OCPS Vision
To be the top producer of successful students in the nation

OCPS Mission
To lead our students to success with the support and involvement of families and the community
Superintendent’s Message

Everything we do is focused on nurturing the success of our students. And we understand that success can be defined in many ways. That is why we have created different academic paths that lead to the same end result – high student achievement.

Here’s a quick look at some of the programs offered through OCPS:

- Prestigious International Baccalaureate magnet programs at 10 middle and high schools.
- Dual-enrollment programs at all high schools that allow students to earn college credits at no additional cost.
- Magnet programs in elementary, middle and high schools that offer customized curriculum in specific areas of interest that include theater and performing arts, international studies, law and finance, science and technology, foreign languages, criminal justice, medical technology, veterinary science and many more.
- A full complement of Advanced Studies and Honors courses offered at our middle and high schools.
- Career and technical education programs that begin in middle school.
- Full offering of online and virtual courses.
- A wide variety of sports programs for male and female students.

OCPS Students are poised for success after completing their studies. Many of our students are accepted into top universities and colleges throughout the country.

I encourage you to visit your local schools, which can be located through our Find a School search. They can provide you with more insight into the many offerings that are available to your student.

For those of you who are part of a school community, whether as a parent, student or community volunteer, thank you for choosing Orange County Public Schools.

Sincerely,

Barbara M. Jenkins
Superintendent
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School Calendar for 2017-2018

<table>
<thead>
<tr>
<th>Monday - Friday</th>
<th>August 7 - 11</th>
<th>Pre-Planning August 9 Professional Development Day</th>
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</thead>
<tbody>
<tr>
<td>Monday</td>
<td>August 14</td>
<td>First Day of School</td>
</tr>
<tr>
<td>Monday</td>
<td>September 4</td>
<td>Labor Day Holiday</td>
</tr>
<tr>
<td>Friday</td>
<td>October 13</td>
<td>End of First Marking Period</td>
</tr>
<tr>
<td>Monday</td>
<td>October 16</td>
<td>Teacher Workday/Student Holiday</td>
</tr>
<tr>
<td>Tuesday</td>
<td>October 17</td>
<td>Begin Second Marking Period</td>
</tr>
<tr>
<td>Friday</td>
<td>October 27</td>
<td>Teacher Professional Day/Student Holiday</td>
</tr>
<tr>
<td>Monday - Friday</td>
<td>November 20 - 24</td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td>Thursday</td>
<td>December 21</td>
<td>End of Second Marking Period</td>
</tr>
<tr>
<td>Friday</td>
<td>December 22</td>
<td>Teacher Workday/Student Holiday</td>
</tr>
<tr>
<td>Two Weeks</td>
<td>December 25 - January 5</td>
<td>Winter Break</td>
</tr>
<tr>
<td>Monday</td>
<td>January 8</td>
<td>Begin Third Marking Period</td>
</tr>
<tr>
<td>Monday</td>
<td>January 15</td>
<td>Martin Luther King, Jr. Holiday (Schools and District Offices Closed)</td>
</tr>
<tr>
<td>Monday</td>
<td>February 19</td>
<td>Presidents’ Day Holiday (Schools Closed/District Offices Open)</td>
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<td>Thursday</td>
<td>March 15</td>
<td>End of Third Marking Period</td>
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<tr>
<td>Monday - Friday</td>
<td>March 19 - 23</td>
<td>Spring Break (Schools Closed/District Offices Open)</td>
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<tr>
<td>Monday</td>
<td>March 26</td>
<td>Begin Fourth Marking Period</td>
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<tr>
<td>Monday</td>
<td>May 28</td>
<td>Memorial Day Holiday (Schools and District Offices Closed)</td>
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<tr>
<td>Wednesday</td>
<td>May 30</td>
<td>End of Fourth Marking Period/Last Day of School</td>
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<td>Thursday - Friday</td>
<td>May 31 - June 1</td>
<td>Post-Planning</td>
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Prioritized Bad Weather Days

1. October 27  Professional Day
2. November 20  Thanksgiving Break
3. November 21  Thanksgiving Break
4. February 19  Presidents’ Day Holiday
5. November 22  Thanksgiving Break
6. March 23     Spring Break
7. March 22     Spring Break
8. March 21     Spring Break
9. March 20     Spring Break
10. March 19    Spring Break

School Calendar for 2017-2018
Students Entering Grade Nine in the 2013-2014 School Year

What are the diploma options?

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- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

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

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<td>An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I).</td>
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<tr>
<td>1 credit in U.S. History</td>
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<td>.5 credit in U.S. Government</td>
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<td>.5 credit in Economics with Financial Literacy</td>
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Students must earn a 2.0 grade point average on a 4.0 scale.
What are the requirements for standard diploma designations?

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<td>• Earn 1 credit in Algebra II;</td>
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<td>• Earn 1 credit in statistics or an equally rigorous mathematics course;</td>
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<td>• Pass the Biology I EOC;</td>
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<td>• Earn 1 credit in chemistry or physics;</td>
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<td>• Earn 1 credit in a course equally rigorous to chemistry or physics;</td>
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<td>• Pass the U.S. History EOC;</td>
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<td>• Earn 2 credits in the same world language; and</td>
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<td>• Earn at least 1 credit in AP, IB, AICE or a dual enrollment course.</td>
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A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student
• Takes the respective AP, IB or AICE assessment; and
• Earns the minimum score to earn college credit.

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<th>Merit Diploma Designation</th>
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<td>• Meet the standard high school diploma requirements</td>
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<td>• Attain one or more industry certifications from the list established (per section 1003.492, Florida Statutes [F.S.]).</td>
</tr>
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Can a student who selects the 24-credit program graduate early?

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

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

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

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

Where is information on Bright Futures Scholarships located?

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

What are the public postsecondary options?

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http://www.fldoe.edu/studentfinancialaid/}

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

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Revised April 2016
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Students must participate in the EOC assessments, and the results constitute 30 percent of the final course grade*. These assessments are in the following subjects:
- Biology I
- U.S. History
- Geometry
- Algebra II (if enrolled)

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

What is the credit acceleration program (CAP)?

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

What are the graduation requirements for students with disabilities?

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


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

<table>
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<td>• Pass the Geometry EOC;</td>
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<td>• Earn 1 credit in statistics or an equally rigorous mathematics course;</td>
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<td>• Pass the Biology I EOC;</td>
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<td>• Earn 1 credit in chemistry or physics;</td>
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<td>• Earn 1 credit in a course equally rigorous to chemistry or physics;</td>
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<tr>
<td>• Pass the U.S. History EOC;</td>
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<td>• Earn 2 credits in the same world language; and</td>
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<td>• Earn at least 1 credit in AP, IB, AICE or a dual enrollment course.</td>
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</table>

A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student |
• Takes the respective AP, IB or AICE assessment; and |
• Earns the minimum score to earn college credit.

<table>
<thead>
<tr>
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</tr>
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<tbody>
<tr>
<td>• Meet the standard high school diploma requirements</td>
</tr>
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<td>• Attain one or more industry certifications from the list established (per section 1003.492, Statutes [F.S.]).</td>
</tr>
</tbody>
</table>

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

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

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

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

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

Where is information on Bright Futures Scholarships located?

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

What are the public postsecondary options?

<table>
<thead>
<tr>
<th>State University System</th>
</tr>
</thead>
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<td>Admission into Florida’s public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida’s public universities, a first-time-in-college student must meet the following minimum requirements:</td>
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<td>• High school graduation with a standard diploma</td>
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<td>The 28 state colleges offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor’s degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program.</td>
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<td>Florida also offers students 48 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.</td>
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<td>The Office of Student Financial Assistance State Programs administers a variety of postsecondary educational state-funded grants and scholarships. To learn more, visit <a href="http://www.floridastudentfinancialaid.org/">http://www.floridastudentfinancialaid.org/</a>.</td>
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</tbody>
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Students Entering Grade Nine in the 2016-2017 School Year

What are the diploma options?

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

What are the state assessment requirements?

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

Students must participate in the EOC assessments, and the results constitute 30 percent of the final course grade*. These assessments are in the following subjects:
- Biology I
- U.S. History
- Geometry
- Algebra II (if enrolled)

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

What is the credit acceleration program (CAP)?

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

What are the graduation requirements for students with disabilities?

Two options are available only to students with disabilities. Both require the 24 credits listed in the table and both allow students to substitute a career and technical (CTE) course with related content for one credit in ELA IV, mathematics, science and social studies (excluding Algebra I, Geometry, Biology I and U.S. History).
- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least .5 credit via paid employment.

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

<table>
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<tr>
<th>4 Credits English Language Arts (ELA)</th>
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<td>ELA I, II, III, IV</td>
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| ELA honors, AP, AICE, IB and dual enrollment courses may satisfy this requirement.

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

**Scholar Diploma Designation**

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

- Earn 1 credit in Algebra II (must pass EOC);
- Pass the Geometry EOC;
- Earn 1 credit in statistics or an equally rigorous mathematics course;
- Pass the Biology I EOC;
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http://www.flbog.edu/forstudents/planning

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http://www.fldoe.org/schools/higher-ed/fl-college-system/index.shtml

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Career and Technical Directors

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Revised April 2016
Students Entering Grade Nine in the 2017-2018 School Year

Graduation requirements from the Students Entering Grade Nine in the 2016-2017 School Year pages are current as of the Curriculum Guide publication date but are subject to legislative changes.

For more information, please visit fldoe.org/academics/graduation-requirements/
Overview
According to Florida law, students must meet certain academic requirements to earn a standard high school diploma from a public school. This means that students must pass required courses, earn a minimum number of credits, earn a minimum grade point average and pass the required statewide assessments. Students who meet these requirements but do not pass the required assessments will receive a certificate of completion, which is not equivalent to a standard high school diploma. Passing scores for the statewide assessments are determined by the State Board of Education.

Graduation Requirements

Reading/English Language Arts (ELA) Assessment Requirement
The reading/ELA assessments students must pass to graduate with a standard high school diploma are determined by each student’s year of enrollment in grade 9. Table 1 lists the required reading/ELA assessments for each grade 9 cohort and the passing score for each assessment.

Grade 10 FCAT 2.0 Reading
Students who entered grade 9 in 2010-11 through 2012-13 are required to pass the Grade 10 FCAT 2.0 Reading assessment aligned to the Next Generation Sunshine State Standards (NGSSS). The State Board of Education established performance standards for FCAT 2.0 Reading on December 19, 2011. Students may satisfy this requirement by earning a concordant score (as described on the following page) or by earning the alternate passing score of 349 on the Florida Standards Assessments (FSA) ELA Retake. For more information on the FCAT 2.0 and NGSSS assessments, please see the NGSSS Statewide Science Assessment and FCAT 2.0 Reading Retake Fact Sheet.

FSA Grade 10 English Language Arts
In 2014-15, the Florida Standards Assessments, aligned to the Florida Standards, were introduced, and the Grade 10 FSA ELA assessment was administered for the first time in spring 2015. Passing status was determined by linking student performance on the 2015 Grade 10 FSA ELA test to student performance on the 2014 Grade 10 FCAT 2.0 Reading test, using a linked passing score of 245 on the Grade 10 FCAT 2.0 Reading test. These students, as well as students who took the Retake assessment in fall 2015, are eligible for an alternate passing score.

New performance standards were adopted in State Board of Education rule in January 2016. Beginning with students who entered grade 9 in 2014-15 and beyond, students must pass the Grade 10 FSA ELA by earning the score established in the State Board of Education rule, as indicated below. For more information on the FSA ELA, please see the FSA English Language Arts and Mathematics Fact Sheet.

Table 1: Reading/ELA Assessment Requirement and Passing Score by School Year

<table>
<thead>
<tr>
<th>School Year When Assessment Requirements Began for Students Entering Grade 9</th>
<th>Assessment that Students Must Pass in Order to Graduate</th>
<th>Passing Score for the Required Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11 to 2012-13</td>
<td>Grade 10 FCAT 2.0 Reading</td>
<td>245</td>
</tr>
<tr>
<td>2013-14</td>
<td>Grade 10 FSA ELA</td>
<td>349*</td>
</tr>
<tr>
<td>2014-15 and beyond</td>
<td>Grade 10 FSA ELA</td>
<td>350</td>
</tr>
</tbody>
</table>

*Students who took the assessment prior to the adoption of the passing score on the new scale adopted by the State Board are eligible to use the alternate passing score for graduation, which is linked to the passing score for the previous assessment requirement.
Algebra 1 End-of-Course (EOC) Assessment Requirement

Beginning with students entering grade 9 in 2011-12 and beyond, students must take and pass the Algebra 1 EOC Assessment to satisfy this graduation requirement.

NGSSS Algebra 1 EOC Assessment

The State Board of Education established performance standards for the Algebra 1 EOC assessment aligned to the NGSSS on December 19, 2011. Only students who took an Algebra 1 course aligned to the NGSSS who need to achieve a passing score (399) will take the NGSSS Algebra 1 EOC Assessment Retake. For more information on the NGSSS Algebra 1 EOC, please see the NGSSS End-Of-Course Assessments Fact Sheet. Students whose graduation requirement is the NGSSS Algebra 1 EOC may also satisfy this requirement by earning the alternate passing score of 489 on the FSA Algebra 1 EOC assessment.

FSA Algebra 1 EOC Assessment

The FSA Algebra 1 EOC Assessment was first administered in spring 2015. Passing status was determined by linking student performance on the FSA Algebra 1 EOC to student performance on the NGSSS Algebra 1 EOC, using a linked passing score of 399 on the NGSSS Algebra 1 EOC Assessment. These students, as well as students who took the assessment in summer, fall, or winter 2015, are eligible for an alternate passing score of 489. Students taking the assessment for the first time after performance standards were set in January 2016 must pass the Algebra 1 EOC by earning the passing score of 497, adopted in State Board of Education rule in January 2016. For more information on the FSA Algebra 1 EOC, please see the FSA End-of-Course Assessments Fact Sheet.

Table 2: Algebra 1 EOC Assessment Requirement and Passing Score by Implementation Year

<table>
<thead>
<tr>
<th>Implementation Year</th>
<th>Assessment that Students Must Pass in Order to Graduate</th>
<th>Passing Score for the Required Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12*</td>
<td>NGSSS Algebra 1 EOC</td>
<td>399</td>
</tr>
<tr>
<td>2014-15</td>
<td>FSA Algebra 1 EOC Assessment</td>
<td>489**</td>
</tr>
<tr>
<td>2014-15 and beyond</td>
<td>FSA Algebra 1 EOC Assessment</td>
<td>497</td>
</tr>
</tbody>
</table>

*Students who entered Grade 9 in the 2010-11 school year were required to earn course credit in Algebra 1 or an equivalent course and participate in the Algebra 1 EOC Assessment. The results of the Algebra 1 EOC Assessment must constitute 30% of these students’ final course grades, but there is not a passing requirement for this cohort of students.

**Students who took the assessment prior to the adoption of the passing score on the new scale adopted by the State Board in January 2016 are eligible to use the alternate passing score for graduation, which is linked to the passing score for the previous assessment requirement.

Graduation Options

- Retaking the Statewide Assessments—Students can retake the Grade 10 Reading/ELA test or Algebra 1 EOC Assessment (NGSSS or FSA, as appropriate) each time the test is administered until they achieve a passing score, and students can continue their high school education beyond the twelfth-grade year should they need additional instruction. Students currently have up to five opportunities to pass the Grade 10 Reading/ELA test before their scheduled graduation. Students who do not pass the Grade 10 Reading/ELA in the spring of their tenth-grade year may retest in fall and spring of their eleventh- and twelfth-grade years. The number of opportunities to retake the Algebra 1 EOC Assessment will depend on the grade students are in when they first take the test, since it is taken at the conclusion of the course. The Algebra 1 EOC Assessment is currently administered four times each year: in the fall, winter, spring and summer.
• **Concordant and Comparative Scores Option**—A student can also meet assessment graduation requirements by receiving a score concordant to the FCAT 2.0 Reading passing score on either the ACT or SAT and a score comparative to the Algebra 1 EOC Assessment (NGSSS) passing score on the Postsecondary Education Readiness Test (PERT). FCAT 2.0 Reading concordant scores for students entering grade 9 in 2010-11 and after and the Algebra 1 EOC Assessment comparative score for students entering grade 9 in 2011-12 and after were established in rule by the State Board of Education in September 2013. **New concordant and comparative scores will be established for the new assessments once a sufficient number of students have participated in both the new assessment and the alternate assessment(s) to conduct the concordant/comparative score study. Until these new scores are established, the current scores may be used by all students.**

Table 3 shows the concordant and comparative scores students must achieve to satisfy graduation requirements. All students enrolled in grade 10 are required to participate in the Grade 10 FSA ELA assessment in accordance with section 1008.22, Florida Statutes (F.S.), regardless of whether they have a passing concordant score on file. Additionally, if students have achieved a comparative score on the PERT prior to enrolling in and completing Algebra 1 or an equivalent course, they must take the Algebra 1 EOC Assessment in accordance with s. 1008.22, F.S.

![Table 3: Concordant and Comparative Scores](image)

<table>
<thead>
<tr>
<th>Grade 10 FCAT 2.0 Reading or Grade 10 FSA ELA</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Old SAT Critical Reading*</td>
<td>430</td>
</tr>
<tr>
<td>New SAT Evidence-Based Reading and Writing**</td>
<td>430</td>
</tr>
<tr>
<td>New SAT Reading Subtest**</td>
<td>24</td>
</tr>
<tr>
<td>ACT</td>
<td>19</td>
</tr>
<tr>
<td>PERT Mathematics</td>
<td>97</td>
</tr>
</tbody>
</table>

*Administered prior to March 2016.

**Administered in March 2016 or beyond; either the 430 score on Evidence-Based Reading and Writing OR the 24 score on Reading may be used.

• **Scholar Diploma Designation**—To qualify for a Scholar diploma designation on a standard high school diploma, a student must earn a passing score on each of the statewide assessments shown in Table 4.

![Table 4: Passing Scores Required for a Scholar Diploma Designation](image)

<table>
<thead>
<tr>
<th>EOC Assessment</th>
<th>Geometry</th>
<th>Biology 1*</th>
<th>U.S. History*</th>
<th>Algebra 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Entered Ninth Grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010-2011 through 2013-2014</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2014-2015 and beyond</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

* A student meets this requirement without passing the Biology 1 or U.S. History EOC Assessment if the student is enrolled in an Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE) Biology 1 or U.S. History course and the student:
  - Takes the respective AP, IB, or AICE assessment, and
  - Earns the minimum score to earn college credit.

The passing score for each EOC assessment is the minimum score in Achievement Level 3 (see [http://www.fldoe.org/core/fileparse.php/3/urlt/achlevel.pdf](http://www.fldoe.org/core/fileparse.php/3/urlt/achlevel.pdf)). For students who took an EOC assessment during its implementation year, districts may opt to convert the reported T scores to the established score scale to determine the Achievement Level a student would have earned on the new scale, or a district may allow these students to retake the test to earn a passing score. Districts have received a formula that may be used to convert students’ T scores to the established scale scores. Additionally, districts may choose to administer an EOC assessment to students who did not have an opportunity to take it if they wish to qualify for the Scholar Diploma Designation.
designation. Passing scores for FSA Geometry and Algebra 2 were adopted in State Board of Education rule in January 2016.

For students who took the FSA Geometry EOC (2014-15) prior to the adoption of passing scores, the alternate passing score is 492 and above, which corresponds to the passing score of 396 and above for the NGSSS Geometry EOC (2010-11), last administered December 2014.

- **Waivers for Students with Disabilities**—Students with disabilities who entered grade 9 in 2014-15 and succeeding years are required to work toward a standard high school diploma and are expected to participate in statewide, standardized assessments. (Students with disabilities who entered grade 9 in 2013-14 or earlier and are working toward a standard high school diploma are also expected to participate in statewide, standardized assessments.) Legislation, however, provides for a waiver of statewide, standardized assessment graduation requirements for students with disabilities whose abilities cannot be accurately measured by the assessments. Pursuant to s. 1008.22(3)(c)2., F.S., “A student with a disability, as defined in s. 1007.02(2), for whom the individual education plan (IEP) team determines that the statewide, standardized assessments under this section cannot accurately measure the student’s abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard high school diploma. Such waiver shall be designated on the student’s transcript.” For additional information, contact the Bureau of Exceptional Education and Student Services at http://www.fldoe.org/academics/exceptional-student-edu.

- **High School Equivalency Diploma Program (2014 GED® Test)**—The high school equivalency diploma program is designed to provide an opportunity for adults who have not graduated from high school to earn a State of Florida High School Diploma, the state’s equivalency diploma, by measuring the major academic skills and knowledge associated with a high school program of study, with increased emphasis on workplace and higher education. The state selected the 2014 GED® test as the assessment for the high school equivalency program during a competitive process conducted in 2014. The 2014 GED® Test includes four required content area tests: Reasoning through Language Arts, Mathematical Reasoning, Science, and Social Studies. It is a computer-based test. Passing the test may require some preparation. Local adult education programs sponsored by school districts, colleges and community organizations may assist students with determining how to best prepare for the test. Additional information and resources regarding the GED® Test and the high school equivalency program may be accessed at http://www.fldoe.org/academics/career-adult-edu/hse/.

**Previous Scores Required for Graduation**

**Students Originally Scheduled to Graduate between 2004 and 2013**—Students who entered grade 9 in the 2008-09 school year or prior and were originally scheduled to graduate between 2004 and 2013 must earn passing scores on Grade 10 FCAT Reading and Mathematics, or their equivalents. Students who entered grade 9 in the 2009-10 school year or prior must earn an alternate passing score (comparable to the passing score for Grade 10 FCAT Reading) on Grade 10 FCAT 2.0 Reading and a passing score on Grade 10 FCAT Mathematics. The FCAT Mathematics retake is no longer administered. Students who still need to satisfy this requirement must earn a concordant score on the SAT or ACT. **Students may also meet the FCAT Mathematics requirement by passing the NGSSS or FSA Algebra 1 EOC Assessment.** The required passing and concordant scores for students who entered grade 9 from 2001-01 to 2009-10 are provided in Table 5 (on the following page).
<table>
<thead>
<tr>
<th>Assessment</th>
<th>Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>FCAT</td>
<td>1926 (scale score of 300) or above</td>
<td>1889 (scale score of 300) or above</td>
</tr>
<tr>
<td>FCAT 2.0</td>
<td>241 or above*</td>
<td>N/A</td>
</tr>
<tr>
<td>SAT Concordant Score</td>
<td>SAT administered prior to March 2016 410 (for students who entered grade 9 in 2006-07 or earlier) 420 (for students who entered grade 9 in 2007-08, 2008-09, or 2009-10) SAT administered after March 2016 For students who entered grade 9 in 2006-07 or earlier: 410 – New SAT Evidence-Based Reading and Writing OR 22 – New SAT Critical Reading For students who entered grade 9 in 2007-08, 2008-09, or 2009-10: 420 – New SAT Evidence-Based Reading and Writing OR 23 – New SAT Critical Reading</td>
<td>340**</td>
</tr>
<tr>
<td>ACT Concordant Score</td>
<td>15 (for students who entered grade 9 in 2006-07 or earlier) 18 (for students who entered grade 9 in 2007-08, 2008-09, or 2009-10)</td>
<td>15</td>
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</tbody>
</table>

*Students who participated in the spring 2011 Grade 10 FCAT 2.0 Reading test received scores called FCAT Equivalent Scores that were reported on the FCAT score scale, and the passing score was 1926 (scale score of 300). This is comparable to a score of 241 on the FCAT 2.0.

**A concordant score of 370 on SAT Mathematics was previously established in 2003 as an alternative for the Grade 10 FCAT Mathematics requirement. This alternative passing score was lowered to a score of 340 after a concordance study was conducted in November 2009 on a revised, more challenging version of the SAT. Students required to pass FCAT Mathematics for graduation may submit a score of 340 or higher regardless of their year of enrollment in grade 9 if the score is dated March 2005 and beyond.

**Class of 2003**—Students who were originally scheduled to graduate in 2003 may satisfy their graduation requirements by earning a Grade 10 FCAT 2.0 Reading score of 236 or higher.

**High School Competency Test (HSCT) Requirement**—The HSCT State Board Rule (6A-1.09421) was repealed in Fall 2015. Students who were scheduled to graduate in 2002 or earlier and have not passed the HSCT as part of their graduation requirements will need to enroll in an adult education program to earn a standard high school diploma. In accordance with Rule 6A-6.020, F.A.C., those who enter adult high school after their ninth grade cohort has graduated or who are not part of a ninth grade cohort must meet the current grade 12 cohort’s graduation requirements that are in effect the year they enter adult high school.
Helpful Resources

- Academic advisement flyers for students entering ninth grade and other information related to graduation requirements are available on the Graduation Requirements webpage.

- The FSA Portal, FSA Homepage, FCAT 2.0 Homepage, and Florida EOC Assessments Homepage provide information about the assessments currently administered and serve as valuable resources to students, parents/guardians, and educators. For previous assessments, please visit the Historical FCAT 2.0 Homepage and the FCAT Homepage.

- Schedules for FSA, FCAT 2.0, and EOC assessment administrations are accessible from the Florida Department of Education website.

- FloridaStudents.org provides student tutorials and resources for the Florida Standards.

- CPALMS.org is Florida's official source for standards information and course descriptions and includes helpful resources for educators and students.
Acceleration and Academic Rigorous Programs

Students may utilize the acceleration and academically challenging programs listed below to pursue a more rigorous program of study or to accelerate entry into postsecondary institutions or career and technical education programs of their choice.

Middle School Option

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

Academically Challenging Curriculum to Enhance Learning (ACCEL)

ACCEL options are educational options that provide an academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through grade 12. At a minimum, each school must offer the following ACCEL options: whole grade and midyear promotion; subject matter acceleration; virtual instruction in higher grade level subjects; the Credit Acceleration Program under s. 1003.4295; and the 18 credit high school graduation option. Additional ACCEL options may include, but are not limited to, enriched science, technology, engineering, and mathematics coursework; enrichment programs; flexible grouping; advanced academic courses; combined classes; self paced instruction; rigorous industry certifications that are articulated to college credit and approved pursuant to ss. 1003.492 and 1008.44; work related internships or apprenticeships; curriculum compacting; advanced content instruction; and telescoping curriculum.

Academic Dual Enrollment

Dual enrollment is an articulated acceleration mechanism open to secondary students who are attending public high school. To enroll in dual enrollment academic courses, students must demonstrate a readiness to successfully complete college level course work and have attained a qualifying grade point average. In order to determine the high school equivalency and the high school credit awarded for postsecondary courses completed through dual enrollment, please refer to the most current Dual Enrollment Course – High School Subject Area Equivalency. The district must weigh college–level dual enrollment courses the same as Advanced Placement, International Baccalaureate, and Advanced International Certification of Education courses when grade point averages are calculated. All high schools must follow the Dual Enrollment master scheduling protocols in order to ensure the capturing of Dual Enrollment data for students participating in both on high school campus and off high school campus dual enrollment courses.

Early Admission

Early admission is a form of dual enrollment through which eligible grade 12 students may enroll in a college or university on a fulltime basis in courses that are creditable toward a high school diploma and the associate or baccalaureate degree. To be considered full time, a student must enroll in a minimum of 12 college credit hours, but may not be required to enroll in more than 15 college credit hours.
Career and Technical Education

Career and Technical Education courses prepare students for occupations important to Florida’s economic development. These programs are organized into career clusters and are geared toward middle school, high school, district technical school, and Florida College System students throughout the state. With the help of partners in education, business and industry, and trade associations, each program includes the academic and technical skills required to be successful in today’s economy.

Career and Technical courses are indicated by the Career and Technical Education symbol.

Any career education course authorized for grades 13 or higher may be taken for credit by students in grades 9-12, based on the career objectives of the students. OCPS adheres to a policy of nondiscrimination in requirements for admission to and graduation from programs offered at post-secondary area technical centers operated by the district. The district will provide on a case-by-case basis, waivers, accommodations, and reasonable substitutions in meeting the admission and graduation requirements for students with disabilities at post-secondary area technical centers.

For more information, see “Career and Technical Education / College Connection” on page 31.

Advanced Placement (AP)

Advanced Placement (AP) is an acceleration opportunity administered by the College Board providing college level instruction in high school. Post-secondary credit for an AP course may be awarded to students who earn a minimum of a 3 on a 5 point scale on the corresponding AP exam. OCPS is dedicated to ensuring equitable access by giving all willing and academically prepared students the opportunity to participate in AP courses. Only through a commitment to equitable preparation and access can true equity and excellence be achieved.

For more information, visit apstudent.collegeboard.org

Advanced International Certificate of Education (AICE)

The Advanced International Certificate of Education (AICE) program is offered in several schools for which eligible high school students earn credit toward graduation and may receive post-secondary credit at colleges and universities.

For more information, visit cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-aice-diploma/

International Baccalaureate (IB)

The International Baccalaureate (IB) program is offered in several schools for which eligible high school students earn credit toward graduation and may receive post-secondary credit at colleges and universities.

For more information, visit ibo.org

Orange County Virtual School

Middle and senior high school students are eligible to enroll in the Orange County Virtual School (OCVS). The courses offered are teacher facilitated. Courses are based upon the same criteria as those taught in the standard high school program and, therefore, generate the same credit for students. Middle school students may earn credit only in those courses designated
as “acceleration” courses as indicated above. A complete list of courses is available through OCVS’s web site at [ocvs.ocps.net](http://ocvs.ocps.net). Courses completed through OCVS satisfy the Online Graduation Requirement.

For more information, see “Part-Time Enrollment with Orange County Virtual School” on page 24.

**Florida Virtual School**

Middle and senior high school students are eligible to enroll in the Florida Virtual School (FLVS). The courses offered are teacher facilitated and available throughout the state. Courses are based upon the same criteria as those taught in the standard high school program and, therefore, generate the same credit for students. Middle school students may earn credit only in those courses designated as “acceleration” courses as indicated above. A complete list of courses is available through FLVS’s web site at [flvs.net](http://flvs.net). Courses completed through FLVS satisfy the Online Graduation Requirement.

**Credit by Examination**

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

**Credit Acceleration Program (CAP)**

Students may earn credit for selected high school courses by taking the End of Course (EOC) assessment for the course and earning a score that indicates the student has attained a satisfactory score on a state EOC assessment. These credits are not accepted by the NCAAA for athletic eligibility.
Part-Time Enrollment with Orange County Virtual School

Public School Part-Time OCVS Students

Part-time students are enrolled in a traditional Orange County middle or high school full-time and may take supplemental courses online with OCVS. Students can take an online course for graduation acceleration, credit recovery, grade forgiveness, graduation requirements, or to earn high school credit while in middle school. In order to take classes with OCVS, students must currently attend an Orange County Public School or Home Education Program.

Parent and/or student must inform the school counselor of completed registration. The school counselor will verify information online, ensure that the course requested is appropriate for the student, and electronically approve requested courses. Once the courses have been approved, OCVS will assign the student to an instructor.

Orange County Virtual School is a franchise of Florida Virtual School (FLVS) which means, we use the same curriculum and website to register for classes, but OCVS instructors are all employed by Orange County Public Schools. OCVS has a rolling admission for part-time students.

Directions For Part-Time Students

- Go to vsa.flvs.net to register
- Create an account or Log into existing account
- Select Request New Courses located at the top of the page
- Verify Student Enrollment, Make changes if needed. Click save and continue.
- Select the Browse Course Catalog button to begin Step 2
- Step 2: Browse your Course Catalog
  - Search entire catalog by page
  - Use the search box to narrow the results. (Reset the search tab to go back to the first page of catalog by page.)
  - Use the filter options on the left to refine the search by Education Level and Subject.
  - Choose the course. Click on the orange select button to request the course.
  - Select the Segment (1 for semester 1, 2 for semester 2, or All for full year).
  - Select the small check box to acknowledge the prerequisites for the course have been met, if shown.
  - Choose preferred start date by clicking on calendar.

MAKE SURE TO SELECT ORANGE COUNTY VIRTUAL SCHOOL IN THE DROP BOX MENU

- Select “Continue” at the bottom of the page.
- Complete the survey questions and then select continue
- The student is taken to the Backpack each time a course is selected to confirm the choice.
- Select the “Add More Courses” button to go back into the course catalog to select another course or select the “Continue” button to complete creating an account or if you already have an account you will directed to confirm course requests.
- A progress screen at the top of the page will generate to show the student where they currently are in the registration process.
- Finish Sign-up: Review the courses and the information provided and notify school counselor of online course request for approval.
High School Courses

Core Courses Offered in Honors

- **English**: English 1 through 4, English 4: College Prep, AP English Language, AP English Literature
- **Math**: Algebra 1, Algebra 2, Geometry, Math for College Readiness, Pre-Calculus, AP Calculus AB, AP Calculus BC, AP Statistics
- **Science**: Earth Space Science, Physical Science, Biology, Chemistry, Anatomy and Physiology, Marine Science, Physics, AP Environmental, AP Biology
- **Physical Education**: HOPE
- **Electives**: Parenting Skills*, Peer Counseling*, Driver’s Education*, Personal Fitness*, Outdoor Education*, Fitness Lifestyle Design*, Theatre, Cinema and Film Production, Creative Photography 1, Forensic Science, Leadership Skills Development, Reading for College Success, Intensive Reading, Critical Thinking and Study Skills, AP Art History, Art History and Criticism 1 Honors, Social Media, Peer Counseling 1*, Peer Counseling 2*
- **World Languages**: Spanish 1 and 2, Spanish for Spanish Speakers 1, French 1 and 2
- **Career and Technical**: User Interface Design, Digital Information Technology

* Half Credit Courses
Admission to the State University System of Florida

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

High school graduation with a standard diploma

- Admission test scores
- 16 credits of college preparatory academic courses
- 4 English (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
- 2 approved electives

Additional information is available at flbog.edu/forstudents/planning

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

Additional information is available at fldoe.org/fcs

Talented Twenty

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

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

- Be enrolled in a Florida public high school and graduate with a standard diploma.
- Be ranked in the top 20% of the class after the posting of seventh semester grades.
- Take the ACT or SAT.
- Complete the eighteen college preparatory courses as specified in State Board of Education.

For complete/additional requirements, see Board Rule 6C-6.002 at flbog.edu/documents_meetings/0012_0016_0109_075.pdf
Application for State Universities

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

Student Profile Assessment

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

The Florida Bright Futures Scholarship Act, 1009.531, F. S., established a program consisting of three types of awards: the Florida Academic Scholars Award, the Florida Medallion Scholars Award, and the Florida Gold Seal Vocational Scholars Award. Students seeking a scholarship award to attend a postsecondary institution under the Florida Bright Futures Scholarship program will receive a 0.5 bonus point for grades earned in Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, International General Certificate of Secondary Education, and academic dual enrollment annual courses. Grades received in level 3 annual courses in English, mathematics, science, and social science also receive a 0.5 bonus point. A 0.25 bonus point will be awarded for any of the above courses which are semester courses.

Applications

To apply for a bright futures scholarship, a student must:

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

- Complete the Florida Financial Aid Application (FFAA) by high school graduation.

- Earn a standard Florida high school diploma or its equivalent.

- Be accepted by, enroll in, and be funded at an eligible Florida public or independent postsecondary education institution within the specified timeframe (2 years or 3 years) from the student's year of high school graduation. If a student enlists directly into the military after graduation, the 2-year or 3-year period begins on the date the student is separated from active duty.

- Not have been found guilty of, or pled nolo contendere to, a felony charge, unless the student has been granted clemency by the Governor and Cabinet sitting as the Executive Office of Clemency.

- Be enrolled for at least 6 semester credit hours (or the equivalent in quarter or clock hours).

- Submission of a Free Application for Federal Student Aid (FAFSA) is no longer required; however, students are encouraged to submit the FAFSA to learn of potential eligibility for additional state and federal aid.

- Meet the Community Service requirement for the desired award level, as described below.

Community Service Requirements for the Florida Academic Scholars Award (FAS), the Florida Medallion Scholars Award (FMS), and the Gold Seal Vocational Scholars Award (GSV)

All initial applicants must meet the community service requirement, as approved by the school district, or the administration of the private high school, or the Florida Department of Education for home-educated students. No waivers of this requirement can be granted regardless of the method used to qualify (National Merit and Achievement Scholars and Finalists, National Hispanic Scholars, International Baccalaureate Diploma recipients, and AICE Diploma recipients). Community service hours must be completed by high school graduation.

- FAS initial eligibility requirements include the completion of 100 hours of community service
• FMS initial eligibility requirements include the completion of 75 hours of community service

• GSV initial eligibility requirements include the completion of 30 hours of community service

Home-educated students and students who are dependents of military or public service personnel on active duty outside of Florida must provide a letter from the agency or agencies where the community service hours were earned. The documentation must be on agency letterhead and include the number of hours and dates of service completed.

Please note that revisions to the Florida Bright Futures Scholarship Program are subject to change as a result of legislative action.
Career Planning / College Entrance Examinations

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

1. ACT: American College Testing Program (11, 12)
2. ASVAB: Armed Services Vocational Aptitude Battery (11, 12)
3. PSAT: Preliminary SAT (10, 11)
4. SAT I: Reasoning Test – formerly the Scholastic Assessment Test (11, 12)
5. SAT II: Subject Tests – formerly the Scholastic Assessment Test (11, 12)
6. PERT: Postsecondary Education Readiness Test (11)

Students should see their school counselor for further information about the tests that would be most appropriate for meeting their needs. Some tests require the completion of an online registration form several weeks in advance of the test date.
Career and Technical Education / College Connection

Students completing specific Career Technical Education (CTE) programs can earn post-secondary hours and/or scholarships to enable them to complete post-secondary training. The following options explain how students may maximize their high school CTE course work. For additional information students should contact their Career Specialist or visit orangetechcollege.net.

Career Dual Enrollment at Orange Technical College

Career Dual Enrollment allows the student to take courses through Orange Technical College while still enrolled in high school. Dual enrollment programs prepare students for the workforce and continuing post-secondary education by focusing on technical skills and the attainment of relevant industry certifications. For GPA purposes, dual enrollment grades are weighted the same as Advanced Placement, International Baccalaureate, and Advanced International Certification of Education courses.

Articulation Agreements Postsecondary Credit For CTE Courses

Students completing CTE training courses in the high school may earn credits toward completion of CTE training programs at Orange Technical College. Students completing CTE training programs at Orange Technical College may earn credits toward an Associate of Science degree. Specifically negotiated agreements between the colleges and Orange Technical College allow students to earn college credit for CTE programs successfully completed in high school.

Career Pathways

Career Pathways is a high school transition initiative focusing on higher academics and technical skills. Students are able to link their high school studies with programs at Orange Technical College and/or Valencia College. This can lead to a certificate, associate’s degree or bachelor’s degree.

After taking designated technical courses at their high schools, Career Pathways students participate in a comprehensive assessment and are eligible to receive credit upon enrolling at Orange Technical College or Valencia College. This creates a seamless transition between high school and post-secondary education saving students time and money, as they pursue their post-secondary goals.

Courses eligible for Career Pathways articulated credit are indicated by the CP Career Pathways symbol.
Orange County Public Schools Course Examination Grading Summary

The examination policies below apply to secondary (Grades 6-12) courses as well as CTE courses.

Calculations of student final grades for all courses in Orange County Public Schools fall into one of three categories with different grading rules. Below is a description of these categories of courses and the grading policies that are applied to each.

**Group 1: Courses Associated with Statewide EOC Assessments**

These courses are associated with statewide EOC assessments in Algebra I, Geometry, Algebra II, Biology, US History, and Civics. No additional teacher, school or district semester or final examination may be administered in these courses, and the district calculates a student's EOC grade from the scale score on the statewide EOC. The grade calculation is as follows:

\[
35\% \text{ Semester 1 Grade} + 35\% \text{ Semester 2 Grade} + 30\% \text{ Statewide EOC Grade} = \text{Student Final Course Grade}
\]

**Group 2: Courses Associated with National and Other Statewide Assessments or Blended Courses**

These courses are associated with national assessments (such as AP and IB assessments) and other statewide assessments (such as FSA grade level assessments and PERT assessments) or blended courses. No additional teacher, school or district semester or final examination may be administered for the course. The grade calculation is as follows:

\[
50\% \text{ Semester 1 Grade} + 50\% \text{ Semester 2 Grade} = \text{Student Final Course Grade}
\]

**Group 3: Courses Associated with Common Final Exams**

These courses are associated with the assessments we refer to as Common Final Exams (CFEs). The CFEs are linked to all courses offered on the OCPS Course Code Directory that do not fall into the other two categories. No additional teacher, school or district semester or final examination may be administered for these courses. There are two grade calculation methods depending on whether or not the course is a full year or semester course.

**Full Year Courses**

\[
40\% \text{ Semester 1 Grade} + 40\% \text{ Semester 2 Grade} + 20\% \text{ CFE} = \text{Student Final Course Grade}
\]

**Semester Courses**

\[
40\% \text{ Quarter 1 Grade} + 40\% \text{ Quarter 2 Grade} + 20\% \text{ CFE} = \text{Student Final Course Grade}
\]

For senior high school students the forgiveness policy for required courses is limited to replacing a grade of D or F with a grade of C or higher earned subsequently in the same or comparable course. The forgiveness policy for elective courses is limited to replacing a grade of D or F with a grade of C or higher earned subsequently in another course. In either situation, when a student attempts forgiveness for a grade, only the new grade will be used to compute the student’s GPA. Any course not replaced according to this policy will be included in the calculation of the cumulative grade point average required for graduation. The only exception to the forgiveness policy stated above applies to middle school students who take any high school course. In this case, forgiveness can be applied to courses with a final grade of C, D, or F.
High Schools

Each high school has courses and programs that are unique to that school.

To view each school’s Curriculum Guide, please visit
ocps.net/cs/services/student/guidance/Pages/Curriculum-Guide.aspx
Principal’s Letter

Hello Pioneer Family,

We are excited to present for you the Oak Ridge High School Curriculum Guide. This guide is designed as an educational map that will assist you as you select your core academic and elective courses for next year. You will find that ORHS will provide you with a challenging, comprehensive curriculum with many choices and opportunities.

In this guide, you will find information about graduation requirements, testing requirements, scholarships, special programs, and specific courses. Take the time to use this guide to make sure that you select the courses that will have the greatest impact on your future. Read carefully, discuss options with your parents, and ask questions of your counselors and teachers. It is the responsibility of every student to be an informed student and understand all high school and graduation requirements and to take advantage of all opportunities provided. The commitments you make at registration time will determine your course schedule for next school year. It is critical that you invest the time necessary to make informed decisions about the courses you will take. It is important that parents take an active part in the course selection process by understanding the academic graduation requirements. To make informed decisions, parents and students should read through this guide together. Students will find many choices that will lead to paths of opportunity beyond high school. Whether your plan is to go to college or enter the workforce upon graduation, you will find pathways within this guide that will support you in meeting your goals.

Remember that selecting your courses is an important yet exciting decision. It is important that you challenge yourself academically by selecting the most rigorous courses in which you can succeed. We are very proud of the high standards of academic excellence at Oak Ridge High School and we look forward to assisting you in achieving personal academic excellence through the course you take.

Sincerely,

Jennifer Bellinger
Principal
Guidance Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Program</th>
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<th>Email</th>
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<tr>
<td>Ms. Stallings</td>
<td>Magnet Programs</td>
<td>6108108</td>
<td><a href="mailto:julie.stallings2@ocps.net">julie.stallings2@ocps.net</a></td>
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<td>Ms. Bennett</td>
<td>A-CLA</td>
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<td>Ms. Youmans</td>
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<td>Ms. Croom</td>
<td>GON-LOP</td>
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<td>Ms. Thompson</td>
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<td><a href="mailto:nasundra.brown@ocps.net">nasundra.brown@ocps.net</a></td>
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<td>Ms. Braden</td>
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<tr>
<td>Ms. Wolfgramm</td>
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<td>6102355</td>
<td><a href="mailto:erin.wolfgramm@ocps.net">erin.wolfgramm@ocps.net</a></td>
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Support Staff

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<tr>
<td>Mrs. Channel</td>
<td>Registrar</td>
<td>6102361</td>
<td><a href="mailto:vivian.channel@ocps.net">vivian.channel@ocps.net</a></td>
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<td>Mrs. Gonzalez</td>
<td>Records Clerk</td>
<td>6102362</td>
<td><a href="mailto:omayra.gonzalezcordero@ocps.net">omayra.gonzalezcordero@ocps.net</a></td>
</tr>
<tr>
<td>Mrs. O’Brien</td>
<td>Transcript and College and Career Center Clerk</td>
<td>6102355</td>
<td><a href="mailto:Jennifer.obrien@ocps.net">Jennifer.obrien@ocps.net</a></td>
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Staffing Specialist

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Ms. Hixon</td>
<td>6102247</td>
<td><a href="mailto:miriam.hixon@ocps.net">miriam.hixon@ocps.net</a></td>
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ESOL Coordinator

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<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Ms. Zhernosek</td>
<td>6102387</td>
<td><a href="mailto:karen.zhernosek@ocps.net">karen.zhernosek@ocps.net</a></td>
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Transitions Counselor

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<tr>
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<tr>
<td>Dr. Joseph</td>
<td>Friday</td>
<td><a href="mailto:latashia.joseph@ocps.net">latashia.joseph@ocps.net</a></td>
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Career Specialist / CTE

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<tr>
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<tr>
<td>Ms. DiGiovanni</td>
<td>6102404</td>
<td><a href="mailto:elizabeth.digiovanni@ocps.net">elizabeth.digiovanni@ocps.net</a></td>
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Dean of Magnets

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<td>6102391</td>
<td><a href="mailto:thomas.obrien@ocps.net">thomas.obrien@ocps.net</a></td>
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Aviation and Aerospace Engineering Magnet Program

The mission of the Aviation and Aerospace Engineering Magnet Program is to provide sound academic preparation for high school, college and beyond, while affording valuable career readiness experiences in the fields of aviation and aerospace. Students will be immersed in a rigorous academic core coupled with a variety of career-relevant electives complemented by student involvement in such real-world work experiences as career-site field trips, job-shadowing, mentor programs and internships.

Academic Overview

Orange County Public School, through the Oak Ridge High School Aviation Magnet, is committed to providing high quality, hands-on college and career readiness experiences and will assist in meeting the future demand in the aerospace industry by engaging our students in a rigorous, engaging, and comprehensive curriculum.

Students can earn a variety of industry certifications as they learn the skills necessary on new high-end, professional-grade simulators.

Comprehensive partnerships have been developed to support this program. They include but are not limited to the following:

- Lockheed Martin – Simulators, grants, enrichment opportunities, and real work experiences
- Various Colleges and Universities - partnerships with major universities including scholarship opportunities.
- YMCA – Extended learning and enrichment
- Greater Orlando Aviation Authority – Field trips, hands on experiences, and guest speakers

Employment Outlook in Aviation and Aerospace

- There is expected to be a huge job deficit in the aviation and aerospace industry from now until 2030.
  - 440,000 pilots (Boeing report)
  - 660,000 technicians (Boeing report)
  - 40,000+ aerospace engineers (Wharton report)
- With 2,000 companies in aviation and aerospace, Florida has the second largest share of the nation’s aviation and aerospace business, according to the U.S. Department of Labor.
- Boeing, Lockheed Martin, Raytheon, and Northrop Grumman, four of the largest and most significant companies in aviation and aerospace, have worksites in Central Florida.
- Florida has valuable industry assets including 22 airports of 10,000+ feet, two spaceports, and advanced space vehicle, payload processing, and launch/landing facilities – supporting a full range of industry activities, from R&D, to testing, to service.
- Florida’s 19 commercial airports account for 10% of the nation’s total passengers and enplane about 8% of the nation’s air cargo.
- PricewaterhouseCoopers reports Florida is the number one state for aviation manufacturing attractiveness.
- Florida is home to 20 major military installations.

Consequently, there exists an increasing need to provide relevant educational experiences for young people interested in aviation and aerospace in order to provide future workers for industry growth right here in Central Florida.
Benefits of the Program

Students who participate in the Aviation and Aerospace Academy Magnet Program will have the opportunity to experience or receive the following:

- Classroom and enrichment activities
- Flight simulator instruction on military-grade flight simulators
- Career related extra-curricular activities and volunteer opportunities
- Graduating the program with multiple industry certifications
- Field trip opportunities and site visits
- Job shadowing
- Internships
- Scholarships

Requirements for Admission

- Complete the online OCPS Magnet application
- Minimum 2.5 GPA
- Strong school attendance record
- Positive behavior record

Additionally, all applicants are expected to meet the overall standards of Oak Ridge High School and Orange County Public Schools, as well as exhibit the exemplary behavior associated with involvement in a rigorous academic program.

The Digital Media and Gaming Magnet Program

The Digital Media and Gaming Magnet Program provides sound academic preparation for high school, college and beyond, while affording valuable career readiness experiences in the fields of digital media and gaming. Students will be immersed in a rigorous academic core coupled with a variety of career-relevant electives. The curriculum is complemented by student involvement in such real-world work experiences as career-site field trips, job-shadowing, mentor programs, and internships.

Academic Overview

The Oak Ridge High School Digital Media and Gaming Magnet program offers a rigorous academic program which allows all students access and opportunity to take computer science focused elective courses.

The program is designed to develop advanced skills in the areas of gaming and simulation (programming), web site design, digital multimedia production, innovative technology solutions, or digital art.

In addition to a unique and specialized curriculum, 21st century technology tools are integrated into all curricular areas, giving students an enhanced educational experience which supports student achievement.

The Oak Ridge High School Digital Media and Gaming Magnet program offers a unique approach to programming, utilizing gaming, simulation, robotics, and web design as a final product. Digital Media and Gaming Magnet students become well-versed in multimedia skills that translate into short films and digital presentations.

Be a Part of a Program Where Students...

- have access to multiple computer labs
- share a thirst for all knowledge, especially in the field of technology
• use technology as an everyday tool for learning
• collaborate to create and present products and services
• work in teams to solve academic, business, and technological problems
• research and develop technological solutions to societal problems
• conceive, market, and create their own video games, websites, digital images, and more

Requirements for Admission
• Complete the online OCPS Magnet application
• Minimum 2.5 GPA
• Strong school attendance record
• Positive behavior record

Additionally, all applicants are expected to meet the overall standards of Oak Ridge High School and Orange County Public Schools, as well as exhibit the exemplary behavior associated with involvement in a rigorous academic program.

Is the Digital Media and Gaming Magnet Program Right for You?
Do you like....
• using computers and digital cameras?
• developing video games?
• creating digital art?
• designing and developing cell phone applications?
• constructing web pages?
• creating video productions?
• learning through hands-on experiences?
• using technology to express and publish your ideas?
• using technology as a problem solving tool?

Benefits of the Program
Students who participate in the Digital Media and Gaming Magnet Program will have the opportunity to experience or receive the following:
• Classroom and enrichment activities
• Career related extra-curricular activities and volunteer opportunities
• Graduating the program with multiple industry certifications
• Field trip opportunities and site visits
• Job shadowing
• Internships
• Scholarships
Hospitality Management Magnet Program

The Hospitality Management Magnet Program provides sound academic preparation for high school, college and beyond, while affording valuable career readiness experiences in the field of hospitality management. Students will be immersed in a rigorous academic core coupled with a variety of career-relevant electives. The curriculum is complemented by student involvement in real-world work experiences such as career-site field trips, job-shadowing, mentor programs, and internships.

Endless Opportunities

- Field Trips: Our field trips are strategically planned to enhance the student’s learning experience. Stepping outside of the classroom, and into a magnificent hotel, seeing the behind the scenes of a theme park, or sitting side by side hospitality students from other high schools in a work shop or symposium are all inspiring and memorable experiences.
- Mentoring Opportunities: Our industry partners make themselves available to our students. They work with our students through classroom speaking engagements. They also provide guidance about careers and job opportunities, and assist students with interview techniques.
- Guest Speakers: Expect many guest speakers in this program. College recruiters, hotel general managers, former students, community service specialists, financial literacy managers, industry professionals, are all examples of how we bring the industry to the classroom.
- Internships and Job Shadowing: Classroom discussions are important, but real life work experience is immeasurable. We work with our partners to provide student shadow and internship opportunities to take the class study to the next level.

Requirements for Admission

- Complete the online OCPS Magnet application
- Minimum 2.5 GPA
- Strong school attendance record
- Positive behavior record

National Academy Foundation

The National Academy Foundation’s (NAF) Academies of Hospitality & Tourism help students chart career paths in one of the world’s largest industries.

Curriculum

Our curriculum engages students through a series of career exploration courses. All courses use project-based learning techniques with an emphasis on strengthening literacy, project management, leadership, and team building skills while also fostering creativity and innovation.

College and Career Readiness

In addition to studying career-focused curriculum and working on collaborative projects, students gain critical career knowledge through a series of work-based learning experiences both inside and outside of the classroom. These activities include job shadowing, mock interviews, resume writing workshops, and culminate with a compensated internship. Local business partners work with educators to provide these opportunities that round out students’ education. By serving on advisory boards and as mentors, business partners provide a real world connection to academy coursework which helps students understand the pathways to career success.
NAF’s student certification assessment system validates successful course completion, projects, and internships. By receiving a passing score on End-of-Course exams and satisfactory scores on the project and internship assessments, students earn a NAF credential signifying to post-secondary institutions and employers that the student is both college and career ready.

Graduates of NAF academies complete college faster, earn more, and have stronger ties to the communities than their peers.

Benefits of the Program

Students who participate in the Hospitality Management Magnet Program will have the opportunity to experience or receive the following:

- Classroom and enrichment activities
- Career related extra-curricular activities and volunteer opportunities
- Graduating the program with multiple industry certifications
- Field trip opportunities and site visits
- Job shadowing
- Internships
- Scholarships
- Mentoring
- Guest Speakers

JA Academy for Leadership and Entrepreneurship

The mission of the JA Academy for Leadership and Entrepreneurship is to provide sound academic preparation for high school, college and beyond, while affording valuable career readiness experiences in the field of leadership and entrepreneurship. Students will be immersed in a rigorous academic core coupled with a variety of career-relevant electives complemented by student involvement in such real-world work experiences as career-site field trips, job-shadowing, mentor programs and internships.

About the Academy

- For high-achieving students, the quality and relevance of their education is essential. At the JA Academy for Leadership and Entrepreneurship (JA Academy), students are challenged, engaged and enlightened about the boundless business opportunities that await them.
- The JA Academy is a new magnet school in partnership with Orange County Public Schools that teaches students leadership and entrepreneurial skills through an integrated and challenging high school curriculum.
- Our courses are designed to connect students to Central Florida’s top leaders and entrepreneurs, stimulate their imagination and prepare them for a successful future as part of America’s free enterprise system.
- Independent third-party evaluations of the 2015-16 class demonstrated that JA students outperformed their peers on all of the measures examined including: SAT tests, Reading benchmarks and Algebra Course Grades.

Junior Achievement Sparks Student Success

The JA Academy empowers young people to own their economic success, plan for their future and make smart academic and economic choices. Our program prepares all of our students to be financially literate; grounded in free enterprise, leadership and entrepreneurial principles; and ready for the workforce. JA programs make a connection between lessons learned in the classroom and real-world applications – through relevant, interactive programming.
Requirements for Admission

- Completed OCPS Magnet application
- Minimum 2.5 GPA
- Strong school attendance record
- Positive behavior record

Additionally, all applicants are expected to meet the overall standards of Oak Ridge High School and Orange County Public Schools as well as exhibit the exemplary behavior associated with involvement in an academic program.

JA Academy Program Features

- A “full immersion” curriculum that mixes leadership, business, and academic concepts and promotes the principles of free enterprise
- Hands-on experiences such as job shadowing, internships, volunteer opportunities, field trips and executive guest lectures
- Mentoring and networking through JA’s vast network of business supporters
- College credit through a flexible dual enrollment program
- A state-of-the-art facility and learning technology
- Qualified teachers with curriculum developed with real-world business executives
- Guidance and support for college and scholarship applications
- Completed portfolio at graduation to assist with college applications and scholarships
- Business plan development for entrepreneurial endeavors or business employment
- Broad “life” preparation skills
Career and Technology Education Programs

One mission of Oak Ridge High School is to provide our students with practical experience in meaningful applications. Allowing them the opportunity to explore and prepare for technical careers as well as apply basic skills such as reading, writing, and mathematics thus improving their quality of their education, motivating at risk populations and provide the students with leadership opportunities in their communities.

Students of Oak Ridge's Career and Technical Education programs have the opportunity to become nationally certified in Microsoft Office; Agritechnology; Aquaculture Technician; Auto Desk; CIW; HTMP 1 & 2; Serv Safe; Adobe Photoshop, Illustration, InDesign, and Premiere Pro. By earning one of these certification credentials, students can broaden their employment opportunities by showcasing their software skills and knowledge acquisition capacity. For employers, the certification program provides skill-verification tools that not only help assess the student's skills using these software applications but also their ability to acquire new knowledge, and to quickly complete on-the-job-tasks.

Career and Technical Education program completers have the opportunity to apply for the Florida Gold Seal Vocational Scholars award (scholarship). The Florida Gold Seal Vocational Scholars can only be used to fund a career education or certificate program. Information regarding requirements can be found at floridastudentfinancialaid.org.

Administrative Office Specialist

- Digital Information Technology
- Administrative Office Technology
- Business Software Applications
- Digital Design I

Aquaculture

- Agriscience Foundations
- Aquaculture 2
- Aquaculture 3
- Aquaculture 4

Digital Media Design & Gaming Magnet

- Digital Media Track
  - Digital Information Technology
  - Digital Design I
  - Digital Design II Honors
  - Digital Design III Honors
  - Digital Design IV Honors
- Game/Simulation/Animation Visual Design Track
  - Game/Simulation Designer Year 1
  - Game/Simulation Designer Year 2
  - Game/Simulation Graphic Artist
  - Game/Simulation 3D Animator
Digital Video Production

- Digital Video Production I Honors
- Digital Video Production II Honors
- Digital Video Production III Honors
- Digital Video Production IV Honors

Hospitality and Tourism Magnet NAF Academy

- Introduction to Hospitality
- Technology for Hospitality & Tourism
- Hospitality & Tourism Marketing Management
- Hospitality & Tourism Entrepreneurship

Project Lead the Way/Engineering

- Introduction to Engineering Design
- Principles of Engineering Honors
- Computer Integrated Manufacturing

Aviation and Aerospace Engineering Magnet

- Aerospace Technology I
- Aerospace Technology II
- Aerospace Technology III

Dual Enrollment Program: Orange Technical College

Oak Ridge High School Students have the opportunity to participate in the dual enrollment program through Orange Technical College as Juniors and Seniors. Some of the many benefits found in the dual enrollment program included focused education for three to four periods each day, honors and AP-weighted elective credits for certain courses/programs, credit articulation to Valencia College, and FREE transportation/tuition. Students can choose from many programs, as well as getting a jump start on gaining skills and experience in an area that suits their interests.

The requirements are, but not limited to:

- On track for graduation
- An overall GPA of at least a 2.0
- At least 3 class periods reserved for electives

Interested students should see the Career Specialist on campus for more information.

Academic Dual Enrollment Program: Valencia College

Oak Ridge High School Students are participating in dual enrollment classes on campus and at the Valencia College campus. Students are fortunate to complete the following classes on ORHS campus:

- Freshman Composition Skills 1
- Freshman Composition Skills 2
Student Support Programs

Tutoring & Enrichment
Tutoring & Enrichment are held from 2:30-4:30p.m.

Tutoring takes place from 2:30-4:30p.m.

- Monday: Reading, ELA, ELL, Writing
- Tuesday: Algebra I, Algebra II, Geometry
- Thursday: Physical Science, Biology, Chemistry

Clubs and Organizations

- Anime
- AVID
- Band
- BETA
- Business Professionals of America
- Chess
- Chorus
- Dance
- Film Club
- Freshman Class
- Future Farmers of America
- Junior Class
- National Honor Society
- Newspaper
- Orchestra
- Recycling
- ROTC
- Science Olympiad
- Senior Class
- Sophomore Class
- Spanish Club
- Step
- Student Government Association
- Yearbook
Art - Visual Arts

0101300  Two-Dimensional Studio Art 1
Length: FY  Credits: 1.0  Area: PF
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.

0101310  Two-Dimensional Studio Art 2
Length: FY  Credits: 1.0  Area: PF
Students develop and refine technical skills and create 2-D compositions with a variety of media in drawing, painting, printmaking, collage, and/or design. Student artists sketch, manipulate, and refine the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

0101330  Three-Dimensional Studio Art 1
Length: FY  Credits: 1.0  Area: PF
Students explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Media may include, but are not limited to, clay, wood, plaster, and paper maché with consideration of the workability, durability, cost, and toxicity of the media used. Student artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail, size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftsmanship and quality in the surface and structural qualities of the completed art forms. Students in the 3-D art studio focus on use of safety procedures for process, media, and techniques. Student artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.
0102300  Ceramics/ Pottery 1

Length: FY  Credits: 1.0  Area: PF

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

0102310  Ceramics/ Pottery 2

Length: FY  Credits: 1.0  Area: PF

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

0102320  Ceramics/ Pottery 3 Honors

Length: FY  Credits: 1.0  Area: PF

Students communicate a sense of 4-D, motion, and/or time, based on creative use of spatial relationships and innovative treatment of space and its components. Instruction may include content in ceramics, pottery, or other related media. Students address 4-D, the inter-relatedness of art and context, and may also include installation or collaborative works, virtual realities, light as a medium (i.e., natural, artificial, or reflective), or flexible, entered, or activated space. Other concepts for exploration include tension, compression or expansion, intrusions or extrusions, grouping, proximity, containment, closure, contradiction, and continuity. Ceramic and/or pottery artists experiment with processes, techniques, and media, which may include, but are not limited to, casting and kiln-firing techniques, and mold making. Craftsmanship and quality are reflected in the surface and structural qualities of the completed art forms. Students in the ceramics and/or pottery art studio focus on use of safety procedures for process, media, and techniques. 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.
0108310 Creative Photography 1
Length: FY Credits: 10 Area: PF

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.

0108330 Creative Photography 3 Honors
Length: FY Credits: 10 Area: PF

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

0109350 Advanced Placement Studio Art Two-Dimensional Design
Length: FY Credits: 10 Area: PF

The AP Program offers three studio art courses and portfolios: Two-Dimensional Design, Three-Dimensional Design, and Drawing. The AP Studio Art portfolios are designed for students who are seriously interested in the practical experience of art. Students submit portfolios for evaluation at the end of the school year. The AP Studio Art Program consists of three portfolios — 2-D Design, 3-D Design and Drawing — corresponding to the most common college foundation courses. Students may choose to submit any or all of the Drawing, Two-Dimensional Design, or Three-Dimensional design portfolios. AP Studio Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions.
### Career and Technical Education

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**Agriscience Foundations 1/ Level 3**

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 are an integral part of this course. These include the safe use and application of appropriate technology, scientific testing and observation equipment.

**Digital Information Technology/ Level 2**

This course is designed to provide an introduction to information technology concepts and careers as well as the impact information technology has on the world, people, and industry and basic web design concepts. The content includes information technology career research; operating systems and software applications; electronic communications including e-mail and Internet services; basic HTML, DHTML, and XML web commands and design; emerging technologies, and Web page design.

**Digital Design 1/ Level 2**

This course is designed to develop basic entry-level skills required for careers in the digital publishing industry. The content includes computer skills; digital publishing concepts and operations; layout, design, measurement activities; and digital imaging as well as communication, collaboration and decision-making activities; critical thinking; and problem solving. After successful completion of Digital Design 1 students will have met occupational completion point - B, Production Assistant - SOC Code 43-9031.

**Digital Design 2/ Level 3**

This course continues the development of basic entry-level skills required for careers in the digital publishing industry. The content includes computer skills; digital publishing operations; layout, design, and measurement activities; and digital imaging as well as communication, collaboration and decision-making activities; critical thinking; and problem solving. After successful completion of Digital Design 2 and 3, students will have met occupational completion point - C, Digital Assistant Designer - SOC Code 43-9031.

**Digital Design 3/ Level 3**

This course continues the development of industry-standard skills required for careers in the digital publishing industry. The content includes the use of a variety of software and equipment to perform digital publishing and digital imaging activities as well as communication, collaboration and decision-making activities; critical thinking; and problem solving. After successful completion of Digital Design 3, students will have met occupational completion point - C, Digital Assistant Designer - SOC Code 43-90331.
Courses Offered at Oak Ridge High School

8212110  Administrative Office Technology 1/ Level 2
Length: FY  Credits: 1.0  Area: VO
This course is designed to assist with administrative and general office duties in a support capacity. This course explores and expands the core competencies in the areas of personal and professional development and promotes application of higher level office procedures tasks and communications skills through the use of technology.

8212120  Business Software Applications 1/ Level 2
Length: FY  Credits: 1.0  Area: VO
This course is designed to develop proficiency in using the advanced features of software programs to perform office-related tasks.

8212160  Business Software Applications 2/ Level 2
Length: FY  Credits: 1.0  Area: VO
This course is designed to use technology to produce high quality employment portfolios, research job opportunities, and compile and disseminate job-seeking documents.

8215120  Business and Entrepreneurship Principles/ Level 3
Length: FY  Credits: 1.0  Area: VO
This course is designed to provide an introduction to business organization, management, and entrepreneurial principles. Topics include communication skills, various forms of business ownership and organizational structures, supervisory/management skills, leadership skills, human resources management activities, business ethics, and cultural diversity. Emphasis is placed on job readiness and career development. The use of computers is an integral part of this program.

8215130  Legal Aspects of Business/ Level 3
Length: FY  Credits: 1.0  Area: VO
This course is designed to provide an introduction to the legal aspects of business. Topics include business law concepts, forms of business ownership, insurance awareness, governmental regulations, management functions, human resources management issues, and career development. The use of computers is an integral part of this program.

8300430  Guided Workplace Learning (Internship)/ Level 2
Length: Multiple  Credits: Multiple  Area: VO
The purpose of this course is to provide students with the opportunity to gain practical, first-hand knowledge in broad occupational clusters or industry sectors through a structured internship experience. This internship is designed to give students an opportunity to integrate occupational and applied academic learning and to apply knowledge and skills learned in a classroom to actual work situations not generally available through paid employment.

8400100  Health Science Education Directed Study
Length: Multiple  Credits: Multiple  Area: VO
The purpose of this course is to provide students with learning opportunities in a prescribed program of study within the Health Science cluster that will enhance opportunities for employment in the career field chosen by the student.
Courses Offered at Oak Ridge High School

8417100  Health Science Anatomy & Physiology/ Level 3
Length: FY  Credits: 10  Area: EQ
This course is an introduction to anatomy and physiology by familiarizing the student with the structure and function of the human body. This course includes terminology of the various body systems in relation to health and disease.

8417110  Health Science Foundations/ Level 3
Length: FY  Credits: 10  Area: VO
This course is designed to prepare the student for a career in the health care industry. Professionalism, personal qualities of health care workers, basic clinical skills for all health care professions, medical terminology and current trends in health care will be covered.

8506405  Design Services Core/ Level 2
Length: FY  Credits: 10  Area: PA
This course is the core course of the fashion design services program. It is designed to develop competencies in the areas of the fashion design industry. It includes essential basic skills for working in design services, leadership and organizational skills, basic principles of design, textile characteristics and care, employability skills, relationship of human factors to design services, safe use of tools and equipment, and selection of appropriate materials.

8506410  Principles of Fashion Design Services/ Level 2
Length: FY  Credits: 10  Area: PA
This course is the second course of the Fashion Design Services program. It is designed to further develop competencies in the area of Fashion Design Services. It includes employment opportunities in fashion design services, basic skills essential to working in this industry, employability skills, elements and principles of design, the terminology of the apparel industry, garment construction skills, sales techniques, and entrepreneurship.

8506420  Pattern Design Techniques/ Level 3
Length: FY  Credits: 10  Area: PA
This course is the third course in the Fashion Design Services program. It is designed to further develop competencies in the area of fashion design services. It includes researching history and culture’s effect on design, sketching and free hand drawing, use of technology in the fashion industry, clothing needs for special populations, and creation of an original pattern.

8506430  Fashion Design Specialist/ Level 3
Length: FY  Credits: 10  Area: PA
**Courses Offered at Oak Ridge High School**

**8600520**  **Principles of Engineering/Level 3**
Length: FY  Credits: 1.0  Area: PA

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

**8600550**  **Introduction to Engineering Design/Level 3**
Length: FY  Credits: 1.0  Area: PA

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

**8600580**  **Aerospace Technologies 1/Level 3**
Length: FY  Credits: 1.0  Area: EQ

This course provides students with an introduction to the knowledge, human relations, and technological skills found today in Aerospace Technologies.

**8600680**  **Aerospace Technologies 2/Level 3**
Length: FY  Credits: 1.0  Area: EQ

This program provides students with an intermediate understanding of the knowledge, human relations, and technological skills found today in Aerospace Technologies.

**8601780**  **Aerospace Technologies 3/Level 3**
Length: FY  Credits: 1.0  Area: EQ

**8757210**  **Grooming and Salon Services Core 1/Level 2**
Length: SEM  Credits: 0.5  Area: PA

This course is designed to provide instruction in school, classroom/laboratory safety rules and procedures. It is also designed to provide the student with an opportunity to become familiar with competencies in employability, communication, math and science skills required to succeed in industry. Additionally, it is designed to provide the student with an overview of competencies in State Board of Cosmetology requirements and in the study of the cosmetology law and rules and regulations. He/ she will briefly review entrepreneurship competency.

Career and Technical Education
Courses Offered at Oak Ridge High School

8757410  Facials Specialty 2/ Level 2
Length: SEM  Credits: 0.5  Area: VO
This course is designed to provide instruction in competencies in facials and massage.

8757420  Facials Specialty 3/ Level 2
Length: FY  Credits: 1.0  Area: VO
This course is designed to provide competencies in facial make-up, hair removal, artificial lash application and instruction in the selection of proper supplies and implements to perform this service.

8772410  Digital Video Production 1/ Level 3
Length: FY  Credits: 1.0  Area: PA
This course covers competencies in safe work practices, planning a production set, lighting planning, camera operation, and audio/video recording, mixing, and editing.

8772420  Digital Video Production 2/ Level 3
Length: FY  Credits: 1.0  Area: PA
This course covers competencies in safe work practices, planning a production set, lighting planning, camera operation, and audio/video recording, mixing, and editing.

8772430  Digital Video Production 3/ Level 3
Length: FY  Credits: 1.0  Area: PA
This course covers competencies in safe work practices and lighting.

8772440  Digital Video Production 4/ Level 3
Length: FY  Credits: 1.0  Area: PA
This course covers competencies in safe work practices; audio/video recording, mixing, and editing; and shooting footage.

8800510  Culinary Arts 1/ Level 2
Length: FY  Credits: 1.0
This course covers the history of the food service industry and careers in that industry. Also covered are safety in the workplace; employability skills; leadership/teamwork skills; care and use of commercial culinary equipment; basic food science; basic nutrition; and following recipes in food preparation labs.

8830320  Lodging Principles/ Level 2
Length: FY  Credits: 1.0  Area: VO
The purpose of this course is to provide students with the competencies required for employment at the career specialist level in a variety of hospitality related industries. There is no occupational completion point at the conclusion of this course.
**Lodging Applications/ Level 3**

Length: FY  
Credits: 10  
Area: VO

The purpose of this course is to provide students with the skills and knowledge required for supervisory level and midmanagement level employment in a wide variety of hospitality related industries.

**Introduction to Hospitality and Tourism/ Level 2**

Length: FY  
Credits: 10  
Area: VO

The purpose of this course is to introduce students to the skills necessary for success in the hospitality and tourism industry. Students will also have the opportunity to learn hospitality and tourism terminology and the mathematical, economic, marketing, and sales fundamentals of the industry.

**Human Services Directed Study**

Length: Multiple  
Credits: Multiple  
Area: VO

The purpose of this course is to provide students with learning opportunities in a prescribed program of study within the Human Services cluster(s) that will enhance opportunities for employment in the career field chosen by the student.
Computer Education

0200335  Advanced Placement Computer Science Principles

Length: FY  Credits: 10

AP Computer Science Principles (AP CSP) introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, AP CSP prepares students for college and career.
Dance

0300310 Dance Techniques 1

Length: FY  Credits: 10  Area: PF

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

0400310  Theatre 1
Length: FY  Credits: 10  Area: PF

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.

0400320  Theatre 2
Length: FY  Credits: 10  Area: PF

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

0400370  Acting 1
Length: FY  Credits: 10  Area: PF

Through improvisation, simple scripted scenes, performance projects, and/or practical application, students learn to identify what makes performances believable and explore the tools used to create, articulate, and execute them. Upon completion of this course, students have a strong foundation for future scene work, script analysis, and play production. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

0400410  Technical Theatre: Design & Production 1
Length: FY  Credits: 10  Area: PF

Students focus on developing the basic tools and procedures for creating elements of technical theatre, including costumes, lighting, makeup, properties (props), publicity, scenery, and sound. Technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials are central to success in this course. Students explore and learn to analyze dramatic scripts, seeking production solutions through historical, cultural, and geographic research. Students also learn the basics of standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; and the resulting artistic improvement. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.
0400700  Musical Theatre 1

Length: FY  Credits: 10  Area: PF

Students' course work focuses on, but is not limited to, acting, vocal performance, dance, non-dance movement, and staging, which transfer readily to performances in musicals and other venues. Students survey the evolution of music in theatre from ancient Greece to modern Broadway through a humanities approach and representative literature. Music theatre students explore the unique staging and technical demands of musicals in contrast to non-musical plays. 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.
# Courses Offered at Oak Ridge High School

## Exceptional Student Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Length</th>
<th>Credits</th>
<th>Area</th>
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</thead>
<tbody>
<tr>
<td>7910111</td>
<td>Access English 1/2</td>
<td>Multiple</td>
<td>Multiple</td>
<td>EN</td>
</tr>
<tr>
<td>7910112</td>
<td>Access English 3/4</td>
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<td>Multiple</td>
<td>EN</td>
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<td>7912070</td>
<td>Access Liberal Arts Mathematics</td>
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<td>7912080</td>
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<td>Access Algebra 1B</td>
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<td>7920015</td>
<td>Access Biology 1</td>
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<tr>
<td>7920020</td>
<td>Access Earth/Space Science</td>
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<td>7920025</td>
<td>Access Integrated Science 1</td>
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<tr>
<td>7921015</td>
<td>Access United States Government</td>
<td>SEM</td>
<td>Multiple</td>
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</tr>
<tr>
<td>7921022</td>
<td>Access Economics with Financial Literacy</td>
<td>SEM</td>
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<tr>
<td>7921025</td>
<td>Access United States History</td>
<td>Multiple</td>
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</tr>
</tbody>
</table>
Courses Offered at Oak Ridge High School

7921027 Access World History
Length: Multiple Credits: Multiple Area: WH

7960010 Transition Planning: 9-12
Length: Multiple Credits: Multiple
The purpose of this course is to enable students with disabilities to develop knowledge and skills for transition planning and accessing services needed to engage in postsecondary education/training, employment, and independent living.

7963080 Learning Strategies 9-12
Length: Multiple Credits: Multiple
The purpose of this course is to enable students with disabilities to acquire and generalize strategies and skills across academic, community, and employment settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

7963140 Self-Determination
Length: Multiple Credits: Multiple
The purpose of this course is to enable students with disabilities to apply self-determination and self-advocacy skills in school, home, community, and employment settings. Students will increase self-awareness of personal abilities and develop an understanding of the impact of their own disability on learning and on other areas of life.

7963160 Unique Skills: Independent Functioning 9-12
Length: Multiple Credits: Multiple
The purpose of this course is to enable students with disabilities to achieve independence in daily living activities in educational, home, community, and employment settings to achieve annual goals based on assessed needs and the student's individual educational plan (IEP).

7980120 Career Experiences: 9-12
Length: Multiple Credits: Multiple Area: VO
The purpose of this course is to enable students with disabilities to further develop knowledge and skills to select career options, access community resources, and apply work-related behaviors through guided practice and experiences in school and community work settings. Non-paid community-based vocational education (non-paid CBVE) training programs are typically implemented through this course.

7980130 Career Placement: 9-12
Length: Multiple Credits: Multiple Area: VO
The purpose of this course is to enable students with disabilities to apply career knowledge and skills to perform work-related behaviors in a paid employment situation.

Exceptional Student Education
0500500  Personal, Career, and School Development Skills 1

Length: FY  Credits: 1.0

The purpose of this course is to provide students with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community. Through enrollment in this class, students (and their families) are connected with public and private health, employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of higher education also join the partnership by providing interns, tutors, mentors and scholarships.

0500510  Personal, Career, and School Development Skills 2

Length: FY  Credits: 1.0

The purpose of this course is to provide students with an opportunity to experience success in school and improve attitudes and behaviors towards learning, self, school and community. Through enrollment in this class, students (and their families) are connected with public and private health, employment, counseling and social services. The private sector is involved in the collaboration in a variety of ways. These include tutoring of students, mentoring, serving as guest speakers or workshop leaders, donating materials/equipment/facilities, providing financial/in-kind support for motivation and recognition awards, offering work experience or job-shadowing opportunities, funding scholarships. Institutions of higher education also join the partnership by providing interns, tutors, mentors and scholarships.
JROTC and Military Training

1800300  Air Force: Aerospace Science 1
Length: FY  Credits: 10
The purpose of this course is to enable students to develop knowledge of the historical development of flight and the role of the military in history. Students also develop knowledge of the AFJROTC, individual self-control, citizenship, wellness, health, and fitness. Students practice basic drill techniques and conduct military ceremonies.

1800310  Air Force: Aerospace Science 2
Length: FY  Credits: 10
The purpose of this course is to enable students to develop knowledge of the aerospace environment, human requirements of flight, principles of aircraft flight, and principles of navigation. Students also develop effective communication skills, understanding of human and group behavior, and basic leadership concepts. Students practice drill movements and observe military customs and ceremonies.

1800320  Air Force: Aerospace Science 3
Length: FY  Credits: 10
The purpose of this course is to enable students to develop knowledge of the space environment, space programs and technology, and manned space flight. Students develop knowledge and skills related to planning for post secondary education or employment and career opportunities, including financial planning. Students polish skills in marching and conducting military ceremonies.

1800330  Air Force: Aerospace Science 4 - Leadership Development
Length: FY  Credits: 10
The purpose of this course is to enable students to develop knowledge of physical and human geography in the major regions of the world. Students develop fundamental management concepts and skills and apply them in corps activities. Drill and ceremony functions are carried out with ease and professionalism.
Language Arts

1000410 Intensive Reading
Length: Multiple Credits: Multiple
The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text and is removed as the reading and writing abilities of students improve over time.

1001310 English 1
Length: FY Credits: 1.0 Area: EN
The purpose of this course is to provide English 1 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

1001320 English Honors 1
Length: FY Credits: 1.0 Area: EN
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.

1001340 English 2
Length: FY Credits: 1.0 Area: EN
The purpose of this course is to provide grade 10 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

1001350 English Honors 2
Length: FY Credits: 1.0 Area: EN
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.

1001370 English 3
Length: FY Credits: 1.0 Area: EN
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.
## Courses Offered at Oak Ridge High School

### 1001380 English Honors 3
- **Length:** FY
- **Credits:** 10
- **Area:** EN

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.

### 1001405 English 4: Florida College Prep
- **Length:** FY
- **Credits:** 10
- **Area:** EN

This course incorporates reading and writing study through writing a variety of informative texts using grade-level writing craft and through the in-depth reading and analysis of informational selections in order to develop critical reading and writing skills necessary for success in college courses. This course prepares students for successful completion of Florida college English courses. The benchmarks reflect the Florida Postsecondary Readiness Competencies necessary for entry-level college courses.

### 1001410 English Honors 4
- **Length:** FY
- **Credits:** 10
- **Area:** EN

The purpose of this course is to provide grade 12 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.

### 1001420 Advanced Placement English Language and Composition
- **Length:** FY
- **Credits:** 10
- **Area:** EN

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.

### 1001430 Advanced Placement English Literature and Composition
- **Length:** FY
- **Credits:** 10
- **Area:** EN

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.

### 1002300 English 1 Through ESOL
- **Length:** FY
- **Credits:** 10
- **Area:** EN

The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness.
Courses Offered at Oak Ridge High School

1002310 English 2 Through ESOL
Length: FY  Credits: 1.0  Area: EN

The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness.

1002320 English 3 Through ESOL
Length: FY  Credits: 1.0  Area: EN

The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness.

1002380 Developmental Language Arts Through ESOL
Length: Multiple  Credits: Multiple

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

1002381 Developmental Language Arts ESOL (Reading)
Length: Multiple  Credits: Multiple

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

1002520 English 4 Through ESOL
Length: FY  Credits: 1.0  Area: EN

The purpose of this course is to enable students who are native speakers of languages other than English to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of content and activities using texts of high complexity to ensure college and career preparation and readiness.
Courses Offered at Oak Ridge High School

**1006300  Journalism 1**

Length: FY  
Credits: 10  

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

**1006331  Journalism 5 Honors**

Length: FY  
Credits: 10  

The purpose of this course is to perform advanced skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to develop advanced knowledge of journalism history, ethics use, and management techniques related to the production of journalistic media.
Leadership Skills Development

2400310  Leadership Techniques
Length: FY  Credits: 10
This course will provide an in-depth study of the leadership techniques of decision making, problem solving, meeting skills, communication, group conflict reduction, time and stress management, evaluation, team building, group dynamics, motivational strategy, and the role of leadership in a democratic society.

2400320  Leadership Strategies
Length: FY  Credits: 10
The purpose of this course is to provide formative opportunities to build on skills acquired in the Leadership Techniques course, including meetings skills, communication skills, motivational strategies, character development, group dynamics, community relations, community service and personal and civic responsibility.

2400330  Approaches to Leadership
Length: FY  Credits: 10
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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Description</th>
<th>Length</th>
<th>Credits</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1200310</td>
<td>Algebra 1</td>
<td>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.</td>
<td>FY</td>
<td>1.0</td>
<td>A1</td>
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<tr>
<td>1200320</td>
<td>Algebra 1 Honors</td>
<td>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.</td>
<td>FY</td>
<td>1.0</td>
<td>A1</td>
</tr>
<tr>
<td>1200330</td>
<td>Algebra 2</td>
<td>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.</td>
<td>FY</td>
<td>1.0</td>
<td>MA</td>
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<tr>
<td>1200340</td>
<td>Algebra 2 Honors</td>
<td>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.</td>
<td>FY</td>
<td>1.0</td>
<td>MA</td>
</tr>
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</table>
1200400  Intensive Mathematics

Length: Multiple  Credits: Multiple

For each year in which a student scores at Level 1 on FCAT 2.0 Mathematics, the student must receive remediation by completing an intensive mathematics course the following year or having the remediation integrated into the student's required mathematics course. This course should be tailored to meet the needs of the individual student. Appropriate benchmarks from the following set of standards should be identified to develop an appropriate curriculum.

1200700  Mathematics for College Readiness

Length: FY  Credits: 1.0  Area: MA

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.

1202310  Advanced Placement Calculus AB

Length: FY  Credits: 1.0  Area: MA

AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

1202340  Pre-Calculus Honors

Length: FY  Credits: 1.0  Area: MA

The purpose of this course is to enable students to develop concepts and skills in advanced algebra, analytic geometry, and trigonometry.

1206310  Geometry

Length: FY  Credits: 1.0  Area: GE

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.
Geometry Honors

Length: FY  Credits: 1.0  Area: GE

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.

Liberal Arts Mathematics 1

Length: FY  Credits: 1.0  Area: MA

Probability & Statistics with Applications Honors

Length: FY  Credits: 1.0  Area: MA

Probability and Statistics is designed to introduce the methods used in the field of applied statistics. Emphasis is given to basic concepts and techniques for collecting and analyzing data, drawing conclusions, and making predictions. The major focus of this course is to provide students with experience in solving problems which can be set ups a mathematical models.

Advanced Placement Statistics

Length: FY  Credits: 1.0  Area: MA

Course content includes but not be limited to the following; exploratory data: observing patterns and departures from patterns; planning a study: deciding what and how to measure; anticipating patterns in advance: producing models, using probability and simulation, and statistical inference.
Music

1301320  Guitar 1
Length: FY  Credits: 10  Area: PF

Students with little or no experience develop basic guitar skills and knowledge, including simple and full-strum chords, bass lines and lead sheets, barre and power chords, foundational music literacy and theory, major scales, simple finger-picking patterns, and ensemble skills for a variety of music. Beginning guitarists explore the careers and music of significant performers in a variety of styles. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. This course may also require students to obtain a musical instrument (e.g., borrow, rent, purchase) from an outside source.

1301360  Keyboard 1
Length: FY  Credits: 10  Area: PF

Students build fundamental piano techniques while learning to read music, acquire and apply knowledge of basic music theory, and explore the role of keyboard music in history and culture. Beginning pianists develop skills in analytical listening and explore musical creativity in the form of basic improvisation and basic composition. 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.

1301370  Keyboard 2
Length: FY  Credits: 10  Area: PF

Students build on previous piano techniques and skills through reading music, acquiring and applying knowledge of music theory, and exploring the role of keyboard music in history and culture. Students learn repertoire from various styles and time periods, exploring the historical influence keyboards have had on music performance and composition. Students explore the basic tools of music technology (i.e., MIDI keyboards). 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.

1302300  Band 1
Length: FY  Credits: 10  Area: PF

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.
1302310  Band 2
Length: FY  Credits: 1.0  Area: PF
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.

1302320  Band 3
Length: FY  Credits: 1.0  Area: PF
This year-long, formative class, designed for students ready to build on skills and knowledge previously acquired in a middle or high school instrumental ensemble, promotes the enjoyment and appreciation of music through performance of high-quality, intermediate-level wind and percussion literature. Rehearsals focus on development of critical listening/aural skills, individual musicianship, instrumental technique, refinement of ensemble skills, and aesthetic engagement culminating in periodic public performances.

1302330  Band 4
Length: FY  Credits: 1.0  Area: PF
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.

1302340  Band 5 Honors
Length: FY  Credits: 1.0  Area: PF
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.

1302350  Band 6 Honors
Length: FY  Credits: 1.0  Area: PF
This year-long, highly advanced course, designed for students with substantial experience in solo performance and larger performing ensembles, promotes significant engagement with and appreciation for music through performance of sophisticated wind and percussion literature. Study focuses on mastery of highly advanced music skills, techniques, and processes, as well as creativity through composition and/or arranging and use of current technology to enhance creativity and performance effectiveness. This course also provides significant opportunities for student leadership through peer mentoring, solo work, and participation as a performer or coach in a small or large ensemble.

Music
Courses Offered at Oak Ridge High School

**1302360 Orchestra 1**

Length: FY  
Credits: 1.0  
Area: PF

Students who have little or no orchestral experience study and perform high-quality beginning orchestra literature of diverse times and styles. Rehearsals focus on the development of critical listening skills, rudimentary string techniques, music literacy, ensemble skills, and aesthetic awareness. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

**1302370 Orchestra 2**

Length: FY  
Credits: 1.0  
Area: PF

Students who have at least one year of orchestral experience study, rehearse, and perform high-quality orchestra literature. Rehearsals focus on the development of critical listening skills, basic string techniques, music literacy, ensemble skills, and aesthetic awareness in the context of relevant history and cultures. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

**1302380 Orchestra 3**

Length: FY  
Credits: 1.0  
Area: PF

Students build on previous orchestral experience through the study and performance of high-quality orchestra literature. Rehearsals focus on the strengthening of critical listening skills, musicianship, string techniques, ensemble skills, and aesthetic awareness in the context of relevant history and cultures. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.

**1302390 Orchestra 4**

Length: FY  
Credits: 1.0  
Area: PF

Students with intermediate-level proficiency in string techniques, music literacy, critical listening skills, and musicianship study, rehearse, and perform high-quality orchestra literature. Student musicians strengthen their reflective, analytical, and problem-solving skills to self-diagnose solutions to performance challenges based on their structural, historical, and cultural understanding of the music. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.
### Courses Offered at Oak Ridge High School

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Length</th>
<th>Credits</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1302400</td>
<td><strong>Orchestra 5 Honors</strong></td>
<td>FY</td>
<td>1.0</td>
<td>PF</td>
</tr>
<tr>
<td></td>
<td>Students with considerable orchestral experience advance their string and ensemble performance techniques, music literacy, music theory, and aesthetic engagement through high-quality orchestra literature. Student musicians use reflection and problem-solving skills to improve performance significantly based on structural, cultural, and historical understanding of the music. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, rent, purchase) an instrument from an outside source.</td>
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<tr>
<td>1303300</td>
<td><strong>Chorus 1</strong></td>
<td>FY</td>
<td>1.0</td>
<td>PF</td>
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<tr>
<td></td>
<td>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.</td>
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</tr>
<tr>
<td>1303310</td>
<td><strong>Chorus 2</strong></td>
<td>FY</td>
<td>1.0</td>
<td>PF</td>
</tr>
<tr>
<td></td>
<td>This year-long, beginning-level class, designed for students with one year of experience or less in a choral performing group, promotes the enjoyment and appreciation of music through performance of basic, high-quality choral music. Rehearsals focus on the development of critical listening/aural skills; foundational instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.</td>
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</tr>
<tr>
<td>1303320</td>
<td><strong>Chorus 3</strong></td>
<td>FY</td>
<td>1.0</td>
<td>PF</td>
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<tr>
<td></td>
<td>This year-long, formative class, designed for students with previous participation in a school chorus who have basic knowledge of note-reading and vocal technique, concentrates on providing students opportunities to strengthen existing skills in critical listening, vocal techniques, and ensemble performance using high-quality three- and four-part choral literature. Rehearsals focus on gaining independence in music literacy and aesthetic engagement through critical listening and thinking skills.</td>
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</tr>
<tr>
<td>1303330</td>
<td><strong>Chorus 4</strong></td>
<td>FY</td>
<td>1.0</td>
<td>PF</td>
</tr>
<tr>
<td></td>
<td>This year-long, intermediate-level class is designed for students with previous participation in a high school chorus and moderate skills in critical listening, vocal techniques, music literacy, and choral performance. Rehearsals focus on enhancing these skills and students' aesthetic engagement with music through a variety of high-quality three- and four-part choral literature, providing students with the means to learn how to reflect and use a combination of analytical, assessment, and problem-solving skills consistently to improve their own and others' performance.</td>
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</tbody>
</table>
1304300  Music Technology and Sound Engineering 1

Length: FY  Credits: 10  Area: PF

Students explore the fundamental applications and tools of music technology and sound engineering. As they create and learn its terminology, students also learn the history and aesthetic development of technology used to capture, create, and distribute music. 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.
### Physical Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Length</th>
<th>Credits</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1501340</td>
<td>Weight Training 1</td>
<td>SEM</td>
<td>0.5</td>
<td>PE</td>
</tr>
<tr>
<td></td>
<td>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.</td>
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<tr>
<td>1501350</td>
<td>Weight Training 2</td>
<td>SEM</td>
<td>0.5</td>
<td>PE</td>
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<tr>
<td></td>
<td>Provides students with opportunities to acquire knowledge and skills in weight training including an assessment of muscular strength and endurance as well as a knowledge of health problems associated with inadequate levels of muscular strength, skeletal muscles, sound nutritional practices, and consumer issues related to weight training.</td>
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<tr>
<td>1503350</td>
<td>Team Sports 1</td>
<td>SEM</td>
<td>0.5</td>
<td>PE</td>
</tr>
<tr>
<td></td>
<td>The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course.</td>
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</tr>
<tr>
<td>1503360</td>
<td>Team Sports 2</td>
<td>SEM</td>
<td>0.5</td>
<td>PE</td>
</tr>
<tr>
<td></td>
<td>The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of team sports concepts such as offensive and defensive strategies and tactics, and appropriate social behaviors within a team or group setting. The integration of fitness concepts throughout the content is critical to the success of this course.</td>
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<tr>
<td>3026010</td>
<td>HOPE-Physical Education (Core)</td>
<td>FY</td>
<td>10</td>
<td>PE</td>
</tr>
<tr>
<td></td>
<td>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.</td>
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</tr>
</tbody>
</table>
Research and Critical Thinking

1700370  Critical Thinking and Study Skills
Length: SEM  Credits: 0.5
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.

1700380  Career Research and Decision Making
Length: SEM  Credits: 0.5
The purpose of this course is to further develop the career planning competencies mandated by section 1003.4156, Florida Statutes. This course will enable students to make informed career choices and develop the skills needed to successfully plan and apply for college or a job.

1700390  Advancement Via Individual Determination 1
Length: FY  Credits: 1.0
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.

1700400  Advancement Via Individual Determination 2
Length: FY  Credits: 1.0
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.

1700410  Advancement Via Individual Determination 3
Length: FY  Credits: 1.0
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.
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.

AP Seminar engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and themes by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

In this course, you’ll complete an independent research project on a topic of interest to you. For example, you can: 1. Dig deeper into a topic you studied in an AP course 2. Work across academic areas on an interdisciplinary topic 3. 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.
Science

2000310  Biology 1
Length: FY  Credits: 10  Area: BI
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).

2000320  Biology 1 Honors
Length: FY  Credits: 10  Area: BI
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).

2000350  Anatomy and Physiology
Length: FY  Credits: 10  Area: EQ
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).
2000360  Anatomy and Physiology Honors

Length: FY  Credits: 1.0  Area: EQ

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).

2001380  Advanced Placement Environmental Science

Length: FY  Credits: 1.0  Area: EQ

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

2002510  Marine Science 1 Honors

Length: FY  Credits: 1.0  Area: EQ

While the content focus of this course is consistent with the Marine Science 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).
2003310  **Physical Science**

Length: FY  Credits: 10  Area: EQ

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).

2003320  **Physical Science Honors**

Length: FY  Credits: 10  Area: EQ

While the content focus of this course is consistent with the Physical Science 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).

2003340  **Chemistry 1**

Length: FY  Credits: 10  Area: EQ

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

Length: FY
Credits: 10
Area: EQ

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).

Physics 1 Honors

Length: FY
Credits: 10
Area: EQ

While the content focus of this course is consistent with the Physics 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).
Courses Offered at Oak Ridge High School

Social Studies

2100310 United States History
Length: FY Credits: 10 Area: AH

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.

2100320 United States History Honors
Length: FY Credits: 10 Area: AH

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.

2100330 Advanced Placement United States History
Length: FY Credits: 10 Area: AH

Students understand the development of the United States within the context of history by examining connections to the past to prepare for the future as participating members of a democratic society. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings.

2102335 Economics with Financial Literacy
Length: SEM Credits: 0.5 Area: EC

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.

2103400 Advanced Placement Human Geography
Length: FY Credits: 10

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).
### United States Government

**Code:** 2106310  
**Length:** SEM  
**Credits:** 0.5  
**Area:** AG

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.

### Advanced Placement United States Government and Politics

**Code:** 2106420  
**Length:** SEM  
**Credits:** 0.5  
**Area:** AG

Students acquire a critical perspective of politics and government in the United states. They learn general concepts used to interpret American politics and analyze specific case studies. Students also become familiar with the various institutions, groups, beliefs and ideas that constitute the American political perspective.

### Psychology 1

**Code:** 2107300  
**Length:** SEM  
**Credits:** 0.5

Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. The content examined in this first introductory course includes major theories and orientations of psychology, psychological methodology, memory and cognition, human growth and development, personality, abnormal behavior, psychological therapies, stress/coping strategies, and mental health.

### Psychology 2

**Code:** 2107310  
**Length:** SEM  
**Credits:** 0.5

Through the study of psychology, students acquire an understanding of and an appreciation for human behavior, behavior interaction and the progressive development of individuals. The content examined in this second introductory course includes statistical research, psychobiology, motivation and emotion, sensation and perception, states of consciousness, psychological testing, and social psychology.

### Advanced Placement Psychology

**Code:** 2107350  
**Length:** FY  
**Credits:** 1.0

This course introduces the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students also learn about the ethics and methods psychologists use in their science and practice.
Courses Offered at Oak Ridge High School

2109310 World History
Length: FY Credits: 1.0 Area: WH
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.

2109320 World History Honors
Length: FY Credits: 1.0 Area: WH
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.

2109420 Advanced Placement World History
Length: FY Credits: 1.0 Area: WH
The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study.
World Languages

0701320 French 1
Length: FY Credits: 10
French 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.

0701330 French 2
Length: FY Credits: 10
French 2 reinforces the fundamental skills acquired by the students in French 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 French 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.

0701380 Advanced Placement French Language and Culture
Length: FY Credits: 10
The AP French Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French.

0708340 Spanish 1
Length: FY Credits: 10
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.

0708350 Spanish 2
Length: FY Credits: 10
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.
0708400 Advanced Placement Spanish Language & Culture
Length: FY  Credits: 1.0
The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish.

0708410 Advanced Placement Spanish Literature & Culture
Length: FY  Credits: 1.0
AP Spanish Literature and Culture course introduces students to the formal study of a representative body of texts from Peninsular Spanish, Latin American, and U.S. Hispanic literature.

0709300 Spanish for Spanish Speakers 1
Length: FY  Credits: 1.0
The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. Language Arts Standards are also included in this course to enable students to become literate in the Spanish language and gain a better understanding of the nature of their own language as well as other languages to be acquired.

0709310 Spanish for Spanish Speakers 2
Length: FY  Credits: 1.0
The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and expanding skills in listening, speaking, reading, and writing, as well as Spanish grammar skills acquired in Spanish for Spanish Speakers 1. Students are exposed to a variety of Spanish literary genres and authors. Language Arts Standards are also included in this course to enable students to become literate in Spanish and gain a better understanding of the nature of their own language as well as other languages to be acquired.