



PROGRAMS OF STUDY GUIDE

Staff Directory

Executive Director

Carol Fulks

Principal

Darryl Jemison

Assistant Principal

Beth Fontaine

Assistant Principal

Erica Hudson

Dean Of Students

Cynthia Bulson

School Counselors

Kim McGlinchey, A-Gap
Cassandra Benner, Gar-O
Gina Cruz, P-Z

Academic Coaches

Jamie Arzon - Literacy Coach
Christopher Mallon - Math Coach

College and Career/Co-Testing Coordinator

Hannah Dekle

Student Success Coach/Co-Testing Coordinator

Jessica Confer

Athletic Director

Cynthia Bulson

Graduation Requirements

General Graduation Requirements

English	4 credits
Math	4 credits
Science	3 credits
Social Studies	3 credits—must have 0.5 credits of Personal Financial Literacy
Personal Fitness & Other PE	1 credit(Grade 9)--Health Opportunities through Physical Education (HOPE) is the one credit required physical education course which includes the integration of Health Education and Physical Education Standards and Benchmarks.
Fine/Practical/Performing Arts or Speech and Debate	1 credit
Electives	8 credits
State Assessments	Passing scores needed for: <ul style="list-style-type: none">● FAST Reading Grade 10● Algebra 1 EOC
GPA	<ul style="list-style-type: none">● Cumulative 2.0 or higher
Online Course	Graduation requirement met through Hope Course taken in 9th grade.

Grade Level Minimum Credits for Grade Promotion (24 Credit Diploma Option) Minimum Credits for Grade Promotion (18 Credit Diploma Option)

Grade 9 - N/A (Promoted from 8th Grade) N/A (Promoted from 8th Grade)

Grade 10 - 5 credits + 1 year of High School 5 credits + 1 year of High School

Grade 11 - 11 credits + 2 years of High School 11 credits + 2 years of High School

Grade 12 - 17 credits + 3 years of High School 14 credits + 2.5 years of High School

School Policies

Academic Policy

Discovery High School will strive to provide a rigorous, relevant learning environment for all students. In order to maintain this rigor, students are required to meet a set of criteria.

DHS students will:

- Earn an overall final GPA of at least 2.0 for the year and
- Earn a final grade average of C or higher for semester 1 and 2 in English/Language Arts, Math, Science, and Social Studies
- High School students must earn credit each semester for all scheduled classes

The term “successful completion” is defined as earning a grade of a D or higher in each semester of the courses listed above. With the exception of Civics and Algebra I, the letter grade for each semester is determined by the numerical grades for grading period 1 and 2 averaged to determine the semester one letter grade and the numerical grades for grading period three and four averaged to determine the semester two letter grade. For Civics and Algebra 1, the grade is determined by a combination of 35% of the semester one average, 35% of the Semester two average, and 30% of the EOC score.

*****Students that are NOT promoted will have the opportunity to make up failed courses through summer school. If the student does not successfully complete the requirements, they will be withdrawn from Discovery High School and have to reapply and go back on the waiting list.*****

Any of the following may result in dismissal from DHS:

- Excessive absences, tardies or early checkouts per year*
- Behavior probation or other serious breach of conduct

****Students who are absent for a serious illness will need to provide verification from a doctor. The final decision for promotion, retention, and dismissal lies with the Academic Policy committee. This committee includes the principal or designee and may include teachers, team leader, and guidance counselor.***

Athletic Eligibility

A 2.0 grade point average required for athletic eligibility. A student must have a cumulative 2.0 GPA on a 4.0 unweighted scale, or its equivalent, at the conclusion of each semester to be academically eligible during the next semester (s. 1006:15 (3)(a)1, Florida Statutes). The grades from all courses that a student takes must be included in the student's cumulative GPA at the

conclusion of each semester. For public school students, this includes the courses listed in s. 1003.4282, Florida Statutes.

Academic eligibility/ineligibility is for one semester. A student who is academically eligible at the beginning of a semester will continue to be academically eligible for that entire semester. Likewise, a student who is academically ineligible at the beginning of a semester will continue to be academically ineligible for that entire semester, except as provided in by-law 9.4.5.1.2: The student's academic eligibility for each successive semester will depend upon his/her cumulative GPA at the conclusion of the previous semester. 9.4.1.3 Attendance during previous two consecutive semesters required. A student cannot be academically eligible if he/she has not attended school and received grades for all courses taken during the previous two consecutive semesters. (FHSAA By Laws.)

Athletic Attendance

In order to participate in extracurricular activities after school, students must be in attendance for at least half the school day. Students may check in but must be on campus by 11:00AM. Students may check out but they must be in school from 7:41 AM - 11:00 AM.

Schedule Change Policy

Changes in schedules are allowed, with permission of Administration and School Counselor, until the end of the first full week of school. Students must send their counselor an email to request the change. It must be emphasized that changing a course frequently affects various aspects of multiple courses (for example, class size) so every request may not be honored. ***A student not liking a teacher is not a valid reason for a schedule change.

Office/Teacher Assistant

Students may request to be an office/teacher aide for one class period only if all other elective course options have been exhausted. This course consists of assisting in an office with clerical duties and errands. These positions are limited and require an application to be completed. The following criteria is used in the registration of students for this option:

1. Students must be a senior.
2. Students must be on track with credits earned towards graduation and have test requirements met.
3. Students may NOT drop a course in order to become a TA.
4. Students may only have ONE office/teacher assistant class per year.
5. Students should have an alternate elective choice if all available teacher's assistant positions are filled.

Dual Enrollment

Polk State College (PSC) has approved Discovery High School as an instructional site where courses leading to an Associate in Arts (AA) degree or an Associate of Science (AS) degree may be offered. This approval allows highly motivated students to take college courses on our campus, receiving both high school and college credit simultaneously.

Program Information

- PSC courses are college courses that are offered each semester on our campus.
- Highly qualified instructors, credentialed by PSC, teach dual Enrollment courses.
- Courses can be taken on our campus, at Polk State, or online.
- All PSC courses taught on our campus have the same content and rigor as those taught at PSC.
- PSC is an equal opportunity college. For more information visit www.polk.edu.
- Parents are advised that due to FERPA laws, they do not have access to their highschool student's college course grades, attendance or transcript without signing a PSC approved access form signed by the student and parent.
- Taking a Dual Enrollment course begins a student's college GPA. This GPA may affect scholarship opportunities, and/or college admission.
- Students who do not complete Dual Enrollment courses successfully may be responsible for any costs associated with the course, as applicable.

Program Benefits

- All Dual Enrollment classes, fees, and textbooks are provided by PSC.
- Dual Enrollment students may begin their college careers at PSC as freshman depending on their qualifications and credits earned.
- Dual Enrollment students may pursue course work towards an Associates Degree on PSC campuses.
- Each student who successfully completes a Dual Enrollment course earns high school credit while simultaneously earning college credit.

Program Requirements

- Dual Enrollment students must have a 3.0 unweighted cumulative high school GPA and have at least 6 high school credits completed before the start of their first DE course.
- Dual Enrollment students must not be in Intensive Reading.
- Dual Enrollment students must pass the reading and writing sections of the Postsecondary Education Readiness Test (PERT). Students must pass the math section

to take dual enrollment math courses. ACT/SAT and PSAT scores may be substituted for the PERT in some instances.

- A grade of 'C' or higher is considered a successful completion of a Dual Enrollment course.
- Please see www.polk.edu for course descriptions. Not all courses listed are offered on our campus.
- Courses are offered based on student interest and instructor availability.
- All interested parties should contact their School Counselor.
- Complete a PSC online application and online orientation through www.polk.edu.
- Complete the High School Approval Form--this form must be submitted to your guidance counselor prior to registration.
- Complete a Dual Enrollment Contract each semester.

Career Dual Enrollment

Ridge Technical College has entered into a memorandum of understanding with us to allow Discovery students to participate in career dual enrollment (CDE) opportunities at their institution. Students must apply and be accepted into the program by Ridge Technical College. The programs offered by Ridge Technical College for dual enrollment are listed on the Regional Occupational Demand List, High Skill, High Wage List and the CAPE Industry Certification List.

The following career certificate courses are offered by Ridge Technical College at this time:

- Administrative Office Specialist
- Automotive Maintenance and Light Repair Technician
- Diesel Systems Technician 1 & 2
- Electricity
- Heating, Ventilation, Air-Conditioning (HVAC/R)
- Legal Administrative Specialist
- Welding Technology

Students must meet the following requirements in order to participate in this program:

- Must possess and maintain a 2.0 unweighted grade point average
- Must be on track to graduate with their cohort and have attained 11 high school credits
- Must pass the grade 10 ELA and Algebra 1 EOC prior to enrollment in program
- Must earn a minimum grade of C in all CDE courses
- Must complete each course in framework to receive credit
- Must take the Industry Certification tests associated with the program
- Must maintain a clear disciplinary record
- Must adhere to Ridge Technical College attendance policy

Program Benefits:

- Registration, tuition, lab fees and textbooks will be provided at no cost to the student. Students are only responsible for the program uniform, parking decal, personal protective equipment, and tools.
- Allows the student to complete high school while simultaneously completing career postsecondary courses.
- Student will be a Discovery High School graduate upon completion of the program.

Advanced Placement

The AP Program gives high school students the opportunity to pursue college level studies while still in high school with the possibility of receiving college credit by earning a passing score on the AP final exam. Your student can choose from various courses at each grade level that give them the knowledge and skills to help them succeed in college. Courses at this level of rigor require students to perform at college-level and may demand extra effort and time. AP courses make it possible for academically talented students to increase the challenge of their studies.

Characteristics of successful students in the AP Program include:

- Above average reading comprehension skills
- Is an avid reader
- Has superior writing skills
- PSAT scores of 45-50 or higher
- GPA of 3.5 or higher
- Is a self-starter

Requirements to enroll in AP Courses

- Students must have a minimum 3.5 unweighted cumulative high school GPA.
- Complete and submit AP Course Application(s) for the desired course.
- Teacher recommendation, specific to AP course(s).
- Signed AP Contract with parent and student signature.
- Performance in previous Honors level courses with a B or higher.
- Performance in previous AP courses with a C or higher.
- Earned passing scores or 4 or 5 on the FSA ELA state assessment.

******AP Teachers will provide specific course expectations (such as an expected amount of homework time to plan for, etc.), as well as an application for their course. If a student fails to sit for an AP exam, the course records will be amended to show that the course credit was revised to a non Advanced Placement weighted course code and the additional AP weighting will not be calculated in the grade point average.******

******Course Expectations and requirements for each course are placed on the back of the Course Registration Form. (For example: AP Biology - must have taken Chemistry 1 and Biology 1 as prerequisites; expect 2-3 hours of reading, writing, or studying each night.) ******

Procedure for dropping an AP Course

- The parent must request a teacher conference through the student's Guidance Counselor prior to the first Interim Report. The student, parent, teacher, and guidance counselor will be present at this conference.
- Depending upon the outcome of the conference, a success plan may be formulated between student, parent, teacher and counselor. The success plan will be implemented for a minimum of 4 weeks before a schedule change will be made. The student must make a good-faith effort to implement the success plan before any change will be considered. NO schedule changes will be made after the first quarter. Please refer to the Schedule Change Policy previously addressed.
- Parents must reimburse the school for curriculum expenses, as applicable.
- If a student drops an AP course or fails to sit for an AP exam, the course records will be amended to show that the course credit was revised to a non-Advanced Placement weighted course code and the additional AP weighting will not be calculated in the grade point average.
- In addition to the AP Exam, students may also take a cumulative exam at the end of the course that will constitute for 30% of their final grade.

Academic Course Descriptions

English/Language Arts

Intensive Reading Grades 9-12

All students who score a level 1 on the FSA ELA will participate in this year-long course. The purpose of this course is to continue 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. Student progress will be monitored throughout the year to ensure students are making the gains necessary to be successful on the FAST ELA.

English I Grade 9

The purpose of this course is to provide students with a study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The course may include the following: active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn; analysis of literature and informational texts from varied literary periods to examine: text craft and structure, elements of literature, arguments and claims supported by textual evidence, power and impact of language, influence of history, culture, and setting on language, personal critical and aesthetic response; writing for varied purposes; effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions; collaboration amongst peers.

English I Honors Grade 9

The purpose of this course is to provide students an advanced study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The course will include skills from English I as well as the following: reading assignments from longer text passages, as well as shorter ones when text is extremely complex; making close reading and rereading of texts central to lessons; asking high-level, text-specific questions and requiring high-level, complex tasks and assignments; requiring students to support answers with evidence from the text; providing extensive text-based research and writing opportunities (claims and evidence).

Creative Writing Grades 9-10

The purpose of this course is to enable students to develop and use grade level 9-10 writing and language skills in a variety of writing formats for argumentative, informative, and narrative purposes to ensure preparation for college and career readiness.

English II Grade 10

The purpose of this course is to build upon the skills from English I and continue a study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The course may include the following: active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn; analysis of literature and informational texts from varied literary periods to examine: text craft and structure, elements of literature, arguments and claims supported by textual evidence, power and impact of language, influence of history, culture, and setting on language, personal critical and aesthetic response; writing for varied purposes; effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions; collaboration amongst peers.

English II Honors Grade 10

The purpose of this course is to build upon the skills from English I Honors and continue an advanced study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The course will include skills from English II as well as the following: reading assignments from longer text passages, as well as shorter ones when text is extremely complex; making close reading and rereading of texts central to lessons; asking high-level, text-specific questions and requiring high-level, complex tasks and assignments; requiring students to support answers with evidence from the text; providing extensive text-based research and writing opportunities (claims and evidence).

English III Grade 11

The purpose of this course is to build upon the skills from English II and continue a study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The course may include the following: active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn; analysis of literature and informational texts from varied literary periods to examine: text craft and structure, elements of literature, arguments and claims supported by textual evidence, power and impact of language, influence of history, culture,

and setting on language, personal critical and aesthetic response; writing for varied purposes; effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions; collaboration amongst peers.

English III Honors Grade 11

The purpose of this course is to build upon the skills from English II Honors and continue an advanced study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The course will include skills from English III as well as the following: reading assignments from longer text passages, as well as shorter ones when text is extremely complex; making close reading and rereading of texts central to lessons; asking high-level, text-specific questions and requiring high-level, complex tasks and assignments; requiring students to support answers with evidence from the text; providing extensive text-based research and writing opportunities (claims and evidence).

English IV Grade 12

The purpose of this course is to build upon the skills from English III and continue a study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The course may include the following: active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn; analysis of literature and informational texts from varied literary periods to examine: text craft and structure, elements of literature, arguments and claims supported by textual evidence, power and impact of language, influence of history, culture, and setting on language, personal critical and aesthetic response; writing for varied purposes; effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions; collaboration amongst peers.

English IV Honors Grade 12

The purpose of this course is to build upon the skills from English III Honors and continue an advanced study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The course will include skills from English IV as well as the following: reading assignments from longer text passages, as well as shorter ones when text is extremely complex; making close reading and rereading of texts central to lessons; asking high-level, text-specific questions and requiring high-level, complex tasks and assignments; requiring students to support answers with evidence from the text; providing extensive text-based research and writing opportunities (claims and evidence).

Advanced Placement Language Composition Grade 11-12

The course description for this Advanced Placement courses is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html. *Placement in this course requires a course application and approval.

Social Studies

World History Grade 9

The World History course consists of the following content topics: 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 will have the opportunity to review those fundamental ideas and events from ancient and classical civilizations.

World History Honors Grade 9

In addition to the content covered in World History, students in the Honors course will have learning opportunities to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are expected to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc.

American History Grade 11

The United States History course consists of the following content topics: 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 will have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction.

American History Honors Grade 11

In addition to the content covered in American History, students in the Honors course will have learning opportunities to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are expected to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc.

United States Government Grade 10

The primary content for the course pertains to the study of government institutions and political processes and their historical impact on American society. Content will 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.

United States Government Honors Grade 10

In addition to the content covered in United States Government, students in the Honors course will have learning opportunities to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are expected to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc.

Economics Grade 10

The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content will 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.

Economics Honors Grade 10

In addition to the content covered in Economics, students in the Honors course will have learning opportunities to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are expected to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc.

Advanced Placement Human Geography Grade 9

The course description for this Advanced Placement courses is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html. *Placement in this class requires an application and approval.

Advanced Placement United States History Grade 11

The course description for this Advanced Placement courses is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html. *Placement in this class requires an application and approval.

Advanced Placement United States Government and Politics Grade 10

The course description for this Advanced Placement courses is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html. *Placement in this class requires an application and approval.

Mathematics

Algebra I Grade 9

This course is designed to provide the foundation for future secondary mathematics courses and develop skills needed to solve mathematical problems. Topics shall include, but are not limited to, functions, linear equations and inequalities, systems of linear equations and inequalities, polynomials, operations with radical expressions, solving quadratic equations, ratios and proportions. Students must pass the Algebra I End Of Course exam in order to graduate and the score is factored in as 30% of their final grade.

Algebra 1 Honors Grades 9

Algebra 1 Honors is designed to provide the foundation for future secondary mathematics courses and develop skills needed to solve mathematical problems. Topics shall include, but are not limited to, functions, linear equations and inequalities, systems of linear equations and inequalities, polynomials, operations with radical expressions, solving quadratic equations, ratios and proportions. Algebra 1 Honors includes a rigorous, in-depth study of all of the topics included in Algebra I, as well as absolute value equations and inequalities, operations with rational expressions, solving rational equations and characteristics of quadratic graphs. Students must pass the Algebra I End Of Course exam in order to graduate and the score is factored in as 30% of their final grade.

Algebra 1-A/B Grade 9

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

Geometry Grade 9/10

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. The Geometry End Of Course exam will be factored in as 30% of their final grade.

Geometry Honors Grades 9/10

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. The Geometry End Of Course exam will be factored in as 30% of their final grade.

Algebra II Grades 11-12

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.

Algebra II Honors Grades 10-11

Building on their work with linear, quadratic, and exponential functions, students will deepen their repertoire of functions to include polynomial, rational, and radical functions. Students will work closely with the expressions that define the functions, and continue to deepen 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.

Math for College Liberal Arts

Mathematics for College Liberal Arts gives you the opportunity to explore a range of mathematical concepts and fields, all while connecting ideas to their application in our world. Major topics in this course include linear and exponential functions, geometry in the real world, analysis of data and probability, and the use of functions as models. Logic and theory as they apply to the practical use of mathematical concepts are introduced, giving you an understanding of how the principles of higher-level math connect to everyday life.

In Mathematics for College Liberal Arts, instructional time will emphasize five areas:

- analyzing and applying linear and exponential functions within a real-world context
- utilizing geometric concepts to solve real-world problems
- extending understanding of probability theory
- representing and interpreting univariate and bivariate data
- developing an understanding of logic and set theory

Math for College Algebra Grade 12

This course is targeted for grade 12 students, whose test scores on the Postsecondary Education Readiness Test (P.E.R.T.) are at or below the established cut scores for mathematics, indicating that they are not yet “college ready” in mathematics or simply need some additional instruction in content to prepare them for success in college level mathematics. Instructional time will emphasize five areas: (1) developing fluency with the Laws of Exponents with numerical and algebraic expressions; (2) extending arithmetic operations with algebraic expressions to include rational and polynomial expressions; (3) solving one-variable exponential, logarithmic, radical and rational equations and interpreting the viability of solutions in real-world contexts; (4) modeling with and applying linear, quadratic, absolute value, exponential, logarithmic and piecewise functions and systems of linear equations and inequalities; (5) extending knowledge of functions to include inverse and composition.

Pre-Calculus Honors Grades 11-12

This course combines Pre-Calculus and Trigonometry. Semester 1 includes algebraic, rational, polynomial exponential and logarithmic functions and equations, and graphing of conic sections. This course emphasizes the study of functions and other skills necessary for the study of calculus. Topics will include polynomial, rational, exponential, inverse, logarithmic, and circular functions; sequences; series; theory of limits; vectors; conic sections; polar coordinates; symbolic logic; mathematical induction; and matrix algebra.

Advanced Placement Calculus AB Grades 11-12

The course description for this Advanced Placement courses is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html. Prerequisite--must have successfully passed AP Pre-Calculus. *Placement in this class requires an application and approval.

Advanced Placement Statistics Grades 11-12

The course description for this Advanced Placement courses is located on the College Board site at http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html. Students must have taken second-year algebra before enrolling in AP Statistics. *Placement in this class requires an application and approval.

Science

Environmental Science

This course is dedicated to understanding the interactions between earth's natural systems and the demands placed on them by the human population.

Biology I Grade 9-10

This course introduces the scientific method, scientific measurement, laboratory safety and use of apparatus, cell biology and reproduction, basic principles of genetics, biological changes through time, classification and taxonomy, microbiology, structure and function of plants and animals, structure and function of the human body, and ecological relationships. Students will take the Biology End Of Course Exam, which will be factored, at 30% of their final grade.

Biology I Honors Grades 9-10

This course includes the study of microorganisms, plants and animals, scientific methodology, cell biology, genetics, evolution, classification of living organisms, and ecological relationships. Molecular biology and the cell chemistry are the major features of this course for students with high motivation to learn and develop academic skills. This course includes many projects and much group work. Students will take the Biology End Of Course Exam which will be factored at 30% of their final grade.

Chemistry I Grades 11-12

This course is designed to cover classification and structure of matter, atomic theory, periodic table, bonding, chemical formulas, chemical reactions and balanced equations, behavior of gases, physical changes, acids, bases and salts, and energy associated with physical and chemical changes. Prerequisites: Consistent "A" or "B" in Algebra I and in Biology I.

Chemistry I Honors Grades 10-12

This course is designed to promote the understanding of the properties of matter and the changes matter undergoes. Students will study elements and characteristics of elements using laboratory work as well as class work. Strong algebra skills and the ability to memorize and solve problems are important for success in chemistry. Prerequisite: an "A" or "B" in Biology Honors with teacher recommendation.

Anatomy & Physiology Honors Grades 11-12

This course is designed for students who are interested in health science careers that require a two or four-year college degree. It includes the study of the structure and function of each body system. Laboratory activities will include the scientific method, laboratory apparatus and safety, and comparative anatomy, including the dissection of a mammal. Topics of study require a great deal of memorization, and include anatomical and medical terminology, cells and tissues, homeostasis, the disease process and the immune response.

Physical Science Grades 10-12

Students will be able to learn and follow classroom and laboratory safety procedures. Students will be able to apply the processes of scientific investigation and design, safely conduct, communicate about and evaluate investigations. Students will understand the process of creating hypothesis and independent thinking. Students will understand the basis behind the study of science and chemistry.

Marine Science Grades 10-12

This course covers scientific method, safe and effective use of laboratory instruments, geography of the seas, marine geological features, anatomy, physiology and behavior of major groups of marine organisms, ecological chains, webs and cycles in the marine community, ways in which man benefits from the marine community, chemical and physical properties of ocean waters, the relationship between oceans and climate, and interaction of oceanography with technology & society. In general, the academic pace and rigor will be greatly increased for honors level course work.

Forensic Science

Investigative experiences for students include electrophoresis and evidence analysis techniques such as fingerprinting, blood typing, and fiber analysis. Students also study crime scene investigation (CSI) and evidence collection using mock crime scenes.

Foreign Language

Spanish I

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

Spanish II

Must have taken and passed Spanish 1

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.

Electives

2D Studio Art 1

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.

2D Studio Art 2

Must have taken and passed 2D Studio Art 1

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.

Creative Photography 1

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.

Creative Photography 2

Must have taken and passed Creative Photography 1

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

Chorus 1

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.

Chorus 2

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.

Acting 1

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

Acting 2

Must have taken and passed Acting 1

Students examine the various dimensions of characters through analysis, discussion, and classroom performance, working with scripts from a variety of time periods and cultures. They learn to break down a scene from a character's point of view, and also learn to sustain a character and build the relationship between actor and audience. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Acting 3

Must have taken and passed Acting 1 and 2

Students focus on development of significant acting skills and knowledge of the actor's literature, compiling a working actor's portfolio for exhibition and/or the interview process. They research potential job opportunities in the film, television, game animation, and theatre industries, as well as scholarships and opportunities available at the university level. An inquiry-based capstone project may be required. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Journalism 1-3 (Yearbook)

In these courses, students will gain skills in the following areas: page design, publishing techniques, copywriting, editing, photography, record keeping, time management, teamwork, marketing, and leadership skills. Students are tasked with producing a timeless, creative, and innovative publication which will record our school's community, memories and events.

Digital Media/Multimedia Foundations

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

Digital Informational Technology

Students will be able to demonstrate knowledge, skill, and application of information technology to accomplish job objectives and enhance workplace performance.

Digital Design

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.

Business Communication and Technology

Must have taken and passed Principles of Entrepreneurship

Students learn communication principles and techniques, computer presentation skills, and project management software, concepts and processes used by successful managers.

Principles of Entrepreneurship

Focuses on students learning about their own strengths, character and skills and how their unique abilities can apply to entrepreneurship, as well as how an entrepreneurial mindset can serve them regardless of their career path.

Marketing Essentials

Marketing Essentials blends theory and practice to facilitate immediate implementation and impact. Students will learn to develop strategic marketing with sales and customer plans. A review of the marketing environment is used to help develop the segmentation, targeting and market positioning strategy for implementation along with the marketing mix (product, price, place and promotion). The goal is the identification and delivery of organizational competitive advantage and customer satisfaction – key to long-term revenue growth, profitability and success.

Introduction to Hospitality and Tourism

Introduces 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.

Accounting Applications 1

This course emphasizes double-entry accounting; methods and principles of recording business transactions; the preparation of various documents used in recording income, expenses, acquisition of assets, incurrence of liabilities, and changes in equity; and the preparation of financial statements. The use of computers and appropriate software is required.

Creative Writing 1

The purpose of this course is to enable students to develop and use grade 9-10 writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing.

Creative Writing 2

The purpose of this course is to enable students to develop and use grade 11-12 writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing.

Creative Writing 3

Must have taken and passed Creative Writing 1 and 2

The purpose of this course is to enable students to develop and use grade 11-12 writing and language skills for creative expression in a variety of literary forms. Studying and modeling a variety of genres will be emphasized at this level of creative writing.

Personal Fitness Grades 9-12

The purpose of this course is to provide students with the knowledge, skills, and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill related components of physical fitness, which are critical for students' success.

Fitness Lifestyle Design Grades 9-12

The purpose of this course is to teach the skills necessary for a healthy lifestyle. Students will learn about nutrition, healthy habits, and ways to have an active lifestyle.

Team Sports I and II Grades 10-12

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.

Weightlifting (Beginning, Intermediate, Advanced) Grades 10-12

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.

Hope Grade 9

The course develops and enhances 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. This one-credit physical education course includes integration of health and physical education and is required for graduation for those students who elected a standard diploma. Effective strategies and techniques are a foundation of the course so that students can continually make improvements in all areas of wellness.

Basketball 1-2

The purpose of this course is to introduce students to the basic skills and knowledge associated with basketball. By applying these principles through active participation, students develop the necessary skills and knowledge to play basketball. In addition, this course provides students with opportunities to improve physical fitness, acquire knowledge of fitness concepts and practice positive personal and social skills. Students will gain an understanding of how a wellness lifestyle affects one's health, fitness and physical performance.

Volleyball 1-3

The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement, knowledge of volleyball 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.

Optional Six-Period Day (Beginning 2024-2025 School Year)

All high schools operate a 7-period schedule. Students in grades 9 and 10 are required to be enrolled in and attend the equivalent of 7 class periods each day. Juniors and seniors on-track for graduation may opt to participate in a six-period day by either leaving school after 6th period(Monday's Only) and after 5th period(Wednesday/Friday). All students must be minimally enrolled in the equivalent of six class periods per day.

To participate, students must:

- Have a 2.0 or higher GPA in core courses (English, math, science, SS).
- Have met graduation assessment requirements (passing scores on Grade 10 FAST ELA or concordant score & Algebra End-of-Course Exam or comparative score).
- Have met College/Career Acceleration or acceleration course must be in progress.

- Taken and passed an AP exam with a 3 or higher.
- Currently enrolled in Dual Enrollment or has previously earned a DE credit.
- Currently enrolled in Digital Design I, Principles in Entrepreneurship, or Business Communication in Technology or has previously earned a Industry Certification credit.
- Need fewer than 13 credits to meet graduation requirements, if junior; require fewer than 7 credits to meet graduation requirements, if senior.
- Be enrolled in an English and Mathematics course each year per the Student Progression Plan.
- Provide their own transportation.
- Not accumulate more than three late arrivals to first period per semester for continued participation.

Students enrolled in periods 1-6 must immediately leave campus after their sixth class. Students/Parents must complete and submit the Six-Period Day application at least 1 month before the first day of the term in which the six-period day is being requested.

Students may choose to take 7 classes in subsequent semesters when participating in a six-period day. If, at any time, it is determined that a student must be at school all 7 class periods to ensure on-time graduation, the principal may terminate a student's participation in a six-period day.

Required Virtual Learning Component (Beginning 2024-2025 School Year)

Virtual learning components (VLCs) are high-quality instructional activities and/or assessments aligned to the state standards. They are expected to be robust and engaging activities that support student mastery of content-specific benchmarks and standards. Students should expect timely and specific feedback on all VLC activities. All high schools will require one virtual learning component (VLC) activity per 9-weeks for face-to-face courses scheduled on the high school campus. The virtual learning component must be equivalent to 1 hour of teaching and learning and must take place outside of specified school hours. Students will be responsible for accessing required VLCs and submitting the virtual learning assignment and/or assessment through the District-provided learning management system (LMS).

VLCs may also be incorporated into required coursework when school outages are necessary

SOCIAL STUDIES PROGRESSION

	2021-2022	2022-2023	2023-2024	2024-2025 (SS Book Implementation)	2025-2026
9th Grader AP	AP Human	AP Human	AP Human	AP Human	AP Human
9th Grader (H)		World Honors	World Honors	World Honors	World Honors
9th Grader		World	World	World	World
10th Grader AP	AP World	AP Gov/Econ (students that had WHH in MS)	AP Econ/Gov	AP Econ/Gov	AP Econ/Gov
10th Grader (H)	World Honors	World Honors	Econ/ Gov Honors	Econ/ Gov Honors	Econ/ Gov Honors
10th Grader	World	World	Econ/ Gov	Econ Gov	Econ Gov
11th Grader AP	APUSH	APUSH	APUSH	APUSH	APUSH
11th Grader (H)	USH	USH Honors	USH Honors	USH Honors	USH Honors
11th Grader	USH	USH	USH	USH	USH
12 Grader AP	AP Econ/Gov	AP Econ/Gov	AP Econ/Gov	Elective	Electives
12th Grader (H)	Econ/ Gov Honors	Econ/ Gov Honors	Econ/ Gov Honors	Econ/ Gov Honors	Electives
12th Grader	Econ Gov	Econ Gov	Econ Gov	Econ Gov	Electives

ELA COURSE PROGRESSION

Student Profile Descriptions	
ELA/READING	
LITERACY STRATEGIES FOR SECONDARY STUDENTS (Intensive Reading) 9 th - 1000412 10 th - 1000414	<ul style="list-style-type: none"> All Level 1s and Level 2s Low <ul style="list-style-type: none"> 9th Grade (Level 1 SS 169 - 219) (Level 2 SS 220 -228) 10th Grade (Level 1 SS 174 - 223) (Level 2 SS 224 -232) Corrective Reading Schools will receive additional guidance on screening formulas. Students may or may not have foundational skill deficits. Per state rule 6A-6.053, tier 3 students must be provided intensive reading interventions by a teacher endorsed/certified in reading: <ul style="list-style-type: none"> Tier 1: Star PR: at or above 41st percentile Tier 2: Star PR: 20th - 40th percentile Tier 3: Star PR: Below 20th percentile
LITERACY STRATEGIES FOR SECONDARY STUDENTS (Intensive Reading) 11 th - 1000416 12 th - 1000418	<ul style="list-style-type: none"> Student has not met reading assessment graduation requirement. Student may be removed once grad. requirement has been satisfied; however, it does <u>not</u> remove the requirement to provide tier 2 targeted or tier 3 intensive interventions for the student.
ENGLISH 1 (1001310)	<ul style="list-style-type: none"> All 9th grade students not enrolled in English Honors 1, Pre-IB English 1, AICE General Papers High level 2s (SS 229 - 237) not in intensive reading placed with an ELA teacher that has reading endorsement/ certification to support tier 2 targeted intervention needs, if possible.
ENGLISH 1 HONORS (1001320)	<ul style="list-style-type: none"> AL 4 or 5 on ELA FAST PM 3 or AL 3 with teacher recommendation Star Reading Scale Score (spring): 1175
ENGLISH 2 (1001340)	<ul style="list-style-type: none"> All 10th grade students not enrolled in English Honors 2, Pre-IB Eng 2, AICE English Lang AS, High level 2s (SS 233 - 241) not in intensive reading placed with an ELA teacher that has reading endorsement/ certification to support tier 2 targeted intervention needs, if possible.
ENGLISH 2 HONORS (1001350)	<ul style="list-style-type: none"> Has successfully completed English 1 credit (regular or honors) AL 4 or 5 on ELA FAST PM 3 or AL 3 with teacher recommendation. Star Reading Scale Score (spring): 1183
ENGLISH 3 (1001370)	<ul style="list-style-type: none"> All 11th grade students not enrolled in English 3 Honors, AP, IB, AICE Eng Lang A, or DE Cohort schedule students also in Intensive Reading
ENGLISH 3 HONORS (1001380)	<ul style="list-style-type: none"> Has successfully completed English 1 and 2 credits (regular or honors) AL 4 or 5 on ELA FAST PM 3 or AL 3 with teacher recommendation Star Reading Scale Score (spring): 1191
AP LANGUAGE (1001420)	<ul style="list-style-type: none"> AL 4 or 5 on ELA FAST PM 3 and GPA of 3.0 or higher in ELA Star Reading Scale Score (spring): 1200
ENGLISH 4 (1001400)	<ul style="list-style-type: none"> All 12th grade students not enrolled in English 4 Honors, AP, IB, AICE, or DE Cohort schedule students also in Intensive Reading