

Oasis High School

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Home of the Sharks

2021-2022 Program of Studies

Table of Contents

Course Selection Procedures	Page 4
Academic/Graduation Information	
Credit Accumulation	Page 5
Grade Level Designation	Page 5
Graduation Options/Course Requirements	Page 5
Standard Diploma Options	Page 5
Eighteen (18) Credit ACCEL Standard Diploma	Page 6
Standard Diploma for Students with Disabilities	Page 6
Certificate of Completion	Page 6
Standard High School Diploma Designations	Page 7
Grading System	Page 7
Weighted Grading System	Page 7
Grade Challenges	Page 7
Grade Point Average (GPA) Calculation	Page 7
Talented Twenty Program	Page 8
State University System Entrance Requirements	Page 8
Graduation – State Assessment Requirements	Page 8
College Preparedness – testing	Page 8
College Entrance – testing	Page 8
Graduation Recognition Program	Page 9
Grade Forgiveness	Page 9
Credit Retrieval	Page 9
Multiple Credit Courses	Page 9
Florida Bright Future Scholarship Program	Page 9
Volunteer Hour Information	Page 10
Course Information	
Accelerated Course Options	Page 11
Credit Acceleration Program (CAP)	Page 11
Dual Enrollment (D/E)	Page 11
Advanced Placement (AP)	Page 11
Advanced International Certificate of Education Program (AICE)	Page 11
Physical Education Options	Page 12
Intensive Math Provisions	Page 12
Intensive Reading Provisions	Page 12
Semester Exams	Page 12
Calculation of High School EOC Results as 30% of Final Grade	Page 12
High School Courses or Programs Excluded from Credit Awarding	Page 12
On the Job Training (OJT)	Page 12
Athletic Participation Requirements	Page 13
Course Substitutions	Page 13
Assignment of Students to Classes	Page 14
Courses	
English	Page 16
Mathematics	Page 18
Science	Page 22
Social Studies	Page 25
Electives	
AICE non-core	Page 28

Business and Communication	Page 29
Culinary Arts	Page 30
Engineering, TSA, and Robotics	Page 31
Experiential Education	Page 32
Interactive Media	Page 33
JROTC Leadership Program	Page 33
Music, Theater, Chorus	Page 35
On the Job Training (OJT)	Page 37
Physical Education (PE)	Page 37
Reading	Page 39
Research and Critical Thinking	Page 39
Television Production	Page 40
Visual Arts	Page 40
World Language	Page 42
Yearbook	Page 44
Appendix A – Graduation Requirements	Page 45
Appendix B – Concordant/Comparative Scores for State Assessments	Page 46
AICE Diploma Planning Guide	Page 47
AICE Diploma Planning Guide Sample	Page 48
Sample AICE Progression	Page 49

Course Selection Procedures

As a student enrolled in Oasis High School, you are given the opportunity each spring to select courses for the following year. It is important that you involve your parents in course selection, make certain you have taken the proper Pre-requisites, and keep high school graduation requirements and career objectives in mind.

The course selection process will be completed with all OHS and incoming 8th grade students based on the schedule below:

- **Early February** – distribution of program of studies online
- **Late February/Early March** – registration opens

You can meet individually with your guidance counselor to select courses for the coming year based on graduation requirements, and to complete the course selection form. **Administration and guidance will place students into all Math, Science, Social Studies, English, and Reading courses based on state/AICE assessment results.** You may request a preference and it will be taken into consideration.

This guide is designed to aid you in making appropriate choices by providing brief program and course descriptions, Pre-requisites, and other information pertinent to this process. Take your possible course selections to your teachers as well as your parents to discuss the correct course placement. Write down any questions you have. Use the following as a checklist for completing the course selection form.

___ 1. Discuss your course selection with your teacher in each subject area. Review the requirements for AICE and AP courses, and speak with your teacher to request approval for placement.

___ 2. Review your graduation requirements to determine what courses you will need to take next year. Consider courses that need to be repeated because of unearned credit.

___ 3. Select a total of twelve (12) credits.

All information regarding course and graduation requirements is subject to change, pending legislation, state mandate, and district policy. Some courses listed in this guide may not be offered due to budgetary demands or lack of requests.

Schedule Change Policy

Once the school year starts, changes to course selections are made only for the following reasons:

Approved Changes:

- Senior needing course for graduation
- Course credit already earned
- Course Pre-requisites not met
- Student dismissed from course for which prior approval is needed
- Student needs remedial course for graduation assessments

Changes NOT approved:

- **Want a different teacher**
- **Do not like elective**
- **Desire for a different lunch or class period w/friend**
- **Failing a course**
- **Course is “too hard” or “not hard enough”**
- **Teacher gives too much work**

Oasis High School runs on an odd/even alternating block schedule. Students have four, 1.5-hour classes each day.

Academic and Graduation Information

Credit Accumulation

- One full credit means a minimum of 120 hours of bona fide instruction in a designated course that contains student performance standards for purposes of meeting high school graduation requirements.
- One full credit for high school graduation is defined as a minimum of 135 hours of instruction in a designated course that contains student performance standards when the course is scheduled a minimum of 45 minutes per day.
- The Credit Acceleration Program (CAP) provides opportunities for students to earn high school credit in courses required for high school graduation through passage of an end-of-course assessment (EOC), an Advanced Placement (AP) Examination, or a College Level Examination Program (CLEP). Course credit shall be awarded to a student who is not enrolled in a course, or who has not completed a course, if the student attains a passing score on the corresponding end-of-course assessment, Advanced Placement Examination or CLEP test. Students desiring to test shall be provided the opportunity to do so during the regular administration of the assessment or examination.
- The State Board of Education shall determine the number of post-secondary credit hours earned through dual enrollment, as specified in §1007.271,F.S., that satisfy the requirements of the District's inter-institutional articulation agreement, as specified in §1007.235,F.S., and that equal one full credit of the equivalent high school course identified, as specified in §1007.271(6),F.S.
- One-half credit is defined to be one-half the requirement for a full credit.
- Credit is earned upon successful mastery of course performance standards.
- In awarding credit for high school graduation, each district school board shall maintain a one-half credit earned system that shall include courses provided on a full-year basis. A student enrolled in a full-year course shall receive one-half credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would not result in a passing grade. A student enrolled in a full-year course shall receive a full credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would result in a passing grade, provided that such additional requirements specified in district school board policies, such as class attendance, homework, participation, and other indicators of performance shall be successfully completed by the student.
- Students are required to pass the Algebra 1 end- of-course assessment in order to earn a standard diploma.
- The Algebra 1 end-of-course assessment will constitute 30 percent of a student's final course grade.
- The Geometry end-of-course assessment will constitute 30 percent of a student's final course grade.
- The Biology 1 end-of-course assessment will constitute 30 percent of a student's final course grade.
- The United States History end-of-course assessment will constitute 30 percent of a student's final course grade.
- A student with a disability, as defined in §1007.02(2),F.S. for whom the IEP committee determines that an end-of course assessment is unable to accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end-of-course assessment results waived for the purpose of determining the student's course grade and credit.

Grade Level Designation

Students will advance from one grade level designation to the next based upon completion of a school year of attendance. This will be known as the zero progression plan, whereby students begin their first year of high school as freshmen, their second year as sophomores, their third year as juniors, and culminating with the fourth year designation as seniors. Students will then remain at the senior designation until all graduation requirements are met.

Graduation Options/Course Requirements

- In conjunction with the State of Florida, the goal of Oasis High School is to provide students, with guidance from their parents or guardians, the opportunity to select the graduation option that will most appropriately prepare them for their chosen post-secondary path. To that end, the following options have been established, as specified in §1003.4282,F.S. or §1002.3105(5),F.S.:
 - 24-credit standard program
 - 18-credit ACCEL program
- At the beginning of each school year, parents of students in or entering high school shall be notified of the opportunity and benefits of Advanced Placement, Advanced International Certificate of Education, and Dual Enrollment.

Standard Diploma Options

A Standard Diploma will be awarded when students have successfully completed the graduation requirements, as specified in §1003.4282 F.S.:

- Earn an overall unweighted 2.0 grade point average (GPA) on a 4.0 scale, as specified in §1003.4282(7), F.S.;

- Earn a passing score on the statewide, standardized English Language Arts (ELA) assessment or passing scores on a standardized test (SAT/ACT) that are concordant with passing scores on the statewide, standardized assessment, as detailed in the table in Appendix B.
- Earn a passing score on the Algebra 1 end-of-course assessment or a passing concordant/comparative score on the mathematics portion of the PERT, SAT, ACT, or PSAT/NMSQT assessment (dependent upon cohort), as detailed in Appendix B. Before a concordant/comparative score may be used, the student is required to take the Algebra 1 end-of-course assessment once.
- Complete credits in the required subject areas for one of the following:
 - The traditional 24-credit standard diploma
 - The 18-credit ACCEL standard diploma
- A student has the option of early graduation and receipt of a standard high school diploma if the student earns the 24 required credits for standard diploma (or 18 required credits for ACCEL standard diploma) and meets all other standard diploma requirements set forth in §1003.4282 F.S.. “Early graduation” means graduation from high school in less than 8 semesters.

Students may satisfy the online course requirement for the 24-credit standard diploma through the following options:

- Successfully complete an online course offered by OHS, through Edmentum, or an online dual enrollment course;
- Complete a course in which the student earns an industry certification in information technology that is identified on the CAPE Industry Certification Funding List or passing the information technology certification examination without enrolling in or completing the corresponding course or courses, as applicable.

18 credit ACCEL Standard Diploma Program

- Students must meet the applicable grade 9 cohort graduation requirements of §1003.4282, F.S.;
- Earn three credits in electives;
- Earn an unweighted cumulative grade point average of 2.0 on a 4.0 scale; and
- Achieve a proficient score on the required statewide, standardized assessments for standard diploma.

Standard Diploma Options for Students with Disabilities

- Students eligible for and officially placed in an exceptional student education (ESE) program may work towards one of two Standard Diploma options:
 - The Standard Diploma;
 - Standard Diploma with mastery of academic and employment competencies; or
- According to §1003.4282, F.S., the IEP team may waive the online course requirement as well as the statewide, standardized assessment and/or end-of-course (EOC) assessment requirement for graduation with a standard diploma. To be considered for the assessment waiver, students must have met all of the following criteria:
 - Been identified as a student with a disability with a current Individual Education Plan. As specified in §1007.02(2), F.S., students with disabilities include students with intellectual disabilities, hearing or visual impairment, speech or language impairment, emotional / behavioral disorder, orthopedic impairment, other health impairment, autism spectrum disorder, traumatic brain injury or a specific learning disability.
 - Have taken the statewide, standardized assessment with appropriate, allowable accommodations at least once.
 - Have demonstrated the knowledge, skills and abilities required by grade appropriate Next Generation Sunshine State Standards and/or the Florida Standards as appropriate.
 - Have been determined (by the IEP team) that the statewide, standardized assessment or end-of-course (EOC) assessment is unable to accurately measure the student’s abilities, even if all appropriate, allowable testing accommodations are used. If there is sufficient evidence that the student has mastered the applicable course content or Next Generation Sunshine State Standards and/or the Florida Standards, the statewide, standardized assessment and/or end-of-course assessment (EOC) requirement may be waived.

Certificate of Completion

Students who have completed and earned the 18 or 24 required credits but were unable to achieve the cumulative GPA of 2.0 on a 4.0 scale as specified in §1003.4282, F.S. and/or failed to pass the statewide, standardized assessments, shall be awarded a regular Certificate of Completion.

- Students who are eligible to earn a Certificate of Completion may elect to remain in school either as a full or part- time student for up to one additional year and receive special instruction designed to remedy the identified deficiencies. Students with IEPs who receive a Certificate of Completion are eligible to remain in school until the end of the semester in which they turn 22.

Students who have received a Certificate of Completion, who subsequently meet the requirements for a standard high school diploma, shall be awarded a standard high school diploma when the requirements are completed.

Standard High School Diploma Designations

Each standard high school diploma shall include, as applicable, the following designations if the student meets the criteria set forth for the designation, as specified in §1003.4285, F.S.

Scholar Designation—In addition to the standard diploma requirements of §1003.4282, F.S., as applicable, in order to earn the Scholar Designation, a student must satisfy the following requirements:

- Pass the Geometry EOC assessment (level 3 or higher)
- Earn 1 credit in Algebra 2
- Earn 1 credit in statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC assessment (level 3 or higher)
- 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 assessment (level 3 or higher)
- Earn 2 credits in the same world language
- Earn at least one credit in AP, IB, AICE or a dual enrollment course

*** A student is exempt from the Biology 1 or U.S. History assessment if the student is enrolled in an AP, IB, or AICE Biology 1 or U.S. History course and the student takes the respective AP, IB, or AICE assessment and earns the minimum score to earn college credit.*

Merit Designation—In addition to the standard diploma requirements of §1003.4282, F.S., as applicable, in order to earn the Merit Designation, a student must attain one or more industry certifications from the list established under s.1003.492.

Grading System

The system and interpretation for grading shall be as follows:

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

Weighted Grading System

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

- Honors classes and Level 3 and above classes:
 - ½ credit (semester) = .02 weighted credit
 - 1 credit (year) = .04 weighted credit
- Advanced Placement, Cambridge International Diploma Program (AICE), and Dual Enrollment Classes:
 - ½ credit (semester) = .04 weighted credit
 - 1 credit (year) = .08 weighted credit

Grade Challenges

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

Grade Point Average Calculation

High school students are allowed to enroll in courses leading to 18-24 or more credits. All courses taken must be included in the GPA calculation unless the grade has been forgiven by retake, as defined in §1003.4282(5), F.S.

Students in grades 9-12 who have cumulative grade point averages below the required unweighted 2.0 level on a 4.0 scale, as specified in §1003.4282, F. S., for graduation will be identified and receive counseling and assistance toward meeting this requirement, as specified in §1003.4282(6), F.S.

Talented Twenty Program

The Talented Twenty program is part of the Governor's Equity in Education Plan. The purpose is to guarantee admission to students who succeed in their respective K-12 public schools, and to encourage students to strive for better grades and pursue rigorous academic courses.

Students eligible for Talented Twenty:

- Are guaranteed admission to one state university (after being denied admission at three state universities).
- Are given priority for the awarding of funds from the Florida Student Assistance Grant.
- Must be enrolled in a Florida public high school.
- Must complete 18 preparatory academic units.
- Must place in the top 20% of their graduating class as determined by cumulative state GPA.

State University System Entrance Requirements

The following are **minimal** admission requirements for freshmen entering **Florida** public universities. Each student has the responsibility of checking with the college of his or her choice to determine that school's requirement.

ACADEMIC CORE COURSES:

- | | |
|--------------------|---|
| ○ English | 4 credits (three with substantial writing) |
| ○ Math | 4 credits (Algebra I, Geometry, and higher) |
| ○ Science | 3 credits (two with substantial lab experience) |
| ○ Social Science | 3 credits (World History, U.S. History, Economics/Government) |
| ○ Foreign Language | 2 consecutive credits in the same language/ 3 are recommended |

Graduation - State Assessment Requirements

- **FSA/EOC Assessments**
 - Algebra I EOC: passing score is required to graduate.
 - Geometry, Biology, and U.S. History EOCs: completing the test is required for graduation.
 - FSA ELA Assessment: passing score on 10th grade assessment is required for graduation

College Preparedness - testing

- **Preliminary Scholastic Aptitude Test (PSAT):** The PSAT is required for all 10th graders and is designed to inform students of their standing and likelihood of doing well on college entrance tests. Results attained in 11th grade are used in the selection of National Merit Scholars.
- **Post-Secondary Education Readiness Test (PERT):** The PERT is a community college entrance exam.

College Entrance - testing

- **The American College Testing Battery (ACT) and the Scholastic Aptitude Test (SAT)** provides information that is used as a partial indicator of how well students will perform in college. More information on these tests can be obtained online at www.collegeboard.org for the SAT or www.actstudent.org for the ACT. **Fee waivers for these exams are available for students that qualify for the free or reduced lunch program.**
- **Armed Services Vocational Aptitude Battery (ASVAB):** The ASVAB is a test offered by the U.S. Army at no cost to students. It measures aptitude in five separate career field areas and provides an indication of general academic aptitude as well.

Graduation Recognition Program for Standard Diploma Students

A graduation recognition program, known as the *Cum Laude* system, was approved by The Lee County School Board on June 14, 2005.

Through the School District of Lee County's *Cum Laude* System, all high school students who enter the ninth grade during the 2005-2006 school year and thereafter and are pursuing a standard high school diploma will be eligible to earn one of several special designations. Based on the final, weighted grades, graduates may be recognized during commencement (and on their diplomas and transcripts) as having earned one of these special designations:

Rank Designation	Grade Point Average
<i>Summa Cum Laude</i> ("with highest praise")	4.00 and higher
<i>Magna Cum Laude</i> ("with great praise")	3.75 to 3.99
<i>Cum Laude</i> ("with praise")	3.50 to 3.74
Rank with Distinction	3.25 to 3.49
Rank with Honors	3.00 to 3.24

Among the many benefits of this system is that beginning with the class of 2009, the highest honors in a graduating class will be available to all students who excel academically. Class rank will continue to be calculated based on a weighted grade point average system. Students who take honors, Advanced Placement (AP), Cambridge International Diploma Program (AICE), and Dual Enrollment (DE) courses will continue to add "weighted" grade points to their average, and the resulting weighted GPA will continue to be used for admission and scholarships to colleges and universities.

Grade Forgiveness

Students in grades 9-12 may retake a required course for the purpose of improving a grade. Grade forgiveness for required courses shall be limited to replacing a grade of "D" or "F" with a grade of "C" or higher earned subsequently in the same or comparable course. Forgiveness policies for elective courses shall be limited to replacing a grade of "D" or "F" or their equivalent with a grade of "C" or higher or its equivalent earned subsequently in the same, a comparable, or another course. Any course grade not replaced according to a District forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation. The District may no longer count the best twenty-four (24) credits of all courses taken to meet the cumulative grade point average for graduation requirements. If students receive a "D" or "F" and subsequently receive a "D" or "F", when retaking the same course, the lower of the two grades will be marked as elective credit and both grades will be calculated in the GPA.

Credit Retrieval

Edmentum is an online credit retrieval program that is available to students who meet the specific program criteria. School counselor and/or administrative approval is required.

Multiple Credit Courses

Multiple credit courses are available for some courses (as defined in the State Course Code Directory) as long as student achievement expectations are raised as the student progresses through the course sequence. Multiple credit courses may be used any number of times.

Florida Bright Futures Scholarship Program

The Florida Bright Futures Scholarship Program establishes a lottery-funded scholarship to reward Florida high school graduates who merit recognition of high academic achievement and who enroll in an eligible Florida public or private post-secondary educational institution within the specified timeframe after high school graduation.

The Florida Bright Futures Scholarship Program is the umbrella program for the Florida Academic Scholars Award, the Florida Medallion Scholars Award, the Florida Gold Seal Vocational Scholars Award and the Florida Gold Seal Cape Scholars Award.

To be eligible for an initial award from any of the three types of scholarships, students must:

- Complete a Florida Financial Aid Application (FFAA) available at www.FloridaStudentFinancialAid.org/SSFAD no later than August 31 after high school graduation;
- Be a Florida resident and a U.S. citizen or eligible non-citizen, as determined by the student's post-secondary institution;
- Earn a standard Florida high school diploma or its equivalent from a Florida public high school or a registered Florida Department of Education private high school;
- Be accepted by or enrolled in a degree or certificate program at an eligible Florida public or independent post-secondary educational institution;
- Enroll in a post-secondary educational institution in Florida for a least six non-remedial semester credit hours (or the equivalent in quarter clock hours) per term;
- Have not have been found guilty of, or pled no contest to, a felony charge; and
- Begin using the award within the specified timeframe after of high school graduation.

Additional information may be found at www.FloridaStudentFinancialAid.org/SSFAD or by calling The Florida Department of Education Bright Futures toll-free number, 1-888-827-2004.

Guidelines for Bright Futures Volunteer Service Hours

Bright Futures Scholarship Service Hours Requirements	
Bright Futures Academic Scholar Award	100 hours must be documented
Bright Futures Medallion Award	75 hours must be documented
Bright Futures Gold Seal Award	30 hours must be documented
Bright Futures Cape Scholars Award	30 hours must be documented

Requirements for Students Engaging in Volunteer Service Hours

The high school student must be considered capable of representing the school well in the community site; be capable of participating in activities off-campus without the direct supervision of school personnel; be able to arrange their own transportation to and from the site.

Criteria for Documenting Volunteer Service Hours

- Student is required to obtain prior approval from his/her school counselor to ensure that the volunteer service site meets the criteria and that the student will receive volunteer service hours for volunteering
- Volunteer service work for the Bright Futures scholarship must be volunteer work and a student shall not receive remuneration or academic credit for such work
- Volunteer work may include, but is not limited to, a business or government internship, volunteering with a nonprofit community service organization, or activity on behalf of a candidate for public office
- All services are supervised by an approved adult representative of the agency
- The site does not involve direct supervision/ownership/operation by a family member, the presence of unsafe conditions, or the use of students for financial gain
- Service does not interrupt a student's regularly scheduled school day
- Service hours must be earned during grades 9-12 and must be completed by the conclusion of the last term of the student's senior year
- Student is required to identify a social, civic issue, or a professional area of interest
- Student is required to develop a plan for personal involvement in addressing the issue or learning about the professional area, as well as evaluating and reflecting on such experience through papers or presentations
- Florida law establishes accountability requirements for student volunteer work. Student volunteer service hours are required to be documented in writing and signed by the student, the student's parent or guardian, and a representative of the organization for which the student worked, including dates of service and activities.
- Organization documentation must be on agency letterhead stating student hours, dates of service and service activities

The service hours will be placed on the student's transcript after proper documentation and signatures have been received as well as the student's evaluating and reflecting on the experience through either a reflection paper or other type of presentation.

Bright Futures volunteer services hours that have been completed and validated using these guidelines as defined by §1009.534, F.S. will be posted on the District student information system (mainframe) and appear on the student transcript.

Students are encouraged to document community service hours for purposes other than the Bright Futures scholarship on their personal resumes or portfolios and these hours shall not be posted on the District student information system (mainframe) or appear on the student transcript.

The information above and all relevant forms are posted on the OHS website and the school's counseling office. Students are required to meet with the high school counselor to begin the process of engaging in volunteer service hours.

Volunteer Service Credit

Students are encouraged to engage in service-learning opportunities, as defined in §1003.497, F.S. Service learning refers to a student-centered, research-based teaching and learning strategy that engages students in meaningful service activities in their schools and communities. Schools that offer elective service-learning courses shall directly tie service-learning opportunities to academic curricula, standards, and course, district, or state assessments. Service-learning activities foster academic achievement, character development, civic engagement, and career exploration and enable students to apply curriculum content, skills, and behaviors taught in the classroom.

Course Information

Accelerated Course Options

Each high school shall advise students of courses through which a high school student can earn college credit, including Advanced Placement, Advanced International Certificate of Education, dual enrollment, early admission, career academy courses, and courses that lead to industry certification, as well as the availability of course offerings through virtual instruction.

Articulated acceleration shall be available and will serve to shorten the time necessary for students to complete the requirements associated with a high school diploma and a post-secondary degree. Articulated acceleration will also broaden the scope of curricular options available to students and/or increase the depth of study available for a particular subject. This mechanism shall include dual enrollment, early admission, Advanced Placement, credit by examination, and the Advanced International Certificate of Education Program.

Credit Acceleration Program (CAP)

The Credit Acceleration Program was created for the purpose of allowing a student to earn high school credit in courses required for high school graduation through passage of an end-of-course assessment (EOC), an Advanced Placement (AP) Examination, or a College Level Examination Program (CLEP) test listed in the State Course Code Directory. Course credit shall be awarded to a student who is not enrolled in a course, or who has not completed a course, if the student attains a passing score on the corresponding end-of-course assessment, Advanced Placement Examination or CLEP test listed in the State Course Code Directory. Students desiring to test shall be provided the opportunity to do so during the regular administration of the assessment or examination.

Dual Enrollment

The Dual Enrollment Program is defined as the enrollment of eligible secondary students in a post-secondary course creditable toward both high school completion and an associate or baccalaureate degree or a career and technical certificate.

Eligible secondary students must be enrolled in a Florida public secondary school. Only students enrolled in post-secondary instruction that is creditable toward the high school diploma shall be classified as dual enrollment. Students who are eligible for dual enrollment shall be permitted to enroll in dual enrollment courses conducted during or after school hours. Instructional time for such enrollment may vary from 900 hours; however, the school district may only report the student for a maximum of 1.0 FTE. Any student so enrolled is exempt from the payment of registration, tuition, and laboratory fees. Applied academic instruction, college-preparatory instruction and other forms of pre-collegiate instruction, as well as physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, are ineligible for inclusion in the Dual Enrollment Program. Recreation and leisure studies courses shall be evaluated individually in the same manner as physical education courses for potential inclusion in the program.

The Department of Education adopted guidelines to achieve comparability across school districts of both student qualifications and teacher qualifications for dual enrollment courses. Students must:

- Demonstrate readiness for college-level coursework and must have a 3.0 unweighted GPA to enroll in college courses
- Demonstrate readiness for career-level coursework and must have a 2.0 unweighted GPA to enroll in career courses
- Achieve the minimum PERT, SAT or ACT scores as defined in the inter-institutional articulation agreement

FSW will post course offerings on their website. Please visit <http://fsw.edu/dualenrollment> for more information.

Advanced Placement

Advanced Placement (AP) is the program available to eligible secondary students offered by the Advanced Placement Program administered by the College Board. Post-secondary credit for AP courses shall be awarded to students who score a minimum of 3 on a 5-point scale on the corresponding AP exam. Students shall be exempt from the payment of any fees for administration of the examinations.

Advanced International Certificate of Education Programs

Eligible secondary students may enroll in the Advanced International Certificate of Education (AICE) Program and the International General Certificate of Secondary Education (pre-AICE) Program if they meet the grade point average and the test score requirements. The program is offered by the University of Cambridge Local Examination Syndicate. The State Board of Education shall establish rules which specify the cutoff scores and AICE examinations will be used to grant post-secondary credit at state colleges and universities. The specific courses for which students receive such credit shall be determined by the college or university that accepts students for admission. Students enrolled in either program of study shall be exempt from payment of any fees for administration of the examinations.

Physical Education Options

Physical Education High School Waiver Options--The School District of Lee County is a HOPE District, offering the Health Opportunities through Physical Education (HOPE) one-credit course to students to fulfill this graduation requirement. Florida Statute provides options for students to waive the HOPE course requirement under specific conditions.

There are four waiver opportunities for the HOPE requirement – OHS offers two of the options:

- **JROTC**—Two years in a JROTC class satisfies the full one-credit physical education (HOPE) requirement and the full one-credit performing arts requirement.

Intensive Math Provisions

Students in grades 9-12 who are experiencing difficulty with mathematics may be enrolled in an intensive mathematics course that provides intensive, small group, and teacher-guided mathematics instruction. Mathematics certified teachers will base instructional decisions on data to meet the needs of diverse learners and teach essential components of mathematics using evidence-based instructional methods.

Intensive Reading Provision

Students in grades 9-12 who are experiencing difficulty with reading are required to be enrolled in an intensive reading course that provides intensive, small group, and teacher-guided reading instruction. Reading certified or reading endorsed teachers will base instructional decisions on data to meet the needs of diverse learners and teach essential components of reading using evidence-based instructional methods. Students scoring a Level 1 or 2 on the FSA ELA assessment will automatically be enrolled in a reading class the following school year. Students can achieve concordant scores on the ACT or SAT to fulfill the 10th grade FSA ELA graduation requirement.

Semester Exams—School Developed

Semester exams are required in courses without a statewide, standardized end-of-course assessment. For courses without a statewide, standardized end-of-course assessment, the final exams will count as 20% of the semester/term grade, with each quarter grade accounting for 40% of the semester/term grade. For courses requiring a statewide, standardized end-of-course assessment, the assessment score will count as 30% of the final/annual grade, with each semester grade accounting for 35% of the final/annual grade.

Calculation of High School End-of-Course Exam (EOC) result as 30% of Final Course Grade

Florida law (F.S. 1003.4282) requires Districts to incorporate the EOC assessment score for the following courses as 30% of a student's final course grade: Algebra 1, Geometry, Biology, and U.S. History. Each district in Florida determines its own method for translating EOC scores to either numeric scores or letter grades. After reviewing the methodology utilized in other school districts the School District of Lee County adopted the following translation, utilizing the EOC Achievement Level.

Letter Grade	EOC Achievement Level	Algebra 1 EOC Scale Score	Geometry EOC Scale Score	Biology EOC Scale Score	US History EOC Scale Score
A	5	532-575	533-575	431-475	432-475
	4	518-531	521-532	421-430	417-431
B	3	497-517	499-520	395-420	397-416
D	2	487-496	486-498	369-394	378-396
	1	425-486	425-485	325-368	325-377

The School District of Lee County utilizes the Florida Department of Education's recommended calculation method in applying the 30% from the EOC assessment result:

$$\begin{aligned} & [(\text{Semester 1 converted to a 0-4 scale}) * 0.35] \\ & + [(\text{Semester 2 converted to 0-4 scale}) * 0.35] \\ & + [(\text{EOC assessment converted to 0-4 scale}) * 0.30] \\ & = \text{Course Average} \end{aligned}$$

High School Courses or Programs Excluded from Credit Awarding

Remedial instruction provided during high school is ineligible for core subject area credit, as specified in the State Course Code Directory.

Students may not be granted credit toward a high school standard diploma for enrollment in any level one course. The Florida Department of Education defines level one courses as basic courses. Any student taking a level one course may not earn credit towards a standard diploma (including an elective credit).

On-the-Job Training

The Cooperative Diversified Education Program permits a student who has reached the age of sixteen, has completed grade **eleven**, and has completed the courses required for graduation, to substitute 144 hours of supervised work experience for up to two (2) credits.

Athletic Participation Requirements

In order to be eligible to participate in interscholastic and/or extracurricular student activities, students must meet such other requirements for participation as may be established by the School District and the Florida High School Activities Association (Article 11). All Florida High School Athletic Association requirements must be met, as specified in §1006.15, F.S.

Course Substitutions

In addition to the Fine Arts courses labeled as Fine Arts, the following courses will also meet the Fine Arts requirement for graduation:

- | | | |
|---------------------------------|----------------------|---------------------------|
| *Digital Information Technology | *TV Production 1 & 2 | *Digital Design 1, 2, & 3 |
| *Principles of Entrepreneurship | *Culinary Arts 2 & 3 | *JROTC – 2 years |

Assignment of Students to Classes

Final acceptance in AICE, Honors, and AP courses is subject to administrative approval.

For all courses:

- Information concerning all courses offered will be made available to all students to aid in course selections.
- Counselors will meet with students and discuss recommendations regarding course selection.
- Teacher recommendations will be taken.
- Students will be placed in core classes (English, math, science, social studies).

For remedial courses:

- Any student who scores at a Level 1 or Level 2 on the FSA ELA will automatically be placed into Intensive Reading for a full year. Juniors and seniors can be removed at the semester mark by obtaining concordant scores in reading on the ACT or SAT or receiving a Level 3 on the FSA ELA Retake in the fall.
- Any student who does not pass the Algebra I EOC and does not obtain the credit for the Algebra I, class will automatically be placed into Intensive Math the following year.

For AICE courses:

AICE courses are based upon a rigorous curriculum which includes advanced skills and knowledge. The following specific entry criteria should be carefully considered before enrolling:

**specific courses may have more requirements to be enrolled*

- Approved application
- Unweighted GPA of 3.0 or higher
- A grade of “B” or higher in the pre-requisite course, and grades of “B” or higher in all other core courses.
- FSA ELA scores of a Level 3 or higher
- Teacher recommendation
- Discipline and attendance will be reviewed as part of the process.
- **Students enrolled in AICE courses will be required to take the exam, which is given in the spring.**

For honors courses:

- Honors courses are based upon a rigorous curriculum which includes advanced skills and knowledge. The following specific entry criteria should be carefully considered before enrolling:
 - Unweighted GPA of 3.0 or higher
 - A grade of B or higher in the pre-requisite course, and grades of “B” or higher in all other core courses.
 - FSA ELA scores of a Level 3 or higher (for certain content areas)
 - Teacher recommendation
 - Discipline and attendance will be reviewed as part of the process.

For Advanced Placement (AP) courses:

- Enrollment in AP courses requires a signed contract. Classes may NOT be dropped without approval from the administrative appeals committee which meets once quarterly.
- **Students enrolled in AP courses will be required to take the exam, which is given in the spring.**

For Dual Enrollment courses:

- In order to participate in the dual enrollment classes through Florida SouthWestern (Oasis High School pays for the classes), students must meet the following criteria:
 - Students must fill out an application and be accepted to FSW
 - Students must have taken the PERT/ACT/ SAT/AccuPlacer for academic classes and have the required scores, or have taken the TABE (cut scores are not required for entry) for vocational classes
 - Students must meet any Pre-requisite requirements for DE classes
 - Guidance/Administrative permission
 - Students are solely responsible for registration in courses outside the OHS curriculum
 - DE registration requirements must follow the order listed above.
 - See guidance for a Registration Form
 - The student must personally register at FSW
 - Students must turn in a copy of their DE registration sheet to guidance
 - Following the Memorandum of Understanding with FSW, any student who makes a grade of W, D, or F in a dual enrollment course is not eligible for DE the following semester. If the student wishes to re-enroll in a course following receipt of a W, D, or F, s/he is then responsible for payment of the course.
 - **Dual Enrollment credits are not awarded until the completion of the course.**

It is in student's best interest to enroll in dual enrollment courses that are directly related to student's future course of study. All dual enrollment hours are calculated when students transfer to a university. A student should enroll only in courses that will be required for acceptance into his or her future program of study at a university. For information about Florida university program requirements, visit www.floridashines.org.

ENGLISH/LANGUAGE ARTS

SE	State created exam/assessment is attached to this course
NE	National/International exam/assessment is attached to this course
HN	Honors/Weighted course

FSA ELA	SAT EBR*	SAT Reading	ACT Reading*
350	430/480	24	19/18
<i>*scores change depending on year entered 9th grade</i>			

High School Graduation Requirements – English/Language Arts
<ul style="list-style-type: none"> • 4 English credits are required for graduation. • All courses listed count as an English credit and can be used to meet credit requirements for Bright Futures Scholarships and SUS admissions.

	Track A	Track B	Track C
9th	English I (1001310)	English I Honors (1001320)	AICE English General Paper 1 (1009400) <i>Take the respective AICE assessment; complete requirements to earn an AICE diploma.</i>
10th	English II (1001340) <i>Pass the Grade 10 FSA- ELA State Assessment.</i>	English II Honors (1001350) <i>Pass the Grade 10 FSA- ELA State Assessment.</i>	AICE English Language 1 (1001550) <i>Take the respective AICE assessment; complete requirements to earn an AICE diploma. Pass the Grade 10 FSA- ELA State Assessment.</i>
11th	English III (1001370) <i>Pass the Grade 10 FSA- ELA State Assessment, or earn concordant score on the ACT/SAT.</i>	English III Honors (1001380)	AICE English Literature 1 (1005370)* <i>Take the respective AICE assessment; complete requirements to earn an AICE diploma.</i>
12th	English IV (1001400) <i>Pass the Grade 10 FSA- ELA State Assessment, or earn concordant score on the ACT/SAT.</i>	AICE English General Paper 1 (1009400) <i>Take the respective AICE assessment.</i>	AICE English Literature 2 (1005375)* <i>Take the respective AICE assessment; complete requirements to earn an AICE diploma.</i>
<i>Placement in classes is based on multiple factors, which include but are not limited to: FSA ELA scores, and admittance into the AICE program.</i> <i>*Course placement based on results from previous year's AICE scores.</i> AICE courses will be scheduled based on the number of requests and available faculty to teach them.			

9th grade English/Language Arts Courses

- 1001310 ENGLISH I (SE) Credit: 1.0 Grade: 9
 The purpose of this course is to provide English 1 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.
- 1001320 ENGLISH I HONORS (SE, HN) Credit: 1.0 Grade: 9
 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.
- 1009400 AICE ENGLISH GENERAL PAPER 1 (NE, HN) Credit: 1.0 Grade: 9, 12
 The purpose of this course is to encourage students to make cross-curricular links; to develop a maturity of thought appropriate to students at this level; and to achieve an understanding and usage of the English language which enables them to express arguments, ideas and opinions in a reflective and academic manner. An awareness of the wider implications of particular issues will enhance the quality of the student's response to the questions; the General Paper is not a test of general knowledge. The key objective is for the student to convey information or opinion in a way that is thoughtful, perceptive and immediately intelligible to the reader.

10th grade English/Language Arts Courses

1001340 ENGLISH II (SE) Credit: 1.0 Grade: 10

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

1001350 ENGLISH HONORS II (SE, HN) Credit: 1.0 Grade: 10

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

1001550 AICE ENGLISH LANGUAGE 1 (AS) (NE, HN) Credit: 1.0 Grade: 10

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 also provides a variety of writing opportunities calling for the use of different styles and tones.

11th grade English/Language Arts Courses

1001370 ENGLISH III (SE) Credit: 1.0 Grade: 11

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

1001380 ENGLISH HONORS III (SE, HN) Credit: 1.0 Grade: 11

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

1005370 AICE ENGLISH LITERATURE 1 (AS) (NE, HN) Credit: 1.0 Grade: 11-12

The purpose of this course is to engage students in the careful reading and critical analysis of imaginative literature of various styles, genres, and periods, thus developing independent critical competency in the study of literature and fostering a high level of achievement in reading, writing, and speaking. Students will also acquire an understanding of the resources of the language and of the writer's craft.

12th grade English/Language Arts Courses

1001400 ENGLISH IV (SE) Credit: 1.0 Grade: 12

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

1009400 AICE ENGLISH GENERAL PAPER 1 (NE, HN) Credit: 1.0 Grade: 9, 12

The purpose of this course is to encourage students to make cross-curricular links; to develop a maturity of thought appropriate to students at this level; and to achieve an understanding and usage of the English language which enables them to express arguments, ideas and opinions in a reflective and academic manner. An awareness of the wider implications of particular issues will enhance the quality of the student's response to the questions; the General Paper is not a test of general knowledge. The key objective is for the student to convey information or opinion in a way that is thoughtful, perceptive and immediately intelligible to the reader.

1005375 AICE ENGLISH LITERATURE 2 (AS) (NE, HN) Credit: 1.0 Grade: 12

Pre-requisite: AICE English Literature 1

Learners following the Cambridge International A Level English syllabus will study a range of texts in the three main forms: prose, poetry and drama. Set texts are offered from a wide range of different periods and cultures. Learners will develop skills of reading and analysis of texts, and are encouraged to undertake wider reading to aid understanding of the texts studied. They will learn skills of effective and appropriate communication including the ability to discuss the critical context of texts.

Honors and Advanced Level Course Note: *Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.*

MATHEMATICS

- SE State created exam/assessment is attached to this course
 NE National/International exam/assessment is attached to this course
 EL Elective
 HN Honors/Weighted course

Algebra 1 EOC Scores			
<i>Students must attain one of either score for graduation</i>			
EOC	PSAT	SAT	ACT
497	430	420	16

High School Graduation Requirements - Math
<ul style="list-style-type: none"> 4 math credits that include Algebra 1 & Geometry & passing the FSA Algebra 1 EOC are required for graduation; Algebra 1 and Geometry EOCs count 30% of final grade. All courses listed count as a math credit & can be used to meet credit requirements for Bright Futures Scholarships and SUS admissions. (Except Intensive Math)

	Track A	Track B	Track C	Track D
9 th	Algebra 1-A (1200370)	Algebra 1 (1200310)	Geometry (1206310)	Geometry Honors (1206320)
10 th	Algebra 1-B (1200380) Intensive Math (1200400)	Geometry (1206310) Intensive Math (1200400)	Math for College Readiness (1200700) Pre-AICE Math 3 (1209825)	Pre-AICE Math 3 (1209825)
11 th	Geometry (1206310)	Math for College Readiness (1200700)	Probability and Statistics with Applications Honors (1210300) Pre-Calculus (1202340) Math for College Readiness (1200700) AICE Math and Probability and Statistics 1 (1202362)	AICE Math and Probability and Statistics 1 (1202362) AP Statistics (1210320) <i>Take the respective AICE/AP assessment; complete requirements to earn an AICE diploma.</i>
12 th	Math for College Readiness (1200700) Probability and Statistics with Applications Honors (1210300)	Probability and Statistics with Applications Honors (1210300) Pre-Calculus (1202340)	AP Statistics (1210320) Pre-Calculus (1202340) AICE Math and Probability and Statistics 1 (1202362)	AP Statistics (1210320) AICE Math and Probability and Statistics 2 (1202364) <i>Take the respective AICE assessment; complete requirements to earn an AICE diploma.</i>

Placement in classes is based on multiple factors, which include but are not limited to: FSA Math (8th grade, Algebra 1 EOC, and Geometry EOC) scores, and admittance into the AICE program.

**Course placement based on results from previous year's AICE scores.*

AICE courses will be scheduled based on requests and available faculty to teach them.

9th grade Math Courses

1200370 ALGEBRA 1-A Credit: 1.0 Grade: 9

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

1200310 ALGEBRA I (SE) Credit: 1.0 Grade: 9-10

Note: A passing score on the Algebra I FSA EOC is required for graduation and score is 30% of final grade for the course.

Pre-requisite: Level 3 or higher on 8th grade FSA Math

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

1206310 GEOMETRY (SE) Credit: 1.0 Grade: 9-11

Note: Student's score on the Geometry FSA EOC is 30% of final grade for the course.

Pre-requisite: Passing grade in Algebra 1 in middle school

The fundamental purpose of Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Standards for Mathematical Practice apply throughout and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The course includes topics on congruence, constructions, proof, similarity, trigonometry, measurement, circles, and coordinate geometry.

1206320 GEOMETRY HONORS (SE, HN) Credit: 1.0 Grade: 9

Note: Student's score on the Geometry FSA EOC is 30% of final grade for the course.

Pre-requisite: Passing grade in Algebra 1 in middle school; level 4 or higher on Algebra 1 EOC

The fundamental purpose of Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Standards for Mathematical Practice apply throughout and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The course includes topics on congruence, constructions, proof, similarity, trigonometry, measurement, circles, conics, and coordinate geometry.

10th grade Math Courses

1200380 ALGEBRA 1-B Credit: 1.0 Grade: 10

Note: A passing score on the Algebra I FSA EOC is required for graduation and score is 30% of final grade for the course.

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

1206310 GEOMETRY (SE) Credit: 1.0 Grade: 9-11

Note: Student's score on the Geometry FSA EOC is 30% of final grade for the course.

The fundamental purpose of Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Standards for Mathematical Practice apply throughout and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The course includes topics on congruence, constructions, proof, similarity, trigonometry, measurement, circles, and coordinate geometry.

1200400 INTENSIVE MATH Credit: 1.0 Grade: 10-11
The purpose of this course is to enable students to develop mathematics skills and concepts through remedial instruction and practice outside their regular mathematics instruction. The course is tailored to meet the needs of individual students, and is aligned to appropriate benchmarks for students to work toward mastery of grade level or course standards.

1210300 PROBABILITY & STATISTICS WITH APPLICATION HONORS (HN) Credit: 1.0 Grade: 10-12
Pre-requisite: Level 3 or higher on Algebra 1 and Geometry EOCs; passing grade in Algebra 1 and Geometry
This course designed to introduce the methods used in the field of applied statistics. Students will study techniques for collecting, displaying, and interpreting data, understand statistics as it relates to a population, and use probability to make predictions.

12098250 PRE-AICE MATHEMATICS 3 IGC (HN) Credit: 1.0 Grade: 11
Pre-requisite: Level 4 or 5 on Algebra 1 and Geometry EOCs; A's and B's in previous math classes
The curriculum content is an integration of Algebra I, Geometry, Algebra II, Trigonometry and Probability & Statistics. Students will develop mathematical abilities and skills relevant to the study of mathematics and will form a basis for more advance study, including AS and A Levels in AICE. Polynomial, rational, exponential, inverse, logarithmic, quadratic, and trigonometric functions, systems of equations, graphing, sequences and series, imaginary and complex numbers, and vectors are a few of the topics to be covered in this course. The use of the graphing calculator and real-world applications will be integrated into this course.

11th grade Math Courses

1206310 GEOMETRY (SE) Credit: 1.0 Grade: 9-11
Note: Student's score on the Geometry FSA EOC is 30% of final grade for the course.

The fundamental purpose of Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Standards for Mathematical Practice apply throughout and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The course includes topics on congruence, constructions, proof, similarity, trigonometry, measurement, circles, and coordinate geometry.

1200400 INTENSIVE MATH Credit: 1.0 Grade: 10-11
The purpose of this course is to enable students to develop mathematics skills and concepts through remedial instruction and practice outside their regular mathematics instruction. The course is tailored to meet the needs of individual students, and is aligned to appropriate benchmarks for students to work toward mastery of grade level or course standards.

1210300 PROBABILITY & STATISTICS WITH APPLICATION HONORS (HN) Credit: 1.0 Grade: 10-12
Pre-requisite: Level 3 or higher on Algebra 1 and Geometry EOCs; passing grade in Algebra 1 and Geometry
This course designed to introduce the methods used in the field of applied statistics. Students will study techniques for collecting, displaying, and interpreting data, understand statistics as it relates to a population, and use probability to make predictions.

1200700 MATHEMATICS FOR COLLEGE READINESS Credit: 1.0 Grade: 11-12
This course is targeted for grade 11 and 12 students, who 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.

1202340 PRE-CALCULUS HONORS (HN) Credit: 1.0 Grade: 11
Pre-calculus combines the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus and strengthens students' conceptual understanding of problem solving mathematical reasoning. Course topics include an expanded understanding of logarithms, exponential functions, and polynomial functions, applications of trigonometric identities and trigonometric functions, polar coordinates, complex numbers, conic sections, vectors, and limits.

1202362 AICE MATHEMATICS AND PROBABILITY AND STATISTICS 1 (AS) (NE, HN) Credit: 1.0 Grade: 11
Pre-requisite: Pre-AICE Mathematics 3; level 4 or 5 on Algebra 1 and Geometry EOCs; A's in previous math class
In this course, students will study topics including the representation of data, permutations and combinations, probability, discrete random variables, and the normal distribution. As well as demonstrating skill in the appropriate techniques, candidates will be expected to apply their knowledge in the solution of problems throughout the course and on Papers 1 & 5. For all units, knowledge of the content of Cambridge O Level/Cambridge IGCSE Mathematics is assumed.

1202364 AICE MATHEMATICS AND PROBABILITY AND STATISTICS 2 (A) (NE, HN) Credit: 1.0 Grade: 12

Pre-requisite: AICE Mathematics 1

In this course, students will study topics including sampling and estimation, hypothesis tests, linear combinations of random variables, continuous random variables, and the Poisson distribution. As well as demonstrating skill in the appropriate techniques, candidates will be expected to apply their knowledge in the solution of problems throughout the course and on Paper 7. For all units, knowledge of the content of Cambridge O Level/Cambridge IGCSE Mathematics is assumed.

1210320 ADVANCED PLACEMENT (AP) STATISTICS (NE, HN) Credit: 1.0 Grade: 11-12

Pre-requisite: Pre-AICE Mathematics 3; level 4 or 5 on Algebra 1 and Geometry EOCs

The content of this course should include, but not be limited to the: exploratory data: observing patterns, and departures from patterns; planning of a study: deciding what and how to measure; anticipating patterns in advance: producing models using probability and simulation; statistical inference: confirming models. Students in this course will sit for the AP Statistics exam.

12th grade Math Courses

1200700 MATHEMATICS FOR COLLEGE READINESS Credit: 1.0 Grade: 11-12

This course is targeted for grade 11 and 12 students, who 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.

1210300 PROBABILITY & STATISTICS WITH APPLICATION HONORS (HN) Credit: 1.0 Grade: 10-12

This course designed to introduce the methods used in the field of applied statistics. Students will study techniques for collecting, displaying, and interpreting data, understand statistics as it relates to a population, and use probability to make predictions.

1210320 ADVANCED PLACEMENT (AP) STATISTICS (NE, HN) Credit: 1.0 Grade: 11-12

Pre-requisite: Pre-AICE Mathematics 3; level 4 or 5 on Algebra 1 and Geometry EOCs

The content of this course should include, but not be limited to the: exploratory data: observing patterns, and departures from patterns; planning of a study: deciding what and how to measure; anticipating patterns in advance: producing models using probability and simulation; statistical inference: confirming models. Students in this course will sit for the AP Statistics exam.

12023624 AICE MATHEMATICS AND PROBABILITY AND STATISTICS 2 (NE, HN) Credit: 1.0 Grade: 12

Pre-requisite: level 4 or 5 on Algebra 1 and Geometry EOCs; B's in Pre-Calculus Honors

In this course, students will study topics including sampling and estimation, hypothesis tests, linear combinations of random variables, continuous random variables, and the Poisson distribution. As well as demonstrating skill in the appropriate techniques, candidates will be expected to apply their knowledge in the solution of problems throughout the course and on Paper 7. For all units, knowledge of the content of Cambridge O Level/Cambridge IGCSE Mathematics is assumed.

Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

SCIENCE

SE	State created exam/assessment is attached to this course
NE	National/International exam/assessment is attached to this course
HN	Honors/Weighted course

High School Graduation Requirements - Science

- 3 science credits one of which must be Biology 1, two of which must be equally rigorous science courses. Two of 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 1*).
- An identified rigorous Computer Science course with a related industry certification substitutes for up to one science credit (*except for Biology 1*).

(Source: Florida DOE, Academic Advisement Flyers, March 16, 2015)

	Track A	Track B	
9 th	Anatomy and Physiology (2000350)	Biology 1 Honors (2000320)	
10 th	Biology 1 (2000310)	Pre-AICE Chemistry (2003372)	Pre-AICE Physics (2003432)
11 th & 12 th	Earth Space (2001310) Environmental (2001340) Pre-AICE Chemistry (2003372) Pre-AICE Physics (2003432)	AICE Chemistry 1 (2003371) AICE Chemistry 2 (2003373) AICE Marine 1 (2002515) AICE Marine 2 (2002535) Anatomy & Physiology Honors (2000360) <i>Take the respective AICE assessment; complete requirements to earn an AICE diploma.</i>	AICE Physics 1 (2003431) AICE Physics 2 (2003433) AICE Marine 1 (2002515) AICE Marine 2 (2002535) Anatomy & Physiology Honors (2000360) <i>Take the respective AICE assessment; complete requirements to earn an AICE diploma.</i>
Placement in classes is based on multiple factors, which include but are not limited to: FSA ELA scores, FSA Algebra I EOC scores, 8 th grade NGSSS Science scores, and admittance into the AICE program. AICE courses will be scheduled based on the number of requests and available faculty to teach them.			

9th grade Science Courses

2000350 ANATOMY AND PHYSIOLOGY

Credit: 1.0

Grade: 9

A comprehensive study of the human body, designed primarily for college-bound students and/or those who are interested in medical or allied fields. Course Level: 2 (EQ-Equally Rigorous)

2000320 BIOLOGY I HONORS (SE, HN)

Credit: 1.0

Grade: 9

Note: Student's score on the Biology EOC is 30% of final grade for the course.

For the talented student, advanced biology is an accelerated college preparatory course designed to develop an appreciative scientific attitude toward the interrelationship of living organisms. Inquiry, observation, field study, and experimentation provide students a scientific view of their world. Contents include the study of the scientific process, cellular and molecular biology, genetics and development, comparative anatomy, and human systems. Course Level: 3 (BI-Biology)

10th grade Science Courses

2000310 BIOLOGY I (SE) Credit: 1.0 Grade: 9-10

Note: Student's score on the Biology EOC is 30% of final grade for the course.

A survey course designed to develop an understanding and appreciation of living organisms. Inquiry, observation, field study and experimentation provide a scientific view of our world. Contents include: cell structure and function, biochemistry, genetics, taxonomy, human systems, plants and animals. Course Level: 2 (BI-Biology)

20033720 PRE-AICE CHEMISTRY IG (HN) Credit: 1.0 Grade: 10-12

Pre-requisite: Level 3 or higher on the Algebra 1 EOC and the Geometry EOC

The intent of this course is that students will obtain a thorough understanding of the finite life of the world's resources and hence the need for recycling and conservation, economic considerations in the chemical industry, such as the availability and costs of raw materials and the importance of chemistry in industry and everyday life. Course Level: 3 (EQ-Equally Rigorous)

20034320 PRE-AICE PHYSICS IG (HN) Credit: 1.0 Grade: 10-12

The purpose of this course is to provide opportunities to study the concepts, theories, and laws governing the interaction of matter, energy, and forces, and their applications through exploratory investigations and activities. Course Level: 3 (EQ-Equally Rigorous)

11th and 12th grade Science Courses

2000360 ANATOMY AND PHYSIOLOGY HONORS (HN) Credit: 1.0 Grade: 11-12

This course provides in-depth activities relating to the structures and functions of the components of the human body. The content will cover anatomical terms of all systems of the body. Extensive laboratory investigations are an important part of the course.

2001310 EARTH/SPACE SCIENCE Credit: 1.0 Grade: 11-12

The purpose of this course is to provide opportunities to study the concepts of Earth in space and time, Earth structures, and Earth systems and patterns, and their applications through exploratory investigations and activities.

2001340 ENVIRONMENTAL SCIENCE Credit: 1.0 Grade: 11-12

This activity-oriented course explores topics in pollution, land use, and the role of the individual in both causing and solving problems related to the environment.

2003371 AICE CHEMISTRY 1 (NE, HN) Credit: 1.0 Grade: 11-12

Pre-requisite: Pre-AICE Chemistry

The purpose of this course is to provide an understanding of the composition and properties of matter, the changes associated with matter, and to encourage the application of this knowledge to social, environmental, economic, and technological concerns.

2003373 AICE CHEMISTRY 2 (NE, HN) Credit: 1.0 Grade: 12

Pre-requisite: AICE Chemistry 1

The purpose of this course is to provide an understanding of the composition and properties of matter, the changes associated with matter, and to encourage the application of this knowledge to social, environmental, economic, and technological concerns.

2002515 AICE MARINE SCIENCE 1 AS (NE, HN) Credit: 1.0 Grade: 11-12

Pre-requisite: Pre-AICE Chemistry or Physics

This course provides a coherent and stimulating introduction to the science of the marine environment, with a concentration on the scientific study of the sea and its ecosystems. The emphasis throughout the course is on the understanding of concepts and the application of ideas to new contexts as well as on the acquisition of knowledge. The course will foster creative thinking and problem-solving skills which are transferable to any future career path.

2002535 AICE MARINE SCIENCE 2 AL (NE, HN) Credit: 1.0 Grade: 12

Pre-requisite: AICE Marine 1

Cambridge International AS and A Level Marine Science provides a coherent and stimulating introduction to the science of the marine environment. The AS part of the course concentrates on the scientific study of the sea and its ecosystems, while the A Level part concentrates on human activities that depend on the sea and have an impact on it. No prior study at Cambridge IGCSE or Cambridge O Level is assumed. The emphasis throughout is on the understanding of concepts and the application of ideas to new contexts as well as on the acquisition of knowledge, and the course encourages creative thinking and problem-solving skills which are transferable to any future career path.

2003431 AICE PHYSICS 1 (NE, HN) Credit: 1.0 Grade: 11-12

Pre-requisite: Pre-AICE Physics

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

2003433 AICE PHYSICS 2 (NE, HN)

Credit: 1.0

Grade: 12

Pre-requisite: AICE Physics 1

Physics is the science that seeks to understand the behavior of the Universe. The development of models of physical systems is central to physics. Models simplify, explain and predict how physical systems behave.

Honors and Advanced Level Course Note: *Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.*

SOCIAL STUDIES

SE	State created exam/assessment is attached to this course
NE	National/International exam/assessment is attached to this course
EL	Elective
HN	Honors/Weighted course

High School Graduation Requirements – Social Studies

- 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

	Track A	Track B
9 th	Leadership Skills Development (2400300)	Leadership Skills Development (2400300) Pre-AICE World History (2109321)
10 th	World History Honors (2109320)	AICE International History (2100490) <i>Take the respective AICE assessment; complete requirements to earn an AICE diploma.</i>
11 th	U.S. History Honors (2100320)	AICE U. S. History (2100500) <i>Take the respective AICE assessment; complete requirements to earn an AICE diploma.</i>
12 th	Economics Honors (2102320) U.S. Government Honors (2106320)	Economics Honors (2102320) U.S. Government Honors (2106320)

Placement in classes is based on multiple factors, which include but are not limited to: FSA ELA scores, application and admittance into the AICE program.

AICE courses will be scheduled based on the number of requests and available faculty to teach them.

9th grade Social Studies Courses

2400300 LEADERSHIP SKILLS DEVELOPMENT (EL) Credit: 1.0 Grade: 9

The purpose of this course is to teach leadership skills, problem solving, decision making, communication skills, group dynamics, time and stress management, public speaking, human relations, public relations, team building, and other group processes; with a strong emphasis on reading skills.

2109321 Pre-AICE World History IG Credit: 1.0 Grade: 9

This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century.

10th grade Social Studies Courses

2109320 WORLD HISTORY HONORS (HN) Credit: 1.0 Grade: 10

This course is a continued in-depth study of the history of civilizations and societies from the middle school course, and includes the history of civilizations and societies of North and South America. Students will be exposed to historical periods leading to the beginning of the 21st Century. This course offers scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting.

2100490 AICE INTERNATIONAL HISTORY (HN, NE) Credit: 1.0 Grade: 10

The purpose of this course is to enable students to understand the major international issues and their connection to the past which have shaped the world since the Second World War. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to develop a historical perspective on many of the most important issues of the contemporary world. The course encourages teacher and students to view the study of history from 1945 to 1991 as a series of questions to be explored and analyzed, while explicitly encouraging the development of two fundamental historical skills, the construction of explanations and the use of source materials.

11th grade Social Studies Courses

2100320 UNITED STATES HISTORY HONORS (SE, HN) Credit: 1.0 Grade: 11

Note: Student's score on the US History EOC is 30% of final grade for the course.

The purpose of American History Honors is to provide students with the opportunity to acquire an in-depth and comprehensive understanding of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. Students develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting.

2100500 AICE UNITED STATES HISTORY 1 AS (NE, HN) Credit: 1.0 Grade: 11

The purpose of this course is to enable students to understand the development of the United States within the context of history with a major focus on the transformation of the USA from an isolated agrarian society of the 1840's to the world's leading superpower. Students will demonstrate an understanding of the complexity of issues and themes within a United States historical period, and distinguish and assess different approaches to, interpretations of, and opinions about the United States past.

12th grade Social Studies Courses

2102320 ECONOMICS HONORS Credit: 0.5 Grade: 12

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.

2106320 UNITED STATES GOVERNMENT HONORS (HN) Credit: 0.5 Grade: 12

The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content includes the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process. This course offers scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting.

Social Studies Electives

Electives	
9 th	
10 th	
11 th	<p>Personal Financial Literacy (2102374)</p> <p>Voluntary Public Service (0500370)</p> <p>AICE Psychology 1 (2107360)</p> <p><i>Take the respective AICE assessment; complete requirements to earn an AICE diploma.</i></p>
12 th	<p>Personal Financial Literacy (2102374)</p> <p>Voluntary Public Service (0500370)</p> <p>AICE Sociology (2108310)</p> <p><i>Take the respective AICE assessment; complete requirements to earn an AICE diploma.</i></p>
<p>AICE courses will be scheduled based on the number of requests and available faculty to teach them.</p>	

2102374 PERSONAL FINANCIAL LITERACY HONORS (H) Credit: 1.0 Grade: 11-12
Economic concepts of scarcity, choice, opportunity cost, and cost/benefit analysis are interwoven throughout the standards and objectives. Emphasis will be placed on economic decision-making and real-life applications using real data.

0500370 VOLUNTARY PUBLIC SERVICE Credit: 0.5 Grade: 11-12
The purpose of this course is to develop an appreciation of the concept of service to the community and to develop skills necessary to evaluate the impact of service to others. The content should include, but not be limited to, the following: identification of school community-based needs, organized response to identified needs, development and implementation of a personal plan for involvement in school or community service.

2107360 AICE PSYCHOLOGY 1 AS (NE) Credit: 1.0 Grade: 11-12
The purpose of this course is to provide an introduction to psychological concepts, theories, research findings, and applications; to create an understanding of the range and limitations of psychological theory and practice; to encourage student to explore and understand the relationship between psychological findings and everyday life; to develop skills of analysis, interpretation, application and evaluation; to promote an appreciation and understanding of individual, social and cultural diversity; to develop an understanding of ethical issues in psychology including the moral and ethical implications of psychological research; to explore and understand the relationship between psychological findings and social, cultural and contemporary issues; to study psychological principles, perspectives and applications; and to encourage the development of the skill of communication.

2108310 AICE SOCIOLOGY 1 AS (GR, NE, HN) Credit: 1.0 Grade: 12
This course offers students the opportunity not only to explore the processes that are shaping current trends, but also to develop an understanding of the complexity and diversity of human societies and their continuities with the past. The study of sociology stimulates awareness of contemporary social, cultural and political issues, and focuses on the importance of examining these issues in a rigorous, reasoned and analytical way.

Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

ELECTIVES

NE	National/International exam/assessment is attached to this course
HN	Honors course
FA	Fine Arts credit
OL	Online credit

AICE

AICE Electives	
9 th	
10 th	AICE Thinking Skills (1700374) <i>Take the respective AICE assessment; complete requirements to earn an AICE diploma.</i>
11 th	AICE Global Perspectives (1700364) <i>Take the respective AICE assessment; complete requirements to earn an AICE diploma.</i>
12 th	AICE Travel and Tourism (2102410) <i>Take the respective AICE assessment; complete requirements to earn an AICE diploma.</i>
<i>NOTE: AICE courses will be scheduled based on requests and available faculty to teach them.</i>	

1700374 AICE THINKING SKILLS 2 AS (NE, HN) Credit: 1.0 Grade: 10-12

The purpose of this course involves the development of a range of transferable thinking skills and processes for solving problems, critical thinking and reasoning. These skills are valuable and relevant within other subjects as well as being essential for further and higher education. This course aims to encourage students to apply these skills to realistic scenarios and to develop students' abilities to understand and engage confidently in argument and reasoning. This course should engage students in the study of the language of reasoning by identifying reasons, evaluating reasoning of different kinds, recognizing and evaluating assumptions, clarifying expressions and ideas, and the production of reasoning appropriate to a given task.

1700364 AICE GLOBAL PERSPECTIVES & INDEPENDENT RESEARCH 1 AS (NE, HN) Credit: 1.0
Grade: 11-12

Cambridge Global Perspectives is a groundbreaking new course that is cross-curricular, stretching across traditional subject boundaries. It taps into the way today's students enjoy learning – including group work, seminars, projects, and working with other students around the world. The emphasis is on developing the ability to think critically about a range of global issues where there is always more than one point of view.

2102410 AICE TRAVEL & TOURISM 1 AS (NE, HN) Credit: 1.0 Grade: 12

Through their studies, learners will gain an understanding of the concepts, models and theories used within the industry, and also enhance their skills of investigation, analysis, interpretation and evaluation.

BUSINESS and COMMUNICATION– Adobe and/or Microsoft Certifications

	Digital Design	Visual Arts
9 th	Digital Design 1 (8209510)	Digital Design 1 (8209510)
10 th	Digital Design 2 (8209520)	Digital Design 2 (8209520)
11 th	AICE Media Studies (1100460) <i>Take the respective AICE assessment; complete requirements to earn an AICE diploma.</i>	AICE Media Studies (1100460) <i>Take the respective AICE assessment; complete requirements to earn an AICE diploma.</i>
12 th		

8209510 DIGITAL DESIGN 1 (FA) Credit: 1.0 Grade: 9-12
 This course is designed to develop basic entry-level skills required for careers in the digital publishing industry. The content includes computer skills; digital publishing concepts and operations, layout, design, and measurement activities; decision-making activities, and digital imaging, as well as communication, collaboration and decision- making activities; critical thinking; and problem solving.

8209520 DIGITAL DESIGN 2 (FA) Credit: 1.0 Grade: 10-12
 This course is designed to develop basic entry-level skills required for careers in the digital publishing industry. The content includes computer skills; digital publishing concepts and operations, layout, design, and measurement activities; decision-making activities, and digital imaging, as well as communication, collaboration and decision- making activities; critical thinking; and problem solving.

1100460 AICE MEDIA STUDIES AS (NE) Credit: 1.0 Grade: 10-12
Pre-requisite: Digital Design 2
 The syllabus aims to develop critical understanding of the media through engagement with media products and concepts and through the creative application of practical skills explore production processes, technologies and contexts encourage independence in research skills and their application enhance learners’ enjoyment and appreciation of the media and its role in their daily lives.

CULINARY ARTS – *ServSafe Certification*

	Track A	Track B	Track C
9 th	Culinary Arts 1 (8800510)		
10 th	Culinary Arts 2 (8800520)	Culinary Arts 1 (8800510)	
11 th	Culinary Arts 3 (8800530)	Culinary Arts 2 (8800520)	Culinary Arts 1 (8800510)
12 th	Culinary Arts 4 (8800540)	Culinary Arts 3 (8800530)	Culinary Arts 2 (8800520)

8800510 CULINARY ARTS 1 Credit: 1.0 Grade: 9-12
 This course covers the history of the food service industry and careers in that industry. Also covered are state mandated guidelines for food service and how to attain food handler training certification; safety in the workplace; employability skills; leadership/teamwork skills; care and use of commercial culinary equipment; basic food science; basic nutrition; and following recipes in food preparation labs.

8800520 CULINARY ARTS 2 (FA) – **certification level** Credit: 1.0 Grade: 10-12
 In this course students will learn and perform front-of-the-house and back-of-the-house duties. Students will prepare quality food products and present them creatively; demonstrate safe, sanitary work procedures; understand food science principles related to cooking and baking; and utilize nutrition concepts when planning meals/menus.

8800530 CULINARY ARTS 3 (FA) Credit: 1.0 Grade: 11-12
 In this course the student will research career opportunities in professional cooking/baking; follow guidelines on food selection, purchasing, and storage; and use communication skills. Students will prepare and present a variety of advanced food products; create centerpieces; and research laws specific to the hospitality industry (including handling of alcohol). Also covered are management skills; how to develop a business plan; and utilization of technology in the workplace. Students will be knowledgeable about food safety manager training/certification training programs that are acceptable in Florida.

8800540 CULINARY ARTS 4 Credit: 1.0 Grade: 12
 In this course students will prepare various meals and food products including those for individuals with various nutritional needs and/or dietary restrictions. The relationship between nutrition and wellness will be examined. Cost control techniques and profitability will be covered as well as analysis of food establishment menus. Students will also demonstrate basic financial literacy skills.

ENGINEERING, TSA, and ROBOTICS – AutoCADD Certification

	Engineering	TSA	Robotics
9 th	Applied Engineering Technology 1 (8401110)	Advanced Technology Applications (8601900)	Foundations of Robotics (9410110)
10 th	Applied Engineering Technology 2 (8401120)	Introduction to Engineering Design (8600550)	Robotic Design Essentials (9410120)
11 th	Applied Engineering Technology 3 (8401130)	Principles of Engineering (8600520)	Robotic Systems (9410130)
12 th	<i>Applied Engineering Technology</i> 4 (8401140)	Engineering Design and Development (8600650)	Robotic Applications Capstone (9410140)

8401110 APPLIED ENGINEERING TECHNOLOGY 1 Credit: 1.0 Grade: 9-12
 This course helps students understand the field of engineering/engineering technology and prepares them for postsecondary engineering programs by developing a more in-depth mastery of the associated mathematics, science, and technology knowledge and skills. The course also includes essential concepts of technology and design, as well as concerns about the social and political implications of technological change.

8401120 APPLIED ENGINEERING TECHNOLOGY 2 Credit: 1.0 Grade: 10-12
 This course provides students with opportunities to further their mastery of engineering-related math and science principles to design solutions to real world problems. The course also includes a more in-depth look into the relationship between technology and design.

8401130 APPLIED ENGINEERING TECHNOLOGY 3 Credit: 1.0 Grade: 11-12
 This course provides opportunities for students to apply their acquired knowledge and skills in engineering scenarios. The course features multiple options for providing context-based projects oriented to specific fields of engineering. This feature enables instruction in complex projects involving multi-faceted project teams by providing instruction oriented to four key engineering disciplines: mechanical, electrical, civil, and environmental.

8401140 APPLIED ENGINEERING TECHNOLOGY 4 Credit: 1.0 Grade: 12
 Course description unavailable in CPALMS or Lee County Student Progression Plan.

8601900 ADVANCED TECHNOLOGY APPLICATIONS Credit: 1.0 Grade: 9-12
 The purpose of this course is to provide students with the opportunity, to develop a project from “vision” to “reality”. Working in teams to design, engineer, manufacture, construct, test, redesign, test again, and then produce a finished “project”. This would involve using ALL of the knowledge previously learned, not only in technology education, but across the curriculum.

8600550 INTRODUCTION TO ENGINEERING DESIGN Credit: 1.0 Grade: 10-12
 This course exposes students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. Students will employ engineering and scientific concepts in the solution of engineering design problems. In addition, they will learn to use 3D solid modeling design software to design solutions to problems. Students will develop problem solving skills and apply their knowledge of research and design to create solutions, document the process and communicate the result.

8600520 PRINCIPLES OF ENGINEERING Credit: 1.0 Grade: 11-12
 This course helps students understand the field of engineering/engineering technology and prepares them for postsecondary engineering programs by developing a more in-depth mastery of the required knowledge and skills in mathematics, science, and technology. Through problem-based learning strategies, students study key engineering topics, including mechanisms, energy sources, energy applications, machine control, fluid power, statics material properties, material testing, statistics, and kinematics. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change.

8600650 ENGINEERING DESIGN AND DEVELOPMENT Credit: 1.0 Grade: 12
 The purpose of this course is to serve as a capstone course to provide students with the opportunity to develop a solution to a design problem from start to finish. Students work in teams to design, engineer, create a prototype, perform product testing, and then produce a finished product. This would involve using ALL of the knowledge previously learned, not only in technology education, but across the curriculum. Students will be expected to create and deliver a formal report on the project.

9410110 FOUNDATIONS OF ROBOTICS Credit: 1.0 Grade: 9-12
 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.

9410120 ROBOTIC DESIGN ESSENTIALS Credit: 1.0 Grade: 10-12
 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.

9410130 ROBOTIC SYSTEMS Credit: 1.0 Grade: 11-12
 This course provides students with extended content and skills essential to the design and operation of robotic systems, including artificial intelligence, specialized sensors, electronic applications, engineering technologies, environmental physics, manufacturing, topographical considerations, programming, communications, simulation and modeling, and critical thinking skills.

9410140 ROBOTIC APPLICATIONS CAPSTONE Credit: 1.0 Grade: 12
 This course provides students with extended content and skills essential to the design and operation of autonomous robotic systems in the context of a capstone project.

EXPERIENTIAL EDUCATION

Note: must be able to transport yourself

9 th	
10 th	
11 th	Executive Internship 1 (0500300)
12 th	Executive Internship 2 (0500310)

0500300 EXECUTIVE INTERNSHIP 1 Credit: 1.0 Grade: 11-12
 The purpose of this course is to provide a practical introduction to the work environment through direct contact with professionals in the community.

0500310 EXECUTIVE INTERNSHIP 2 Credit: 1.0 Grade: 12
 The purpose of this course is to supplement the existing curriculum by providing community internships. Students apply textbook learning, leadership skills, and understanding in challenging and creative professional areas.

INTERACTIVE MEDIA – industry certification

Track A	
9 th	Digital Information Technology (8207310)
10 th	Game & Simulation Foundations (8208110)
11 th	Game & Simulation Design (8208120)
12 th	Game & Simulation Programming (8208330)

8207310 DIGITAL INFORMATION TECHNOLOGY (OL, FA) Credit: 1.0 Grade: 9-12
 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 3-mail and Internet services: basic HTML, DHTML, and XML web commands and design; and emerging technologies, and Web page design.

8208110 GAME & SIMULATION FOUNDATIONS Credit: 1.0 Grade: 10-12
 This course is designed to provide an introduction to game and simulation concepts and careers, the impact game and simulation has on society and industry, and basic game/simulation design concepts such as rule design, play mechanics, and media integration. This course compares and contrasts games and simulations, key development methodologies and tools, careers, and industry-related information. This course also covers strategies, processes, and methods for conceptualizing a game or simulation application; storyboarding techniques; and development tools.

82081200 GAME & SIMULATION DESIGN Credit: 1.0 Grade: 11-12
 This course covers fundamental principles of designing a game or a simulation application, in particular Human Computer Interface (HCI) principles, rules and strategies of play, conditional branching, design and development constraints, use of sound and animation, design tools, and implementation issues. The content includes market research, product design documentation, storyboarding, proposal development, and presentation of a project report. Emphasis is placed on the techniques needed to develop well-documented, structured game or simulation programs. Extensive use is made of evaluating and analyzing existing games or simulations.

8208330 GAME & SIMULATION PROGRAMMING Credit: 1.0 Grade: 12
 This course is focused on students acquiring the appropriate programming skills for rendering a game or simulation product, including program control, conditional branching, memory management, score-keeping, timed event strategies and methodologies, and implementation issues.

JROTC LEADERSHIP PROGRAM

Purpose: The U.S. Army’s Junior Reserve Officers’ Training Corps is designed to teach high school students the value of citizenship, leadership, service to the community, personal responsibility, and a sense of accomplishment, while instilling in them self-esteem, teamwork, and self-discipline. Its focus is reflected in its mission statement: “To motivate young people to be better citizens.” It prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as American citizens. The program is a stimulus for promoting graduation from high school and provides instruction and rewarding opportunities that will benefit the student, community, and nation.

Scope: The JROTC Program is a cooperative effort on the part of the Army and Oasis High School to provide secondary school students opportunities for total development with emphasis placed on leadership development. Control of the curriculum is the prerogative of school officials. Participation in the program can lead to U.S. Army scholarships, nomination to military academies, advanced placement credit in college ROTC, or advance rank in the armed forces. Students are under no military service obligation. The JROTC curriculum includes course work on leadership, civics, geography and global awareness, health, and wellness, language arts, life skills, and U.S. history. The curriculum is based on the principles of performance-based, learner-centered education and promotes development of core abilities: capacity for life-long learning, communication, responsibility for actions and choices, good citizenship, respectful treatment of others, and critical thinking techniques.

Important notice for 10th, 11th, and 12th grade students: A student may earn the HOPE and Fine Art credits by completing two full-year credits in JROTC. HOPE is a requirement needed for graduation. Students that attend JROTC summer camp may satisfy the requirements for a 0.5 physical education credit.

9 th	Army: Leadership Education and Training 1 (1801300)
10 th	Army: Leadership Education and Training 2 (1801310)
11 th	Army: Leadership Education and Training 3 (1801320)
12 th	Army: Leadership Education and Training 4 (1801330)

1801300 ARMY: LEADERSHIP EDUCATION & TRAINING 1 Credit: 1.0 Grade: 9-12
 The purpose of this course is to enable students to develop knowledge of the history, customs, traditions, and purpose of the Army JROTC. The course includes development of basic leadership skills including leadership principles, values, and attributes. Students should master appreciation for diversity. Active learning strategies are integrated throughout the course with an emphasis on writing skills and oral communication techniques. Financial planning as well as physical fitness, diet, nutrition, healthy lifestyles, awareness of substance abuse and prevention, and basic first aid measures are included. An overview of the globe and geography and basic map reading skills are incorporated. A study of the United States Constitution, Bill of Rights, responsibilities of United States citizens, and the federal justice system is also provided.

1801310 ARMY: LEADERSHIP EDUCATION & TRAINING 2 Credit: 1.0 Grade: 10-12
 The purpose of this course is to enable students to expand on skills taught in Leadership Education and Training I. This course introduces the concepts of equal opportunity, fair treatment of minorities, and prevention of sexual harassment. It provides instruction on leadership skills, leadership theories, as well as the basic principles of management. It provides self-assessments that help students determine their skill sets and opportunities to teach using accepted principles and methods of instruction. It emphasizes community projects to assist in drug prevention efforts. It also includes dietary guidelines, fitness, map-reading, and orienteering skills. It discusses the significant events that helped shape and develop the Constitution and government and teaches the role of political parties in the election process.

1801320 ARMY: LEADERSHIP EDUCATION & TRAINING 3 Credit: 1.0 Grade: 11-12
 The purpose of this course is to enable students to expand on the skills taught in Leadership Education and Training II. This course allows cadets to investigate the interrelationships of the services while they continue to build their leadership development and decision-making skills. It includes negotiation skills and management principles. It emphasizes staff procedures and opportunities to handle various leadership situations as well as prevent violence and manage anger. The research, identification, planning, and execution of service learning activities are included. This course gives cadets the opportunity to apply basic concepts of strategies for career exploration and planning. It teaches how to create a career portfolio and plan for college or work. Financial management principles are studied. Skills for orienteering and/or land navigation are developed. The course also includes studies in the federal judicial system and how historical events have shaped social systems.

1801330 ARMY: LEADERSHIP EDUCATION & TRAINING 4 Credit: 1.0 Grade: 12
 The purpose of this course is to enable students to expand on the skills taught in Leadership Education and Training III. This course focuses on creating a positive leadership situation, negotiating, decision making, problem solving, team development, project management, and mentoring. Students will demonstrate leadership potential in an assigned command or staff position within the cadet battalion organizational structure. The course teaches cadets how to use emotional intelligence in leadership situations as well as how to maintain a positive attitude. It provides instruction on etiquette, daily planning, financial planning, and careers. It includes requirements for the practical application of leadership duties. It emphasizes physical fitness through healthy individual and group competition. The interactions between groups of people and how they affect the area's cultural, economic, and political characteristics are discussed. Concepts of democracy and freedom and their influence on local governments are also included.

MUSIC

	Chorus	Theatre	Music
9 th	Chorus 1 (1303300)	Theatre 1 (0400310) Theatre Improvisation (0400620) Theatre, Cinema, & Film Production (0400660)	Music Theory 1 (1300300)
10 th	Chorus 2 (1303310)	Theatre 2 (0400320) Theatre Improvisation (0400620) Theatre, Cinema, & Film Production (0400660)	Music Theory 2 (1300310)
11 th	Chorus 3 (1303320)	Theatre 3 Honors (0400330) Theatre Improvisation (0400620) Theatre, Cinema, & Film Production (0400660)	AICE Music 1 (1300395) <i>Take the respective AICE assessment; complete requirements to earn an AICE diploma.</i>
12 th	Chorus 4 (1303330)	Theatre 4 Honors (0400340) Theatre Improvisation (0400620) Theatre, Cinema, & Film Production (0400660)	

1300300 MUSIC THEORY 1 Credit: 1.0 Grade: 9-12
Students learn how music is constructed and developed, and acquire a basic understanding of the structural, technical, and historical elements of music. Student theorists develop basic ear-training, keyboard, and functional singing skills, and engage in the creative process through individual and collaborative projects.

1300310 MUSIC THEORY 2 HONORS (H) Credit: 1.0 Grade: 10-12
Students with prior music theory training study composition, form, and analysis, and develop individual aural skills. The aural, analytical, and cognitive skills expanded in this class inform the serious musician's performance abilities over a variety of styles and genres.

1303300 CHORUS 1 (FA) Credit: 1.0 Grade: 9-12
Note: Outside performances are required. Audition process required for enrollment in class.
The purpose of this course is to enable students to develop basic individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation, and development of critical and aesthetic response to music.

1303310 CHORUS 2 (FA) Credit: 1.0 Grade: 10-12
Note: Outside performances are required.
This course promotes the enjoyment and appreciation of music through performance of basic, high-quality choral music. Rehearsals focus on the development of critical listening/aural skills; foundational instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.

1303320	CHORUS 3 (FA)	Credit: 1.0	Grade: 11-12
Note: Outside performances are required.			
This formative class concentrates on providing students opportunities to strengthen existing skills in critical listening, vocal techniques, and ensemble performance using high-quality three- and four-part choral literature. Rehearsals focus on gaining independence in music literacy and aesthetic engagement through critical listening and thinking skills.			
1303330	CHORUS 4 (FA)	Credit: 1.0	Grade: 12
Note: Outside performances are required.			
This course is designed for students with previous participation in a high school chorus and moderate skills in critical listening, vocal techniques, music literacy, and choral performance. Rehearsals focus on enhancing these skills and students' aesthetic engagement with music through a variety of high-quality three- and four-part choral literature, providing students with the means to learn how to reflect and use a combination of analytical, assessment, and problem-solving skills consistently to improve their own and others' performance.			
1300395	AICE MUSIC 1 AS (NE)	Credit: 1.0	Grade: 11-12
Pre-requisite: One year of music education. See teacher.			
Music candidates develop an appreciation of, and an informed critical response to, music of the Western tradition, from at least two genres and periods. Candidates learn how to listen attentively and responsively in order to better understand the musical processes at work; they also learn how to communicate this understanding, supporting their judgments by evidence-based argument.			
0400310	THEATRE 1 (FA)	Credit: 1.0	Grade: 9-12
This course promotes enjoyment and appreciation for all aspects of theatre. Classwork focuses on the exploration of theatre literature, performance, historical and cultural connections, and technical requirements. Improvisation, creative dramatics, and beginning scene work are used to introduce students to acting and character development.			
0400320	THEATRE 2 (FA)	Credit: 1.0	Grade: 10-12
This course promotes enjoyment and appreciation for all aspects of theatre through opportunities to build significantly on existing skills. Classwork focuses on characterization, playwriting, and playwrights' contributions to theatre; while improvisation, creative dramatics, and scene work are used to help students challenge and strengthen their acting skills and explore the technical aspect of scene work.			
0400330	THEATRE 3 HONORS (FA, HN)	Credit: 1.0	Grade: 11-12
This course promotes depth of engagement and lifelong appreciation for theatre through a broad spectrum of teacher-assigned and self-directed study and performance. Students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge.			
0400340	THEATRE 4 HONORS (FA, HN)	Credit: 1.0	Grade: 12
This course promotes significant depth of engagement and lifelong appreciation for theatre through a broad spectrum of primarily self-directed study and performance. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of sophisticated oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge.			
0400620	THEATRE IMPROVISATION (FA)	Credit: 1.0	Grade: 9-12
In this course students learn to communicate effectively, both verbally and non-verbally; develop and build critical listening and collaborative skills, and think and solve problems quickly and appropriately on the spot, which transfers well to academic, career, and social arenas. Through collaboration, communication, and performance activities, students engage in improvisation as a stand-alone art form and as an acting methodology. 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.			
0400660	THEATRE, CINEMA, & FILM PRODUCTION (FA)	Credit: 1.0	Grade: 9-12
Note: Final project will be class authored and produced full-length screenplay.			
Explore the elements of theater and cinematic techniques used by those who create performance productions. As you progress through the course you will view the historical development of different genres and the reasons why they were used. The student will also be exposed to a detailed view of film and theater backstage operations and asked to speculate on why a director chooses certain perspectives.			

ON THE JOB TRAINING

Note: must be able to transport yourself

9 th	
10 th	
11 th	
12 th	Cooperative Diversified Education (OJT) (8300420)

8300420

COOPERATIVE DIVERSIFIED EDUCATION OJT

Credit: Multiple

Grade: 12

The purpose of Cooperative Diversified Education (CDE) is to provide the student with competencies developed through paid, supervised on-the-job training related to instruction in a job preparatory program.

- Supervised on-the-job training provides opportunities for selective placement based on the student's job preparatory program and the development and evaluation of occupational competencies. Job placement related classroom instruction must have been provided for a minimum of one semester prior to enrollment in the Cooperative Diversified Education Program (or the student must be presently enrolled in a job preparatory program.) Teacher must meet with site supervisor a minimum of once each grading period.

PHYSICAL EDUCATION

Note: PE classes are linked together, by semester (except for HOPE, it is a full year).

	General	Weights
9 th	HOPE (1506320) Team Sports 1 (1503350) Team Sports 2 (1503360)	HOPE (1506320)
10 th	Individual/Dual Sports 1 (1502410) Individual/Dual Sports 2 (1502420)	Weight Training 1 (1501340) Weight Training 2 (1501350)
11 th	Individual/Dual Sports 3 (1502430) Basketball (1503310)	Weight Training 3 (1501360) Power Weight Training 1 (1501380)
12 th	Personal Fitness (1501300) Comprehensive Fitness (1501390) Recreational Activities (1502470) Outdoor Education (1502480)	Weight Training 1 (1501340) Weight Training 2 (1501350) Weight Training 3 (1501360) Power Weight Training 1 (1501380)

1502410	INDIVIDUAL/DUAL SPORTS 1	Credit: 0.5	Grade: 10-11
1502420	INDIVIDUAL/DUAL SPORTS 2	Credit: 0.5	Grade: 10-11
1502430	INDIVIDUAL/DUAL SPORTS 3	Credit: 0.5	Grade: 10-11
The purpose of this course is to enable students to develop knowledge and skills in specified individual and dual sports and to maintain or improve health-related fitness.			
1506320	HOPE – PE VARIATION (OL)	Credit: 1.0	Grade: 9
<i>Health Opportunities through Physical Education</i>			
The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness.			
1503350	TEAM SPORTS 1	Credit: 0.5	Grade: 9
1503360	TEAM SPORTS 2	Credit: 0.5	Grade: 9
The purpose of this course is to enable students to acquire basic knowledge of team sports play, develop skills in specified team sports, and maintain or improve health-related fitness.			
1503310	BASKETBALL	Credit: 0.5	Grade: 11
The purpose of this course is to enable students to develop knowledge and skills in basketball and to maintain or improve health-related fitness.			
1501340	BEGINNING WEIGHT TRAINING	Credit: 0.5	Grade: 9-12
1501350	INTERMEDIATE WEIGHT TRAINING	Credit: 0.5	Grade: 9-12
1501360	ADVANCED WEIGHT TRAINING	Credit: 0.5	Grade: 9-12
1501410	BEGINNING POWER WEIGHT TRAINING	Credit: 0.5	Grade: 9-12
Note: Senior football players will only have weights semester 1.			
The purpose of these courses is to enable students to acquire basic knowledge and skills in weight training, improve muscular strength and endurance, and begin to enhance self-image.			
1501300	PERSONAL FITNESS	Credit: 0.5	Grade: 12
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.			
1501390	COMPREHENSIVE FITNESS	Credit: 0.5	Grade: 12
The purpose of this course is to enable students to develop understanding of fitness concepts, design a personal fitness program, and develop an individualized level of health-related fitness.			
1502470	RECREATIONAL ACTIVITIES	Credit: 0.5	Grade: 12
The purpose of this course is to enable students to develop knowledge and skills in recreational activities and maintain or improve health-related fitness.			
1502480	OUTDOOR EDUCATION	Credit: 0.5	Grade: 12
The purpose of this course is to enable students to acquire knowledge of outdoor education; develop skills in outdoor education activities, such as hiking, biking, orienteering, and water sports; and maintain or improve health-related fitness.			

READING

Note: Intensive Reading classes are designed around a curriculum based on explicit and direct instruction for reading and writing assessments. Teachers monitor student gains in testing skills through a variety of assessments. Students are scheduled by level scored on the FSA ELA Assessment.

9 th	Reading 1 (1008300)
10 th	Reading 2 (1008310)
11 th	Intensive Reading (1000410)
12 th	Intensive Reading (1000410)

1008300 READING 1

Credit: 1.0

Grade: 9

The course emphasizes reading comprehension and vocabulary skills using a variety of grade appropriate texts encompassing a range of complexity. Students enrolled in the course will engage in research, write in response to reading, and cite evidence to answer text dependent questions both orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. At the end of 9th grade students are expected to read and comprehend texts in the 9-10 grade complexity band proficiently and read texts at the high end of the band with support. At the end of 10th grade students are expected to read and comprehend texts in the grades 9-10 complexity band independently and proficiently.

1008310 READING 2

Credit: 1.0

Grade: 10

The course emphasizes reading comprehension and vocabulary skills using a variety of grade appropriate texts encompassing a range of complexity. Students enrolled in the course will engage in research, write in response to reading, and cite evidence to answer text dependent questions both orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. At the end of 9th grade students are expected to read and comprehend texts in the 9-10 grade complexity band proficiently and read texts at the high end of the band with support. At the end of 10th grade students are expected to read and comprehend texts in the grades 9-10 complexity band independently and proficiently.

1000410 INTENSIVE READING

Credit: 1.0

Grade: 11-12

This course is also required for all Level 1 or Level 2 students based the FSA ELA Assessment. Multi credit course.

The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity.

RESEARCH & CRITICAL THINKING

9 th	
10 th	
11 th	
12 th	Research 3 (1700320)

1700320 RESEARCH 3

Credit: 1.0

Grade: 12

*Note: Senior aide class – seniors who meet attendance and GPA requirements (based on junior year) are allowed to take this class and aide for teachers on campus. This class is not eligible for volunteer hours. This is **NOT** a free (off campus) period. Students are required to attend every day.*

The purpose of this course is to enable students to develop intermediate-level knowledge and skills in the research process with emphasis on locating and using sources of information related to research questions.

TV PRODUCTION

Note: Application required.

9 th	Television Production Technology 1 (8201510)
10 th	Television Production Technology 2 (8201520) AICE Media Studies (1100460) <i>Take the respective AICE assessment; complete requirements to earn an AICE diploma.</i>
11 th	Television Production Technology 3 (8201530)
12 th	Television Production Technology 4 (8201540)

8201510 TELEVISION PRODUCTION TECHNOLOGY 1 (FA) Credit: 1.0 Grade: 9-12
This course covers competencies in safety, lighting tasks, the use of basic television production equipment, scriptwriting, collaboration, research, and audio and video recording and editing.

8772120 TELEVISION PRODUCTION 2 (FA) Credit: 1.0 Grade: 10-12
This course covers competencies in staging, lighting, equipment use, and scripts.

1100460 AICE MEDIA STUDIES AS (NE) Credit: 1.0 Grade: 10-12
Pre-requisite: Digital Design 1 or one year of TV Production.

The syllabus aims to develop critical understanding of the media through engagement with media products and concepts and through the creative application of practical skills explore production processes, technologies and contexts encourage independence in research skills and their application enhance learners' enjoyment and appreciation of the media and its role in their daily lives.

8772130 TELEVISION PRODUCTION 3(FA) Credit: 1.0 Grade: 11-12
This course covers competencies in special effects lighting, use of equipment, digital audio and video recording and editing operations, television production and programming, and online research.

8772140 TELEVISION PRODUCTION 4 (FA) Credit: 1.0 Grade: 12
This course covers competencies in lighting instrument maintenance, Electronic News Gathering and Electronic Field Production, and teamwork.

VISUAL ARTS

	Drawing	Painting	Sculpture
9 th	Drawing 1 (0104340)	Painting 1 (0104370)	Sculpture 1 (0111310)
10 th	Drawing 2 (0104350)	Painting 2 (0104380)	Sculpture 2 (0111320)
11 th	Drawing 3 Honors (0104360)	Painting 3 Honors (0104390)	Sculpture 3 Honors (0111330)
12 th	Advanced Placement (AP) Studio Art/2-D (0109350)	Advanced Placement (AP) Studio Art/2-D (0109350)	

- 0104340 DRAWING 1 (FA) Credit: 1.0 Grade: 9-12
 The purpose of this course is to enable students to develop basic perceptual, observational, and compositional skills necessary to communicate a range of subject matter, symbols, ideas, and concepts using knowledge of drawing media, processes, and techniques. Through the critique process, students evaluate and respond to their own work and that of their peers.
- 0104350 DRAWING 2 (FA) Credit: 1.0 Grade: 10-12
 The purpose of this course is to enable students to develop intermediate-level perceptual, observational, and compositional skills necessary to communicate a range of subject matter, symbols, ideas, and concepts using knowledge of drawing media, processes, and techniques. Through the critique process, students evaluate and respond to their own work and that of their peers.
- 0104360 DRAWING 3 HONORS (H, FA) Credit: 1.0 Grade: 11-12
 The purpose of this course is to enable students to develop advanced perceptual, observational, and compositional skills necessary to communicate a range of subject matter, symbols, ideas, and concepts using knowledge of drawing media, processes, and techniques. Students demonstrate proficiency in the conceptual development of content in drawing to create self-directed or collaborative 2-D artwork suitable for inclusion in a portfolio. Through the critique process, students evaluate and respond to their own work and that of their peers.
- 0104370 PAINTING I (FA) Credit: 1.0 Grade: 9-12
 Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in painting. Through the critique process, students evaluate and respond to their own work and that of their peers.
- 0104380 PAINTING 2 (FA) Credit: 1.0 Grade: 10-12
 Students develop and refine technical skills and create 2-D compositions in painting. Student artists 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.
- 0104390 PAINTING 3 HONORS (FA) Credit: 1.0 Grade: 11-12
 Students demonstrate proficiency in the conceptual development of content in painting 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.
- 0109350 ADVANCED PLACEMENT STUDIO ART/2-D (FA) Credit: 1.0 Grade: 12
 This Advanced Placement course is intended to address a very broad interpretation of two-dimensional (2-D) design issues. This type of design involves purposeful decision-making about how to use the elements and principles of art in an integrative way. It is for the advanced student who wishes to seek AP credit through submitting a portfolio of work for consideration by the College Board.
- 0111310 SCULPTURE 1 (FA) Credit: 1.0 Grade: 9-12
 Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Students in the sculpture 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.
- 0111320 SCULPTURE 2 (FA) Credit: 1.0 Grade: 10-12
 Students develop and refine technical skills and create 2-D compositions with a variety of media in printmaking. Student artists 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.
- 0111330 SCULPTURE 3 (FA) Credit: 1.0 Grade: 11-12
 Students address 4-D, the inter-relatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium, or flexible, entered, or activated space. Sculpture artists experiment with processes, techniques, and media. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works.

WORLD LANGUAGE

COLLEGE-BOUND STUDENTS should be aware that Florida state universities, as well as most other colleges and universities, require a minimum of two sequential years of a foreign language for admission.

	Spanish	French	American Sign Language
9 th	Pre-AICE Spanish Language 1 (0708532)	Pre-AICE French Language 1 (0701394)	ASL 1 (0717300)
10 th	Pre-AICE Spanish Language 2 (0708534)	Pre-AICE French Language 2 (0701396)	ASL 2 (0717310)
11 th	Pre-AICE Spanish Language 3 (0708536)	Pre-AICE French Language 3 (0701398)	ASL 3 Honors (0717312)
12 th	AICE Spanish Language (0708538) <i>Take the respective AICE assessment; complete requirements to earn an AICE diploma.</i>	AICE French Language (0701393) <i>Take the respective AICE assessment; complete requirements to earn an AICE diploma.</i>	ASL 4 Honors (0717314)

0708532 PRE-AICE SPANISH LANGUAGE 1 IG Credit: 1.0 Grade: 9-12
Pre-AICE Spanish 1 covers the first half of the International General Certificate of Secondary Education (IGCSE) Language (Spanish) syllabus written and administered by the University of Cambridge's International Examinations Program. The purpose of this course is to enable students to begin to acquire proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading, and writing skills and on the acquisition of the fundamentals of applied grammar.

0708534 PRE-AICE SPANISH LANGUAGE 2 IG Credit: 1.0 Grade: 10-12
Pre-AICE Spanish Language 2 covers the second half of the International General Certificate of Secondary Education (IGCSE) syllabus written and administered by the University of Cambridge's International Examinations Program. The purpose of this course is to enable students to begin to acquire proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading, and writing skills and on the acquisition of the fundamentals of applied grammar.

0708536 PRE-AICE SPANISH LANGUAGE 3 IG Credit: 1.0 Grade: 11-12
Develop the ability to communicate effectively using the target language, offer insights into the culture and society of countries where the language is spoken, develop awareness of the nature of language and language learning, encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures and civilizations, provide enjoyment and intellectual stimulation, develop transferable skills (e.g. analysis, memorizing, drawing of inferences) to complement other areas of the curriculum, form a sound base of the skills, language and attitudes required for progression to work or further study, either in the target language or another subject area.

0708538 AICE SPANISH LANGUAGE AS (NE) Credit: 1.0 Grade: 10-12
The purpose of this course is to develop students' ability to understand and communicate confidently and clearly in speech and written language. Students will be encouraged to read widely, to use relevant vocabulary, employ correct grammar, spelling and punctuation. The students will develop the ability to analyze, synthesize, make inferences, and organize arguments and ideas logically.

0701394 PRE-AICE FRENCH LANGUAGE 1 IG Credit: 1.0 Grade: 9-12
Pre-AICE French 1 covers the first half of the International General Certificate of Secondary Education (IGCSE) Language (French) syllabus written and administered by the University of Cambridge's International Examinations Program. The purpose of this course is to enable students to begin to acquire proficiency in French through a linguistic, communicative, and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading, and writing skills and on the acquisition of the fundamentals of applied grammar.

0701396 PRE-AICE FRENCH LANGUAGE 2 IG Credit: 1.0 Grade: 10-12
Pre-AICE French Language 2 covers the second half of the International General Certificate of Secondary Education (IGCSE) syllabus

YEARBOOK

Note: Application required.

Pre-requisite: Digital Design (or currently enrolled).

	Yearbook
9 th	Digital Design 1 (8209510) Digital Media/Multimedia Design Foundations 1 (8201210)
10 th	Digital Media/Multimedia Design Foundations 2 (8201220)
11 th	Digital Media/Multimedia Design Foundations 3 (8201230)
12 th	Digital Media/Multimedia Design Foundations 4 (8201240)

8209510 DIGITAL DESIGN 1 (FA) Credit: 1.0 Grade: 9-10
This course is designed to develop basic entry-level skills required for careers in the digital publishing industry. The content includes computer skills; digital publishing concepts and operations, layout, design, and measurement activities; decision-making activities, and digital imaging, as well as communication, collaboration and decision-making activities; critical thinking; and problem solving.

8201210 DIGITAL MEDIA/MULTIMEDIA DESIGN FOUNDATIONS 1 Credit: 1.0 Grade: 12
This course is to provide instruction in production issues, basic computer knowledge, illustration software, digital still photography and photo editing software.

8201220 DIGITAL MEDIA/MULTIMEDIA DESIGN FOUNDATIONS 2 Credit: 1.0 Grade: 12
This course is to provide instruction in production issues, basic computer knowledge, illustration software, digital still photography and photo editing software.

8201230 DIGITAL MEDIA/MULTIMEDIA DESIGN FOUNDATIONS 3 Credit: 1.0 Grade: 12
This course is to provide instruction in production issues, basic computer knowledge, illustration software, digital still photography and photo editing software.

8201240 DIGITAL MEDIA/MULTIMEDIA DESIGN FOUNDATIONS 4 Credit: 1.0 Grade: 12
This course is to provide instruction in production issues, basic computer knowledge, illustration software, digital still photography and photo editing software.

Appendix A – Graduation Requirements

Students Entering Grade Nine in 2014-15 School Year and Thereafter		
Subject Area	24-Credit Program	ACCEL Program/Diploma Designations
English Language Arts (ELA)	<ul style="list-style-type: none"> • 4 credits in ELA 1, 2, 3, 4 • ELA honors, AP, AICE, IB, and dual enrollment courses may satisfy this requirement • Must pass the Grade 10 ELA FSA (Florida Standards Assessment) or earn a passing concordant score (details on next page) 	ACCEL Diploma (18 credit minimum)
		<ul style="list-style-type: none"> • Physical education is not required • 3 elective credits instead of 8 • Online course is not required • All other graduation requirements for a 24-credit standard diploma must be met
Mathematics	<ul style="list-style-type: none"> • 4 credits, one of which must be Algebra 1 and one of which must be Geometry • Algebra 1 EOC results count 30% of the final course grade*; must pass EOC to earn a standard diploma or earn a passing comparative score (details on next page) • Geometry EOC results count 30% of the final course grade* • Industry certification courses that lead to college credit may substitute for up to 2 mathematics credits (except for Algebra 1 and Geometry) 	Scholar Designation
		<p>In addition to meeting the standard high school diploma requirements, a student must:</p> <ul style="list-style-type: none"> • Pass the Geometry EOC • Earn 1 credit in Algebra 2 • Earn 1 credit in Statistics or an equally rigorous mathematics course • Pass the Biology 1 EOC • Earn 1 credit in Chemistry or Physics • Earn 1 credit in a course equally rigorous to Chemistry or Physics • Pass the U.S. History EOC Assessment • Earn 2 credits in the same world language • Earn at least one credit in AP, IB, AICE or a dual enrollment course
Science	<ul style="list-style-type: none"> • 1 credit in Biology 1 and two of which must be in equally rigorous science courses • Biology EOC results count 30% of the final course grade • 2 of the 3 required science credits must have a laboratory component • Industry certification courses that lead to college credit may substitute for up to 1 science credit (except for Biology 1) 	<ul style="list-style-type: none"> • A student is exempt from the Biology 1 or U.S. History assessment if the student is enrolled in an AP, IB, or AICE Biology 1 or U.S. History course and the student takes the respective AP, IB, or AICE assessment and earns the minimum score to earn college credit
Social Studies	<ul style="list-style-type: none"> • 1 credit in World History • 1 credit in U.S. History • .5 credit in U.S. Government • .5 credit in Economics with Financial Literacy • U.S. History EOC results count as 30 percent of final course grade 	Merit Designation
		<p>In addition to meeting the standard high school diploma requirements:</p> <ul style="list-style-type: none"> • Attain one or more industry certifications from the list established (per s. 1003.492, F.S.).
World Languages	Not required for high school graduation, but required for admission into state universities	
Fine and Performing Arts, Speech and Debate, or Practical Arts	1 credit in fine or performing arts, speech and debate, or practical arts (eligible courses specified in the State Course Code Directory)	
Physical Education	1 credit in physical education to include the integration of health (H.O.P.E.)	
Electives	8 credits	
Online Course	1 course within the 24 credits	
Grade Point Average (GPA)	Cumulative unweighted GPA of 2.0 on a 4.0 scale	
Special Notes: EOC, End-of-Course Assessment; AP, Advanced Placement; AICE, Advanced International Certificate of Education.		

Appendix B – Concordant/Comparative Scores

Standard Diploma Concordant and Comparative Passing Scores for Grade 10 FSA ELA and Algebra 1 FSA Assessments	
<i>Ninth-Grade Cohort</i>	<i>Concordant and Comparative Scores</i>
Students Who Enter Grade 9 in 2018-2019 and beyond	<p>Students can only use the newly adopted scores</p> <p>For Grade 10 FSA ELA:</p> <ul style="list-style-type: none"> • 480 on SAT Evidence-Based Reading & Writing (EBRW) • An average of 18 on ACT English and Reading <p>For Algebra 1 EOC:</p> <ul style="list-style-type: none"> • 420 on SAT Math • 16 on ACT Math • 430 on PSAT/NMSQT Math

Student Name: _____

Candidate #: _____ Student ID: _____



Graduation Year: _____

Diploma: _____

AICE Diploma Planning Guide

Minimum of 7 credits from at least three subject groups and the core (Global Perspectives)											
At Least One Test from Groups 1, 2 & 3									Optional-Only 2 credits allowed		
Mathematics and Science - Group 1			Languages - Group 2			Arts and Humanities - Group 3			Interdisciplinary and Skills-Based subjects		
Date of Series	Grade	Course	Date of Series	Grade	Course	Date of Series	Grade	Course	Date of Series	Grade	Course
		Chemistry 1 AS			English Language AS			Media Studies AS			Thinking Skills A
		Chemistry 2 A			French Language AS			International History AS			English General Paper AS
		Marine Science 1 AS			Spanish Language AS			Literature in English 1 AS			
		Marine Science 2 A			Language & Lit AS*			Literature in English 2 A			
		Mathematics 1 AS						Psychology 1 AS*			
		Mathematics 2 A						Psychology 2 A*			
		Physics 1 AS						Sociology AS			
		Physics 2 A						US History AS	Required to pass to earn a diploma		
		Psychology 1 AS*						Language & Lit AS*	Date of Series	Grade	Course
		Psychology 2 A*						Music AS			Global Perspectives AS
								Travel & Tourism AS			

*May be used to meet the requirement for Group 1 & 3 or Group 2 & 3, but not both categories

You can use up to five exam series to take the equivalent of seven full credit examinations as long as they are taken within a **25-month** period.

You will be entered for your AICE Diploma as soon as you qualify.

Please keep in a safe place and continue to track your progress throughout your high school career.

Student Name: _____

Candidate #: _____ Student ID: _____



Graduation Year: _____

Diploma: _____

AICE Diploma Planning Guide

Minimum of 7 credits from at least three subject groups and the core (Global Perspectives)											
At Least One Test from Groups 1, 2 & 3									Optional-Only 2 credits allowed		
Mathematics and Science - Group 1			Languages - Group 2			Arts and Humanities - Group 3			Interdisciplinary and Skills-Based subjects		
Date of Series	Grade	Course	Date of Series	Grade	Course	Date of Series	Grade	Course	Date of Series	Grade	Course
	11/12	Chemistry 1 AS		10	English Language AS		11/12	Media Studies AS		10	Thinking Skills A
	12	Chemistry 2 A		10/12	French Language AS		10	International History AS		9	English General Paper AS
	11/12	Marine Science 1 AS		10/12	Spanish Language AS		11	Literature in English 1 AS			
	12	Marine Science 2 A					12	Literature in English 2 A			
	11/12	Mathematics 1 AS					11/12	Psychology 1 AS*			
	12	Mathematics 2 A					12	Psychology 2 A*			
	11/12	Physics 1 AS					12	Sociology AS			
	12	Physics 2 A					11	US History AS	Required to pass to earn a diploma		
	11/12	Psychology 1 AS*					11/12	Music AS	Date of Series	Grade	Course
	12	Psychology 2 A*					12	Travel & Tourism AS		11	Global Perspectives AS

*May be used to meet the requirement for Group 1 & 3 or Group 2 & 3, but not both categories

You can use up to five exam series to take the equivalent of seven full credit examinations as long as they are taken within a **25-month** period.

You will be entered for your AICE Diploma as soon as you qualify.

Please keep in a safe place and continue to track your progress throughout your high school career.

SAMPLE AICE Student Progression/Courses by Year

Here are the AICE courses, by grade level. Students do not have to take all of them; this is just showing what is traditionally offered when (bold classes are required – they also fulfill Florida graduation requirements). Placement/progression is based on previous year's AICE exam scores.

9th grade:

- **General Paper**
- **Pre-AICE World History**

10th grade:

- **English Language**
- **International History**
- **Thinking Skills**
- French Language
- Spanish Language
- Media Studies
- Music

11th grade:

- **English Language/Literature**
- **Global Perspectives**
- **Literature in English 1**
- **U.S. History**
- Chemistry 1
- French Language
- Marine Science 1
- Mathematics 1
- Media Studies
- Music
- Physics 1
- Psychology 1
- Sociology 1
- Spanish Language

12th grade:

- **Literature in English 2**
- Chemistry 1
- Chemistry 2
- Marine Science 1
- Marine Science 2
- Mathematics 1
- Mathematics 2
- Physics 1
- Physics 2
- Psychology 2
- Media Studies
- Music
- Sociology 1
- French Language
- Spanish Language
- Travel and Tourism