

# Doctors Charter School of Miami Shores

2011-2012



## Curriculum Guide

Doctors Charter School of Miami Shores  
College Preparatory School  
11301 NW 5<sup>th</sup> Avenue  
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[www.doctorscharterschool.org](http://www.doctorscharterschool.org)

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## **VISION**

Doctors Charter School of Miami Shores is a college preparatory school that offers a broad education focusing on the academic as well as the personal growth of each student. The school strives to develop graduates who are academically well prepared and socially responsible.

## **MISSION**

Doctors Charter School of Miami Shores is a premier community-based preparatory school with emphasis on individual student potential and active citizenship. The mission of the school, with parental and community support, is to nurture and to assist each student to reach his/her academic goals and to develop a sense of community responsibility and social awareness.

## **VALUES**

The school embraces ethnic and religious diversity, representative of the multicultural community in which it makes its home. The School's commitment is to serve the community. Therefore, the values of the school include the attainment of high academic standards and the cultivation of civic involvement, personal integrity, tolerance and open-mindedness, compassion and a willingness to give back to the community. The school values excellence at all levels: students, faculty, staff and administration.

## **SCHOOL'S HISTORY**

Doctors Charter School of Miami Shores is proud to build on the tradition of excellence of the Miami Shores/Barry University Charter School Connected Learning Center (MS/BU) that has been recognized as a center of excellence and rated an "A" school from 2002-2010.

As soon as the Florida Legislature passed the municipal charter rule, which enabled cities that sponsored Charter Schools to give enrollment preference to their residents, the Miami Shores Community began the journey that continues today.

Cooperation was necessary between and among Barry University; North Dade Medical Foundation; the Miami Shores residents, who passed a needed bond issue; Miami Shores Village elected officials over a span of three years; as well as Miami Dade County Public Schools, to make the new middle/high school a reality. Doctors Charter School of Miami Shores was built on land owned by Barry University, with funds from the bond and the Foundation. The conversion from MS/BU Charter to Doctors Charter School of Miami Shores was completed in time for the opening on August 8, 2005.

The building was dedicated January 19, 2006, and a plaque dedicated to the physicians who contributed to North Shore Hospital is displayed at the front entrance. Thus, a long awaited dream of the Miami Shores resident's, became a reality.

## **GOVERNANCE**

The school is governed by a Board of Directors. The Village of Miami Shores empowered the School Board Authority to be responsible for the operation and management of the Charter School. Board Members:

Dr. Alan Silbert – Chairperson  
Dr. Joan Lutton – Vice Chairperson  
Ms. Alice Burch – Secretary  
Dr. Reid Bernstein  
Ms. Iris Gomez  
Ms. Alison Harke  
Mr. William Heffernan  
Mr. Dennis Kleinman  
Dr. Chester Morris  
Ms. Sarah Mourer  
Dr. Terry Piper

## **SCHOOL'S PHILOSOPHY**

Doctors Charter School of Miami Shores is a college preparatory school that offers a broad education focusing on academic and personal growth of each student. The commitment to give back to the community who made DCS possible is a priority of the school's philosophy which requires community service hours of every student. The school is a middle/senior high school offering instruction for grades 6 – 12. Students are Miami-Dade County Public School students. The current enrollment is approximately 560 students.

## **ACCREDITATION**

Doctors Charter School of Miami Shores has been officially accredited by the Southern Association of Colleges and Schools (SACS).

## **SCHOOL NAME AND LOGO**

The school's name honors the financial contribution that the North Dade Medical Foundation has made for the construction of the school building and for the educational program. The school's identity is academic excellence and its logo symbolizes learning and study. The words that appear in our logo; Perceptum and Affero mean "to learn" and "to contribute." They represent the essence of the school with learning as the main focus. Our graduates will be academically prepared for future endeavors. As well, our community mindedness will encourage them to be responsible citizens. The symbol of the Caduceus signifies our ties with the medical community that supports and sponsors this school.

## **COMMITMENTS**

### **Teachers**

Teachers are committed to assist their students in the development of their:

- Responsibility
- Integrity
- Creativity
- Commitment to their studies
- Acceptance of failure as well as success
- Acceptance of both their own talents and limitations and those of others
- 

### **Students**

Students shall be committed to:

- Respect all members of the Doctors Charter School Community
- Be trustworthy and honest
- Meet the challenges presented daily
- Be actively engaged in learning
- Think and make decisions both alone and with cooperation from classmates
- Learn how to handle new freedoms with responsibility
- 

### **Parents**

Parents shall be committed to:

- Treat all members of the faculty and staff with respect
- Provide service hours to the school
- Support the school through membership in the PTSA and grade councils, EESAC, Board Authority and special interest groups
- Participate in parent education groups

## **FACILITY**

The school is located on five acres at Barry University Campus at 11301 NW 5<sup>th</sup> Avenue. The construction of this building has been made possible by the generosity of the North Dade Medical Foundation and by the financial support of the citizens of Miami Shores. The building is 50,000 square feet and has 25 state-of-the-art classrooms, 4 science labs, art room, music room, computer lab, media center and cafeteria.

## **NON-DISCRIMINATION POLICY**

Doctors Charter School admits students of any race, religion, national and ethnic origin to all rights, privileges, programs and activities available to students at Doctors Charter School. It does not discriminate on the basis of race, religion, national and ethnic origin in the administration of academic or admissions policies, athletic and other school-administered programs; and it does not discriminate on the basis of race, sex, color, national and ethnic origin in the hiring of faculty and staff.

## **ADMINISTRATION AND STUDENT SERVICES STAFF**

Mr. Gary Meredith – Executive Director  
Ms. Kay Brown – Assistant Principal  
Mr. Doug Garber – Assistant Principal  
Ms. Deanna Appleton – School Counselor  
Ms. Pat Gispert – Activities Coordinator/Athletic Director

## **DEPARTMENT CHAIRPERSONS**

Ms. Terri Tennison – Language Arts/English  
Ms. Anne Mennes – Mathematics  
Ms. Monica Gross – Science  
Ms. Abeer Jadallah – Social Sciences  
Ms. Jeannette Borg – Fine Arts  
Ms. Deborah Gebara – Physical Education

## **DIRECTORY**

School Directory of Faculty, Staff, Administration and Board of Directors is posted on the School's website: [www.doctorscharterschool.org](http://www.doctorscharterschool.org) and is also available at the School Office.

## MESSAGE FROM THE EXECUTIVE DIRECTOR

Dear Students and Parents:

Doctors Charter School continues to grow and evolve as a school community. Each school day, we serve approximately 560 students in our programs. The daily seven-period schedule provides consistency within the coursework and all students graduate with more than the state requirements for successful graduation. The curriculum continues to expand to provide our students with greater access to upper division and Advanced Placement courses. Our continued success as an A-rated school has increased our confidence in our ability to provide instruction that meets the educational needs of our students and the community.

This Curriculum Bulletin has been prepared to inform you about the educational programs that are available at our school and to help you select courses for next year. We hope that it helps you learn about and adjust to our school so that you will become an integral part of the school life. Perhaps no other decision is as important as the selection of courses during this time in your education. The courses you select will influence future decisions that you will make regarding your post-secondary education and the focus of your professional career. Consider all of your choices carefully since there is little opportunity for change once the school year has begun.

The faculty and staff will assist you, along with your parents, with the selection of appropriate courses for next year. Your placement in specific courses depends on factors such as past courses, grades, standardized test scores, student interest, and teacher recommendations. We ask that you stretch academically when you select courses so that you will be challenged intellectually. Do not underestimate your abilities. Wise selections will be made if you follow these suggestions:

- Read the entire Curriculum Bulletin carefully
- Review all of the courses, particularly the ones you wish to enroll
- Talk with your present teachers about the courses you choose
- Get input from your counselor about the courses you choose
- Consult with your parents about your course selections
- Select your electives, keeping in mind your interest, talents and career goal

We are proud of our school and we look forward to working with you and your parents.

Gary Meredith  
Executive Director



**DOCTORS CHARTER SCHOOL  
2011-2012 GRADUATION REQUIREMENTS  
FOR STUDENTS ENTERING GRADE 9**

SUBJECT AREA	DCS SCHOOL 4-YEAR PROGRAM CREDITS REQUIRED
English or English Through ESOL Major concentration in composition & literature	4.0
Mathematics Algebra I, Geometry & equivalent higher level course	4.0 Algebra I, Geometry & two equivalent higher level courses
Science Earth/Space Science, Biology, Chemistry or Physical Science	4.0 Earth/Space Science, Biology, Chemistry and one higher level course
World History	1.0
American History	1.0
American Government	.5
Economics	.5
Fine Arts To include: Performing Fine Arts <sup>1</sup> and/or Practical Arts	1.0
Physical Education To include: Personal fitness, Life Health Management or HOPE course and Team Sports	1.5 (.5 credits each)
Electives	8.5
Foreign Language 2 years minimum same Foreign Language, consecutive	2.0 <sup>3</sup>
<b>Total Number of Credits Required</b>	<b>28.0</b>
State Assessment Requirement	<ul style="list-style-type: none"> <li>- Passing score on the Grade 10 Reading FCAT or concordant passing ACT or SAT score</li> <li>- Respective End of Course Exams (EOC's) as indicated by the Florida Department of Education</li> </ul>
GPA Requirement	Earn a cumulative GPA of 2.0 on a 4.0 scale

<sup>1</sup> Art, dance, theatre, music, and speech/debate course classified as performing fine arts (performing visual arts).

<sup>3</sup> Florida State Universities require 2 years minimum of the same foreign language. Doctors Charter School has the same requirement.

## Testing Requirements for High School Graduation

Grade Level/ Graduating Class	Florida Comprehensive Assessment Test <b>FCAT</b>
Grade 12/ Class of 2012	Passing Score in grade 10 on the FCAT Reading and passing EOC's as implemented by state
Grade 11/ Class of 2013	Passing Score in grade 10 on the FCAT Reading and passing EOC's as implemented by state
Grade 10/ Class of 2014	Passing Score in grade 10 on the FCAT Reading and passing EOC's as implemented by state
Grade 9/ Class of 2015	Passing Score in grade 10 on the FCAT Reading and passing EOC's as implemented by state

### Successful completion of courses need for promotion to the next year:

<b>To Grade 10</b>	A student must attain a minimum cumulative total of 4 credits including one credit in English or Mathematics.
<b>To Grade 11</b>	A student must attain a minimum cumulative total of 10 credits including two credits in English and Mathematics.
<b>To Grade 12</b>	A student must attain a minimum cumulative total of 16 credits including three credits in English and Mathematics.

### Specific Graduation Requirements by Course

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**English/Language Arts**      English 1, 2, 3 and 4 or English through ESOL are required to meet the English/language arts graduation requirement.

**Mathematics**                      Algebra I should be completed by the end of 9<sup>th</sup> grade, Geometry by the end of 10<sup>th</sup> grade and two additional courses at the Algebra II level or higher. Geometry meets the graduation requirement for mathematics as well as an additional upper level math course above Algebra II. Liberal Arts Math does not count for the Bright Futures scholarship.

**Science**                              The required courses include Earth/Space Science, which should be completed by the end of 9<sup>th</sup> grade, Biology I by the end of the 10<sup>th</sup> grade and Chemistry I by the end of the 11<sup>th</sup> grade and Physics, Physical Science or Environmental Science by the end of 12<sup>th</sup> grade. Students at DCS are encouraged to take additional elective classes in the sciences.

**Foreign Language**              The Florida State University System and Doctors Charter School require a minimum of 2 years of the same Foreign Language. DCS encourages students to take additional credits in Foreign Language.

**Fine Arts**                              Students may select any art, dance, theatre, music, or debate course, classified as performing fine arts (performing and visual arts). An annual approved computer course or journalism course may meet the requirement.

**Physical Education**              This requirement is fulfilled by successful completion of Personal Fitness, Life Health Management or the HOPE course as well as Team Sports. Any other approved physical education semester course listed in the *Florida Course Code Directory* is also acceptable. For those students whose

physical condition, as certified annually by a physician, prevents participation in the regular program, a modified or adaptive physical education course will be provided.

### **Electives**

Eight and one-half credits electives:  
(DCS Students will have additional electives depending on the level of matriculation of courses in Middle and High School.)

We encourage our academic and art electives to all students. Specifically we offer several literature and science electives. Also our Advanced Placement program has been growing and an AP course is a great option for students who want to set themselves apart in the college admissions process. Additionally we have a strong music program as well as challenging computer education courses. Students are welcome to take a course that we do not offer on campus through the Florida Virtual School program. This allows all of our students a way to be served and take a course that interests them. Dual enrollment is another opportunity we extend to our students and these college course credits will be applied as an elective course.

## **FLORIDA BRIGHT FUTURES SCHOLARSHIP PROGRAM**

[www.MyFloridaEducation.com/bfuture](http://www.MyFloridaEducation.com/bfuture)

What is it? The Bright Futures Program consolidates current state scholarships and is funded from the lottery proceeds. The program consists of different scholarship awards.

To be eligible for an initial award a student must:

1. Apply by completing the Florida Financial Aid Application during the last year of high school;
2. Be a Florida resident;
3. Earn a Florida standard high school diploma or its equivalent;
4. Be accepted by or enrolled in a Florida public or independent postsecondary education institution;
5. Be enrolled for at least six semester credit hours or the equivalent;
6. Not have been found guilty of or pled no contest to a felony charge; and
7. Begin using the award within 3 years of high school graduation.

*Your Responsibilities* It is your job to **know** and **meet** the requirements of the Florida Bright Futures Scholarship Program before high school graduation and throughout your college career.

**Florida Bright Futures Program** has helped more than 500,000 Florida students attend a postsecondary institution. The program offers three levels of scholarship awards – the Florida Academic Scholars award (FAS), the Florida Medallion Scholars award (FMS), and the Florida Gold Seal Vocational Scholars award (GSV). Read this brochure to find out how to qualify for a Bright Futures Scholarship.

## *The Application*

To apply for a Bright Futures Scholarship, you **must** submit a completed, error free **Initial Student Florida Financial Aid Application** during your last year in high school (after December 1 and prior to graduation). **You must apply during your last year in high school, before graduation,\* or you will forfeit all future eligibility for a Bright Futures Scholarship.** To apply online, visit [www.FloridaStudentFinancialAid.org](http://www.FloridaStudentFinancialAid.org), select “State Grants, Scholarships & Applications” and select “Apply Here.” The application gives the Florida Department of Education (FDOE) permission to evaluate your high school transcript and test scores for eligibility for state scholarships and grants, including a Bright Futures Scholarship. You may apply prior to meeting all requirements.

**Activate your User ID & PIN - Know it, Use it, be Responsible for your state financial aid!** After submitting an **Initial Student Florida Financial Aid Application**, you will: create a personal User ID online, update your demographic information (on your original application), as necessary, and monitor your Financial Aid Recipient History (award status) online. You are responsible for checking your application and award status. It is also your responsibility to provide your correct name, address, date of birth and social security number, and to inform us of any changes.

*Your Transcript Evaluations* Your high school will automatically submit your transcript electronically to the FDOE for evaluation two times during the year, but you submit only ONE application:

- Mid-year – after the fall term is completed and semester grades are posted. A mid-year evaluation includes fall coursework completed, spring coursework in progress, community service hours completed and test scores for test dates through January 31.
- Final – several weeks after you graduate and all grades are posted. A final transcript evaluation includes all coursework and community service hours completed, and test scores for test dates through June 30.

You may lose a mid-year award only if you do not graduate from a Florida public or FDOE-registered private high school. However, if your GPA improves and/or other requirements are met during your final high school semester, you may then qualify for an award or higher award level. If so, you will be awarded in the summer following your graduation.

**Notifications** – will be posted online to your Financial Aid Recipient History.

- Mid-year notifications begin posting in March
- Final notifications begin posting in August

**Activate your User ID & PIN - Know it, Use it, be Responsible for your state financial aid! Note: The Free Application for Federal Student Aid (FAFSA) is NOT a requirement for Bright Futures qualification, but you are encouraged to apply as it may help you find other available financial aid as well.**

*Not Sure About College?* You *should* apply for a Bright Futures Scholarship even if you are considering not going to college, are planning to go out of state, are taking a few years off, or are enlisting in the military. Eligible students have up to three years from high school graduation to begin using the scholarship. **Note:** Initially eligible students who enlist in the United States Armed Forces immediately after high school graduation (within three years after separation from active duty), or students who receive a Florida Bright Futures Scholarship and discontinue their education to enlist in the United States Armed Forces, commence the remainder of their five-year renewal period upon the date of separation from active duty.

*Make the Grade* It is your responsibility to earn the necessary Grade Point Average (GPA) in the **required** high school classes. Not all high school courses will qualify you for a Bright Futures Scholarship. Ask your guidance counselor or refer to the Bright Futures website for course information.

*Earn the Score* To qualify for a Bright Futures Scholarship, you **must** earn the minimum required test score (SAT, ACT, or CPT) for the award for which you wish to qualify.

*Graduate!* You may receive early notification of your award status during your last term of high school; however, if you do not graduate,\* you **will not** receive the award!

*Stay Clean* You **must** not be found guilty of, or plead no contest to, a felony charge.

*Getting Your Money* **The Florida Department of Education will:**

- Begin funding your scholarship during the **fall term** following your high school **graduation**.\* The academic year begins in the fall and ends in the summer. **Scholarship recipients are not eligible for funding during the summer term immediately following high school graduation;\* thereafter, summer disbursements are only made if funds are available. Check our website each year for summer funding information.**

- Send scholarship funds to the eligible Florida postsecondary institution of your choice prior to the beginning of each term. The money will then be applied to your account after the last day of the drop/add period at your postsecondary institution.

You must:

- Be a Florida resident and a U.S. citizen or eligible non-citizen, **as determined by your postsecondary institution.**
- Pursue an undergraduate degree at an eligible Florida college, or enroll in a postsecondary adult vocational certificate program.
- Begin using the scholarship funds within three years of your high school **graduation**.\* **If you enlist directly in the military after graduation,\* your three-year period begins upon the date of separation from active duty.**
- Enroll for at least **six non-remedial** semester hours (or the equivalent in quarter or clock hours) per term.

*Keep Up the Good Work* Remember, you must **maintain** the required cumulative GPA and earn the minimum credit hours in order to renew your scholarship each year. *Why Do We Need Your Social Security Number (SSN)?* Your SSN is essential for matching your test scores with your student records, and for matching your Bright Futures Scholarship with your college records. However, if you choose to leave your SSN blank on the **Initial Student Florida Financial Aid Application**, the system will generate a pseudo number. Financial assistance will not be denied for failure to disclose your SSN.

*Already Have the Florida Prepaid College Plan?* You can use both the Prepaid College Plan and the Bright Futures Scholarship. See a financial aid officer at the postsecondary institution you plan to attend for details.

### *What is the Academic Top Scholars Award?*

The Academic Top Scholars award, announced by the Florida Department of Education before the end of the fall term after all term-one disbursements, is awarded to the Florida Academic Scholar with the highest academic ranking in each county (based on the product of multiplying the Bright Futures GPA and the highest qualifying SAT/ACT test score). The recipient receives a cost per credit hour award established by the Florida Legislature in the General Appropriations Act in addition to the Florida Academic Scholars award. For current year award amounts visit: [www.FloridaStudentFinancialAid.org/SSFAD/bf/awardamt.htm](http://www.FloridaStudentFinancialAid.org/SSFAD/bf/awardamt.htm).

## *FACTS.org*

Public high school students should visit [www.FACTS.org](http://www.FACTS.org) to review their academic progress toward meeting Florida Bright Futures Scholarship Program eligibility requirements and State University System course requirements for college admission. Evaluations will be based on current program requirements and the most recent transcript received from a student's school district. Public high school students in grades 9-12 may access their records at [www.FACTS.org](http://www.FACTS.org) by creating their own login ID and password. Private high school students may see their guidance counselors for a copy of their Bright Futures Student Evaluation Report.

\* To qualify for a Bright Futures Scholarship, you must earn a standard Florida high school diploma from a Florida public high school or a registered Florida Department of Education private high school; however, if you are a home education student, GED recipient, or an out-of-state student due to a parent's military or public service assignment, you may still qualify for a Bright Futures Scholarship (See the "Other Ways to Qualify" section in this brochure for eligibility guidelines). Contact our office or visit our website for specific requirements.

## *Make the Grade... Earn the Score...*

**Bright Futures website:** [www.FloridaStudentFinancialAid.org/SSFAD/bf/](http://www.FloridaStudentFinancialAid.org/SSFAD/bf/)

**Office of Student Financial Assistance website:** [www.FloridaStudentFinancialAid.org](http://www.FloridaStudentFinancialAid.org)

**Toll-Free: 1-888-827-2004 E-mail:** [OSFA@fldoe.org](mailto:OSFA@fldoe.org)

The Florida Bright Futures Scholarship Program is created to establish a lottery-funded scholarship program to reward any Florida high school graduate who merits recognition of high academic achievement and who enrolls in a degree program, certificate program, or applied technology program at an eligible Florida public or private postsecondary education institution within 3 years of graduation from high school.<sup>6</sup>

# Florida Bright Futures Award Qualifications

\*subjected to change due to funding.

## COMPETITIVE ADMISSIONS

Admission into Florida's state universities is limited by space available. Competition for space depends on the number and qualifications of those who apply for admission. To increase the chance of admission, high school students should try to exceed the minimum requirements.

## A GRADE POINT AVERAGE IN HIGH SCHOOL ACADEMIC CORE COURSES

	Florida Academic Scholars Award	Florida Medallion Scholars Award	Florida Gold Seal Vocational Scholars Award
<b>Award Level</b>	Public Institution: Awards subject to change. Private Institution: Awards subject to change.  *Check website for most up-to-date changes. <a href="http://www.FloridaStudentFinancialAid.org/SSFAD/bf/">www.FloridaStudentFinancialAid.org/SSFAD/bf/</a>	Public Institution: Awards subject to change. Private Institution: Awards subject to change.  *Check website for most up-to-date changes.	Public Institution: Awards subject to change. Private Institution: Awards subject to change.  *Check website for most up-to-date changes.
<b>Grade Point Average (GPA)</b>	3.5 weighted GPA (Bright Futures Scholarship Program Weighting System) using 15 credits listed below combined with test scores and community service hours listed below.	3.0 weighted GPA (Bright Futures Scholarship Program Weighting System) using 15 credits listed below and test scores.	3.0 weighted GPA (Bright Futures Scholarship Program Weighting System) using 15 core credits required for graduation and 3.5 unweighted GPA in a minimum of 3 vocational credits in one program and test scores listed below.
<b>Required Courses</b>	4 English 3 Math (Algebra 1 or higher) 3 Natural Sciences 3 Social Sciences 2 Foreign Languages (same Language)  May use up to 4 credits in these academic areas and/or AP Fine Arts courses to raise GPA.	4 English 3 Math (Algebra 1 or higher) 3 Natural Sciences 3 Social Sciences 2 Foreign Languages (same Language)  May use up to 4 credits in these academic areas and/or AP Fine Arts courses to raise GPA.	4 English 3 Math (Algebra 1 or higher) 3 Natural Sciences 3 Social Sciences 1 Practical Arts or 1 Performing Arts or ½ credit in each ½ Life Management Skills ½ Personal Fitness ½ Physical Education Minimum of 3 vocational or technology education credits in one vocational program.
<b>Community Service</b>	100 Hours	75 Hours	30 Hours
<b>Test Scores</b>	Best composite score of 1270 SAT Or 28 ACT	Best composite score of 970 SAT or 20 ACT	SAT: 440 Verbal 440 Math ACT: 18 Reading 17 English 19 Math
<b>Other Ways to Qualify</b>	National Merit or Achievement Scholars and Finalists National Hispanic Scholars Early Admissions with best composite score of 1270 SAT or 28 ACT and 3.5 weighted GPA in curriculum course completed.	National Merit or Achievement Scholars and Finalist and National Hispanic Scholars who have not completed 75 hours of community service. Early Admissions with best composite score of 970 SAT or 20 ACT and 3.0 weighted GPA in curriculum courses completed.	None

A weighted high school grade point average will be calculated by the university using a 4.0 scale from grades earned by high school academic core courses in designated subject areas, as well as specified AP Arts courses.

Additional weights are assigned to certain grades in Honors, Advanced Placement, and other advanced courses. Most state universities add a full (1.0) grade point to grades in these courses. The University of Florida and New College add only 1/2 grade point (0.5) to grades in honors course, but AP and IB courses earn a full (1.0) grade point. For the additional weighting, a "C" or better is required at FIU, FSU, UF, UNF, and UWF. A grade of "D" or better is required at FAMU, FAU, UCF, USF, FGCU, and New College.

## **TALENTED TWENTY PROGRAM**

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

### **Qualifications:**

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

- be enrolled in a Florida public high school and graduate with a standard diploma
- be ranked in the top 20% of the class after the posting of seventh semester grades (with validation of the eighth semester ranking) for students enrolled in the 4-year, 24-credit option. For students in either one of the two 3-year, 18-credit options, the ranking will occur after the posting of the fifth semester grades (with validation of the sixth semester ranking).
- take the ACT or SAT (with no minimum score required).
- complete all eighteen college preparatory courses as specified in State Board of Education Rule

**Application for State Universities:** High school counselors are prepared to assist students with the application process for state university admissions. To be considered for the FSAG program, students must file the Free Application for Federal Student Aid (FAFSA) in time to meet the application deadline established by the institution they plan to attend. The FAFSA is available online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) and uses parent and student income information in a formula developed by the United States Congress to calculate the financial contribution families are expected to make toward a student's postsecondary education.

**Florida Virtual School:** Middle and senior school students are eligible to enroll in the Florida Virtual School. A complete course listing is available through the web site at <http://flvs.net>. The courses offered are teacher facilitated and available throughout the state. Courses are based upon the same criteria as those taught in the standard high school program and, therefore, designated as "acceleration" courses.

## GRADING STUDENT PERFORMANCE

Academic grades are to reflect the student's academic progress. The determination of the specific grade a student receives must be based on the teacher's best judgment after careful consideration of all aspects of each student's performance during a grading period, including such factors as class attendance, homework, and participation.

In authorized semester courses, the student's final grade shall be determined as follows: 40 percent value for each of two nine-week grading periods and 20 percent value for the final examination, with a provision for teacher override.

In authorized annual courses, the student's final grade shall be determined as follows: 20 percent value for each of four nine-week grading periods, 10 percent value for the midterm exam, and 10 percent for the final exam, with a provision for teacher override. In order to pass an annual course in grades 9-12, a student will earn a minimum of 10 grade points, of which a minimum of five must be earned in the second semester. Teacher override (either up or down) can be used.

**The following are the academic grades used:**

Grade	Numerical Value (%)	Verbal Interpretation	Grade Point Value
A	90 – 100 %	Outstanding Progress	4
B	80 – 89%	Good Progress	3
C	70 – 79%	Average Progress	2
D	60 – 69%	Lowest Acceptable Progress	1
F	0 – 59%	Failure	0
I	0	Incomplete	0

## FORGIVENESS POLICY

For senior high school students the forgiveness policy for required courses is limited to replacing a grade of "D" or "F" with a grade of "C" or higher earned subsequently in the same or comparable course. The forgiveness policy for an elective course is limited to replacing a grade of "D" or "F" with a grade of "C" or higher earned subsequently in another course. In either situation when a student attempts forgiveness for a grade, the higher of the two grades will be used to compute the student's GPA. When it is replaced, the lower grade will not be used to compute the student's GPA, but will remain on the student's transcript and in the student's permanent record. Any course not replaced according to this policy shall be included in the calculation of the cumulative grade point average required for graduation.

In both authorized semester courses and authorized annual courses, the criteria for grading certain students with disabilities may be modified by the Individual Educational Plan (IEP) team.

Students who earn more than the required number of credits are not penalized in their rank in class. Academic grades reflect a student's academic achievement. Students who receive passing grades on their report cards are working within a range acceptable for the subject. At the beginning of the course, students are provided written grading criteria employed by each teacher.

Grades in conduct and effort reflect the student's progress independent of academic achievement. **EFFORT** reflects the degree to which a pupil has demonstrated a desire to learn or to engage in learning tasks that lead to a mastery of educational goals. **CONDUCT** reflects the degree to which a student interacts and relates to others in socially acceptable ways.

At any time during a grading period, the student can be given an **INDIVIDUAL PROGRESS REPORT** that is to be signed by the student and parent and returned by the student to the teacher and/or counselor who issued the notice.

At the midpoint of each nine-week grading period, teachers in each class complete an **INTERIM PROGRESS REPORT** for all students. This report notifies the parent of the present status of a student's work and provides comments and/or recommendations. Interim Progress Reports are to be signed by the parent and returned to the first period teacher.

Effort grades are assigned by teachers based on student's potential, study habits and attitude. Three numerical grades are used to reflect their effort:

Effort Grade	Verbal Interpretation
1	Outstanding Effort
2	Satisfactory Effort
3	Insufficient Effort

## GRADE POINT AVERAGE

Grade point averages (GPA) are calculated for any of the reasons listed below.

- High school graduation
- Rank in class
- Eligibility to participate in interscholastic extracurricular activities
- To determine student's academic progress
- Awards and recognition programs
- Placement on the honor roll and/or membership in honor societies
- College admissions and scholarship competitions

The grade and bonus point values shown in the chart below are used in determining unweighted (without bonus points) and weighted (with bonus points) GPA's.

### Grade and Bonus Point Values:

Letter Grades	Grade Points	Bonus Points		
		Honors	Advanced Placement	Bright Futures
A	4	1	2	.5
B	3	1	2	.5
C	2	1	1	.5
D	1	0	0	

Grade Point Average (GPA) is an element used to determine eligibility in various programs. The chart below identifies a number of the programs, the corresponding GPA, and conditions for calculating the GPA. Definitions of terms used are provided on the next page.

PURPOSE	MINIMUM REQUIRED	CONDITIONS
Graduation	2.0	Overall unweighted, cumulative, unrounded on credits earned for graduation. Calculated end of senior year.
Interscholastic Extracurricular Activity Participation	2.0	Overall unweighted, cumulative, unrounded on credits earned. Calculated at the end of each quarter. Incomplete grades and blanks will be treated as F's.
Academic Progress	2.0	Overall unweighted, cumulative quarterly calculated average.
Superintendent's Diploma of Distinction	3.5	Overall weighted cumulative GPA calculated at the end of the seventh semester. Must include 4 honors/AP/IB courses.
Florida Academic Scholars Award	3.5	Weighted, cumulative and unrounded on 15 specific credits needed to meet admissions requirements for state university system. Grades in AP, IB and dual enrollment courses receive .5 bonus points.
Florida Medallion Scholars Award	3.0	(Same as above)
Admission to State University System	3.0	Cumulative on 15 credits identified by the Board of Regents and listed in Counseling for Future Education as meeting requirements for admission.
NCAA Participation	2.0	Cumulative and unweighted on 13 high school core academic courses.

## DEFINITIONS:

**ADD-ON BONUS VALUES:** Bonus values used to calculate the grade point average used for establishing rank in class; determined by dividing the number of bonus points by the number of credits necessary to be ranked.

**GRADE POINTS:** Numerical values assigned to letter grades. See chart below.

**BONUS POINTS:** Additional numerical values assigned to letter grades in honors, pre-International Baccalaureate, Dual Enrollment, Advanced Placement, International Baccalaureate.

**CUMULATIVE GRADE POINT AVERAGE:** A grade point average computed by using grades received for more than one grading period or year.

**TRADITIONAL GRADE POINT AVERAGE:** A grade point average established by dividing the number of grade points or grade and bonus points by the number of credits earned.

**NON-CUMULATIVE GRADE POINT AVERAGE:** A grade point average computed by using grades received for a single term, semester, or grading period.

**WEIGHTED GRADE POINT AVERAGE:** A grade point average that includes bonus points.

**UNWEIGHTED GRADE POINT AVERAGE:** A grade point average without the inclusion of bonus

# Doctors Charter School Policies and Procedures

## REPORT CARDS

Report cards are issued approximately one week following the conclusion of each nine week grading period. Report cards are to be retained by the parents and not returned to the school.

## PROBATION

Students must understand from the outset that it is a privilege to attend Doctors Charter School. Academic achievement and good behavior are expected. It may be necessary, however, to give a student a second chance by placing him/her on probation. There are two types of probation: academic and disciplinary.

## ACADEMIC PROBATION

Students who do not demonstrate acceptable academic efforts after the first semester will be placed on probation for the second semester. During that time, the student's profile will be closely examined, parents contacted, tutoring sessions required and appropriate actions taken as needed to help the student stabilize academic performance. Students who do not earn the required 2.0 GPA are counseled for alternative placement consideration.

## DISCIPLINARY PROBATION

Students who do not maintain at least a "B" conduct average or who violate the Code of Student Conduct are placed on contract and will be counseled to determine appropriate school placement, including the possibility of returning to the home school. Parents are contacted at the time of the initial violation. Failure to comply with behavior contract will result in placement at the home or alternative school if necessary. Parents are informed in writing of the date for the exit review. In sum, the school may initiate a transfer if the student does not meet the academic or behavior performance standards of Doctors Charter School.

## CODE OF STUDENT CONDUCT

Each student/parent will receive a copy of the Code of Student Conduct. The signature page must be returned and signed by both student and parent. The Code defines distinct violations which are representative of those acts that frequently cause disruption of the orderly educational process. This list is not all inclusive, and committing an act of misconduct not listed will be subject to the discretionary authority of an administration.

## HOMWORK POLICY

Regular, purposeful homework is an essential part of a student's education. Homework is an integral factor in fostering the academic achievement of students and in extending school activities into the home and community. Regular homework provides opportunities for developmental practice, drill, the application of skills already learned, the development of independent study skills, enrichment activities, and self-discipline. Homework should provide reinforcement and an extension of class instruction. It should also serve as a basis for further study and preparation for future class assignments.

### **STUDENT RESPONSIBILITIES:**

1. Completing assigned homework as directed and in the spirit in which it was assigned.
2. Returning homework to the teacher by the designated time.
3. Submitting homework assignments that reflect careful attention to detail and quality of work.
4. Devoting a minimum of 30 minutes each day to reading as an additional part of the homework assignment.

**NOTE:** Students can receive additional help through the Homework Helpers Program, which includes the Dial-A-Teacher program at (305) 995-1600, Monday through Thursday from 5:30 p.m. to 8:30 p.m., WLRN, Channel 17. Students may also access Miami-Dade County Public School's web page at: <http://portal.dadeschools.net/students/homework.htm>.

### **PARENT(S)/GUARDIAN(S) RESPONSIBILITIES:**

While it is understood that parents/guardians are not responsible for providing a great deal of assistance to their child in completing homework, there is still much that parents/guardians can do to promote good study habits. Parent(s)/guardian(s) responsibilities include:

1. Providing an environment conducive to study.
2. Providing continued interest and concern for the child's successful performance in school through encouraging and supporting the child in his/her performance of homework assigned.
3. Indicating an interest in assignments and assisting, if possible, when requested by the child, but not to include performing the work for the child.
4. Supporting the school in regard to the child being assigned homework.
5. Requesting assignments for the child when short-term absences are involved.
6. Assuring that the child reads for a period of at least 30 minutes each day in addition to any other assigned homework.

• Excerpt from School Board Rule 6Gx13-6A-1.23

## ATTENDANCE POLICY

There is probably no factor more important to successful school progress than regular school attendance. Students who are absent excessively from the instructional program will fall behind in academic achievement. Excessive school absenteeism can result in course failure.

The attendance policy is establishing by the School Board. Highlights of the attendance rules are as follows:

1. A secondary student accumulating ten or more unexcused class absences in an annual course or five or more unexcused absences in a semester course will be subject to the withholding of final credit, pending a student/parent-requested administrative screening and/or review of all absences by the attendance review committee.

Students accumulating ten (10) or more absences in an annual course, or five (5) or more absences in a semester course, due to illness are required to have a note (on file at the school) from a physician in order to receive an excused absence.

2. An attendance review committee is established in each school. The committee consists of three or more school personnel who have the responsibility to review student attendance petitions during the last week of the course(s) and recommend the following:

- Issuing of final grades;
- Temporary withholding of final grades pending makeup assignments; or
- Permanent withholding of final grades and credit.

3. The following are considered excused absences:

- Student illness
- Medical appointment
- Death in family
- Observance of a religious holiday or service when it is mandated for all members of a faith that such a holiday or service be observed
- School sponsored event or activity previously approved
- Other individual student absences or tardies beyond the control of the parent or the student as approved by the principal or designee

4. All other absences or tardies not listed above in item 3 are considered unexcused.

5. The student is expected to:

- Take advantage of his/her educational opportunity by attending all classes punctually on a daily basis.
- Provide the school with a written explanation for any absence/tardiness.
- The student is responsible for initiating the request to make-up work.
- Request the make-up assignment for all excused absences/tardiness from his/her teachers upon his/her return to school or class. It should be noted that all class work, due to the nature of instruction, is not readily subject to make-up work.
- Complete the make-up assignments for classes missed within a reasonable amount of time. Failure to make up all assignments will result in lower assessment of the student's academic and/or effort grade.
- Submit a completed "Petition to Appeal Withholding of Final Passing Grades" to the individual responsible for the screening process: 1) Provide written documentation for all absences to the attendance review committee. 2) Appear before the committee at the scheduled time with a parent or guardian.

6. The parent is expected to:

- Report and explain an absence to the school.
- Be responsible for his/her child's school attendance as required by law.
- Be aware that tardiness places his/her child's learning in jeopardy and interrupts the learning of other students.
- Stress the importance of regular and punctual school attendance with his/her child.
- Personally contact the school after his/her child's fifth (5th) aggregate absence.
- Assist his/her child with the completion of the "Petition to Appeal Withholding of Final Grades."
- Appear before the attendance review committee at the scheduled time to provide information relating to his/her child's absences.

### **7. Block or Flexible Schedules for Reporting Class Absences of Secondary**

**Students:** A double blocked period constitutes **two single class periods**. If a student is absent from a double blocked period, this will constitute two excused or unexcused absences for that class.

\* Excerpted from School Board Rule 6Gx13-5A-1.04

## ELIGIBILITY REQUIREMENTS FOR PARTICIPATION IN INTERSCHOLASTIC EXTRACURRICULAR ATHLETICS AND ACTIVITIES

In order for a student to participate in extracurricular athletics and activities, a student must meet the standards set forth by State statute and the Florida High School Activities Association. In addition, a student must have at least a "C" average in conduct for all subjects in the preceding semester.

To be eligible to participate in interscholastic extracurricular student athletics and activities a student must maintain a grade point average of 2.0 or above on a 4.0 scale in the courses required for graduation. Computation of grade point averages requires the inclusion of all applicable high school courses to which a forgiveness policy has been applied.

If a 9th or 10th grade student's cumulative grade point average falls below 2.0 on a 4.0 scale in the courses required for graduation, the student will be permitted to participate in interscholastic extracurricular athletics and activities on a semester by semester basis if the student (1) earns a 2.0 or above grade point average on a 4.0 scale on courses taken the previous semester, (2) enters into an academic performance contract with the school, and (3) attends summer school as necessary.

However, once a student enters grade 11, he/she must have and maintain from that point forward a 2.0 or above cumulative grade point average on a 4.0 scale to be eligible to participate.

If student's eligibility is affected by an incomplete grade, the student is ineligible until the incomplete grade is removed and all eligibility requirements are met.

All students participating in interscholastic athletic competition or who are candidates for an interscholastic team are required to pass a medical evaluation each year prior to engaging in any practice, tryout, or physical activity associated with the student's candidacy for an interscholastic athletic team.

For students enrolled in either one of the two accelerated graduation programs, once they have met all the graduation requirements, they cannot remain in high school for a fourth year in order to continue eligibility to participate in high school athletics/activities.

Students have a maximum of one year of eligibility in the ninth grade. Students have a maximum of three years of eligibility beginning with the date of entrance to the tenth grade.

The school athletic director and counselor can assist students in planning a program of study that will include the appropriate courses to prepare for college entrance examinations and meet core course requirements for participation in National Collegiate Athletic Association (NCAA) athletic programs. They can also assist students in determining how to calculate the GPA required to be eligible to participate in NCAA athletics and advise the student regarding which courses do not meet NCAA eligibility requirements.

# DOCTORS CHARTER SCHOOL HIGH SCHOOL CURRICULUM 2011-2012

## ENGLISH DEPARTMENT

### **English 1 – grade 9**

**#100131001**

This course is designed to enrich the student through the development of grammar and composition skills. The course will focus on literature, writing, speaking and genres. Composition instruction focuses upon using the writing process in creative, logical and critical modes and includes frequent practice in all aspects of the writing process. The course should include composition instruction that focuses on writing effective paragraphs and multi-paragraph papers, with emphasis on all stages of the writing process. Speech instruction should include formal and informal presentations. Literature study should include analysis of genres. The study of language should encompass elements of grammar, usage and mechanics.

**ANNUAL COURSE**

### **Honors English 1 – grade 9**

**#100132001**

*Prerequisites: "A" or "B" in Language Arts and teacher recommendation.*

This course promotes academic excellence in English Language Arts through enriched experiences in literature, writing, speaking and genres. Composition instruction focuses upon using the writing process in creative, logical and critical modes and includes frequent practice in all aspects of the writing process. Formal speaking experiences are provided and the critical skills of listening and observing are taught. The content should include, but not be limited to, instruction in the critical analysis of major literary genres.

**ANNUAL COURSE**

### **English 2 – grade 10**

**#100134001**

*Prerequisite: Successful completion of English 1.*

This course is designed to strengthen the understanding and appreciation of major literary forms by analyzing literature through enriched experience in composition, speech and listening skills. The purpose of this course is to provide instruction in English language arts and in the study of world literature. The content should include, but not be limited to, instruction in reading and vocabulary necessary for comprehension of text. The course should include composition instruction that focuses on the writing of essays for various purposes and audiences, using literary and nonliterary subjects with emphasis on preparation for the Florida Comprehensive Assessment Test in Reading and Writing.

**ANNUAL COURSE**

### **Honors English 2 – grade 10**

**#100135001**

*Prerequisites: "A" or "B" in English 1 and teacher recommendation.*

This course promotes academic excellence in English Language Arts through the study of world literature and through enriched experience in composition, speech and listening skills. The content includes instruction in universal themes found in world literature, as well as critical analysis emphasizing the creative, logical and critical aspects of the writing composition, including prewriting, drafting and revising. Formal and informal speaking opportunities are provided. Vocabulary study focuses upon verbal analogies and other patterns commonly found on standardized tests.

**ANNUAL COURSE**

**English 3 – grade 11****#100137001***Prerequisites: Successful completion of English 2.*

This course provides instruction in American Literature and in English Language skills. The content includes frequent practice in writing multi-paragraph papers of various types, with particular attention given to the writing of documented papers. Relative to these writing assignments, reference and summarizing skills are stressed. Listening, speaking and writing assignments are related, when appropriate, to the study of American Literature. Literature study includes the analysis of various examples of American literary works of various genres. Vocabulary study focuses upon verbal analogies and other patterns commonly found on standardized tests.

**ANNUAL COURSE****Honors English 3 – grade 11****#100138001***Prerequisites: “A” or “B” in English 2 or English 2 Honors and teacher recommendation.*

This course promotes academic excellence in English Language Arts through enriched experiences in reading, writing, speaking and listening and to provide instruction in the study of American Literature. The content should include composition instruction with frequent practice in writing multi-paragraph essays in a variety of types including documented papers. Literature study should include the written and oral analysis of American literary work representing the ethnic and cultural diversity of the American experience. The study of literature should also include analysis of American dialects as reflected in the literature. Reference skills and methods of summarizing information should be taught in relation to the production of documented papers. Formal and informal oral communication activities should be provided.

**ANNUAL COURSE****English 4 – grade 12****#100140001***Prerequisites: Successful completion of English 2.*

This course provides instruction in English language skills in the student of British literature and other appropriate literature. The content should include instruction in vocabulary and reading necessary of student’s comprehension of examples from British literature, as they reflect changes in the language and the development of literary traditions in the English language. Writing experiences should be structured to provide practice in real-life writing situations likely to be encountered beyond secondary school. Opportunities should be given to students for extending their speaking and listening skills.

**ANNUAL COURSE****Honors English 4 – grade 12****#100141001***Prerequisites: “A” or “B” in Honors English 3 and teacher recommendation.*

This course promotes academic excellence in English Language Arts through enriched experiences in communication skills and through instruction in world literature and other appropriate literature as a part of our literary heritage. The content should include instruction in the written and oral analysis of major British literary works of various genres in relationship to cultural influences and the development of the literary traditions of the English language. Composition instruction should emphasize writing assignments that develop students’ abilities to analyze critically and to interpret information. Opportunities should also be given for students to extend speaking, listening, and viewing skills. Language students should include vocabulary development and an overview of the history of the language as reflected in literature.

**ANNUAL COURSE**

## **Literature in the Arts I & II with emphasis on 20<sup>th</sup> Century Poetry – grades 10-12**

**#1005350-1005360**

The purpose of this course is to enable students to develop knowledge of contemporary poetry through integrated literature in the language arts strands. Emphasis will be on works of major contemporary authors, representing various cultures, whose poetry reflects the characteristics, problems, and themes of modern culture and society. Students will be able to read, listen and view to construct meaning, demonstrate expression of ideas and beliefs in poetic literature, and make critical and aesthetic responses to the literature.

**ANNUAL COURSE**

## **British Literature with emphasis on Shakespeare – grades 9 – 12 #1005320**

This course will enable students to develop knowledge of British literature through integrated educational experiences in the language arts strands. Emphasis will be representative of Great Britain's most well-known authors. Students will be able to read for meaning through varied texts, write for varied purposes, demonstrate effective listening, speaking and viewing strategies, make critical and aesthetic responses and possess research strategies.

**ANNUAL COURSE**

## **Creative Writing I & II - grades 9 – 12**

**#1009320-1009330**

This course is designed to enable students to develop and use fundamental writing and language skills for creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style. Students will demonstrate the ability to conduct peer reviews, analysis of literary modes and their impact on audience and possess various writing strategies through various creative writing experiences.

**ANNUAL COURSE**

## **World Literature with emphasis on women authors and authors of the macabre**

grades 9 – 12

**#1005300**

The purpose of this course is to enable students to develop knowledge of world literature through integrated educational experiences in the language arts strands. Emphasis will be on representative literature of various cultures and world literacy movements including fiction, nonfiction, poetry, and drama chosen on the basis of relationships to cultural, social and literacy ideas and concerns. Students will be able to read for meaning through varied texts, analyze literature from varied cultures and literary periods, demonstrate effective listening, speaking and viewing strategies, and make critical and aesthetic responses to the literature.

**ANNUAL COURSE**

## **World Literature with emphasis on African-American authors – grades 9 – 12**

**#1005300**

The purpose of this course is to enable students to develop knowledge of world literature through integrated educational experiences in the language arts strands. Emphasis will be on representative literature of various African-American authors and world literacy movements including fiction, nonfiction, poetry, and drama chosen on the basis of relationships to cultural, social and literacy ideas and concerns. Students will be able to read for meaning through varied texts, analyze literature from varied cultures and literary periods, demonstrate effective listening, speaking and viewing strategies, and make critical and aesthetic responses to the literature.

**ANNUAL COURSE**

**Advanced Placement Literature & Composition – grades 11-12****#100143001***Prerequisites: “A” or “B” in previous equivalent –level English classes and teacher recommendation.*

This course involves students in the study and practice of writing and in the study of literature. Students should learn to use the modes of discourse and to recognize the assumptions underlying various rhetorical strategies. Students should also acquire an understanding of the resources of the language and understanding of the writer’s craft. They should develop critical standards for the appreciation of any literary work and increase their sensitivity to literature as shared experience. The content should include that determined by the College Board Advanced Placement Program.

**ANNUAL COURSE****Advanced Placement Language & Composition – grades 11-12****#100142001***Prerequisites: “A” or “B” in previous equivalent –level English classes and teacher recommendation.*

This course provides students with an understanding of the semantic, structural and rhetorical resources of the English Language as they relate to the principles of effective writing. The course is also designed to provide students with a variety of writing opportunities calling for the use of different styles and tones. The content should include that determined by the College Board AP Program.

**ANNUAL COURSE****Creative Writing I - grades 9 - 12****#100932001***Prerequisites: “C” or better in English classes.*

The purpose of this course is to enable students to develop and use fundamental writing and language skills for creative expression in a variety of literary forms. Emphasis will be on development of personal writing style. The content should include, but not be limited to, analysis of literary models, impact of audience, purpose and writing mode, writing process strategies, personal writing style, various creative writing experiences and peer review techniques.

**SEMESTER COURSE****Creative Writing II - grades 9 - 12****#100933001***Prerequisite: Creative Writing I*

The purpose of this course is to enable students to develop and use fundamental writing and language skills for creative expression in a variety of literary forms. Emphasis will be on development of personal writing style. The content should include, but not be limited to, analysis of literary models, impact of audience, purpose and writing mode, writing process strategies, personal writing style, various creative writing experiences and peer review techniques.

**SEMESTER COURSE****Literature in the Media – grades 9 – 12****#1005365**

The purpose of this course is to enable students to develop knowledge of the narrative parallels between traditional (printed) literary texts and non-traditional texts (multi-media) texts through representative works of literature and related multi-media. Students will be able to read, listen and view to construct meaning, work through specific multi-media (e.g., film, television, cartoons, graphic novels, advertisements, commercials), recognize literary characteristics reflective of cultural contexts, express ideas and beliefs in literary texts, address personal and social benefits and make critical and aesthetic responses to the literature.

**Intensive Reading- grades 9 – 12****#100041001**

This course is designed to provide remediation to students who have specific areas of deficiency in mathematical concepts. Students who do not meet the minimum performance expectations for the statewide assessment tests in reading, writing, mathematics and/or science must continue remedial instruction or supplemental instruction until expectations are met or the student graduates from high school. An academic improvement plan (AIP) is developed to clearly diagnose specific needs to be remedied; the intervention strategies to be used; how, when, how often, by whom and how long intensive instruction is to be provided. Goals and specific expectations, including attendance and positive behavior are necessary for student progress.

# MATHEMATICS DEPARTMENT

## **Algebra I – grades 8 - 9**

**#120031001**

*Required for all students*

This course provides the foundation for more advanced mathematics courses and to develop skills needed to solve mathematical problems. Topics shall include sets, variables, structure and properties of the real number system, first-degree equations/inequalities, integral exponents, polynomials, factoring, rational algebraic expressions, irrational numbers, radical expressions, quadratic equations and mathematical problems.

**ANNUAL COURSE**

## **Honors Algebra I – grades 8 - 9**

**#120034001**

*Prerequisite: "A" or "B" in previous mathematics classes and teacher recommendation.*

This course provides the foundation for more advanced mathematics courses and to develop skills needed to solve mathematical problems. Topics shall include sets, variables, structure and properties of the real number system, first-degree equations/inequalities, integral exponents, polynomials, factoring, rational algebraic expressions, irrational numbers, radical expressions, quadratic equations and mathematical problems.

**ANNUAL COURSE**

## **Geometry – grades 9 - 10**

**#120632001**

*Prerequisite: Successful completion of Algebra I.*

This course emphasizes geometrical critical thinking and the deductive method to mathematical situations. Topics shall include logic and reasoning; introduction to formal proofs; the study of Euclidean geometry of lines, planes, angles, triangles, similarity, congruence, geometric inequalities, tessellations, coordinate geometry, circles, area and volume; and some construction using compass and straight edge.

**ANNUAL COURSE**

## **Honors Geometry – grades 9 - 10**

**#120632001**

*Prerequisite: "A" or "B" in Algebra I and teacher recommendation.*

This course gives a rigorous in depth study of geometry with emphasis on methods of proof and the formal language of mathematics. Topics shall include Euclidean, non-Euclidean, and fractals structure of geometry; angle concepts; triangles; quadrilaterals; proofs, perpendicularity and parallelism in a plane and in space; similar polygons; circles and spheres; constructions; area and volume; coordinate geometry, basic trigonometry and transformational geometry.

**ANNUAL COURSE**

## **Algebra II – grades 10 - 11**

**#120033001**

*Prerequisite: Successful completion of Algebra I and Geometry.*

This course continues the study of the structure of Algebra and provides the foundation for applying these skills to other mathematical and scientific fields. Topics shall include the review and extension of the structure and properties of the real number system; relations, functions and graphs; polynomials and rational expressions; quadratic equations and inequalities; polynomial functions; rational and irrational exponents; logarithms; complex numbers; and problem solving.

**ANNUAL COURSE**

**Honors Algebra II – grades 10 - 11****#120034001***Prerequisite: "A" or "B" in Geometry and Algebra I and teacher recommendation*

This course presents an in depth study of the topics of Algebra II with emphasis on theory, proof and development of formulas, as well as their applications. Topics shall include algebraic structure; first-degree equations in one and two variables solved algebraically and graphically; systems of equations and inequalities; functions and relations; polynomials and rational expressions; exponents and radicals, logarithms; complex numbers; conic sections; polynomial equations; sequences and series; permutations, combinations and probability; and matrices. **ANNUAL COURSE**

**Advanced Topics in Math – grades 10 - 12****#129831001***Prerequisite: Successful completion of Algebra I, Algebra II and Geometry.**Preparation for Pre-Calculus*

The purpose of this course is to enhance and continue the study of mathematics after Algebra I, II and Geometry and provide a college level foundation to students not aspiring to a math, science or technical major. The content should include, but not be limited to, the following: fundamental concepts of logic, including Venn diagrams; structure and properties of the real and complex number systems; explorations of geometric relationships involving circles; relations, functions and graphs extended to polynomial, exponential and logarithmic functions; data analysis concepts and techniques, including introductory statistics and probability; arithmetic and geometric sequences and series; operations with matrices; introduction to trigonometric functions and their applications, including both right and oblique triangles; conic sections and their applications.

**ANNUAL COURSE****Analysis of Functions – grades 10 -12****#120131001**

The purpose of this course is to enhance and continue the study of mathematics after Algebra I, II and Geometry and provide a college level foundation to students not aspiring to a math, science or technical major. The content should include, but not be limited to, the following: fundamental concepts of polynomial functions, rational functions, statistics, probability, exponential and logarithmic functions and trigonometric and circular functions.

**ANNUAL COURSE****Pre-Calculus– grades 10 – 12****#120234002***Prerequisite: "A" or "B" in Algebra II or Algebra II Honors or a "C" or better in Advanced Topics in Math.*

This course emphasizes the study of functions and other skills necessary for the study of calculus. Topics shall include polynomial, rational, exponential, logarithmic and circular functions and their inverses; sequences; series; theory of limits; vectors; conic sections; polar coordinates; symbolic logic; mathematical induction; and matrix algebra.

**ANNUAL COURSE****Calculus – grades 11-12****#120230001***Prerequisite: "A" or "B" in Pre-Calculus.*

The purpose of this course is to provide a foundation for the study of advanced mathematics. Topics shall include elementary functions; limits and continuity; derivatives; differentiation; applications of the derivative; anti-derivatives; definite integrals; and applications of the integral; a graphing calculator is required.

**ANNUAL COURSE**

**Advanced Placement Calculus – grades 11 – 12****#1202310***Prerequisite: “A” or “B” in Pre-Calculus and teacher recommendation*

The purpose of this course is to provide the study of advanced mathematics in for possible college credit upon scoring the appropriate grade on the AP Calculus end-of-course examination. Topics shall include elementary functions; limits and continuity; derivatives; differentiation; applications of the derivative; anti-derivatives; definite integrals; and applications of the integral; a graphing calculator is required.

**ANNUAL COURSE****Probability and Statistics – grades 11-12****#121030001**

Decisions or predictions are often based on data – numbers in context. Data are gathered, displayed, examined, and interpreted to discover patterns and deviations from patterns. Quantitative data can be described in terms of key characteristics: measures of shape, center, and spread. Randomization will be use two ways in drawing statistical conclusions. Technology plays as important role in statistics and probability by making it possible to generate plots, functional models, and correlation coefficients, and to simulate many possible outcomes in a short amount of time.

**ANNUAL COURSE****Applied Mathematics – grades 9 – 12****#121205400**

Students taking this course will be able to describe and use concepts of functions, determine domain and range of relation, solve linear equations, identify real numbers and equality properties, solve and graph inequalities, determine the slope, x-intercept and y-intercept of a line given its graph, equation or two points on a line, write equations and make predictions, graph linear equations or inequality in two variables with and without graphing technology, as well as use a variety of problem solving strategies to decided whether a given states is always, sometimes or never true (statements involving linear or quadratic expressions, equations, or inequalities rational or radical expressions or logarithmic or exponential functions).

**ANNUAL COURSE****Intensive Mathematics- grades 9 – 12*****Explorations in Mathematics I*****#120550002*****Explorations in Mathematics II*****#120551002**

This course is designed to provide remediation to students who have specific areas of deficiency in mathematical concepts. Students who do not meet the minimum performance expectations for the statewide assessment tests in reading, writing, mathematics and/or science must continue remedial instruction or supplemental instruction until expectations are met or the student graduates from high school. An academic improvement plan (AIP) is developed to clearly diagnose specific needs to be remedied; the intervention strategies to be used; how, when, how often, by whom and how long intensive instruction is to be provided. Goals and specific expectations, including attendance and positive behavior are necessary for student progress.

**ANNUAL COURSE**

## SCIENCE DEPARTMENT

### **Earth Space – grades 8 – 9**

**#200131001**

*Required for all students.*

The purpose of this course is to provide opportunities for the student to develop concepts basic to the earth, its materials, processes, history and environment in space. Content should include, but not be limited to, formation of the universe life cycle of stars, earth-moon system, U.S. Manned Space Program, formation of igneous, sedimentary and metamorphic rock identification of rocks and minerals, divisions of earth, formations of landforms and basic mountain types, fundamental plate tectonics, formation of water systems, erosion, oceanography, meteorology, soil, composition, geologic periods and fossils and renewable and non-renewable energy sources.

**ANNUAL COURSE**

### **Honors Earth Space – grades 8 – 9**

**#200132001**

*Prerequisite: "A" or "B" in previous science classes and teacher recommendation.*

The purpose of this course is to provide opportunities for the student to develop concepts basic to the earth, its materials, processes, history and environment in space. Content should include, but not be limited to, formation of the universe life cycle of stars, earth-moon system, U.S. Manned Space Program, formation of igneous, sedimentary and metamorphic rock identification of rocks and minerals, divisions of earth, formations of landforms and basic mountain types, fundamental plate tectonics, formation of water systems, erosion, oceanography, meteorology, soil, composition, geologic periods and fossils and renewable and non-renewable energy sources.

**ANNUAL COURSE**

### **Biology – grades 9 – 10**

**#200031001**

*Prerequisite: Successful completion of Earth Space Science. Required for all students.*

The purpose of this course is to provide students with general exploratory experiences and activities in the fundamental concepts of life. Opportunities to understand the interactions of science with technology and society should be provided. The content should include, but not be limited to, scientific method, scientific measurement, laboratory safety and use of apparatus, cell biology, cell reproduction, basic principles of genetics, biological changes through time, classification and taxonomy, microbiology, structure and function of the human body and ecological relationships. Laboratory investigations of selected topics in the content which also include the use of scientific method, measurement, laboratory apparatus and safety are an integral part of the course.

**ANNUAL COURSE**

### **Honors Biology – grades 9 – 10**

**#200032001**

*Prerequisite: "A" or "B" in Earth Space Science and teacher recommendation.*

The purpose of this course is to provide students with advanced exploratory experiences and activities in the fundamental concepts of life. The content should include but not be limited to, scientific method, laboratory safety and the use of a laboratory apparatus, biochemistry, cell biology, cell reproduction, genetics, biological changes through time, classification and taxonomy, microorganisms and disease, structure and function of plants, structure and function of animals, human anatomy and physiology and ecological relationships. Laboratory investigations of selected topics in the content that also include the scientific method, measurement, laboratory apparatus and safety are an integral part of the course.

**ANNUAL COURSE**

**Chemistry – grades 10 -11****#200334001***Required for all students.*

The purpose of this course is to provide students with the study of the composition, properties and changes associated with matter. The content should include, but not be limited to, classification and structure of matter, atomic theory, periodic table, the mole concept and chemical 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. Laboratory investigations of selected topics in the content, which also includes the use of the scientific method, measurement, laboratory apparatus and safety, are an integral part of the course. Graphing calculator is required.

**ANNUAL COURSE****Honors Chemistry – grades 10 – 11****#200335001***Prerequisite: “A” or “B” in Biology or Honors Biology and teacher recommendation.*

The purpose of this course is to provide students with a rigorous study of the composition, properties and changes associated with matter. The content should include, but not be limited to, heat, changes of matter, atomic structure, periodic table, bonding, formulas and equations, mole concept, gas laws, energy and order reaction rates and equilibrium, solutions: acids, bases, sales, nuclear chemistry, electrochemistry and organic chemistry. Laboratory investigations of selected topics in the content which also include the use of the scientific method, of selected topics in the content which also include the use of the scientific method, measurement, laboratory apparatus and safety are an integral part of the course.

**ANNUAL COURSE****Advanced Placement Chemistry – grades 11-12****#2003370001***Prerequisite: Must have successfully completed the first course of high school chemistry, .with an “A” or “B” in Chemistry or Honors Chemistry along with teacher recommendation.*

This course will meet the objectives of a good college general chemistry course. Students will attain a depth of understanding of the fundamentals and a reasonable competence in dealing with chemical problems. The course will contribute to the development of the students’ abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. Topics of study include: structures of matter, states of matter, reactions, descriptive chemistry and laboratory.

**ANNUAL COURSE****Physics – grades 11 – 12****#200338001***Prerequisite: “C” or better in Chemistry, concurrent enrollment in Algebra II and teacher recommendation.*

The purpose of this course is to provide students with an introductory study of the theories and laws governing the interaction of matter, energy and the forces of nature. The content should include, but not be limited to, kinematics, dynamics, energy, work and power, heat and thermodynamics, wave characteristics, light, electricity, magnetism and nuclear physics and sound. Laboratory investigations of selected topics in the content that also include the use of the scientific method, measurement, laboratory apparatus and safety are an integral part of the course.

**ANNUAL COURSE**

**Honors Physics - grades 11-12****#200039003**

*Prerequisite: "A" or "B" in Biology along with teacher recommendation.*

The purpose of this course is to provide students with an in depth study of the theories and laws governing the interaction of matter, energy and the forces of nature. The content should include, but not be limited to, kinematics, dynamics, energy, work and power, heat and thermodynamics, wave characteristics, light, electricity, magnetism and nuclear physics and sound. Laboratory investigations of selected topics in the content that also include the use of the scientific method, measurement, laboratory apparatus and safety are an integral part of the course.

**ANNUAL COURSE****Environmental Science – grades 11 – 12****#200134003**

*Prerequisite: Open to all students. Must have completed Chemistry with a "C" or higher.*

The purpose of this course is to provide the student with the study of man's interaction with environment. The content should include, but not be limited to, forms of pollution, conversion, environmental planning and policy, public land usages, population dynamics and major forms of energy. Laboratory investigations of selected topics in the content that also include the use of the scientific method, measurement, laboratory apparatus and safety are an integral part of the course.

**ANNUAL COURSE****Forensic Science - grades 10 – 12****#2002480**

The purpose of this course is to provide the, students with skills to be able to define a problem based on a specific body of knowledge (e.g., biology, chemistry, physics, earth/space science), conduct systematic observations, recognize that the strength or usefulness of a scientific claim is evaluated through scientific argumentation, which depends on critical and logical thinking, and the active consideration of alternative scientific explanations to explain the data presented. Students will be able to identify what is science, what clearly is not science, and what superficially resembles science (but fails to meet the criteria for science), and explain how scientific knowledge and reasoning provide an empirically-based perspective to inform society's decision making.

**ANNUAL COURSE**

## SOCIAL STUDIES DEPARTMENT

### **World History – grade 9**

**#210931001**

*Required for all 9<sup>th</sup> graders*

The purpose of this course is to enable students to understand their connections to the development of civilizations by examining the past to prepare for their future as participating members of a global community. Students will use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings.

**ANNUAL COURSE**

### **Honors World History – grade 9**

**#210932001**

*Prerequisites: Teacher recommendation required.*

This course provides students the opportunity to acquire a comprehensive understanding of the past in terms of change or process as related to the development of humanity. This is done by analyzing the political, economic, social, religious, military, dynastic, scientific and cultural events that have shaped and molded humanity. Implicit in this is an understanding of the historical method, the inquiry process, historical reasoning and the issues of external/internal validity. Specific content includes comparative view of history, the origin of religion in historical change, the varieties of contrasting political theories and the major figures and events, interpretations concerning the historical development of the world.

**ANNUAL COURSE**

### **American History – grade 11**

**#210031001**

*Required for all 11<sup>th</sup> graders*

This course provides students with the opportunity to acquire a comprehensive understanding of the chronological development of the American people by examining the political, economic, social, religious, military, scientific and cultural events that have affected our nation. Content includes analysis of significant trends in the development of American culture and institutions; evaluation of westward expansion; origin and development of American ideals; interpretations of the effects of American colonial experiences; analysis of the Declaration of Independence, United States Constitution and the Bill of Rights; analysis of sectionalism and origin; course and aftermath of the Civil War; comparisons of the technological and urban transformations; interpretation in changes in lifestyles; analysis of changes in foreign policy from regional global; foreign issues.

**SEMESTER COURSE**

### **Honors American History – grade 11**

**#210032001**

*Prerequisites: Teacher recommendation required.*

This course provides students with the opportunity to acquire a comprehensive understanding of the chronological development of the American people by examining the political, economic, social, religious, military, scientific and cultural events that have affected our nation. Content includes analysis of significant trends in the development of American culture and institutions; evaluation of westward expansion; origin and development of American ideals; interpretations of the effects of American colonial experiences; analysis of the Declaration of Independence, United States Constitution and the Bill of Rights; analysis of sectionalism and origin; course and aftermath of the Civil War; comparisons of the technological and urban transformations; interpretation in changes in lifestyles; analysis of changes in foreign policy from regional global; foreign issues.

**ANNUAL COURSE**

**Advanced Placement American History – grades 11 - 12****#210033001***Prerequisites: Teacher recommendation required.*

*Students must purchase a study guide and review book. Students are also responsible for the test fees.* This course provides students with the opportunity to develop analytic skills and factual knowledge necessary to deal critically with the problems, content and materials of American historic development. This is done by focusing on persistent themes and change in history and by applying historical reasoning to seek solutions to contemporary problems. Appropriate concepts and skills will be developed in connection with the content that follows. The content should include that determined by the advanced placement program.

**ANNUAL COURSE****American Government – grade 12****#210031001***Required for all 12<sup>th</sup> graders**Paired with Economics*

This course provides students with the opportunity to acquire a comprehensive understanding of American Government and political behavior. The content should include an analysis of those documents which shape our political traditions (the Declaration of Independence, the Constitution and the Bill of Rights), a comparison of the roles of the three branches of government at the local, state and national levels, an understanding of the evolving role of political parties and interest groups in determining policy, how the rights and responsibilities of citizens a democratic state have evolved and had been interrupted and the importance of civic participation in the democratic political process.

**SEMESTER COURSE****Economics – grade 12****#210310001***Required for all 12<sup>th</sup> graders**Paired with American Government*

This course provides students the opportunity to acquire a comprehensive understanding of how society organizes and utilizes its limited resources to satisfy unlimited wants. Students examine and analyze the implications of market solutions and public policy decisions related to analyzing the role and impact of economic wants, productive resources, scarcity choices, opportunity costs and tradeoffs, economic incentives, specialization, comparative advantage, division of labor, interdependence, how a market fails savings and investment, government and governmental policy, money and financial institutions, labor supply and demand, the distinction between micro socioeconomic goals, freedom, economic efficiency, equity, full employment stability and growth.

**SEMESTER COURSE****Honors Economics – grade 12****#210232001***Prerequisites: “A” or “B” in previous social studies courses and teacher recommendation.**Paired with AP American Government*

*Students must purchase a study guide and review book. Students are also responsible for the test fees.*

The content should include, but not be limited to, that determined by the advanced placement program. The purpose of this course is to provide students the opportunity to acquire a comprehensive understanding of how society organizes to utilize its limited resources to satisfy unlimited wants. Students examine and analyze the implications of market solutions and public policy decisions related to economic problems within the context of the American mixed market system by choices, opportunity costs and trade-offs, including economic incentives, specialization, comparative advantage, division of labor, interdependence, how a market functions, pricing and price determination, market failures, savings and investment, supply and demand, the distinction between micro and macroeconomics, competition, inflation, unemployment, monetary and fiscal policy, socioeconomic goals, freedom, economic efficiency, equity, full employment and stability and growth. **SEMESTER COURSE**

## **Advanced Placement American Government – grade 12**

**#210642001**

*Prerequisites: “A” or “B” in previous social studies courses and teacher recommendation.*

*Paired with Economics*

*Students must purchase a study guide and review book. Students are also responsible for the test fees.* The content should include, but not be limited to, that determined by the advance placement program. Specific content to be covered will include, but not be limited to, an evaluation of those documents which shape our political traditions, an analysis of the roles of the three branches of government at the local, state and national levels, a comparative view of the changing nature of political parties and interest groups over time in determining government policy, an evaluation of the changing nature of citizen rights and participation in the democratic political process.

**SEMESTER COURSE**

## **World Cultural Geography**

**#210330001**

*Open to all students*

This course will promote an understanding of multicultural understanding by using geographical concepts and skills to acquire information and systematically apply decision-making processes to real-life situations. Students will acquire an understanding of interrelationships between people and their environment. The course will include, but not limited to study of world cultural regions in terms of location, physical characteristic, demographics, historical changes, economic activity and land use.

**ANNUAL COURSE**

## **Advanced Placement Human Geography - grades 11-12**

**#210340001**

*Prerequisites: “A” or “B” in previous social studies courses and teacher recommendation.*

The goal for the students is for them to develop critical thinking skills involving social and cultural issues throughout history and in today’s society. Students will learn content for the following: regions, populations studies, cultural concepts and spatial representation, political geography, land use, urbanization, economic geography, and issues related to space, place and scale.

**ANNUAL COURSE**

## **European History**

**#210937001**

*Prerequisites: “A” or “B” in Honors English.*

This course will help students understand the development of Europe within the context of history by examining connections to the past to prepare for the future as participating members of a global community. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic social and employment settings. The content will include, but not limited to, geographic, historic and time-space relationships, use of arbitrary periodization in European history.

**ANNUAL COURSE**

## **Honors European History**

**#210937001**

*Prerequisites: “A” or “B” in Honors English and teacher recommendation.*

This course will help students understand the development of Europe within the context of history by examining connections to the past to prepare for the future as participating members of a global community. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic social and employment settings. The content will include, but not limited to, geographic, historic and time-space relationships, use of arbitrary periodization in European history.

**ANNUAL COURSE**

**Advanced Placement European History – grades 11-12**

**#210938001**

*Prerequisites: “A” or “B” in Honors English and teacher recommendation.*

*Students must purchase a study guide and review book. Students are also responsible for the test fees.*  
This course will help students understand the development of Europe within the context of history by examining connections to the past in order to prepare for the future as participating members of a global community. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings. The content should include, but not be limited to, that determined by the advanced placement program.

**ANNUAL COURSE**

## WORLD LANGUAGES DEPARTMENT

### Spanish I

#070834001

*Open to all students*

This course introduces students to the Spanish language and culture and develops communicative skills and cross-cultural understanding. The content includes beginning skills in listening and speaking with special attention to pronunciation. An introduction to reading and writing is also included, as well as fundamental grammar and culture.

**ANNUAL COURSE**

### Spanish II

#070835001

*Prerequisite: Successful completion of Spanish I.*

This course reinforces and expands upon the fundamental skills acquired in Spanish I, developing increased listening, speaking, reading and writing skills as well as cultural awareness. The content includes an expansion of the listening and oral skills previously acquired. Reading and writing receive more emphasis while oral communication remains the premier objective.

**ANNUAL COURSE**

### Spanish III

#070836001

*Prerequisite: Successful completion of Spanish II.*

This course synthesizes students' previous study of Spanish and prepares them for advanced level instruction. Through small group discussion, individual student presentations and analysis of fiction, non-fiction and films, students use Spanish for (1) everyday conversation, (2) acquiring new knowledge and (3) developing an understanding of different cultures.

**ANNUAL COURSE**

### Advanced Placement Spanish - grades 11-12

#070840001

*Prerequisites: An "A" or "B" in Spanish III and teacher recommendation.*

This course will meet the objectives of a good college general Spanish course. The purpose of this course is to enable students to enhance proficiency in Spanish through a linguistic, communicative and cultural approach to language learning. There is continued emphasis on the development of listening, speaking, reading and writing skills. Experiences with Spanish literature are broadened. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course. The content should include, but not be limited to conversational expression of feelings and ideas in Spanish, comprehension of spoken and written Spanish, oral and written presentation of information and ideas, in Spanish, to an audience, social interaction patterns within Spanish culture, connections between the Spanish language and culture and other disciplines, and communication pattern of languages.

**ANNUAL COURSE**

### Spanish for Spanish Speakers I

#070930001

*Open to all students with a command for the language.*

This course provides a review of fundamental grammar and culture for students who speak Spanish as a native language, focusing on oral and written communication free from English interference. This content includes, but is not limited to, the reinforcement of the student's ability to communicate ideas and feelings, both orally and in writing and the development of comprehension skills through the study of reading selections. The different cultures of the Spanish-speaking countries are studied.

**ANNUAL COURSE**

## **Spanish for Spanish Speakers II**

**#070931001**

*Prerequisite: Successful completion of Spanish for Spanish Speakers I and teacher recommendation.*

This course continues the development of oral and written communication free from English interference. The content emphasizes reading, discussion of literature and concepts in preparation for the AP Spanish.

**ANNUAL COURSE**

# FINE ARTS DEPARTMENT

## VISUAL ART

### **Portfolio I – grades 9 – 12**

**#010931001**

*Open to all students*

The purpose of this course is to develop a portfolio containing an artist's statement and a diverse range of the student's own works of art. The content should include, but not be limited to characteristics and uses of portfolios, management and inventory, artist's statement, criteria for selecting works of art for inclusion, media, technology, processes and techniques, quality, concentration and breadth, critical evaluation, presentation of works of art, historical, cultural and other influences and career opportunities.

**ANNUAL COURSE**

### **Portfolio II – grades 10 – 12**

**#010932001**

*Prerequisite: Successful completion of Portfolio I.*

The purpose of this course is to develop a portfolio containing an artist's statement and a diverse range of the student's own works of art. The content should include, but not be limited to characteristics and uses of portfolios, management and inventory, artist's statement, criteria for selecting works of art for inclusion, media, technology, processes and techniques, quality, concentration and breadth, critical evaluation, presentation of works of art, historical, cultural and other influences and career opportunities.

**ANNUAL COURSE**

### **3-D Art - grades 9-12**

**#101330001**

The purpose of this course is to enable students to communicate ideas and concepts through basic three-dimensional design and composition, and develop appreciation of exemplars in varied cultures and historical periods. Through hands-on experiences student will be able to learn the use of tools and materials -art vocabulary -varied three-dimensional media, technology, processes, and techniques -elements of art and principles of design -critical thinking and analysis -historical and cultural perspectives -connections between visual arts and other subject areas -personal and social benefits -collaborative skills -career opportunities

**ANNUAL COURSE**

### **Art in Other Cultures – grades 9 – 12**

**#10100320**

The purpose of this course is to enable students to develop knowledge of art styles throughout history from selected cultures. Emphasis shall be placed on the attributes and significance of art as related to religious, economic, political, and geographic perspectives. Students will be able to understand the elements of art and principles of design, demonstrate artistic expression, utilize critical thinking and visual analysis, appreciate art in varied cultures, make connections between art and other subject areas, and utilize media, tools, techniques, and processes.

**ANNUAL COURSE**

# MUSIC

## **Chorus I**

**#130330001**

*Open to all students*

The purpose of this course is to enable students to develop intermediate-level individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation and development of critical and aesthetic response to music. The content should include, but not be limited to, vocal production, choral performance techniques, music literacy, sight reading and ear training, elements and characteristics of music, improvisation, composition, arranging and performance analysis.

**ANNUAL COURSE**

## **Chorus II –**

**#130331001**

*Prerequisite: Chorus I.*

The purpose of this course is to enable students to develop intermediate-level individual and ensemble skills in choral performance through preparation of varied high school literature. Emphasis will be placed on healthy and expressive singing, accurate interpretation of notation and development of critical and aesthetic response to music. The content should include, but not be limited to, vocal production, choral performance techniques, music literacy, sight reading and ear training, elements and characteristics of music, improvisation, composition, arranging and performance analysis.

**ANNUAL COURSE**

## **Band I and II**

**#130230001**

*Open to all students – Prerequisite for Band II = Band 1*

The purpose of this course is to enable students to develop basic technical skills on wind or percussion instruments through the refinement and performance of high school band literature. Emphasis will be placed on the development of skills in interpretation of notation and expressive markings, individual and ensemble performance and critical listening. The content should include, but not be limited to technical skills, individual and ensemble techniques, music literacy, sight reading and ear training, elements and characteristics of music, improvisation, composition and arranging, performance analysis, role and influence of instrumental music and musicians, connections between music and other subject areas, instrument care and maintenance and responsible participation in music activities.

**ANNUAL COURSE**

## **Keyboarding I and II**

**#130104001**

*Open to all students – Prerequisite for Keyboarding II = Keyboarding I*

The purpose of this course is to enable students to develop basic and intermediate-level keyboard skills, including interpretation of notation and performance in varied styles. Content includes music notation and expressive markings, posture, hand position, fingering and technique, reading and performance skills and music theory.

**ANNUAL COURSE**

## COMPUTER EDUCATION DEPARTMENT

### **Computer Applications I & II– grades 9-12**

**#200300015-200310015**

The purpose of this course is to enable students to develop knowledge of the functions, capabilities, applications and social implications of computer technology. The content should include, but not be limited to computer systems, operation and functions of computers, telecommunication, task analysis and problem solving, impact on careers and society, ethical use of technology and personal and occupational use of technology.

**ANNUAL COURSE**

### **Computer Programming I and II – grades 9 – 12**

**#020130001**

*Prerequisite: Introduction to Computers and Pre-Algebra.*

The purpose of this course is to enable students to develop knowledge of programming concepts and one or more languages. The content should include, but not be limited to, programming concepts and techniques, sequential, logical problem-solving algorithms and flow charts, syntax, vocabulary and data structures, writing, testing and debugging computer programs.

**ANNUAL COURSE**

### **Computing for College and Career – grades 8 – 12**

**#8209020**

The purpose of this course is to guide students in building a career foundation. Students will learn how to create positive working relationships, acquire essential business skills needed for successful career, technology skills, and people skills. Students will be able to reflect on their learning and evaluate their progress through a variety of assessments, demonstrations, and projects. Students will acquire skills for internet basics, hardware research, file management, keyboarding skills, writing skills, downloading and installing software, netiquette, as well as using MS Word, MS Excel, MS Access, and MS Publisher.

**ANNUAL COURSE**

## HEALTH AND PHYSICAL EDUCATION DEPARTMENT

### **Personal Fitness – grades 9-12**

**#150130001**

This course provides students with opportunities to develop an individual optimal level of physical fitness, acquire knowledge of physical fitness concepts and acquire knowledge of the significance of life-style on one's health and fitness. The content includes knowledge of the importance of physical fitness, assessment of health-related components of physical fitness, knowledge of health problems associated with inadequate fitness levels, health-related components of biomechanical and physiological principles to improve and maintain the health-related components of physical fitness, knowledge of safety practices associated with physical management, knowledge of sound nutritional practices and consumer issues related to physical fitness.

**SEMESTER COURSE**

### **Team Sports – grades 9-12**

**#150335001**

The purpose of this course is to provide students with opportunities to acquire knowledge of strategies of Team Sports play develops skills in selected team sports and maintain or improve their personal fitness. The content should include, but not be limited to knowledge and application of skills, techniques, strategies, rules and safety practices necessary to participate in selected team sports. They may include: basketball, flag football, flickerball, gatorball, soccer, softball, speedball, track and field and volleyball.

**SEMESTER COURSE**

### **HOPE Variation – grades 9 – 12**

**#150632003**

This course provides students with opportunities to develop and enhance critical life management skills necessary to make sound decision and take positive actions for health and effective living. Content includes positive emotional development, communication, interpersonal and coping skills; responsible decision-making and planning; nutrition and weight management; substance misuse, knowledge and skills needed to be a wise consumer; community resources, performance of one-rescuer cardiopulmonary resuscitation (CPR) and first aid for obstructed airway. This course includes materials on HIV/AIDS; human sexuality and pregnancy prevention.

**SEMESTER COURSE**

### **Sports Officiating – grades 9 - 12**

**#150250001**

The purpose of this course is to enable students to develop knowledge of sports rules and regulations, to develop skills in officiating selected sports and to maintain or improve health-related fitness. The content should include, but not be limited to safety practices, rules and terminology, techniques and mechanics, sportsmanship, organization, administration, consumer issues and benefits of participation. Sports officiating may include: basketball, baseball, softball, football, volleyball, swimming, track and field, soccer and wrestling.

**SEMESTER COURSE**

# DOCTORS CHARTER MIDDLE SCHOOL



## PROMOTION AND PLACEMENT REQUIREMENTS IF YOU ARE IN 6<sup>TH</sup>, 7<sup>TH</sup> & 8<sup>TH</sup> GRADE

BY END OF GRADE	COURSES PASSED	STATUS
<b>6</b>	<b>All Courses Passed</b>	<b>Promoted to Grade 7</b> Regular 7 <sup>th</sup> grade student
<b>6</b>	<b>4 – 5 Courses Passed</b> Must pass Language Arts or Mathematics and 3 or 4 additional courses.	<b>7<sup>th</sup> Grade Student</b> Placed in grade 7 and scheduled to repeat courses not passed as appropriate.
<b>6</b>	<b>0 – 3 Courses Passed in Grade 6</b>	<b>Retained 6<sup>th</sup> Grade Student</b>
<b>7</b>	<b>12 Cumulative Courses Passed</b> 6 courses passed in Grade 6 And 6 courses passed in Grade 7	<b>Promoted to Grade 8</b> Regular 8 <sup>th</sup> grade student
<b>7</b>	<b>8 – 11 Cumulative Courses Passed</b> 4 courses passed in Grade 6 including Language Arts and Mathematics and 4 – 5 courses passed in Grade 7 including 7 <sup>th</sup> Grade Language Arts or Mathematics (1 only)	<b>8<sup>th</sup> Grade Student</b> Placed in grade 8 and scheduled to repeat courses not passed as appropriate.
<b>7</b>	<b>6 – 7 Cumulative Courses Passed</b>	<b>Retained 7<sup>th</sup> Grade Student</b>
<b>8**</b>	<b>15 – 18 Cumulative Courses Passed</b> Must pass 3 courses each in Language Arts and Mathematics at least 2 Sciences and 7 other courses	<b>Promoted to Grade 9</b>
<b>8</b>	<b>14 or Fewer Courses Passed</b>	<b>Retained 8<sup>th</sup> Grade Student</b>

\*\* Students must earn at least five credits in either 6<sup>th</sup> or 7<sup>th</sup> grade in order to have the 15 credits needed to be promoted to 9<sup>th</sup> grade.

**DOCTORS CHARTER SCHOOL  
MIDDLE SCHOOL CURRICULUM  
2010-2011**

**LANGUAGE ARTS DEPARTMENT**

**Language Arts I**

**#100101001**

*Required of all 6<sup>th</sup> grade students*

The purpose of this course is to provide educational experiences which develop English language arts concepts and skills. The content should include, but not be limited to, the study of literature, the use of the writing process and the application of reading, listening, speaking, critical thinking and study skills. Information on how language arts skills apply to daily life and work should also be provided.

**ANNUAL COURSE**

**Language Arts I Gifted**

**#100102002**

*Open to all 6<sup>th</sup> grade gifted students*

The purpose of this course is to promote academic excellence in writing, oral communication and the analysis of literature. The content should include, but not be limited to, the analysis of literature and the use of the writing process. The course should also include advanced reading skills, techniques of effective speaking and listening, critical thinking and study skills and how these relate to success in the world of work. This course incorporates the goals and objectives, contained in the "Resource Manual for Gifted Programs" and is available only to students staffed into the gifted program.

**ANNUAL COURSE**

**Language Arts II**

**#100104001**

*Required of all 7<sup>th</sup> grade students.*

The purpose of this course is to develop the ability to use, analyze and appreciate spoken and written English. The content should include, but not be limited to, the study of literature; practice in writing for a variety of purposes and audiences; activities in speaking, listening and critical thinking as well as in the use of reference materials. Developmental reading strategies should also be incorporated.

**ANNUAL COURSE**

**Language Arts II Gifted**

**#100105002**

*Open to all 7<sup>th</sup> grade gifted students*

The purpose of this course is to promote academic excellence in reading, writing and oral communication, including critical thinking and study skills. The content should include, but not be limited to, applications of speaking and listening skills, the analysis of literature and the uses of the writing process for creative and expository purposes. This course incorporates the goals and objective contained in the "Resources Manual for Gifted Programs" and is available only to students staffed into the gifted program.

**ANNUAL COURSE**

**Language Arts III****#100107001***Required of all 8<sup>th</sup> grade students*

The purpose of this course is to provide instruction in literature, reading, writing and oral communication. The content should include, but not be limited to, an analysis of literature, the application of the writing process with emphasis on preparation for the Florida Comprehensive Assessment Test in reading, writing and the use of reading. Listening, critical thinking and study skills in preparation for the Florida Comprehensive Assessment Test.

**ANNUAL COURSE****Language Arts III Gifted****#100108002***Open to all 8<sup>th</sup> grade gifted students*

The purpose of this course is to promote academic excellence in English language arts through enriched experiences in literature, writing, speaking, listening and critical thinking. The content should include, but not be limited to, the study of traditional and contemporary literature; the application of the writing process to expressive and academic modes with emphasis on preparation for the Florida Comprehensive Assessment Test in Reading and Writing; the utilization of higher-order reading skills; and practice of formal and informal speaking and listening activities. Critical thinking should be incorporated in all components of the course. Activities that illustrate the application of communications skills to daily life and work should be provided. This course incorporates the goals and objectives, contained in the "Resource Manual for Gifted Program" and is available only to students staffed into the gifted program.

**ANNUAL COURSE****Intensive Reading M/J – grades 6 – 8****#100001001**

This course is designed to provide remediation to students who have specific areas of deficiency in phonemic awareness, phonics, fluency, comprehension and vocabulary. Students who do not meet the minimum performance expectations for the statewide assessment tests in reading, writing, mathematics and/or science must continue remedial instruction or supplemental instruction until expectations are met or the student graduates from high school. An academic improvement plan (AIP) is developed to clearly diagnose specific needs to be remedied; the intervention strategies to be used; how, when, how often, by whom and how long intensive instruction is to be provided. Goals and specific expectations, including attendance and positive behavior are necessary for student progress. **ANNUAL COURSE**

**Critical Thinking, Problem Solving, and Learning Strategies****#170010006***Required of all 6<sup>th</sup> students*

The purpose of this course is to enable students to develop learning strategies, critical-thinking skills, and problem-solving skills to enhance their performance in academic and nonacademic endeavors.

**SEMESTER COURSE****Speech and Debate****#1007000**

The purpose of this course is to enable students to develop fundamental knowledge and skills in formal and informal oral communication and in debate.

**ANNUAL COURSE**

## MATHEMATICS DEPARTMENT

### Math I

#120501001

*Required of all 6<sup>th</sup> grade students*

The purpose of this course is to continue the development of the strands addressed in the Sunshine State Standards across the PreK-12 curriculum. The content should include, but not be limited to, numeration, whole numbers, fractions, decimals, percents, integers, geometry, measurement, estimation, graphing, number theory, ratio and proportion, probability, statistics, data analysis and algebraic thinking. The course should be taught within the context of problem solving and calculators and computers should facilitate instruction.

**ANNUAL COURSE**

### Math II

#120504001

*Required of all 7<sup>th</sup> grade students who do not meet the minimum requirements for Algebra I.*

The purpose of this course is to continue the development of the strands addressed in the Sunshine State Standards across the PreK-12 curriculum. The content should include, but not be limited to, numeration, whole numbers, fraction, decimals, percents, integers, geometry, measurement, estimation, graphing, number theory, ration and proportion, probability, statistics, data analysis and algebraic thinking. The course should be taught within the context of problem solving and calculators and computers should facilitate instruction.

**ANNUAL COURSE**

### Math III

#120507001

*Required of all 8<sup>th</sup> grade students who do not meet the minimum requirements for Algebra I.*

The purpose of this course is to continue the development of the strands addressed in the Sunshine State Standards across the PreK-12 curriculum. The content should include, but not be limited to, numeration, whole numbers, fraction, decimals, percents, integers, geometry, measurement, estimation, graphing, number theory, ration and proportion, probability, statistics, data analysis and algebraic thinking. The course should be taught within the context of problem solving and calculators and computers should facilitate instruction.

**ANNUAL COURSE**

### Algebra I

#120031001

*Prerequisite: Successful completion of Math I, II, and/or III and teacher recommendation.*

The purpose of this course is to provide the foundation for more advanced mathematics courses and to develop the skills needed to solve mathematical problems. Topics shall include, but not be limited to, sets; variables; structure and properties of the real number system; first-degree equations/inequalities; relations and functions; graphs; systems of linear equations/inequalities; integral exponents; polynomials; factoring; rational algebraic expressions; irrational numbers; radical expressions; quadratic equations and mathematical problems.

*Earning credit in this course precludes the earning of credit in Algebra I Honors or Applied Math I and II (which together are equivalent to Algebra I).*

**ANNUAL COURSE**

## **Algebra I Honors**

**#120032001**

*Prerequisite: "A" or "B" in Math I, II, and/or III and teacher recommendation.*

The purpose of this course is to provide a rigorous and in-depth study of algebra, emphasizing deductive reasoning skills, as a foundation for more advanced mathematics courses and to develop the skills needed to solve mathematical problems. Topics shall include, but not be limited to, operations and properties used within the real number system; algebraic and graphical solutions to first-degree equations and inequalities in one and two variables; relations and functions; direct and inverse variation; operations with polynomials, including all forms of factoring; rational and irrational algebraic expressions; quadratic equations, inequalities and functions.

*Earning credit in this course precludes the earning of credit in Algebra I Honors or Applied Math I and II (which together are equivalent to Algebra I).*

**ANNUAL COURSE**

## **Geometry**

**#120631001**

*Required course*

*Prerequisite: Successful completion of Algebra I.*

The purpose of this course is to emphasize reasoning and logic in the discovery of relationships and skill in applying the deductive method to mathematical situations. Topics shall include, but not be limited to, logic and reasoning, the study of Euclidean geometry of lines, planes, angles, triangles, similarity, transformations congruence, geometric inequalities, polygons and circles, area and volume and constructions.

*Earning credit in this course precludes the earning of credit in Geometry Honors.*

**ANNUAL COURSE**

## **Geometry Honors**

**#120632001**

*Prerequisite: "A" or "B" in Algebra I or Algebra I Honors and teacher recommendation.*

The purpose of this course is to emphasize reasoning and logic in the discovery of relationships and skill in applying the deductive method to mathematical situations. Topics shall include, but not be limited to, logic and reasoning, the study of Euclidean geometry of lines, planes, angles, triangles, similarity, transformations congruence, geometric inequalities, polygons and circles, area and volume and constructions. Basic topics in non-Euclidean geometries will also be explored.

*Earning credit in this course precludes the earning of credit in regular Geometry.*

**ANNUAL COURSE**

## **Intensive Mathematics MJ– grades 6 – 8**

**#120400001**

This course is designed to provide remediation to students who have specific areas of deficiency in mathematical concepts. Students who do not meet the minimum performance expectations for the statewide assessment tests in reading, writing, mathematics and/or science must continue remedial instruction or supplemental instruction until expectations are met or the student graduates from high school. An academic improvement plan (AIP) is developed to clearly diagnose specific needs to be remedied; the intervention strategies to be used; how, when, how often, by whom and how long intensive instruction is to be provided. Goals and specific expectations, including attendance and positive behavior are necessary for student progress.

**ANNUAL COURSE**

## SCIENCE DEPARTMENT

### **Comprehensive Science I**

**#200204001**

*Required of all 6<sup>th</sup> grade students.*

The purpose of this course is to provide the first year of a sequential three year course of study in exploratory experiences and activities in concepts of life, earth/space and physical sciences. The content should include, but not be limited to, scientific method; cells, human body; plants, animals, matter and energy, geology; astronomy, meteorology and oceanography. Laboratory investigations of selected topics are an integral part of this course.

**ANNUAL COURSE**

### **Comprehensive Science I Gifted**

**#200205002**

*Open to all 6<sup>th</sup> grade gifted students.*

The purpose of this course is to provide the first year of a sequential three year course of study in exploratory experiences and activities in advanced concepts of life, earth/space and physical sciences. The content should include but not be limited to, scientific method; cells, human body; plants, animals, matter and energy, geology; astronomy, meteorology and oceanography. This course incorporates the goals and objectives contained in the "Resource Manual for Gifted Programs". Laboratory investigations of selected topics are an integral part of this course.

**ANNUAL COURSE**

### **Comprehensive Science II**

**#200207001**

*Required of all 7<sup>th</sup> grade students.*

The purpose of this course is to provide the second year of a sequential three year course of study in exploratory experiences and activities in the concepts of life, earth/space and physical sciences. The content should include but not be limited to, scientific method; cells, human body; plants, animals, matter and energy, geology; astronomy, meteorology and oceanography. Students are introduced to basic concepts about life, are given an overview of living organisms from the simple to the complex and are taught about the human body. Also emphasized with respect to the human body are the importance of nutrition, the causes and effects of disease and the effects of drugs, tobacco and alcohol. Laboratory investigations of selected topics in the content which also include the use of the scientific method, measurement, laboratory apparatus and safety are an integral part of the course. *Completion of credit precludes earning credit in Comprehensive Science II, Advanced.*

**ANNUAL COURSE**

### **Comprehensive Science II Gifted**

**#200208002**

*Open to all 7<sup>th</sup> grade gifted students.*

The purpose of this course is to provide the second year of a sequential three year course of study in exploratory experiences and activities in the concepts of life, earth/space and physical sciences. The content should include but not be limited to, scientific method; cells, human body; plants, animals, matter and energy, geology; astronomy, meteorology and oceanography. Students are introduced to basic concepts about life, are given an overview of living organisms from the simple to the complex and are taught about the human body. Also emphasized with respect to the human body are the importance of nutrition, the causes and effects of disease and the effects of drugs, tobacco and alcohol. Laboratory investigations of selected topics in the content which also include the use of the scientific method, measurement, laboratory apparatus and safety are an integral part of the course.

This course incorporates the goals and objectives contained in the "Resource Manual for Gifted Programs". *Completion of credit precludes earning credit in Comprehensive Science II or Advanced II.*

**ANNUAL COURSE**

## **Earth Space Science**

**#200131001**

*Required of all 8<sup>th</sup> grade students*

The purpose of this course is to provide opportunities for the student to develop concepts basic to the earth, its materials, processes, history and environment and space. The content should include, but not be limited to, formation of the universe, life cycle of stars, earth-moon system, United States manned space program, formation of igneous, sedimentary and metamorphic rock, divisions of earth, formations of landforms and basic mountain types, fundamental plate tectonics, formation of water systems, erosion, oceanography, meteorology, soil composition, geologic periods and fossils and renewable and non-renewable energy resources. Laboratory investigations of selected topics in the content which also include the use of the scientific method, measurement, laboratory apparatus and safety are an integral part of the course. *Completion of a credit in this course precludes the earning of credit in any other Earth/Space Science titled course.*

**ANNUAL COURSE**

## **Earth Space Science Honors**

**#200132001**

*Teacher recommendation required.*

The purpose of this course is to provide opportunities for the student to develop concepts basic to the earth, its materials, processes, history and environment and space. The content should include, but not be limited to, formation of the universe, life cycle of stars, earth-moon system, United States manned space program, formation of igneous, sedimentary and metamorphic rock, divisions of earth, formations of landforms and basic mountain types, fundamental plate tectonics, formation of water systems, erosion, oceanography, meteorology, soil composition, geologic periods and fossils and renewable and non-renewable energy resources. Laboratory investigations of selected topics in the content which also include the use of the scientific method, measurement, laboratory apparatus and safety are an integral part of the course.

**ANNUAL COURSE**

## SOCIAL STUDIES DEPARTMENT

### **World Geography**

**#210301001**

*Required of all 6<sup>th</sup> grade students*

The purpose of this course is to provide students and opportunity to acquire an understanding of the physical environment and geographic regions of the world. The content should include, but not be limited to, the study of world regions as they relate to topography, climate, political divisions, natural resources and interrelationships of the six essential elements of geography: the world in spatial terms, places and regions, physical systems, human systems, environment and society and the uses of geography.

**ANNUAL COURSE**

### **World Geography Gifted**

**#210302002**

*Open to all 6<sup>th</sup> grade gifted students.*

The purpose of this course is to provide students an opportunity to acquire an in-depth and comprehensive understanding of the six essential elements of geography: the world in spatial terms, places and regions, physical systems, human systems, environment and society and the uses of geography. The content should include, but not be limited to the study of world regions as they relate to topography, climate, political division, natural resources and interrelationships of people and their environment. This course incorporates the goals and objectives contained in the "Resource Manual for Gifted Programs".

**ANNUAL COURSE**

### **Civics**

**#210601001**

*Required of all 7<sup>th</sup> grade students*

The purpose of this course is to prepare students to participate as informed citizens of their community, state and nation by providing them with the knowledge and skills necessary to function in our democratic society. An understanding of the purpose and goals of our democratic society will be developed in order to instill a feeling of pride and patriotism for our system and a desire for civic participation. The content should include, but not be limited to, an understanding of the United States constitutional government, the free enterprise system, the legal system and the development, structure and function of local, state, and national government within that constitutional framework. The course should lead the student to an understanding of contemporary social issues, a realization of the role of the individual in our democratic system and an understanding of rights, responsibilities and obligations.

**ANNUAL COURSE**

### **Civics Gifted**

**#210602002**

*Open to all 7<sup>th</sup> grade gifted students.*

The purpose of this course is to prepare students to participate as informed citizens of their community, state and nation by providing them with the knowledge and skills necessary to function in our democratic society. An understanding of the purpose and goals of our democratic society will be developed in order to instill a feeling of pride and patriotism for our system and a desire for civic participation. The content should include, but not be limited to, an understanding of the United States constitutional government, the free enterprise system, the legal system and the development, structure and function of local, state, and national government within that constitutional framework. The course should lead the student to an understanding of contemporary social issues, a realization of the role of the individual in our democratic system and an understanding of rights, responsibilities and obligations. This course incorporates the goals and objectives contained in the "Resource Manual for Gifted Programs".

**ANNUAL COURSE**

**United States History****#210001001***Required of all 8<sup>th</sup> grade students*

The purpose of this course is to provide students the opportunity to acquire knowledge and understanding of the heritage of the United States and its relationship to the present. The content should include, but not be limited to, the political, economic, technological and social development of the United States from its historical beginnings to present day. Topics of discussion will include a history of the state of Florida.

**ANNUAL COURSE****United States History Gifted****#210002002***Open to all 8<sup>th</sup> grade gifted students.*

The purpose of this course is to provide students the opportunity to acquire knowledge and understanding of the heritage of the United States and its relationship to the present. The content should include, but not be limited to, the political, economic, technological and social development of the United States from its historical beginnings to present day. Topics of discussion will include a history of the state of Florida. This course incorporates the goals and objectives contained in the "Resource Manual for Gifted Programs".

**ANNUAL COURSE****Multi-Cultural Studies****#210500002***Open to all 7<sup>th</sup> and 8<sup>th</sup> grade students*

Students acquire and organize information and insights into the expectations of immigrants, who over time left their homelands to begin new lives in the United States. Students gain knowledge about their own cultural heritage, analyze the expectations of immigrants, confront the realities they encounter and respond to these realities in a critical and thoughtful manner.

**ANNUAL COURSE**

## PHYSICAL EDUCATION DEPARTMENT

### **Comprehensive PE I – 6<sup>th</sup> Grade**

**#150112003**

The purpose of this course is to develop competence in (a) physical fitness, (b) body-management skills, (c) throwing and catching skills, (d) skills related to striking with the body, (e) skills related to striking with objects and (f) strategies. Safety practices, assessment of health-related fitness; skill-related components of physical fitness; evaluation of physical activities in terms of physical fitness including positive self-image; interrelationships among exercise, nutrition, and rest; knowledge and refinement of body-management skills and application through games and sports will be explored and assessed.

**ANNUAL COURSE**

### **Comprehensive PE II – 7<sup>th</sup> Grade**

**#150104003**

The purpose of this course is to develop competence in (a) physical fitness, (b) body-management skills, (c) throwing and catching skills, (d) skills related to striking with the body, (e) skills related to striking with objects and (f) strategies. Safety practices, assessment of health-related fitness; skill-related components of physical fitness; evaluation of physical activities in terms of physical fitness including positive self-image; interrelationships among exercise, nutrition, and rest; knowledge and refinement of body-management skills and application through games and sports will be explored and assessed. Dance and individual developmental activities including gymnastics may be presented.

**ANNUAL COURSE**

### **Comprehensive PE III – 8<sup>th</sup> Grade**

**#150103003**

The purpose of this course is to develop competence in (a) physical fitness, (b) body-management skills, (c) throwing and catching skills, (d) skills related to striking with the body, (e) skills related to striking with objects and (f) strategies. Safety practices, assessment of health-related fitness; skill-related components of physical fitness; evaluation of physical activities in terms of physical fitness including positive self-image; interrelationships among exercise, nutrition, and rest; knowledge and refinement of body-management skills and application through games and sports will be explored and assessed.

**ANNUAL COURSE**

## FINE ARTS DEPARTMENT

### WORLD LANGUAGES

#### **Introduction to Foreign Languages**

**#700000001**

*Required of all 6<sup>th</sup> grade students*

The purpose of this course is to provide an introduction to and exploration of the study of foreign languages, with a special emphasis on conversation. Content includes basic principles, concepts, processes and knowledge of languages and target cultures.

**SEMESTER COURSE**

### ART

#### **Exploring Art – 6<sup>th</sup> Grade**

**#010400001**

The purpose of this course is to provide exploratory experience necessary for understanding, appreciating and producing two and three-dimensional works of art. The content should include, but not be limited to, historical study of styles, artists, art forms and cultures as they relate to the processes and production of two and three-dimensional works of art.

**SEMESTER COURSE**

### MUSIC

#### **Music Theory I**

**#104020001**

The purpose of this course is to provide opportunities in the study of fundamental theoretical principles of music. Content includes basic theory fundamentals and their application to music.

**SEMESTER COURSE**

#### **Music Appreciation I**

**#130109001**

The purpose of this course is to provide the knowledge needed to develop the skills necessary for musical discrimination. The content should include, but not be limited to the following: development of aural skills, knowledge of varied musical styles and appropriate vocabulary.

**SEMESTER COURSE**

#### **Chorus I**

**#130300001**

The purpose of this course is to provide students opportunities to develop skills in vocal production, to participate in a musical ensemble and to develop musicianship skills including reading. The content should include, but not be limited to, vocal performance, techniques, interpretation of music notation and understanding of music fundamentals.

**ANNUAL COURSE**

**Chorus II****#130301001***Prerequisite: Chorus I*

The purpose of this course is to provide students with varied performance experiences in vocal ensemble and part singing. The content should include, but not be limited to, vocal performance techniques, interpretation of music notation and understanding of music fundamentals.

**ANNUAL COURSE****Band I****#130200001**

The purpose of this course is to provide students opportunities to develop performance skills on a band instrument, to participate in a musical ensemble and to develop musicianship skills including reading. The content should include, but not be limited to, instrumental performance techniques, interpretation of music notation and understanding of music.

**ANNUAL COURSE****Band II****#130201001***Prerequisite: Band I*

The purpose of this course is to enable students to develop basic skills on wind or percussion instruments through the refinement and performance of middle/junior high band literature. Content includes technical skill, music literacy, elements and characteristics of music, instrument care and maintenance and responsible participation in music activities.

**ANNUAL COURSE****DANCE****Dance I****#030000001**

The purpose of this course is to enable students to develop fundamental knowledge and skills in two or more dance styles, recognize choreographic processes, enhance aesthetic awareness and make connections between dance and other subject areas. Content includes dance styles, skills and techniques, movement terminology, choreographic structures and rhythm patterns, meaning in movement, critical observation and analysis, and connections between dance and other subject areas.

**SEMESTER COURSE**

## EXPLORATORY AND EXPERIENTIAL EDUCATION

### **Personal, Career, and School Development**

**#0500010**

Middle school students will develop skills to assist in achieving success in school and personal growth through individual and group processes. Students will demonstrate understanding of the elements and effects of positive self-esteem in self and others; basic leadership skills, effective use of communication skills, and demonstrate effective use of planning and decision-making skills.

**ANNUAL COURSE**