



# PROGRAMS OF STUDY GUIDE

# **Staff Directory**

## **Principal**

Darryl Jemison

## **Assistant Principal**

Beth Fontaine

## **Assistant Principal**

Erica Hudson

## **Dean Of Students**

Mercedes Sirmons

## **School Counselors**

Kim McGlinchey, A-Mal  
Cassandra Benner, Man-Z

## **Academic Coaches**

Jamie Arzon - Literacy Coach

## **College and Career/Co-Testing Coordinator**

Hannah Dekle

## **Student Success Coach/Co-Testing Coordinator**

Jessica Confer

## **Athletic Director**

Mercedes Sirmons

# Graduation Requirements

<https://www.fldoe.org/core/fileparse.php/7764/urlt/aaflyer-prior2324.pdf> - Grade 9 prior to 2023-2024

<https://www.fldoe.org/core/fileparse.php/7764/urlt/aaflyer-2324thereafter.pdf> - Grade 9 in 2023-2024 and thereafter

## 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"> <li>● FAST Reading Grade 10</li> <li>● Algebra 1 EOC</li> </ul>
GPA	<ul style="list-style-type: none"> <li>● Cumulative 2.0 or higher</li> </ul>
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.

## **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](http://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](http://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](http://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 School Counselor prior to the first Interim Report. The student, parent, teacher, and school 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).

## **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](http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html). \*Placement in this course requires a course application and approval.

### **Freshman English I (ENC 1101)**

**\*\*This is considered a Dual Enrollment course. To take this course, students must meet specific guidelines and must see their counselor. \*\***

This course enables students to demonstrate critical reading skills with selected expository and argumentative literature; apply principles of development, unity, and coherence in college-level writing; select and use appropriately a variety of rhetorical modes in analytical thinking and writing; demonstrate a command of college-level sentence skills in writing that evidences sentence variety and complexity, precise vocabulary, and appropriate diction, as well as standard English grammar, spelling, usage, and mechanics; and apply basic research and documentation skills.

### **Freshman English I (ENC 1102)**

**\*\*This is considered a Dual Enrollment course. To take this course, students must meet specific guidelines and must see their counselor. \*\***

This course enables students to communicate through writing that demonstrates adequate content development, effective organization, sound logic, audience awareness in choice of vocabulary and appropriate tone, as well as a unified and coherent style with fluent use of standard English. In this course, students demonstrate critical-thinking skills to derive clear understanding of the basic ideas and attitudes expressed in selected readings, as well as thinking and writing skills in four important college-level processes: summarizing, synthesizing, critiquing, and writing impromptu essays. Students write a correctly documented research paper and demonstrate a mastery of CLAST grammar and writing competencies in the revising and editing processes.

## **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](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](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](http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html). \*Placement in this class requires an application and approval.

## **Psychology 1 (Semester 1)**

This is an introductory course in psychology, which explores the scientific study of the mind and behavior. The course covers fundamental concepts and research methodologies used in the field. Topics often include the biological basis of behavior, learning, memory, cognition, personality, development, social behavior, and psychological disorders.

## **Psychology 2 (Semester 2)**

This is the second semester or second course in the introductory psychology sequence, building upon the foundational concepts presented in "Psychology 1" or the first introductory course. It delves deeper into specific areas of psychology, such as research methods, social psychology, personality, and psychological disorders.

## **Personal Finance Money Management**

This course teaches students how to effectively manage their finances, make informed financial decisions, and achieve financial goals. This course covers topics such as budgeting, saving, investing, debt management, and financial planning. The course aims to equip students with the knowledge and skills to become wise consumers, savers, and investors.

## **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

### **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 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](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.

### **Math for College Statistics**

This is an introductory statistics course that focuses on practical applications of statistical concepts, including descriptive statistics, probability, confidence intervals, and hypothesis testing. It assumes some prior knowledge of high school algebra and emphasizes data collection, analysis, and interpretation rather than solely focusing on theoretical aspects.

# **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.

## **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.

## **Game and Simulation Design**

This course provides introductory knowledge and skills to create interactive experiences, covering areas like game mechanics, level design, programming, and user interface design. This course incorporates project-based learning, allowing students to gain introductory knowledge of building and how to test their designs, and may also touch on related fields like animation, 3D modeling, and the business side of the industry.

## **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.

## **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.

## **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 <sup>th</sup> - 1000412 10 <sup>th</sup> - 1000414	<ul style="list-style-type: none"> <li>All Level 1s and Level 2s Low               <ul style="list-style-type: none"> <li>9<sup>th</sup> Grade (Level 1 SS 169 - 219) (Level 2 SS 220 -228)</li> <li>10<sup>th</sup> Grade (Level 1 SS 174 - 223) (Level 2 SS 224 -232)</li> </ul> </li> <li>Corrective Reading Schools will receive additional guidance on screening formulas.</li> <li>Students may or may not have foundational skill deficits.</li> <li>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"> <li>Tier 1: Star PR: at or above 41<sup>st</sup> percentile</li> <li>Tier 2: Star PR: 20<sup>th</sup> - 40<sup>th</sup> percentile</li> <li>Tier 3: Star PR: Below 20<sup>th</sup> percentile</li> </ul> </li> </ul>
LITERACY STRATEGIES FOR SECONDARY STUDENTS (Intensive Reading) 11 <sup>th</sup> - 1000416 12 <sup>th</sup> - 1000418	<ul style="list-style-type: none"> <li>Student has not met reading assessment graduation requirement.</li> <li>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.</li> </ul>
ENGLISH 1 (1001310)	<ul style="list-style-type: none"> <li>All 9<sup>th</sup> grade students not enrolled in English Honors 1, Pre-IB English 1, AICE General Papers</li> <li>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.</li> </ul>
ENGLISH 1 HONORS (1001320)	<ul style="list-style-type: none"> <li>AL 4 or 5 on ELA FAST PM 3 or AL 3 with teacher recommendation</li> <li>Star Reading Scale Score (spring): 1175</li> </ul>
ENGLISH 2 (1001340)	<ul style="list-style-type: none"> <li>All 10<sup>th</sup> grade students not enrolled in English Honors 2, Pre-IB Eng 2, AICE English Lang AS,</li> <li>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.</li> </ul>
ENGLISH 2 HONORS (1001350)	<ul style="list-style-type: none"> <li>Has successfully completed English 1 credit (regular or honors)</li> <li>AL 4 or 5 on ELA FAST PM 3 or AL 3 with teacher recommendation.</li> <li>Star Reading Scale Score (spring): 1183</li> </ul>
ENGLISH 3 (1001370)	<ul style="list-style-type: none"> <li>All 11<sup>th</sup> grade students not enrolled in English 3 Honors, AP, IB, AICE Eng Lang A, or DE</li> <li>Cohort schedule students also in Intensive Reading</li> </ul>
ENGLISH 3 HONORS (1001380)	<ul style="list-style-type: none"> <li>Has successfully completed English 1 and 2 credits (regular or honors)</li> <li>AL 4 or 5 on ELA FAST PM 3 or AL 3 with teacher recommendation</li> <li>Star Reading Scale Score (spring): 1191</li> </ul>
AP LANGUAGE (1001420)	<ul style="list-style-type: none"> <li>AL 4 or 5 on ELA FAST PM 3 <b>and</b></li> <li>GPA of 3.0 or higher in ELA</li> <li>Star Reading Scale Score (spring): 1200</li> </ul>
ENGLISH 4 (1001400)	<ul style="list-style-type: none"> <li>All 12<sup>th</sup> grade students not enrolled in English 4 Honors, AP, IB, AICE, or DE</li> <li>Cohort schedule students also in Intensive Reading</li> </ul>