

# Freeport High School

## Curriculum Guide

2021-2022



*The mission of Freeport High School is to recognize and encourage the capabilities of the individual student while building a nurturing community of learners.*

Like us on  @freeporthighschool and follow us on  @ YourFHSBulldogs

# Table of Contents

Student Registration Instructions	2
General Information	3-4
Florida Graduation Requirements	5-6
Bright Futures Scholarship	7
General Course Level Expectations and recommended Progression	8
Advanced Coursework Expectations and Recommended Progression	9
College Board Advanced Placement	10
Dual Enrollment	10
Online Education	10
English Course Offerings	11-12
Math Course Offerings	13-15
Science Course Offerings	16-18
Social Studies Course Offerings	19-20
Elective Course Offerings	21-26
Advanced Manufacturing Academy	27
Digital Information Technology Academy	27
Criminal Justice Academy	28
College Board AP Capstone Program	29
Northwest Florida State College	30
Emerald Coast Technical College	31
Athletics and Competitive Sports Information	32
Four Year Course Planner	33



# Freeport High School

## Registration Instructions for 9th-12th Grades

As a student enrolled in Freeport High School, you are given the opportunity to select coursework each spring for the following year. It is important that you involve your parents in course selection, that you make certain you meet the prerequisites, and that you keep high school graduation requirements and career objectives in mind. This guide is designed to aid you in making appropriate choices by providing brief program and course descriptions, prerequisites, and other information related to this process. In order to complete registration successfully, you are urged to follow the steps identified below:

1. **READ** the curriculum guide carefully.
2. **REVIEW** the list of graduation requirements and determine which requirements have been met and which courses need to be taken next year. Consider courses which need to be repeated because of lost credit.
3. **TALK** to your parents and teachers about course selections and appropriate academic levels (general, honors, advanced studies, or vocational) as determined by your classroom teacher.

General	Honors/AP	Vocational
These courses are designed for in-depth instruction that challenges students. These classes are suitable for all students.	These courses are designed for self-motivated students who wish to pursue a more challenging curriculum while in high school.	These courses are designed to prepare students for employment and/or post-secondary education in a career of their choice.

4. **SELECT** courses that will correspond to or complement your goals for the future.
5. **ASSESSMENT RESULTS** such as FSA, EOC, STAR, PSAT, and AP in addition to student GPA will also be used by teachers and administration for placement.

**Course selection represents a commitment on the part of the student and parent to complete the schedule of classes chosen;** however, requests for schedule changes will be considered for the following reasons:

- Scheduling error (example – request Algebra I and receive Algebra II)
- Failure to complete a prerequisite course or requirement
- Graduation or college requirement omitted from schedule
- Special programs requiring unique schedules (examples –instrumental, vocational, Exceptional Student Education, dual enrollment, Advanced Placement)
- Summer School course completion (if summer school is available)

*Special Note: Administration reserves the right to make necessary changes based on class size and teacher load as determined by the state of Florida class size mandates. As a reminder, FHS does not accept teacher requests.*

# General Information

## GRADE CLASSIFICATION

The following classification system applies to Freeport High School students:

Freshman	Junior
(9th grade): Promotion or placement from eighth grade.	(11th grade): 11 credits are needed for promotion to this grade.
Sophomore	Senior
(10th grade): 5 credits are needed for promotion to this grade.	(12th grade): 18 credits are needed for promotion to this grade.

## GRADING SCALE AND POINT VALUE PER CREDIT FOR ACADEMIC SUBJECTS

The following table reflects the statewide, uniform grading system used on report cards for grades 1-12, the grade definitions, and the grade point values. The table also lists the weighted grade point values that apply to Walton County.

[F.S. 1003.437](#)

Grade	Percent	Grade Definition	Grade Point Value Non-weighted	Grade Point Value Weighted: all other district-approved weighted courses	Grade Point Value Weighted: IB, AP, Dual Enrollment, CHOICE courses receiving college credit-applies to SUS and county only (does not apply for FL Bright Futures)
A	90-100	Outstanding Progress	4	4.5	5
B	80-89	Above Average Progress	3	3.5	4
C	70-79	Lowest Acceptable Progress to Average Progress	2	2.5	3
D	60-69	In Danger of Failing	1	1.5	2
F	0-59	Failure	0	0	0

Students will receive a weighting of one (1) point for all courses held to a college standard. These include all AP and Dual Enrollment course. All other courses listed on the district weighting table will receive a weighting of one-half (0.5) of a point.

## GRADE FORGIVENESS

Students who earn a grade of “D” or “F” may retake the course and replace the “D” or “F” grade with a grade of “C” or higher. Credit toward graduation can only be awarded once. For those students who received high school credit in middle school, courses for forgiveness may be taken if a student earned less than a “B” average in the original course.

## WEIGHTED GRADES

FHS offers many courses that are weighted either 4.5 or on a 4.0 scale. These courses are college-level or equivalent to college rigor. (See chart on previous page.)

## GUIDANCE AND COUNSELING SERVICES

In an effort to provide a successful and rewarding school experience, a number of services have been made available to assist you and your parents through the Guidance Department. They include the following:

- Short-term individual counseling
- Registration of new students
- Course selection and scheduling
- Maintenance and transfer of student records
- Conference scheduling
- Group presentations involving financial aid, college admissions procedures and scholarships
- Academic creditchecks

## ATTENDANCE

Florida Statute 1003.436 mandates that for the purpose of requirements for high school graduation, one full credit means a minimum of 135 hours of instruction in a designated course of study that contains student performance standards. The hourly requirements for one half credit are 67.5.

## FREEPORT HIGH SCHOOL EMAIL SYSTEM

Become a part of the Bulldog News Network! Many students, parents, and community leaders are now receiving emails reminding them of upcoming events at Freeport High School. Parents are receiving their emails at home and at work. If you would like to be a part of the email family, simply contact the guidance department FHS.

## COMPETITIVE SPORTS

Below is a list of competitive sports/teams students may participate in at FHS. The majority of FHS sports require a tryout. Students must maintain a 2.0 GPA to remain eligible for participation in sports. A chart of Fall/Spring sports start times is available on page of this guide.

The following team sports/activities are offered at FHS during the school day:

- Baseball
- Basketball (Boys and Girls)
- Football
- Softball

Other team sport/ clubs offered that do not have a designated class period:

- Volleyball
- Golf
- Tennis
- Track and Field
- Cheerleading
- Soccer
- Weightlifting
- Esports

*\*Students may not sign up for competitive sports without the coach's signature on the registration form.*

## EXTRACURRICULAR ACTIVITIES

Extracurricular activities include any after-school,

school- sponsored activities, such as athletic competitions, musical performances, school dances, and club meetings. Many activities require a cumulative 2.0 GPA for participation.

## SELECTION OF HONOR GRADUATES

A district-weighted grade point average will be used to calculate class rank and honors designations. At the end of the seventh semester for 24-credit graduates and the end of the fifth semester for the 18-credit graduates, honor graduates will be determined by the following scale:

<b>Summa Cum Laude</b>	4.5 and above
<b>Magna Cum Laude</b>	4.2 – 4.49
<b>Cum Laude</b>	4.0 – 4.19

In order to be considered an honors graduate, students must be enrolled in the same year-long course at the same level and receive a grade for the eighth semester or have completed their four required courses by the end of the seventh semester.

24-Credit Graduates – At the end of the seventh semester, honor graduates will be determined by averaging the following highest 17 credits.

*\*High school credits earned in middle school will be included in the determination of honor graduate status. As a reminder, any foreign language taken in middle school for high school credit will be counted as an "elective" for the purpose of honor graduate status; however, Florida Bright Futures will award credit as "foreign language" credit. Therefore, students will still need an additional year at the next level of language to meet the two- consecutive- year foreign language requirement for the State University System of Florida.*

Credit Hours	Course
3.5	English
2.5	Social Science
3.5	Math
2.5	Science
1.5	Foreign Language (same)
3.5	Elective
<b>19</b>	

# Standard Diploma Requirements

## Academic Advisement – What Students and Parents Need to Know

### What are the diploma options?

Students must successfully complete one of the following diploma options:

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

### What are the state assessment requirements?

Students must pass the following statewide assessments:

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

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

Students enrolled in the following courses must participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade<sup>+</sup>:

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

<sup>+</sup>Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (credit acceleration program [CAP]).

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

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

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

- At least 18 credits are required
- 4 elective credits instead of 8
  - 2 credits in CTE courses, must result in program completion and industry certification
  - 2 credits in work-based learning programs or up to 2 elective credits, including financial literacy
- Physical Education is not required
- Fine and Performing Arts, Speech and Debate or Practical Arts is not required
- Online course is not required

### 24-Credit Standard Diploma

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

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

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

### Scholar Diploma Designation

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

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

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

### Merit Diploma Designation

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

### What are the additional graduation options for students with disabilities ?

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

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least 0.5 credit via paid employment.

### What is the CAP?

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

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



### State University System (SUS)

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

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

[State University System of Florida](#)

### The Florida College System

The 28 colleges of the Florida College System serve nearly 800,000 students. Colleges offer affordable, stackable, workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor's degree program. Many colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who earned a standard high school diploma or an equivalent diploma or successfully earned college credit.

[Florida College System](#)

### Career and Technical Colleges and Centers

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

[Career and Technical Education Directors](#)

### Where is information on financial aid located?

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

[Office of Student Financial Assistance](#)

# Florida Bright Futures Scholarship Programs

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. There are three scholarship awards under the title of Florida Bright Futures. The following is a list of the current requirements. For the latest information you can call 1-888-827-2004 or visit the home page at <http://www.floridastudentfinancialaid.org/SSFAD/bf/>. A student may qualify for all three award levels, but may only receive the highest one earned. These requirements are for the Class of 2014 High School Graduates and beyond are subject to change with each legislative session.

Below are the requirements for the **Florida Academic Scholarship (FAS)** and **Florida Medallion Scholarship (FMS)**:

Type	16 High School Course Credits <sup>1</sup>	High School Weighted Bright Futures GPA	College Entrance Exams by High School Graduation Year (ACT <sup>®</sup> /SAT <sup>®</sup> )	Service Hours
<b>FAS</b>	4 - English <i>(three must include substantial writing)</i>	3.50	2019-20 Graduates: 29/1290	100 hours
	4 - Mathematics <i>(at or above the Algebra I level)</i>		2020-21 Graduates: 29/1330	
<b>FMS</b>	3 - Natural Science <i>(two must have substantial laboratory)</i>	3.00	2019-20 Graduates: 26/1170	75 hours
	3 - Social Science		2020-21 Graduates: 25/1210	
	2 - World Language <i>(sequential, in same language)</i>			

<sup>1</sup> The required coursework aligns with the State University System admission requirements found in Florida Board of Governors regulation 6.002.

The Florida Bright Futures Scholarship Program also offers the **Florida Gold Seal Vocational Scholarship (GSV)** whose eligibility qualifications include:

- Achieve the required weighted 3.0 GPA in the non-elective high school courses
- Take at least 3 full credits in a single Career and Technical Education program
- Achieve the required minimum 3.5 unweighted GPA in the career education courses
- Complete 30 service hours
- Achieve the required minimum scores on one of the college entrance exams per the chart below.

Exam Type	Sub-test	Required Score
<b>ACT<sup>®</sup></b>	Reading	19
	English	17
	Mathematics	19
<b>SAT<sup>®</sup></b>	Reading Test	24
	Writing and Language Test	25
	Math Test	24
<b>Postsecondary Education Readiness Test (P.E.R.T.)</b>	Reading	106
	Writing	103
	Mathematics	114

Required test scores follow those established by [Rule 6A-10.0315](#), Florida Administrative Rule.

\*Bright Futures does include additional weighting of more challenging, higher level courses (AP, AICE, Dual Enrollment).

# Course Level Expectations and Recommended Progressions

The staff of Freeport High School is committed to preparing all student for college and careers. FHS offers three levels of instructional difficulty: regular, honors, and Advanced Studies (Advance Placement courses). Students may also purpose Dual Enrollment courses at a partnering institution. To move from one level to the next, students must earn an “A” or “B” in that subject area and have that subject area teacher recommend the student for higher level work. Colleges want students to be as well prepared as possible. Students are strongly encouraged by universities, colleges, and FHS to strive for the highest, most rigorous level of coursework in which they can be successful.

General Coursework			
9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English I	English II	English III	English IV: FL College Prep
Algebra I OR Algebra IA	Geometry; Informal Geometry; Algebra II OR Algebra IB	Algebra II; Financial Algebra; OR Geometry	Math for College Readiness OR Financial Algebra
Physical Science	Biology	Marine Science; Limnology; Chemistry or Physics	Marine Science; Limnology; Chemistry or Physics
HOPE	World History	United States History	American Government/Economics
Online required course	Foreign Language: -Spanish I	Foreign Language: -Spanish I -Spanish II	Foreign Language: -Spanish II
Elective: Choose one additional elective of your choice. *AVID if applicable.	Elective: Choose one additional elective of your choice.	Elective: Choose one additional elective of your choice.	Elective: Choose one additional elective of your choice.
Elective: Choose one additional elective of your choice.  *Intensive courses if applicable.	Elective: Choose one additional elective of your choice.  *Intensive courses if applicable.	Elective: Choose one additional elective of your choice.  *Intensive courses if applicable.	Elective: Choose one additional elective or OPT Out.  *Intensive courses if applicable.

**SPECIAL NOTES:** Two years of the same foreign language are required for entrance into a Florida University, as well requirements for Bright Futures and the scholar designation. This chart is to be used for general planning purposes only. When considering students for admission, colleges and universities in Florida, as well as across the nation, place an extremely high emphasis on the number of college-preparatory courses taken while in high school. For high school purposes, any course(s) taken over and above the needed graduation requirements will count as elective credit. All students must meet state and local requirements for graduation. Also, a subject may not be offered if enough students do not request it.

General Course Expectations
<ul style="list-style-type: none"> <li>• Expected to meet requirements of Sunshine State Standards</li> <li>• Expected homework: approximately 20-30 minutes day/course</li> </ul>

## Honors/Advanced Placement/Dual Enrollment Coursework

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English I Honors	English II Honors	<b>AP English Language &amp; Composition</b>	<b>AP English Literature &amp; Composition</b>
Algebra I Honors OR Geometry Honors OR Algebra II Honors	Geometry Honors OR Algebra II Honors OR <b>DE-College Alg &amp; Trig Honors</b>	Algebra II Honors OR <b>DE-College Alg &amp; Trig Honors</b> OR <b>AP Calculus or AP Statistics</b>	<b>DE-College Alg &amp; Trig Honors</b> OR <b>AP Statistics or AP Calculus</b>
Biology Honors OR Environmental Science Honors	<b>AP Biology;</b> Chemistry Honors OR Biology Honors	Chemistry Honors; <b>AP Chemistry</b> OR Anatomy & Phys Honors; Chemistry Honors; <b>DE Environmental Science</b>	<b>AP Chemistry;</b> Physics Honors; <b>DE Environmental Science;</b> OR <b>DE Environmental Science;</b> Anatomy & Phys Honors
<b>AP Human Geography;</b> <b>AP Computer Science</b> *Recommendation only	World History Honors OR <b>AP World History</b>	US History Honors OR <b>AP US History</b>	American Government Honors & Economics Honors
Foreign Language: -Spanish I, II, III Honors -ASL I	Foreign Language: -Spanish I, II, III Honors -ASL I or II	Foreign Language: -Spanish I, II, III Honors -ASL I or II	Foreign Language: -Spanish II, III Honors -ASL II
HOPE	*DE/AP Elective: <b>-DE College Success</b> <b>-AP Computer Science</b> <b>-AP Human Geography</b> <b>-AP Psychology</b> <b>-AP Studio Art</b>	*DE/AP Elective: <b>-DE College Success</b> <b>-AP Seminar (Capstone)</b> <b>-AP Computer Science</b> <b>-AP Human Geography</b> <b>-AP Psychology</b> <b>-AP Studio Art</b>	*DE/AP Elective: <b>-DE College Success</b> <b>-AP Research (Capstone)</b> <b>-AP Computer Science</b> <b>-AP Human Geography</b> <b>-AP Psychology</b> <b>-AP Studio Art</b>
Online required course	Elective: Choose one additional elective of your choice.	Elective: Choose one additional elective of your choice.	Elective: Choose one additional elective of your choice.

**SPECIAL NOTES:** Two years of the same foreign language are required for entrance into a Florida University, as well requirements for Bright Futures and the scholar designation. All students must meet state and local requirements for graduation. This chart is to be used for general planning purposes only. All course offerings are subject to change.

## Honors/Advanced Placement/ Dual Enrollment Course Expectations

- Grades of A or B in previous honors level course in the subject area
- FCAT/FSA scores at level 3 and above for optimal success
- Solid work ethic and excellent attendance
- College-level analysis, synthesis, and evaluation
- Expected homework: approximately one hour day/course
- All students will sit for the AP exam for each course
- Summer assignments from some instructors

## COLLEGE BOARD ADVANCED PLACEMENT

The Advanced Placement Program® is a cooperative educational endeavor between secondary schools and colleges and universities. Since its inception in 1955, the program has provided motivated high school students with the opportunity to take college-level courses in a high school setting. Students who participate in the program not only gain college-level skills, but in many cases they also earn college credit by scoring a 3 or higher on the AP exam at the end of the course. AP courses are taught by dedicated and enthusiastic high school teachers who follow course guidelines developed and published by the College Board. All AP courses receive a 1.0 weighting. The AP exam score is not part of the student's classroom grade. For more information on our AP Program, visit [www.nicevillehighschool.org](http://www.nicevillehighschool.org). The College Board recognizes students each year who successfully pass three or more Advanced Placement Exams each year.

## DUAL ENROLLMENT

Dual enrollment courses offered at Northwest Florida State College (NWFSC) offer qualified high school students the opportunity to enroll in college courses while also enrolled in high school. Students receive both high school and college credit for courses taken at either school; therefore, students may only register for college courses which have been approved by the high school counselor. NWFSC exempts dual enrollment students from application, course, and laboratory fees and requires an unweighted GPA of 3.0.

*Note: 9th and 10th grade students may not be considered for dual enrollment opportunities at NWFSC during the school day. Participation in dual enrollment by 9th grade students may only occur during the summer after their 9th grade year. 10th graders have the opportunity to take dual enrollment courses after their regular high school day ends and in the summer. Please note that participation through NWFSC only applies to juniors and seniors in high school. For more dual enrollment information, please see your guidance counselor.*

## ONLINE EDUCATION

Florida HB7067 (Section 4.Section 1002.45) requires each school district within the state to provide eligible students within its boundaries the options of participating in an online instructional program. For more information, please contact your guidance counselor.

## NATIONAL AP SCHOLAR RECOGNITION

Students are recognized by the College Board after AP exam scores are released.

AP Scholar – The award of AP Scholar is granted to students who receive grades of 3 or higher on three or more AP exams on full-year courses

AP Scholar with Honor – AP Scholar with Honor is granted to students who receive an average grade of at least 3.25 on all AP exams, and grades of 3 or higher on four or five or more of these exams on full-year courses

AP Scholar with Distinction – AP Scholar with Distinction is granted to students who receive an average grade of at least 3.5 on all AP exams taken and grades of 3 or higher on five or more of these exams on full-year courses

AP State Scholar – AP State Scholar is granted to the one male and one female student in each U.S. state and District of Columbia with grades of 3 or higher on the greatest number of AP exams (at least three full-year course exams or the equivalent), and then the highest average grade (at least 3.5) on all AP exams taken

AP National Scholar – National AP Scholar is granted to students in the United States who receive an average grade of at least 4 on all AP exams taken, and grades of 4 or higher on eight or more of these exams on full-year courses

## TRANSCRIPTS

Transcripts can be requested through the guidance office. Contact Celeste Goodwin at [goodwinc@walton.k12.fl.us](mailto:goodwinc@walton.k12.fl.us)

## NO-CLASS OPTION (for Seniors only)

Only students on track for graduation with a minimum of 18 credits (on a 24 credit plan), a passing FSA (reading assessment) score, a passing score on the Algebra EOC, and a cumulative un-weighted GPA of 2.50, will be allowed to register for a maximum of ONE No-Class period per year. Requests for a No-Class should be made at the time of registration. **Final approval** for 12th graders making a request will occur after FSA scores and GPA's are received during the summer.

Requests for a No-Class period will not be considered after the last day of the current school year due to courses and teachers' schedules being built based on student requests.

# English

## Reading (#1008310)

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.

*\*Note: -All level 1 students will be enrolled in Intensive Reading. -At the time of registration, students should designate which elective to drop in the event this course is required*

*-Level 2 students will receive instruction through Intensive Reading or in a content area where a reading-endorsed teacher is available. Placement will be made after careful evaluation of students' academic history.*

*Intensive Reading will primarily focus on fluency, vocabulary, and comprehension strategies through the use of flexible small group instruction and guided and independent practice*

## English 1 (#1001310)

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.

## English Honors 1 (#1001320)

Requirements: FSA ELA = Level 3 or higher; "A/B" average in current/previous English course  
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.

## English 2 (#1001340)

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.

## English Honors 2 (#1001350)

Requirements: FSA ELA = Level 3 or higher; "A/B" average in current/previous English course  
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.

## English 3 (#1001370)

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.

## English Honors 3 (#1001380)

Requirements: FSA ELA = Level 3 or higher; "A/B" average in current/previous English course  
Course Description: 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.

## English 4 (#1001400)

Requirements: FSA ELA = Level 3 or higher; "A/B" average in current/previous English course

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.

## Advanced Placement English Language and Composition (#1001420)

Requirements: AP Potential – 50% or higher; "A/B" average in current/previous English course; FSA ELA = level 3 or higher OR passing Reading score on the ACT or SAT

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

### **Advanced Placement English Literature and Composition (#1001430)**

Requirements: AP Potential – 50% or higher; “A/B” average in current/previous English course; FSA ELA = level 3 or higher OR passing Reading score on the ACT or SAT

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works.

### **IMPORTANT NOTE – HONORS & ADVANCED LEVEL COURSEWORK:**

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

## Algebra 1-A (#1200370)

Requirements: Level 1 or level 2 on 8<sup>th</sup> grade FSA Mathematics assessment:

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.

## Algebra 1-B (#1200380)

Requirements: Completion of Algebra IA

## Algebra 1 (#1200310)

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.

## Algebra 1 Honors (#1200320)

Requirements: FSA Math EOC = Level 3 or higher; "A/B" average in current math 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

## Algebra 2 (#1200330)

Requirements: Completion of Algebra I; FSA Math EOC = Level 3 or higher; "A/B" average in current math course

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. 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. The critical areas for this course, organized into five units, are as follows:

## Algebra 2 Honors (#1200340)

Requirements: Completion of Algebra I; FSA Math EOC = Level 3 or higher; "A/B" average in current math course; Maintain a "C" or higher when in the class

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions.<sup>2</sup> Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards 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. The critical areas for this course, organized into four units, are as follows:

## **Informal Geometry (#1206300)**

The fundamental purpose of the course in Informal Geometry is to extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school standards.

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. The critical areas, organized into five units are as follows.

## **Geometry (#1206310)**

Requirements: Completion of Algebra I; FSA Math EOC = Level 3 or higher; "A/B" average in current math course

The fundamental purpose of the course in 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. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school standards.

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. The critical areas, organized into five units are as follows Unit 1- Congruence, Proof, and Constructions Unit 2- Similarity, Proof, and Trigonometry Unit 3- Extending to Three Dimensions Unit 4- Connecting Algebra and Geometry through Coordinates Unit 5- Circles With and Without Coordinates

## **Geometry Honors (#1206320)**

Requirements: Completion of Algebra I; FSA Math EOC = Level 3 or higher; "A/B" average in current math course

The fundamental purpose of the course in 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. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school standards. 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. The critical areas, organized into five units are as follows

## **Mathematics for College Readiness (#1200700)**

Requirements: Completion of Algebra I and Geometry; FSA Math EOC= Level 3 or higher

This course is targeted for students who are not yet "college ready" in mathematics or simply need some additional instruction in content to prepare them for success in college level mathematics. This course incorporates the Florida Standards for Mathematical Practices as well as the following Florida Standards for Mathematical Content: Expressions and Equations, The Number System, Functions, Algebra, Geometry, Number and Quantity, Statistics and Probability, and the Florida Standards for High School Modeling. The standards align with the Mathematics Postsecondary Readiness Competencies deemed necessary for entry-level college courses.

## **Financial Algebra (#1200387)**

Requirements: Completion of Algebra I

This course is targeted for students who need additional instruction in content to prepare them for success in upper- level mathematics. This course incorporates the Florida Standards for Mathematical Practices as well as the following Florida Standards for Mathematical Content: Algebra, Geometry, Number and Quantity, and Statistics, and the Florida Standards for High School Modeling. The course also includes Financial Literacy Standards found in Social Studies.

## **Pre-Calculus Honors (#1202340)**

Requirements: Completion of Algebra II, Geometry with a “C” or higher; FSA Math EOC = Level 3 or higher

A rigorous course that applies the skills learned in Algebra II, incorporates the study of trigonometry, and incorporates additional modes of mathematical reasoning to develop skills necessary for the study of calculus. This course is designed for students who are considering a college major which will require higher level mathematics in fields such as engineering and computer science. This course is a pre-requisite for enrollment in AP Calculus.

## **Advanced Placement Statistics (#1210320)**

Requirements: Completion of Algebra II, Geometry and Pre-Calculus with a “C” or higher; FSA Math EOC = Level 3 or higher

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data.

Students are exposed to four broad conceptual themes: Exploring Data: Describing patterns and departures from patterns, sampling and Experimentation: Planning and conducting a study, anticipating Patterns: Exploring random phenomena using probability and simulation, statistical Inference: Estimating population parameters and testing hypotheses. Students who successfully complete the course and exam may receive credit, advanced placement or both for a one-semester introductory college statistics course.

## **AP Calculus AB (1202310)**

Requirements: Completion of Algebra II, Geometry and Pre-Calculus with a “C” or higher; FSA Math EOC = Level 3 or higher

AP Calculus AB is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions.

## **College Algebra (MAC 1105) DE**

Requirements: Completion of Algebra I and Geometry; GPA – 3.0 unweighted; College readiness scores via PERT, ACT or SAT

This is a function-based college algebra course which

includes the following topics: functions and functional notation; domains and ranges of functions; graphs of functions and relations; operations on functions; inverse functions; linear, quadratic, and rational functions; absolute value and radical functions; exponential and logarithmic properties, functions, and equations; systems of equations and inequalities; and applications of functions fitting, modeling, optimization, exponential/logarithmic growth and decay). Non-symbolic graphing calculators are required. The TI-83/84 Series is recommended. A minimum grade of “C” is required if used to meet Gordon Rule requirements for general education.

## **IMPORTANT NOTE – HONORS & ADVANCED LEVEL COURSEWORK:**

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

## **Environmental Science (#2001340)**

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3).

Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations.

Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data

## **Environmental Science Honors (#2001341)**

Requirements: FSA = Level 4 or 5; "B+" average

This course is designed as an interdisciplinary course to provide students with scientific principles, concepts, and methodologies required to identify and analyze environmental problems and to evaluate risks and alternative solutions for resolving and/or preventing them. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, =laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p.3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement

error; and have skills to aggregate, interpret, and present the resulting data

## **Biology 1 (#2000310)**

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

Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

## **Biology 1 Honors (#2000320)**

While the content focus of this course is consistent with the Biology I course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection

techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations.

Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

### **AP Biology (#2000340)**

Requirements: FSA Biology = Level 4 or 5; “B+” average  
AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes—energy and communication, genetics, information transfer, ecology, and interactions.

\*Recommended- Take Chemistry honors prior to or in conjunction with this course

### **Physics 1 (#2003380)**

Requirements: FSA Biology = Level 4 or 5; “B+” average  
Algebra II

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3).

Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations.

Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data

### **AP Chemistry (2003370)**

AP Chemistry is an introductory college-level chemistry course. Students cultivate their understanding of chemistry through inquiry-based lab investigations as they explore the four Big Ideas:

scale, proportion, and quantity; structure and properties of substances; transformations; and energy.

### **Earth Space Science (#2001310)**

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week.

School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3).

Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations.

Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

### **Chemistry 1 Honors (#2003350)**

Requirements: B in Biology; Algebra II preferred  
While the content focus of this course is consistent with the Chemistry I course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work.

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week.

School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data

collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations.

Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

### **Anatomy and Physiology Honors (#2000360)**

While the content focus of this course is consistent with the Anatomy and Physiology course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work.

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3).

Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

### **Environmental Science (EVR 1001) DE**

2 Credit Hours

(Offered as needed) A study of the physical and biological environment and man's ecology with emphasis upon contemporary biological problems.

### **IMPORTANT NOTE – HONORS & ADVANCED LEVEL COURSEWORK:**

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

## **World History (#2109310)**

World History 9-12 Course – The grade 9-12 World History course consists of the following content area strands: World History, Geography and Humanities. 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. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

## **United States History (#2100310)**

United States History (U.S. History) 9-12 Course - The grade 9-12 United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study 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. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction.

## **United States History Honors (#2100320)**

Requirements- FSA Level 3; A/B average  
United States History (U.S. History) 9-12 Course - The grade 9-12 United States History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study 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. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction.

Honors/Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more

rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

## **United States Government (#2106310)**

United States Government - The grade 9-12 United States Government course consists of the following content area strands: Geography, Civics and Government. The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content should include, but is not limited to, the functions and purpose of government, the function of the state, the constitutional framework, federalism, separation of powers, functions of the three branches of government at the local, state and national level, and the political decision-making process.

## **Economics with Financial Literacy (#2102335)**

Economics - 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.

## **Advanced Placement World History (#2109420)**

Requirements- Prerequisite course- AP Potential; A/B average; FSA- 3 or higher

The AP World History course focuses on developing students' understanding of world history from approximately 8000 B.C.E. to the present. The course has students investigate the content of world history for significant events, individuals, developments, and processes in six historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides five themes (interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures) that students explore throughout the course in order to make connections among historical developments in different times and places encompassing the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania.

## **American Government (POS 1041) DE**

Examines government, political ideals, and institutions. Strong emphasis is placed on political thought, the origin of the American federal system, and the distribution of powers between state and national governments. This is a Gordon Rule writing course and is part of the college's Writing-Across-the-Curriculum program. A minimum grade of "C" is required if used to meet Gordon Rule requirements for general education.

Prerequisite(s): a passing score on the standardized placement test measuring communications/verbal/reading achievement, successful completion of any required developmental English and Reading coursework with a grade of "C" or better, or exemption from placement testing.

## **Advanced Placement Psychology (#2107350)**

This course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology.

Throughout the course, students employ psychological research methods, including ethical considerations, as

they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.

## **Advanced Placement Human Geography (#2103400)**

The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

## **Advanced Placement United States History (#2100330)**

AP U.S. History is an introductory college-level U.S. history course. Students cultivate their understanding of U.S. history from c. 1491 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structure.

## **IMPORTANT NOTE – HONORS & ADVANCED LEVEL COURSEWORK:**

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

## Avid

### **Advancement Via Individual Determination 1 (#1700390)**

AVID (Advancement Via Individual Determination) is offered as a rigorous academic elective course that prepares students for success in four-year colleges. The AVID course is scheduled during the regular school day as a year-long course. Each week students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic survival skills. There is an emphasis on analytical writing, preparation for college entrance and placement exams, study skills and test taking, note-taking, and research. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, and reading to support their academic growth.

For students new to AVID, or for those with previous experience from middle grades, the ninth grade AVID Elective course will serve as a review of the AVID philosophy and strategies. Students will work on academic and personal goals and communication, adjusting to the high school setting. Students will increase awareness of their personal contributions to their learning, as well as their involvement in their school and community. There is an emphasis on analytical writing, focusing on personal goals and thesis writing. Students will work in collaborative settings, learning how to participate in collegial discussions and use sources to support their ideas and opinions.

Students will prepare for and participate in college entrance and placement exams, while refining study skills and test-taking, note-taking, and research techniques. Their college research will include financial topics and building their knowledge on colleges and careers of interest.

### **Advancement Via Individual Determination 2 (#1700400)**

AVID is offered as a rigorous academic elective course that prepares students for success in four-year colleges. The AVID course is scheduled during the regular school day as a year-long course. Each week students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic survival skills. There is an emphasis on analytical writing,

preparation for college entrance and placement exams, study skills and test taking, note-taking, and research. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, and reading to support their academic growth.

Students in the tenth grade AVID Elective course will refine the AVID strategies to meet their independent needs and learning styles. Students will continue to refine and adjust their academic learning plans and goals, increasing awareness of their actions and behaviors. As students increase the rigorous course load and school/community involvement, they will refine their time management and study skills accordingly. Students will expand their writing portfolio to include: analyzing prompts, supporting arguments and claims, character analysis and detailed reflections. Students will also analyze various documents, in order to participate in collaborative discussions and develop leadership skills in those settings. Students will expand their vocabulary use, continuing to prepare for college entrance exams and preparation. Text analysis will focus on specific strategies to understand complex texts. Lastly, students will narrow down their college and careers of interest, based on personal interests and goals.

### **Advancement Via Individual Determination 3 (#1700410)**

AVID elective courses at all grade levels are designed to prepare students for success in four-year colleges and universities. The courses emphasize rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test taking strategies, note taking and research.

The eleventh grade AVID Elective course is the first part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. This course is organized around the theme of "Leadership as a Catalyst for Change in Society." Students study, in depth, exceptional leaders in contemporary society and examine the effect these individuals have had on culture, politics, education, history, science and the arts. The course requires that students read essays, speeches, articles and letters by these leaders, as well as at least one full-length work by the leader or about the leader. Also, each student is required to conduct a research project that is presented in the senior year. In addition to the academic focus of the AVID seminar, there are college-bound activities,

methodologies and tasks that should be undertaken during the junior year to support students as they apply to four-year universities and confirm their postsecondary plans.

### **Advancement Via Individual Determination 4 (#1700420)**

AVID (Advancement Via Individual Determination) elective courses at all grade levels are designed to prepare students for success in four-year colleges and universities. The courses emphasize rhetorical reading, analytical writing, collaborative discussion strategies, tutorial inquiry study groups, preparation for college entrance and placement exams, college study skills and test taking strategies, note taking and research. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program as well as complete the requirements for the Seminar course.

The AVID Elective twelfth grade course is the second part in a junior/senior seminar course that focuses on writing and critical thinking expected of first- and second-year college students. This course continues around the theme of "Leadership as a Catalyst for Change in Society." Students will complete a final research essay project from research conducted in their junior year in AVID. In addition to the academic focus of the AVID senior seminar, there are college-bound activities, methodologies and tasks that should be achieved during the senior year that support students as they apply to four-year universities and confirm their postsecondary plans. All AVID seniors are required to develop and present a portfolio representing their years of work in the AVID program, as well as complete the requirements for the seminar course.

### **Critical Thinking and Study Skills (#1700370)**

This course is designed to develop skills related to critical thinking, learning and problem solving, enabling students to enhance their performance in both academic and non-academic areas. Strategies for acquiring, storing and retrieving information, time management and organizational skills, critical thinking operations and processes, strategies for oral and written communication, and problem solving skills including test taking skills are an integral part of this course.

## **Leadership**

### **Approaches to Leadership (#2400330)**

This course facilitates summative application of leadership skills formed in Leadership Strategies,

emphasizing organizational management, goal-setting, communication with varied audiences, peer mediation, citizenship, conflict resolution, healthy decision-making, assertiveness, and meeting skills, stress management and strategies for self-reflection.

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

- study in self-reflection
- continued development in such areas as goal setting, self-actualization, and assertiveness
- practice of organizational theories and management

### **Leadership Skills Development (#2400300)**

The purpose of this course is to teach leadership skills, parliamentary procedure, problem solving, decision making, communication skills, group dynamics, time and stress management, public speaking, human relations, public relations, team building, and other group processes.

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

- study in self-understanding
- development in such areas as goal setting, self-actualization, and assertiveness
- study of organizational theories and management

## **Computer Sciences**

### **Advanced Placement Computer Science Principles (#0200335)**

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

### **Foundation to Robotics (9410110)**

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.

## Yearbook

### Journalism 1&2 (#1006310)

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

Students wishing to participate on the FHS Yearbook Staff should have prior experience or the recommendation of their English teacher, good writing and organizational skills are required as is the ability to work independently and the ability to meet layout deadlines. This course may require additional hours of participation outside the school day.

*Special Note: This elective is considered a course counted towards the Florida Class- Size Amendment. For that reason upper classmen will have priority based on their previous enrollment and/or teacher recommendation. New students will be admitted based on space available and prerequisite completion.*

## Fine and Performing Arts

### Advanced Placement Studio Art Two-Dimensional Design Portfolio (#0109350)

The AP Studio Art Program consists of three portfolio exams — 2-D Design, 3-D Design, and Drawing — corresponding to the college foundation courses.

Portfolios allow flexibility of coursework while guiding students to produce college-level quality, artistic investigation, and breadth of work. The 2-D Design portfolio addresses two-dimensional design issues and involves decision making about how to use the elements and principles of art in an integrative way. Students' portfolios demonstrate skills and ideas developed, refined, and applied throughout the course to produce visual compositions. Students may choose to submit any or all of the portfolios. Portfolios are evaluated based on standardized scoring descriptors aligned with skills and understanding developed in college foundation courses.

### Two-Dimensional Studio Art 1 (#0101300)

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing, painting, printmaking, collage, and/or design. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process,

students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

### Three-Dimensional Studio Art 2 (#0101340)

Students explore spatial relationships through the use of nonobjective, abstract, or representational forms, products, or structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Processes and techniques for substitution include wheel-thrown clay, glaze formulation and application, or extruded, cast, draped, molded, laminated, or soft forms. Media may include, but are not limited to, clay, wood, metal, plaster, paper maché, and plastic with consideration of the workability, durability, cost, and toxicity of the media used. 3-D artists experiment with and manipulate space-producing devices, including overlapping, transparency, interpenetration, vertical and horizontal axis, inclined planes, disproportionate scale, fractional or abstracted representation, and spatial properties of the structural art elements. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

### Creative Photography 1 (#0108310)

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

## **Music Theory 1 (#1300300)**

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. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

## **Music Theory 2 Honors (#1300310)**

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. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

## **Chorus 1 (#1303300)**

This year-long, entry-level class, designed for students with little or no choral experience, promotes the enjoyment and appreciation of music through performance of beginning choral repertoire from a variety of times and places.

Rehearsals focus on the development of critical listening skills; foundational instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.

## **Band 1 (#1302300)**

This year-long, entry-level class, designed for students having little or no previous band experience with woodwind, brass, and/or percussion instruments, promotes the enjoyment and appreciation of music through performance of high-quality, beginning wind and percussion literature from different times and places. Rehearsals focus on the development of critical listening/aural skills; rudimentary instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.

## **Band 2 (#1302310)**

This year-long, beginning-level class, designed for students with at least one year of woodwind, brass, and/

or percussion ensemble experience, promotes the enjoyment and appreciation of music through performance of high-quality wind and percussion literature. Rehearsals focus on the development of critical listening skills, instrumental and ensemble technique and skills, expanded music literacy, and aesthetic awareness culminating in periodic public performances.

## **Band 4 (#1302330)**

This year-long, intermediate-level course, designed for students who demonstrate proficiency in woodwind, brass and/or percussion techniques, music literacy, critical listening/aural skills, and ensemble performance skills, promotes greater engagement with and appreciation for music through performance and other experiences with a broad spectrum of music, as well as creativity through composition and/or arranging.. Study includes cultivation of well-developed instrumental ensemble techniques and skills, music literacy and theory, and deeper aesthetic engagement with a wide variety of high-quality repertoire.

## **Band 5 Honors (#1302340)**

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

## **Jazz Ensemble 1 (#1302500)**

Students with experience on an instrument suited for jazz ensemble explore the fundamentals of performance practices, improvisation, and music theory through a diverse repertoire of high-quality jazz literature. Students learn the basics of foundational jazz styles, use chord symbols, develop knowledge of musical structure, and study the history of jazz and its iconic musicians. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

## **Theatre 1 (#0400310)**

This course is designed for students with little or no theatre experience, and promotes enjoyment and appreciation for all aspects of theatre. Classwork focuses on the exploration of theatre literature, performance, historical and cultural connections, and technical requirements. Improvisation, creative dramatics, and beginning scene work are used to introduce students to acting and character development. Incorporation of other art forms in theatre also helps students gain appreciation for other art forms, such as music, dance, and visual art. Special Note: This course may require students to participate in extra rehearsals and performances beyond the school day.

## **Foreign Languages**

### **Spanish 1 (#0708340)**

Spanish 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

### **Spanish 2 (#0708350)**

Spanish 2 reinforces the fundamental skills acquired by the students in Spanish 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Spanish

1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

### **Spanish 3 Honors (#0708360)**

Spanish 3 provides mastery and expansion of skills acquired by the students in Spanish 2. Specific content includes, but is not limited to, expansions of vocabulary and conversational skills through discussions of selected readings. Contemporary vocabulary stresses activities which are important to the everyday life of the target language-speaking people.

### **Spanish 4 Honors (#0708370)**

Spanish 4 expands the skills acquired by the students in Spanish 3. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills.

There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from the target language newspapers, magazines, and literary works.

### **American Sign Language 1 (#0717300)**

American Sign Language 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language with introductions to culture, connections, comparisons, and communities.

### **American Sign Language 2 (#0717310)**

American Sign Language 2 reinforces the fundamental skills acquired by the students in American Sign Language. The course develops increased receptive and expressive, skills as well as cultural awareness. Specific content to be covered is a continuation of skills acquired in American Sign Language 1 while communication remains the primary objective. The cultural survey of the target language is continued.

## **Physical Education**

### **HOPE-Physical Education (Core) (#3026010)**

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. Students will realize the full benefit of this course when it is taught with an integrated approach.

In addition to the physical education content represented in the benchmarks below, specific health education topics within this course include, but are not limited to:

- Mental/Social Health
- Physical Activity
- Components of Physical Fitness
- Nutrition and Wellness Planning
- Diseases and Disorders
- Health Advocacy
- First Aid/CPR
- Alcohol, Tobacco, and Drug Prevention
- Human Sexuality including Abstinence and HIV
- Internet Safety

### **Gymnastics 1 (#1502300)**

This course provides each student with the opportunity to participate in a comprehensive program consisting of skill development, lead up games, team sports, and physical

fitness activities. The student will receive instruction in rules, skills, and strategies associated with the different sports as well as learning experiences involving physical conditioning activities.

### **Outdoor Education/Archery (#1502480)**

This course teaches the history, safety aspects, proper techniques and fundamentals of archery. This course utilizes equipment and methods endorsed by National Archery in Schools Program Leadership Psychology Physical Education 37 (NASP) and is held outside with some classroom components. Archery is inclusive and can be enjoyed by ALL students regardless of physical ability. Not only will students learn an art that has shaped human existence, but they will also learn focus, discipline, self-control, patience, and other life lessons.

### **Weight Training 1 (#1501340)**

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

## **Career Technical Education**

### **Agriscience Foundations 1 (#8106810)**

This course is designed to develop competencies in the areas of agricultural history and the global impact of agriculture; career opportunities; scientific and research concepts; biological and physical science principles; environmental principles; agriscience safety; principles of leadership; and agribusiness, employability, and human relations skills in agriscience. Laboratory-based activities that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental quality, and safety procedures are an integral part of this course. These include the safe use and application of appropriate technology, scientific testing and observation equipment. Equipment and supplies will be provided to enhance these hands-on experiences for students. A minimum of 20% of classroom time will be dedicated to laboratory experiences.

### **Agritechnology 1 (#8106820)**

This course provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Agriculture, Food and Natural Resources career cluster; provides technical skill proficiency, and includes

competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Agriculture, Food and Natural Resources career cluster.

The content includes but is not limited to instruction in animal and plant production and processing; agriculture marketing; agricultural mechanics; employability skills; mathematics; basic science; biological sciences; communications; and human-relations skills.

### **Culinary Arts I (#8800510)**

This course will cover units in food history, restaurant organization, and introduction to food prep with student cooking labs for foods such as eggs, salads, pasta, cakes, desserts, and more. Food labs will also include commercial equipment identification; knife skills; recipe reading; measurement; cost control, introduction to catering; and herb/spice uses. Guest speakers, food demonstrations, and tastings will be a part of classes throughout the year.

### **Introduction to Hospitality and Tourism (#8850110)**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Hospitality & Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Hospitality & Tourism career cluster.

The content includes but is not limited to coursework that prepares students for employment in the hospitality & tourism industry as reservation and transportation agents, travel destination specialists, tour operators, transportation attendants, cruise ship consultants, or to provide supplemental training for those persons previously or currently employed in these occupations. This program includes components on planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues, and health, safety, and environmental issues.

## **Diversified Career Technology Principles (#8303010)**

This course is designed to enable each student to demonstrate employability skills; environmental, health, and safety skills; professional, legal, and ethical responsibilities; financial skills; leadership skills; communication skills; human resources and labor skills; America's economic principles; entrepreneurship principles; relate planning methods to life and career goals; and use of industry/technology principles in the workplace. A first occupational completion point will be met upon completion of DCT Principles and one credit of DCT OJT.

## **Diversified Career Technology (OJT) (#8300410)**

This course is designed to enable each student to demonstrate competencies in a specific career and to demonstrate legal and ethical behavior within the role and scope of job responsibilities through a realistic, on-the-job training experience. An individualized training plan is developed and utilized to ensure that training is provided which will develop the necessary competencies/skills in order for the student to become competent in the occupation for which he/she is being trained. The training plan is the "curriculum" for the on-the-job training and the time card is the attendance record. A first Occupational Completion Point will be met upon completion of DCT Principles and DCT OJT.

and learning skills and strategies. A student may repeat this course. The particular course requirements that the student should master each year must be specified on an individual basis and relate to achievement of annual goals on the student's IEP.

Delivery of this course is setting neutral (resource room, self-contained, embedded instruction, elective course). Instructional activities involving practical applications of course requirements may occur in home, school, and community settings for the purpose of acquisition, practice, generalization, and maintenance of skills. Course requirements may also require the student to acquire knowledge and skills involved with the use of related technology, tools, and equipment.

This course is designed to address a range of disabilities within the population of students with disabilities. Course requirements may be added or modified based on assessed needs indicated in the student's IEP.

## **Miscellaneous**

### **Peer Counseling (#1400300)**

Prerequisite: Approval by Instructor

Peer Counseling provides students with the opportunity to develop into leaders by assisting teachers in their classroom. Students must have good attendance, show initiative and be able to follow directions while maintaining confidentiality.

### **Unique Skills: Curriculum and Learning 9-12 (#7963170)**

The purpose of this course is to enable students with disabilities to acquire and apply skills and strategies to access the general curriculum and achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

This course is designed for students with disabilities who need intensive individualized intervention in curriculum

# Career and Technical Education (CTE) Programs of Study

## Advanced Manufacturing Academy

The Manufacturing Skill Standards Council (MSSC) is an industry-led training, assessment and certification system focused on the core skills and knowledge needed by the nation's production workers. The MSSC Certified Production Technician (CPT) credential will set the quality standard in our nation's factories. The credential is awarded to individuals who pass all four Production modules: Safety; Quality Practices & Measurement; Manufacturing Processes & Production; and Maintenance Awareness. The modules are a total of 140 hours full time, intensive. Each assessment contains 80-90 questions and candidate have 90 minutes to complete.

OCP	Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement
A	9200210	Advanced Manufacturing Tech 1	1 credit	51-2022	3	VO
B	9200220	Advanced Manufacturing Tech 2	1 credit	51-2022	3	VO
C	9200230	Advanced Manufacturing Tech 3	1 credit	51-2022	3	VO
D	9200250	Advanced Manufacturing Tech 4	1 credit	51-2022	3	VO

## Digital Information Technology

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Business Management and Administration career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Business Management and Administration career cluster.

OCP	Course Number	Course Title	Length	SOC Code	Level	Graduation Requirement
A	8207310	Digital Information Technology	1 credit	15-1151	2	PA
B	8212110	Administrative Office Technology 1	1 credit	43-1011	2	VO
	8212120	Business Software Applications 1	1 credit		2	VO
C	8209510	Digital Design 1	1 credit	43-9031	2	PA
D	8212410	Administrative Office Technology 2	1 credit	43-6011	2	VO
	8212420	Administrative Office Technology 3	1 credit		2	VO
	8212160	Business Software Applications 2	1 credit		2	VO

# Criminal Justice Operations

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Law, Public Safety and Security career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of the Law, Public Safety and Security career cluster. Second year students earn the 911 Public Safety Telecommunicator Certification

OCP	Course Number	Course Title	Length	SOC Code	Level	Graduation Requirements
A	8918010	Criminal Justice Operations 1	1 credit	33-9090	2	VO
	8918020	Criminal Justice Operations 2	1 credit	33-3041	2	VO
	8918030	Criminal Justice Operations 3	1 credit	19-4092	3	VO
	*8918040	Criminal Justice Operations 4 (Track 1)	1 credit	13-1041	3	VO
	*8918040	Criminal Justice Operations 4 (Track 2)	1 credit	23-2011	3	VO

# Applied Robotics Academy

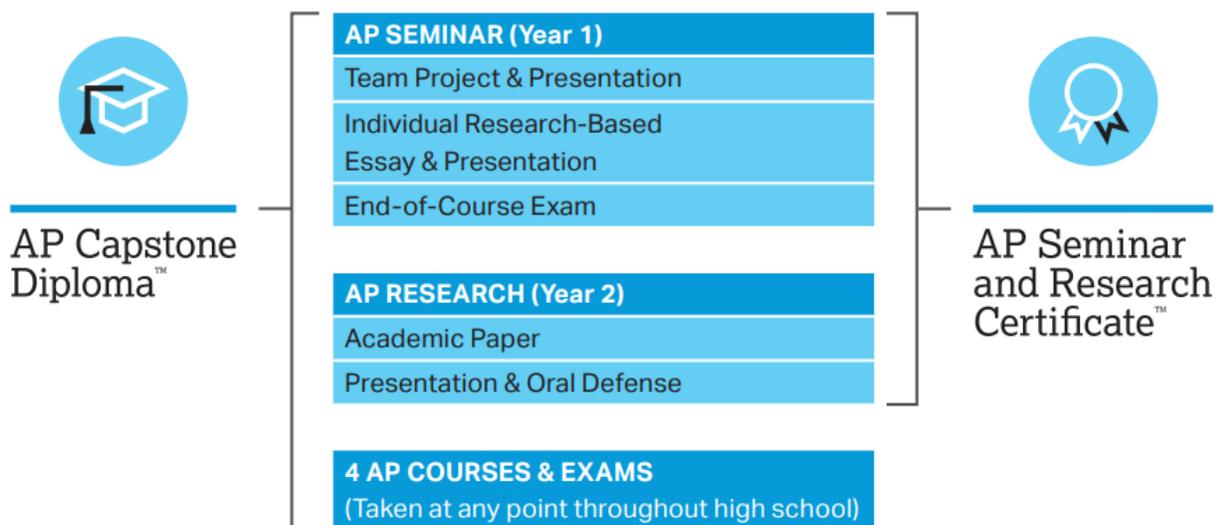
The purpose of this program is to provide students with a foundation of knowledge and technically oriented experiences in the study of the principles and applications of robotics engineering and its effect upon our lives and the choosing of an occupation. The content and activities will also include the study of entrepreneurship, safety, and leadership skills. This program focuses on transferable skills and stresses understanding and demonstration of the science and mathematics knowledge, technological tools, machines, instruments, materials, processes and systems related to robotics.

OCP	Course Number	Course Title	Length	Level	Graduation Requirements
A	9410110	Foundations of Robotics	1 credit	3	PA
B	9410120	Robotic Design Essentials	1 credit	3	PA
C	9410130	Robotic Systems	1 credit	3	PA
D	*9010140	Robotic Applications Capstone	1 credit	3	PA

\* Note: Course 9410140 is intended to serve as a capstone course.

# AP Capstone

AP Capstone™ is a two-year diploma program from the College Board. Capstone courses help develop students' skills in research, analysis, evidence-based arguments, collaboration, writing, and presenting. Capstone is composed of both **AP Seminar and AP Research**. Students typically take AP Seminar in the 10th or 11th grade, followed by AP Research. Students who earn scores of 3 or higher on the AP Seminar and AP Research Exams and on **four additional AP Exams** of their choosing will receive the AP Capstone Diploma. This signifies outstanding academic achievement and attainment of college-level academic and research skills. Alternatively, the AP Seminar and Research Certificate, signifying attainment of college-level academic and research skills, is awarded for scores of 3 or higher on the AP Seminar and AP Research Exams only. Successful completion of AP Capstone not only enables students to develop personal and academic skills, but also stand out in the college application process.



## Year One | AP® Seminar (#1700500)

In the first year, you'll develop and strengthen your analytic and inquiry skills, exploring deeply topics and issues chosen by you and/or your teacher. You'll learn to consider an issue from multiple perspectives, evaluate the strength of an argument, and make logical, fact-based decisions. For example, you might explore the question of whether national security is more important than a citizen's right to privacy, or whether genetic engineering is beneficial to society.

During the course, you'll complete a team project, an individual paper and presentation, and take a written end-of-course exam. Your AP Seminar Exam score will be based on all three assessments using the usual 1–5 AP scoring scale.

## Year Two | AP® Research (#1700510)

In this course, you'll complete an independent research project on a topic of interest to you. For example, you can:

- Dig deeper into a topic you studied in an AP course
- Work across academic areas on an interdisciplinary topic
- Study a new area of interest, perhaps one you'd like to study in college

At the end of the research project, you'll submit an academic thesis paper of about 5,000 words, present your findings, and orally defend your work. Your AP Research score will be based on your paper, the presentation, and the oral defense, using the 1–5 AP scoring scale.

# Northwest Florida State College

Freeport High School and the Walton County School District have an articulation agreement with Northwest Florida State College (NWFSC) to serve students interested in pursuing college coursework during high school. Dual Enrollment is a statewide program for high school students to enroll with fees exempted for students in college courses to earn college credit and credit toward high school graduation simultaneously. The Florida dual enrollment program was created by Florida statute and is governed by state law. It serves public, private and home-schooled students.

For example, a traditional 11<sup>th</sup> grade student pursuing Dual Enrollment at NWFSC would be able to do the following:

Take college-level English course ENC 1101 at NWFSC campus	Counts as Florida high school graduation requirement (English III) <i>and</i> as 3 credit hours at college level
--	--

In order to be eligible for Dual Enrollment at NWFSC, students must meet the following requirements:

- Minimum 3.0 GPA, cumulative/unweighted
- Must take an approved placement test including the PERT, SAT, or ACT
- Consult with high school guidance counselor to confirm that desired courses will meet high school graduation requirements and post to high school transcript
- Complete all sections of Dual Enrollment Admission and College Registration forms and secure applicable signatures. Return these forms to the college campus' enrollment services office by set deadline.
- Juniors and Seniors may register for any term, during or after school hours, on NWF State College's campus or at their high school.
- Sophomores may take courses after school hours in the fall, spring, or any time during summer term, offered on campus or at their high school.
- Rising Sophomores may begin taking Dual Enrollment courses following the last day of 9th grade.

Fulltime Dual Enrollment students are eligible to complete their Associate in Arts (AA) degree from NWFSC. Associate in Arts students must complete 60 college credits to complete the degree; 36 of these credits must be general education credits distributed across five subject area categories. A student must satisfy the required number of credits in each category. The remaining 24 elective credits should be selected in consultation with an advisor, who will assist with selecting the college credits most advantageous to the student's educational goals. For more information consult the NWFSC course catalog.

To assure that graduates of the state university and state college systems share a common base of General Education requirements, the State of Florida has designated general education core course options in each of five areas of study—Communication, Humanities, Mathematics, Natural Sciences, and Social Sciences.

For more information, please contact the Dual Credit Coordinator at (850) 729-5205, or [dualenrollment@nwfsc.edu](mailto:dualenrollment@nwfsc.edu).

# Emerald Coast Technical College

Freeport High School is committed to bringing the best in technical education to high school students. The purpose of technical dual enrollment is to assist qualified students in achieving relevant industry certifications and postsecondary career technical education credits while also achieving high school credits. Enrollment is available for specific programs only and may be offered at times other than the regular school day. High school students who meet requirements for technical dual enrollment are encouraged to discuss this possibility with their guidance counselor and with the career counselor at ECTC. Students who wish to be considered for participation in technical dual enrollment should meet eligibility requirements as detailed on the Emerald Coast Technical College CTE Dual Enrollment Admission Form. Such eligibility requirements include:

- Have a cumulative unweighted grade point average (GPA) of 2.5 or above
- Be at least 16 years old and currently enrolled in a Walton County District high school (including Walton Virtual School) and/or registered home educated students enrolled in a program that is in compliance with 1002.41 F.S.
- Be free of disciplinary action in the semester prior to enrollment as well as continue to be free of disciplinary action(s) while enrolled in CTE dual enrollment
- Meet specified postsecondary education readiness scores on the Test of Adult Basic Education (TABE). Students may contact the advisor/career counselor in ECTC's student services to arrange for testing and for program required scores.
- Be pursuing an approved industry certification. Students should contact the ECTC counselor/advisor for industry certifications that currently meet this requirement.
- Students and parents/guardians MUST attend a mandatory information session with Emerald Coast Technical College advising staff to review ECTC satisfactory academic progress policies. Students are reminded that they must meet the grading and attendance policy of the ECTC program of enrollment in order to be awarded PSAV credit. Students and parents should review the satisfactory academic progress policies of the specific program of enrollment prior to registration.
- Students must not be scheduled to graduate from high school prior to completion of the dual enrollment course in which they are enrolled
- Parents/guardians, students, home school administrative staff, and ECTC staff must sign the CTE Dual Enrollment Admission Form

Dual enrollment students are exempt from the payment of registration, matriculation, and lab fees. Students may be required to purchase program supply/tool kits and/or personal protective equipment that become the property of the student upon exit from the program. Industry certification and licensure fees that are not included in lab fees are the responsibility of the student. Interested students should see their guidance counselor for more information. Enrolled students may choose to participate in dual enrollment course work at Emerald Coast Technical College in the following areas:

## **Administrative Office Specialist**

This Program prepares students for jobs in administrative assistant positions. The program includes the performance of office procedure tasks; the productions of quality work in an efficient manner using business software applications; and research of job opportunities.

## **Medical Administrative Specialist**

This Program prepares students for employment in medical administrative specialist positions. The program includes the performance of office procedures specific to the medical environment; the production of work in an efficient manner using business software applications; research of job opportunities; and the production of high-quality employment portfolios and job-seeking documents.

## **Construction Technologies**

The Program prepares students for employment and/or specialized training in the building construction industry. The program includes activities such as planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues, and health, safety, and environmental issues.

## **Automotive Service Technologies**

The program prepares students for employment and/ or specialized training in the automotive industry. The program includes elements such as planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues, and health, safety, and environmental issues.

# Athletic Information and Start Times

Freeport High School is proud to offer all students a variety of unique individual and team sports. All student athletes must do the following to be eligible:

- Complete an EL2 Athletic Physical Form
- Complete an EL# Parental Consent Form
- Complete an EL3CH heat and concussion training
- Maintain a GPA of at least 2.0

For any athletic related question, please contact Freeport High School Athletic Director Shaun Arntz at [arntzs@walton.k12.fl.us](mailto:arntzs@walton.k12.fl.us)

Sport	Start Date*
<b>Fall</b>	
Football	August
Volleyball	August
Cross Country	August
Golf	August
Cheerleading	August
E-Sports	August
<b>Winter</b>	
Soccer	October
Weightlifting	October
Basketball	October
Wrestling	October
<b>Spring</b>	
Baseball	January
Softball	January
Tennis	January
Track and Field	January
E-Sports	February

*\*Start date is the date in which eligibility forms listed previously must be on file with the Athletic Director*

# Freeport High School 4 Year Course Planner

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade
English	English
Math	Math
Science	Science
Social Studies	Social Studies
Elective	Elective

11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English	English
Math	Math
Science	Science
Social Studies	Social Studies
Elective	Elective