Vision Statement
The vision of Doral Academy Charter Middle/High School is to set the standard for outstanding student achievement while providing a safe and nurturing academic environment.

Mission Statement
The mission of the Doral Academy Charter Middle/High School is to prepare students with the academic skills that foster student success in any rigorous educational setting necessary to perform at or above grade level while instilling a belief in their own efficacy.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 14-18</td>
<td>Teacher planning days</td>
</tr>
<tr>
<td>August 21</td>
<td>First Day of School; Begin first semester</td>
</tr>
<tr>
<td>September 4</td>
<td>Labor Day Holiday</td>
</tr>
<tr>
<td>September 21</td>
<td>Teacher planning day</td>
</tr>
<tr>
<td>September 28</td>
<td>Early release day</td>
</tr>
<tr>
<td>October 2</td>
<td>Teacher planning day</td>
</tr>
<tr>
<td>October 26</td>
<td>End first grading period</td>
</tr>
<tr>
<td>October 27</td>
<td>Teacher planning day</td>
</tr>
<tr>
<td>October 30</td>
<td>Begin second grading period</td>
</tr>
<tr>
<td>November 10</td>
<td>Veterans’ Day Holiday</td>
</tr>
<tr>
<td>November 22</td>
<td>Teacher planning day</td>
</tr>
<tr>
<td>November 23-24</td>
<td>Thanksgiving Holiday</td>
</tr>
<tr>
<td>December 25-January 5</td>
<td>Winter Break</td>
</tr>
<tr>
<td>January 15</td>
<td>Dr. Martin Luther King, Jr.’s Birthday Holiday</td>
</tr>
<tr>
<td>January 18</td>
<td>End second grading period</td>
</tr>
<tr>
<td>January 19</td>
<td>Teacher planning day</td>
</tr>
<tr>
<td>January 22</td>
<td>Begin third grading period</td>
</tr>
<tr>
<td>February 15</td>
<td>Early release day</td>
</tr>
<tr>
<td>February 19</td>
<td>All President’s Day Holiday</td>
</tr>
<tr>
<td>March 22</td>
<td>End third grading period</td>
</tr>
<tr>
<td>March 23</td>
<td>Teacher planning day</td>
</tr>
<tr>
<td>March 26-30</td>
<td>Spring Break</td>
</tr>
<tr>
<td>April 2</td>
<td>Begin fourth grading period</td>
</tr>
<tr>
<td>April 19</td>
<td>Early release day</td>
</tr>
<tr>
<td>April 20</td>
<td>Teacher planning day</td>
</tr>
<tr>
<td>May 17</td>
<td>Early release day</td>
</tr>
<tr>
<td>May 28</td>
<td>Memorial Day Holiday</td>
</tr>
<tr>
<td>June 7</td>
<td>Last Day of School; end fourth grading period</td>
</tr>
<tr>
<td>June 8</td>
<td>Teacher planning day</td>
</tr>
</tbody>
</table>
# Table of Contents

Academic Program........................................................... 6  
Attendance Policy............................................................... 6  
Summer Assignments........................................................... 8  
6\textsuperscript{th}-8\textsuperscript{th} Grade Promotion and Placement...................................................... 8  
Pre-Advanced Placement Program......................................... 13  
Doral Academy Of Technology Program.................................... 14  
Graduation Guidelines and Course Requirements.......................... 15  
Graduation Requirements....................................................... 17  
High School Diploma Designations.......................................... 25  
Provisions for Acceleration.................................................... 25  
Admission to Florida’s State University System.......................... 27  
Florida's Bright Futures Scholarship Program.............................. 28  
Community Service Project..................................................... 29  
Grading Student Performance.................................................. 30  
Homework Policy................................................................. 31  
Doral Performing Arts and Entertainment Academy........................ 32  
Dual Enrollment........................................................................ 33  
Scholars Program...................................................................... 33  
Eligibility for Extracurricular Athletics and Activities.................. 34  
Students Rights and Responsibilities.......................................... 35  
Family Educational Rights and Privacy Act................................. 36  
Course Catalog......................................................................... 37
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.

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 student will:
- Attend school/classes 180 days each school year.
- 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.
- Be reported as present for the school day in order to participate in athletic and extracurricular activities.

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 the Florida Standards. These subject areas include 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:

<table>
<thead>
<tr>
<th>Courses/Subjects</th>
<th>Course Requirements</th>
<th>Additional Information</th>
</tr>
</thead>
</table>
| English          | Three middle school annual courses | • 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 school annual courses | • Middle grade students enrolled in Algebra I Honors must take the statewide-standardized Algebra I EOC assessment and pass the course to earn high school Algebra I credit. Beginning with the 2013-2014 school year and thereafter, a middle grades student’s performance on the Algebra I EOC assessment constitutes as 30% of the student’s final course grade.  
• If the middle grades student does not pass the EOC assessment in middle school, the student will have multiple opportunities in high school to retake the course and/or the assessment. In order to earn a standard high school diploma, students must pass the Algebra 1 EOC assessment.  
• Earn high school credit for the Geometry course, a middle grade student enrolled in this course must take the statewide-standardized Geometry assessment, which constitutes 30% of the student’s final course grade, and earn a passing grade in the course. |
| Science          | Three middle school annual courses | • To earn high school credit for a Biology I course, a middle grade student must take the statewide-standardized Biology I EOC assessment, which constitutes 30% of the student’s final course grade, and earn a passing grade in the course. |
| Social Science   | Three middle school annual courses | • Civics is one of the required courses. It is offered in 7th grade. A student’s score on the Civics EOC examination will constitute 30% of the Civics final course grade. |
| Physical Education | One semester in grades 6, 7 and 8 | This requirement may be waived under the following conditions:  
• The student is enrolled in a remedial course.  
• The student’s parent requests in writing that the student enroll in another course.  
• The parent of a student who participates in physical activities outside the school day which are equal to or in excess of the mandated requirement makes a written request to waive the Physical Education requirement. |
A course that incorporates career planning in 6th, 7th or 8th grade.

At a minimum, the course must be Internet-based, easy to use, and customizable to each student, including students with disabilities, and include research-based assessments to assist students in determining educational and career options and goals. In addition, the course must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; and must emphasize technology or the application of technology in career fields. The career and education planning course must inform students of high school graduation requirements, including a detailed explanation of the diploma designation options provided under s. 1003.4285; high school assessments and college entrance test requirements, Florida Bright Futures Scholarship Program requirements, state university and Florida College system institution admission requirements; available opportunities to earn college credit in high school, including Advanced Placement courses; International Baccalaureate, Advanced International Certificate of Education Program; dual enrollment, including career dual enrollment; and career education courses, including career-themed courses, and courses that lead to industry certification pursuant to s. 1003.492 or s.1008.44.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>LANGUAGE ARTS (ELA)**</th>
<th>MATH</th>
<th>SOCIAL SCIENCE</th>
<th>SCIENCE</th>
<th>PHYS. ED.</th>
<th>ELECTIVES*</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>6*</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0.5</td>
<td>1.5</td>
<td>6</td>
</tr>
<tr>
<td>7*</td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>0.5</td>
<td>1.5</td>
<td>6</td>
</tr>
<tr>
<td>8*</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0.5</td>
<td>1.5</td>
<td>6</td>
</tr>
</tbody>
</table>

*Students scoring at Level 1 and Level 2 on FSA Reading must enroll in an intensive reading course in lieu of an elective course. Students scoring at Level 1 and Level 2 on FSA Mathematics will also be enrolled in an intensive mathematics course in lieu of an elective.

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

*** Students in grade 6, 7, and 8 are required to enroll in a course listed in the Florida Course Code Directory, which includes developing a personalized academic and career plan.

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 of the following page provides a summary of the promotion and placement requirements for middle grades students.
Earning Senior High School Credit(s) for Students in Grades 6, 7, and 8

Students in grades 6, 7, and 8 may enroll in selected senior high school courses to pursue a more challenging program of study. These courses are included when computing grade point averages 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**

<table>
<thead>
<tr>
<th>End of Grade</th>
<th>Courses Passed</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>All courses passed</td>
<td>Promoted to Grade 7 Regular 7th grade student</td>
</tr>
<tr>
<td>6</td>
<td>4-5 Courses Passed Must pass language arts* or mathematics and at least 3 other courses</td>
<td>Promoted to Grade 7 Placed in grade 7 and scheduled to repeat courses not passed, as appropriate</td>
</tr>
<tr>
<td>6</td>
<td>Less than 4 Courses Passed in Grade 6</td>
<td>Retained in Grade 6</td>
</tr>
<tr>
<td>7</td>
<td>12 Cumulative Courses Passed 6 courses passed in grade 6 and 6 courses passed in grade 7</td>
<td>Promoted to Grade 8 Regular 8th grade student</td>
</tr>
<tr>
<td>7</td>
<td>8-12 Cumulative Courses Passed 4 courses passed in grade 6 including language arts*, mathematics, science, and social science. 4-5 courses passed in grade 7 including 7th grade language arts* or mathematics, science or social science, and/or a course which incorporates career and education planning.</td>
<td>Promoted to Grade 8 Placed in grade 8 and scheduled to repeat courses not passed as appropriate</td>
</tr>
<tr>
<td>7</td>
<td>7-8 Cumulative Courses Passed</td>
<td>Retained in Grade 7</td>
</tr>
<tr>
<td>8</td>
<td>14 or Fewer Courses Passed</td>
<td>Retained in Grade 8</td>
</tr>
</tbody>
</table>

*M/J Language Arts Through ESOL, as appropriate.*
<table>
<thead>
<tr>
<th>Course</th>
<th>Requirements and Offerings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Algebra I EOC</strong></td>
<td>To earn credit, a student must take the statewide-standardized Algebra I EOC assessment, which constitutes 30% of the student’s final course grade, and pass the course.</td>
</tr>
<tr>
<td><strong>Geometry Honors</strong></td>
<td>Course offered through Somerset Virtual. Passing the Algebra I EOC is a graduation requirement.</td>
</tr>
<tr>
<td><strong>Algebra II Honors</strong></td>
<td>Course offered through Somerset Virtual. To earn credit, a student must take the statewide-standardized Algebra II EOC assessment, which constitutes 30% of the student’s final course grade, and pass the course.</td>
</tr>
<tr>
<td><strong>Physical Science Honors</strong></td>
<td>Course offered through Somerset Virtual. Must meet science lab requirements.</td>
</tr>
<tr>
<td><strong>Biology Honors</strong></td>
<td>Course offered through Somerset Virtual. To earn credit, a student must take the statewide-standardized Biology EOC assessment, which constitutes 30% of the student’s final course grade, and pass the course. Must meet science lab requirements.</td>
</tr>
<tr>
<td><strong>Any high school level Foreign Language 1 &amp; above</strong></td>
<td>Course offered through Somerset Virtual.</td>
</tr>
</tbody>
</table>

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 FSA 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 and 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 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

<table>
<thead>
<tr>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>Mathematics</td>
<td>Science</td>
</tr>
<tr>
<td>Pre-AP Language Arts I or Gifted</td>
<td>Adv. M/J Math I (Pre-Algebra) or</td>
<td>Pre-AP M/J US History</td>
</tr>
<tr>
<td></td>
<td>*Algebra I Honors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Geometry Honors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Geometry Honors or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Algebra II Honors</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>*Pre-AP M/J Comp. Science I</td>
<td>*Pre-AP Biology Honors</td>
</tr>
<tr>
<td></td>
<td>*Pre-AP Physical Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Honors</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-AP M/J US History</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M/J Advanced Reading I</td>
<td>M/J Dance or M/J Fitness 7th</td>
<td>M/J Dance or M/J Fitness 8th</td>
</tr>
<tr>
<td></td>
<td>Grade (.5 Credit)</td>
<td>Grade (.5 Credit)</td>
</tr>
<tr>
<td></td>
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</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Arts</strong></td>
<td>Pre-AP, Gifted or Advanced M/J Language Arts I</td>
<td>Pre-AP, Gifted or Advanced M/J Language Arts Advanced II</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>M/J Mathematics Advanced (Pre-Algebra) or *Algebra I Honors</td>
<td>*Algebra I Honors or *Geometry Honors</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>M/J Comp. Science I Advanced or Pre-AP M/J Comp. Science I</td>
<td>*M/J Comprehensive Science II Advanced</td>
</tr>
<tr>
<td><strong>Social Science</strong></td>
<td>Advanced M/J US History or Pre-AP M/J US History</td>
<td>M/J Civics Advanced or Pre-AP Civics</td>
</tr>
<tr>
<td><strong>Elective</strong></td>
<td>M/J Advanced Reading I</td>
<td>M/J Dance or M/J Fitness 7th Grade (.5 Credit) M/J College Readiness (.5 Credit)</td>
</tr>
<tr>
<td><strong>Elective</strong></td>
<td>M/J Dance or M/J Fitness 6th Grade (.5 Credit) M/J Video Game Design I (.5 Credit)</td>
<td>M/J Robotics II (teacher recommendation required) or Future City I</td>
</tr>
<tr>
<td><strong>Elective</strong></td>
<td>M/J Robotics I</td>
<td>Elective</td>
</tr>
</tbody>
</table>

Students will have the opportunity to select any elective of their choice.
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. At least one course within the 24 credits must be completed through online learning. A high school level online course taken in grades 6-8 fulfills this requirement. 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
- Online course 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 below represent the current Florida graduation requirements for each cohort group. Please note that these requirements may be revised, pending legislative changes during the 2017 Legislative session.

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.
Students Entering Grade Nine in the 2016-2017 School Year
Academic Advisement Flyer—What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

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

What are the state assessment requirements?

Students must pass the following state assessments:

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

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

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

*Special Note: Thirty percent not applicable if not enrolled in the course but passed the EOC.

What is the credit acceleration program (CAP)?

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

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

What are the graduation requirements for students with disabilities?

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

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

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

**4 Credits English Language Arts (ELA)**

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

**4 Credits Mathematics**

- One of which must be Algebra I and one of which must be Geometry.
- Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry).

**3 Credits Science**

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

**3 Credits Social Studies**

- 1 credit in World History
- 1 credit in U.S. History
- .5 credit in U.S. Government
- .5 credit in Economics with Financial Literacy

**1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts**

**1 Credit Physical Education**

To include the integration of health


**8 Elective Credits**

**1 Online Course**

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

Florida Department of Education

Revised April 2016
What are the requirements for standard diploma designations?

**Scholar Diploma Designation**

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

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

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

- Takes the respective AP, IB or AICE assessment; and
- Earns the minimum score to earn college credit.

**Merit Diploma Designation**

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

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

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

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

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

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

Where is information on Bright Futures Scholarships located?

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

What are the public postsecondary options?

**State University System**

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

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

**The Florida College System**

The 28 state colleges offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor’s degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program.


**Career and Technical Centers**

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

[Career and Technical Directors](http://www.floridastudentfinancialaid.org/)

Where is information on financial aid located?

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

Revised April 2016
Students Entering Grade Nine in the 2015-2016 School Year
Academic Advisement Flyer—What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:
- 24-credit standard diploma
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- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

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

Students must participate in the EOC assessments, and the results constitute 30 percent of the final course grade*. These assessments are in the following subjects:
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What are the requirements for the 24-credit standard diploma option?

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

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### 1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts

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To include the integration of health


### 8 Elective Credits

### 1 Online Course

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

Florida Department of Education

Revised April 2016
What are the requirements for standard diploma designations?

**Scholar Diploma Designation**

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

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

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

- Takes the respective AP, IB or AICE assessment; and
- Earns the minimum score to earn college credit.

**Merit Diploma Designation**

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

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

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

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

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

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

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

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http://www.fldoe.edu/fsstudents/planning

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http://www.fldoe.org/schools/higher-ed/2-college-system/index.xml

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Career and Technical Directors

**Where is information on financial aid located?**

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

Revised April 2016
Students Entering Grade Nine in the 2014-2015 School Year
Academic Advisement Flyer—What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:
- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

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Students must pass the following statewide assessments:
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- Algebra I end-of-course (EOC) and the results constitute thirty percent of the final course grade* or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

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- Geometry
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What are the graduation requirements for students with disabilities?

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

Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.

Students who choose the academic and employment option must earn at least .5 credit via paid employment.

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

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

### 4 Credits Mathematics
- One of which must be Algebra I and one of which must be Geometry.
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### 3 Credits Science
- One of which must be Biology I, two of which must be equally rigorous science courses.
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### 3 Credits Social Studies
- 1 credit in World History
- 1 credit in U.S. History
- 5 credit in U.S. Government
- 5 credit in Economics with Financial Literacy

### 1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts¹
- 1 Credit Physical Education
To include the integration of health


8 Elective Credits
1 Online Course

Students must earn a 2.0 grade point average on a 4.0 scale.
What are the requirements for standard diploma designations?

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

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

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

• 3 elective credits instead of 8 |
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Revised April 2016
Students Entering Grade Nine in the 2013-2014 School Year
Academic Advisement Flyer—What Students and Parents Need to Know

What are the diploma options?
Students must successfully complete one of the following diploma options:
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- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least .5 credit via paid employment.
- Certain students may earn a special diploma.

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

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<tr>
<td>5 credit in U.S. Government</td>
</tr>
<tr>
<td>5 credit in Economics with Financial Literacy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>To include the integration of health</td>
</tr>
<tr>
<td>Special Note: Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at <a href="http://www.fldoe.org/policy/articulation/ccd">http://www.fldoe.org/policy/articulation/ccd</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8 Elective Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Online Course</td>
</tr>
</tbody>
</table>

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

Revised April 2016
What are the requirements for standard diploma designations?

**Scholar Diploma Designation**

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

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

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

- Takes the respective AP, IB or AICE assessment; and
- Earns the minimum score to earn college credit.

**Merit Diploma Designation**

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

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

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

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

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

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

Where is information on Bright Futures Scholarships located?

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

What are the public postsecondary options?

**State University System**

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

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

[http://www.fldoe.edu/orstudents/planning](http://www.fldoe.edu/orstudents/planning)

**The Florida College System**

The 28 state colleges offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor’s degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program.


**Career and Technical Centers**

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

[Career and Technical Directors](http://www.fldoe.org/schools/higher-ed/2-college-system/index.shtml)

Where is information on financial aid located?

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

Revised April 2016
HIGH SCHOOL DIPLOMA/CERTIFICATION

The Miami-Dade County School Board provides for the awarding of a standard diploma, a certificate of completion, a CPT*-eligible certificate of completion, a special diploma, or a special certificate of completion.

Standard Diploma
A standard diploma will be awarded to graduates, if the student has earned the required credits and attained the grade point average for the graduation program selected. Also, students must pass the Grade 10 statewide assessment Reading test and the Algebra 1 End of Course Assessment or concordant exam. The purpose of the standard diploma is to certify that the student has met all District and State standards for graduation. 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.

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 1002.3105, F. S., 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.

HIGH SCHOOL 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**: Students entering grade 9 in the 2014-2015 school year and thereafter:
  - EOCs: Pass the Algebra 2, Geometry, Biology 1 and US History EOCs.
  - Earn 1 credit each in the following courses: Algebra 2; Statistics or an equally rigorous mathematics course; Chemistry or Physics; a course equally rigorous to Chemistry or Physics; 2 credits in the same world language, and at least 1 credit in AP, IB, AICE, or Dual Enrollment.
  - A student is exempt from the Biology 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.

- **Merit designation**: Students entering grade 9 in the 2011-2012 school year and thereafter:
  - 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.

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.

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

**Advanced Placement**
Advanced Placement (AP) is an acceleration mechanism administered by the College Board providing for college level instruction in high school. Postsecondary credit for an AP course may be awarded to students who earn a minimum of a 3 on a 5-point scale on the corresponding AP exam.

**Credit Acceleration Program (CAP)**
Per Florida Statute, the CAP is created for the purpose of allowing a student to earn high school credit in Algebra 1, Algebra 2, Geometry, US History and/or Biology if the student passes the End-of-Course (EOC) assessment for the course and earning a score that indicates the student has attained a satisfactory score on a state EOC assessment. These credits are not accepted by the NCAA for athletic eligibility. Students may obtain more information about any of these opportunities for acceleration from their school counselors.

**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 students who have completed grade 9 and are attending public high school. To enroll in dual enrollment academic courses, students must demonstrate a readiness to successfully complete college-level course work and have attained a qualifying grade point average. In order to determine the high school equivalency and the high school credit awarded for postsecondary courses completed through dual enrollment, please refer to the most current *Dual Enrollment Course – High School Subject Area Equivalency*. The district must weigh college level dual enrollment courses the same as Advanced Placement, International Baccalaureate, and Advanced International Certification of Education courses when grade point averages are calculated. The list of currently active and authorized courses for dual enrollment is printed in *Curriculum Bulletin-l*, which is published annually. All high 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 secondary students may enroll in a college or university on a full-time basis in courses that are creditable toward a high school diploma and the associate or baccalaureate degree. To be considered full-time, a student must enroll in a minimum of 12 college credit hours, but may not be required to enroll in more than 15 college credit hours.

**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/](http://www.somersetvirtualacademy.com/).
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. 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/forstudents/planning.

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 47 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.

TALENTED TWENTY

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

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

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

Additional information about the Talented Twenty Program is available through the State’s Talented Twenty website.

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 www.fafsa.ed.gov and uses parent and student income.
information in a formula developed by the United States Congress to calculate the financial contribution families are expected to make toward a student's post-secondary education.

**STUDENT PROFILE ASSESSMENT**

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

**FLORIDA’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:

**To apply for a Bright Futures Scholarship, a student must:**

- Apply online and Complete the *Florida Financial Aid Application* (FFAA) by high school graduation (after December 1 and prior to graduation).
- Be a Florida resident and a U.S. citizen or eligible non-citizen, as determined by the student's postsecondary institution verification of Florida residency and U.S. citizenship status
- Earn a standard Florida high school diploma or its equivalent.
- Be accepted by 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)
- Not have been found guilty of, not pled no contest to, a felony charge.
- Begin receiving funding for the award within two years of high school graduation. If enlisting directly into the military after graduation, the two-year period begins upon the date of separation from active duty.

Additional information regarding Florida’s Bright Futures Scholarship Program is available at [http://www.floridastudentfinancialaid.org/ssfad/bf/](http://www.floridastudentfinancialaid.org/ssfad/bf/)

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: American College Testing Program (11, 12)
- ASVAB: Armed Services Vocational Aptitude Battery (11, 12)
- PLAN: Preliminary ACT (10)
- PSAT/NMSQT: Preliminary SAT (10 and optional for grades 9 11)
- SAT I: Reasoning Test – formerly the Scholastic Assessment Test (11, 12)
- SAT II: Subject Tests – formerly the Scholastic Assessment Test (11, 12)
- PERT: Postsecondary Education Readiness Test (11)
Students should see their school counselor for further information about the tests that would be most appropriate for meeting their needs. Some tests require the completion and mailing of a registration form several weeks in advance of the test date, and required documentation if special accommodations are needed to participate (for example, students with IEPs or 504 Plans). These materials are 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 Florida Standards Assessment (FSA) English Language Arts (ELA) and students enrolled in Algebra 1 must take the Florida End of Course assessment in Algebra 1. As noted in the chart below, for some school years the Algebra I EOC results constitute 30% of the student’s final course grade. However, if a student who does not receive a passing score on either assessment he/she may apply a concordant/comparative score achieved on a designated college readiness assessment to meet the high school graduation test requirements. The table below provides the applicable concordant and comparative scores.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading/ELA</td>
<td>FSA ELA Linked Score</td>
<td>FSA ELA</td>
<td>FSA ELA</td>
<td>FSA ELA</td>
<td></td>
</tr>
<tr>
<td>Concordant</td>
<td>ACT: 19</td>
<td>ACT: 19</td>
<td>ACT: 19</td>
<td>ACT: 19</td>
<td></td>
</tr>
<tr>
<td>Scores</td>
<td>SAT: 430</td>
<td>SAT: 430</td>
<td>SAT: 430</td>
<td>SAT: 430</td>
<td></td>
</tr>
<tr>
<td>Algebra I</td>
<td>NGSSS Algebra I Pass: Level 3 or 399 and 30%</td>
<td>FSA Algebra I Linked Score (No 30%)</td>
<td>FSA Algebra I Level 3 and 30%</td>
<td>FSA Algebra I Level 3 and 30%</td>
<td></td>
</tr>
<tr>
<td>Comparative</td>
<td>PERT: 97</td>
<td>PERT: 97</td>
<td>PERT: 97</td>
<td>PERT: 97</td>
<td></td>
</tr>
</tbody>
</table>
| Scores          | Information for the 2017-2018 Cohort Year (incoming 9th graders) will be pending release of this information from the Florida Department of Education.

**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 December 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 of community service.

Students will have to complete their community service project at a non-for-profit organization, which must be pre-approved by their counselor. Students will then have to complete the Community Service Project Activity Log and submit it to their counselor for approval. At the end of each school year, students will have to write an essay on their community service project experience and submit it as part of the social science class final exam. Please refer to the Community Service Project packet or contact the Student Services Department for further details.
GRADING STUDENT PERFORMANCE

By School Board directive, 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 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 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:

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

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.

<table>
<thead>
<tr>
<th>LETTER GRADES</th>
<th>GRADE POINTS</th>
<th>BONUS POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HONORS</td>
<td>ADVANCED PLACEMENT</td>
</tr>
<tr>
<td>A</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**NOTE:** Dual enrollment courses are awarded the equivalent of Advanced Placement 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.

The levels of the Academic Recognition Program are as follows:
- **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 part of the instructional process. Homework should provide reinforcement and extension of class instruction, and should serve as a basis for further study and preparation for future class assignments. Homework is not to be assigned as punishment. Secondary school homework assignments should recognize that more time and individual student initiative are expected in order to meet increased instructional demands. Homework assignments for exceptional students should reflect the special needs of such students.

In general, homework assignments will be completed the following day. Long-range assignments and/or special projects should provide students with the opportunity to develop and refine research and independent study skills. Teachers should review evidence periodically before the student submits a long range assignment. Students in academic classes should receive a minimum of two (2) homework assignments each week in each class. These assignments should be reflected in the students' class grade.

**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. Provide continued interest and concern for the child's successful performance in school, through encouraging and supporting the child in his/her performance of homework assigned;
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;
4. Request assignments for the child when short-term absences are involved;
5. Assist the school in stressing the importance of reading and its benefits; and
6. 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 school year:

<table>
<thead>
<tr>
<th></th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Visual Arts</strong></td>
<td><strong>Drawing 1 &amp; 2 and Creative Photography, Digital Art Imaging I, Art 2D Comp. or Ceramics I</strong></td>
<td><strong>Art History 1 and Creative Photography, Digital Art Imaging 1 or 2, Ceramics 1 or 2</strong></td>
<td><strong>Drawing 3 and AP Art Drawing, Portfolio, AP Studio 2D Design, AP Studio 3D Design or AP Art History, or Digital Art Imaging 1 or 2</strong></td>
<td><strong>AP Art Drawing Portfolio, AP Art History, AP Studio 2-D or AP Art Studio 3-D Art Studio and any Virtual Arts Elective</strong></td>
</tr>
<tr>
<td><strong>Photography</strong></td>
<td><strong>Creative Photography 1 and Television Production 3</strong></td>
<td><strong>Creative Photography 2 and Digital Art Imaging 1 or 2</strong></td>
<td><strong>Portfolio Development and Introduction to Journalism, Digital Art Imaging 3, or Art History</strong></td>
<td><strong>Creative Photography 3 or AP Studio 2-D, AP Studio 3D or Digital Art Imaging 3</strong></td>
</tr>
<tr>
<td>Acting</td>
<td>Acting 1 and Theatre/Theatre History 1</td>
<td>Acting 2, Chorus, Music Theory or World Dance/Dance Tech 1</td>
<td>Acting 3 and TV Production 3, Chorus 2 or Dance Tech. 2</td>
<td>Acting 4 and Chorus or Dance</td>
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<tr>
<td>Dance</td>
<td>Ballet 1 and Choreography/Performance 1</td>
<td>Ballet 2 and Choreography/Performance 2</td>
<td>Ballet 3 and Dance Repertory 1</td>
<td>Ballet 4 and Dance Repertory 2</td>
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<tr>
<td>Voice</td>
<td>Chorus 2 and Music Theory 1</td>
<td>Chorus 3 and Music Theory 2 or Keyboard 1 or AP Music Theory</td>
<td>Chorus 4 and AP Music Theory or Theatre/Theatre History 1</td>
<td>Chorus 5 and World Dance, AP Music Theory or Theatre/Theatre History</td>
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<tr>
<td>Mass Communication</td>
<td>Journalism 4 and Photography 1 or Theatre/Theatre History 1</td>
<td>TV Production 4 (TV Anchors) and Theatre, Digital Art Imaging 1 or 2</td>
<td>TV Production 5 (Sports and Entertainment Production) and Theatre, Creative Photography, Digital Art Imaging 1, 2, or 3</td>
<td>TV Production 6 (Film Studies) and Journalism 5</td>
</tr>
</tbody>
</table>

**DUAL ENROLLEMENT 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 (PERT), SAT or ACT
- Pass the FSA 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 in 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

<table>
<thead>
<tr>
<th>Course 1</th>
<th>Course 2</th>
<th>Course 3</th>
<th>Course 4</th>
<th>Elective 1</th>
<th>Elective 2</th>
<th>Elective 3</th>
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<tr>
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<td>English 1 Honors</td>
<td>Geometry Honors</td>
<td>Biology Honors</td>
<td>AP World History</td>
<td>College Prep</td>
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<td>11th Grade Summer</td>
<td>AP English Language</td>
<td>Pre-Calculus</td>
<td>Physics Honors</td>
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- This track is based on a 7 period schedule which consist of 4 academic core courses and 3 electives annually.

**ATHLETICS**

Doral Academy Athletic Program offers students with 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 Section 1006.15, Florida Statutes, Bylaws and Policies of the Greater Miami Athletic Conference (GMAC), and Miami-Dade County School Board Bylaws and Polices and Florida High School Athletic Association (FHSAA), 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 either one of the two accelerated graduation programs, 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 school athletic director and 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) athletic programs. They can also assist students in determining how to calculate the GPA required to be eligible to participate in NCAA athletics and advise the student regarding which courses do not meet NCAA 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 maintaining 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).
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 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, 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 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, 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 Reading and College/Career Readiness**

Course Number: 100802001

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 Reading and College/Career Readiness, Advanced**

Course Number: 100805001

The purpose of this course is to provide instruction in the acquisition of advanced reading skills through an integrated reading, listening, speaking, and writing approach. The content should include, but not be limited to, the development of reading as a process with emphasis on vocabulary, comprehension, critical reading, listening, speaking, writing, and study skills.

**M/J 7th Grade Intensive Reading (FSA 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 (FSA 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 1. 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 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.

*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 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.

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.*

**Intensive Reading (Grades 9 & 10)**
Course Number: 100041001
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 (Grades 11 & 12)**
Course Number: 100041001
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 test.

*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*
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

Developmental Language Arts ESOL (Reading) Level 4
Course Number: 1002381L4

*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 6th Grade Intensive Math (FSA level 1 & 2)
Course Number: 120400006
This elective course is designed to assist students with content mastery of Math 1, Math 2, or Math 3. *
This course can be repeated as needed.

M/J 7th Grade Intensive Math (FSA level 1 & 2)
Course Number: 120400007
This elective course is designed to assist students with content mastery of Math 1, Math 2, or Math 3. *
This course can be repeated as needed.
M/J 8th Grade Intensive Math (FSA level 1 & 2)
Course Number: 120400008
This elective course is designed to assist students with content mastery of Math 1, Math 2, or Math 3.
*This course can be repeated as needed.

M/J Grade 6 Mathematics
Course Number: 120501001
The purpose of this course is to continue the development of the strands addressed in the Sunshine State Standards across the PreK-12 curriculum. The content should include, but not be limited to, numeration, whole numbers, fractions, decimals, percent, integers, geometry, measurement, estimation, graphing, number theory, ratio and proportion, probability, statistics, data analysis, algebraic thinking. The course should be taught within the context of problem solving, and calculators and computers should facilitate instruction.

M/J Grade 6 Mathematics, Advanced
Course Number: 120502001
The purpose of this course is to extend the sixth grade curriculum to address higher levels of all strands of the Sunshine State Standards. The course should prepare students for Algebra 1. The content should include, but not be limited to, numeration, whole numbers, fractions, decimals, percent, integers, geometry, measurement, estimation, graphing, number theory, ratio and proportion, probability, statistics, data analysis, algebraic thinking. The course should be taught within the context of problem solving, and calculators and computers should facilitate instruction.

M/J Grade 7 Mathematics
Course Number: 120504001
The purpose of this course is to continue the development of the strands addressed in the Sunshine State Standards across the PreK-12 curriculum. The content should include, but not be limited to, numeration, whole numbers, fractions, decimals, percent, integers, geometry, measurement, estimation, graphing, number theory, ratio and proportion, probability, statistics, data analysis, algebraic thinking. The course should be taught within the context of problem solving, and calculators and computers should facilitate instruction.

M/J Grade 7 Mathematics, Advanced
Course Number: 120505001
The purpose of this course is to extend the seventh grade curriculum to address higher levels of all strands of the Sunshine State Standards. The course should prepare students for Algebra 1. The content should include, but not be limited to, numeration, whole numbers, fractions, decimals, percent, integers, geometry, measurement, estimation, graphing, number theory, ratio and proportion, probability, statistics, data analysis, algebraic thinking. The course should be taught within the context of problem solving, and calculators and computers should facilitate instruction.

M/J Grade 8 Pre-Algebra
Course Number: 120507001
The purpose of this course is to continue the development of the strands addressed in the Sunshine State Standards across the PreK-12 curriculum and prepare students for Algebra 1. The content should include, but not be limited to, numeration, whole numbers, fractions, decimals, percent, integers, geometry, measurement, estimation, graphing, number theory, ratio and proportion, probability, statistics, data analysis, algebraic thinking. The course should be taught within the context of problem solving, and calculators and computers should facilitate instruction.

M/J Math Research 1 (Algebra 1 students)
Course Number: 170000001
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 equation 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

Advanced Topics in Mathematics
Course Number: 129831001
The purpose of this course is to enhance and continue the study of mathematics after Algebra 1, 2, and Geometry and provide a college level foundation to students not aspiring to a math, science, or technical major. The content should include, but not be limited to, the following:
- Fundamental concepts of logic, including Venn diagrams
- Structure and properties of the real and complex number systems
- Explorations of geometric relationships involving circles
- Relations, functions, and graphs extended to polynomial, exponential, and logarithmic functions
- Data analysis concepts and techniques, including introductory statistics and probability
- Arithmetic and geometric sequences and series
- Operations with matrices
- Introduction to trigonometric functions and their applications, including both right and oblique triangles
- Conic sections and their applications
*GRADUATION CREDIT FOR MATHEMATICS. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR MATHEMATICS

Mathematics for College Readiness
Course Number: 120070001
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
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 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
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 DCPS PRACTICAL ARTS REQUIREMENT FOR GRADUATION MEETS COMPUTER LITERACY REQUIREMENT

Intensive Mathematics
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 M/J Pre-Algebra.

Intensive Mathematics
Course Number: 1200400099
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 FSA 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  
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.

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
Marine Science Honors  
Course Number: 200251001  
This is the first course of a two-course series that includes Marine Science 1 and 2. The purpose of this course is to provide an overview of the marine environment, by combining the biological and physical aspects in a two year course sequence that is taught in an integrated fashion using the inquiry, hands-on investigative laboratory approach and addressing real-world concerns of the marine environment.

The content should include but is not limited to: the nature of science; the origins of oceans, the chemical, physical, and geological aspects of the marine environment; ecology of various sea zones; marine communities; the diversity of marine organisms, characteristics of major marine ecosystems; characteristics of major marine phyla/divisions, the interrelationships between man and the oceans; careers involving marine science, and the history and nature of marine science.

*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).

Zoology  
Course Number: 200041001  
The purpose of this course is to provide students with an in-depth study of the animal kingdom. The content should include, but not be limited to, animal cell structure and function, animal genetics, animal classification, and use of the taxonomic key, comparative invertebrate anatomy and physiology, comparative vertebrate anatomy and physiology, animal behavior, life cycles, and animal interrelationships with man. 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.

*MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR ELECTIVE CREDIT*

Forensic Science 1 Honors  
Course Number: 200248002  
The purpose of the course is to provide a focus for those students who are interested in pursuing a career in the forensic sciences. The course is very interdisciplinary, requiring good basic training in the physical and natural sciences, as well as a thorough understanding of the criminal justice system. This course is suitable for those students in the criminal justice magnet program with a strong science background or for students wishing to pursue a career in the laboratory. Laboratory investigations of selected topics in the content, which also include use of the scientific method, measurement, laboratory apparatus, and safety procedures, are an integral part of this course. Laboratory visitations at the local crime labs are also encouraged.

*MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR NATURAL SCIENCE*

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: 200342501
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.

**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  
Course Number: 210001501  
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  
Course Number: 210002501  
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  
Course Number: 210002501  
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.  

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

*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 Stated 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 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.

Advanced Placement Microeconomics  
Course Number: 210236001  
The purpose of advanced placement microeconomics is to provide students with the opportunity to analyze the behavior of individual households, firms, and markets, how prices and outputs are determined in those markets, and how the price mechanism allocates resources and distributes income. 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, and exchange, money and interdependence. The analysis of microeconomic concepts includes markets and prices, supply and demand, competition and the market structure, income distribution, market failure, and the role of government.  
*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.
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 I.
*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.

Ethics
Course Number: 210535003
Ethics course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the foundations of ethical thought and theories and the process of moral development. Content should include, but is not limited to, the sources of ethical beliefs and practices, traditional ethical theories, the strengths and weaknesses of the principal models of moral development, the typical fallacies in flawed moral arguments, the difference between an ethical choice and a legal decision, major ethical questions in American society such as public service, law, the workplace, bioethics, and new technologies, and current ethical issues in the local and national arena.
*ELECTIVE CREDIT IN SOCIAL STUDIES

Jewish History
Course Number: 210941001
The purpose of this course is to provide students with the opportunity to acquire a basic understanding of the Jewish people through overview of those significant events which have affected their development. Specific content will include, but not be limited to, an understanding of the Jewish heritage, Jewish life before and after the revelation, entrance into the holy land, the monarchy, the two temple periods, Jewish life in Europe and the United States, the Hasidic movement, the Nazi Holocaust, Zionism, and the emergence of a modern Jewish state.
*ELECTIVE CREDIT IN SOCIAL STUDIES

Holocaust
Course Number: 210943001
course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the examination of the events of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi
Germany. Content will include, but is not limited to, the examination of twentieth century pogroms and of twentieth century and twenty-first century genocides, investigation of human behavior during this period, and an understanding of the ramifications of prejudice, racism, and stereotyping.

*ELECTIVE CREDIT IN SOCIAL STUDIES

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.

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.

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
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
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.

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.

Spanish for Spanish Speakers 3 Honors
Course Number: 070932001
The purpose of this course is to continue the development of oral and written communication skills and cultural study previously acquired by the students. The content should include, but not be limited to, the development of specialized vocabulary and of writing skills. The development of interpretation skills and vocabulary through literary works in prose and poetry is emphasized. The writing process and an analysis of media communications are an integral part of the course. State-authorized Honors course.

*This course is for students who have completed 070931001, 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 3 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 4 and/or have the Spanish teacher's recommendation. ELECTIVE CREDIT IN FOREIGN LANGUAGE. MEETS FLORIDA BRIGHT FUTURES REQUIREMENT FOR WORLD LANGUAGE.

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.

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

DORAL ACADEMY OF TECHNOLOGY ELECTIVES
*The following electives are only for students who are in the Doral Academy of Technology Program.

M/J Robotics 1 (Grade 6)
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 Robotics 2 (Introduction and exploration technology) – Grade 7
Course Number: 860001001
The purpose of this program is to provide students with a foundation of knowledge and technically oriented experiences in the study of applications of technology and its effect upon our lives and the choosing of an occupation. The content and activities will also include the study of entrepreneurship, safety and leadership skills. This program focuses on transferable skills and stresses understanding and demonstration of the technological tools, machines, instruments, materials, processes and systems in business and industry. The content includes introductory studies in areas of technology which introduce students to the development of abilities to calculate, make important observations analyze and solve problems using manipulative skills while working cooperatively with others in team activities. The student will be able to:
- Discuss the impacts of technology on work, job opportunities, and careers.
- Categorize examples of resources of technology.
- Draw and label a basic system model.

M/J Future City 1 (Research 2) – Grade 7
Course Number: 170001001
The purpose of this course is to enable students to develop an understanding of research design and basic data collection. The content should include, but not be limited to, refining research problems, developing hypotheses, conducting basic research based on defined hypotheses and understanding basic data collection procedures. The development and/or application of the research skills must be appropriate for the developmental level of the middle school student.
*Research should be performed in connection with a specified field of study.

M/J Future City 2 (Research 3) – Grade 8
Course Number: 170002001
The purpose of this course is to enable students to develop their knowledge about using community and library research sources in identifying topics and developing hypotheses and develop their knowledge about collecting and using data. The content should include, but not be limited to, discussing literary and community resources for research, developing operational hypotheses and collecting and using data. The development and/or application of the research skills must be appropriate for the developmental level of the middle school student.
*Research should be performed in connection with a specified field of study.
M/J Intro to Video Game Design – Grade 6
Course Number: 820021111
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 Introduction to Computer Science – Grade 8
Course Number: 800020012
This course is designed to provide an introduction to information technology concepts and careers as well as the impact information technology has on the world, people, and industry and basic web design concepts. The content includes information technology career research; operating systems and software applications; electronic communications including e-mail and Internet services; basic HTML, DHTML, and XML web commands and design; emerging technologies, and Web page design.

M/J Computer Applications 1 & 2
Course Number: 820022011/ 820021011
The purpose of this course (computer applications 1) 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. The purpose of this course (computer applications 2) is to refine and add to the student's ability in using integrated application software, expanding the level and speed of the student's keyboarding (typing) and decision making skills acquired in computer application in Business 1. Emphasis will be placed on work ethics, productivity and quality. The students will be able to use business decision making and problem solving techniques to develop a simulated work activity to produce a quality product.

*Student interest. Grades 6-8. Special Notes: The length of this course is one semester. It may be offered for two semesters when appropriate. When offered for one semester, it is recommended that it be at the exploratory level and more in-depth when offered for two semesters.

M/J Computer Applications 3 & 4
Course Number: 820021111/ 820021211
This course (computer applications 3) 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. This course (computer applications 4) is designed to provide instruction in intermediate database, introductory web design, introductory programming, and soft skills for business applications. These competencies provide the 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.

ELECTIVES
Grades 6 -8

M/J Theatre 1
Course Number: 040000001
Students learn the basics of building a character through such activities as pantomime, improvisation, and effective speaking using articulation, projection, and breathing. Students also learn the importance of technical theatre and explore the use of such elements as costumes, props, and scenery. Students practice writing for the theatre and
explore various theatre roles and functions. 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. 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.

M/J Theatre 2
Course Number: 040001001
Students with previous theatre experience and instruction continue to study acting, design, and dramatic literature to increase the enjoyment and understanding of what is required to prepare plays for the public. Students explore theatre history, study the great American playwrights, examine the cultural and historical contributions to theatre, and begin to use the information to inform and improve their theatre knowledge and skills. Students begin to use the basic elements of theatre design through practical application and 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: M/J Drama 1 and teacher approval.

M/J Theatre 3
Course Number: 040002001
Students continue to build skills and knowledge as they explore aspects of theatre. Students explore theatre history, study the great American playwrights, examine the cultural and historical contributions to theatre, and improve their theatre knowledge and skills. Students learn about and begin to use the basic elements of theatre design through practical application and 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: M/J Drama 2 and teacher approval.

M/J Chorus 1
Course Number: 130300001
The purpose of this course is to provide students opportunities to develop skills in vocal production, to participate in a musical ensemble, and to develop musicianship skills including reading. The content should include, but not be limited to, vocal performance techniques, interpretation of music notation, and understanding of music fundamentals.

M/J Chorus 2
Course Number: 130301001
The purpose of this course is to provide students with varied performance experiences in vocal ensemble and part singing. The content should include, but not be limited to, vocal performance techniques, interpretation of music notation, and understanding of music fundamentals.

M/J Chorus 3
Course Number: 130302001
The purpose of this course is to provide students with musical experiences through the performance of a variety of vocal literature. The content should include, but not be limited to, performance of medium level literature, interpretation of various musical styles and forms, and part singing.

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)
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)
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 Guitar 1
Course Number: 130106001
The purpose of this course is to provide students with musical experiences on the guitar in performance skills and interpretation of simple notation. The content should include, but not be limited to, guitar performance techniques, interpretation of music notation including chord symbols, and understanding of music fundamentals.
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 Introduction to Computer Science
Course Number: 800020012
This course is designed to provide an introduction to information technology concepts and careers as well as the impact information technology has on the world, people, and industry and basic web design concepts. The content includes information technology career research; operating systems and software applications; electronic communications including e-mail and Internet services; basic HTML, DHTML, and XML web commands and design; emerging technologies, and Web page design.

M/J Computer Applications 1 & 2
Course Number: 820022011/820021011
The purpose of this course (computer applications 1) 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.
The purpose of this course (computer applications 2) is to refine and add to the student's ability in using integrated application software, expanding the level and speed of the student's keyboarding (typing) and decision making skills acquired in computer application in Business 1. Emphasis will be placed on work ethics, productivity and quality.
The students will be able to use business decision making and problem solving techniques to develop a simulated work activity to produce a quality product.

*Student interest. Grades 6-8.

Special Notes: The length of this course is one semester. It may be offered for two semesters when appropriate. When offered for one semester, it is recommended that it be at the exploratory level and more in-depth when offered for two semesters.

M/J Computer Applications 3 & 4
Course Number: 820021111/820021211
This course (computer applications 3) 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. This course (computer applications 4) is designed to provide instruction in intermediate database, intermediate web design, introductory programming, and soft skills for business applications. These competencies provide the 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 Broadcast Communications
Course Number: 8772110
This course covers competencies in safety, lighting, basic television production equipment, broadcast script interpretation, teamwork, research and audio and video editing.

M/J TV Production Anchor
Course Number: 826040001
The purpose of this program is to give students an opportunity to apply knowledge and skills related to the area of Arts, A/V Technology and Communication. This course will assist students in making informed decisions regarding
their future academic and occupational goals and to provide information regarding careers in Arts, A/V Technology and Communication career cluster. The content includes but is not limited to the development of leadership skills, communication skills, and employability skills; resource management; exploration of Arts and AV careers; Telecommunications the science and technology of transmitting information electronically by wires or radio signals with integrated encoding and decoding equipment.

**M/J Band 1 (Beginner level)**
Course Number: 130200001
The purpose of this course is to provide students opportunities to develop performance skills on a band 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 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**
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**
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 I**
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 II**  
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.

**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 – Grade 6**  
Course Number: 860001001  
The purpose of this program is to provide students with a foundation of knowledge and technically oriented experiences in the study of applications of technology and its effect upon our lives and the choosing of an occupation. The content and activities will also include the study of entrepreneurship, safety and leadership skills. This program focuses on transferable skills and stresses understanding and demonstration of the technological tools, machines, instruments, materials, processes and systems in business and industry. The content includes introductory studies in areas of technology which introduce students to the development of abilities to calculate, make important observations analyze and solve problems using manipulative skills while working cooperatively with others in team activities. The student will be able to:
- Discuss the impacts of technology on work, job opportunities, and careers.  
- Categorize examples of resources of technology.  
- Draw and label a basic system model.

**M/J Critical Thinking/ Problem Solving Skills – 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.

**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**
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
Course Number: 030002001
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.
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.

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
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

World Dance
Course Number: 030030001
The purpose of this course is to provide students with opportunities to explore and develop techniques in ethnic dance and enhance creativity. Students actively explore formal and folk dance from a variety of cultures and sub-cultures around the world over time. Students may use timelines to guide their study of art history, dance history, and technology, or they may investigate dance customs globally and in real time using technology and the community's cultural resources. Inquiry may include, but is not limited to, political and social influences, traditional and non-traditional attire, and the use of associated objects in various cultural dances. 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

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 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 3  
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

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 3  
Course Number: 030036001  
The purpose of this course is to provide students an opportunity to broaden their 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 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  
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  
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 & Stage Management 1  
Course Number: 040050001  
The purpose of this course is to teach students 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.

**GRADUATION CREDIT FOR PERFORMING ARTS**
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

Music Theory 2 Honors  
Course Number: 130031001  
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

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 I, Art 3-D Comprehensive I, 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 I, Art 3-D Comprehensive I. GRADUATION CREDIT FOR PERFORMING ARTS.
Two-Dimensional Studio Art 3 Honors
Course Number: 010132001
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 (LAOF) 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*
Suggested prerequisites: Art 2-D Comprehensive 1, 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**

**Computing for Colleges and Careers (Business System)**
Course Number: 820902001
This course is designed to provide a basic overview of current business and information systems and trends and to introduce students to the basics and foundations required for today's business environments. Emphasis is placed on developing proficiency with touch keyboarding and fundamental computer applications, so that they may be used as communication tools for enhancing personal and work place proficiency in an information-based society. This also includes proficiency with computers using databases, spreadsheets, presentation applications, and the integration of these programs using software that meets industry standards. After successful completion of this course, student will have met Occupational Completion Point - Data Code A, General Office Clerk (Information Technology Assistant) - OES 55321, SOC Code 43-4000

*GRADUATION CREDIT FOR VOCATIONAL. MEETS COMPUTER LITERACY REQUIREMENT*

**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*

**User Interface Design**
Course Number: 900112001
This course provides advanced concepts used in interface design. The content includes principles of Human Computer Interface (HCI), advanced page design using Cascading Style Sheets (CSS), advanced HTML commands, multimedia applications, Internet/Intranet tools, and website promotion.

*GRADUATION CREDIT FOR PERFORMING ARTS REQUIREMENT FOR GRADUATION*

**Foundations of Robotics**
Course Number: 941011001
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.

*GRADUATION CREDIT FOR VOCATIONAL*
Robotic Design Essentials
Course Number: 941012001
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.

*GRADUATION CREDIT FOR VOCATIONAL

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 3
Course Number: 877213001
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 4
Course Number: 877214001
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 5
Course Number: 877215001
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: 100630001
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
Course Number: 100631001
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
Course Number: 100633001
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
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
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

Journalism 7 Honors
Course Number: 100633301
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

Literature in the Arts
Course Number: 100535001
The purpose of this course is to enable grades 9-10 students, using texts and artistic works of high complexity, to develop knowledge of the relationship between literature and the fine arts through advanced integrated educational experiences of viewing, reading, writing, speaking and listening, and language. Emphasis will be on the varied cultural influences highlighting the major themes, issues, and topics associated throughout selected literary and artistic periods. The content should include, but not be limited to, the following: Active study of varied texts and artistic pieces; analysis of the relationships of literature and fine arts 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 artistic works, multimedia presentations, class discussions, and extended text discussions; collaboration amongst peers.

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

**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

**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 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

**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
Research 2 (Math Research Algebra II)
Course Number: 170031011
Course Description: 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
Course Description: The purpose of this course is to support the mathematics courses including Pre-Calculus students.
*GRADUATION CREDIT FOR ELECTIVE

Research 3 (Introduction to Computer Science)
Course Number: 170032011
Course Description: The purpose of this course is to provide students an introduction to computer science.
*GRADUATION CREDIT FOR ELECTIVE

Research 3 (Math Research Statistics)
Course Number: 170030011
Course Description: The purpose of this course is to support the mathematics courses including Statistics and Advanced Placement Statistics students.
*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 1.
*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 Preparatory Study
Course Number: 100832002
The purpose of this course is to develop advanced reading skills for students who plan to continue their formal education after high school. *GRADUATION CREDIT FOR PERFORMING ARTS

Creative Writing 1
Course Number: 100932001
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

Creative Writing 2
Course Number: 100933001
The purpose of this course is to continue to develop students' writing and language skills 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

DORAL PERFORMING ARTS ELECTIVES
*The following electives are only for students who are in Doral Perming Arts.

Drawing 1
Course Number: 010434001
The purpose of this course is to give students an understanding of drawing. 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. 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. *Suggested Prerequisites: Art 2-D Comprehensive 1, Art 3-D Comprehensive 1. GRADUATION CREDIT FOR PERFORMING ARTS

Drawing 2
Course Number: 010435001
The purpose of this course is to give students an understanding of drawing. Skills. Students develop and refine technical skills and create 2-D compositions with a variety of media in drawing. 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. 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.
*Recommend one year of comprehensive art prior to taking this course. Suggested prerequisites: Art 2-D Comprehensive, Art 3-D Comprehensive 1, Drawing 1. GRADUATION CREDIT FOR PERFORMING 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.

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.

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.

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.

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.

*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.

*TELEVISION PRODUCTION 6

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. GRADUATION CREDIT FOR PERFORMING ARTS
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.


**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: (05/2017)