production 2

Course number: 040042001

The purpose of this course is to provide the student with practical experience in stagecraft procedures. Students focus on the design and safe application of basic tools and procedures to create elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Students develop assessment and problem-solving skills; the ability to connect selected literature to a variety of cultures, history, and other content areas. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

Music Theory 1

Course Number: 130030001

The purpose of this course is to teach students analysis and application of musical fundamentals as practiced in the various historical periods. The content should include, but not be limited to, instruction in the structure of music composition through written analysis and performance with emphasis placed on aural development, harmonic notation and analysis.

***GRADUATION CREDIT FOR PERFORMING ARTS**

Chorus 1

Course Number: 130330001

The purpose of this course is to provide students with experiences in basic vocal production techniques and part singing. The content should include, but not be limited to, enabling students to develop basic fundamental skills in vocal tone production, choral performance techniques, musical literacy and music appreciation.

***GRADUATION CREDIT FOR PERFORMING ARTS**

Chorus 2

Course Number: 130331001

The purpose of this course is to extend experiences in basic vocal production techniques and part singing.

The content should include, but not be limited to, extending development of basic musicianship skills including choral performance techniques, vocal tone production, musical literacy and music listening.

***GRADUATION CREDIT FOR PERFORMING ARTS**

Chorus 3

Course Number: 130332001

The purpose of this course is to provide students with instruction in the development of basic vocal musicianship and technical skills through the study of varied choral literature. The content should include, but not be limited to, interpretation of notation; establishment of appropriate tone production and performance techniques; holistic presentation of simple musical form, varied style periods, and aesthetic values.

***GRADUATION CREDIT FOR PERFORMING ARTS**

Chorus 4

Course Number: 130330001

The purpose of this course is to provide students with experiences in basic vocal production techniques and part singing. The content should include, but not be limited to, enabling students to develop basic fundamental skills in vocal tone production, choral performance techniques, musical literacy and music appreciation.

***GRADUATION CREDIT FOR PERFORMING ARTS**

Chorus 5 Honors

Course Number: 130334001

The purpose of this course is to develop independence in musicianship, performance techniques and aesthetic awareness through the rehearsal and performance of varied choral literature. The content should include, but not be limited to, interpretation of medium difficult choral music (Mad-d); development of independent musicianship, tone production and performance techniques; the analysis of form, style and history included in the performance of varied choral literature; formulation of critical listening skills and aesthetic values.

***GRADUATION CREDIT FOR PERFORMING ARTS**

Chorus 6 Honors

Course Number: 130335001

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

***GRADUATION CREDIT FOR PERFORMING ARTS**

Band 1

Course Number: 130230001

The purpose of this course is to provide students with opportunities to develop musicianship skills in band and instrumental ensembles. The content should include but not be limited to, enabling students to develop fundamental skills in characteristic tone production, band performance techniques, musical literacy, and music appreciation.

***GRADUATION CREDIT FOR PERFORMING ARTS**

Band 2

Course Number: 130231001

The purpose of this course is to extend musicianship skills in band instrumental ensembles.

The content should include, but not be limited to, extending skill development in characteristic tone production, band performance techniques, musical literacy and music appreciation.

***GRADUATION CREDIT FOR PERFORMING ARTS**

Band 3

Course Number: 130232001

The purpose of this course is to provide students with instruction in the development of musicianship and technical skills through study of varied band literature. The content should include, but not be limited to, interpreting medium level band music; establishing appropriate tone production and performance techniques; identifying simple musical form and varied style periods; formulating aesthetic awareness.

***GRADUATION CREDIT FOR PERFORMING ARTS**

Band 4

Course Number: 130233001

The purpose of this course is to provide students with instruction in the application of musicianship and technical skills through the study of varied band literature. The content should include, but not be limited to, interpreting medium level band music; refining tone production and performance techniques; understanding of musical form, style and aesthetic perceptions.

***GRADUATION CREDIT FOR PERFORMING ARTS**

Band 5 Honors

Course Number: 130234001

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

***GRADUATION CREDIT FOR PERFORMING ARTS**

Orchestra 1

Course Number: 130236001

The purpose of this course is to develop musicianship skills in music ensembles on orchestral instruments. The content should include, but not be limited to, enabling students to develop basic fundamental skills in characteristic tone production, orchestral performing techniques, musical literacy, and music appreciation.

***GRADUATION CREDIT FOR PERFORMING ARTS**

Orchestra 2

Course Number: 130237001

The purpose of this course is to extend musicianship and ensemble experiences on orchestra instruments.

The content should include, but not be limited to, extending skill development in characteristic tone production, orchestral performance techniques, musical literacy and music appreciation.

***GRADUATION CREDIT FOR PERFORMING ARTS**

Orchestra 3

Course Number: 130238001

The purpose of this course is to provide students with instruction in the development of technical skills through the study of varied orchestral literature. The content should include, but not be limited to, interpreting medium level orchestral music; establishing appropriate tone production and performance techniques; identifying simple musical form and varied style periods; formulating aesthetic awareness.

***GRADUATION CREDIT FOR PERFORMING ARTS**

Orchestra 4

Course Number: 130239001

The purpose of this course is to provide students with instruction in the application of musicianship and technical skills through the study of varied orchestral literature. The content should include, but not be limited to, independent interpretation of medium level orchestral music; refinement of tone production and performance techniques; musical form, style periods, and aesthetic perceptions.

***GRADUATION CREDIT FOR PERFORMING ARTS**

Orchestra 5 Honors

Course Number: 130240001

Students with considerable orchestral experience advance their string and ensemble performance techniques, music literacy, music theory, and aesthetic engagement through high-quality orchestra literature. Student musicians use reflection and problem-solving skills to improve performance significantly based on structural, cultural, and historical understanding of the music. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

***GRADUATION CREDIT FOR PERFORMING ARTS**

Instrumental Ensemble 1 (Marching Band)

Course Number: 1302460001

Students with little or no experience in an instrumental ensemble develop basic musicianship and ensemble performance skills through the study of basic, high-quality music in diverse styles. Student musicians focus on building foundational music techniques, music literacy, listening skills, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

***GRADUATION CREDIT FOR PERFORMING ARTS**

Instrumental Ensemble 2 (Marching Band)

Course Number: 1302470001

Students with previous instrumental ensemble experience continue building musicianship and performance skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant musical styles and time periods. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

***GRADUATION CREDIT FOR PERFORMING ARTS**

Instrumental Ensemble 3 (Marching Band)

Course Number: 1302480001

Students strengthen instrumental ensemble performance skills, music literacy, and analytical skills through the study of high-quality music in diverse styles. Student musicians learn to self-assess and collaborate as they rehearse, perform, and study relevant history and cultures. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

***GRADUATION CREDIT FOR PERFORMING ARTS**

Instrumental Ensemble 4 Honors (Marching Band)

Course Number: 1302490001

Students with extensive instrumental ensemble experience refine their critical listening, music literacy, and ensemble skills through the study, rehearsal, and performance of high-quality, advanced literature. Students use reflection and problem-solving skills with increasing independence to improve their performance and musical expression. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

***GRADUATION CREDIT FOR PERFORMING ARTS**

Keyboard 1

Course Number: 130136001

The purpose of this course is to provide students with introductory experiences on the keyboard in performance skills and interpretation of simple notation. The content should include, but not be limited to, the development of music fundamentals, keyboard performance techniques and interpretation of musical notation.

***GRADUATION CREDIT FOR PERFORMING ARTS**

Keyboard 2

Course Number: 130137001

The purpose of this course is to provide students with instruction in varied performance techniques on the keyboard. The content should include, but not be limited to, the development of music fundamentals, performance techniques and interpretation of musical notation.

***GRADUATION CREDIT FOR PERFORMING ARTS**

Keyboard 3

Course Number: 130138001

The purpose of this course is to provide students with instruction in the development of musicianship and technical skills through the study of varied keyboard literature. The content should include, but not be limited to, instruction for students who are capable of independent interpretation of medium-difficult level keyboard music. It offers development of various stylistic performance techniques. Musical form, style and historical eras are taught through the holistic study of varied keyboard literature.

***GRADUATION CREDIT FOR PERFORMING ARTS**

Keyboard 4 Honors

Course Number: 130139001

The purpose of this course is to provide students with advanced instruction in individual keyboard performance. The content should include, but not be limited to, instruction in performing difficult solos and accompaniments of varied styles and historical eras. Emphasis is placed on individual style and performance.

***GRADUATION CREDIT FOR PERFORMING ARTS**

Guitar 1

Course Number: 130132001

The purpose of this course is to provide students with introductory experiences on the guitar in performance skills and interpretation of simple notation. The content should include, but not be limited to, thorough introduction

to music fundamentals, guitar performance techniques and interpretation of musical notation including chord symbols.

***GRADUATION CREDIT FOR PERFORMING ARTS**

Creative Photography 1

Course Number: 010831001

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

***Suggested prerequisites: Art 2-D Comprehensive 1, Art 3-D Comprehensive 1. GRADUATION CREDIT FOR PERFORMING ARTS**

Creative Photography 2

Course Number: 010832001

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

***Suggested prerequisites: Art 2-D Comprehensive I, Art 3-D Comprehensive I, Creative Photo I. GRADUATION CREDIT FOR PERFORMING ARTS**

Creative Photography 3 Honors

Course Number: 010833001

Students lead a focused investigation of a subject matter from ideation to completion. Students select a theme, develop a concept, and prepare the work for public viewing, portfolio, distribution, and/or exhibit. This course may include, but is not limited to, research, collaboration, installation, history of photography, making connections to contemporary and community photographers, and critiquing with varied techniques. Processes, techniques and media may include, but are not limited to, video, film, high speed photography, studio lighting, flash, long exposure, formal portraiture, large format, HDR, RAW processing, and digital output on a variety of media, including non-traditional materials. Craftsmanship and quality are reflected in the surface of the print, care of the materials, attention to compositional conventions, the display setting, and expression of ideas and feelings. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works.

***Suggested prerequisites: Art 2-D Comprehensive 1, Art 3-D Comprehensive 1, Creative Photography 1, Creative Photography 2. GRADUATION CREDIT FOR PERFORMING ARTS**

Art History and Criticism 1 Honors

Course Number: 010033001

The purpose of this course is to allow students to explore the role of art in history and culture through observation and analysis of significant works of art and architecture from Prehistory through the 16th century. Student historians investigate the societal context of works, considering traditional forms and conventions of representation, symbology, and the purposes for which the art was created. The course includes an introduction to the methodologies of art history and criticism, study of the media and techniques used by artists from various

cultures and time periods, and use of appropriate terminology in verbal and written analyses of artworks drawn from around the world. Student historians critique and compare works across time and cultures to develop an understanding of, and respect for, the visual arts as a chronicle of history, cultural heritage, and the human experience. This course may incorporate hands-on activities and consumption of art materials.

***GRADUATION CREDIT FOR PERFORMING ARTS**

Two-Dimensional Studio Art 1

Course Number: 010130001

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

***GRADUATION CREDIT FOR PERFORMING ARTS**

Two-Dimensional Studio Art 2

Course Number: 010131001

Students develop and refine technical skills and create 2-D compositions with a variety of media in drawing, painting, printmaking, collage, and/or design. Student artist's sketch, manipulate, and refine the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination.

***Suggested prerequisites: Art 2-D Comprehensive 1, Art 3-D Comprehensive 1. GRADUATION CREDIT FOR PERFORMING ARTS.**

Two-Dimensional Studio Art 3 Honors

Course Number: 010132002

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

****Suggested prerequisites: Art 2-D Comprehensive 2, Art 3-D Comprehensive 1. GRADUATION CREDIT FOR PERFORMING ARTS**

Three-Dimensional Studio Art 1

Course Number: 010133001

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

***GRADUATION CREDIT FOR PERFORMING ARTS**

Ceramics/Pottery 1

Course Number: 010230001

Students explore how space, mass, balance, and form combine to the alphanumeric coding scheme has changed - Language Arts Common Core (LACC) is now Language Arts Florida Standards (LAFS) Mathematics Common Core (MACC) is now Mathematics Florida Standards (MAFS) create aesthetic forms or utilitarian products and structures. Instructional focus will be on ceramics and/or pottery. Media may include, but are not limited to, clay and/or plaster, with consideration of the workability, durability, cost, and toxicity of the media used. Student artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail, size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftsmanship and quality in the surface and structural qualities of the completed art forms.

***Suggested prerequisites: Art 2-D Comprehensive I, Art 3-D Comprehensive I. GRADUATION CREDIT FOR PERFORMING ARTS**

Ceramics/Pottery 2

Course Number: 010231001

Students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Instructional focus should be on ceramics and/or pottery. Processes and techniques for substitution may include, but are not limited to, wheel-thrown clay, glaze formulation and application. Media may include, but are not limited to, clay and/or plaster with consideration of the workability, durability, cost, and toxicity of the media used. Ceramic and/or pottery artists experiment with and manipulate space-producing devices, including overlapping, transparency, interpenetration, vertical and horizontal axis, inclined planes, disproportionate scale, fractional or abstracted representation, and spatial properties of the structural art elements. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the ceramics and/or pottery art studio focus on use of safety procedures for process, media, and techniques.

***Suggested prerequisites: Art 2-D Comprehensive I, Art 3-D Comprehensive 1. GRADUATION CREDIT FOR PERFORMING ARTS.**

Ceramics/Pottery 3 Honors

Course Number: 010232001

The purpose of this course is to give students an understanding of Ceramics/pottery. The content should include, but not be limited to, the production of functional and decorative design; perception and response to the qualities of ceramics/pottery art; the value of ceramics/pottery as an important realm of human experience; the history of ceramics/pottery and its relationship to other processes and periods; the criteria for making judgments about the aesthetic merits of ceramic art; formation of larger, more complex pottery; efficient skill development in methods and techniques; preparation of clay bodies and formulation of glazes, study of kilns and comprehension of firing techniques; and ceramics as a career possibility.

***Suggested prerequisites: Art 2-D Comprehensive 1, Art 3-D Comprehensive 1, Ceramics/Pottery 1, Ceramics/Pottery 2. GRADUATION CREDIT FOR PERFORMING ARTS.**

Advanced Placement Studio Art Two-Dimensional Design Portfolio

Course Number: 010935001

The purpose of this course is to give students an understanding of Ceramics/pottery. The content should include, but not be limited to, the production of functional and decorative design; perception and response to the qualities of ceramics/pottery art; the value of ceramics/pottery as an important realm of human experience; the history of ceramics/pottery and its relationship to other processes and periods; the criteria for making judgments about the aesthetic merits of ceramic art; formation of larger, more complex pottery; efficient skill development in methods and techniques; preparation of clay bodies and formulation of glazes, study of kilns and comprehension of firing techniques; and ceramics as a career possibility.

***Suggested prerequisites: Art 2-D Comprehensive 1, Art 3-D Comprehensive 1, Ceramics/Pottery 1, Ceramics/Pottery 2. GRADUATION CREDIT FOR PERFORMING ARTS.**

Advanced Placement Studio Art Three-Dimensional Design Portfolio

Course Number: 010936001

This Advanced Placement course is intended to address a very broad interpretation of sculptural issues in three-dimensional (3-D) design. Such elements and concepts may be articulated through additive, subtractive, and/or fabrication processes. It is for the advanced student who wishes to seek AP credit through submitting a portfolio of work for consideration by the college board.

The content should include, but not be limited to, the following:

- Advanced study of the elements of design (line, mass, volume, form, plane, light, pattern, texture, value and color)
- Advanced study of the principles of design including unity/variety, balance, emphasis, rhythm, proportion/scale, symmetry/asymmetry, and anomaly
- Development of proficiency in a variety of 3-D forms including but not limited to traditional sculpture, architectural models, apparel, ceramics, jewelry, and three-dimensional fiber arts or metal work.

***GRADUATION CREDIT FOR PERFORMING ARTS**

Advanced Placement Art- Drawing Portfolio

Course Number: 010430001

The purpose of this course is to give advanced students the opportunity to develop quality, concentration, discipline and breadth in drawing. The content should include but not be limited to, experiences in the development of skills in two aspects of drawing: perceptual and conceptual. Techniques of preparation, presentation and evaluation of portfolio content will be stressed.

*Recommend at least two consecutive years of art and strong drawing and/or design skills prior to taking this course.

Teacher recommendation.

***GRADUATION CREDIT FOR PERFORMING ARTS**

Advanced Placement Art- History of Art

Course Number: 010030001

The purpose of this course is to give students an advanced understanding of the history, practice, and enjoyment of art through: perceiving and responding to the qualities of art, valuing art as an important realm of human experience, knowing about the history of art and its relationship to other processes and periods, and making and justifying judgements about aesthetic merit and qualities of works of art.

*The content will follow the prescribed course of study outlined in the advanced placement course description, the college board, educational testing services. This course is for students with or without art studio background.

***GRADUATION CREDIT FOR PERFORMING ARTS**

Advanced Placement Music Theory

Course Number: 130033001

The purpose of this course is to develop the student's ability to recognize and understand the basic materials and processes in any music that is heard or read in score. The content should include, but not be limited to, that determined by the Advanced Placement Program.

***GRADUATION CREDIT FOR PERFORMING ARTS**

CAREER AND TECHNICAL EDUCATION

Grades 9-12

Foundations of Web Design 3

Course Number: 900111001

This course is designed to provide students with opportunities to acquire and apply foundational skills related to web design.

***GRADUATION CREDIT FOR VOCATIONAL. MEETS COMPUTER LITERACY REQUIREMENT**

Foundations of Robotics (Introduction to Exploration of Technologies)

Course Number: 941011002

The purpose of this course is to introduce and excite students into the world of current and future technologies, with the intent of motivating students to explore possible fields of study within the STEM department. This course will cover topics that include: Robotics, Internet of Things, Artificial Intelligence, Video Game Design, Virtual Reality, Augmented Reality, Mixed Reality, Machine Design, Networking, Cyber Security, Blockchain, Biotech, and much more. As with any introductory course, every portion of this curriculum is designed to build up concepts for further enhancement like, for example, the use of key terminology and concepts within specific fields and technology. Students are expected to learn basic ideas and principles within each topic to make an educated decision on their future.

Game & Simulation Foundations

Course Number: 820811001

This course is designed to provide an introduction to game and simulation concepts and careers, the impact game and simulation has on society and industry, and basic game/simulation design concepts such as rule design, play mechanics, and media integration. This course compares and contrasts games and simulations, key development methodologies and tools, careers, and industry-related information. This course also covers strategies, processes, and methods for conceptualizing a game or simulation application; storyboarding techniques; and development tools. Hands-on activities using an entry-level game development tool such as Game Maker or Alice should be integrated into the curriculum. Regardless of topic sequencing, the culminating activity is the creation of a playable game.

Game & Simulation Design 2

Course Number: 820812001

This course is designed to provide an introduction to game and simulation concepts and careers, the impact game and simulation has on society and industry, and basic game/simulation design concepts such as rule design, play mechanics, and media integration. This course compares and contrasts games and simulations, key development methodologies and tools, careers, and industry-related information. This course also covers strategies, processes, and methods for conceptualizing a game or simulation application; storyboarding techniques; and development tools. Hands-on activities using an entry-level game development tool such as Game Maker or Alice should be integrated into the curriculum. Regardless of topic sequencing, the culminating activity is the creation of a playable game.

Game & Simulation Programing

Course Number: 820833002

This program offers a sequence of project-based courses that provide coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Information Technology career cluster such as Game or Simulation Designer, Game or Simulation Graphic Artist, and Game or Simulation 3-D Animator; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Information Technology career cluster.

Foundations of Robotics Design 1 (Intro to STEM)

Course Number: 941001102

This course provides students with a foundation in content and skills associated with robotics and automation, including artificial intelligence, electronics, physics, and principles of engineering.

Robotic Design Essentials (Robotics 2)

Course Number: 941012002

This course provides students with content and skills essential to the design and operation of robotics, including artificial intelligence, sensors, electronic devices, engineering technologies, motion physics, electrical motors, programming, simulation and modeling, and critical thinking skills.

Robotics 3 (Systems)

Course Number: 941013002

This course takes the knowledge gained from Foundations of Robotics and Robotic Designs Essentials and incorporates project management to teach leadership and managerial skills to coordinate team efforts. Students are expected to already know the more advanced components of mechanics, and coding. Students will work year-round with other students in designing, constructing, testing, and completing unique robots. Proper engineering approach and technique is required. This class will focus on their collaborative efforts to manage a balance between building, planning, leading, coding, and finally being a successful engineering team.

Robotic Applications Capstone

Course Number: 941014002

This course takes the total accumulated knowledge gained from all previous years of Robotics and allows the students free reign to problem solve real world issues to design solutions. Students are expected to already know the more advanced components of mechanics, and coding. Students will work year-round with other students in designing, constructing, testing, and completing unique robots and software. Proper engineering approach and technique is required. This class will focus on their collaborative efforts to manage a balance between building, planning, leading, coding, and finally produce a product with a business model and hopefully a patent of their own to culminate their high school STEM career with a real product portfolio.

CSIT Cyber Security Essentials 3

Course Number: 940101001

The purpose of this program is to prepare students for employment or advanced training in a variety of occupations in the information technology industry. This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the information technology industry; technical and product skills, underlying principles of technology, planning, management, finance, labor issues, community issues and health, safety, and environmental issues. The course content includes, but is not limited to, communication, leadership skills, human relations and employability skills; and safe, efficient work practices.

Artificial Intelligence in the World, Level 2

Course Number: 940101002

The content includes fundamental understanding of the Five Big Ideas in AI: Perception, Representation & Reasoning, Machine Learning, Human AI Interaction, Societal impacts of AI, AI system and their components; problem and tools AI-enabled workers use to build models and systems that leverage data to make decisions; mastery of foundational skills required to become power AI users. In addition, the course content includes but is not limited to practical experiences in AI system design, deployment, and evaluation; problem identification; creation, selection, and curation of data sets; computer programming, use of machine learning algorithms, program design structure, evaluation of the societal impact of AI, employing ethical and responsible development mythologies and decision making, essential programming techniques, and implementation issues. Specialized programming skills involving advanced mathematical calculations and statistics are also integrated into the curriculum.

CSIT Network Systems Design and Administration

Course Number: 940101002

Demonstrate knowledge of how network services and protocols interact to provide network communication in order to securely implement and use common protocols.

Digital Art Imaging 1

Course Number: 010837001

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

***GRADUATION CREDIT FOR PERFORMING ARTS**

Digital Art Imaging 2

Course Number: 010838001

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

***GRADUATION CREDIT FOR PERFORMING ARTS**

Digital Art Imaging 3 Honors

Course Number: 010839001

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

***GRADUATION CREDIT FOR PERFORMING ARTS**

Television Production Beginners

Course Number: 877213003

The purpose of this program is to prepare students for employment as television production operators, television broadcast technicians, and video recording engineers. The content includes, but is not limited to, communication skills, leadership skills, human relations and employability skills, safe and efficient work practices, and preparation to assume responsibility for overall production of television studio activities including writing scripts, lighting, filming and directing, electronic news gathering, and field production.

***GRADUATION CREDIT FOR VOCATIONAL**

Television Production (TV Anchor)

Course Number: 877214003

The purpose of this program is to prepare students for employment as television production operators, television broadcast technicians, and video recording engineers. The content includes, but is not limited to, communication skills, leadership skills, human relations and employability skills, safe and efficient work practices, and preparation to assume responsibility for overall production of television studio activities including writing scripts, lighting, filming and directing, electronic news gathering, and field production.

***GRADUATION CREDIT FOR VOCATIONAL**

Television Production 6 (Film)

Course Number: 877216001

The purpose of this program is to prepare students for employment as television production operators, television broadcast technicians, and video recording engineers. The content includes, but is not limited to, communication skills, leadership skills, human relations and employability skills, safe and efficient work practices, and preparation to assume responsibility for overall production of television studio activities including writing scripts, lighting, filming and directing, electronic news gathering, and field production.

***GRADUATION CREDIT FOR VOCATIONAL**

Television Production Technology 7 (Broadcast Journalism 5)

Course Number: 820157001

The purpose of this program is to cover Electronic News Gathering (ENG) and Electronic Field Production (EFP) equipment functions. The student will select an area of television production for specialization.

***GRADUATION CREDIT FOR VOCATIONAL**

Digital Video Technology (Scoreboard Crew)

Course Number: 820141001

The purpose of this program is to prepare students for employment as television production operators, television broadcast technicians, and video recording engineers. The content includes, but is not limited to, communication skills, leadership skills, human relations and employability skills, safe and efficient work practices, and preparation to assume responsibility for overall production of television studio activities including writing scripts, lighting, filming and directing, electronic news gathering, and field production.

***GRADUATION CREDIT FOR VOCATIONAL**

ELECTIVES

Grades 9-12

Journalism 1

Course Number: 100630011

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

Journalism 2 (Yearbook)

Course Number: 100631011

The purpose of this course is to provide practical experience in news gathering techniques and practice in journalistic writing, as well as opportunities to explore careers in journalism. The content should include, but not be limited to, training necessary for successful newsgathering for journalistic media. Students should receive frequent practice in gathering information and in writing news, sports, feature articles, and editorials. Through various media, students should explore career opportunities in journalistic fields. Practice in the preparation of materials for publication in journalistic media should occur within a workshop setting. Various aspects of journalistic production may be taught through workshop experiences and/or simulations.

*** ELECTIVE CREDIT IN LANGUAGE ART. MEETS DCPS PRACTICAL ARTS REQUIREMENT FOR GRADUATION**

Journalism 4 (Yearbook)

Course Number: 100633012

The purpose of this course is to provide advanced instruction in journalistic writing and production techniques. The content should include, but not be limited to, instruction in writing, designing, and managing journalistic enterprises. The emphasis in the course should be upon implementing students' creative skills and talents in writing, graphic design and/or photography, and in providing regular practice in management skills and production techniques in printed journalistic media. The course should provide opportunities to develop proficiency in various forms of journalistic writing, through the production of one or more student journalistic projects. Various aspects of journalistic production may be taught through workshop experiences and/or simulations.

***ELECTIVE CREDIT IN LANGUAGE ARTS. MEETS DCPS PRACTICAL ARTS REQUIREMENT FOR GRADUATION**

Journalism 5 Honors (Yearbook 5)

Course Number: 100633101

The purpose of this course is to provide students with practical experiences in types of writing appropriate to publications, opportunities to explore careers in mass communications, and workshop experiences in journalistic productions.

The content should include, but not be limited to, the following:

- Application of all aspects of the writing process (i.e., prewriting, drafting, editing, and proofreading) to written work
- Application of production skills needed to produce a variety of mass communications documents
- Organization and management techniques relating to mass communications, including leadership and business skills, time management, and use of personnel and task organization.

***GRADUATION CREDIT FOR ELECTIVE. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR ELECTIVE CREDIT**

Journalism 6 Honors (Yearbook)

Course Number: 100633201

The purpose of this course is to provide students with practical experiences in types of writing appropriate to publications, opportunities to explore careers in mass communications, and workshop experiences in journalistic productions. The content should include, but not be limited to, the following:

- Application of all aspects of the writing process (i.e., prewriting, drafting, editing, and proofreading) to written work.
- Application of production skills needed to produce a variety of mass communication documents.
- Organization and management techniques relating to mass communication including leadership and business skills, time management, and use of personnel and task organization.

***GRADUATION CREDIT FOR ELECTIVE. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR ELECTIVE CREDIT**

Digital Media/Multimedia Foundations 1 (Social Media Foundations)

Course Number: 82012100

The purpose of this course is to acquaint students with career opportunities in the field of computers, as well as hands-on, practical experience using software applications. The student will be able to use business decision making and problem solving methods, identify uses of the computer, and become familiar with occupations dealing with hardware and software.

***GRADUATION CREDIT FOR ELECTIVE**

Digital Media/Multimedia Foundations 2 (Social Media Digital 2)

Course Number: 82012200

The purpose of this course is to acquaint students with career opportunities in the field of computers, as well as hands-on, practical experience using software applications. The student will be able to use business decision making and problem solving methods, identify uses of the computer, and become familiar with occupations dealing with hardware and software.

***GRADUATION CREDIT FOR ELECTIVE**

Digital Media/Multimedia Foundations 3 (Social Media Production 3)

Course Number: 820123003

The purpose of this course is to acquaint students with career opportunities in the field of computers, as well as hands-on, practical experience using software applications. The student will be able to use business decision making and problem solving methods, identify uses of the computer, and become familiar with occupations dealing with hardware and software.

***GRADUATION CREDIT FOR ELECTIVE**

Learning Strategies

Course Number: 796308001

This course is designed to teach mildly handicapped students strategies to acquire and utilize information necessary for successful participation in educational and community settings. The content shall include, but not be limited to: learning skills and communication skills.

***This course is primarily designed to meet the special needs of exceptional students who are pursuing standard diploma. This course may be repeated for multiple credit. This course may be used for required or elective credit for a special diploma, or elective credit for a standard diploma. ELECTIVE CREDIT IN ESE**

Leadership Skills Development (Study Hall)

Course Number: 2400300

The purpose of this course is to teach leadership skills, parliamentary procedures, problem solving/decision making, communication skills, group dynamics, time and stress management, public speaking, human relations, public relations, team building and other group processes. The content should include, but not be limited to, study in self-understanding and development in such areas as goal setting, self-actualization and assertiveness, and the study of organizational theories and management.

***GRADUATION CREDIT FOR ELECTIVE**

Peer Counseling 1

Course Number: 140030001

The purpose of this course is to provide students with an understanding of the elements of communication and group processes. Content shall include, but not be limited to, such topics as listening skills, questioning skills, feedback and paraphrasing skills, non-verbal communication skills, non-judgmental response skills, and group cohesiveness.

***GRADUATION CREDIT FOR ELECTIVE**

Peer Counseling 2

Course Number: 140031001

The purpose of this course is to provide students with an understanding of the elements of communication and group processes. Content shall include, but not be limited to, such topics as listening skills, questioning skills, feedback and paraphrasing skills, non-verbal communication skills, non-judgmental response skills, and group cohesiveness.

***GRADUATION CREDIT FOR ELECTIVE**

Peer Counseling 3

Course Number: 140032001

The purpose of this course is to provide students with the opportunity to develop and implement small and large group presentations on the concerns of youth. Specific content shall include, but not be limited to, such topics as techniques of conducting needs assessments; research skills; program planning; identifying target populations; identifying school and community resources; coordinating program delivery with school personnel and community agencies; and evaluation of program effectiveness.

***GRADUATION CREDIT FOR ELECTIVE**

Peer Counseling 4

Course Number: 140033001

The purpose of this course is to provide students with the opportunity to develop and implement small and large group presentations on the concerns of youth. Specific content shall include, but not be limited to, such topics as techniques of conducting needs assessments; research skills; program planning; identifying target populations; identifying school and community resources; coordinating program delivery with school personnel and community agencies; and evaluation of program effectiveness.

***GRADUATION CREDIT FOR ELECTIVE**

Marketing Education Directed Study

Course Number: 880010001

The purpose of this course is to provide students with additional competencies in a marketing education program that will enhance their opportunities for employment in the occupation chosen by the student.

***Students need marketing education teacher approval. GRADUATION CREDIT FOR VOCATIONAL**

Principles of Entrepreneurship

Course Number: 881211002

This course provides instruction in the basic principles of entrepreneurship including the role of the entrepreneur, entrepreneurship as a career, business ethics, and the principles of marketing, financing, and managing a business.

***Student interest and teacher acceptance required (grades 09-12). GRADUATION CREDIT FOR VOCATIONAL. MEETS DCPS PERFORMING ARTS REQUIREMENT FOR GRADUATION**

Business Management and Law 1

Course Number: 881212001

This course continues the study of business supervisory functions. Students are required to perform higher-level thinking and decision-making and to use technology as a resource to efficiently perform communications activities. The use of computers is required.

***GRADUATION CREDIT FOR VOCATIONAL**

Court Procedures

Course Number: 210639003

The grade 9-12 Court Procedures course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content for the course pertains to the study of the structure, processes and procedures of the judicial systems of the United States and Florida. Content should include, but not be limited to, the structure, processes and procedures of county, circuit and federal courts, civil and criminal procedures, juvenile law, the rights of the accused, evolution of court procedures, comparative legal systems, and career choices in the judicial system.

***GRADUATION CREDIT FOR ELECTIVE**

International Relations

Course Number: 210644004

The grade 9-12 International Relations course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content emphasis for this course pertains to the study of the functions of the global community, the nature of the modern national state, national goals, and how nations communicate and negotiate to facilitate these goals. Content should include, but is not limited to, the origins of the nation-state system, the role of power politics in the nuclear age, factors that influence relations among nations, such as world population growth, food and other resources, environment, human rights, terrorism, cultural differences, world trade, and technology, ways in which governments conduct foreign policy, the role of international organizations in promoting world peace, the role of women and diverse cultural groups within and among nations, and career opportunities available in international relations.

***GRADUATION CREDIT FOR ELECTIVE**

Research 1 (Math Research Statistics)

Course Number: 170030011

The purpose of this course is to support the mathematics courses including Statistics students.

***GRADUATION CREDIT FOR ELECTIVE**

Research 2 (Math Research Algebra II)

Course Number: 170031011

The purpose of this course is to support the mathematics courses including Algebra II students.

***GRADUATION CREDIT FOR ELECTIVE**

Research 3 (Math Research Pre-Calculus)

Course Number: 170032011

The purpose of this course is to support the mathematics courses including Pre-Calculus students.

***GRADUATION CREDIT FOR ELECTIVE**

Computer Science Discoveries

Course Number: 020030501

Computing is so fundamental to understanding and participating in society that it is valuable for every student to learn as part of a modern education. Computer science can be viewed as a liberal art, a subject that provides students with a critical lens for interpreting the world around them. Computer science prepares all students to be active and informed contributors to our increasingly technological society whether they pursue careers in technology or not. Computer science can be life-changing, not just skill training.

***GRADUATION CREDIT FOR ELECTIVE**

Speech 1

Course Number: 100730001

The purpose of this course is to provide instructions in the fundamentals of formal and informal oral communication. The content should include, but not limited to, an introduction to the skills and forms of both formal and informal oral communication. Major instructional areas should include forms of oral communication, techniques of group discussion, techniques of effective listening, analysis of audience, and techniques of public speaking.

***GRADUATION CREDIT FOR PERFORMING ARTS**

Speech 2

Course Number: 100731001

The purpose of this course is to provide instructions in the fundamentals of formal and informal oral communication. The content should include, but not limited to, formal class discussions, public speaking assignments, oral interpretation and elements of debate. Students should continue to develop and refine skills initiated in Speech I.

***GRADUATION CREDIT FOR PERFORMING ARTS**

Debate 1

Course Number: 100733001

The purpose of this course is to provide instruction in the fundamentals of argumentation and problem solving. The content should include, but not be limited to, instruction in logical thinking, organization of facts, and speaking skills. Students should practice research skills related to debate topics. They should also participate in frequent debate situations.

***GRADUATION CREDIT FOR PERFORMING ARTS**

Debate 2

Course Number: 100734001

The purpose of this course is to provide students with opportunities to continue the development of skills related to debate and forensic activities. The content should include, but not be limited to, instruction with frequent practice in principles of effective communication for specific purposes, especially as these principles are applied to

argumentation and debate skills. Research skills, critical thinking skills, listening and speaking skills, and formal written preparation of materials for competitive speaking activities should be included.

***This course is recommended for students who have successfully completed Debate 1. GRADUATION CREDIT FOR PERFORMING ARTS**

SAT/ACT Verbal & Mathematics Preparatory Study

Course Number: 100832002/170037001

The purpose of this course is to develop advanced reading and mathematics skills for students who plan to continue their formal education after high school.

***GRADUATION CREDIT FOR PERFORMING ARTS**

Creative Writing 1

Course Number: 100932002

Imaginative writing in selected genres. The purpose of this course is to develop students' writing and language skills needed for individual expression in literary forms. The content should include, but not be limited to, instruction in the development and practice of writing a variety of literary works, including original poetry, short stories, plays, novels, and/or essays and other nonfiction. The course may also include technical aspects of publishing students' work in a literary publication.

***ELECTIVE CREDIT IN LANGUAGE ART. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR ENGLISH. Dual Enrollment credit.**

Creative Writing 2

Course Number: 100933002

Imaginative writing in selected genres. The purpose of this course is to develop students' writing and language skills needed for individual expression in literary forms. The content should include, but not be limited to, instruction in the development and practice of writing a variety of literary works, including original poetry, short stories, plays, novels, and/or essays and other nonfiction. The course may also include technical aspects of publishing students' work in a literary publication.

***ELECTIVE CREDIT IN LANGUAGE ART. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR ENGLISH. Dual Enrollment credit.**

First Aid and Safety

Course Number: 080032001

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

***ELECTIVE CREDIT**

Principles of the Biomedical Sciences

Course Number: 870811002

This course is designed to provide an overview of all the courses in the Biomedical Sciences program and lay the scientific foundation for subsequent courses. Students are introduced to human physiology, medicine, research processes and bioinformatics. Key biological concepts including homeostasis, metabolism, inheritance of traits, and defense against disease are embedded in the curriculum. Engineering principles including the design process, feedback loops, and the relationship of structure to function are also incorporated.

Human Body Systems 3

Course Number: 870811002

The purpose of this program is to provide students with a foundation of knowledge and technically oriented experiences in the study and applications of biomedical sciences and the possibilities in the biomedical field. The content includes but is not limited to the study of human body systems, medicine, health, key biological concepts, communication, transport of substances, locomotion, metabolic processes, defense, protection, research processes,

engineering principles and an introduction to bio-informatics. The program also includes the design and development of various medical interventions, including vascular stents, cochlear implants, and prosthetic limbs. In addition, students review the history of organ transplants and gene therapy, and stay updated on cutting-edge developments via current scientific literature.

Medical Intervention/ Level 3

Course Number: 870813002

Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

DORAL PERFORMING ARTS ELECTIVES

**The following electives are only for students who are in Doral Perming Arts.*

Acting 1

Course Number: 040037001

The purpose of this course is to introduce students to the study and practice of acting. Through improvisation, simple scripted scenes, performance projects, and/or practical application, students learn to identify what makes performances believable and explore the tools used to create, articulate, and execute them. Upon completion of this course, students have a strong foundation for future scene work, script analysis, and play production. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

***GRADUATION CREDIT FOR PERFORMING ARTS**

Acting 2

Course Number: 040038001

The purpose of this course is to develop the acting skills of the student. Students examine the various dimensions of characters through analysis, discussion, and classroom performance, working with scripts from a variety of time periods and cultures. They learn to break down a scene from a character's point of view, and also learn to sustain a character and build the relationship between actor and audience. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

***Prerequisites: Acting 1 and teacher approval. GRADUATION CREDIT FOR PERFORMING ARTS**

Acting 3

Course Number: 040039001

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

***Prerequisites: Acting 2 and teacher approval. GRADUATION CREDIT FOR PERFORMING ARTS**

Acting 4

Course Number: 040040001

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

***Prerequisites: Acting 3 and teacher approval.**

Ballet 1

Course Number: 030034001

The purpose of this course is to provide students opportunities to acquire knowledge and skills in basic ballet techniques. Students learn basic classical dance techniques and terminology associated with the traditional class structure of ballet. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

***GRADUATION CREDIT FOR PERFORMING ARTS**

Ballet 2

Course Number: 030035001

The purpose of this course is to provide students with opportunities to extend the acquisition of knowledge and the development of technique in ballet and provide an opportunity for performances. Students develop intermediate-level classical dance techniques and terminology associated with the traditional class structure of ballet. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

***GRADUATION CREDIT FOR PERFORMING ARTS**

Ballet 3

Course Number: 030036001

The purpose of this course is to provide students with opportunities to extend the acquisition of knowledge and the development of technique in ballet and provide greater opportunity for performance.

The content should include, but not be limited to, further development of knowledge and application of barre and center warm-ups and techniques, turns knowledge of choreography, knowledge of turns from 4th and 5th position in attitude and arabesque positions, knowledge of advanced ballet terminology, and public performances. Acquisition of technique, choreography, and performance should be stressed.

***GRADUATION CREDIT FOR PERFORMING ARTS**

Television Production (TV Anchor)

Course Number: 877214003

The purpose of this program is to prepare students for employment as television production operators, television broadcast technicians, and video recording engineers. The content includes, but is not limited to, communication skills, leadership skills, human relations and employability skills, safe and efficient work practices, and preparation to assume responsibility for overall production of television studio activities including writing scripts, lighting, filming and directing, electronic news gathering, and field production.

***GRADUATION CREDIT FOR VOCATIONAL**

Television Production Technology 4 (TV Anchor)

Course Number: 820154001

The purpose of this course is to covers advanced lighting tasks for television productions, demonstrate the mastery of competencies related to audio and video recording and editing operations, interpret scripts for television productions, and collaborate making and problem solving methods, identify uses of the computer, and become with others as part of the television production team.

Television Production Technology 5 (Sports & Entertainment Production)

Course Number: 820155001

The purpose of this course is to cover advanced audio and video recording and editing operations; students will collaborate with other members of the production team to create a television program.

Television Production 6 (Film)

Course Number: 877216001

The purpose of this program is to prepare students for employment as television production operators, television broadcast technicians, and video recording engineers. The content includes, but is not limited to, communication skills, leadership skills, human relations and employability skills, safe and efficient work practices, and preparation to assume responsibility for overall production of television studio activities including writing scripts, lighting, filming and directing, electronic news gathering, and field production.

***GRADUATION CREDIT FOR VOCATIONAL**

Digital Video Technology (Scoreboard Crew)

Course Number: 820141001

The purpose of this program is to prepare students for employment as television production operators, television broadcast technicians, and video recording engineers. The content includes, but is not limited to, communication skills, leadership skills, human relations and employability skills, safe and efficient work practices, and preparation to assume responsibility for overall production of television studio activities including writing scripts, lighting, filming and directing, electronic news gathering, and field production.

The School Board of Miami-Dade County, Florida, adheres to a policy of nondiscrimination in employment and educational programs/activities and programs/activities receiving Federal financial assistance from the Department of Education, and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of gender.

Age Discrimination in Employment Act of 1967 (ADEA), as amended – prohibits discrimination on the basis of age with respect to individuals who are at least 40.

The Equal Pay Act of 1963, as amended - prohibits sex discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the disabled.

Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons.

The Pregnancy Discrimination Act of 1978 - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

Florida Educational Equity Act (FEEA) - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

Florida Civil Rights Act of 1992 - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA) – Prohibits discrimination against employees or applicants because of genetic information.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.

In Addition:

School Board Policies 1362, 3362, 4362, and 5517 - Prohibit harassment and/or discrimination against students, employees, or applicants on the basis of sex, race, color, ethnic or national origin, religion, marital status, disability, genetic information, age, political beliefs, sexual orientation, gender, gender identification, social and family background, linguistic preference, pregnancy, and any other legally prohibited basis. Retaliation for engaging in a protected activity is also prohibited.

Revised: (06/2024)