

# Pineapple Cove Classical Academy at Palm Bay



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## **ADMINISTRATION**

Mrs. Kelly Gunter, Director of School Operations  
Mrs. Lisa Wheeler, Principal  
Mr. John Ottinger, Assistant Principal of Academic Affairs  
Mr. Manny Ramirez, Assistant Principal of Student Affairs  
Mrs. Michelle Johns, Student Services Coordinator

## **GUIDANCE DEPARTMENT**

Ms. Bonnie Moravecky, Guidance Counselor  
Mrs. Joanne Maciejewski, Registrar

## **ACCREDITATION**

*As of Spring 2021, Pineapple Cove Classical Academy is a Candidate for Accreditation with Cognia. Full accreditation is expected in Spring 2022.*

*Learn the true, do the good, love the beautiful*

## MISSION STATEMENT

The mission of Pineapple Cove Classical Academy is to develop graduates in mind and character through a classical, content-rich curriculum that emphasizes the principles of virtuous living, traditional learning, and civic responsibility. We are building intelligent, virtuous American citizens.



## OUR VIRTUES

*Courage*

I will do the right thing even when it is the unpopular decision

*Courtesy*

I will be polite, use manners, and maintain a positive attitude all of my daily interactions

*Honesty*

I will speak the truth and act truthfully with myself and others

*Perseverance*

I will be persistent in my efforts despite difficulty or delay in achieving success

*Self Government*

I will use self control in my actions and interactions with others

*Service*

I will seek to help others through my words and deeds

# EDUCATIONAL PHILOSOPHY

The Board of Directors requires that all scholars receive a classical, liberal education. To this end the BOD has determined the following educational priorities. Basic cognitive skills and academic fundamentals: reading/writing/mathematics; Core subjects: English language and literature; history, geography, and government; physical and biological sciences; mathematics; Other classical subjects: music; art; Latin; Auxiliary subjects: foreign languages, physical education, performing arts, other social sciences; and extracurricular activities as defined by the Principal. Scholars will change classrooms individually to meet with subject matter specialists. The 7-12 curriculum will follow the recommendations of Hillsdale College with modifications to the course sequence as outlined by State and District standards. Teachers must develop their courses under the direction of the Principal, who is the chief academic leader and accountable to the BOD.

A classical education is a liberal arts education intended to equip scholars for virtuous, knowledgeable, and happy lives. Our scholars will be engaged citizens and intellectually rigorous contributors, well qualified for future studies in law, medicine, business, engineering, technology, theology or any other professional or vocational pursuit.

In the humanities, students engage in Socratic discussion, as teachers propose questions based on close readings of complete works. Freshmen read *The Iliad* and *The Aeneid* and delve into the works of historians and philosophers, such as Thucydides, Herodotus, Plato, and Plutarch. In their sophomore year, students read Hawthorne, Melville, Fitzgerald and Twain, while considering the growth and development of the United States in History. Scholars encounter British Literature such as *Beowulf*, Chaucer, Dickens, and Austen in their junior year, and complete courses in American Government and Economics. They read the founding documents, as well as the influential Federalist papers, and the presidents, authors, and activists of the 19th century. Finally, the seniors focus on modern times with works by Fyodor Dostoyevsky, Aldous Huxley, Joseph Conrad, and a study of ancient and modern philosophy culminating in their senior thesis.

Mathematics and science classes place an emphasis on the search for truth and beauty and the primacy of logic (including Euclidean Geometry), as well as deductive reasoning as students move from foundational to more advanced courses.

During the senior year, scholars are required to take Moral Philosophy, write a Senior Thesis, and defend it before faculty members and peers. Students are required to complete a minimum of three years of world language; two of the years must be in Latin.

Scholars may continue to build upon music theory and art history by participating in performance ensembles and advanced art classes. Other electives are offered in the humanities and physical education.

# HISTORY AND ENGLISH/LANGUAGE ARTS: Readings and Topics by Graduation Cohort

## Class of 2022

	2015-16 6th Grade	2016-17 7th Grade	2017-18 8th Grade	2018-19 9th Grade	2019-20 10th Grade	2020-21 11th Grade	2021-22 12th Grade
<b>History</b>		Civics/ late 19th Century-WWII	20th Century after WWII	Ancient Civilizations, Greece, Rome	U.S. History Reconstruction to Present	Government and Economics	Philosophy and Senior Thesis
<b>ELA</b>	Children's Homer, Julius Caesar, Ragged Dick, Prince and the Pauper, Scarlet Pimpernel, Greek Myths	Fahrenheit 451, Jekyll and Hyde, Call of the Wild, Macbeth, Cyrano de Bergerac, Get Smart Part 1 (Grammar)	The Red Badge of Courage, To Kill a Mockingbird, Lord of the Flies, Romeo and Juliet, Get Smart Part 2 (Grammar)	Iliad, Odyssey, Aeneid, Macbeth	Beowulf, Canterbury Tales, Paradise Lost, Hamlet	Moby Dick, Scarlet Letter, Huck Finn, A Good Man is Hard to Find	Henry V, Crime and Punishment, Heart of Darkness, Metamorphosis

## Class of 2023

	2016-17 6th Grade	2017-18 7th Grade	2018-19 8th Grade	2020-21 9th Grade	2020-21 10th Grade	2021-22 11th Grade	2022-23 12th Grade
<b>History</b>		Civics/ late 19th Century-WWII	20th Century after WWII	Ancient Civilizations, Greece, Rome	U.S. History Colonies to Present	Government and Economics	Philosophy and Senior Thesis
<b>ELA</b>	Children's Homer, Julius Caesar, Prince and the Pauper, Scarlet Pimpernel, Greek Myths	Fahrenheit 451, Call of the Wild, Christmas Carol, Dr. Jekyll and Mr. Hyde, Macbeth, Get Smart Part 1 (Grammar)	To Kill a Mockingbird, Lord of the Flies, Much Ado About Nothing, Robinson Crusoe, Get Smart Part 2, Stay Smart (Grammar)	Iliad, Odyssey, Aeneid	Moby Dick, Scarlet Letter, Huck Finn, A Good Man is Hard to Find	Beowulf, Canterbury Tales, Paradise Lost, Henry V, A Tale of Two Cities, Pride and Prejudice	Hamlet, Crime and Punishment, Heart of Darkness, Metamorphosis

**Class of 2024**

	2017-18 6th Grade	2018-19 7th Grade	2019-20 8th Grade	2020-21 9th Grade	2021-22 10th Grade	2022-23 11th Grade	2023-24 12th Grade
<b>History</b>		Civics/ late 19th Century-WWII	20th Century after WWII	Ancient Civilizations, Greece, Rome	U.S. History Colonies to Present	Government and Economics	Philosophy and Senior Thesis
<b>ELA</b>	Children's Homer, Macbeth, Prince and the Pauper, Scarlet Pimpernel, Greek Myths	Fahrenheit 451, Call of the Wild, Christmas Carol, Dr. Jekyll and Mr. Hyde, Romeo and Juliet, Get Smart (Grammar)	To Kill a Mockingbird, Lord of the Flies, Much Ado About Nothing, Robinson Crusoe, Stay Smart (Grammar)	Iliad, Odyssey, Aeneid. Oedipus Rex, Julius Caesar	Moby Dick, Scarlet Letter, Huck Finn, A Good Man is Hard to Find	Beowulf, Canterbury Tales, Paradise Lost, Henry V, A Tale of Two Cities, Pride and Prejudice	Hamlet, Crime and Punishment, Heart of Darkness, Metamorphosis

**Class of 2025**

	2018-19 6th Grade	2019-20 7th Grade	2020-21 8th Grade	2021-22 9th Grade	2022-23 10th Grade	2023-24 11th Grade	2024-25 12th Grade
<b>History</b>		Civics/ late 19th Century-WWII	20th Century after WWII	Ancient Civilizations, Greece, Rome	U.S. History Colonies to Present	Government and Economics	Philosophy and Senior Thesis
<b>ELA</b>	Children's Homer, Macbeth, Prince and the Pauper, Scarlet Pimpernel, Greek Myths	Fahrenheit 451, Call of the Wild, Christmas Carol, Dr. Jekyll and Mr. Hyde, Romeo and Juliet, Well-Ordered Language (Grammar)	To Kill a Mockingbird, Lord of the Flies, Much Ado About Nothing, Robinson Crusoe, Get Smart (Grammar)	Iliad, Odyssey, Aeneid	Moby Dick, Scarlet Letter, Huck Finn, A Good Man is Hard to Find	Beowulf, Canterbury Tales, Paradise Lost, Henry V, A Tale of Two Cities, Pride and Prejudice	Hamlet, Crime and Punishment, Heart of Darkness, Metamorphosis

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**NOTE: Portions of this handbook may be subject to change due to any future Florida legislative and/or Brevard County School Board action.**

## OFFICE OF SCHOLAR SERVICES

School counselors and other professional staff from the Office of Scholar Services play a significant role in creating a positive climate. They provide assistance to scholars in developing their academic skills, broadening their educational experiences, and overcoming challenges that could interfere with their academic development. Some of the areas of responsibility of the Office of Scholar Services are as follows:

- ❖ Attendance
- ❖ Child abuse and neglect prevention services
- ❖ Dropout prevention
- ❖ Foreign exchange programs
- ❖ Health services Homeless/children in transition
- ❖ Home education
- ❖ English for Speakers of Other Languages (ESOL)
- ❖ Missing children
- ❖ Social Emotional Supports
- ❖ Safe schools program scholar records
- ❖ School counseling
- ❖ Scholar-parent program
- ❖ Vision and hearing screening

## JUNIOR HIGH

### **Program of Study**

Scholars should select their program of study carefully. Course selections should be made to fulfill requirements both for graduation and postsecondary plans. This booklet is designed to assist scholars and parents in meeting those requirements. As always, please consult your counselor and teachers for additional information concerning course content and selection.

### **Selection of Courses**

All Brevard County secondary scholars must attend a regularly scheduled instructional day.

## Junior High Course Selection

Middle school scholars in grades 7-8 must select the following subjects areas each school year:

- ❖ Language Arts
- ❖ Mathematics
- ❖ Science
- ❖ Social Studies
- ❖ Physical Education
- ❖ Electives

All scholars are required to enroll in a full course load.

## Promotion to High School (Grade 9)

Starting with 6th grade, a scholar must successfully complete the following:

- ❖ Three middle grades or higher courses in English Language Arts (ELA)
- ❖ Three middle grades or higher courses in mathematics
- ❖ Three middle grades or higher courses in social studies (one of these courses must be a civics course)
- ❖ Three middle grades or higher courses in science
- ❖ One Career and Education Planning course

In addition, scholars must meet the district attendance requirements.

## Junior High Grading

### Homework and Classwork

Homework is a fundamental part of our general academic program. It prepares scholars for high school and for entry into the working world upon graduation. It also helps develop a strong work ethic and habits of organization. The immediate educational purpose of homework is:

- to reinforce skills, concepts, and knowledge learned in class;
- to develop good skills and habits of study;
- to practice skills and reinforce knowledge in ways that are not readily accomplished in the classroom;
- to work on assignments, such as the writing of papers, and prepare for exams that require a great deal of sustained, individual attention;
- to prepare for the following day's work so that the most can be made of class time; and
- to inform parents of what is being taught in the classroom.

In addition to regular classroom assignments, we would like each child to read, or be read to, at least three times a week and preferably every day. Going to college is not necessarily a goal for everyone, but becoming a thoughtful reader should be if one hopes to be knowledgeable, wise, insightful, and competitive throughout one's lifetime. We believe that becoming a competent reader is critical to being a good scholar and the first step to being able to explore the world. Reading to a child encourages the child's growth and also elevates and informs conversation within the family. In the upper grades, the extra reading time (roughly half an hour) allows for the increasing length of great works of literature. The expected homework time allotment for each grade is as follows:

- Grade 7 - 70 minutes plus reading time
- Grade 8 - 80 minutes plus reading time

The designated times serve as guidelines and may vary depending on the work assigned on a given day, the schedule, the scholar's organizational skills and study habits, the varying abilities of the scholars, and the nature of the assignments. Scholars are expected to learn how to use their time effectively to complete the required work at each grade level. Parents are expected to support their children in this endeavor. Advanced or honors classes may require additional homework time. It is generally understood that writing papers and studying for exams take more time than regular classroom assignments. For that reason, the end of a term does result in a peak in the homework load (followed by a break, fortunately). Nonetheless, teachers will make every effort to give assignments well enough in advance, and scholars will be encouraged to work on those longer assignments steadily, so that scholars are able to manage their homework along with other activities and adequate sleep.

In the Jr./Sr. high school, scholars may have the opportunity of taking a study hall, thus reducing the amount of time at home that must be devoted to homework. Weekends and breaks will, for the purposes of homework, be considered one day rather than two or more. For poor or incomplete work, teachers may require scholars to redo an assignment. Whether such work is given any credit is left to the discretion of the teacher. So-called "passes" that allow scholars not to do homework for a day will not be entertained at Pineapple Cove Classical Academy.

### **Grading Scale**

Pineapple Cove Classical Academy uses a 4.0 grading scale. The following grading scale has been established by Florida Statute 1003.437 and is used in all Brevard County secondary schools.

90 - 100 =	A
80 - 89 =	B
70 - 79 =	C
60 - 69 =	D
0 - 59 =	F

To average semester grades, the teacher doubles the average of each grading period, adds the semester exam grade and divides by five. The teacher may use either numerical averages or letter grades with the following values assigned: A = 4 points, B = 3 points, C = 2 points, D = 1 point, F = 0 points.

Parents and scholars should be regularly informed of the scholar's progress. Each course will be comprised of the following weighted categories:

- Tests 40%
- Quizzes 30%
- Classwork 20%
- Homework 10%

"Extra credit," whether to make up for work not turned in on time or to increase a scholar's grade, will be discouraged at Pineapple Cove Classical Academy.

## **Semester Examinations**

Semester examinations shall be required for most junior high school courses. Semester and/or Final Exams are not permitted to be taken early under any circumstances unless approved by the principal. If a scholar does not take their final exam on the scheduled day, they will receive a zero. Once a scholar takes their semester or final exam, the grade will be recalculated. In calculating the semester average (for 7th and 8th grades), each nine-week mark shall count as 45% of the semester grade and the Semester Exam will count as 10%. In calculating the final yearly average, the average of both semester grades will be taken. First semester exams must be completed by the last day of the first semester and second semester final exams must be completed by the last day of school. If final exam make-ups are not completed within the designated due dates, the final grade will remain.

### *Course Exceptions to the Above Grading Criteria:*

End of Course Exams (EOC) are required for Civics, Algebra 1, and Geometry. Final Course Grade for EOC courses will be calculated and determined as follows: 1st Semester Average = 35%; 2nd Semester Average = 35%; EOC Exam = 30%

Elective courses will not include a midterm or final exam. Physical Education (PE) – Grades for PE will be dependent on participation and scholars dressing out for class. Scholars will follow their schedule to determine PE days and be prepared to dress out on those days. It is imperative that scholars maintain proper hygiene and always have a clean uniform to dress out in on their scheduled PE days.

## **Late Assignments/Absences**

Late work will be accepted with the following penalties: Submission one day after the due date will result in a 10% reduction of the score earned. (e.g. A score of 80% will be reduced to 70%). Work turned in two days late will result in a 50% reduction of the score earned. Work turned in three days late or more will receive no credit. Scholars who are absent will have two days for each day absent to make-up work. Graded classwork and assessments must be made up at the school. If needed, scholars may be invited to stay after school on Fridays to make-up work missed due to absence. If a scholar receives a failing grade for attendance (absences exceed the 9 days per semester), all grades above 60% will be lowered to 59% and the scholar will receive an “FA” for the course(s) exceeding 9 absences. Grades below 59% will be recorded as earned.

## **Grade Forgiveness**

Grade forgiveness policies shall be made for a scholar in the middle grades who takes any high school course for high school credit and earns a grade of “C,” “D,” or “F”. In such a case, the district forgiveness policy must allow the replacement of the grade with a grade of “C” or higher earned subsequently in the same or comparable course.

*Note: Comparable is defined as a course in the same subject area. The subject area of a course shall be determined by the subject area listed in the FLDOE Course Code Directory unless otherwise noted by the district.*

### **Tutoring**

Pineapple Cove Classical Academy offers tutoring for scholars in need of additional academic instruction during the school year for a nominal fee. Additional instruction is offered by subject for Jr./Sr. high school scholars. The tutoring program is offered each semester and is also dependent upon tutor availability.

### **Teacher Conferences**

Parent/Teacher conferences are scheduled in the fall and spring semesters, generally in the evening. Arrangements for additional conferences may be made with your child's teacher before or after school hours, or during a teacher's planning time.

### **Academic Textbooks and Supplies**

Scholars will receive a variety of books and materials. All books and materials will be marked as Pineapple Cove Classical Academy property. Materials that are loaned or given to scholars are to be treated appropriately. Scholars are responsible for these materials. If materials given or loaned to a scholar are lost or damaged the scholar must pay for any needed replacement. In the case that reimbursement has not been made to Pineapple Cove Classical Academy for lost or damaged materials, no further materials will be issued to that scholar until the past due fees are paid and report cards may be withheld.

### **Reporting**

For scholars to be successful, both they and their parents should be informed of their standing in class. In addition to the regular grading of assignments, the following means will be employed to inform parents of their scholar's academic progress: Soon after the beginning of the year, teachers will provide an interim report of the scholars' progress through FOCUS. FOCUS will be used to track scholar progress. Parents should monitor scholar progress.

Interim reports are posted in FOCUS halfway through each quarter to all scholars. Report Cards will be sent home at the end of each quarter. Once a semester (after the first and third quarters), parent-teacher conferences will occur to discuss the scholars' academic progress.

### **Schedule Changes**

There will be no class schedule changes during the semester unless it is deemed in the best interest of the scholar by the school as determined by the Principal.

### **Plagiarism**

Plagiarism will not be tolerated by any teacher in any subject. The entire system of assessment rests on the assumption that the work a scholar turns in is a scholar's own. Plagiarism compromises this system, is unfair to other scholars in the class who do their own work, and constitutes a form of theft of others' ideas and labor. Plagiarism is defined as the appropriation of another's ideas or words in order to present them as one's own. An instance of plagiarism can be as long as a term paper or as short as a sentence. Simply paraphrasing an author's words can also constitute plagiarism. The words of authors can only be used when properly quoted and cited.

Teachers will provide the guidelines of acceptable citation. When in doubt, the scholar has the responsibility to ask how an author should be used in an assignment. Whenever a scholar has been caught plagiarizing, the following process will be followed. The teacher will keep a copy of the scholar's assignment and, whenever possible, a copy of the work in question. The teacher will discuss the matter with the scholar. The teacher will issue a disciplinary referral if plagiarism or cheating has occurred. Either the teacher or the Principal will inform the scholar's parent of the plagiarism or cheating. The scholar will receive a grade of zero on the assignment if it is the first offense. Instances of plagiarism or cheating may be placed in the scholar's permanent record.

## Junior High Athletic Eligibility

**FOR 7TH GRADERS:** 7th graders who are regularly promoted from the 6th grade are eligible to participate during the first semester of 7th grade, regardless of entry GPA. Any 7th grader who has a 2.0 or higher GPA from the first semester, will be eligible for athletic competition during the second semester.

**FOR 8TH GRADERS:** Any 8th grader who is regularly promoted from the 7th grade must have a 2.0 unweighted GPA or higher on all courses taken during the previous year for initial eligibility. From there, a scholar must maintain a 2.0 unweighted cumulative GPA on all courses taken since the beginning of 7th grade. Eligibility is determined for each semester.

## High School Credit

Scholars have the opportunity to take high school credit starting in 7th grade. The following courses may be taken in middle school and receive high school credit:

- ❖ Latin 1 and Latin 2 (requires successful completion and credit earned in Latin 1)
- ❖ Algebra 1(Honors)
- ❖ Geometry (Honors) (requires successful completion and credit earned in Algebra 1)
- ❖ Journalism/Yearbook

Please see the High School Curriculum portion of this guide for information about these courses.

## JUNIOR HIGH CURRICULUM

### Language Arts

**M/J Lang Arts 2 Advanced**  
**1001050**

**1.0 credit**

The purpose of this course is to provide grade 7 scholars, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

Note: Academic rigor is more than simply assigning to scholars a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, scholars are challenged to think and collaborate critically on the content they are learning.

**M/J Language Arts 3 Advanced****1001080****1.0 credit**

The purpose of this course is to provide grade 8 scholars, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

Note: Academic rigor is more than simply assigning to scholars a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, scholars are challenged to think and collaborate critically on the content they are learning.

**Mathematics****M/J Accelerated Math Grade 7****1205050****1.0 credit**

In this Grade 7 Advanced Mathematics course, instructional time should focus on five critical areas: (1) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; (2) drawing inferences about populations based on samples; (3) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (4) grasping the concept of a function and using functions to describe quantitative relationships; and (5) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

**M/J Grade 8 Pre-Algebra****1205070****1.0 credit**

Includes formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; grasping the concept of a function and using functions to describe quantitative relationships; analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

## Science

### **M/J Comprehensive Science 2 Advanced**

**2002080**

**1.0 credit**

Includes problem solving, measurement, safety procedures, earth systems, genetics, energy transfers within systems, interactions of science with technology and society, limiting factors in ecosystems, inheritance patterns, trophic levels, and the relationship between temperature and molecular kinetic energy. Scholars will design and conduct scientific investigations demonstrating skill and knowledge in a variety of scientific areas.

Note: Academic rigor is more than simply assigning to scholars a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, scholars are challenged to think and collaborate critically on the content they are learning.

### **M/J Comprehensive Science 3 Advanced**

**2002110**

**1.0 credit**

Includes problem solving, measurement, safety procedures, electromagnetic energy, space science, comparative astronomy, carbon cycle, structure and organization of matter, interactions of science with technology and society, photosynthesis, cellular respiration and atomic theory. The scholars will design and conduct scientific investigations demonstrating skills and knowledge in a variety of scientific areas.

Note: Academic rigor is more than simply assigning to scholars a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, scholars are challenged to think and collaborate critically on the content they are learning.

## Social Studies/History

### **M/J Civics Advanced**

**2106020**

**1.0 credit**

The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War provides the framework for this civics education. The course is embedded with strong geographic and economic components to support civic education instruction.

Honors/Advanced courses offer scaffolded learning opportunities for scholars to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. scholars are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc.

Note: Academic rigor is more than simply assigning to scholars a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, scholars are challenged to think and collaborate critically on the content they are learning.

### **M/J U.S. History Advanced**

**2100020**

**1.0 credit**

Primary content emphasis for this course pertains to the study of American history and world History from the end of the 19th century, through the achievements, failures, and advancements of the 20th century into the 21st century. Scholars will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that scholars can clearly see the relationship between cause and effect in historical events, scholars should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

Honors/Advanced courses offer scaffolded learning opportunities for scholars to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. scholars are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc.

Note: Academic rigor is more than simply assigning to scholars a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, scholars are challenged to think and collaborate critically on the content they are learning.

## **World Languages**

### **M/J Beginning Latin**

**0706000**

**1.0 credit**

M/J Latin Beginning introduces scholars to the target language and its culture. scholars will learn beginning skills in listening and speaking and an introduction to basic skills in reading and

writing. Also, culture, connections, comparisons, and communities are included in this one-year course.

## **Research and Critical Thinking**

### **M/J Computer Science Discoveries 1**

**0200010**

**0.5 credit**

Computer Science Discoveries 1 introduces students to computer science as a vehicle for problem solving, communication, and personal expression. The course focuses on the visible aspects of computing and computer science and encourages students to see where computer science exists around them and how they can engage with it as a tool for exploration and expression.

### **M/J Career Research and Decision Making**

**1700060**

**0.50 credit**

The purpose of this course is to enable students to explore careers/career clusters and make informed career choices. Activities enable students to increase self-awareness and develop the skills needed to successfully plan for postsecondary education and the workplace. Career assessment should include interests, aptitudes, and basic skills. Work-based learning strategies appropriate for this course include job shadowing, field trips, and mentors. Work-based activities allow students to evaluate their career choices as they relate to actual careers at the worksite. The content should include, but not be limited to, the following: self-awareness to include interests, values, skills, learning styles, etc.; goal-setting and decision-making processes; exploring careers/career clusters and educational requirements; postsecondary education and training opportunities; workplace skills such as communication, teamwork, problem-solving, time management, computer, etc.; and career and education planning.

### **M/J Critical Thinking**

**1700100**

**1.0 credit**

The purpose of this course is to enable scholars to develop learning strategies, critical-thinking skills, and problem-solving skills to enhance their performance in academic and nonacademic endeavors. The content should include, but not be limited to, the following: strategies for acquiring, storing, and retrieving information, strategies for oral and written communication, critical-thinking operations, processes, and enabling skills, problem-solving skills and strategies, strategies for linking new information with prior knowledge.

### **Introduction to Technology and Career Planning**

**8600012**

**0.50 credit**

The purpose of this course is to give scholars an introduction to the areas of technology and to introduce scholars to the design and problem solving processes using manipulative skills while working cooperatively with others in team activities.

### **Learning Strategies**

**7863090**

**1.0 credit**

Enables scholars with disabilities to acquire and use strategies and skills to enhance their independence as learners in educational and community settings.

**NOTE:** Can be taken multiple times for credit.

## **Physical Education**

### **M/J Comprehensive Physical Education 6/7**

**1508060**

**0.50 credit**

The purpose of this course is to build on previously acquired knowledge, skills, and values necessary for the implementation and maintenance of a physically active lifestyle. The course content provides exposure to a variety of movement opportunities and experiences which include, but is not limited to: Outdoor Pursuits, Individual/Dual Sports and Alternative/Extreme Sports. The integration of fitness concepts throughout the content is critical to scholar success in this course and in the development of a healthy and physically active lifestyle.

### **M/J Comprehensive Physical Education 7/8**

**1508070**

**0.50 credit**

The purpose of this course is to build on previously acquired knowledge, skills, and values necessary for the implementation and maintenance of a physically active lifestyle. The course content provides exposure to a variety of movement opportunities and experiences which include, but is not limited to: Outdoor Pursuits, Individual/Dual Sports and Alternative/Extreme Sports. The integration of fitness concepts throughout the content is critical to scholar success in this course and in the development of a healthy and physically active lifestyle.

## **Visual and Performing Arts**

### **M/J Visual Art 1**

**0101100**

**0.50 credits**

Students are introduced to the rigor and routine of the art production process including: planning, producing, and reflecting on art. With an emphasis on studio arts, students explore a wide range of 2-D and 3-D media, skills and techniques, as related to contemporary and historical art perspectives. Projects may include but not be limited to: drawing, painting, printmaking, collage, mixed media, pottery, and sculpture. Students develop technical skills,

foster their expressive abilities and employ the use of the elements of art throughout the production process.

### **M/J Visual Art 2**

**0101110**

**0.50 credits**

Scholars investigate contemporary and historical art themes using 2D and 3D media, skills and techniques; while engaging in the art production process within a studio arts environment. Projects may include but are not limited to: drawing, painting, printmaking, collage, mixed media, pottery, and sculpture. Scholars create new meaning from various media formats, and communicate artistic ideas through the intentional use of the elements of art within their work. Scholars interpret meaning in their artwork and the artwork of others through discussion, on various artistic concepts, viewpoints, and themes; drawing their own conclusions and employing this knowledge both expressively and technically.

### **Fundamentals of Visual and Performing Arts**

**8260500**

**0.50 credits**

This course will assist scholars in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in Arts, A/V Technology and Communication career clusters. The content includes, but is not limited to, the development of leadership skills, communication skills, and employability skills; resource management; exploration of Visual Arts, Performing Arts, Journalism and Broadcasting careers. Instruction and learning activities are provided in a laboratory setting using hands-on experiences with the equipment, materials and technology appropriate to the course content and in accordance with current practices.

### **M/J Basic Music Theory**

**1300025**

**0.50 credits**

In this introductory theory course, students develop fluency in reading and writing music, as well as knowledge of basic form. Acquisition of basic aural and keyboard skills provides students with skills to express themselves creatively through music. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside of the school day to support, extend, and assess learning in the classroom.

### **M/J Understanding Music**

**1300030**

**0.50 credit**

Scholars engage in an exploratory study of music through the examination of significant composers and their compositions across selected musical eras and/or genres. Scholars will also learn about modern and historical instruments, and gain a rudimentary understanding of the elements of music in order to develop strategies for listening to and appreciating musical works. Scholars may be expected to attend one or more performances outside of the school day to support and extend learning in the classroom.

# HIGH SCHOOL

## **Program of Study**

Scholars should select their program of study carefully. Course selections should be made to fulfill requirements both for graduation and postsecondary plans. This guide is designed to assist scholars and parents in meeting those requirements. As always, please consult your counselor and teachers for additional information concerning course content and selection.

## **Selection of Courses**

All Brevard County secondary scholars must attend a regularly scheduled instructional day.

## High School Promotion Requirements

### **9th Grade to 10th Grade**

- ❖ Enrollment - Been enrolled one (1) year in the 9-12 sequence;
- ❖ Credits - Earn at least five (5) credits (block schools – six (6) credits);
- ❖ Attendance - Meet the district attendance requirements.

### **10 Grade to 11th Grade**

- ❖ Enrollment - Been enrolled two (2) years in the 9-12 sequence;
- ❖ Credits - Earn at least eleven (11) credits (block schools – thirteen (13) credits);
- ❖ Earn two (2) credits in language arts;
- ❖ Earn two (2) credits in mathematics;
- ❖ Attendance - Meet the district attendance requirements.

### **11th Grade to 12th Grade**

- ❖ Enrollment - Been enrolled three (3) years in the 9-12 sequence;
- ❖ Credits - Earn at least eighteen (18) credits (block schools – twenty-one (21) credits);
- ❖ Earn three (3) credits in language arts;
- ❖ Earn three (3) credits in mathematics;
- ❖ Attendance - Meet the district attendance requirements.

## **Promotion Notes**

- ❖ Must meet all End of Course Assessments and statewide, standardized assessment requirements by graduation per Florida Statute.
- ❖ To be classified as a freshman (9th grade), a scholar must have been promoted from grade eight (8).
- ❖ Exceptions to the number of years spent in the 9-12 sequence for reclassification may be granted to scholars who are in a planned acceleration program. (Early High School Graduation option). (s.1003.4281 F.S.) The term “early graduation” means graduation from high school in less than eight (8) semesters or the equivalent. Please see Administration for more information.

- ❖ For data entry purposes regarding the graduation date - the final transcript should reflect a graduation date of one school day following the completion of the graduation requirements.

## Graduation Requirements

Graduation is the completion of all requirements to receive a high school diploma. A district school board must adopt rules for admitting, classifying, promoting and graduating scholars to and from various schools of the district. Additionally, a school board may adopt courses of study for use in the schools of the district.

To be awarded a high school diploma, scholar must have completed the following:

- ❖ Completed all credit requirements as defined by: Brevard Public Schools twenty-six (26)-Credit Graduation Option
- ❖ Met the district attendance requirements and be enrolled at the graduation school for at least the last semester;
- ❖ Passed the required state assessments, if applicable, in order to qualify for a standard diploma (10th Grade statewide, standardized Reading, and Algebra 1 EOC Assessment);
- ❖ Demonstrated satisfactory mastery of the scholar Performance Standards in ELA (Reading), writing, mathematics, science, and social studies as documented in accordance with procedures described in administrative guidelines;
- ❖ A minimum cumulative unweighted grade point average of 2.0 based on a 4.0 scale (s. 1003.4282(6)(a) F.S.). The required GPA must be based on all courses taken, except courses forgiven under state and district forgiveness policies. (s.1003.4282(6) F.S.);
- ❖ Received the principal's approval for graduation.

Below provides a chart that lists the specific graduation requirements for scholars currently in high school. In addition to the Standard High School Diploma, scholars have the option to earn a Scholar Designation and/or a Merit Designation.

Subject Area	Patriot Core Track	Patriot Scholar Track
English/ Language Arts	4.0 Credits <ul style="list-style-type: none"> <li>• Classical Literature (1.0), British Literature (1.0), American Literature (1.0), Modern Literature (1.0)</li> </ul>	4.0 Credits <ul style="list-style-type: none"> <li>• Classical Literature (1.0), British Literature (1.0), American Literature (1.0), Modern Literature (1.0)</li> </ul>
Math	4.0 Credits <ul style="list-style-type: none"> <li>• Must include a minimum of Algebra 1, Geometry, and Algebra 2</li> </ul>	4.0 Credits <ul style="list-style-type: none"> <li>• Must include a minimum of Algebra 1 and Geometry</li> </ul>
Science	4.0 Credits <ul style="list-style-type: none"> <li>• Must include 3.0 credits of Biology, Chemistry, Physics required</li> </ul>	4.0 Credits <ul style="list-style-type: none"> <li>• Must include a minimum of 3.0 credits with a laboratory component (Must include Biology, the 3 additional EQ)</li> </ul>

History	3.0 Credits <ul style="list-style-type: none"> <li>Must include World History (1.0), US History (1.0), American Government (0.5) and Economics with Financial Literacy (0.5)</li> </ul>	3.0 Credits <ul style="list-style-type: none"> <li>Must include World History (1.0), US History (1.0), American Government (0.5) and Economics with Financial Literacy (0.5)</li> </ul>
World Language	3.0 Credits <ul style="list-style-type: none"> <li>Must include a minimum of two credits in Latin</li> </ul>	3.0 Credits <ul style="list-style-type: none"> <li>Must include a minimum of three credits in Latin</li> </ul>
Fine Arts	1.0 Credit	1.0 Credit
HOPE/PE	1.0 Credit	1.0 Credit
Required Electives	1.0 Credit <ul style="list-style-type: none"> <li>Moral Philosophy (0.5)</li> <li>Senior Thesis (0.5)</li> </ul>	1.0 Credit <ul style="list-style-type: none"> <li>Moral Philosophy (0.5)</li> <li>Senior Thesis (0.5)</li> </ul>
Electives	6.0 Credits	7.0 Credits
Grade Point Average: Scholars must graduate with a 2.0 on a 4.0 scale.		
Notes: <ol style="list-style-type: none"> <li>Scholars must satisfy a minimum of one credit through online learning. HOPE is offered through Florida Virtual School which will satisfy this requirement.</li> <li>Scholars must achieve a proficient score on FSA English Language Arts 10th grade or have concordant standardized tests.</li> <li>End of Course assessments are required for Algebra 1, Geometry, Biology, and US History. These EOC assessments count at 30% of the final grade. These must be passed for course credit.</li> </ol>	Notes: <ol style="list-style-type: none"> <li>Scholars must satisfy a minimum of one credit through online learning. HOPE is offered through Florida Virtual School which will satisfy this requirement.</li> <li>Scholars must achieve a proficient score on FSA English Language Arts 10th grade or have concordant standardized tests.</li> <li>End of Course assessments are required for Algebra 1, Geometry, Biology, and US History. These EOC assessments count at 30% of the final grade. These must be passed for course credit.</li> </ol>	

## Example of Course Sequencing

Year	Patriot Scholar Track	Patriot Core Track
9th Grade	<ol style="list-style-type: none"> <li>English 1/Honors English 1</li> <li>Algebra 1/Honors Algebra 1 or Geometry/Honors Geometry</li> <li>Biology/Honors Biology</li> <li>World History/Honors World History</li> <li>World Language</li> <li>HOPE</li> <li>Elective</li> </ol>	<ol style="list-style-type: none"> <li>#English 1</li> <li>#Algebra 1</li> <li>#Physical Science</li> <li>#World History</li> <li>#World Language</li> <li>HOPE/Elective</li> <li>Elective</li> </ol>

10th Grade	<ol style="list-style-type: none"> <li>1. English 2/Honors English 2</li> <li>2. Geometry/Honors Geometry or *Algebra 2/Honors Algebra 2</li> <li>3. Physical Science or *Chemistry/Honors Chemistry</li> <li>4. World History/Honors World History</li> <li>5. World Language</li> <li>6. Elective</li> <li>7. Elective</li> </ol>	<ol style="list-style-type: none"> <li>1. #English 2</li> <li>2. #Geometry</li> <li>3. #Biology</li> <li>4. #US History</li> <li>5. #World Language/Elective</li> <li>6. Elective</li> <li>7. Elective</li> </ol>
11th Grade	<ol style="list-style-type: none"> <li>1. English 3/Honors English 3/ AP Language</li> <li>2. *Algebra 2/Honors Algebra 2 or Honors Pre-Calculus</li> <li>3. *Chemistry/Honors Chemistry or Physics/Honors Physics</li> <li>4. Economics with FL/Honors Economics with FL and US Government/Honors US Government</li> <li>5. World Language or Elective</li> <li>6. Elective/DE</li> <li>7. Elective/DE</li> </ol>	<ol style="list-style-type: none"> <li>1. #English 3</li> <li>2. #*Algebra 2/Math for College Readiness</li> <li>3. #*Chemistry or Science EQ</li> <li>4. #Economics with FL and US Government</li> <li>5. #World Language/Elective</li> <li>6. Elective/DE</li> <li>7. Elective/DE</li> </ol>
12th Grade	<ol style="list-style-type: none"> <li>1. English 4/Honors English 4/ AP Literature</li> <li>2. Honors Pre-Calculus or +Advanced Math Option or DE</li> <li>3. Physics/Honors Physics or EQ Science or DE</li> <li>4. Philosophy and Senior Thesis</li> <li>5. World Language/Elective/DE</li> <li>6. Elective/DE</li> <li>7. Elective/DE</li> </ol>	<ol style="list-style-type: none"> <li>1. #English 4</li> <li>2. #Algebra 2 or Math for College Readiness or Financial Algebra</li> <li>3. #Chemistry or +Science EQ</li> <li>4. Philosophy and Senior Thesis</li> <li>5. #World Language/Elective</li> <li>6. Elective</li> <li>7. Elective</li> </ol>
*Algebra 2 is a co-requisite for Chemistry +Science EQ-Astronomy Honors #Honors Option		

## Scholar Designations

### **Scholar Diploma Designation**

Scholars who meet the following requirements will receive a Scholar Diploma Distinction. This is a special recognition signified on a scholar's diploma.

- Pass the Geometry EOC.
- Earn 1 credit in Algebra 2.
- Earn 1 credit in Statistics or an equally rigorous mathematics course.
- Pass the Biology 1 EOC.
- Earn 1 credit in Chemistry or Physics.
- Earn 1 credit in a course equally rigorous to Chemistry or Physics (any EQ Science course).
- Pass the U.S. History EOC.

- Earn 2 credits in the same World Language.
- Earn at least 1 credit in AP, IB, AICE, or a dual enrollment course.

**Florida Seal of Biliteracy Diploma Designation**

To encourage study of foreign language and attain biliteracy, scholars who meet the following requirements will receive the Florida Seal of Biliteracy Designation. This is a special recognition signified on a scholar's diploma.

**Florida Seal of Biliteracy Silver Seal**

- Earned 4 world language course credits in the same language with a cumulative 3.0 GPA or higher.
- Score a 3 on the 10th grade ELA FSA.
- Score a 3 or higher on AP World Language test score.

**Florida Seal of Biliteracy Gold Seal**

- Earn a 4 world language course credits in the same language with a cumulative 3.0 GPA or higher.
- Score a 4 or 5 on the 10th grade ELA FSA.
- Score a 4 or higher on AP World Language test score.

**ACCESS Point Pathway Diploma**

The Standard Diploma-Access Points pathway includes requirements for a Standard Diploma for scholars with disabilities for whom the IEP team has determined that participation in the Florida Standards Alternate Assessment is the most appropriate measure of the scholar’s skills and instruction in the Access Points is the most appropriate means of providing the scholar access to the general curriculum. For specific requirements, please refer to the “Standard Diploma- Access Point Pathway” chart below or contact the Administration.

Subject Area	Requirements
English Language Arts	4.0 Credits <ul style="list-style-type: none"> <li>• Access English I, II, III, IV • Proficient score on 10th grade ELA alternate assessment - Results may be waived when mastery of standards is documented through a portfolio</li> </ul>
Math	4.0 Credits <ul style="list-style-type: none"> <li>• Access Algebra 1A and Access Algebra 1B</li> <li>• Access Geometry • One other math course</li> <li>• Proficient score on the Access Algebra assessment - Results may be waived when mastery of standards is documented through a portfolio</li> <li>• Must take Geometry alternate assessment which will count for 30% of final course grade - Results may be waived when mastery of standards is documented through a portfolio</li> </ul>
Science	3.0 Credits <ul style="list-style-type: none"> <li>• Access Biology • Two other equally rigorous science courses • Must take Biology alternate</li> </ul>

	assessment which will count for 30% of final course grade - Results may be waived when mastery of standards is documented through a portfolio
History	3.0 Credits <ul style="list-style-type: none"> <li>• Access World History, Access U.S. History, Access U.S. Government, Access Economics with Financial Literacy</li> <li>• Must take U.S. History alternate assessment which will count for 30% of final course grade - Results may be waived when mastery of standards is documented through a portfolio</li> </ul>
Performing Fine Arts	1.0 Credit <ul style="list-style-type: none"> <li>• fine or performing arts, speech and debate, or practical arts</li> </ul>
HOPE/PE	1.0 Credit
Required Electives	1.0 Credit <ul style="list-style-type: none"> <li>• Moral Philosophy (0.5)</li> <li>• Senior Thesis (0.5)</li> </ul>
Electives	5.0 Credits
Online Course	1 course - May be waived by the IEP team per s. 1003.4282(4), F.S
Grade Point Average: Scholars must graduate with a 2.0 on a 4.0 scale.	
<p>Notes:</p> <p><b>Assessments:</b> Proficiency on the Florida Standards Alternate Assessments for grade 10 English Language Arts and the End-of-Course (EOC) assessment for Access Algebra I, unless assessment results are waived in accordance with s. 1008.22(3)(c), F.S. A waiver of the results of the statewide, standardized assessment requirements by the IEP team, pursuant to s. 1008.22(3)(c), F.S., must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents as provided for in s. 1003.572, F.S.</p> <p><b>Portfolios:</b> For those scholars whose performance on standardized assessments are waived by the IEP team as approved by the parent, the development of a graduation portfolio of quantifiable evidence of achievement is required. The portfolio must include a listing of courses the scholar has taken, grades received, scholar work samples and other materials that demonstrate growth, improvement, and mastery of required course standards. Multimedia portfolios that contain electronic evidence of progress, including videos and audio recordings, are permissible. Community based instruction, MOCPs, work experience, internships, community service, and postsecondary credit, if any, must be documented in the portfolio.</p> <p><b>Certificate of Completion:</b> Will be awarded to scholars who earn the required 24 credits but fail to pass the assessments under s. 1008.22, F.S., (unless result waiver granted) and/or achieve a 2.0 GPA.</p>	

## High School Grading

### Homework and Classwork

Homework is a fundamental part of our general academic program. It prepares scholars for high school and for entry into the working world upon graduation. It also helps develop a strong work ethic and habits of organization. Homework’s immediate educational purpose is:

- to reinforce skills, concepts, and knowledge learned in class;
- to develop good skills and habits of study;
- to practice skills and reinforce knowledge in ways that are not readily accomplished in the classroom;

- to work on assignments, such as the writing of papers, and prepare for exams that require a great deal of sustained, individual attention;
- to prepare for the following day's work so that the most can be made of class time; and
- to inform parents of what is being taught in the classroom.

In addition to regular classroom assignments, we would like each teen to read, or be read to, at least three times a week and preferably every day. Going to college is not necessarily a goal for everyone, but becoming a thoughtful reader should be if one hopes to be knowledgeable, wise, insightful, and competitive throughout one's lifetime. We believe that becoming a competent reader is critical to being a good scholar and the first step to being able to explore the world. Reading to a child encourages the child's growth and also elevates and informs conversation within the family. In the upper grades, the extra reading time (roughly half an hour) allows for the increasing length of great works of literature. The expected homework time allotment for high school is as follows:

- Grades 9-12 - 100 minutes plus reading time

The designated times serve as guidelines and may vary depending on the work assigned on a given day, the schedule, the scholar's organizational skills and study habits, the varying abilities of the scholars, and the nature of the assignments. Scholars are expected to learn how to use their time effectively to complete the required work at each grade level. Parents are expected to support their children in this endeavor. Advanced or honors classes may require additional homework time. It is generally understood that writing papers and studying for exams take more time than regular classroom assignments. For that reason, the end of a term does result in a peak in the homework load (followed by a break, fortunately). Nonetheless, teachers will make every effort to give assignments well enough in advance, and scholars will be encouraged to work on those longer assignments steadily, so that scholars are able to manage their homework along with other activities and adequate sleep.

Weekends and breaks will, for the purposes of homework, be considered one day rather than two or more. For poor or incomplete work, teachers may require scholars to redo an assignment. Whether such work is given any credit is left to the discretion of the teacher. So-called "passes" that allow scholars not to do homework for a day will not be entertained at Pineapple Cove Classical Academy.

### **Grading Scale**

Pineapple Cove Classical Academy uses a 4.0 grading scale. The following grading scale has been established by Florida Statute 1003.437 and is used in all Brevard County secondary schools.

90 - 100 = A  
 80 - 89 = B  
 70 - 79 = C  
 60 - 69 = D  
 0 - 59 = F

To average semester grades, the teacher doubles the average of each grading period, adds the semester exam grade and divides by five. The teacher may use either numerical averages or letter grades with the following values assigned: A = 4 points, B = 3 points , C = 2 points, D = 1 point, F = 0 points.

### **Individual Class Progress**

Parents and scholars should be regularly informed of the scholar's progress. Each course will be comprised of the following weighted categories:

- Tests 40%
- Quizzes 30%
- Classwork 20%
- Homework 10%

“Extra credit,” whether to make up for work not turned in on time or to increase a scholar's grade, will be discouraged at Pineapple Cove Classical Academy.

### **Semester Examinations**

Semester examinations shall be required for most high school courses. Semester and/or Final Exams are not permitted to be taken early under any circumstances unless approved by the principal. If a scholar does not take their final exam on the scheduled day, they will receive a zero. Once a scholar takes their semester or final exam, the grade will be recalculated. In calculating the semester average (for 9th through 12th grades), each nine-week mark shall count as 40% of the semester grade and the Semester Exam will count as 20%. In calculating the final yearly average, the average of both semester grades will be taken. First semester exams must be completed by the last day of the first semester and second semester final exams must be completed by the last day of school. If final exam make-ups are not completed within the designated due dates, the final grade will remain.

End of Course Exams (EOC) are required for Algebra 1, Geometry, Biology, and U.S. History. Final Course Grade for EOC courses will be calculated and determined as follows: 1st Semester Average = 35%; 2nd Semester Average= 35%; EOC Exam = 30%.

In addition, scholars enrolled in the U.S. Government course will participate in the Florida Civics Literacy Exam. This exam does not count in the student's grade for the course, but a passing score can exempt them from the postsecondary civics literacy requirement in Florida colleges and universities.

Elective courses will not include a midterm or final exam. Physical Education (PE) – Grades for PE will be dependent on participation and scholars dressing out for class. Scholars will follow their schedule to determine PE days and be prepared to dress out on those days. It is imperative that scholars maintain proper hygiene and always have a clean uniform to dress out in on their scheduled PE days.

### **Late Assignments/Absences**

Late work will be accepted with the following penalties: Submission one day after the due date will result in a 10% reduction of the score earned. (e.g. A score of 80% will be reduced to 70%).

Work turned in two days late will result in a 50% reduction of the score earned. Work turned in three days late or more will receive no credit. Scholars who are absent will have two days for each day absent to make-up work. Graded classwork and assessments must be made up at the school. If needed, scholars may be invited to stay after school on Fridays to make-up work missed due to absence. If a scholar receives a failing grade for attendance (absences exceed the 9 days per semester), all grades above 60% will be lowered to 59% and the scholar will receive an “FA” for the course(s) exceeding 9 absences. Grades below 59% will be recorded as earned.

### **Grade Forgiveness**

High School Forgiveness policies for required courses shall be limited to replacing a grade of “D” or “F” with a grade of “C” or higher earned subsequently in the same or comparable course.

*Note: Comparable is defined as a course in the same subject area. The subject area of a course shall be determined by the subject area listed in the FLDOE Course Code Directory unless otherwise noted by the district.*

Forgiveness policies for elective courses shall be limited to replacing a grade of “D” or “F”, with a grade of “C” or higher, earned subsequently in the same, comparable, or another course.

In all cases of grade forgiveness, only the new grade shall be used in the calculation of the scholar’s grade point average. Any course grade not replaced according to a district school board forgiveness policy shall be included in the calculation of the cumulative grade point average required for graduation. (s.1003.4282(5) F.S.)

*Explanatory Note: Rule 6A-1.0955(3), F.A.C. requires each school district to keep a record of courses taken and a record of achievement, such as grades, unit, or certification of competence. scholar records cannot be altered at any time unless it has been determined that the information is inaccurate or in violation of the privacy or other rights of the scholar. All courses and grades must be included on the scholar’s transcript. The authority for the school board to adopt a forgiveness policy does not provide the authority to alter a scholar’s record to delete the forgiven course and grade. The forgiveness policy authorization is for the express purpose of assisting scholars in meeting the requirements necessary to graduate from high school, including a minimum grade point average and successful completion of academic credit or curriculum requirements. The school board does not have the authority to purge that scholar’s record to delete the first grade. All forgiven courses and grades must be included on a scholar’s transcript as an accurate reflection of the scholar’s record of achievement.*

### **Tutoring**

Pineapple Cove Classical Academy offers tutoring for scholars in need of additional academic instruction during the school year for a nominal fee. Additional instruction is offered by subject for Jr./Sr. high school scholars. The tutoring program is offered each semester and is also dependent upon tutor availability.

### **Teacher Conferences**

Parent/Teacher conferences are scheduled in the fall and spring semesters, generally in the evening. Arrangements for additional conferences may be made with your child's teacher before or after school hours, or during a teacher's planning time.

### **Academic Textbooks and Supplies**

Scholars will receive a variety of books and materials. All books and materials will be marked as Pineapple Cove Classical Academy property. Materials that are loaned or given to scholars are to be treated appropriately. Scholars are responsible for these materials. If materials given or loaned to a scholar are lost or damaged the scholar must pay for any needed replacement. In the case that reimbursement has not been made to Pineapple Cove Classical Academy for lost or damaged materials, no further materials will be issued to that scholar until the past due fees are paid and report cards may be withheld.

### **Reporting**

For scholars to be successful, both they and their parents should be informed of their standing in class. In addition to the regular grading of assignments, the following means will be employed to inform parents of their scholar's academic progress: Soon after the beginning of the year, teachers will provide an interim report of the scholars' progress through FOCUS. FOCUS will be used to track scholar progress. Parents should monitor scholar progress.

Interim reports are posted in FOCUS halfway through each quarter to all scholars. Report Cards will be sent home at the end of each quarter and posted in FOCUS. Once a semester (after the first and third quarters), parent-teacher conferences will occur to discuss the scholars' academic progress.

### **Schedule Changes**

There will be no class schedule changes during the semester unless it is deemed in the best interest of the scholar by the school as determined by the Principal.

### **Plagiarism**

Plagiarism will not be tolerated by any teacher in any subject. The entire system of assessment rests on the assumption that the work a scholar turns in is a scholar's own. Plagiarism compromises this system, is unfair to other scholars in the class who do their own work, and constitutes a form of theft of others' ideas and labor. Plagiarism is defined as the appropriation of another's ideas or words in order to present them as one's own. An instance of plagiarism can be as long as a term paper or as short as a sentence. Simply paraphrasing an author's words can also constitute plagiarism. The words of authors can only be used when properly quoted and cited. Teachers will provide the guidelines of acceptable citation. When in doubt, the scholar has the responsibility to ask how an author should be used in an assignment. Whenever a scholar has been caught plagiarizing, the following process will be followed. The teacher will keep a copy of the scholar's assignment and, whenever possible, a copy of the work in question. The teacher will discuss the matter with the scholar. The teacher will issue a disciplinary referral if plagiarism or cheating has occurred. Either the teacher or the Principal will inform the scholar's parent of

the plagiarism or cheating. The scholar will receive a grade of zero on the assignment if it is the first offense. Instances of plagiarism or cheating may be placed in the scholar’s permanent record.

**Grade Point Average**

**Unweighted GPA**

The cumulative unweighted grade point average includes all courses taken for credit. It is calculated for high school graduation purposes with the exception of those courses retaken under the Grade Forgiveness Policy.

Grade	Grade Points
A	4
B	3
C	2
D	1
F	0

**Weighted GPA**

The cumulative weighted grade point average includes additional weight for Dual Enrollment, Advanced Placement (AP), as well as Level III (Advanced) high school courses.

Grade	Other Courses	Honors Courses	Dual Enrollment /AP Courses
A	4	4.5	5
B	3	3.5	4
C	2	2.5	3
D	1	1.0	1
F	0	0	0

**Class Ranking**

Class Ranking (also known as rank-in-class) shall be for the purpose of college admissions and scholarship applications. The release of such individual scholar information shall be in accordance with School Board Policy 8330. Rank-in-class shall be computed on a cumulative

unweighted GPA. State universities in Florida recalculate a scholar's grade point average for admissions purposes in accordance with Florida statute and rule.

Upon a scholar or parent request, for purposes of admissions to colleges and universities which are not a part of the Florida state system, and for certain scholarship applications, the rank-in-class procedure utilizing only academic subjects on a weighted basis shall be used.

### **Honors Graduates**

Any scholar with a minimum of a 3.50 cumulative weighted GPA at the end of the first semester during the year prior to graduation shall be declared an honor graduate provided that the scholar maintains a comparable level of performance during the second semester. All high school course grades earned in grades 7-12 are to be included in the grade point average for the determining honor graduates with the following exceptions:

- a. Adult education
- b. Pass/fail grades (transfer scholars)
- c. On-the-job
- d. Lowest grade for a course that is repeated

The cumulative weighted grade point average as indicated in the chart above shall be utilized in computing the grade point average.

### **Valedictorian and Salutatorian**

[NEED LANGUAGE]

## **Accelerated Programs**

## **Advanced Placement (AP)**

Advanced Placement (AP) is the enrollment of an eligible secondary scholar in a course offered through the Advanced Placement Program administered by the College Board. Course descriptions and course examinations are prepared by the College Board. Examinations are administered at high school sites in May of each year at a fee established by the College Board.

Scholars who successfully complete the course work in an Advanced Placement class receive credit toward high school graduation. Postsecondary credit for an AP course shall be awarded at Florida public colleges/universities to scholars who score a minimum of three (3) on a 5-point scale on the corresponding AP exam. Although most colleges and universities grant advanced placement and/or credit to scholars presenting AP Examination grades of three (3) or higher, policies on awarding college credit are the decision of the individual institution. All scholars enrolled in an AP course are required to take the AP Exam. Scholars shall be exempt from the payment of any fees for administration of the examination regardless of whether or not the scholar achieves a passing score on the examination. (s. 1007.27(5) F.S.)

The following AP classes are offered based on the scholar interest and enrollment:

- AP English Language and Composition
- AP English Literature
- AP Latin
- AP US History

## **Dual Enrollment**

The Dual Enrollment Program at Eastern Florida State College (EFSC) is an accelerated program that allows eligible public/charter, private and home school secondary scholars to take postsecondary coursework and simultaneously earn high school and college credits. College courses are offered at Eastern Florida State College campuses/centers, including the Eastern Florida State College Online Campus.

It is not the intent of the dual enrollment program to replace the important tenets of a classical high school curriculum; instead, college coursework is intended to enrich and supplement the high school experience.

The eligibility criteria for dual enrollment is based on the scholar's program of study and selected dual enrollment option. Scholars pursuing a university-transfer Associate in Arts (A.A.) degree must present college-ready reading and writing scores from the ACT, SAT or PERT. In addition, associate degree-seeking scholars must have an unweighted high school grade point average (GPA) of 3.25 (PCCA minimum requirements may exceed EFSC requirements).

### **Dual Enrollment Eligibility Requirements**

To be eligible for Dual Enrollment a scholar must complete the following: (Process is subject to change with Covid-19. See Academic Advisor for details.)

Test Scores and high school GPA determines what classes can be taken.

- Attend PCCA Information Session to learn more about dual enrollment and eligibility requirements
- Meet with PCCA Academic Advisor to confirm eligibility
- Attend an EFSC Dual Enrollment orientation program. The EFSC orientation schedule is available in Guidance and on the EFSC website.
- Meet all requirements of college level test scores: SAT, ACT or PERT.
- Complete EFSC application online and submit to EFSC admission offices.
- Request an official Pineapple transcript be sent to EFSC.
- Meet PCCA requirements (see below).

Pineapple Cove Classical Academy recognizes scholar and parent interest in achieving college credit during high school. The school's mission is to develop graduates in mind and character through a classical, content-rich curriculum that emphasizes the principles of virtuous living, traditional learning, and civic responsibility. In keeping with this mission, dual enrollment

courses shall not replace or supersede coursework deemed necessary to the completion of a classical curriculum pertinent to achieving these goals. Scholars must be on track to meet promotion and graduation requirements as per the Board scholar Progression Plan.

As such, PCCA may institute requirements for entry and continued enrollment in dual enrollment coursework higher than requirements put forth by Eastern Florida State College or Brevard Public Schools. Additionally, PCCA may require participation in specific courses deemed necessary for a classical education. These additional requirements include:

- Completion of all four years of English courses at PCCA. ENC 1101 or ENC 1102 may not be completed at the college for high school elective credit.
- Completion of Latin 1 and 2 at PCCA. Additional foreign languages needed for high school graduation may be taken at EFSC.
- Scholars may take MAC 1105 (College Algebra) or MGF 1106/1107 (Liberal Arts Math) as the beginning math course. PCCA will not permit scholars to take MAT 1033 (Intermediate Algebra) as it does not meet high school mathematics requirements.
- PCCA will not approve courses that duplicate credit earned through AP coursework.
- Minimum grade point average for EFSC dual enrollment is a 3.25.
- PCCA will only approve courses that may count toward AA degree/transfer coursework.

### **College-Ready Test Score Requirement**

Scholars must submit official college placement scores in reading, writing and mathematics to dual enroll in college credit courses. Approved tests include the ACT, SAT, and PERT. Scores may not be more than 24 months old.

The College must have an official test score report to use your ACT or SAT scores. Scholars should request that the testing agency send their ACT or SAT scores directly to EFSC. Scholars may also go to the SAT or ACT website in the presence of an EFSC staff member and access their score report using their password. The College will copy the report and use your score for official placement.

### **Continued Dual Enrollment Requirements**

Scholar eligibility requirements for continued enrollment in college credit dual enrollment courses must include:

- Scholar continues to be on track to meet promotion and graduation requirements as per the District's scholar Progression Plan.
- Scholar must continuously meet all dual enrollment admission standards for their selected degree or certificate program to maintain eligibility
- Maintenance of a minimum unweighted high school GPA (which includes Dual Enrollment and High School courses) of 3.25,
  - A scholar who fails to meet the above requirements will be ineligible for dual

enrollment for a period of one (1) school term.

**NOTE:**

- Scholars are expected to complete and achieve an overall GPA of 2.0 in college credit dual enrollment coursework taken during a term.
- A scholar who withdraws from two (2) EFSC courses in one (1) term will be considered ineligible for dual enrollment in the next term.
- If a scholar withdraws from an EFSC course and does not notify the school in five (5) school days, the scholar is ineligible for dual enrollment for two (2) school terms.
- If a scholar fails a DE class, he/she may be able to enroll the next semester in DE classes.

## **Distance Learning/Virtual School**

Full-time scholars may enroll in courses offered by distance (on-line or correspondence) learning programs, as part of, or in addition to, the regular instructional day. Courses may only be taken through distance learning provided that:

- the administration/guidance approves the course(s) prior to enrollment,
- a comparable course is not offered at PCCA,
- the course content is comparable to the district-adopted course(s), and
- the course or courses are received on an official transcript as defined by the State Uniform Transfer of High School Credits Rule. (s.1003.25(3) F.S.) The principal shall award credit for successful course completion. Exceptions for extenuating circumstances must be approved by the Superintendent or his designee.
- Virtual school may be used for “grade forgiveness” for 7th or 8th graders who make a C or below, or 9th -12th graders who make a D or below.
- Scholars must follow FLVS/BVS attendance/submission policies. The scholar may be withdrawn (W), withdrawn failing (WF), or withdrawn passing (WP); this may be placed on the scholar’s transcript. Current Virtual School policy states they may withdraw a scholar after 14 days of no submission of assignments or no contact with the teacher. Please review individual course requirements.
- ALL EOC courses must be completed by the end of the Brevard County school year.
- Scholars enrolled in EOC courses must take spring EOC exams.

### **Integrity of Online Courses - 1002.321(5) F.S.**

It is unlawful for any person to knowingly and willfully take an online course or examination on behalf of another person for compensation. Any person who violates this subsection commits a misdemeanor of the second degree, punishable as provided in s. 775.082 or s. 775.083.

## **Bright Futures Scholarship Program**

**Requirements**

(As determined by the postsecondary institution)

- Be evaluated by the Office of Scholar Financial Assistance (OSFA) and determined as meeting the initial eligibility requirements.
- Graduate with a standard high school diploma or its equivalent.
- Be a Florida resident and U.S. citizen or eligible noncitizen.
- Enroll as a degree- or certificate-seeking scholar at a Florida institution in at least 6 non-remedial semester credit hours.
- Complete a Florida Financial Aid Application (FFAA) during their senior year of high school before graduation.

NOTE: The Florida Legislature is authorized to change eligibility and funding requirements. For the most up-to-date eligibility and requirements as well as other scholarships through Bright Futures, please visit <http://www.floridascholarfinancialaid.org/ssfad/bf/> or call 1-888-827-2004.

**Award Types**

<b>Award Name</b>	<b>GPA</b>	<b>Test Scores (Tests must be completed by June 30 of graduation year)</b>	<b>Volunteer Service Work</b>	<b>Required Academic Courses (Note: Courses listed for FAS and FMS are also the courses needed for admission to State Universities)</b>
FLORIDA ACADEMIC SCHOLARS AWARD (FAS)	3.5 weighted GPA using the 16 credits listed. May include 2 additional academic units to raise GPA (including AP, AICE and IB Fine Arts)	SAT 1330 ACT 29 (Excludes Writing Score)	100 hours of community service	<ul style="list-style-type: none"> <li>❖ 4 English (3 with substantial writing)</li> <li>❖ 4 Mathematics (Algebra 1 level and above, SEE NOTE BELOW)</li> <li>❖ 3 Science (Biology, Chemistry and Physics OR Integrated Science 1, 2 and 3)</li> <li>❖ 3 Social Studies (World</li> </ul>

MEDALLION SCHOLARS AWARD (FMS)	3.0 weighted GPA using the 16 credits listed. May include 2 additional academic units to raise GPA (including AP, AICE and IB Fine Arts)	SAT 1210 ACT 25 (Excludes Writing Score)	75 hours of community service	History, US History, US Government, Economics) ❖ 2 Foreign Language (sequential, same language)
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\*Additional information on the Florida Gold Seal Vocational Scholars Award and the Gold Seal CAPE Scholars Award can be found at:

<http://www.floridascholarfinancialaid.org/SSFAD/home/uamain.htm>.

## Benacquisto Scholarship Program

The Benacquisto Scholarship Program is a merit scholarship for high school graduates who receive recognition as a National Merit® Scholar. Eligible scholars will receive an award equal to the institutional cost of attendance for an in-state student minus the sum of Bright Futures and the National Merit® award.

The Florida National Merit Scholar Incentive Program is created to reward a high school graduate who receives recognition as a National Merit Scholar or National Achievement Scholar and who initially enrolls in the 2015-2016 academic year or, later, in a baccalaureate degree program at an eligible Florida public or independent postsecondary educational institution. In order to be eligible for an award under the incentive program, a scholar must::

- Earn a standard Florida high school diploma or its equivalent pursuant to s. 1002.3105 F.S., s. 1003.4281 F.S., s. 1003.4282 F.S., or s. 1003.435 F.S. unless: 31 - The scholar completes a home education program according to s. 1002.41 F.S.; or - The scholar earns a high school diploma from a non-Florida school while living with a parent who is on military or public service assignment out of this state.
- Be a National Merit® Scholar.
- Enroll at an eligible Florida postsecondary institution during the fall academic term following high school graduation.

A National Merit® Finalist becomes a Scholar by receiving:

- a National Merit® \$2500 Scholarship,
- a Corporate-sponsored Merit Scholarship®, or
- a College-sponsored Merit Scholarship®.

NOTE: “Special” Corporate Scholarships and “Presidential” awards do not qualify a student for the Benacquisto Scholarship.

A scholar may receive the incentive award for a maximum of 100 percent of the number of credit hours required to complete a baccalaureate degree program, or until completion of a baccalaureate degree program, whichever comes first. (s. 1009.893 F.S).

<b>State Required Testing</b>
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PCCA provides testing services to all of its scholars. Upon request, the counselor can make arrangements to have interest inventories, intelligence and/or aptitude tests administered. If there is a problem that requires a special evaluation or test, the services of the school psychologist may be provided with the written permission of the parent.

Florida Standards Assessment (FSA) The Florida Standards Assessment (FSA) and End-of-Course (EOC) assessments are criterion-referenced tests. These tests assess scholar achievement on the knowledge and skills described in the state curriculum framework called the Florida Standards.

- All grade nine (9) and grade ten (10) scholars take the FSA ELA Assessment.
- A passing score on the grade ten (10) FSA ELA is required to graduate (or a concordant score on an approved assessment – see chart below).
- The Algebra 1 End-of-Course (EOC) assessment is required for all scholars enrolled in Algebra 1 or an equivalent course. A passing score on this assessment is required for graduation (or a comparative score on an approved assessment – see chart below). The Algebra 1 EOC will count as 30% of the final course grade.
- The Geometry End-of-Course (EOC) assessment will be required for all scholars enrolled in Geometry or an equivalent course. The Geometry EOC will count as 30% of the final course grade.
- The Biology End-of-Course (EOC) assessment will be required for all scholars enrolled in Biology or an equivalent course. The EOC will count as 30% of the final course grade. scholars will be required to take the Biology End-of-Course assessment upon completion of their first Biology course or completion of the three-course Integrated Science sequence.
- The U.S. History End-of-Course (EOC) assessment will be required for all scholars enrolled in U.S. History or an equivalent course. The EOC counts as 30% of the final course grade.

**Concordant and/or Comparative Scores**

<b>Scholars Who Enter Grade 9 in 2018-2019 and BEYOND</b>
<b>ELA</b>

FSA: ELA	350
SAT: *EBRW (Evidence Based Reading and Writing)	480
ACT: English and Reading Subtest (Average) Superscored	18
<b>ALGEBRA</b>	
FSA: Algebra EOC	497
SAT: Math	420
ACT: Math	16
FSA: Geometry	499
PSAT/NMSQT Math	430

**Florida Standards Alternate Assessment (FSAA)**

The FSAA is provided for a small number of scholars with significant cognitive disabilities for whom the IEP team has determined and documented the need for an alternate assessment.

**WIDA Access for ELLs (WIDA-Alternate Access for ELLs)**

WIDA is administered to all ELL scholars (English Language Learners) to assess language acquisition.

**College Admissions Testing**

**Preliminary Scholastic Assessment Test / National Merit Scholarship Qualifying Test (PSAT/NMSQT)**

In Brevard, the PSAT is administered in the fall to all grade ten (10) grade scholars as a part of Florida's statewide assessment program. The results of this test are used to determine potential for advanced courses (AP, AICE and DE), to give clear-cut feedback about skills needed for college success, and as concordant/comparative scores for graduation.

The PSAT is also available to grade eleven (11) scholars. These scores are used to determine NMSQT semifinalists. It is recommended that college-bound scholars consider taking this test earlier in their high school career to maximize their performance on future college placement tests.

**College Entrance and/or Placement Tests**

- **SAT:** SAT Reasoning Test is a test that measures the reading, writing and math levels of high school for all grade eleven (11) scholars to take the SAT.

- **SAT II:** Subject tests that are designed to measure knowledge and the ability to apply that knowledge in specific subject areas.
- **ACT:** A curriculum-based test that measures the skills necessary for college coursework in English, mathematics, reading and science reasoning.
- **Advanced Placement (AP):** A series of college level subject area tests taken after the completion of AP/IB/AICE coursework in high school.
- **Postsecondary Education Readiness Test (PERT):** A series of content specific exams in reading, math and writing to determine if scholars are in need of additional remediation prior to beginning college level courses. College Admission

### **College Admission Testing Calendar**

PSAT/NMSQT	October
SAT I and II	October, November, December, January, May, June
SAT I only	March
ACT	September, October, December, February, April, and June

## **Post High School Graduation**

Scholars interested in continuing their education at a four-year college, a two-year college, at a business, trade, or technical school should begin early in their high school career to formulate their plans. In choosing a postsecondary institution, a scholar should consider the following:

- Type of educational program available
- High school subjects required for admission
- Specific admission tests required
- Length of time needed for completion of program
- Cost of schooling
- Financial aid available
- Housing facilities
- Location, size, and the accrediting agency of the school

## **Admission to Two or Four Year Colleges and Universities**

Admission to college is based upon an evaluation of one's grade point average (GPA), standardized test scores (SAT I or ACT), letters of recommendation, and personal data (which may include a written essay). Colleges usually determine GPA status based on the following core academic courses: English, social studies, world language, laboratory science, and mathematics beginning with Algebra I. Depending on individual college requirements, other courses may be included in determining the GPA. Scholars can best prepare for college and college entrance tests

by taking Level 3 or higher courses. Minimum college entrance course recommendations, in grades 9 through 12 are listed:

- 4 years of English (language arts)
- 4 years of math (Algebra 1 and higher)
- 3 years of science
- 3 years of social studies
- 2 years of a world language

**College bound scholars who take a program below this recommendation level may find some difficulty achieving satisfactory scores on college admission tests and entrance to selective institutions.**

Many colleges and universities require specific academic subjects for entry. Scholars who are interested in continuing their formal education beyond high school should check college catalogs and discuss their plans with their school counselor.

### **What Colleges Require**

The admission requirements vary from college to college. They may include any or all of the following:

- An application fee, usually non-refundable. Many colleges will waive this fee under special circumstances. See your counselor for details.
- An official application form providing information about your background, previous education, and college plans. Many colleges will waive this fee under special circumstances. See your counselor for details.
- An official high school transcript of your courses, final grades and test scores.
- One or more standardized admission tests. The most common tests used are SAT I, SAT II and ACT. Visit [www.collegeboard.com](http://www.collegeboard.com) and [www.act.org](http://www.act.org) for further information on these tests. (Plan to take these tests at least six weeks before the college's application deadline to allow enough time for the score report to reach the college.)
- One or more letters of recommendation from a teacher and/or school counselor. Generally, colleges are interested in what you have accomplished in high school and what kind of school citizen you are; however, some institutions may also accept recommendations from a member of the clergy, alumnus, or adult member of the community. As a courtesy, you should give your recommenders ample time to complete the recommendations prior to the college deadline.
- A personal essay or autobiographical statement is required by some institutions, particularly four year private colleges. This is your chance to express your individuality in a way that will set you apart from other applicants.
- An interview with a college admissions officer is in your best interest. This is your chance to personally express your background, your interests and goals and why you are interested in the college. It is also a time for you to ask questions for more information needed about a college in order to make an informed decision.

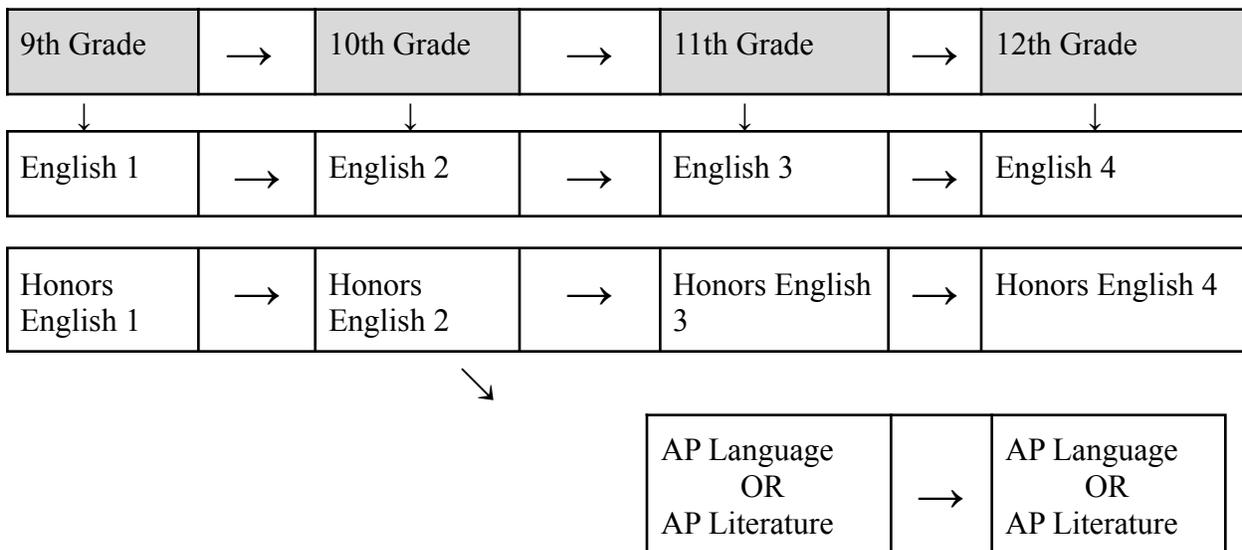
## **High School Athletic Eligibility**

In order to participate on an interscholastic athletic team, each prospective athlete must:

- ❖ Be regularly enrolled and in regular attendance.
- ❖ Document his/her initial eligibility with a birth certificate.
- ❖ Be less than 19 years, 9 months old through the entire season of the sport in which he/she participates.
- ❖ Meet all scholastic requirements as follows:
  - a. Must have a cumulative 2.5 GPA based on all courses taken, and
  - b. Must not have entered 10th grade more than three years ago.
- ❖ Complete FHSAA required documents and meet all FHSAA eligibility requirements.

## Course Sequence

### English Language Arts



NOTE: Four English Language Arts credits required for graduation.

### Mathematics

The chart below is used to indicate a common sequence for high school mathematics. It is not a system for tracking. For example, a scholar who begins the sequence with Algebra 1 could take Geometry Honors the following year, based on performance and teacher recommendation. Jr./Sr. Level Course options vary.

In addition to the Honors and AP Advanced Math classes listed below, there are Dual Enrollment options. Please speak to your school counselor.

\* = scholar has mastered course standards

\*\* = scholar needs additional support to meet course standards

Current Class	scholar Status	Future Course Recommendations
Grade 8 Pre-Algebra	*	Algebra 1
	**	Algebra 1A
Algebra 1	*	Geometry
	**	Liberal Arts Math
Honors Algebra 1	*	Geometry Honors
	**	Geometry
1, 2 Algebra 1A		Algebra 1B
1, 2 Algebra 1B	*	Geometry
	**	Liberal Arts Math
3 Liberal Arts Math 1		Geometry
Geometry	*	Algebra 2
	**	++Junior Senior Level Math Course-see below for options
Honors Geometry	*	Honors Algebra 2
	**	Algebra 2
Algebra 2	*	+Junior Senior Level Math Course-see below for options
	**	++Junior Senior Level Math Course-see below for options
Honors Algebra 2	*	Honors Pre-Calculus
	**	Algebra 2
Honors Pre-Calculus	*	AP Calculus/AP Statistics
	**	+Junior Senior Level Math Course-see below for options
AP Calculus AB	*	AP Calculus BC/ AP Statistics
	**	

++Jr./Sr. Level Math courses for scholars who need additional support to meet course standards (course offerings vary by school): <ul style="list-style-type: none"> <li>• Math for College Readiness</li> <li>• Financial Algebra</li> <li>• Liberal Arts Math 2</li> </ul>	+Jr./Sr. Level Math courses for scholars who have mastered course standards in Algebra 1, Geometry, and Algebra 2 (course offerings vary by school): <ul style="list-style-type: none"> <li>• Advanced Topics (may be taken before PreCalculus Honors by scholars who need additional support)</li> <li>• Probability &amp; Statistics Honors</li> <li>• Dual Enrollment course</li> </ul>
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**NOTES**  
 1 The Algebra 1 course high school graduation requirement may be met by any of the following combination of courses: Algebra 1 OR Algebra 1 Honors OR Algebra 1A AND Algebra 1B.  
 2 Algebra 1A and Algebra 1B: The scholar earns 2 math credits for high school graduation; the combination counts as one COURSE for Bright Futures, State University Admissions (SUS) and NCAA.  
 3 Liberal Arts Math 1 and Liberal Arts Math 2 are not approved for NCAA eligibility, but have been approved for Bright Futures and SUS admissions.

**Science**

9th Grade	→	10th Grade	→	11th Grade	→	12th Grade
↓		↓		↓		↓
Biology <small>(Regular or Honors)</small>	→	Chemistry <small>(Regular or Honors)</small>	→	Physics <small>(Regular or Honors strongly recommended) OR EQ Science Course</small>	→	EQ or Non EQ Science Course
Physical Science	→	Biology <small>(Regular or Honors)</small>	→	EQ Science Course	→	EQ or Non EQ Science Course

<p>EQ Science Courses (Required for 3rd Science)**PCCA will typically offer Physics and 1 additional EQ Science a year.</p> <ul style="list-style-type: none"> <li>• AP/DE Courses</li> <li>• Anatomy and Physiology/Honors Anatomy and Physiology</li> <li>• Bioscience Honors</li> <li>• Chemistry/Honors Chemistry</li> <li>• Earth/Space Science or Earth/Honors Space Science Honors</li> <li>• Environmental Science/Honors Environmental Science Honors</li> <li>• Forensic Science 1 or Forensic Science 2</li> <li>• Integrated Science 1, 2, 3/ Honors Integrated Science 1, 2, 3</li> <li>• Marine Science 1 or Marine Science 2/Honors</li> <li>• Physical Science/Honors Physical Science</li> <li>• Physics/Honors Physical Science</li> </ul>	<p>NON EQ Science Courses (Can be used for 4th Science)</p> <ul style="list-style-type: none"> <li>• Botany</li> <li>• Ecology</li> <li>• Astronomy Solar/Galactic (non honors)</li> <li>• Zoology</li> <li>• Experimental Science (1-4)</li> </ul>
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**Math and Science Recommended Co-Requisites**

9th Grade	→	10th Grade	→	11th Grade	→	12th Grade
↓		↓		↓		↓

Honors Biology	→	Honors Chemistry	→	Honors Physics	→	Dual Enrollment Science or Honors Earth and Space Science
Honors Geometry		Honors Algebra 2		Honors Pre-Calculus		DE Math

Biology	→	Chemistry	→	Physical Science	→	Physics or Earth and Space Science
Geometry		Algebra 2		Math for College Readiness		Financial Algebra/Math Option

Biology (Regular or Honors)	→	Physical Science (Regular or Honors)	→	Chemistry (Regular or Honors)	→	Physics or (Regular or Honors) Earth and Space Science (Regular or Honors)
Algebra 1 (Regular or Honors)		Geometry (Regular or Honors)		Algebra 2 (Regular or Honors)		Honors PreCalculus or Math for College Readiness

**Notes:**

- Algebra 2 a co-requisite for Chemistry
- Typically, Algebra 2 (regular) will not proceed Honors Pre-Calculus

**Social Studies/History**

9th Grade	→	10th Grade	→	11th Grade	→	12th Grade
↓		↓		↓		↓
Word History	→	US History	→	US Government and Economics with Financial Literacy	→	Philosophy Honors and Semantics and Logic Honors
Honors World History		Honors US History		Honors US Government and		

AP Course		AP Course		Economics with Financial Literacy		
Social Studies Elective		Social Studies Elective		AP Course		
				Social Studies Elective		

**NOTE: Three of the four social studies credits required for graduation must include one credit each in World History, US History, and US Government/Economics. PCCA requires Semantics and Logic Honors and Philosophy Honors for graduation.**

## HIGH SCHOOL CURRICULUM

### Language Arts

#### **English 1**

**1001310**

**1.0 credit**

The purpose of this course is to provide English 1 scholars, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The content should include, but not be limited to, the following: active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn, analysis of literature and informational texts from varied literary periods to examine, writing for varied purposes, effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions, collaboration amongst peers.

#### **English 1 Honors**

**1001320**

**1.0 credit**

The purpose of this course is to provide English 1 scholars, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The content should include, but not be limited to the following: active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn; analysis of literature and informational texts from varied literary periods to examine writing for varied purposes, effective listening, speaking; and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions; collaboration amongst peers.

**Honors Course Note:** This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

## **English 2**

**1001340**

**1.0 credit**

The purpose of this course is to provide grade 10 scholars, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The content should include, but not be limited to, the following: active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn; analysis of literature and informational texts from varied literary periods to examine; writing for varied purposes; effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions; and collaboration amongst peers.

## **English 2 Honors**

**1001340**

**1.0 credit**

The purpose of this course is to provide grade 10 scholars, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The content should include, but not be limited to, the following: active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn; analysis of literature and informational texts from varied literary periods to examine writing for varied purposes; effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions; and collaboration amongst peers.

**Honors Course Note:** This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

## **Access English 3**

**7910130E**

**1.0 credit**

The purpose of this course is to provide grade 11 scholars, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The content should include, but not be limited to, the following: active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn; analysis of literature and informational texts from varied literary periods to examine:writing for varied purposes; effective listening, speaking, and viewing

strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions; and collaboration amongst peers.

**NOTE:** Access courses are intended only for scholars with a significant cognitive disability. Access courses are designed to provide scholars with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for scholars with significant cognitive disabilities.

### **English 3**

**1001370**

**1.0 credit**

The purpose of this course is to provide grade 11 scholars, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

The content should include, but not be limited to, the following: active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn: analysis of literature and informational texts from varied literary periods to examine: writing for varied purposes; effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions; and collaboration amongst peers.

### **English 3 Honors**

**1001380**

**1.0 credit**

The purpose of this course is to provide grade 11 scholars, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. The content should include, but not be limited to, the following: active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn: analysis of literature and informational texts from varied literary periods to examine: writing for varied purposes; effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions; and collaboration amongst peers.

**Honors Course Note:** This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

### **English 4**

**1001400**

**1.0 credit**

The purpose of this course is to provide grade 12 scholars, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college

and career preparation and readiness; active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn; analysis of literature and informational texts from varied literary periods to examine; writing for varied purposes; effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions; and collaboration amongst peers.

### **English 4 Honors**

**1001410**

**1.0 credit**

The purpose of this course is to provide grade 12 scholars, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness; active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn; analysis of literature and informational texts from varied literary periods to examine; writing for varied purposes; effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions; and collaboration amongst peers.

**Honors Course Note:** This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

### **Access English 4**

**7910135**

**1.0 credit**

The purpose of this course is to provide grade 12 scholars, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness; active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn; analysis of literature and informational texts from varied literary periods to examine; writing for varied purposes; effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions; and collaboration amongst peers.

**NOTE:** Access courses are intended only for scholars with a significant cognitive disability. Access courses are designed to provide scholars with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for scholars with significant cognitive disabilities.

### **Advanced Placement English Language**

**1001420**

**1.0 credit**

AP English Language and Composition equates to an introductory college course in rhetorical analysis and composition. AP English Language and Composition is different from other high school English courses because it focuses on rhetoric. While promoting writing in many contexts for a variety of purposes, the English Language course is the place where nonfiction texts and contexts take center stage. Here scholars think deeply about language as a persuasive tool and about the dynamic relationship of writer, context, audience, and argument. Scholars who take this course are required to take the Advanced Placement examination administered by the College Board.

**Prerequisite:** This course is offered to 11th and 12th graders who have completed two years of high school English courses, mastered the skills required for the Honors English classes, maintained a minimum of 85% in prior English classes, and received a teacher recommendation. Consideration will also be given in accordance with the College Board AP Success Predictor Report.

**Advanced Placement Course Note:** AP courses and exams emphasize challenging, research-based curricula aligned with higher education expectations. AP classes are taught using College Board standards at a college level. This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular/honors course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline. Scholars will be required to take the AP exam at the end of the school year that corresponds to the AP class.

### **Advanced Placement English Literature**

**1001430**

**1.0 credit**

AP English Literature and Composition equates to an introductory literary analysis course in college. AP English Literature challenges scholars to read and interpret a wide range of imaginative works. The course invites scholars to explore a variety of genres and literary periods and to write clearly about the literature they encounter. On a daily basis, it asks them to read critically, think clearly, and write concisely. By the end of the course, scholars will have cultivated a rich understanding of literary works and acquired a set of analytical skills they will use throughout their lives.

**Prerequisite:** This course is offered to 11th and 12th graders who have completed two years of high school English courses, mastered the skills required for the Honors English classes, maintained a minimum of 85% in prior English classes, and received a teacher recommendation. Consideration will also be given in accordance with the College Board AP Success Predictor Report.

**Advanced Placement Course Note:** AP courses and exams emphasize challenging, research-based curricula aligned with higher education expectations. AP classes are taught using College Board standards at a college level. This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular/honors course. This course requires a greater demand on scholars through increased academic rigor. Instruction will

be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline. Scholars will be required to take the AP exam at the end of the school year that corresponds to the AP class.

## **Mathematics**

### **Algebra 1**

**1200310**

**1.0 credit**

Algebra I is the foundation for mathematical studies and is the prerequisite for all subsequent secondary math courses. Mastery of all operations is expected so that scholars can deepen understanding through application using order of operations, algebraic expressions, functions and equations. scholars will continue their study of linear functions and relate these ideas to quadratic functions, while interpreting their solutions and investigating word problems that model these functions. Includes developing an understanding of relationships between quantities and reasoning descriptive with equations; linear and exponential relationships; statistics; expressions and equations; and quadratic functions and Modeling.

### **Algebra 1 Honors**

**1200320**

**1.0 credit**

Algebra I is the foundation for mathematical studies and is the prerequisite for all subsequent secondary math courses. Mastery of all operations is expected so that scholars can deepen understanding through application using order of operations, algebraic expressions, functions and equations. scholars will continue their study of linear functions and relate these ideas to quadratic functions, while interpreting their solutions and investigating word problems that model these functions. Includes developing an understanding of relationships between quantities and reasoning descriptive with equations; linear and exponential relationships; statistics; expressions and equations; and quadratic functions and Modeling.

**Honors Course Note:** This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

### **Access Algebra 1**

**7912075**

**1.0 credit**

Algebra I is the foundation for mathematical studies and is the prerequisite for all subsequent secondary math courses. Mastery of all operations is expected so that scholars can deepen understanding through application using order of operations, algebraic expressions, functions and equations. scholars will continue their study of linear functions and relate these ideas to quadratic functions, while interpreting their solutions and investigating word problems that model these functions. Includes developing an understanding of relationships between quantities and

reasoning descriptive with equations; linear and exponential relationships; statistics; expressions and equations; and quadratic functions and Modeling.

**NOTE:** Access courses are intended only for scholars with a significant cognitive disability. Access courses are designed to provide scholars with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for scholars with significant cognitive disabilities. This course may be taken for up to two credits.

## **Geometry**

**1206310**

**1.0 credit**

This course enables the scholar to understand the basic structure of geometry and to develop growth in understanding the deductive method. The objectives are to use and strengthen algebraic skills and gain knowledge of the methods of coordinate geometry. scholars also learn how to organize thoughts in developing formal proofs. Topics include: induction, deduction, angle relationships, lines, planes, coordinate geometry, areas, and volume.

## **Geometry Honors**

**1206320**

**1.0 credit**

This course enables the scholar to understand the basic structure of geometry and to develop growth in understanding the deductive method. The objectives are to use and strengthen algebraic skills and gain knowledge of the methods of coordinate geometry. scholars also learn how to organize thoughts in developing formal proofs. Topics include: induction, deduction, angle relationships, lines, planes, coordinate geometry, areas, and volume.

**Honors Course Note:** This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

## **Access Geometry**

**7912065**

**1.0 credit**

This course enables the scholar to understand the basic structure of geometry and to develop growth in understanding the deductive method. The objectives are to use and strengthen algebraic skills and gain knowledge of the methods of coordinate geometry. scholars also learn how to organize thoughts in developing formal proofs. Topics include: induction, deduction, angle relationships, lines, planes, coordinate geometry, areas, and volume.

**NOTE:** Access courses are intended only for scholars with a significant cognitive disability. Access courses are designed to provide scholars with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level

expectations. The access points included in access courses are intentionally designed to foster high expectations for scholars with significant cognitive disabilities. This course may be taken for up to two credits.

### **Algebra 2**

**1200330**

**1.0 credit**

Building on the work with linear, quadratic, and exponential functions, this course extends the repertoire of functions to include polynomial, rational, radical and trigonometric functions. scholars work closely on modeling and application of functions while finishing with inferences and conclusions of data along with application of probability and statistics.

### **Algebra 2 Honors**

**1200340**

**1.0 credit**

Building on the work with linear, quadratic, and exponential functions, this course extends the repertoire of functions to include polynomial, rational, radical and trigonometric functions. scholars work closely on modeling and application of functions while finishing with inferences and conclusions of data along with application of probability and statistics.

**Honors Course Note:** This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

### **Access Algebra 2**

**7912095**

**1.0 credit**

Building on the work with linear, quadratic, and exponential functions, this course extends the repertoire of functions to include polynomial, rational, radical and trigonometric functions. scholars work closely on modeling and application of functions while finishing with inferences and conclusions of data along with application of probability and statistics.

**NOTE:** Access courses are intended only for scholars with a significant cognitive disability. Access courses are designed to provide scholars with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for scholars with significant cognitive disabilities. This course may be taken for up to two credits.

### **Financial Algebra**

**1200387**

**1.0 credit**

Financial Algebra provides a real-life framework to apply upper-level mathematics standards. In our consumer-based society, a mathematics course that addresses the results of financial

decisions will result in more fiscally responsible citizens. This course will give scholars the opportunity to apply mathematics found in financial topics such as personal investments, retirement planning, credit card interest, and savings. Financial Algebra is designed for scholars who have completed Algebra 1 and Geometry. The course would be a bridge to upper-level mathematics such as Algebra 2 and Advanced Topics.

### **Math for College Readiness**

**120070**

**1.0 credit**

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

### **Pre-Calculus Honors**

**1202340**

**1.0 credit**

Emphasizes the study of functions, trigonometry, conics, vectors, limits, and other skills needed for success in the study of calculus. Precalculus Honors is an advanced course in mathematics that completes the scholar's preparation for a college level calculus course. In addition to focusing on topics that are needed as preparation for calculus, the focus of the course is to develop clarity of thought and expression and develop problem solving skills. There is considerable emphasis on functions and their graphs. Polynomial, logarithmic, exponential and trigonometric functions are all treated extensively, as well as vectors, parametric equations, sequences and series and polar coordinates.

**Honors Course Note:** This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

## **Science**

### **Biology**

**2000310**

**1.0 credit**

The purpose of this course is to provide scholars with an understanding of the basic concepts and issues of living organisms. The content includes chemistry of life from a biological perspective, cellular structure and function, heredity, mechanisms of biological diversity, interdependence of living organisms as well as a survey of living organisms, animal anatomy and physiology. Laboratory experiments are an integral part of this course.

## **Biology Honors**

**2000320**

**1.0 credit**

This course investigates the full spectrum of biological topics, ranging from the molecular to the organismal level (biochemistry, cell biology, genetics, evolution, physiology, and ecology). The course is taught from an evolutionary perspective and is intended to prepare highly motivated scholars for their future course work in advanced level science classes. The Honors Biology course is fast-paced and rigorous; scholars are expected to process their learning well beyond simple rote memorization. The course requires more time outside the classroom for preparation, study, and completion of assignments than the Biology course.

**Honors Course Note:** This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

## **Access Biology**

**7920015**

**1.0 credit**

The purpose of this course is to provide scholars with an understanding of the basic concepts and issues of living organisms. The content includes chemistry of life from a biological perspective, cellular structure and function, heredity, mechanisms of biological diversity, interdependence of living organisms as well as a survey of living organisms, animal anatomy and physiology. Laboratory experiments are an integral part of this course.

**NOTE:** Access courses are intended only for scholars with a significant cognitive disability. Access courses are designed to provide scholars with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for scholars with significant cognitive disabilities. This course may be taken up to two times for credit.

## **Chemistry**

**2003340**

**1.0 credit**

The emphasis in this course is on the description of the physical properties of matter and the changes these properties undergo during a chemical reaction. The solid, liquid, and gaseous states are described by laboratory exercises. The structure of the atom and the processes involved in forming compounds are discussed with special attention to the topics of oxidation/reduction, stoichiometry, kinetics and equilibrium. The comparative chemistry of elements is stressed throughout the course. Lab work is required.

## **Chemistry Honors**

**2003350**

**1.0 credit**

Emphasizes the study of composition, properties, and changes associated with matter. Includes measurement, classification and structure of matter, atomic theory, molecules, periodicity, chemical bonding, formula writing, nomenclature, chemical equations, stoichiometry, kinetic theory, gas laws, acids and bases, energy relationships, solids, liquids and solutions. Experimental design and laboratory investigations are an integral part of this course. The course requires more time outside the classroom for preparation, study, and completion of assignments than the Chemistry course.

**Honors Course Note:** This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

**Physics****2003380****1.0 credit**

Emphasizes the theories and laws governing the interaction of matter, energy, and the forces of nature. Includes mechanics, thermo-dynamics, wave phenomenon, magnetism, nuclear physics and electricity. Experimental design and laboratory investigations are integral.

**NOTE:** It is strongly recommended that scholars who intend to attend a 4-year college or university take a Physics course in high school.

**Physics Honors****2003390****1.0 credit**

Emphasizes the theories and laws governing the interaction of matter, energy, and the forces of nature. Includes mechanics, thermo-dynamics, wave phenomenon, magnetism, nuclear physics and electricity. Experimental design and laboratory investigations are integral. It is strongly recommended that scholars who intend to attend a 4-year college/university take a Physics of these courses in high school.

**Honors Course Note:** This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

**Physical Science****2003310****1.0 credit**

This is an introductory course designed to provide students an understanding of common chemistry and physics principles and methods. Topics include, but are not limited to: Measurement & Calculations, Motion & Force, Energy, Electricity & Magnetism, Waves, Matter,

Atomic Structure, Periodic Law, Chemical Bonding, Chemical Reactions.

### **Physical Science Honors**

**2003320**

**1.0 credit**

This is an introductory course designed to provide students an understanding of common chemistry and physics principles and methods. Topics include, but are not limited to: Measurement & Calculations, Motion & Force, Energy, Electricity & Magnetism, Waves, Matter, Atomic Structure, Periodic Law, Chemical Bonding, Chemical Reactions.

**Honors Course Note:** This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

### **Access Physical Science**

**7920022**

**1.0 credit**

This is an introductory course designed to provide students an understanding of common chemistry and physics principles and methods. Topics include, but are not limited to: Measurement & Calculations, Motion & Force, Energy, Electricity & Magnetism, Waves, Matter, Atomic Structure, Periodic Law, Chemical Bonding, Chemical Reactions.

**NOTE:** Access courses are intended only for scholars with a significant cognitive disability. Access courses are designed to provide scholars with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for scholars with significant cognitive disabilities. This course may be taken up to two times for credit.

### **Astronomy Solar/Galactic Honors**

**2020910**

**1.0 credit**

Why do stars twinkle? Is it possible to fall into a black hole? Will the sun ever stop shining? Since the first glimpse of the night sky, humans have been fascinated with the stars, planets, and universe that surrounds us. This course will introduce you to the study of astronomy, including its history and development, basic scientific laws of motion and gravity, the concepts of modern astronomy, and the methods used by astronomers to learn more about the universe. Additional topics include the solar system, the Milky Way and other galaxies, and the sun and stars. Using online tools, you will examine the life cycle of stars, the properties of planets, and the exploration of space.

**Honors Course Note:** This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give

scholars a deeper understanding of conceptual themes and organization within and across the discipline.

## **Social Studies/History**

### **World History**

**2109310**

**1.0 credit**

This course covers world history from the origins of humans to 1500 and examines the political, social, economic, scientific, and cultural events that have affected human civilizations. It has two main approaches. First, scholars will explore the values held by ancient people in relation to contemporary ones. Scholars will examine how earlier beliefs about authority, the organization of society, the divine and the world at large differ from or complement modern views. Second, we will reflect upon historical processes such as migration, trade, warfare, the development of technology and cultural exchange. Scholars will investigate how these processes changed individual lives at different periods in pre-modern history.

### **World History Honors**

**2109310**

**1.0 credit**

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**Honors Course Note:** This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

### **U.S. History**

**2100310**

**1.0 credit**

A survey of the history of our nation, U.S. History places emphasis on the period beginning with European colonization to the present. Through a close examination of the American past, scholars will gain a truer appreciation and understanding of the forces that have shaped our country.

## **U.S. History Honors**

**2100320**

**1.0 credit**

A survey of the history of our nation, U.S. History places emphasis on the period beginning with European colonization to the present. Through a close examination of the American past, scholars will gain a truer appreciation and understanding of the forces that have shaped our country.

**Honors Course Note:** This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

## **Advanced Placement U.S. History**

**2100330**

**1.0 credit**

This course prepares scholars for the Advanced Placement Examination in United States History. It aligns with the curricular and skills requirements as outlined by College Board in the nine historical periods are thematically investigated for significant events, individuals, developments, and processes from 1491 to the present. It takes a chronological approach to American history while also exploring the key themes of: Identity; Work, Exchange and Technology; Peopling; Politics and Power; America and the World; Environment and Geography: Physical and Human and Ideas, Beliefs and Culture.

**Prerequisite:** This course is offered to 10th graders who have completed World History, mastered the skills required for the World History Honors, maintained a minimum of 85% in prior History classes, and received a teacher recommendation. Consideration will also be given in accordance with the College Board AP Success Predictor Report when applicable.

**Advanced Placement Course Note:** AP courses and exams emphasize challenging, research-based curricula aligned with higher education expectations. AP classes are taught using College Board standards at a college level. This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular/honors course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline. Scholars will be required to take the AP exam at the end of the school year that corresponds to the AP class.

## **American Government**

**2106310**

**0.50 credit**

This one semester course examines the structure of the American government and political system. scholars will gain an understanding of essential political practices that will equip them to actively participate in our society. Emphasis is placed on the organization of our government and the processes that facilitate its function as well as on the individual's role and responsibility in

both government and politics and examines the American governmental structure and political behavior at the federal, state, and local level. As well, the course examines the effect of each level of government upon the individual citizen.

### **American Government Honors**

**2106320**

**0.50 credit**

This one semester course examines the structure of the American government and political system. scholars will gain an understanding of essential political practices that will equip them to actively participate in our society. Emphasis is placed on the organization of our government and the processes that facilitate its function as well as on the individual's role and responsibility in both government and politics and examines the American governmental structure and political behavior at the federal, state, and local level. As well, the course examines the effect of each level of government upon the individual citizen.

**Honors Course Note:** This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

### **Access American Government**

**7921015**

**0.50 credit**

This one semester course examines the structure of the American government and political system. scholars will gain an understanding of essential political practices that will equip them to actively participate in our society. Emphasis is placed on the organization of our government and the processes that facilitate its function as well as on the individual's role and responsibility in both government and politics and examines the American governmental structure and political behavior at the federal, state, and local level. As well, the course examines the effect of each level of government upon the individual citizen.

**NOTE:** Access courses are intended only for scholars with a significant cognitive disability. Access courses are designed to provide scholars with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for scholars with significant cognitive disabilities.

### **Economics with Financial Literacy**

**2102335**

**0.50 credit**

This economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content includes, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and

economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

### **Economics with Financial Literacy Honors**

**2102345**

**0.50 credit**

This economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content includes, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

**Honors Course Note:** This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

### **Access Economics with Financial Literacy**

**7921022**

**0.50 credit**

This economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content includes, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

**NOTE:** Access courses are intended only for scholars with a significant cognitive disability. Access courses are designed to provide scholars with access to the general curriculum. Access points reflect increasing levels of complexity and depth of knowledge aligned with grade-level expectations. The access points included in access courses are intentionally designed to foster high expectations for scholars with significant cognitive disabilities.

### **Philosophy Honors**

**1004300**

**0.50 credit**

The purpose of this class is to introduce scholars to the basics of moral philosophy as it has been understood within the western tradition. The focus will be on those authors who have been most foundational to philosophy: Plato, Aristotle, Cicero, and Aquinas. The course will also aim to provide an overview of the various changes and developments that have occurred in ethical thought, to provide scholars with various perspectives that will help sharpen their own thinking about moral matters.

## **Semantics and Logic Honors**

**2105355**

**0.50 credit**

This course provides the opportunity for scholars to prepare, write, and defend their senior thesis. Each scholar's education at PCCA points to the Senior Thesis. It is a 10-15 page dissertation in which the student explores and defends a philosophical topic. Seniors complete the complementary Philosophy and Senior Thesis course under the supervision of a formal instructor and additional academic advisor. The thesis is then presented and defended before a three-member panel.

## **Psychology 1**

**2107300**

**0.50 credit**

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

**NOTE:** This course is offered only as an elective at Pineapple Cove Classical Academy.

## **Psychology 2**

**2107310**

**0.50 credit**

**Prerequisite: Psychology 1**

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

**NOTE:** This course is offered only as an elective at Pineapple Cove Classical Academy.

# **World Languages**

## **Latin 1**

**0706300**

**1.0 credit**

Latin 1 introduces scholars to the target language and its culture. The scholar will develop a thorough understanding of the written language as well as of the influence the language and culture has had on other world languages, culture, government, arts and laws. Emphasis is placed on proficient understanding in the reading of the language. An introduction to writing is also included as well as culture, connections, comparisons, and communities. Latin scholars will

focus more on reading and interpreting written passages rather than using oral modes of communication.

**NOTE:** Can be taken in 7th or 8th grade for high school credit.

## **Latin 2**

**0706310**

**1.0 credit**

Latin 2 expands the skills acquired by scholars in Latin 1. Specific content includes, but is not limited to, expansion of vocabulary and translation skills through comprehension of selected readings. Vocabulary and grammar stresses activities which are important to prepare for translating the works of authentic authors in the target language. In presentational speaking and presentational writing, Latin scholars will present projects and reports of the research they have done about the culture, arts, history, politics, literature and mythology of the target language in English. Latin scholars will focus more on reading and interpreting written passages rather than using oral modes of communication.

**NOTE:** Can be taken in 7th or 8th grade for high school credit.

## **Honors Latin 3**

**0706320**

**1.0 credit**

Latin 3 expands the skills acquired by scholars in Latin 2. Specific content includes, but is not limited to, expansion of vocabulary and translation skills through comprehension of selected readings. Vocabulary and grammar stress activities which are important to authors such as Caesar, Cicero, Plautus, Ovid, Catullus, Horace, Pliny, Sallust, Juvenal and Vergil. In presentational speaking, Latin scholars will present projects and reports of the research they have done about the culture, arts, history, politics, literature and mythology of the target language in English. For presentational writing, scholars will write essays of literary criticism to prepare for those expected in Advanced Placement and college classes. Latin scholars will focus more on reading and interpreting written passages rather than using oral modes of communication.

**Honors Course Note:** This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline.

## **Advanced Placement Latin**

**0706375**

**1.0 credit**

This course follows the Advanced Placement Program guidelines, with emphasis on both Vergil's Aeneid and Caesar's Gallic War. The scholar will translate a prepared passage from the syllabus into idiomatic English; discuss particular motifs or general themes suggested by the passage; and critically analyze the qualities of English translations of a particular passage. There will also be a focus on learning Vergilian and Caesarian vocabulary that will be helpful on the

SAT exam. Scholars who take this course are required to take the Advanced Placement examination administered by the College Board.

**Prerequisite:** This course is offered to scholars who have mastered the skills required for previous Latin classes, maintained a minimum of 85% in prior Latin classes, and received a teacher recommendation. Consideration will also be given in accordance with the College Board AP Success Predictor Report when applicable.

**Advanced Placement Course Note:** AP courses and exams emphasize challenging, research-based curricula aligned with higher education expectations. AP classes are taught using College Board standards at a college level. This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular/honors course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give scholars a deeper understanding of conceptual themes and organization within and across the discipline. Scholars will be required to take the AP exam at the end of the school year that corresponds to the AP class.

### **Spanish 1**

**0708340**

**1.0 credit**

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

### **Spanish 2**

**0708350**

**1.0 credit**

Spanish 2 reinforces the fundamental skills acquired by the scholars in Spanish 1. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Spanish 1. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

### **Spanish 3 Honors**

**0708360**

**1.0 credit**

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

**Honors Course Note:** This course requires more time outside the classroom for preparation, study, and completion of assignments than the regular course. This course requires a greater demand on scholars through increased academic rigor. Instruction will be structured to give

scholars a deeper understanding of conceptual themes and organization within and across the discipline.

## **Physical and Health Education**

### **HOPE**

**3026010**

**1.0 credit**

The purpose of these courses are to develop and enhance healthy behaviors that influence lifestyle choices and scholar health and fitness. scholars will realize the full benefit of this course when it is taught with an integrated approach. In addition to the physical education content represented in the benchmark, specific health education topics within this course include, but are not limited to: Mental/Social Health, Physical Activity, Components of Physical Fitness, Nutrition and Wellness Planning, Diseases and Disorders, Alcohol, Tobacco, and Drug Prevention, Human Sexuality including Abstinence and HIV and Internet Safety.

**NOTE:** Meets the one credit Physical Education graduation requirement. HOPE meets the online graduation requirement.

### **Individual and Dual Sports 1**

**1502410**

**0.50 credit**

Develops the physical skills necessary to be competent in sports that require one or two players. Knowledge of offensive and defensive strategies and tactics and appropriate social behaviors within both competitive and non-competitive activity settings. The integration of fitness concepts throughout the content is critical to scholar success in this course and in the development of a healthy and physically active lifestyle

### **Individual and Dual Sports 2**

**1502420**

**0.50 credit**

Individual and Dual Sports 2 builds on skills learned in Individual and Dual Sports 1. Advanced movement techniques, offensive and defensive strategies as well as biomechanical principles are included in coursework. Fitness concepts are integrated throughout the content. This course encourages scholar participation in individual and dual sports as lifetime activities.

### **Individual and Dual Sports 3**

**1502430**

**0.50 credit**

Individual and Dual Sports 3 builds on skills learned in Individual and Dual Sports 1 and 2. Advanced movement techniques, offensive and defensive strategies as well as biomechanical principles are included in coursework. Fitness concepts are integrated throughout the content. This course encourages scholar participation in individual and dual sports as lifetime activities.

### **Team Sports 1**

**1503350****0.50 credit**

Team Sports 1 improves the scholar's knowledge and application of skills, techniques, strategies, rules, and safety practices. The course also provides opportunities to practice good sportsmanship through sports such as basketball, soccer, softball, volleyball, flag football; and may include: field hockey, lacrosse, flag rugby, or team handball.

**Team Sports 2****1503360****0.50 credit**

Team Sports 2 provides additional in depth instruction and scholar leadership opportunities. The course improves the scholar's knowledge and application of skills, techniques, strategies, rules, and safety practices. The course also provides opportunities to practice good sportsmanship through sports such as basketball, soccer, softball, volleyball, flag football; and may include: field hockey, lacrosse, flag rugby, or team handball.

**Fitness Lifestyle Design****1501310****0.50 credit**

This course analyzes the long-term benefits of participating in physical activity, and increases scholars' knowledge and understanding of the principles, procedures, and techniques of personal fitness, including use of equipment, planning, and training. Students will engage in physical activity in this course.

**First Aid and Safety****0800320****0.50 credit**

This course provides a basic overview of the causes and preventions of unintentional injuries, appropriate emergency responses to those injuries and crisis response planning. Safety education should include cardiopulmonary resuscitation (CPR) and the use of an automatic external defibrillator (AED), first aid for obstructed airway, and injury prevention. The content should include, but is not limited to, the following: Injury prevention and safety, safety promotion, first aid procedures, adult, child, and infant CPR, and AED procedure, disaster preparedness, environmental health (community resources and services), community health and consumer health (career and public service opportunities).

**Research and Critical Thinking Skills****Critical Thinking and Study Skills****1700370****0.50 credit**

Critical Thinking and Study Skills provides scholars opportunities to develop test taking skills and demonstrates proficiency on standardized tests. Scholars will also study vocabulary and word attack skills, apply critical thinking skills to mathematics, practice overall test taking strategies, and develop an understanding of college entrance examination formats.

### **Engaged Citizenship Through Service Learning**

**2104350**

**1.0 credit**

This course provides an introduction and opportunities for leadership in the areas of service-learning and civic responsibility. Academic, personal, and career skills needed for effective service-learning project implementation will be taught and applied through structured service projects that meet real school and/or community needs. scholars will actively participate in meaningful service-learning experiences of at least 30 hours' duration.

### **Leadership Skills Development**

**2400300**

**1.0 credit**

The purpose of this course is to teach leadership skills, parliamentary procedure, problem solving, decision making, communication skills, group dynamics, time and stress management, public speaking, human relations, public relations, team building, and other group processes. The content should include, but not be limited to, the following: study in self-understanding, development in such areas as goal setting, self-actualization, and assertiveness, and study of organizational theories and management.

### **Learning Strategies**

**7963080**

**1.0 credit**

The purpose of this course is to enable scholars with disabilities to acquire and generalize strategies and skills across academic, community, and employment settings to achieve annual goals based on assessed needs and the scholar's individual educational plan (IEP).

### **Research 1**

**1700300**

**1.0 credit**

The purpose of this course is to enable scholars to develop fundamental knowledge of the steps in the research process. The content should include, but not be limited to, the following: nature and purpose of research, research questions and hypotheses, research methods and procedures, review of literature and other resources, primary and secondary sources, directed investigations, organization of information, report formats, styles, and content, critical analysis of research, and submission of a major independent research project.

## **Performing and Fine Arts**

### **Creating Two-Dimensional Art**

**0101355**

**0.50 credit**

Students investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art-making processes of creating two-dimensional works, which may include drawing, painting, printmaking, and/or collage. Student artists reflect on their own artwork and that of others through critical analysis to achieve

artistic goals related to craftsmanship, technique, and application of 21st-century skills. This course incorporates hands-on activities and consumption of art materials.

### **Two-Dimensional Studio Art 1**

**0101300**

**1.0 credit**

This course provides opportunities to explore media and techniques used to create a variety of two-dimensional (2-D) artworks through drawing, painting, printmaking, collage, and/or design. scholars practice, sketch, and manipulate the basic elements of art and principles of design to improve mark-making and develop purposeful compositions created from observation, research, or imagination. Through critique processes, scholars learn to reflect, evaluate and respond to artwork.

### **Two-Dimensional Studio Art 2**

**0101310**

**1.0 credit**

This course focuses on further development, refinement, and progression of the Two-Dimensional Art 1 content and provides opportunities to explore media and techniques used to create a variety of two-dimensional (2-D) artworks through drawing, painting, printmaking, collage, and/or design. scholars practice, sketch, and manipulate the basic elements of art and principles of design to improve mark-making and develop purposeful compositions created from observation, research, or imagination. Through critique processes, scholars learn to reflect, evaluate and respond to artwork.

### **Creating Three-Dimensional Art**

**0101365**

**0.50 credit**

Students in Creating Three-Dimensional Art investigate a wide range of media and techniques, from both an historical and contemporary perspective, as they engage in the art-making processes of creating 3-D artworks, which may include sculpture, assemblage, and/or ceramics. Student artists reflect on their own artwork and that of others through critical analysis to achieve artistic goals related to craftsmanship, technique, and application of 21st-century skills. This course incorporates hands-on activities and consumption of art materials.

### **Three-Dimensional Studio Art 1**

**0101330**

**1.0 credit**

Scholars explore how space, mass, balance, and form combine to create aesthetic forms or utilitarian products and structures. Instruction may include, but is not limited to, content in green or industrial design, sculpture, ceramics, or building arts. Media may include, but are not limited to, clay, wood, plaster, and paper maché with consideration of the workability, durability, cost, and toxicity of the media used. scholar artists consider the relationship of scale (i.e., hand-held, human, monumental) through the use of positive and negative space or voids, volume, visual weight, and gravity to create low/high relief or freestanding structures for personal intentions or public places. They explore sharp and diminishing detail, size, position, overlapping, visual pattern, texture, implied line, space, and plasticity, reflecting craftsmanship and quality in the

surface and structural qualities of the completed art forms. Scholars in the 3-D art studio focus on use of safety procedures for process, media, and techniques. scholar artists use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

### **Painting 1**

**0104365**

**0.50 credit**

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in painting. Students practice, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

### **Ceramics/Pottery 1**

**0102305**

**0.50 credit**

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

### **Theatre 1**

**0400310**

**1.0 credit**

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

### **Theatre 2**

**0400320**

**1.0 credit**

This course is designed for scholars with a year of experience or more. Classwork builds on skills learned in level 1, and focuses on characterization and playwriting/playwrights' contributions to theatre. Improvisation, creative dramatics, and exploration of the technical aspects of scene work help scholars challenge and strengthen their acting skills.

### **Theatre 3 Honors**

**0400330**

**1.0 credit**

This course is designed for scholars with significant experience in theatre, and promotes depth of engagement and lifelong appreciation for theatre through a broad spectrum of teacher-assigned and self-directed study and performance. scholars regularly reflect on aesthetics and issues related to and addressed through theatre, and create within various aspects of theatre in ways that are progressively more innovative. In keeping with the rigor expected in an accelerated setting, scholars assemble a portfolio showcasing a significant body of work representing personal vision and artistic growth over time; mastery of theatre skills and techniques in one or more areas; and evidence of significant oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge.

### **Theatre 4 Honors**

**0400340**

**1.0 credit**

This course provides opportunities for scholars with extensive theatre experience to build on Theatre 3 skills. Scholars work independently and are self-directed in study and performance.

### **Musical Theater 1**

**0400700**

**1.0 credit**

This is a course for scholars with little or limited experience in musical theatre that focuses on, but is not limited to, acting, vocal performance, dance, non-dance movement, and staging, which transfer readily to performances in musicals and other venues. scholars survey the evolution of music through a humanities approach and representative literature. Music theatre scholars explore the unique staging and technical demands of musicals in contrast to non-musical plays. Public performances may serve as a culmination of specific instructional goals.

### **Musical Theater 2**

**0400710**

**1.0 credit**

This course further examines the content in level 1 and is designed for scholars with a year or more experience in musical theatre. Scholars learn from the styles and techniques used by well-known singer-actor-dancers and choreographers, examine contributions of well-known performers, writers, composers, and choreographers. scholars extend their vocal, dance and movement techniques and learn to analyze the components of musical theatre to build a performance portfolio for auditions and/or interviews.

### **Musical Theater 3**

**0400720**

**1.0 credit**

Scholars refine their audition techniques and performance/audition portfolio, and consider the contributions of musical theatre in the community and beyond. scholars select a number of pieces to showcase their abilities and become conversant about individuals who, currently and in the past, are considered major contributors to the field. scholars refine their dance and movement techniques required to sing and dance for long periods of time in rehearsals and performance. Public performances may serve as a culmination of specific instructional goals. scholars may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

**Journalism 1, 2, 3, 4****1006300, 1006310, 1006320, 1006330****1.0 credit each**

Journalism provides instruction in writing and production skills related to various journalistic media, particularly the design and production of the school yearbook. It includes news-gathering and writing; development of editorials; sports and feature articles; electronic design and production; and management of journalistic enterprises.

**Journalism 5, 6 Honors****1006331, 1006332****1.0 credit each**

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

**Creative Photography****0108310****1.0 credit**

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

**Digital Art Imaging 1****0108370****1.0 credit**

Scholars explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Scholars produce digital still images through the single or combined use of computers, digital cameras, scanners, photo editing software, drawing and

painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, scholars evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.