

**NORTHEAST HIGH SCHOOL**



**Academies  
Of  
Excellence**

All information in this catalog is current as of November 2015 and is subject to change

School Counseling, BRACE & Academic Advisement



2016 - 2017  
Graduation  
Requirements  
&  
Course Offerings Guide  
Grades 9 - 12



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## Principal's Message

Greetings Hurricane Family,

I am delighted to share our course information with you and hope that you find it clear and exciting! The Course Catalog has been created in order to assist you in developing your program of studies for the next school year. Used properly, this catalog will assist you with selecting the appropriate courses to meet graduation requirements, college admissions, occupational objectives and/or vocational interests. Northeast High School places the highest priority on learning; our classes are designed to challenge and support all students. Our staffing and course scheduling depends on accurate information from the students. So, please take time to carefully consider the course selections you make.

One of our major goals for the upcoming school year will be to continue building positive connections with our parents/guardians and the surrounding community. Through consistent communication, invitations to serve on school committees, and excellent customer service, we will build lasting relationships that will enhance the learning environments at Northeast High School.

We continue to advance with the addition of a new Academy of Alternative Energy for the 2016-2017 school year. The purpose of this new academy is to offer additional opportunities to our students to develop their talents in the exciting developing field of alternative energy and to improve the overall success of students so they can focus their goals for future careers.

Student academic success at Northeast is truly dependent on a cooperative triangle of student-teacher-parent/guardian. We encourage and depend on you to take an active and supportive role in your child's education at Northeast High School and I look forward to your continued support and personal involvement in the weeks and months ahead.

With kind regards,

Anthony Valachovic  
Principal

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## LEADERSHIP TEAM

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### ADMINISTRATION

**Mr. Anthony Valachovic, Principal**  
**Ms. Lora Boltz, Intern Principal**  
**Mr. Allan Thompson, Assistant Principal**  
**Mr. Keith Fisher, Assistant Principal**  
**Ms. Casey Pacella, Assistant Principal**

### SCHOOL COUNSELING DEPT.

**Ms. Lupita Wiggans, Guidance Director**  
**Mr. Darrance Gillion, Counselor**  
**Ms. Floydian Reid, Counselor**  
**Ms. Jill Walck, Counselor**

### DEPARTMENT CHAIRPERSONS

**Ms. Carolyn Flanagan, English**  
**Ms. Stacey Hankerson, Mathematics**  
**Mr. Dave Gray, Science**  
**Ms. Duchane Thomas, Social Studies**  
**Ms. Erin Thompson, Reading**  
**Mr. Timothy Kandel, World Languages**  
**Mr. Leo Bacigalupi, Vocational/Fine Arts**  
**Ms. Shelly Londer, PE/HOPE**  
**Ms. Vicky Drane, ESE**  
**Mjr. Joel Phillip, JROTC (Air Force)**

### SUPPORT STAFF

**Ms. Donna Bello, Family Counselor**  
**Ms. Teresa Walls, Media Specialist**  
**Mr. Patrick Emerson, Micro Tech**

## GRADUATION REQUIREMENTS AND DIPLOMA OPTIONS

Florida law provides students the right to choose a diploma option:

- 4-year (24 credit) standard high school diploma
- 18 credit ACCEL Diploma

The right graduation program for a particular student is one that best fits the abilities, interests, and goals of the individual student. Families should consider the educational benefits of each program and choose the program that will best prepare the student for his or her postsecondary education or career plan. Families and students should work with their school counselor on a regular basis to get more information about graduation options, financial aid opportunities, acceleration programs, and college or career plans to help make this important decision.

Please note that each student is governed by the policies from the year in which they first entered ninth grade. This year of high school entry determines the student's "cohort." Each cohort has different graduation requirements. The charts on the following pages should be used as a guide when planning your academic program. It is very important that students become aware of the specific graduation requirements for their diploma option and cohort.

## Early High School Graduation

A high school student who pursues the four-year 24-credit or 18 credit ACCEL high school graduation program may have the option to participate in early graduation (graduating in less than 8 semesters). A student who completes a minimum of 24 (or 18 for ACCEL) credits, achieves a cumulative GPA of 2.0 on a 4.0 scale, completes the service learning requirement (not required for ACCEL) and earns a passing score on the statewide assessments required for high school graduation may have this option outlined in s. 1003.4281, F.S.

A student who graduates early may continue to participate in school activities and social events and attend and participate in graduation events with the student's cohort, as if the student were still enrolled in high school. A student who graduates early will be included in class ranking, honors, and award determinations for the student's cohort. A student who graduates early must comply with district school board rules and policies regarding access to the school facilities and grounds during normal operating hours.

## Acceleration Options

Each high school is required to advise each student of programs through which a high school student can earn college credit, including AP, IB, AICE, dual enrollment and early admission courses, career academy courses, and courses that lead to national industry certification, as well as the availability of course offerings through virtual instruction as specified in ss. 1003.4295, F.S. Each high school is also required to advise each student of the early and accelerated graduation options under ss. 1003.4281 and 1003.429, F.S.

Each high school must provide Academically Challenging Curriculum to Enhance Learning (ACCEL) options. ACCEL options are educational options that provide academically challenging curriculum or accelerated instruction to eligible students such as:

- Whole-grade and mid-year promotion
- Enrichment programs
- Subject-matter acceleration
- Virtual Instruction in higher grade level subjects
- Credit Acceleration Program (CAP) as specified in s. 1003.4295, F.S.
- Enriches science, technology, engineering and mathematics (STEM) coursework.

The Florida Department of Education's Bureau of Curriculum and Instruction website provides technical assistance related to student and course advising, student progression, and graduation requirements at <http://www.fldoe.org/bii/>.

## Online Course Graduation Requirement

Florida Statute 1003.428 (2)(a) requires of high school students who entered grade nine in 2011-12 and thereafter, that at least “one full course,” included in the 24 credits required for graduation, be successfully completed in an online environment.


Recently, the State clarified the meaning of “one full course” as a course listed in the State’s Course Code Dictionary, whether it carries one credit or one-half credit. “Full course completion” occurs when the credits attempted by the student match the credits earned by the student. A student who takes a half-credit course and successfully earns the half-credit has completed a “full course.” A student who takes a full-credit course and only earns one-half of the credit has not completed a full course. A full-course, whether it carries a half-credit or one credit, will fulfill the online learning requirement for high school graduation. If a student takes a course such as English I, a one-credit course, the student must pass both semesters of this course in a virtual environment to meet the online learning requirement.

## **Graduation Requirements Charts**

The following charts display the requirements for each type of diploma and cohort. This information is current as of November 2015 and may be subject to change dependent upon new legislation.




## 2016-2017 Standard Diploma Graduation Requirements

	<b>Students Entering Grade Nine in School Year 2014 – 2015 and After</b>
<b>English</b>	<b>4 Credits</b>
<b>Mathematics</b>	<b>1 Credit</b> Algebra (EOC=30% of final grade) <b>1 Credit</b> Geometry (EOC=30% of final grade) <b>2 Credits</b> Additional Math (If Algebra II is selected, Algebra II EOC will count for 30% of the final grade)
<b>Science</b>	<b>1 Credit</b> Biology (EOC=30% of final grade) <b>2 Credits</b> Additional Science identified as Equally Rigorous
<b>Social Studies</b>	<b>1 Credit</b> World History <b>1 Credit</b> United States History (EOC =30% of final grade) <b>.5 Credit</b> United States Gov't <b>.5 Credit</b> Economics with Financial Literacy
<b>World Languages</b>	Not required for graduation. Minimum 2 years of the same language required for admission into most universities and some Bright Futures Scholarships.
<b>Fine and Performing Arts, Speech/Debate, or Practical Arts</b>	<b>1 Credit</b> in Fine or Performing Arts, Speech and Debate, or eligible Practical Arts
<b>Physical Education</b>	<b>1 Credit</b> in Physical Education to include the integration of Health (HOPE)
<b>Electives</b>	<b>8 Credits</b>
<b>TOTAL</b>	<b>24 Credits</b>
<b>State Assessments</b>	Students must earn a passing score on the Grade 10 ELA statewide standardized assessment Students must earn a passing score on the Algebra 1 EOC
<b>On-Line Course</b>	Requires a full course to be completed
<b>Grade Point Average</b>	Cumulative GPA of 2.0 on a 4.0 scale (unweighted)
<b>Service Hours</b>	40 hours required

### Diploma Designations & ACCEL 18-Credit Option

<b>Scholar Designation</b>	In addition to meeting the standard high school diploma requirements: <ul style="list-style-type: none"> <li>-Algebra II and pass the EOC</li> <li>-Pass the Geometry EOC</li> <li>-Statistics or equally rigorous math</li> <li>-Chemistry or Physics and another equally rigorous science</li> <li>-2 credits in the same world language</li> <li>-Earn at least one credit in AP, IB, AICE or a dual enrollment course</li> <li>-Pass Biology EOC or earn minimum score required to earn college credit on AP, IB or AICE exam</li> <li>-Pass US History EOC or earn minimum score required to earn college credit on AP, IB or AICE exam</li> </ul>
<b>Merit Designation</b>	In addition to meeting the standard high school diploma requirements: Attain one or more industry certifications from the list established
<b>ACCEL Program (18 credits minimum)</b>	Meet all requirements for a standard high school diploma with the following exceptions: <ul style="list-style-type: none"> <li>-Physical Education not required</li> <li>-Online course not required</li> <li>-3 elective credits only</li> <li>-Service hours are not required</li> </ul>

## 2016-2017 Standard Diploma Graduation Requirements

	<b>Students Entering Grade Nine in School Year 2013 - 2014</b>
<b>English</b>	<b>4 Credits</b>
<b>Mathematics</b>	<b>1 Credit</b> Algebra (EOC=30% of final grade) <b>1 Credit</b> Geometry (EOC=30% of final grade) <b>2 Credits</b> Additional Math (If Algebra II is selected, Algebra II EOC will count for 30% of the final grade)
<b>Science</b>	<b>1 Credit</b> Biology (EOC=30% of final grade) <b>2 Credits</b> Additional Science identified as Equally Rigorous
<b>Social Studies</b>	<b>1 Credit</b> World History <b>1 Credit</b> United States History (EOC =30% of final grade) <b>.5 Credit</b> United States Gov't <b>.5 Credit</b> Economics with Financial Literacy
<b>World Languages</b>	Not required for graduation. Minimum 2 years of the same language required for admission into most universities and some Bright Futures Scholarships.
<b>Fine and Performing Arts, Speech/Debate, or Practical Arts</b>	<b>1 Credit</b> in Fine or Performing Arts, Speech and Debate, or eligible Practical Arts
<b>Physical Education</b>	<b>Option 1: 1 Credit</b> in Physical Education to include the integration of Health (HOPE) <b>Option 2: .5 Credit</b> Personal Fitness and <b>.5 Credit</b> PE and <b>.5 Credit</b> Health/LMS
<b>Electives</b>	<b>8 Credits (7.5 Credits</b> if the student completes all 3 parts of Physical Education, Option 2)
<b>TOTAL</b>	<b>24 Credits</b>
<b>State Assessments</b>	Students must earn a passing score on the Grade 10 ELA statewide standardized assessment Students must earn a passing score on the Algebra 1 EOC
<b>On-Line Course</b>	Requires a full course to be completed
<b>Grade Point Average</b>	Cumulative GPA of 2.0 on a 4.0 scale (unweighted)
<b>Service Hours</b>	40 hours required

### Diploma Designations & ACCEL 18-Credit Option

<b>Scholar Designation</b>	In addition to meeting the standard high school diploma requirements: <ul style="list-style-type: none"> <li>-Algebra II</li> <li>-Statistics or equally rigorous math</li> <li>-Chemistry or Physics and another equally rigorous science</li> <li>-2 credits in the same world language</li> <li>-Earn at least one credit in AP, IB, AICE or a dual enrollment course</li> <li>-Pass Biology EOC or earn minimum score required to earn college credit on AP, IB or AICE exam</li> <li>-Pass US History EOC or earn minimum score required to earn college credit on AP, IB or AICE exam</li> </ul>
<b>Merit Designation</b>	In addition to meeting the standard high school diploma requirements: Attain one or more industry certifications from the list established
<b>ACCEL Program (18 credits minimum)</b>	Meet all requirements for a standard high school diploma with the following exceptions: <ul style="list-style-type: none"> <li>-Physical Education not required</li> <li>-Online course not required</li> <li>-3 elective credits only</li> <li>-Service hours are not required</li> </ul>



## Special Diploma Option I Graduation Requirements

	Students Entering Grade Nine in 2010-2011 and Prior	Students Entering Grade Nine in 2011-2012 to 2013-2014	Additional Information
<b>English</b>	4 Credits	4 Credits	Credits may include a combination of English and Reading.
<b>Mathematics</b>	3 Credits	4 Credits	
<b>Science</b>	2 Credits	3 Credits	For students who entered 9 <sup>th</sup> grade in 2010 and prior, the following courses may be used in lieu of science courses: any regular education career and technical course or one of the following ESE courses: Career Preparation, Career Experiences, Career Placement, Agriculture Ed., Health Science Ed., Family and Consumer Science, Supported Employment, Industrial Education.
<b>Social Studies</b>	2 Credits	2 Credits	For students who entered 9 <sup>th</sup> grade in 2010 and prior, the following courses may be used in lieu of social studies courses: any regular education career and technical course or one of the following ESE courses: Career Preparation, Career Experiences, Career Placement, Marketing Education, Supported Employment, Industrial Education
<b>Vocational</b>	6 Credits	4 Credits	Courses in a career/technical program, fine or performing arts, or additional courses in an academic content area will satisfy this requirement.
<b>Physical Education</b>	1 Credit	1 Credit in physical education to include the integration of health or .50 credit physical education and .50 credit in health/lms	Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons AND passing of the personal fitness competency test with a "C" or better will satisfy the Physical Education requirement.
<b>Life Mgmt. Skills</b>	1 Credit		
<b>Electives</b>	5 Credits	6 Credits	
<b>TOTAL</b>	<b>**24 Credits</b>	<b>24 Credits</b>	
<b>State Assessments</b>			Students must participate in state assessments. However, passing scores on the FCAT or FAA are not required for graduation with a special diploma
<b>Grade Point Average</b>		<b>2.0 Unweighted</b>	
<b>Service Hours</b>	<b>None</b>	<b>None</b>	Not required, but students have the option to participate

### Notes for Special Diploma Option I:


\* Students must have eligibility in one of the following categories: Intellectual Disability; Deaf and Hard of Hearing; Dual Sensory Impaired; Autism Spectrum Disorder; Emotional/Behavioral Disability; Specific Learning Disabled; Physically Impaired; Orthopedic Impairment; Other Health Impairment Traumatic Brain Injury; or Language Impaired.

\*\* Total credits required for graduation may be reduced 1 credit per year when necessary (maximum of 2 credits total) to accommodate travel time to technical centers or programs. Credit reduction may not be used for travel to any on-the-job training program/site.

## 2016-2017 Standard Diploma Graduation Requirements

### Exceptional Student Education

In accordance with s. 1003.4282(11), F.S

	<b>Students Entering Grade Nine in 2014 – 2015 and After</b>
<b>English</b>	<b>4 Credits</b>
<b>Mathematics</b>	<b>1 Credit</b> Algebra (EOC=30% of final grade) <b>1 Credit</b> Geometry (EOC=30% of final grade) <b>2 Credits</b> Additional Math (If Algebra II is selected, Algebra II EOC will count for 30% of the final grade)
<b>Science</b>	<b>1 Credit</b> Biology (EOC=30% of final grade) <b>2 Credits</b> Additional Science identified as Equally Rigorous
<b>Social Studies</b>	<b>1 Credit</b> World History <b>1 Credit</b> United States History (EOC =30% of final grade) <b>.5 Credit</b> United States Gov't and <b>.5 Credit</b> Economics w/Financial Literacy
<b>World Languages</b>	Not required for graduation
<b>Fine and Performing Arts, Speech/Debate, or Pract. Arts</b>	<b>1 Credit</b> in Fine or Performing Arts, Speech and Debate, or eligible Practical Arts
<b>Physical Education</b>	<b>1 Credit</b> in Physical Education to include the integration of Health (HOPE)
<b>Electives</b>	<b>8 Credits</b>
<b>TOTAL</b>	<b>24 Credits</b>
<b>State Assessments</b>	<p>Participation in the Florida Alternate Assessments in reading, mathematics, and science is required until replaced by Florida Alternate Assessments in English Language Arts I, II, and III, Algebra I, Geometry, Algebra II, Biology I, and United States History.</p> <p>A score of at least four (4) on the Florida Alternate Assessments in reading and math must be attained, until replaced by the grade 10 English Language Arts alternate assessment and the End-of-Course (EOC) assessment for Access Algebra I, unless assessment results are waived in accordance with Section 1008.22(3)(c), F.S. A waiver of the results of the statewide, standardized assessment requirements by the IEP team, pursuant to Section 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 Section 1003.572, F.S.</p> <p>For those students 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 student has taken, grades received, student work samples and other materials that demonstrate growth, improvement, and mastery of required course standards. Multi-media 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>
<b>On-Line Course</b>	Requires a full course to be completed *May be waived
<b>Grade Point Average</b>	Cumulative GPA of 2.0 on a 4.0 scale (unweighted)
<b>Service Hours</b>	40 hours required *May be waived
<b>Access Points and FAA (s. 1003.4282(11)(b)1)</b>	<p>Requirements for a standard diploma for students with disabilities for whom the IEP team has determined that participation in the Florida Alternate Assessment is the most appropriate measure of the student's skills, in accordance with Rule 6A-1.0943(5), F.A.C. and instruction in the access points is the most appropriate means of providing the student access to the general curriculum. Students must meet the graduation requirements specified in Section 1003.4282(1)-(9), F.S., or Section 1002.3105(5), F.S., through the access course specified for each required core course, through more rigorous ESE courses in the same content area or through core academic courses. Eligible access courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.</p> <p>Eligible CTE courses, as defined in paragraph (2)(d) of this rule, may substitute for Access English IV; one (1) mathematics credit, with the exception of Access Algebra 1A and Access Algebra 1B and Access Geometry; one (1) science credit, with the exception of Access Biology; and one (1) social studies credit with the exception of Access United States History and World History. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.</p>
<b>Employment Competencies (s. 1003.4282(11)(b)2)</b>	<p>Requirements for a standard diploma for students with disabilities for whom the IEP team has determined that mastery of both academic and employment competencies is the most appropriate way for the student to demonstrate his or her skills. A student must meet all of the graduation requirements specified in Section 1003.4282(1)-(9), F.S. or Section 1002.3105(5), F.S. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.</p> <p>Eligible CTE courses, as defined in paragraph (2)(d) of this rule, may substitute for English IV; one (1) mathematics credit, with the exception of Algebra and Geometry; one (1) science credit, with the exception of Biology; and one (1) social studies credit with the exception of United States History and World History. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.</p> <p>Students must earn a minimum of one-half (.5) credit in a course that includes employment. Such employment must be at a minimum wage or above in compliance with the requirements of the Federal Fair Labor Standards Act, for the number of hours a week specified in the student's completed and signed employment transition plan, as specified in Section 1003.4282(11)(b)2.d., F.S., for the equivalent of at least one (1) semester. Additional credits in employment-based courses are permitted as electives.</p> <p>Documented achievement of all components defined in Section 1003.4282(11)(b)2.b., F.S., on the student's employment transition plan.</p>



## Special Diploma Option II Graduation Requirements

	Students Entering Grade Nine in 2010-2011 and Prior	Students Entering Grade Nine in 2011-2012 to 2013-2014	Notes
<b>Prerequisites</b>	1. At least 16 years of age 2. Completed 2 semesters in a high school level program prior to selection Special Diploma Option II 3. Earned a minimum of 3 credits including 1 credit in Career Preparation and 1 credit in Social/Personal Skills 4. 1 credit in a job preparatory course in which employability skills and social/personal skills training has been incorporated. 5. Have a graduation Training Plan that specifies employment/community competencies to be mastered.	1. At least 16 years of age 2. Completed 2 semesters in a high school level program prior to selection Special Diploma Option II 3. Earned a minimum of 3 credits including 1 credit in Career Preparation and 1 credit in Social/Personal Skills 4. 1 credit in a job preparatory course in which employability skills and social/personal skills training has been incorporated. 5. Have a graduation Training Plan that specifies employment/community competencies to be mastered.	Students must have eligibility in one of the following categories: Intellectual Disability; Deaf and Hard of Hearing; Dual Sensory Impaired; Autism Spectrum Disorder; Emotional/Behavioral Disability; Specific Learning Disabled; Physically Impaired; Orthopedic Impairment; Other Health Impairment Traumatic Brain Injury; or Language Impaired.
<b>English</b>	0	2 Credits	
<b>Mathematics</b>	0	2 Credits	
<b>Science</b>	0	0	
<b>Social Studies</b>	0	0	
<b>Vocational</b>	See Above	4 Credits	
<b>Physical Education</b>	0	0	
<b>Electives</b>	See Above	0	
<b>TOTAL</b>	3 Credits- See Above	8 Credits	
<b>State Assessments</b>			Students must participate in state assessments. However, passing scores on the FCAT or FAA are not required for graduation with a special diploma
<b>Grade Point Average</b>		2.0 Unweighted	
<b>Other</b>			Documented Mastery of the academic, employment and community competencies specified on the student's Graduation Training Plan. Paid employment at or above minimum wage full-time (based upon industry standards) and in compliance with the requirements of the fair Labor Standards Act for 200 days.

### Notes for Special Diploma Option II:

- The employer, student, parent, and instructor develop the Graduation Training Plan. The plan specifies the academic, employment, and community competencies the student is expected to master in order to graduate with a Special Diploma Option II. The Graduation Training Plan template is available on Easy IEP.
- The student's employer, job coach, and/or instructor must verify documented mastery of academic, employment, and community competencies in the Graduation Training Plan in order for student to earn a Special Diploma Option II.
- Student must be employed in the community at a site where the employer:
  - Has a Federal Employer Identification Number;
  - Provides opportunities for the student to interact with non-disabled co-workers;
  - Adheres to child labor laws and the Fair Labor Standards Act; and
  - Provides an opportunity for advancement.
- The Transition IEP committee may modify the full-time employment standard by decreasing the number of hours per week to be worked for an individual exceptional student if it is determined that the modification would be in the best interest of the student. The modification must be recorded on the student's Graduation Training Plan.
- Transition IEP committee members must verify that the student has met all criteria outlined in the student's Graduation Training Plan by completing the assurance section of the Graduation Training Plan prior to awarding the student an a special diploma under Option II (F.S. 1003.438).

## Making The Right Choice

The right graduation program for a particular student is the one that best fits the abilities, interests, and goals of the individual student. Families should consider the educational benefits of each program and choose the program that will best prepare the student for his/her postsecondary education or career plan. Here are some things that students and families should consider:

- What are the student's postsecondary education and career goals?
- Is the student prepared to make a choice about postsecondary education and possible career paths?
- If the student is planning to attend a postsecondary institution away from home, does he/she have the mature decision-making skills needed to make the informed, safe choices required for independent living?
- Are three electives enough or is the student interested in taking additional courses to explore his/her interests?
- Does the student want to participate in sports or other extracurricular activities for four years, or are three years enough?
- Does the student intend to play college-level sports and need to meet National Collegiate Athletic Association (NCAA) course eligibility requirements?
- Can the student meet admission requirements for postsecondary education institutions of his/her choice by choosing a three-year, 18-credit graduation program?
- Has the family considered expenses and possible financial aid needs that may result from the student starting postsecondary education a year early?
- Is the student going to compete for scholarships that require certain academic core courses, community service experiences, demonstrated leadership skills, or participation in extracurricular activities?
- Has the family considered that the student has the option of taking an additional year of academic or technical courses through dual enrollment or AP courses to earn college credit by choosing the 24-credit program?
- If the student is enrolled in a prepaid college tuition plan, can the family pay off the balance a year early?

Families and students are encouraged to contact the school counselor or career specialist on a regular basis during the middle and high school years to get more information about graduation programs, financial aid opportunities, acceleration programs, and college or career plans to help make this important decision.

## Points To Remember When Choosing A Graduation Program

- Students who choose the ACCEL 18 credit graduation program may still qualify for acceleration programs (e.g., AP, dual enrollment, IB, and AICE) and for a Florida Bright Futures Scholarship if they meet the eligibility and/or admission requirements for those programs and scholarships.
- Students who choose the ACCEL 18 credit graduation program can participate in the National Merit Scholarship Program if they take the Practice Scholastic Aptitude Test (PSAT)/National Merit Scholarship Qualifying Test (NMSQT) in either the next-to-last year or the last year they are enrolled in high school. Those who take the PSAT/NMSQT in their last year of high school will be entering competition for awards to be offered as they are completing their first year of college.
- Students who choose the ACCEL program and complete the requirements within three years will graduate. Students cannot remain in school for the fourth year after graduating from high school. Students will lose a year of potential athletic eligibility by opting for a three-year program.
- Students who meet specified requirements for a comprehensive program of study in career education may be recognized with a Florida Ready to Work Credential or designation reflecting one or more industry certifications.
- High school credits awarded before grade nine shall be counted toward the required credits for all graduation programs.
- The ACCEL 18 credit graduation program is only available to students who will receive a standard diploma.
- Students who plan to apply to an out-of-state or private in-state college or university and who are interested in the three-year graduation program should contact those institutions as early as possible for specific admission requirements.
- Students who choose the ACCEL 18 credit graduation program must be treated equally in all ways with students who choose the 24-credit program, including eligibility for valedictorian or salutatorian ranking, Talented 20, and Bright Futures.
- The student and student's parent(s) must meet with designated school personnel to receive an explanation of the relative requirements, advantages, and disadvantages of each program option.
- The student must receive the written consent of the student's parent.

## Diploma Designations

Each standard high school diploma shall include, as applicable:

- A designation reflecting the Scholar Diploma
- A designation reflecting the Merit Diploma.
- A designation reflecting the attainment of one or more industry certifications from the list approved by Workforce Florida, Inc., under s. 1003.492, F.S.
- A designation reflecting a Florida Ready to Work Credential.

## **ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL)**

### **An Overview of ACCEL Legislation:**

- ACCEL Options:
  - Educational options that provide academically challenging curriculum or accelerated instruction to eligible K-12 students.
  - Minimum options:
    - Whole grade and mid-year promotions
    - Subject-matter acceleration
    - Virtual instruction in higher grade level subjects
    - Credit Acceleration Program (under 1003.4295,(F.S.))
  - Additional options:
    - Enriched science
    - STEM coursework
    - Enrichment programs
    - Flexible groups
    - Advanced academic coursework
    - Combined classes
    - Self-paced instruction
    - Curriculum compacting
    - Advanced- content instruction
    - Telescoping curriculum
  
- Parents and students may contact the principal at the student’s school for information related to the school’s process by which a parent may request student participation in whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal’s school; virtual instruction in higher grade level subjects; and any other ACCEL options offered by the principal.
- Additional ACCEL options may be available at the student’s school. Please contact the principal for all additional options available.



## **GRADING AND PROMOTION**

### **Grading**

The grading system used in the high schools will be as follows:

Numeric Grade	Letter Grade
90 – 100	A
87 – 89	B+
80 – 86	B
77 – 79	C+
70 – 76	C
67 – 69	D+
60 – 66	D
0 – 59	F
Incomplete	I

Please note: Letter grades displaying plus signs (+) shall be used in the calculation of the local (District) weighted grade point average for the purpose of determining class rank. Plus grades may not be used for meeting the graduation requirements, determining athletic eligibility, the Bright Futures Scholarship Program, Florida’s State University System, or the NCAA Clearinghouse.

### **Weighted Quality Points For Class Ranking**

It is recognized that students who choose a more rigorous course of study will be required to do additional class work, homework, tests, projects, etc. to meet the requirements of the class. Therefore, students in rigorous courses are rewarded with additional quality points for grades of a C and above. These additional quality points are called, “weighted” points. The following chart outlines when students earn weighted points:

Type of Course	Weighted Points
Honors	+1
Foreign Language above second year	+1
Dual Enrollment 2006-07 and prior, 1000 level	+1
Dual Enrollment 2006-07 and prior, 2000 level or higher	+2
All college level Dual Enrollment 2007-08 and thereafter	+2
Pre-AICE or Pre-IB	+1
AP, IB, or AICE	+2
AP, IB, or AICE without the exam	+1

Please note: The above weighted quality points shall be used in the calculation of the local (District) weighted grade point average for the purpose of determining class rank. Weighted quality points will not be used for meeting the graduation requirements or determining athletic eligibility. The Bright Futures Scholarship Program, Florida’s State University System, and the NCAA Clearinghouse employ different weighted point systems for their respective institutions.

## High School Courses in Middle School

As of February 22, 2012, high school courses taken by middle school students are calculated into the student's weighted (local) GPA. High school courses taken by middle school students prior to this date are not counted in the weighted (local) GPA.

Please note: Grades earned in high school courses during middle school also count toward all other important GPAs, including but not limited to:

- State of Florida's unweighted GPA
  - This GPA is used for high school graduation.
- Bright Futures Scholarships
  - These Scholarships are funded by the State of Florida and students become eligible by earning specific credits, GPA, and test scores.
- State University System admissions
  - There are 12 public universities in Florida. Students become eligible for admission by earning specific credits, GPA, and test scores.
- Florida High School Athletic Association eligibility
  - The FHSAA is the governing body for high school athletic competition. Students must maintain at least a 2.0 unweighted GPA to be eligible to play sports.
- Extracurricular activity eligibility
  - In order to participate in any extracurricular activity (e.g., band, clubs) students must maintain at least a 2.0 unweighted GPA.
- NCAA Clearinghouse eligibility
  - The NCAA is the governing body for Division 1 and 2 athletic competition in college. Students become eligible to play sports in college by earning specific credits, GPA, and test scores.
- Core course GPA
  - Core courses are academic courses (e.g., English, Math, Science, Social Studies, and World Languages) as identified by the Florida Board of Regents for university admissions. This GPA gives students an indication of their academic GPA without including elective courses that might inflate the GPA. This GPA was created because many colleges and scholarships only use these academic "core" courses when they recalculate student GPA's.

## Forgiveness Policy

### High School Grade Forgiveness Policy:

A forgiveness policy for required core courses shall be limited to replacing a grade of:

- D or the grade equivalent 60-69, or
- F or the grade equivalent 0-59

with a grade of C or the grade equivalent 70-79 or higher, earned subsequently in the same or comparable course. The student's record however, will show all courses taken.

A forgiveness policy for elective courses shall be limited to replacing a grade of:

- D or the grade equivalent 60-69, or
- F or the grade equivalent 0-59

with a grade of C or the grade equivalent 70-79 or higher, earned subsequently in another course. The student's record however, will show all courses taken.

### **Middle School Grade Forgiveness Policy:**

A district forgiveness policy for a middle school student who takes any high school course for high school credit and earns a grade of:

- C or the grade equivalent 70-79,
- D or the grade equivalent 60-69, or
- F or the grade equivalent 0-59

must allow the replacement of the grade with a grade of C or the grade equivalent 70-79 or higher, earned subsequently in the same or comparable course. The student's record however, will show all courses taken.

Middle school students taking high school courses, earning a B or B+ will be able to repeat those classes in high school, but not for credit or grade.

Any course grade not replaced according to a district school board forgiveness policy shall be included in the calculation of the 2.0 cumulative GPA required for graduation.

## **GENERAL INFORMATION**

### **Advanced Placement Program**

The Advanced Placement Program consists of over 37 college level courses and exams across 22 subject areas that are offered at high schools. Courses are available in several subject areas from art to statistics. Participation in AP courses gives students an excellent preparation for college and university studies. Successful completion of the course and receipt of a qualifying score on the national AP exam may result in college credit or advanced placement in college courses at many colleges and universities.

Advanced Placement courses are offered to all interested and qualified students wishing to pursue the most rigorous course of study. The prerequisites vary according to each discipline. Students who select an AP course are expected to complete the course and sit for the AP Exam. Students who do not sit for the AP exam will forfeit one extra quality point in the calculation of the district weighted gpa.

### **Honors Program**

Honors courses are also offered in most subjects for students wishing to pursue a more rigorous course of study. Placement in Honors courses is based upon many factors including previous academic record and standardized test results. All students are strongly urged to challenge themselves by attempting Honors level courses.

### **Local Honors Courses**

Each year, Broward County high schools have the opportunity to apply for Local Designation of Honors for any course that the State Course Directory does not recognize as honors. For the 2014-2015 school year and after, any course that was approved, as a local honors course will have a local honors designation of "LH" added to the district course code title.

If the District has designated a course as "Local Honors", it is because it contains rigor that supports the awarding of an extra quality point towards the District's weighted grade point average (GPA), which is used for class rank. These courses however, are not considered "honors" for State University Admissions, NCAA Clearinghouse Eligibility, or for Bright Futures Scholarship purposes and will not be awarded the extra quality point in these programs' recalculated GPAs.

## Exceptional Student Education

Eligibility for the ESE Program is based on district and state requirements. The Individual Educational Plan (IEP) Committee is responsible for making educational placement decisions, determining appropriate educational services, and developing an IEP for eligible students. The school's ESE Specialist will offer assistance in determining the appropriate placement of ESE students.

Career Placement Services for Special Diploma Graduates: FAPE 18 – 22 years old. This transition service is offered at all three (3) Broward Technical Colleges and is designed to assist ESE students to find and maintain competitive employment. Students interested in Career Placement should demonstrate personal independence within the community.

## English Language Learners

Students whose language of origin is other than English have educational needs that are somewhat different from those of native English-speaking students. Students in the English for Speakers of Other Languages (ESOL) program are required to meet the same curriculum standards as any other student in English and content area instruction. English Language Learners shall have equal access to appropriate programs which shall include state funded English for Speakers of Other Languages (ESOL) instruction and instruction in basic subject areas which are understandable to English Language Learners and equal and comparable in amount, scope, sequence and quality to that provided to English proficient students. Teachers provide comprehensible instruction to English Language Learners through the use of ESOL instructional strategies. The School Counseling Department and ELL contact personnel will offer assistance in determining the appropriate placement, testing, and language assessment of ELLs.

## Career and Technical Education (CTE)

Through Career and Technical Education programs of study students graduate from high school academically and technologically prepared for postsecondary education/college and to begin their career. Students who select a career and technical education program and who successfully complete the prescribed sequence of courses will have the opportunity to work towards:

- A diploma that includes high rigor academics and a career and technical education (CTE) program of study, with work-based experiences through an internship, O-J-T (On the Job Training), clinical rotations, or job shadowing.
- The award of a technical program certificate.
- Articulated postsecondary/college credits at recognized institutions of higher learning that will save students time and money in the pursuit of their post secondary education.
- One or more credentials/licenses recognized by business and industry.
- A Florida Ready to Work Certificate signed by the governor and recognized by a multitude of businesses throughout Florida, documenting mastery of the requisite skills required for entry into their chosen profession.
- The Florida Bright Futures/Gold Seal Scholarship Award.

Students who earn a Gold Standard Industry Certification, also earn articulated credits to the state colleges. Below is a link to the gold standard website.

[http://www.fl DOE.org/workforce/dwdframe/artic\\_indcert2aas.asp](http://www.fl DOE.org/workforce/dwdframe/artic_indcert2aas.asp)

## Innovative Programs

Innovative programs are in schools that provide thematic instruction for the students living within the boundary. These programs offer in-depth study and experiences that lead to post-secondary education and careers for the 21<sup>st</sup> Century.

SCHOOL	INNOVATIVE PROGRAM
Coral Glades High	Linked Education and Employment Outcomes (LEEO)
Coral Springs High	Quantum Leap Program
Coral Springs High	Fire Academy
Coral Springs High	Linked Education and Employment Outcomes (LEEO)
Coral Springs High	Dual Enrollment
Cypress Bay High	Cambridge AICE Program
Deerfield Beach High	Linked Education and Employment Outcomes (LEEO)
Dillard High	Linked Education and Employment Outcomes (LEEO)
Everglades High	Sports Medicine
Everglades High	Cambridge AICE Program
Everglades High	Fire Academy
Flanagan, Charles W. High	Flanagan Innovative Zone University
Hallandale High	K-12 STEM
Hallandale High	Linked Education and Employment Outcomes (LEEO)
McArthur High	Linked Education and Employment Outcomes (LEEO)
McArthur High	Mustang University
McFatter Technical High	Linked Education and Employment Outcomes (LEEO)
Plantation High	Linked Education and Employment Outcomes (LEEO)
South Broward High	Linked Education and Employment Outcomes (LEEO)
South Broward High	Cambridge AICE Program
Stoneman Douglas High	Fine Arts Initiative
Taravella, JP High	STEAM
Taravella, JP High	Fire Academy
Western High	STEM Academy
Western High	Institute of Geospatial Studies

## Magnet Programs

Magnet programs expand educational choices for students. The programs offer students unique opportunities for in-depth experiences and study in specific areas of interest. Each Magnet program emphasizes a specialized theme. The programs set high expectations for all students to improve student achievement, prepare for college careers of the 21<sup>st</sup> Century. In addition, Magnet programs offer students real-world and hands-on experiences through internship and mentorship opportunities. To learn more about how to apply and program details, please visit [www.browardschoolsmagnetprograms.com](http://www.browardschoolsmagnetprograms.com).

SCHOOL	MAGNET PROGRAM
Atlantic Technical High School	Technical Academies
Blanche Ely High School	Medical Sciences Science/Pre-Engineering
Boyd Anderson High School	Health & Wellness International Baccalaureate
Deerfield Beach High School	Communications/Broadcast Arts International Baccalaureate Urban Teacher Academy Program
Dillard High 6-12	Performing & Visual Arts (9-12) Emerging Computer Technology Digital Entrepreneurship (9-12)
Fort Lauderdale High School	Pre-Law and Public Affairs Cambridge Program
Hallandale High School	Academy of Entrepreneurship, STEM, and Multimedia Technology
Hollywood Hills High School	Military Academy
Lauderhill 6-12	STEM MED
McFatter Technical High School	Technical Academies
Miramar High School	Aviation International Baccalaureate
Northeast High School	Academies of Excellence: Industrial Biotechnology, Latin Academy, Alternative Energy
Plantation High School	International Baccalaureate
Pompano Beach High School	International Affairs w/Informational Technology
Sheridan Technical High	Technical Academies
South Broward High School	Marine Science
South Plantation High School	Environmental Science
Stranahan High School	Medical Magnet Academy Science/Pre-Engineering Urban Teacher Academy Program

## Share Time Programs

Earn your high school diploma, complete a technical program, obtain an industry credential or license, and earn college credit all while in high school. Broward Technical Colleges (Atlantic, McFatter & Sheridan) can help you meet these goals and prepare for your future. As a Share Time student, you will share your day between a Broward Technical College and your high school. This means you will be able to complete an industry approved, high-skill, high-wage technical program while you are completing high school graduation requirements at your home high school.

Share Time opportunities are open to all Broward County full time high school students, age 16 years or older and having earned at least 11 credits. Transportation may be provided to and from your home high school to one of the Center's college-like campuses.

Students enrolled in private schools and home-schooled students are also welcome. There may be charges for textbooks, uniforms, and supplies.

- Participate in a career and technical education (CTE) program of study with work-based experiences including clinical rotations.
- Award of a technical program certificate
- Articulated postsecondary/college credits at the completion of a technical program and passing certificate / licensure exam(s).

## Dual Enrollment in High School and College Courses

Dual enrollment is an acceleration program that allows high school students to simultaneously earn credit toward high school completion and a career certificate or an associate or baccalaureate degree at a Florida public postsecondary institution. High school students who meet program requirements may concurrently enroll in courses that are creditable toward a post-secondary certificate, Associate's degree, or Bachelor's degree at technical college, Broward College, and state universities.

Students must meet the following requirements:

- Earn a minimum of 11 credits prior to enrollment.
- Earn a minimum 3.0 unweighted grade point average prior to enrollment (2.0 for technical dual enrollment).
- Obtain approval from parent and from the high school principal.
- Obtain minimum ACT, SAT or PERT placement scores prior to enrollment.
- Select courses from the approved list (For courses counting as electives toward the high school diploma, books are not provided by the District).
- Satisfy any required prerequisites.
- Maintain a 3.0 unweighted GPA (2.0 in technical dual enrollment) in high school coursework and a 2.0 college GPA in order to continue in the program.
- The 3.0 high school GPA is inclusive of any Dual Enrollment college courses taken.
- Conform to all School Board and post-secondary institution policies and procedures.

Three-credit (or equivalent) postsecondary courses taken through dual enrollment that are not listed on the FLORIDA DOE DUAL ENROLLMENT COURSE – HIGH SCHOOL SUBJECT AREA EQUIVALENCY LIST shall be awarded 0.5 high school credit, either as an elective or as designated in the local interinstitutional articulation agreement.

NOTE: Most three credit hour dual enrollment courses equate to one-half (.5) high school credit, but some three and four credit hour dual enrollment courses equate to one (1.0) high school credit. See your school counselor for a listing.

## Early Admissions Program

Early admission is another form of dual enrollment through which eligible students enroll in a college on a full-time basis during the last year of high school. Both high school and college credit will be awarded when attending colleges where an articulation agreement in is force.

Students must meet the following requirements:

- Must be entering the last year of high school based upon declared graduation date prior to enrollment
- Must complete all graduation requirements with the exception of those requirements that can be met in the last year of high school prior to enrollment in early admission
- Must be enrolled in a Broward County public high school at least one semester prior to seeking early admission
- Earn a minimum 3.0 unweighted grade point average prior to enrollment
- Must be accepted by a post-secondary institution authorized by Florida law or accredited
- Obtain approval from the high school principal and parent
- Select appropriate courses to satisfy graduation requirements
- Maintain a 2.0 GPA in college coursework in order to continue in the program
- Conform to all School Board and post-secondary institution policies and procedures

## College Academy at Broward College

The College Academy@ BC (CA), located on the central campus of Broward College, is a full-time dual enrollment program for Broward County high school students. Students may apply in January and February of their sophomore year.

Eligibility criteria are as follows:

*3.25 unweighted grade point average; meet qualifying CA testing requirements; pass 10th grade FCAT at level 3 or higher; application, personal essay; teacher/counselor recommendation; and good attendance/behavior record*

All college and high school courses are taught on the college campus. The program offers qualified students the opportunity to receive a **high school diploma** and an **Associate of Arts (AA) degree concurrently**. The quality of the College Academy program is demonstrated by the success of its graduates: 100% of the Class of 2010 earned both a high school diploma and an AA degree and matriculated to upper division colleges and universities. Also, in 2010, 100% of College Academy students qualified for the Florida Bright Futures Scholarship Program as a Florida Academic Scholar or a Florida Medallion Scholar. Students attend classes from late August through late June, taking a minimum of 15 college credits per semester and a minimum of six college credits in the first summer term. Students must maintain a 2.5 college grade point average in order to remain at The College Academy.

The College Academy is designed for students who have the maturity required for college campus life, the discipline to use their time wisely and the academic ability to handle the rigor of college work.

For further information, contact The College Academy @ BC Central (754) 321-6900 **or** visit the College Academy website: <http://www.collegeacademyatbc.org>



## **Broward Virtual School**

Broward Virtual School (BVS) offers full-time and part-time enrollment to students in grades K-12 through an online educational delivery system. BVS offers equitable access to high quality, individualized education, through the internet and other distance learning technologies where students have the opportunity to earn a standard high school diploma entirely online. Students must meet eligibility criteria: a) reside in Broward County, b) FCAT Reading level 2 or higher, c) grades of C or higher in current semester coursework. The virtual environment provides flexibility of time and location. Students may learn wherever they are, whenever they choose, maintaining a specified course pace. Successful online students are self-disciplined, motivated to learn, possess time management skills, and 21<sup>st</sup> century technology skills.

As a component of The School Board of Broward County, Broward Virtual School is fully accredited by AdvancED and Commission on International and Trans-Regional Accreditation (CITA). Broward Virtual School is a franchise partner with Florida Virtual School for middle and high school curriculum. BVS partners with K12 Inc. for its elementary school program.

For course offerings please visit our website at [www.bved.net](http://www.bved.net) or call 754-321-1100.

## **Co-Enrollment**

High school students who are deficient in credits needed to graduate, or who need to improve their cumulative grade point average in order to meet graduation requirements, may take up to two courses per year while co-enrolled in an adult secondary education program.

- The student must be deficient in the credits required for graduation.
- The student must be attempting a full load of required credits at the home high school during the co-enrollment period.
- The student must have written authorization for entrance into each course in the co-enrollment program from the home school principal (or designee).
- The student's credit deficiencies have not resulted from an intentional, willful neglect of studies as determined by the principal (or designee).

## **Alternative High Schools**

Alternative High Schools offer courses and follow graduation guidelines outlined in this Course Catalog. For more information on Alternative High Schools in your area, please contact your school counselor.

## POST SECONDARY PLANNING

### Naviance & Family Connection

## Broward County Public Schools & Family Connection – *Coming Soon!*

#### What is Family Connection?

Your school is partnering with Naviance to provide a variety of tools for achievement through academic, career and college planning. These tools are located in Family Connection, a website for students and families to access online resources, communicate with school staff, and work on college and career readiness activities with your school and family. Starting in early 2016, you will have access to these great resources!

#### What can you do in Family Connection?

Find out what you can do in Family Connection by reviewing the information below.

<ul style="list-style-type: none"><li>•View updates and links from your school</li><li>•Read and send email messages to school staff</li></ul>	<ul style="list-style-type: none"><li>•Research colleges, enrichment programs and scholarships</li><li>•Build your <b>Colleges I'm Thinking About</b> list and <b>Colleges I'm Applying To</b> list</li><li>•Request teacher recommendations and transcripts for college applications (2016)</li></ul>	<ul style="list-style-type: none"><li>•Complete personality and interests assessments</li><li>•Research careers</li><li>•Build favorite career list</li><li>•Browse the Roadtrip Nation Interview Archive</li></ul>
<b>Home page</b> 	<b>Colleges tab</b> 	<b>Careers tab</b> 
<ul style="list-style-type: none"><li>•Take surveys</li><li>•Create a resume</li><li>•View documents posted by the school</li><li>•Create journal entries to record reflections and track progress</li></ul>	<ul style="list-style-type: none"><li>•Set academic and personal goals</li><li>•Create personal task lists</li><li>•View and complete school-assigned tasks</li></ul>	
<b>About Me tab</b> 	<b>My Planner tab</b> 	



## FloridaShines

FloridaShines exists to empower all of Florida's 20,000,000 residents to earn a college degree and find a bright career. Whether you're in high school just starting to think about college or you're already working and ready to earn or complete your degree, FloridaShines can help.

FloridaShines works with the state's 40 colleges and universities and other partners to help you succeed in school and beyond. Check your transcript. Register for an online course. Search libraries across the state. And a whole lot more. All designed to help you shine.

FloridaShines - Florida's Student Hub of Innovative Educational Services - is a service of the Florida Virtual Campus.

## Florida Virtual Campus

The Florida Virtual Campus (FLVC) is a statewide provider of innovative educational services for Florida's K-20 community. Working collaboratively with the state's 12 public universities, 28 public colleges, K-12 school districts, and other partners, FLVC provides services that help students succeed in school and life after graduation. Those services include:

- An array of academic advising, career readiness, and distance learning resources for students and parents, available through the FloridaShines website
- Support for the academic libraries at the state's public colleges and universities, including a discovery tool used by students and faculty to access library resources and an integrated library management system used by library staff
- Tools and training materials used by academic advisors, distance learning staff, librarians, and other staff at Florida's public colleges and universities to provide services to their students and faculties

The Florida Virtual Campus is funded by the Florida Legislature, and administered by the University of West Florida.

## College & Career Readiness Evaluation Available

The Bright Futures Scholarship Eligibility Evaluation and High School Graduation Evaluation is available to students. The evaluations have been refreshed and offer a new, easier-to-read format that incorporates college and career readiness goals.

Students access the evaluations from [www.mycareershines.org](http://www.mycareershines.org)> Go to College

## Broward Advisors for Continuing Education (BRACE)

The BRACE Program is unique to the Broward County School System. BRACE Advisors provide students with information on scholarships, financial aid, and the college application process. Advisors also provide information on technical schools, military options, and direct workforce entry.

- BRACE Advisors help to successfully bridge a high school graduate to his/her postsecondary choice.
- BRACE Advisors help students explore their options, ranging from apprenticeships and college/university enrollment to workforce entrance, military or technical schools.
- BRACE Advisors also review job applications, college applications and advise on grants, scholarships and financial aid.

## State University System (SUS) Admission Requirements

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

Admission decisions are based on: 1) high school graduation; 2) grade point average in academic core courses; 3) admission test scores; 4) course distribution requirements; and 5) student portfolios including extra-curricular activities, essays, etc.

Students must complete at least 18 units of high school work in the five core areas listed below in addition to two or three additional electives:

- 4 credits – English/Language Arts (three of which must have included substantial writing requirements);
- 3 credits – Natural Science (two of which must have included substantial laboratory requirements);
- 3 credits – Social Science (to include anthropology, history, civics, political science, economics, sociology, psychology, and/or geography);
- 2 credits – Foreign Language (Both credits must have been in the same language. For the purposes of this requirement, American Sign Language will be accepted in place of a foreign language. Students may not have one high school credit and one 3-4 credit hour postsecondary foreign language course unless the college credit course is at least at the second level of a foreign language);
- 4 credits – Mathematics (at or above the Algebra I level)
- 2 credits – Additional Academic Credits:
  - 2 credits among Level II courses in Department of Education *Course Code Directory* in English/Language Arts, Mathematics, Natural Science, Social Science, Foreign Language, Fine Arts; Level III courses listed in the *Directory* in any academic credited discipline; or Dual Enrollment courses for which both high school and postsecondary academic credits are granted;
  - OR**
  - One credit from the list directly above and one credit from grade nine or above in ROTC/Military Training, or an equivalent course in any discipline as determined by the Articulation Coordinating Committee and listed in the *Florida Counseling for Future Education Handbook*.

## State University System (SUS) Elective Requirements

Freshman applicants to the State University System must have two or three additional high school credits as electives.

Students and counselors are advised to consider carefully the importance of elective course work. Completion of the required 18 credits for SUS admission guarantees acceptance only in the case of Talented 20 students. Therefore, the stronger an applicant's preparation, the better their chance of admission into the university of choice.

## 2014 Florida State University Matrix

**(Student criteria may not be valid for current year admissions)**

	<b>% Applicants Accepted Summer/Fall</b>	<b>Mid-Range Core GPA Accepted SUMMER</b>	<b>Mid-Range SAT Accepted SUMMER</b>	<b>Mid-Range ACT Accepted SUMMER</b>	<b>Mid-Range Core GPA Accepted FALL</b>	<b>Mid-Range SAT Accepted FALL</b>	<b>Mid-Range ACT Accepted FALL</b>
<b>FAMU (Tallahassee)</b>	67%/56%	2.5-2.99	M:400-500 R:400-500 W:400-500	17-20	3.0-3.49	M:400-500 R:400-500 W:400-500	17-20
<b>FAU (Boca Raton)</b>	57%/47%	3.28-3.92	M:460-540 R:460-540 W:450-530	20-23	3.44-4.19	M:500-590 R:500-590 W:490-580	22-26
<b>FGCU (Ft. Meyers)</b>	62%/54%	3.06-3.65	M: 460-550 R:470-550 W:460-550	20-23	3.11-3.81	M:480-560 R:480-560 W:470-550	21-24
<b>FIU (Miami)</b>	Inv.only/47%	3.10-3.80	M:470-520 R:470-530 W:460-520	19-21	3.74-4.30	M:520-630 R:530-630 W:460-520	21-26
<b>FLPOLY (Lakeland)</b>	NA/35%	NA	NA	NA	4.03	M:670 R:640 W:600	28
<b>FSU (Tallahassee)</b>	46%/44%	3.6-4.1	M:550-640 R:550-630 W:550-630	24-28	3.8-4.4	M:580-670 R:590-670 W:580-670	27-30
<b>NCF (Sarasota)</b>	NA/49%	N/A	N/A	N/A	3.93-4.56	M:580-680 R:620-730 W:590-700	27-31
<b>UCF (Orlando)</b>	51%/48%	3.6-4.0	M:560 R:550 W:540	23-26	3.7-4.3	M:600 R:600 W:600	25-29
<b>UF (Gainesville)</b>	45%/44%	4.1-4.4	M:560-670 R:550-660 W:550-660	28-32	4.2-4.5	M:610-710 R:600-690 W:600-700	28-32
<b>UNF (Jacksonville)</b>	70%/40%	3.49	M:520-570 R:510-570 W:450-530	21-23	3.9	M:560-640 R:570-640 W:500-590	24-28
<b>USF (Tampa)</b>	45%/44%	3.3-3.8	M:520-590 R:520-580 W:500-560	23-26	3.71-4.33	M:560-660 R:550-640 W:540-630	25-29
<b>UWF (Pensacola)</b>	55%/68%	3.3	M:490 R:500 W:490	22	3.69	M:520 R:530 W:510	24

**\*\*Students who meet criteria are NOT guaranteed offers of admission\*\***

## College Admissions Test Dates

For current information on college admissions test dates, please visit the following websites:

- **SAT** [www.collegeboard.org](http://www.collegeboard.org)
- **ACT** [www.actstudent.org](http://www.actstudent.org)

## Talented 20 Program

The purpose of the Talented 20 program is to guarantee admission to students who succeed in their respective K-12 public schools, encourage students to strive for better grades, and pursue rigorous academic courses. Students eligible for the Talented 20 program are guaranteed admission to one of the twelve state universities and are given priority for the awarding of funds from the Florida Student Assistance Grant, a needs-based student assistance program. Please note, that while eligible students are guaranteed admission at one of the state universities, they may not be admitted to the campus of their choice.

In order to qualify for the Talented 20 program, students must:

- Be enrolled in a Florida public high school and graduate with a standard diploma;
- Be ranked in the top 20% of the class after the posting of seventh semester grades;
- Take the ACT or SAT (no minimum score is required); and
- Complete all eighteen college preparatory credits as specified in State Board of Education Rules.

## Bright Futures Scholarship Program

The Florida Bright Futures Scholarship Program establishes three lottery-funded scholarships for Florida high school graduates who demonstrate high academic achievement and enroll in eligible Florida public or private postsecondary institutions. There are three award levels for which high school seniors may qualify. The scholarship may be used for either full-time or part-time enrollment and is renewable. All initial applicants must meet the general requirements for participation in this program and specific requirements for the individual award. To be eligible for an initial award from any of the three types of scholarships, a student must:

- Apply online and complete the *Initial Student Florida Financial Aid Application* at [www.FloridaStudentFinancialAid.org](http://www.FloridaStudentFinancialAid.org), by selecting **State Grants, Scholarships & Applications**, then **Apply Here**, during their last year in high school (after December 1 and prior to graduation). **Students must apply by high school graduation or all future eligibility for a Bright Futures Scholarship is forfeited.**
- Be a Florida resident and a U.S. citizen or eligible non-citizen. The postsecondary institution the student attends is responsible for verifying Florida residency and U.S. citizenship status.
- Earn a Florida standard high school diploma or its equivalent. For information on GED, Home Education, or dependents of military or public service personnel outside of Florida, students should visit the State Student Financial Aid website at [www.FloridaStudentFinancialAid.org/SSFAD/bf](http://www.FloridaStudentFinancialAid.org/SSFAD/bf). Under the title **First Time Applicants**, select the links for **Home Educated, GED, or Out-of-State**.
- Be accepted by and enrolled in an eligible Florida public or independent postsecondary education institution. All public colleges, state universities, and public vocational technical schools are eligible, as are many private postsecondary institutions. For a list of eligible institutions, students should visit [www.FloridaStudentFinancialAid.org](http://www.FloridaStudentFinancialAid.org), **State Grants, Scholarships & Applications**. Select the tab **State Program Links** from the blue toolbar across the top of the page. Look for the links under the title **Eligible Institution Information**.
- Be enrolled for at least six non-remedial semester credit hours or the equivalent.
- Not have been found guilty of, nor pled no contest to, a felony charge.
- Begin receiving funding for the award within two years of high school graduation. If enlisting directly into the military after graduation, the two-year period begins upon the date of separation from active duty.

## Initial Eligibility Requirements for Year 2016 High School Graduates

Initial eligibility requirements must be met, in addition to earning a standard Florida high school diploma, prior to graduation from a Florida public high school or a registered Florida Department of Education private high school. Students must apply by submitting an *Initial Student Florida Financial Aid Application* at [www.FloridaStudentFinancialAid.org/SSFAD/home/uamain.htm](http://www.FloridaStudentFinancialAid.org/SSFAD/home/uamain.htm) during their last year in high school, prior to their high school graduation or **forever forfeit** a Bright Futures Scholarship.

## Course Weighting for the Bright Futures Grade Point Average

The grade point average calculated by the Florida Bright Futures Scholarship Program evaluation system to determine initial eligibility is based on the weighting of certain courses. The following courses are weighted .25 per semester course or .50 per year course.

- Courses identified in the Course Code Directory as Advanced Placement, Pre-International Baccalaureate, International Baccalaureate, Honors, Pre-Advanced International Certificate of Education (Pre-AICE), or Advanced International Certificate of Education (AICE).
- Courses designated as academic dual enrollment courses in the Statewide Course Numbering System.
- State University System approved courses identified in the Course Code Directory as Level 3 in the subject areas of mathematics, language arts, science, and social studies. These are listed in the Counseling for Future Education Handbook. (Note: Not all Level 3 courses are weighted.)
- Courses may be confirmed on the Comprehensive Course Table (CCT) at: [https://www.osfaffelp.org/bfiehs/fnbpcm02\\_CCTMain.aspx](https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx)

The assignment of additional weight is intended to be an incentive for students to continue to enroll in more challenging higher-level courses while pursuing Bright Futures Scholarships.

Weighted Quality Points by Course Type			Unweighted Quality Points by Course Type		
Letter Grade	For a .50 Credit Course	For a 1.00 Credit Course	Letter Grade	For a .50 Credit Course	For a 1.00 Credit Course
A	2.25	4.5	A	2.0	4.0
B	1.75	3.5	B	1.5	3.0
C	1.25	2.5	C	1.0	2.0
D	0.75	1.5	D	0.5	1.0
F	0.00	0.0	F	0.0	0.0

The following chart outlines the eligibility requirements for each of the three types of Bright Futures awards for 2016 high school graduates. A student may receive funding for only one award. The highest award earned by the student will be selected. **Note: The Florida Legislature is authorized to change eligibility and funding requirements for future graduating classes.**

## Bright Futures Eligibility Chart

Refer to the Bright Futures Handbook for complete Bright Futures eligibility criteria at <http://www.FloridaStudentFinancialAid.org/SSFAD/bf/bfmain.htm>

Locate your high school graduation year in Column A to determine the requirements and conditions for your Bright Futures award.

FAS = Florida Academic Scholars		FMS = Florida Medallion Scholars		GSV = Gold Seal Vocational Scholars				
A	B	C	D	E	F	G	H	I
Student's High School Graduation Year <sup>1</sup>	Initial Eligibility		Service Hour Requirements	Number of FAS/FMS Hours of Funding Available <sup>3a</sup>	Scholarship Award Information			
	Required SAT/ACT Score to Earn FAS Award	Required SAT/ACT Score to Earn FMS Award <sup>2</sup>			Number of GSV Hours of Funding Available	Number of Years to Reinstate an Initial Award <sup>5</sup>	Number of Years of Funding Available <sup>6</sup>	Restoration Opportunity
2013-2014 and after	1290 SAT / 29 ACT	1170 SAT / 26 ACT	FAS = 100 hrs FMS = 75 hrs GSV = 30 hrs	100% of program of study	100% of program of study up to 72 credit hours in AS, AAS, CCC or PSAV's; 60 credits hours in ATD's.	Within 2 years of high school graduation.	Up to 5 years from high school graduation	For insufficient GPA in 1 <sup>st</sup> year of funding only
2012-2013	1280 SAT / 28 ACT	1020 SAT / 22 ACT	FAS = 100 hrs FMS = 75 hrs GSV = 30 hrs	100% of program of study	100% of program of study up to 72 credit hours in AS, AAS, CCC or PSAV's; 60 credits hours in ATD's.	Within 2 years of high school graduation.	Up to 5 years from high school graduation	For insufficient GPA in 1 <sup>st</sup> year of funding only
2011-2012	1270 SAT / 28 ACT	980 SAT / 21 ACT	FAS = 100 hrs FMS = 75 hrs GSV = 30 hrs	100% of program of study	100% of program of study up to 72 credit hours in AS, AAS, CCC or PSAV's; 60 credits hours in ATD's.	Within 3 years of high school graduation.	Up to 5 years from high school graduation	For insufficient GPA in 1 <sup>st</sup> year of funding only
2010-2011	1270 SAT / 28 ACT	970 SAT / 20 ACT	FAS = 75 hrs FMS = 0 hrs GSV = 0 hrs	100% of program of study	100% of program of study up to 90 credit hours	Within 3 years of high school graduation.	Up to 5 years from high school graduation	For insufficient GPA in 1 <sup>st</sup> year of funding only
2009-2010	1270 SAT / 28 ACT	970 SAT / 20 ACT	FAS = 75 hrs FMS = 0 hrs GSV = 0 hrs	100% of program of study	100% of program of study up to 90 credit hours	Within 3 years of high school graduation.	Up to 7 years from high school graduation	For insufficient GPA in 1 <sup>st</sup> year of funding only
2008-2009 and before	1270 SAT / 28 ACT	970 SAT / 20 ACT	FAS = 75 hrs FMS = 0 hrs GSV = 0 hrs	110% of program of study	110% of program of study up to 90 credit hours	Within 3 years of high school graduation.	Up to 7 years from high school graduation	For insufficient GPA and insufficient hours

<sup>1</sup> High school graduation year = the year in which the student graduated from high school. For example, a student who graduated between September 1, 2013 and August 31, 2014 graduated in the 2013-2014 academic year.

<sup>2</sup> Home educated students who are unable to document a college-preparatory curriculum and wish to earn an FMS award, must earn a 1070 SAT or 23 ACT; and as of 2013-14 must earn a 1220 SAT or 27 ACT.

<sup>3</sup> Extended hours of funding are available to FAS and FMS recipients in a single program of study requiring more than 120 hours.

<sup>4</sup> FAS & FMS scholars completing a baccalaureate degree in 2010-11 or later within 7 semesters (or equivalent hours) or fewer, may receive 1 term of graduate funding, up to 15 semester hours, paid at the undergraduate rate.

<sup>5</sup> Exception to the maximum number of years to begin receiving funding is made for students who are active military.

<sup>6</sup> Students who are unable to complete their program after their allotted program length due to a verifiable illness or other documented emergency may be granted a 1-year extension to the renewal timeframe.

\* Eligibility and funding requirements are subject to change with each legislative session



## Scholarship Opportunities

Scholarships are most commonly money awarded from various sources based on merit and/or financial need, generally applied towards the cost of attending school.

Types of scholarships:

- Need based - awarded primarily based on financial need.
- Merit based - awarded primarily based on unique talents or achievements, such as academics or athletics.
- Many scholarships look at a combination of need and merit.

For information on available scholarships, you should log into Family Connection (Naviance) and contact your BRACE Advisor.

## Florida Pre-Paid College Program

Application forms may be obtained by writing to Florida Prepaid College Program P.O. Box 6448 Tallahassee, FL 32315-6448. For additional information, call 1-800-552-GRAD.

## National Collegiate Athletic Association Requirements (NCAA)

College-bound student athletes will need to meet more rigorous academic rules to receive a scholarship at NCAA Division 1 and 2 colleges or universities. A student who enters a NCAA Division I college or university on or after August 1, 2016 (entered ninth grade 2012-13), will need to meet new academic rules in order to receive athletics aid (scholarship), practice, or compete during their first year. The changes include the following:

- Minimum core-course GPA of 2.3 required
- Change in GPA and test-score index (sliding scale)
- Ten core courses required before the seventh semester of the senior year

A student who enters a NCAA Division II college or university on or after August 1, 2013, (2012-2013 high school graduates) will be required to complete 16 core courses instead of the current 14.

For information on the rules and to download a PowerPoint presentation to help families and students understand the changes, visit <https://web1.ncaa.org/hportal/exec/links?linksSubmit=ShowActiveLinks>. A list of approved core courses is available at [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net).

## Virtual Counselor: A Great Resource for Scheduling

Did you know that students and parents can access school records electronically? Use Virtual Counselor to review your courses, grades, graduations requirements and progress toward graduation, test scores, and select the best courses to take next year and more. Students begin by creating an account at school at <http://web/dwh>. Parents can create their own account through [www.browardschools.com](http://www.browardschools.com).

## Service Learning-Student Volunteer Service Program

The purpose of the Student Volunteer Service Program is to acquaint high school students with the need to become participating agents of change by providing service to both their school and community. All Service Learning hours must be documented on the Service Learning Log Sheet. Log Sheets must be returned to the Service Learning Coordinator. Students must retain a copy of this form for their records. Students may start earning Service Learning Hours as soon as they are promoted to ninth grade. Students completing 250 total volunteer service hours are eligible to receive a silver cord worn at commencement.

## Silver Knight Award

The Silver Knight Awards program was instituted at The Miami Herald in 1959 by John S. Knight, past publisher of The Miami Herald, founder and editor emeritus of Knight-Ridder Newspapers and 1968 Pulitzer Prize Winner. Nominees are outstanding 12<sup>th</sup> grade students selected by their high schools. Fifteen panels of volunteer judges read the nomination forms and conduct interviews. All nominations will be screened before going into the interview phase. Not everyone will qualify for the interview phase. Judges will select a Silver Knight winner and three Honorable Mentions in each category. Nominating students is the responsibility of each high school. Selecting judges, arranging interviews and presenting the awards are the responsibilities of The Miami Herald.

**Eligibility:** The Silver Knight Awards program is open to 12<sup>th</sup> grade students with a minimum 3.2 GPA (unweighted) in public, private, and parochial schools in Miami-Dade and Broward counties. Only students with strong records of service to their school and community should be nominated. School may nominate one student per category.

### Fifteen Categories:

Art	World Languages	New Media
Athletics	General Scholarship	Science
Business	Journalism	Social Science
Drama	Mathematics	Speech
English & Literature	Music & Dance	Vocational - Technical

## NORTHEAST HIGH SCHOOL CURRICULUM GUIDE 2016-17 LANGUAGE ARTS

**Course Title: English I**  
**Course Number: 1001310**  
**Credit: 1.00**  
**Grade Level: 9-12**  
**Major Concepts/Content**

English I provides instruction in the Language Arts strands of reading process, literary analysis, writing process, writing applications, communication, and information and media literacy. It offers instruction in reading and vocabulary strategies necessary for comprehension of printed materials; research; the writing of effective paragraphs and multi-paragraph papers, with emphasis upon all stages of the writing process in timed and untimed assessments (prewriting, drafting, revising, editing, publishing); speech instruction including formal and informal presentations; evaluation of mass media; the analysis of genres and the study of language in conjunction with writing, concentrating on conventions of grammar, usage, and mechanics. Technology is incorporated into all aspects of the course.

**Course Title: English Honors I (H)**  
**Course Number: 1001320**  
**Credit: 1.00**  
**Grade Level: 9-12**  
**Major Concepts/Content**

English Honors I promotes academic excellence in English language arts through the strands of reading process, literary analysis, writing process, writing applications, communication, and information and media literacy. This course provides instruction in critical analysis of major literary genres. Composition instruction focuses upon using the writing process in creative, technical, and traditional academic modes in both times and untimed settings. All stages of the writing process are addressed: prewriting, drafting, revising, editing, and publishing. Formal speaking experiences are provided. Technology is incorporated into all aspects of the course.

**Course Title: English II**  
**Course Number: 1001340**  
**Credit: 1.00**  
**Grade Level: 9-12**  
**Major Concepts/Content**

English II provides instruction in the Language Arts strands of the reading process, literary analysis, writing process, writing applications, communication, and information and media literacy. Content includes instruction in reading literature and in vocabulary strategies necessary to comprehend printed materials; the writing of essays for various purposes and audiences, using literary and nonliterary subjects; untimed and timed writings, utilizing all elements of the writing process where appropriate (prewriting, drafting, revising, editing and publishing); emphasis of applicable research; analysis of selections found in world literature; study of grammar, mechanics, usage and other conventions of standard written English in conjunction with writing; study of mass media, including analysis of propaganda and persuasion techniques; and instruction in speech, including analysis of effective techniques in oral presentations. Technology is incorporated into all aspects of the course.

**Course Title: English Honors II (H)**

**Course Number: 1001350**

**Credit: 1.00**

**Grade Level: 9-12**

**Major Concepts/Content**

English Honors II promotes excellence in English language arts through the study of world literature . This course provides instruction in universal themes found in world literature as well as in the critical analysis of various genres in that literature. Composition instruction emphasizes the creative, technical, and traditional academic modes of writing through the writing process (prewriting, drafting, revising, editing, and publishing); frequent timed and untimed practice is provided. The study of language includes usage, mechanics, and other conventions of standard written English as they relate to students' writing. Formal and informal speaking opportunities are provided. Vocabulary study is done in conjunction with reading and literature. Technology is incorporated into all aspects of the course.

**Course Title: English III**

**Course Number: 1001370**

**Credit: 1.00**

**Grade Level: 10-12**

**Major Concepts/Content**

English III provides instruction in the Language Arts strands of reading process, literary analysis, writing process, writing applications, communication, and information and media literacy. Composition instruction includes frequent practice in writing various types of multi-paragraph papers, including documented papers/projects. Referencing and summarizing skills will be stressed as well as all phases of the writing process (prewriting, drafting, revising, editing, and publishing). This study will include the analysis of representative examples of American literary works in various genres, as they illustrate distinctive national qualities and the ethnic and cultural diversity of the American experience. Vocabulary, grammar, and usage are studied in conjunction with literature and writing. Listening, speaking, researching, and writing assignments are related to the study of American literature when appropriate. Technology is incorporated into all aspects of the course.

**Course Title: English Honors III (H)**

**Course Number: 1001380**

**Credit: 1.00**

**Grade Level: 10-12**

**Major Concepts/Content**

This course promotes excellence in English language arts through enriched experiences through the strands of reading process, literary analysis, writing process, writing applications, communication, and information and media literacy. Instruction includes frequent practice in writing various types of multi-paragraph essays, including documented papers; written and oral analysis of American literature representing the ethnic and cultural diversity of the American experience; and analysis of American dialects reflected in the literature. Reference skills and methods of summarizing are taught in the production of documented papers/projects. All phases of the writing process are utilized where appropriate (prewriting, drafting, revising, editing, and publishing). Formal and informal speech experiences are provided. Technology is incorporated into all aspects of the course.

**Course Title: English IV**  
**Course Number: 1001400**  
**Credit: 1.00**  
**Grade Level: 11-12**  
**Major Concepts/Content**

English IV provides instruction in the critical analysis of representative examples from British literature, as they reflect changes in the language and the development of the literary traditions of the English language. Writing experiences are structured to provide practice in real-life writing situations likely to be encountered beyond secondary school, including technical, creative, and traditional academic modes. Opportunity is provided to extend speaking, researching, and listening skills. Content includes instruction in vocabulary strategies and reading necessary for comprehension of printed materials. Technology is incorporated into all aspects of the course.

**Course Title: English Honors IV (H)**  
**Course Number: 1001410**  
**Credit: 1.00**  
**Grade Level: 11-12**  
**Major Concepts/Content**

English Honors IV promotes excellence in English language arts through enriched experiences in communication skills and instruction in the literature of Great Britain. Instruction will cover the written and oral analysis of major British literary works of various genres in relationship to cultural influences and to the development of the literary traditions of the English language. Writing assignments will develop students' abilities to interpret literature and analyze it critically. All phases of the writing process will be utilized where appropriate (prewriting, drafting, revising, editing, and publishing). Students will also extend their speaking, researching, and listening skills. Language study should include vocabulary and grammar in the context of literature and writing and an overview of the history of the language as reflected in literature. Technology is incorporated into all aspects of the course.

**Course Title: English 4: Florida College Prep**  
**Course Number: 1001405**  
**Credit: 1.00**  
**Grade Level: 11-12**  
**Major Concepts/Content**

English 4: Florida College Prep provides instruction in comprehending complex literary and informational texts independently and proficiently in preparation for introductory courses in college. The writing process will provide practice in real-life writing situations likely to be encountered beyond secondary school, including argumentative, expository, narrative, research, and traditional academic modes. Opportunity is provided to extend speaking and listening skills, with special attention to use of evidence and rhetoric. Technology is incorporated into all aspects of the course.

**Course Title: Advanced Placement English Language and Composition (AP)**  
**Course Number: 1001420**  
**Credit: 1.00**  
**Grade Level: 10-12**  
**Major Concepts/Content**

The course provides a study of the semantic, structural, and rhetorical resources of the English language as they relate to the principles of effective writing. Examples of prose from various fields and periods serve as models of effective writing. This course provides a variety of writing opportunities that require the use of different styles and tones. Students develop individual writing styles adaptable to writing needs in college. Students are expected to take the Advanced Placement examination offered by the College Board.

***Special Notes: This is a college-level course.***

**Course Title: Advanced Placement English Literature and Composition (AP)****Course Number: 10014300****Credit: 1.00****Grade Level: 11-12****Major Concepts/Content**

This course involves students in the study and practice of writing and in the study of literature. Students learn to use the modes of discourse and to recognize the assumptions underlying various rhetorical strategies. Students acquire an understanding of the resources of the language and an understanding of the writer's craft through the study of poetry, drama, fiction and expository prose. Students develop critical standards for the analysis of any literary work and increase their sensitivity to literature as shared experience. Students are expected to take the College Board examination for Advanced Placement English Composition and Literature.

*Special Notes: This is a college-level course.*

## LANGUAGE ARTS ELECTIVES

**Course Title: Classical Literature Honors (H)****Course Number: 1020830****Credit: 0.5****Grade Level: 9-12****Major Concepts/Content**

This course provides instruction in the critical reading and analysis of classical literature, both for students' enjoyment and for further literary study. The content includes, but is not limited to, man's search for values, for a place in society, for political and religious identity, and for aesthetic expression. The literary influence on world culture of the great societies from ancient Greece to the Reformation is included. Analytical reading and effective written expression are emphasized. All of the Language Arts strands (reading process, literary analysis, writing process, writing applications, communication, and information and media literacy) are covered in this course.

*Note: One English credit recommended. This course provides 0.5 Language Arts core credit. Paired with Contemporary Literature Honors.*

**Course Title: Contemporary Literature Honors (H)****Course Number: 1020830****Credit: 0.5****Grade Level: 9-12****Major Concepts/Content**

The purpose of this course is to enable students, using texts of high complexity, to develop knowledge of contemporary literature through advanced integrated educational experiences of reading, writing, speaking and listening, and language. Emphasis will be on representative contemporary literature, with its varied cultural influences, highlighting the major genres, themes, issues, and influences associated throughout the literary period.

*Note: One English credit recommended. This course provides 0.5 Language Arts core credit. Paired with Classical Literature Honors.*

**Course Title: Humanities I Hon****Course Number: 09003100****Credit: 1.00****Grade Level: 9-12****Major Concepts/Content**

The purpose of this course is to enable students to examine, understand, and respond to creative efforts of individuals and societies through interdisciplinary study of the arts and their connections to areas such as history, literature, philosophy, and religion from early civilizations to 1500, including ancient Greece and Rome, the Byzantine empire, and medieval European society.

The content should include, but not be limited to, the following:

- characteristics of the visual and performing arts
- influence of history, literature, philosophy, and religion on the arts
- analysis of ideas and artistic expression across varied cultures
- critical evaluation of exemplars in the visual and performing arts
- contributions of major visual and performing artists
- impact of history and culture on today's societies and cultures

**PREREQUISITES:** *None. Note: Elective credit.*

**Course Title: Humanities II Hon**

**Course Number: 09003200**

**Credit: 1.00**

**Grade Level: 9-12**

**Major Concepts/Content**

The purpose of this course is to enable students to examine, understand, and respond to creative efforts of individuals and societies through interdisciplinary study of the arts and their connections to areas such as history, literature, philosophy, and religion since 1500, including the Renaissance, the Scientific Revolution, and the Enlightenment, among others.

The content should include, but not be limited to, the following:

- characteristics of the visual and performing arts
- influence of history, literature, philosophy, and religion on the arts
- analysis of ideas and artistic expression across varied cultures
- critical evaluation of exemplars in the visual and performing arts
- contributions of major visual and performing artists
- impact of history and culture on today's societies and culture

**PREREQUISITES:** *Humanities I Hon. Note: Elective credit.*

**Course Title: Creative Writing I**

**Course Number: 1009320A**

**Credit: .50**

**Grade Level: 9-12**

**Major Concepts/Content**

The purpose of this course is to develop writing and language skills needed for individual expression in literary forms. The content should include, but not be limited to, the following: development of and practice in writing a variety of literary works, including original poetry, short stories, plays, novels and/or essays, and nonfiction.

**PREREQUISITES:** *None. Note: Elective credit.*

**Course Title: Creative Writing II**

**Course Number: 1009330A**

**Credit: .50**

**Grade Level: 9-12**

**Major Concepts/Content**

The purpose of this course is to extend the development of the writing and language skills needed for individual expression in the literary forms as introduced in Creative Writing I. The content should include, but not be limited to, the following: instruction and practice in writing a variety of literary works, including original poetry, short stories, plays, novels, and/or essays, and nonfiction. The technical aspects of publishing student work in literary publications will also be included.

**PREREQUISITES:** *Creative Writing I. Note: Elective Credit*

**Course Title: Creative Writing III Hon.**

**Course Number: 10093310**

**Credit: .50**

**Grade Level: 9-12**

**Major Concepts/Content**

The purpose of this course is to enable students to develop and use grade 11-12 writing and language skills for advanced creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style.

**PREREQUISITES: Creative Writing II. Note: Elective Credit**

**Course Title: Creative Writing IV Hon.**

**Course Number: 10093320**

**Credit: .50**

**Grade Level: 9-12**

**Major Concepts/Content**

The purpose of this course is to enable students to develop and use grade 11-12 writing and language skills for advanced creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style.

**PREREQUISITES: Creative Writing III. Note: Elective Credit**

**Course Title: Debate I Honors [local honors]**

**Course Number: 1007330D**

**Credit: 1.00**

**Grade Level: 9-12**

**Major Concepts/Content**

The purpose of this course is to develop students' beginning awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies for public debate in a variety of given settings. Some work outside of the regular school day may be required.

**GENERAL NOTES**

The content should include, but not be limited to, the following:

- delivering and analyzing a variety of argument and debate formats such as
  - Lincoln-Douglas
  - team debate
  - extemporaneous
- delineating and evaluating the argument and specific claims in an oral or written text by
  - citing specific text evidence
  - assessing the validity of the evidence and soundness of the reasoning
  - determining the sufficiency of evidence for success
  - recognizing when irrelevant evidence or faulty reasoning is introduced
- demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
  - eye contact and body movements
  - voice register and choices of language
  - use of standard English
- using research and writing skills to support selected topics and points of view
  - across a range of disciplines
  - using a range of sources, including digital
- assessing the veracity of claims and the reliability of sources
  - determining different types of evidence (e.g., documentary evidence in the social sciences, experimental evidence in the realm of natural sciences)
  - determining reliable print and digital sources
- demonstrating use of techniques for timing and judging debates and other forensic activities
- collaboration amongst peers, especially during the drafting and practicing stages



**PREREQUISITES:** *Teacher recommendation and school guidelines. Note: Performing Art credit.*

**Course Title:** Debate II Honors [local honors]

**Course Number:** 1007340J

**Credit:** 1.00

**Grade Level:** 9-12

**Major Concepts/Content**

The purpose of this course is to continue to develop students' awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies for public debate in a variety of given settings. Some work outside of the regular school day may be required.

**GENERAL NOTES**

The content should include, but not be limited to, the following:

- delivering and analyzing a variety of argument and debate formats such as
  - Lincoln-Douglas
  - team debate
- delineating and evaluating the argument and specific claims in an oral or written text by
  - citing specific text evidence
  - assessing the validity of the evidence and soundness of the reasoning
  - determining the sufficiency of evidence for success
  - recognizing when irrelevant evidence or faulty reasoning is introduced
- demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
  - eye contact and body movements
  - voice register and choices of language
  - use of standard English
- using research and writing skills to support selected topics and points of view
  - across a range of disciplines
  - using a range of sources, including digital
- assessing the veracity of claims and the reliability of sources
  - determining different types of evidence (e.g., documentary evidence in the social sciences, experimental evidence in the realm of natural sciences)
  - determining reliable print and digital sources
- demonstrating use of techniques for timing and judging debates and other forensic activities
- collaboration amongst peers, especially during the drafting and practicing stages

**PREREQUISITES:** *Teacher recommendation and school guidelines. Note: Performing Art credit.*

**Course Title: Debate III Honors**

**Course Number: 10073500**

**Credit: 1.00**

**Grade Level: 9-12**

**Major Concepts/Content**

The purpose of this course is to develop students' enhanced awareness, understanding, and application of language arts as it applies to advanced oral communication concepts and strategies for public debate in a variety of given settings. Some work outside of the regular school day may be required.

The content should include, but not be limited to, the following:

- delivering and analyzing a variety of argument and debate formats such as
  - Lincoln-Douglas
  - team debate
- delineating and evaluating the argument and specific claims in an oral or written text by
  - citing specific text evidence
  - assessing the validity of the evidence and soundness of the reasoning
  - determining the sufficiency of evidence for success
  - recognizing when irrelevant evidence or faulty reasoning is introduced
- demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
  - eye contact and body movements
  - voice register and choices of language
  - use of standard English
- using research and writing skills to support selected topics and points of view
  - across a range of disciplines
  - using a range of sources, including digital
- assessing the veracity of claims and the reliability of sources
  - determining different types of evidence (e.g., documentary evidence in the social sciences, experimental evidence in the realm of natural sciences)
  - determining reliable print and digital sources
- demonstrating use of techniques for timing and judging debates and other forensic activities
- collaboration amongst peers, especially during the drafting and practicing stages

***PREREQUISITES: Debate II, Teacher recommendation and school guidelines. Note: Performing Art credit.***

**Course Title: Debate IV Honors**

**Course Number: 10073600**

**Credit: 1.00**

**Grade Level: 9-12**

**Major Concepts/Content**

The purpose of this course is to apply advanced oral communication concepts and strategies for public debate in a variety of given settings. Some work outside of the regular school day may be required.

The content should include, but not be limited to, the following:

- delivering and analyzing a variety of argument and debate formats such as
  - Lincoln-Douglas
  - team debate
- delineating and evaluating the argument and specific claims in an oral or written text by
  - citing specific text evidence
  - assessing the validity of the evidence and soundness of the reasoning
  - determining the sufficiency of evidence for success

- recognizing when irrelevant evidence or faulty reasoning is introduced
- demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
  - eye contact and body movements
  - voice register and choices of language
  - use of standard English
- using research and writing skills to support selected topics and points of view
  - across a range of disciplines
  - using a range of sources, including digital
- assessing the veracity of claims and the reliability of sources
  - determining different types of evidence (e.g., documentary evidence in the social sciences, experimental evidence in the realm of natural sciences)
  - determining reliable print and digital sources
- demonstrating use of techniques for timing and judging debates and other forensic activities
- collaboration amongst peers, especially during the drafting and practicing stages

***PREREQUISITES: Debate III, Teacher recommendation and school guidelines. Note: Performing Art credit.***

**Course Title: Intensive Reading**

**Course Number: 10004100**

**Credit: 1.00**

**Grade Level: 9-12**

**Major Concepts/Content**

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

The Intensive courses have been designed for the teacher to select and teach only the appropriate standards corresponding to a student's grade level and/or instructional needs.

**General Notes:** The course includes, but is not limited to, the following:

- determining central ideas or themes of a text and analyzing their development as well as summarizing the key supporting details and ideas;
- interpreting words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyzing how specific word choices shape meaning or tone;
- analyzing the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole;
- integrating and evaluating content presented in diverse formats and media, including visually and quantitatively, as well as in words;
- delineating and evaluating the argument and specific claims in a text, including the validity of the reasoning as well as the source, relevance and sufficiency of the evidence;
- analyzing how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take;

- writing in response to reading, emulating authors' structures, word choices, styles, etc.

Additional Notes: Students entering the upper grades who are not reading on grade level have a variety of reading intervention needs. No single program or strategy can be successful in remediating the needs of all students. The reading intervention course should require that students increase the amount and complexity of text they read independently throughout the school year, as these students do not have enough exposure to various text structures and academic vocabulary to develop skills necessary for college and career readiness.

# NORTHEAST HIGH SCHOOL CURRICULUM GUIDE 2016-17

## MATHEMATICS

**Course Title: Algebra I**

**Course Number: 1200310**

**Credit: 1.00**

**Grade Level: 9-12**

### **Major Concepts/Content**

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

**Unit 1- Relationships Between Quantities and Reasoning with Equations:** By the end of eighth grade students have learned to solve linear equations in one variable and have applied graphical and algebraic methods to analyze and solve systems of linear equations in two variables. This unit builds on these earlier experiences by asking students to analyze and explain the process of solving an equation. Students develop fluency writing, interpreting, and translating between various forms of linear equations and inequalities, and using them to solve problems. They master the solution of linear equations and apply related solution techniques and the laws of exponents to the creation and solution of simple exponential equations. All of this work is grounded on understanding quantities and on relationships between them.

### **SKILLS TO MAINTAIN:**

Reinforce understanding of the properties of integer exponents. The initial experience with exponential expressions, equations, and functions involves integer exponents and builds on this understanding.

**Unit 2- Linear and Exponential Relationships:** In earlier grades, students define, evaluate, and compare functions, and use them to model relationships between quantities. In this unit, students will learn function notation and develop the concepts of domain and range. They explore many examples of functions, including sequences; they interpret functions given graphically, numerically, symbolically, and verbally, translate between representations, and understand the limitations of various representations. Students build on and informally extend their understanding of integer exponents to consider exponential functions. They compare and contrast linear and exponential functions, distinguishing between additive and multiplicative change. Students explore systems of equations and inequalities, and they find and interpret their solutions. They interpret arithmetic sequences as linear functions and geometric sequences as exponential functions.

**Unit 3- Descriptive Statistics:** This unit builds upon students prior experiences with data, providing students with more formal means of assessing how a model fits data. Students use regression techniques to describe and approximate linear relationships between quantities. They use graphical representations and knowledge of the context to make judgments about the appropriateness of linear models. With linear models, they look at residuals to analyze the goodness of fit.

**Unit 4- Expressions and Equations:** In this unit, students build on their knowledge from unit 2, where they extended the laws of exponents to rational exponents. Students apply this new understanding of number and strengthen their ability to see structure in and create quadratic and exponential expressions. They create and solve equations, inequalities, and systems of equations involving quadratic expressions.

**Unit 5- Quadratic Functions and Modeling:** In this unit, students consider quadratic functions, comparing the key characteristics of quadratic functions to those of linear and exponential functions. They select from among these functions to model phenomena. Students learn to anticipate the graph of a quadratic function by interpreting various forms of quadratic expressions. In particular, they identify the real solutions of a quadratic equation as the zeros of a related quadratic function. Students expand their experience with functions to include more specialized functions—absolute value, step, and those that are piece wise-defined.

***SPECIAL NOTE: Earning credit in this course precludes earning credit in Algebra I Honors, Algebra IB, Integrated Mathematics II, and Applied Mathematics II. This course satisfies the algebra graduation requirement. Students completing this course will be required to take the State of Florida End-of Course Algebra Exam. This course meets an academic unit for some Bright Futures Scholarship Programs, SUS, NCAA***

**Course Title: Algebra I Honors**

**Course Number: 1200320**

**Credit: 1.00**

**Grade Level: 9-12**

**Major Concepts/Content**

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

**Unit 1- Relationships Between Quantities and Reasoning with Equations:** By the end of eighth grade, students have learned to solve linear equations in one variable and have applied graphical and algebraic methods to analyze and solve systems of linear equations in two variables. Now, students analyze and explain the process of solving an equation. Students develop fluency writing, interpreting, and translating between various forms of linear equations and inequalities, and using them to solve problems. They master the solution of linear equations and apply related solution techniques and the laws of exponents to the creation and solution of simple exponential equations.

**Unit 2- Linear and Exponential Relationships:** In earlier grades, students define, evaluate, and compare functions, and use them to model relationships between quantities. In this unit, students will learn function notation and develop the concepts of domain and range. They explore many examples of functions, including sequences; they interpret functions given graphically, numerically, symbolically, and verbally, translate between representations, and understand the limitations of various representations. Students build on and informally extend their understanding of integer exponents to consider exponential functions. They compare and contrast linear and exponential functions, distinguishing between additive and multiplicative change. Students explore systems of equations and inequalities, and they find and interpret their solutions. They interpret arithmetic sequences as linear functions and geometric sequences as exponential functions.

**Unit 3- Descriptive Statistics:** This unit builds upon students prior experiences with data, providing students with more formal means of assessing how a model fits data. Students use regression techniques to describe and approximate linear relationships between quantities. They use graphical representations and knowledge of the context to make judgments about the appropriateness of linear models. With linear models, they look at residuals to analyze the goodness of fit.

**Unit 4- Expressions and Equations:** In this unit, students build on their knowledge from unit 2, where they extended the laws of exponents to rational exponents. Students apply this new understanding of number and strengthen their ability to see structure in and create quadratic and exponential expressions. They create and solve equations, inequalities, and systems of equations involving quadratic expressions.

**Unit 5- Quadratic Functions and Modeling:** In this unit, students consider quadratic functions, comparing the key characteristics of quadratic functions to those of linear and exponential functions. They select from among these functions to model phenomena. Students learn to anticipate the graph of a quadratic function by interpreting various forms of quadratic expressions. In particular, they identify the real solutions of a quadratic equation as the zeros of a related quadratic function. Students expand their experience with functions to include more specialized functions absolute value, step, and those that are piece wise-defined.

***SPECIAL NOTE: Earning credit in this course precludes the earning of credit in Algebra I, Algebra IB, Applied Mathematics II, and Integrated Mathematics II. This course satisfies the algebra graduation requirement. Students completing this course will be required to take the State of Florida End-of Course Algebra Exam. This course meets an academic unit for some Bright Futures Scholarship Programs, SUS, NCAA.***

**Course Title: Geometry**  
**Course Number: 12063100**  
**Credit: 1.00**  
**Grade Level: 9-12**  
**Major Concepts/Content**

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school standards. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas, organized into five units are as follows.

**Unit 1-Congruence, Proof, and Constructions:** In previous grades, students were asked to draw triangles based on given measurements. They also have prior experience with rigid motions: translations, reflections, and rotations and have used these to develop notions about what it means for two objects to be congruent. In this unit, students establish triangle congruence criteria, based on analyses of rigid motions and formal constructions. They use triangle congruence as a familiar foundation for the development of formal proof. Students prove theorems using a variety of formats and solve problems about triangles, quadrilaterals, and other polygons. They apply reasoning to complete geometric constructions and explain why they work.

**Unit 2- Similarity, Proof, and Trigonometry:** Students apply their earlier experience with dilation and proportional reasoning to build a formal understanding of similarity. They identify criteria for similarity of triangles, use similarity to solve problems, and apply similarity in right triangles to understand right triangle trigonometry, with particular attention to special right triangles and the Pythagorean theorem. Students develop the Laws of Sines and Cosines in order to find missing measures of general (not necessarily right) triangles, building on students work with quadratic equations done in the first course. They are able to distinguish whether three given measures (angles or sides) define 0, 1, 2, or infinitely many triangles.

**Unit 3- Extending to Three Dimensions:** Students' experience with two-dimensional and three-dimensional objects is extended to include informal explanations of circumference, area and volume formulas. Additionally, students apply their knowledge of two-dimensional shapes to consider the shapes of cross-sections and the result of rotating a two-dimensional object about a line.

**Unit 4- Connecting Algebra and Geometry Through Coordinates:** Building on their work with the Pythagorean theorem in 8th grade to find distances, students use a rectangular coordinate system to verify geometric relationships, including properties of special triangles and quadrilaterals and slopes of parallel and perpendicular lines, which relates back to work done in the first course. Students continue their study of quadratics by connecting the geometric and algebraic definitions of the parabola.

**Unit 5-Circles With and Without Coordinates:** In this unit students prove basic theorems about circles, such as a tangent line is perpendicular to a radius, inscribed angle theorem, and theorems about chords, secants, and tangents dealing with segment lengths and angle measures. They study relationships among segments on chords, secants, and tangents as an application of similarity. In the Cartesian coordinate system, students use the distance formula to write the equation of a circle when given the radius and the coordinates of its center. Given an equation of a circle, they draw the graph in the coordinate plane, and apply techniques for solving quadratic equations, which relates back to work done in the first course, to determine intersections between lines and circles or parabolas and between two circles.

**PREREQUISITE:** *Algebra I, Algebra IB or Algebra I Honors.*

**SPECIAL NOTE:** *Earning credit in this course precludes earning credit in Geometry Honors. This course satisfies the geometry graduation requirement. Students completing this course will be required to take the State of Florida End-of Course Geometry Exam. This course meets an academic unit for some Bright Futures Scholarship Programs, SUS, NCAA.*

**Course Title:** Geometry Honors

**Course Number:** 12063200

**Credit:** 1.00

**Grade Level:** 9-12

**Major Concepts/Content**

The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school standards. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas, organized into five units are as follows.

**Unit 1-Congruence, Proof, and Constructions:** In previous grades, students were asked to draw triangles based on given measurements. They also have prior experience with rigid motions: translations, reflections, and rotations and have used these to develop notions about what it means for two objects to be congruent. In this unit, students establish triangle congruence criteria, based on analyses of rigid motions and formal constructions. They use triangle congruence as a familiar foundation for the development of formal proof. Students prove theorems using a variety of formats and solve problems about triangles, quadrilaterals, and other polygons. They apply reasoning to complete geometric constructions and explain why they work.

**Unit 2- Similarity, Proof, and Trigonometry:** Students apply their earlier experience with dilation and proportional reasoning to build a formal understanding of similarity. They identify criteria for similarity of triangles, use similarity to solve problems, and apply similarity in right triangles to understand right triangle trigonometry, with particular attention to special right triangles and the Pythagorean theorem. Students develop the Laws of Sines and Cosines in order to find missing measures of general (not necessarily right) triangles, building on students work with quadratic equations done in the first course. They are able to distinguish whether three given measures (angles or sides) define 0, 1, 2, or infinitely many triangles.

**Unit 3- Extending to Three Dimensions:** Students' experience with two-dimensional and three-dimensional objects is extended to include informal explanations of circumference, area and volume formulas. Additionally, students apply their knowledge of two-dimensional shapes to consider the shapes of cross-sections and the result of rotating a two-dimensional object about a line.



**Unit 4- Connecting Algebra and Geometry Through Coordinates:** Building on their work with the Pythagorean theorem in 8th grade to find distances, students use a rectangular coordinate system to verify geometric relationships, including properties of special triangles and quadrilaterals and slopes of parallel and perpendicular lines, which relates back to work done in the first course. Students continue their study of quadratics by connecting the geometric and algebraic definitions of the parabola.

**Unit 5-Circles With and Without Coordinates:** In this unit students prove basic theorems about circles, such as a tangent line is perpendicular to a radius, inscribed angle theorem, and theorems about chords, secants, and tangents dealing with segment lengths and angle measures. They study relationships among segments on chords, secants, and tangents as an application of similarity. In the Cartesian coordinate system, students use the distance formula to write the equation of a circle when given the radius and the coordinates of its center. Given an equation of a circle, they draw the graph in the coordinate plane, and apply techniques for solving quadratic equations, which relates back to work done in the first course, to determine intersections between lines and circles or parabolas and between two circles.

**PREREQUISITE:** *Algebra I or Algebra I Honors*

**SPECIAL NOTE:** *Earning credit in this course precludes earning credit in Geometry. This course satisfies the geometry graduation requirement. Students completing this course will be required to take the State of Florida End-of Course Geometry Exam. This course meets an academic unit for some Bright Futures Scholarship Programs, SUS, NCAA.*

**Course Title: Liberal Arts Mathematics 1**

**Course Number: 1207300**

**Credit: 1.00**

**Grade Level: 10-12**

**Major Concepts/Content**

Liberal Arts Mathematics is a course designed to strengthen mathematical skills from Algebra I and Geometry, and for further study of statistical concepts. This course is designed to prepare students for Algebra 2. Topics shall include, but not be limited to, know equivalent forms of and perform operations on real numbers (including integer exponents, and radicals, percents, scientific notation, absolute value, rational and irrational numbers), compare and simplify real number expressions, identify and apply properties of real numbers, create and interpret a graph representing a real-world situation, describe the concept of a function, use function notation, solve linear and literal equations, solve and graph simple and compound inequalities, solve linear equations and inequalities in real-world situations, rewrite equations of a line into slope-intercept form and standard form, graph a line given any variation of information, determine the slope, x- and y- intercepts of a line given its graph, its equation or two points on the line, write an equation of a line given any variation of information, determine a line of best fit and recognize the slope as the rate of change, graph a system of linear equations and inequalities, solve quadratic equations using various methods, and the geometry of polygons, measurement, similarity and congruence.

**PREREQUISITE:** *Geometry*

**SPECIAL NOTE:** *This course meets an academic unit for some Bright Futures Scholarship Programs and SUS but is not currently on the NCAA list of approved courses.*

**Course Title: Liberal Arts Mathematics 2**

**Course Number: 1207310**

**Credit: 1.00**

**Grade Level: 10-12**

**Major Concepts/Content**

This course incorporates the Florida Standards for Mathematical Practice, as well as the following Florida Standards for Mathematical Content: Rational numbers, seeing Structure in Expressions, Reasoning with Equations and Inequalities, Interpreting Functions, Arithmetic with Polynomials and Rational Expressions, Linear, Quadratic, and Exponential Models, Expressing Geometric Properties with Expressions, Conditional Probability and the Rules of Probability, and Making Inferences and Justifying Conclusions.

**PREREQUISITE:** *Algebra I, Geometry*

**SPECIAL NOTE:** *This course meets an academic unit for some Bright Futures Scholarship Programs and SUS but is not currently on the NCAA list of approved courses.*

**Course Title:** Algebra II (R)

**Course Number:** 12003300

**Credit:** 1.00

**Grade Level:** 9-12

**Major Concepts/Content**

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas for this course, organized into four units, are as follows:

**Unit 1- Polynomial, Rational, and Radical Relationships:** This unit develops the structural similarities between the system of polynomials and the system of integers. Students draw on analogies between polynomial arithmetic and base-ten computation, focusing on properties of operations, particularly the distributive property. Students connect multiplication of polynomials with multiplication of multi-digit integers, and division of polynomials with long division of integers. Students identify zeros of polynomials, including complex zeros of quadratic polynomials, and make connections between zeros of polynomials and solutions of polynomial equations. The unit culminates with the fundamental theorem of algebra. A central theme of this unit is that the arithmetic of rational expressions is governed by the same rules as the arithmetic of rational numbers.

**Unit 2- Trigonometric Functions:** Building on their previous work with functions, and on their work with trigonometric ratios and circles in Geometry, students now use the coordinate plane to extend trigonometry to model periodic phenomena.

**Unit 3- Modeling with Functions:** In this unit students synthesize and generalize what they have learned about a variety of function families. They extend their work with exponential functions to include solving exponential equations with logarithms. They explore the effects of transformations on graphs of diverse functions, including functions arising in an application, in order to abstract the general principle that transformations on a graph always have the same effect regardless of the type of the underlying function. They identify appropriate types of functions to model a situation, they adjust parameters to improve the model, and they compare models by analyzing appropriateness of fit and making judgments about the domain over which a model is a good fit. The description of modeling as “the process of choosing and using mathematics and statistics to analyze empirical situations, to understand them better, and to make decisions” is at the heart of this unit. The narrative discussion and diagram of the modeling cycle should be considered when knowledge of functions, statistics, and geometry is applied in a modeling context.

**Unit 4- Inferences and Conclusions from Data:** In this unit, students see how the visual displays and summary statistics they learned in earlier grades relate to different types of data and to probability distributions. They identify different ways of collecting data— including sample surveys, experiments, and simulations—and the role that randomness and careful design play in the conclusions that can be drawn.

**Unit 5- Applications of Probability:** Building on probability concepts that began in the middle grades, students use the languages of set theory to expand their ability to compute and interpret theoretical and experimental probabilities for compound events, attending to mutually exclusive events, independent events, and conditional probability. Students should make use of geometric probability models wherever possible. They use probability to make informed decisions.

**PREREQUISITE:** *Algebra I, Algebra IB or Algebra I Honors*

**SPECIAL NOTE:** *Earning of credit in this course precludes earning credit in Algebra II Honors. This course meets an academic unit for some Bright Futures Scholarship Program, SUS, NCA*

**Course Title: Algebra II Hon**

**Course Number: 12003400**

**Credit: 1.00**

**Grade Level: 9-12**

**Major Concepts/Content**

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions.<sup>2</sup> Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas for this course, organized into four units, are as follows:

**Unit 1- Polynomial, Rational, and Radical Relationships:** This unit develops the structural similarities between the system of polynomials and the system of integers. Students draw on analogies between polynomial arithmetic and base-ten computation, focusing on properties of operations, particularly the distributive property. Students connect multiplication of polynomials with multiplication of multi-digit integers, and division of polynomials with long division of integers. Students identify zeros of polynomials, including complex zeros of quadratic polynomials, and make connections between zeros of polynomials and solutions of polynomial equations. The unit culminates with the fundamental theorem of algebra. A central theme of this unit is that the arithmetic of rational expressions is governed by the same rules as the arithmetic of rational numbers.

**Unit 2- Trigonometric Functions:** Building on their previous work with functions, and on their work with trigonometric ratios and circles in Geometry, students now use the coordinate plane to extend trigonometry to model periodic phenomena.

**Unit 3- Modeling with Functions:** In this unit students synthesize and generalize what they have learned about a variety of function families. They extend their work with exponential functions to include solving exponential equations with logarithms. They explore the effects of transformations on graphs of diverse functions, including functions arising in an application, in order to abstract the general principle that transformations on a graph always have the same effect regardless of the type of the underlying function. They identify appropriate types of functions to model a situation, they adjust parameters to improve the model, and they compare models by analyzing appropriateness of fit and making judgments about the domain over which a model is a good fit. The description of modeling as “the process of choosing and using mathematics and statistics to analyze empirical situations, to understand them better, and to make decisions” is at the heart of this unit. The narrative discussion and diagram of the modeling cycle should be considered when knowledge of functions, statistics, and geometry is applied in a modeling context.

**Unit 4- Inferences and Conclusions from Data:** In this unit, students see how the visual displays and summary statistics they learned in earlier grades relate to different types of data and to probability distributions. They identify different ways of collecting data— including sample surveys, experiments, and simulations—and the role that randomness and careful design play in the conclusions that can be drawn.

**Unit 5- Applications of Probability:** Building on probability concepts that began in the middle grades, students use the languages of set theory to expand their ability to compute and interpret theoretical and experimental probabilities for compound events, attending to mutually exclusive events, independent events, and conditional probability. Students should make use of geometric probability models wherever possible. They use probability to make informed decisions.

**PREREQUISITE:** *Algebra I, Algebra IB or Algebra I Honors*

**SPECIAL NOTE:** *Earning of credit in this course precludes earning credit in Algebra II Honors.*

*This course meets an academic unit for some Bright Futures Scholarship Program, SUS, NCAA*

**Course Title: Math for College Readiness****Course Number: 1200700****Credit: 1.0****Grade Level: 12****Major Concepts/Content**

This course is targeted for grade 12 students, whose test scores on the Postsecondary Educational Readiness Test (P.E.R.T.) are at or below the established cut scores for mathematics, indicating that they are not yet “college ready” in mathematics or simply need some additional instruction in content to prepare them for success in college level mathematics. 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.

**PREREQUISITE:** *Placement is determined by scores on either the CPT, SAT, ACT, or PERT.*

**SPECIAL NOTE:** *This course meets an academic unit for some Bright Futures Scholarship Program, SUS, NCAA.*

**Course Title: Advanced Topics in Math****Course Number: 12983100****Credit: 1.00****Grade Level: 11-12****Major Concepts/Content**

A course designed for students who have completed three years of high school mathematics including Algebra 2, and are interested in learning about advanced mathematical topics and improving their math proficiency. The course includes discrete math topics, probability and statistics, and a survey of algebra 2 topics. The last trimester is spent preparing students for college math placement exams and strengthening algebra skills. A graphing calculator is needed.

**Prerequisite:** *Geometry and Algebra II*

**SPECIAL NOTE:** *This course meets an academic unit for some Bright Futures Scholarship Program, SUS, NCAA.*

**Course Title: Probability and Statistics with Applications****Course Number: 1210300****Credit: 1.00****Grade Level: 11-12****Major Concepts/Content**

Probability and Statistics is a full year course designed to explore the concepts of probability, elementary statistics, and hypothesis testing. Topics shall include, but not be limited to random experiments, probability concepts, permutations, combinations, sample space, binomial, normal and exponential distributions, concepts of descriptive statistics, measures of central tendency, measures of variability, basic types of sampling, correlation and regression, hypothesis testing using the normal distribution, the distributions, the chi-squared distributions, the F-distributions, and applications of various nonparametric statistical tests.

**PREREQUISITE:** *Algebra II*

**SPECIAL NOTE:** *Earning credit in this course precludes earning credit in AP Statistics. This course meets an academic unit for some Bright Futures Scholarship Programs, SUS, NCAA*

**Course Title: Advanced Placement Statistics****Course Number: 1210320****Credit: 1.00****Grade Level: 11-12****Major Concepts/Content**

AP Statistics is a course designed to give students college level mathematics under the guidance of the Advanced Placement Program. The purpose of this course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

- \* Exploring Data: Describing patterns and departures from patterns
- \* Sampling and Experimentation: Planning and conducting a study
- \* Anticipating Patterns: Exploring random phenomena using probability and simulation
- \* Statistical Inference: Estimating population parameters and testing hypotheses

The student enrolled in this course will be expected to take the Advanced Placement Examination in Statistics. Students who successfully complete the course and examination may receive credit and/or advanced placement for a one-semester introductory college statistics course. Download a complete course description from the College Board website.

**PREREQUISITE:** *Algebra II or Algebra II Honors*

**SPECIAL NOTE:** *Earning credit in this course precludes earning credit in Probability and Statistics with Applications. This course meets an academic unit for some Bright Futures Scholarship Programs, SUS, NCAA*

**Course Title: Pre-Calculus**

**Course Number: 1202340**

**Credit: 1.00**

**Grade Level: 10-12**

**Major Concepts/Content**

The purpose of this course is to emphasize the study of functions and other skills necessary for the study of calculus. Topics shall include, but not be limited to, polynomial, rational, exponential, inverse, logarithmic, trigonometric and circular functions, understand and use the Intermediate Value and Extreme Value Theorems, find partial sums of arithmetic and geometric series, understand and find limits, understand and apply vectors, applications of parametric and trigonometric equations, graph and apply conic sections, polar coordinates, complex numbers, and mathematical induction.

**PREREQUISITE:** *Geometry or Geometry Honors and Algebra II or Algebra II Honors*

**SPECIAL NOTE:** *Earning credit in this course precludes the earning of credit in both Trigonometry and Analytic Geometry. This course meets an academic unit for some Bright Futures Scholarship Programs, SUS, NCAA*

**Course Title: Calculus**

**Course Number: 1202300**

**Credit: 1.00**

**Grade Level: 11-12**

**Major Concepts/Content**

This course is designed to provide a foundation for the study of advanced mathematics. Topics shall include, but not be limited to, elementary functions, hyperbolic functions, limits and continuity, derivatives, differentiation including partial differentiation, applications of the derivative, anti-derivatives, definite integrals, indeterminate forms, and applications of the integral.

**PREREQUISITE:** *Pre-Calculus*

**SPECIAL NOTE:** *This course meets an academic unit for some Bright Futures Scholarship Programs, SUS, NCAA*

**Course Title: Advanced Placement Calculus AB**

**Course Number: 1202310**

**Credit: 1.00**

**Grade Level: 11-12**

**Major Concepts/Content**

AP Calculus AB is a course designed to offer students college level mathematics under the guidelines of the Advanced Placement Program. Topics shall include, but not be limited to, elementary functions, hyperbolic functions, limits and continuity, derivatives, differentiation including partial differentiation, applications of the derivative, anti-derivatives, definite integrals, indeterminate forms, and applications of the integral. The student enrolled in this course will be expected to take the Advanced Placement Examination in Calculus AB. Download a complete course description from the College Board website.

**PREREQUISITE:** *Trigonometry and Analytic Geometry or Pre-Calculus*

**SPECIAL NOTE:** *This course meets an academic unit for some Bright Futures Scholarship Programs, SUS, NCAA*

**Course Number: 1202320 Advanced Placement Calculus BC**

**Credit: 1.00**

**Grade Level: 11-12**

**Major Concepts/Content**

Advanced Placement Calculus BC is a course designed to offer students college level mathematics under the guidance of the Advanced Placement Program. Topics shall include, but not be limited to, elementary functions, hyperbolic functions, limits and continuity, derivatives, differentiation including partial differentiation, applications of the derivative, antiderivatives, definite integrals, indeterminate forms, applications of the integral, sequences of real numbers, convergence, and elementary differential equations. The student enrolled in this course will be expected to take the Advanced Placement Examination in Calculus BC. Download a complete course description from the College Board website.

***PREREQUISITE: Advanced Placement Calculus AB.***

***SPECIAL NOTE: This course meets an academic unit for some Bright Futures Scholarship Programs, SUS, NCAA***

## NORTHEAST HIGH SCHOOL CURRICULUM GUIDE 2016-17 SCIENCE

**Course Title: Earth/Space Science**

**Course Number: 20013100**

**Credit: 1.00**

**Grade Level: 9**

**Major Concepts/Content**

Earth/Space Science will provide opportunities for students to develop concepts basic to Earth, its materials, processes, history and environment in space. Topics will include but not be limited to: origins of the universe and solar system, Earth-moon system, minerals and rocks, divisions of the earth and land forms, hydrological cycle, and weather. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus and safety are an integral part of this course.

**SPECIAL NOTE: This course meets an academic unit for some Bright Futures Scholarship Programs, SUS, NCAA**

**Course Title: Earth/Space Science Honors**

**Course Number: 20013200**

**Credit: 1.00**

**Grade Level: 9**

**Major Concepts/Content**

Earth/Space Science Honors will provide students with opportunities to develop concepts basic to Earth, its materials, processes, history, and environment in space. Topics will include but not be limited to: theories on the origin of the universe and solar system, tools of astronomical observation, the solar system, nature of matter and atomic structure, land forms, mineral and rocks, hydrologic cycle, oceanography, the atmosphere and weather. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.

**SPECIAL NOTE: This course meets an academic unit for some Bright Futures Scholarship Programs, SUS, NCAA**

**Course Title: Physical Science**

**Course Number: 20033100**

**Credit: 1.00**

**Grade Level: 10-12**

**Major Concepts/Content**

Physical Science will provide opportunities for students to investigate the introductory concepts of physics and chemistry. Topics will include but not be limited to: dynamics, classification, interaction of matter, the periodic table, forms of energy, electricity and magnetism, chemical interactions, nuclear reactions, and career opportunities. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.

**PREREQUISITE: Integrated Science I, or an Earth/Space Science, or a Biological Science.**

**SPECIAL NOTE: This course meets an academic unit for some Bright Futures Scholarship Programs, SUS, NCAA**

**Course Title: Biology I**

**Course Number: 20003100**

**Credit: 1.00**

**Grade Level: 10-12**

**Major Concepts/Content**

Biology I will provide opportunities to students for general exploratory experiences and activities in the fundamental concepts of life. Topics will include but not be limited to: the scientific method, measurements, laboratory apparatus usage and safety, cell biology and cell reproduction, principles of genetics, biological change through time, classification, microbiology, structure and function of plants and animals, structure and function of the human body,

and ecology. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.

***SPECIAL NOTE: This course meets an academic unit for some Bright Futures Scholarship Programs, SUS, NCAA***

**Course Title: Biology I Honors**

**Course Number: 20003200**

**Credit: 1.00**

**Grade Level: 9-12**

**Major Concepts/Content**

Biology I Honors will provide opportunities to students for general exploratory experiences and activities in the fundamental concepts of life. Topics will include but not be limited to: the scientific method, laboratory apparatus usage and safety, biochemistry, cell biology, genetics, botany, zoology, human anatomy and physiology, and ecological relationships. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.

***SPECIAL NOTE: This course meets an academic unit for some Bright Futures Scholarship Programs, SUS, NCAA***

**Course Title: Anatomy and Physiology**

**Course Number: 20003500**

**Credit: 1.00 Elective**

**Grade Level: 10-12**

**Major Concepts/Content**

Anatomy and Physiology will provide students with general exploratory and advanced activities in structures and functions of the components of the human body. Topics will include but not be limited to: anatomical terminology, cells and tissues, systems of the body, disease and inheritance. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.

***SPECIAL NOTE: This course meets an academic unit for some Bright Futures Scholarship Programs, SUS, NCAA***

**Course Title: Anatomy and Physiology Honors**

**Course Number: 20003600**

**Credit: 1.00**

**Grade Level: 10-12**

**Major Concepts/Content**

Anatomy and Physiology Honors will provide students with advanced exploratory activities in the structure and function of the components of the human body. Topics will include, but not be limited to: anatomical terminology, cells and tissues, systems of the body, disease and inheritance.

Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus and safety are an integral part of this course.

***SPECIAL NOTE: This course meets an academic unit for some Bright Futures Scholarship Programs, SUS, NCAA***

**Course Title: Chemistry I**

**Course Number: 20033400**

**Credit: 1.00**

**Grade Level: 9-12**

**Major Concepts/Content**

Chemistry I will provide opportunities for students to study the composition, properties, and changes associated with matter. Topics will include but not be limited to: classification and structure of matter, atomic theory, the periodic table, bonding, chemical formulas, chemical reactions, balanced equations, behavior of gases, physical changes, acids, bases, and salts. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.

***SPECIAL NOTE: This course meets an academic unit for some Bright Futures Scholarship Programs, SUS, NCAA***



**Course Title: Chemistry I Honors****Course Number: 20033500****Credit: 1.00****Grade Level: 10-12****Major Concepts/Content**

Chemistry I Honors will provide students with an opportunity to study the composition, properties and changes associated with matter. Topics will include but not be limited to: heat, changes of matter, atomic structure, bonding, the periodic tables, formulas, equations, mole concept, gas laws, reactions, solutions, equilibrium systems, and oxidation reduction reactions. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.

***SPECIAL NOTE: This course meets an academic unit for some Bright Futures Scholarship Programs, SUS, NCAA***

**Course Title: Physics I****Course Number: 20033800****Credit: 1.00****Grade Level: 10-12****Major Concepts/Content**

Physics I will provide opportunities to student for an introductory study of the theories and laws governing the interaction of matter, energy, and the forces of nature. Topics will include but not be limited to: kinematics, dynamics, energy, work and power, heat, thermodynamics, wave characteristics, light, electricity, magnetism, and nuclear physics. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.

***PREREQUISITE: Chemistry I***

***SPECIAL NOTE: This course meets an academic unit for some Bright Futures Scholarship Programs, SUS, NCAA***

**Course Title: Physics I Honors****Course Number: 20033900****Credit: 1.00****Grade Level: 10-12****Major Concepts/Content**

Physics I Honors will provide students with an in depth study of the theories and laws governing the interaction of matter, energy, and the forces of nature. Topics will include but not be limited to: kinematics, dynamics, energy, work, power, heat and thermodynamics, wave characteristics, light, electricity, magnetism, and nuclear physics. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.

***PREREQUISITE: Chemistry I or Chemistry I Honors***

***SPECIAL NOTE: This course meets an academic unit for some Bright Futures Scholarship Programs, SUS, NCAA***

**Course Title: Advanced Placement Biology****Course Number: 20003400****Credit: 1.00****Grade Level: 10-12****Major Concepts/Content**

Advanced Placement Biology will provide students with a college level course in biology and will prepare the student to seek credit and/or appropriate placement in college biology courses. Topics will include but not be limited to: molecular and cellular biology, organismal biology, and population biology.

Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.

***SPECIAL NOTE: This course meets an academic unit for some Bright Futures Scholarship Programs, SUS, NCAA***

**Course Title: Advanced Placement Environmental Science****Course Number: 20013800****Credit: 1.00****Grade Level: 10-12****Major Concepts/Content**

Advanced Placement Environmental Science will provide students with a college level course in environmental science and will prepare students to seek credit and /or appropriate placement in college environmental science courses. Topics will include but not be limited to: ecosystem dynamics, biodiversity, dimensions and causes of population growth, natural cycles, pollution, and resources. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.

***SPECIAL NOTE: This course meets an academic unit for some Bright Futures Scholarship Programs, SUS, NCAA***

**Course Title: Advanced Placement Chemistry****Course Number: 20033700****Credit: 1.00****Grade Level: 10-12****Major Concepts/Content**

Advanced Placement Chemistry will provide students with a college level course in chemistry and will prepare the student to seek credit and/or appropriate placement in college chemistry courses.

Topics will include but not be limited to: structure of matter, states of matter, chemical reactions, and descriptive chemistry. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.

***SPECIAL NOTE: This course meets an academic unit for some Bright Futures Scholarship Programs, SUS, NCAA***

**Course Title: Advanced Placement Physics B****Course Number: 20034200****Credit: 1.00****Grade Level: 10-12****Major Concepts/Content**

Advanced Placement Physics will provide students with a college level course in physics and will prepare students to seek credit and/or appropriate placement in college physics courses. Topics will include but not be limited to: kinematics, Newton's Laws of Motion, conservation laws in classical mechanics, torque, rotational equilibrium, gravitation, oscillation, kinetic theory and thermodynamics, electrostatics, electric currents, magnetism, waves and optics, and modern physics. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.

***SPECIAL NOTE: This course meets an academic unit for some Bright Futures Scholarship Programs, SUS, NCAA***

**Course Title: Biotechnology I****Course Number: 30270100****Credit: 1.00****Grade Level: 9-12****Major Concepts/Content**

This course provides exploratory experience combining laboratory and real-life applications in the field of biotechnology. The content includes, but is not limited to the following:

- The nature of science
- Matter, energy, chemical processes of cells, organisms
- Cell molecular structure and function, membranes, DNA, plasmids, reproduction, communication
- Fundamentals of biochemistry, protein synthesis, germ theory,
- Molecular genetics and biotechnology, restriction digest, DNA analysis, PCR
- Levels of organization, molecular to organismal, classification, and taxonomy
- Interdependence of organisms, humans, and the environment,

- Genetic diversity, selection, adaptations, and changes through time
- Bioethics
- Connection between Biotechnology, agricultural, food, and medicine and careers

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental quality, and safety procedures will be an integral part of this course. Students will interact with materials and primary sources of data or with secondary sources of data to observe and understand the natural world. Students will develop an understanding of measurement error, and develop the skills to aggregate, interpret, and present the data and resulting conclusions. Equipment and supplies will be provided to enhance these hands-on experiences for students. A minimum of 20% of classroom time will be dedicated to laboratory experiences.

*Note: This is the first of three courses leading to CAPE Industry Certification by scoring 80% or higher on the written and practical sections of the exam. Upon completion, the student may be certified as a Biotechnician Assistant. DOE Code CERHB001 (Industrial Biotechnology).*

*SPECIAL NOTE: This course meets an academic unit for some Bright Futures Scholarship Programs. SUS Elective.*

**Course Title: Biotechnology II**

**Course Number: 30270200**

**Credit: 1.00**

**Grade Level: 9-12**

**Major Concepts/Content**

This course provides exploratory experience combining laboratory and real-life applications in the field of biotechnology. The content includes, but is not limited to, the following:

- The nature of science
- Chemical processes in biotechnology, pH, solutions, molarity
- Cell propagation, growth and cultures for biotechnology
- Biochemistry, proteins, enzymes, plasmids, recombinants, blood borne pathogens
- Genetics and biotechnology, gene selection, transformation, analysis
- Structure and function of various organisms used as genetic models
- Interdependence of organisms, humans, and the environment,
- Genetic diversity and selection
- Connection between biotechnology, agricultural, food, and medicine and careers
- Bioethics

This course shall integrate the Goal 3 Student Performance Standards of the Florida System of School Improvement and Accountability as appropriate to the content and processes of the subject matter.

Prerequisite of this course is Biotechnology in addition to the co-requisite or prerequisite of Biology 1, Honors Biology, or Biology Technology.

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental quality, and safety procedures will be an integral part of this course. Students will interact with materials and primary sources of data or with secondary sources of data to observe and understand the natural world. Students will develop an understanding of measurement error, and develop the skills to aggregate, interpret, and present the data and resulting conclusions. Equipment and supplies will be provided to enhance these hands-on experiences for students. A minimum of 20% of classroom time will be dedicated to laboratory experiences.

**Note: This is the second of three courses leading to CAPE Industry Certification by scoring 80% or higher on the written and practical sections of the exam. Upon completion, the student may be certified as a Biotechnician Assistant. DOE Code CERHB001 (Industrial Biotechnology).**

**SPECIAL NOTE: This course meets an academic unit for some Bright Futures Scholarship Programs. SUS Elective.**

**Course Title: Biotechnology III**

**Course Number: 87360300**

**Credit: 1.00**

**Grade Level: 9-12**

**Major Concepts/Content**

Biotechnology 3 is a course designed to provide students with intense laboratory and research skills in preparation for continued education and/or entry into the biotechnology industry. Students will build upon the skills attained in Biotechnology 1 and Biotechnology 2 as they design and conduct experiments relevant to current biotechnology. A close association with local industry and postsecondary institutions will provide additional opportunities for development and application of biotechnology practices.

### **Laboratory Activities**

This program is designed to provide students with intense laboratory and research skills in preparation for continued education and/or entry into the biotechnology industry. Students will build upon the skills attained as they design and conduct experiments relevant to current biotechnology. A close association with local industry and postsecondary institutions will provide additional opportunities for development and application of biotechnology practices.

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

**Note: This is the final course leading to CAPE Industry Certification by scoring 80% or higher on the written and practical sections of the exam. Upon completion, the student may be certified as a Biotechnician Assistant. DOE Code CERHB001 (Industrial Biotechnology).**

**SPECIAL NOTE: This course meets an academic unit for some Bright Futures Scholarship Programs. SUS Elective.**

### **Certification Standards**

The certification standards for the Biotechnician Assistant Credentialing Exam include the Academic Knowledge and CTE Performance Standards and Benchmarks taught in the Industrial Biotechnology program at the secondary level. Certified individuals have a knowledge and skill set applicable to entry-level positions in the biotechnology industry.

### **[Industrial Biotechnology Academic Knowledge and CTE Performance Standards](#)**

Upon completion of the Biotechnology Assistant Credentialing Exam, each successful participant will receive:

- A BACE Certificate
- A letter to the employer explaining the benefits of hiring a BACE-certified student
- Access for employers to verify certification

## NORTHEAST HIGH SCHOOL CURRICULUM GUIDE 2016-17

### SOCIAL STUDIES

**Course Title: World History**

**Course Number: 21093100**

**Credit: 1.00**

**Grade Level: 9-12**

**Major Concepts/Content**

World History will provide students the opportunity to acquire an understanding of the chronological development of civilization by examining the political, economic, social, religious, military, dynastic, scientific and cultural events that have affected humanity. Specific content to be covered will include, but not be limited to, an understanding of geographic, historic and time-space relationships, a review of prehistory, the rise of civilization and cultural universals, the development of religion and the impact of religious thought, the evolution of political systems and philosophies, the development of nationalism as a global phenomenon, the origin and course of economic systems and philosophies. One credit of world history is required for graduation.

**PREREQUISITE: Recommended for 10th Grade.**

**SPECIAL NOTE: This course meets an academic unit for some Bright Futures Scholarship Programs, SUS, NCAA**

**Course Title: World History Honors**

**Course Number: 21093200**

**Credit: 1.00**

**Grade Level: 9-12**

**Major Concepts/Content**

World History Honors will provide students the opportunity to acquire a comprehensive understanding of the past in terms of what has been interpreted about change or process as it related to the development of humanity. This is done by analyzing the political, economic, social, religious, military, dynastic, scientific and cultural events that have shaped and molded humanity. Implicit in this is an understanding of the historical method, the inquiry process, historical reasoning and interpretation. One credit of world history is required for graduation.

**PREREQUISITE: Recommended for 10th Grade, Department Guidelines.**

**SPECIAL NOTE: This course meets an academic unit for some Bright Futures Scholarship Programs, SUS, NCAA**

**Course Title: Advanced Placement World History**

**Course Number: 21094200**

**Credit: 1.00**

**Grade Level: 9-12**

**Major Concepts/Content**

AP World History focuses on developing students' abilities to think conceptually about world history from approximately 8000 BCE to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance — focusing on the environment, cultures, state-building, economic systems, and social structures — provide areas of historical inquiry for investigation throughout the course. AP World History encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania, with special focus on historical developments and processes that cross multiple regions.

**Content:**

The AP World History course is structured around themes and concepts in six different chronological periods from approximately 8000 BCE to the present:

- Technological and Environmental Transformations (to c. 600 BCE)
- Organization and Reorganization of Human Societies (c. 600 BCE to c. 600 CE)
- Regional and Transregional Interactions (c. 600 CE to c. 1450)
- Global Interactions (c. 1450 to c. 1750)

- Industrialization and Global Integration (c. 1750 to c. 1900)
- Accelerating Global Change and Realignment (c. 1900 to the Present)

Within each period, key concepts organize and prioritize historical developments. Themes allow students to make connections and identify patterns and trends over time.

**PREREQUISITE:** *Recommended for 10th Grade, Department Guidelines.*

**SPECIAL NOTE:** *This course meets an academic unit for some Bright Futures Scholarship Programs, SUS, NCAA*

The course descriptions for Advanced Placement courses are located on the College Board site at

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

**Course Title: U. S. History**

**Course Number: 21003100**

**Credit: 1.00**

**Grade Level: 9-12**

**Major Concepts/Content**

The U. S. History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction.

**PREREQUISITE:** *Recommended for 11th Grade, Department Guidelines.*

**SPECIAL NOTE:** *This course meets an academic unit for some Bright Futures Scholarship Programs, SUS, NCAA*

**Course Title: U. S. History Honors**

**Course Number: 21003200**

**Credit: 1.00**

**Grade Level: 9-12**

**Major Concepts/Content**

The U. S. History course consists of the following content area strands: United States History, Geography, and Humanities. The primary content emphasis for this course pertains to the study of United States history from Reconstruction to the present day. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to review those fundamental ideas and events which occurred before the end of Reconstruction.

**Honors/Advanced** courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students 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 seminar/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

**PREREQUISITE:** *Recommended for 11th Grade, Department Guidelines.*

**SPECIAL NOTE:** *This course meets an academic unit for some Bright Futures Scholarship Programs, SUS, NCAA*

**Course Title: Advanced Placement United States History**

**Course Number: 21003300**

**Credit: 1.00**

**Grade Level: 9-12**

**Major Concepts/Content**

The AP Program offers three history courses: AP European History, AP United States History, and AP World History. All three history courses focus on the development of historical thinking while learning required course content. Themes foster deep analysis by making connections and comparisons across different topics within the course. Each AP History course corresponds to two semesters of a typical introductory college history course.

**AP United States History Course Overview**

AP United States History focuses on developing students' abilities to think conceptually about U.S. history from approximately 1491 to the present and apply historical thinking skills as they learn about the past. Seven themes of equal importance — identity; peopling; politics and power; work, exchange, and technology; America in the world; environment and geography; and ideas, beliefs, and culture — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.

Students should be able to read a college-level textbook and write grammatically correct, complete sentences.

**The course descriptions for Advanced Placement courses are located on the College Board site at**

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

**PREREQUISITE: Recommended for 11th Grade, Department Guidelines**

**SPECIAL NOTE: This course meets an academic unit for some Bright Futures Scholarship Programs, SUS, NCAA**

**Course Title: American Government**

**Course Number: 21063100**

**Credit: .50**

**Grade Level: 9-12**

**Major Concepts/Content**

American Government will provide students the opportunity to acquire an understanding of American government and political behavior. Content to be covered will include, but not be limited to, an analysis of those documents which shape our political traditions (the Declaration of Independence, the Constitution, and the Bill of Rights), a comparison of the roles of the three branches of government at the local, state, and national levels, an understanding of the evolving role of political parties and interest groups in determining government policy, how the rights and responsibilities of citizens in a democratic state have evolved and been interpreted, and the importance of civic participation in the democratic political process. One-half credit of American government is required for graduation.

**PREREQUISITE: Recommended for 12th Grade**

**SPECIAL NOTE: This course meets an academic unit for some Bright Futures Scholarship Programs, SUS, NCAA**

**Course Title: American Government Honors**

**Course Number: 21063200**

**Credit: .50**

**Grade Level: 9-12**

**Major Concepts/Content**

Students will acquire a comprehensive understanding of American government and political behavior. Appropriate concepts and skills will be developed through an evaluation of the Declaration of Independence, the Constitution, and the Bill of Rights, an analysis of the roles of the three branches of government at the local, state, and national levels, a comparative view of the changing roles of the three branches of government at the local, state, and national levels, a comparative view of the changing

nature of political parties and interest groups in determining government policy, an evaluation of citizen rights and responsibilities in a democratic state, and the importance of civic participation in democratic political processes. One-half credit of American government is required for graduation.

**PREREQUISITE:** *Recommended for 12th Grade*

**SPECIAL NOTE:** *This course meets an academic unit for some Bright Futures Scholarship Programs, SUS, NCAA*

**Course Title: Advanced Placement United States Government and Politics**

**Course Number: 21064200**

**Credit: .50**

**Grade Level: 9-12**

**Major Concepts/Content**

AP United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning assess causes and consequences of political events, and interpret data to develop evidence-based arguments.

**AP United States Government and Politics Course Content**

Students study general concepts used to interpret U.S. government and politics and analyze specific topics, including:

- Constitutional Underpinnings;
- Political Beliefs and Behaviors;
- Political Parties, Interest Groups, and Mass Media;
- Institutions of National Government;
- Public Policy; and
- Civil Rights and Civil Liberties.

An integral part of the course includes analysis and interpretation of basic data relevant to U.S. government and politics, and the development of connections and application of relevant theories and concepts.

**Course Goals and Objectives**

Students successfully completing this course will:

- Describe and compare important facts, concepts, and theories pertaining to U.S. government and politics.
- Explain typical patterns of political processes and behavior and their consequences (including the components of political behavior, the principles used to explain or justify various government structures and procedures, and the political effects of these structures and procedures).
- Interpret basic data relevant to U.S. government and politics (including data presented in charts, tables, and other formats).
- Critically analyze relevant theories and concepts, apply them appropriately, and develop their connections across the curriculum.
- 

**The course descriptions for Advanced Placement courses are located on the College Board site at**

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

**SPECIAL NOTE:** *This course meets an academic unit for some Bright Futures Scholarship Programs, SUS, NCAA*



**Course Title: Economics with Financial Literacy**

**Course Number: 21023350**

**Credit: .50**

**Grade Level: 9-12**

**Major Concepts/Content**

**Economics** - The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

**PREREQUISITE: Recommended for 12th Grade.**

**SPECIAL NOTE: This course meets an academic unit for some Bright Futures Scholarship Programs, SUS, NCAA**

**Course Title: Economics with Financial Literacy Honors**

**Course Number: 21023450**

**Credit: .50**

**Grade Level: 9-12**

**Major Concepts/Content**

The grade 9-12 Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

**Honors/Advanced** courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students 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. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects). **PREREQUISITE: Recommended for 12th Grade, Department Guidelines.**

**SPECIAL NOTE: This course meets an academic unit for some Bright Futures Scholarship Programs, SUS, NCAA**

## SOCIAL STUDIES ELECTIVES

**Course Title: Psychology I**

**Course Number: 21073000**

**Credit: .50**

**Grade Level: 9-12**

**Major Concepts/Content**

Psychology I (First Semester), an elective, will help students acquire an understanding of human behavior, behavioral interaction, and the progressive development of individuals. Appropriate concepts and skills will be developed through the theories and methods of study employed by psychologists, human growth and development, self-concept development, adjustment, motivation and desire, intelligence, conditioning and learning, memory, personality and behavior, emotion and frustration, abnormal behavior, conformity, autonomy, alienation, stress, mental health and therapy.

***PREREQUISITE: None, but recommended for grades 11 & 12, per department guidelines.***

***SPECIAL NOTE: This course meets an academic unit for some Bright Futures Scholarship Programs, SUS, NCAA***

**Course Title: Psychology II**

**Course Number: 21073100**

**Credit: .50**

**Grade Level: 9-12**

**Major Concepts/Content**

Psychology II (Second Semester), an elective, will allow students to expand their awareness of areas of psychology to include basic statistical research, memory and thought, sensation and perception, motivation and emotion, sleep and dreams, stress and conflict, adjustment in society and human interaction.

***PREREQUISITE: Psychology I***

***SPECIAL NOTE: This course meets an academic unit for some Bright Futures Scholarship Programs, SUS, NCAA***

**Course Title: Advanced Placement Psychology**

**Course Number: 21073500**

**Credit: 1.00**

**Grade Level: 9-12**

**Major Concepts/Content**

The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.

**AP Psychology Content**

The AP Psychology course includes the systematic and scientific study of behavior and mental processes represented by the following topics, concepts, and key contributors to each field:

- History and Approaches
- Research Methods
- Biological Bases of Behavior
- Sensation and Perception
- States of Consciousness
- Learning
- Cognition

- Motivation and Emotion
- Developmental Psychology
- Personality
- Testing and Individual Differences
- Abnormal Behavior
- Treatment of Abnormal Behavior
- Social Psychology

The course descriptions for Advanced Placement courses are located on the College Board site at

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

**SPECIAL NOTE:** This course meets an academic unit for some Bright Futures Scholarship Programs, SUS, NCAA

**Course Title: Advanced Placement Human Geography**

**Course Number: 2103400**

**Credit: 1.00**

**Grade Level: 9-12**

**Major Concepts/Content**

The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ special concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools of geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012).

### **Goals of AP Human Geography**

Upon successful completion of the course, students will be able to

- Interpret maps and analyze geospatial data;
- Understand and explain the implications of associations and networks among phenomena in places;
- Recognize and interpret the relationships among patterns and processes at different scales of analysis;
- Define regions and evaluate the regionalization process; and
- Characterize and analyze changing interconnections among places.

### **Topic Outline for AP Human Geography**

The AP Human Geography course is organized around seven major topics:

- Geography: Its Nature and Perspectives
- Population and Migration
- Political Organization of Space
- Agriculture, Food Production, and Rural Land Use
- Industrialization and Economic Development
- Cities and Urban Land Use

The course descriptions for Advanced Placement courses are located on the College Board site at

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

**SPECIAL NOTE:** This course meets an academic unit for some Bright Futures Scholarship Programs, SUS, NCAA

**Course Title: Sociology**  
**Course Number: 21083000**  
**Credit: .50**  
**Grade Level: 9-12**

**Major Concepts/Content**

Sociology, an elective, will provide students with the opportunity to acquire an understanding of group interaction and its impact on individuals. Content to be covered will include, but not be limited to, an understanding of the methods of study employed by sociologists, social institutions and norms, social classes, relationships between the sexes, racial and ethnic groups, the handicapped, societal determinants, group behavior, the socialization process (including the transmission of group behavior), social deviation, social conflict, social roles, social stratification, social participation, and the role of social organizations and institutions (including their interrelationships and interdependence).

**PREREQUISITE: None. (Paired with Anthropology).**

**SPECIAL NOTE: This course meets an academic unit for some Bright Futures Scholarship Programs, SUS, NCAA**

**Course Title: Anthropology**  
**Course Number: 2101300**  
**Credit: .50**  
**Grade Level: 9-12**

**Major Concepts/Content**

This course allows students to acquire an understanding of the differences and similarities, both biological and cultural, in human populations. Students will learn to recognize the characteristics that define their culture and gain an appreciation for the culture of others. They will learn the historical development of and relationships between culture and language. They will also learn the methods and techniques used by anthropologists and archeologists to investigate human society. Other topics to be discussed in the class include: human biological and cultural origins, adaptation to the physical environment, diversity of human behavior, evolution of social and cultural institutions, patterns of language development, family and kinship relationships, and effects of change on such cultural institutions as the arts, education, religion and law.

**PREREQUISITE: None. (Paired with Sociology).**

**SPECIAL NOTE: This course meets an academic unit for some Bright Futures Scholarship Programs, SUS, NCAA**

**Course Title: Law Studies**  
**Course Number: 21063500**  
**Credit: .50**  
**Grade Level: 9-12**

**Major Concepts/Content**

Law Studies, an elective, will provide students the opportunity to acquire an understanding of the American legal process. Specific content to be covered will include, but not be limited to, an understanding of the study of historical antecedents for law, constitutional guarantees of citizens, different kinds of laws, comparison of adult and juvenile justice systems, the value of law in society, the role of law enforcement officials, the importance of the adversarial relationships in American jurisprudence, the evolution of interpretations, social values and their impact on interpretations of the law, and the supremacy of the constitution.

**PREREQUISITE: None. (Paired with Court Procedures).**

**SPECIAL NOTE: This course meets an academic unit for some Bright Futures Scholarship Programs, SUS, NCAA**

**Course Title: Court Procedures****Course Number: 21063900****Credit: .50****Grade Level: 9-12****Major Concepts/Content**

Court Procedures, an elective, will give students an opportunity to study the judiciary system of the United States, specifically of Florida. Appropriate concepts and skills will be developed as students gain understanding of the structure, processes and procedures of county, circuit, appeals, and civil courts with actual courtroom observation, inquiry into specific crimes and legal issues, the study of juvenile law, the rights of the arrested, critical analysis of courtroom procedure and efficiency, examination of career choices in the American judicial system, and comparative legal systems.

**PREREQUISITE: None. (Paired with Law Studies).****SPECIAL NOTE: This course meets an academic unit for some Bright Futures Scholarship Programs, SUS, NCAA****Course Title: Leadership Skills Development****Course Number: 24003000****Credit: 1.00****Grade Level: 9-12****Major Concepts/Content**

This course teaches 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. Content endeavors to teach processes of self understanding and development in areas of goal setting, self actualization and assertiveness and the study of organizational theories and management.

**PREREQUISITE: Election to Student Government and/or teacher selection.****Course Title: Peer Counseling I****Course Number: 14003000****Credit: .50****Grade Level: 9-12****Major Concepts/Content**

The purpose of this course is to enable students to develop basic knowledge and skills in communication, meeting human needs, and conflict resolution.

The content should include the following:

- Demonstrate knowledge of the functions and responsibilities of peer facilitators (e.g., listening, confidentiality, team building, conflict resolution, intervention).
- Demonstrate awareness of varied behavioral responses to situational, environmental, and chemical elements; and the impact of subsequent decision-making on self and others.
- Demonstrate knowledge of basic human needs (e.g., food, clothing, shelter, recognition, development, security, identity) and the ways in which they can be met while developing group cohesion.
- Demonstrate use of basic facilitative communication skills (e.g., listening, questioning, feedback, paraphrasing, nonverbal communication, nonjudgmental response).
- Identify own feelings and needs and communicate them in a positive way.
- Demonstrate awareness of leadership styles (e.g., authoritarian, democratic, permissive).
- Demonstrate awareness of methods for dealing with conflict (e.g., communication, assertion, avoidance, aggression) and steps to resolution (i.e., set rules, gather perspectives, identify needs and goals, create and evaluate options, and generate agreement)
- Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

**PREREQUISITE: None. Paired with Peer Counseling II.**

**Course Title: Peer Counseling II**

**Course Number: 14003100**

**Credit: .50**

**Grade Level: 9-12**

**Major Concepts/Content**

The purpose of this course is to enable students to develop intermediate-level knowledge and skills in communication, personal and group dynamics, and conflict resolution.

The content should include the following:

- Demonstrate understanding of the functions and responsibilities of peer facilitators (listening, team building, confidentiality, conflict resolution, and intervention).
- Demonstrate knowledge of varied behavioral responses to situational, environmental, and chemical elements; and the impact of subsequent decision-making on self and others.
- Demonstrate understanding of the impact of self-knowledge and interpersonal skills on relationships with peers and family.
- Demonstrate knowledge of the positive and negative impacts of peer pressure on oneself and on relationships with peers and family.
- Demonstrate use of intermediate-level facilitative communication skills (listening, questioning, feedback, paraphrasing, nonverbal communication, nonjudgmental response).
- Make inferences and justify conclusions from sample surveys, experiments, and observational studies.

***PREREQUISITE: None. Paired with Peer Counseling I.***

**Course Title: Multicultural Studies**

**Course Number: 21046000**

**Credit: .50**

**Grade Level: 9-12**

**Major Concepts/Content**

The grade 9-12 Multicultural Studies course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development of multicultural and multiethnic groups in the United States and their influence on the development of American culture. Content should include, but is not limited to, the influence of geography on the social and economic development of Native American culture, the influence of major historical events on the development of a multicultural American society and a study of the political, economic and social aspects of Native American, Hispanic American, African American and Asian American culture.

## NORTHEAST HIGH SCHOOL CURRICULUM GUIDE 2016-17

### PHYSICAL EDUCATION

**Course Title: HOPE -Physical Education Variation**

**Course Number: 15063200**

**Credit: 1.0**

**Grade Level: 9-12**

**Major Concepts/Content**

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. Students will combine the learning of principles and background information in a classroom setting with physical application of the knowledge. A majority of class time should be spent in physical activity. In addition to the physical education content represented in the benchmarks below, specific health education topics within this course should include, but are not limited to:

- Mental/Social Health
- Physical Activity
- Components of Physical Fitness
- Nutrition and Wellness Planning
- Diseases and Disorders
- Health Advocacy

**PREREQUISITE: None**

**Special Note: This course required for graduation. Any student whose parents make a written request to the school principal shall be exempt from the HIV/AIDS and human sexuality instructional activities.**

**Course Title: Individual Dual Sports I/II**

**Course Number: 15024100/15024200**

**Credit: 0.5**

**Grade Level: 9-12**

**Major Concepts/Content**

The purpose of this course is to enable students to develop knowledge and skills specified in individual and dual sports and to maintain health related fitness. The content should include, but not be limited to the following: safety practices, rules, terminology, etiquette, history of the sports, sportsmanship, correct techniques in performing skills, consumer issues, benefits of participation, fitness activities, and assessment of skills and fitness assessments.

**Course Title: Swimming 1**

**Course Number: 15044600**

**Credit: .50**

**Grade Level: 9-12**

**Major Concepts/Content**

Beginning Swimming provides students with opportunities to acquire knowledge and skills in basic swimming strokes and safety practices that may be used in recreational pursuits today as well as in later life and maintain their personal fitness. The content includes knowledge and application of body position, buoyancy, relaxation, breath control, and coordination related to the basic swimming strokes and safety practices and basic survival skills.

**PREREQUISITE: None. (Paired with Swimming 2)**

**Course Title: Swimming 2**

**Course Number: 15044700**

**Credit: .50**

**Grade Level: 9-12**

**Major Concepts/Content**

The purpose of this course is to: (a) extend the knowledge and the development of swimming skills and (b) maintain and/or improve health-related fitness.

**PREREQUISITE: Swimming 1 or Instructor's Permission. (Paired with Swimming 1)**

**Course Title: Water Safety****Course Number: 15044900****Credit: .50****Grade Level: 9-12****Major Concepts/Content**

This is a course that provides participants with the knowledge and skills necessary to prevent, recognize, and respond to aquatic emergencies. It also prepares participants for aquatic emergencies by teaching them how to protect themselves while assisting others. Basic Water Rescue does not provide participants with all the knowledge and skills needed to be certified as a lifeguard.

***PREREQUISITE: Swimming 1 & 2 or Instructor's Permission*****Course Title: Basketball****Course Number: 15033100****Credit: .50****Grade Level: 9-12****Major Concepts/Content**

Basketball provides students with opportunities to acquire knowledge and skills in basketball that may be used in recreational pursuits today as well as in later life and maintain and/or maintain their personal fitness. The content includes in depth knowledge and application of skills, techniques, strategies of team play, rules, and safety practices necessary to participate in basketball, and knowledge of the organization and administration of basketball activities.

***PREREQUISITE: None (Paired with Volleyball).*****Course Title: Volleyball 1****Course Number: 15055000****Credit: .50****Grade Level: 9-12****Major Concepts/Content**

Beginning Volleyball provides students with opportunities to acquire knowledge and skills in volleyball that may be used in recreational pursuits today as well as in later life and maintain and/or improve their personal fitness. The content includes in-depth knowledge and application of skills, techniques, strategies of team play, rules and safety practices necessary to participate in beginning volleyball, and knowledge of the organization and administration of volleyball activities.

***PREREQUISITE: None (Paired with Basketball).*****Course Title: Team Sports 1****Course Number: 15033500****Credit: .50****Grade Level: 9-12****Major Concepts/Content**

Team Sports I provides students with opportunities to acquire knowledge of strategies of team sport play, develop skills in selected team sports, and maintain and/or improve their personal fitness. The content includes knowledge and application of skills, techniques, strategies, rules, and safety practices necessary to participate in selected team sports which may include, but not be limited to, basketball, flag football, flickerball, gatorball, soccer, softball, speedball, track and field, and volleyball.

***PREREQUISITE: None (Paired with Sports 2)***



**Course Title: Team Sports 2**

**Course Number: 15033600**

**Credit: .50**

**Grade Level: 9-12**

**Major Concepts/Content**

Team Sports II provides students with opportunities to acquire knowledge of strategies of team sport play, develop skills in selected team sports not addressed in Team Sports I and maintain and/or improve their personal fitness.

**PREREQUISITE: None (Paired with Sports 1)**

**Course Title: Dance Technique 1**

**Course Number: 03003100**

**Credit: 1.00**

**Grade Level: 9-12**

**Major Concepts/Content**

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

**Special Note:** Two or more forms, genres, styles, or techniques of dance (e.g., modern, ballet, jazz, folk, tap, hip-hop, ballroom) must be addressed in this course; aerobics instruction is not suitable for this course. This course may require students to participate in extra rehearsals and performances beyond the school day.

**Course Title: Dance Technique 2 (R)**

**Course Number: 03003200**

**Credit: 1.00**

**Grade Level: 9-12**

**Major Concepts/Content**

Dance Technique II provides students with opportunities to extend the acquisition of knowledge and the development of techniques of dance. The content includes further development of knowledge and application of techniques in two or more dance styles (ballet, jazz, modern, theater, or tap), knowledge of dance terminology, and knowledge of choreography.

**PREREQUISITE: Dance Technique 1 or Instructor's Permission**

**Course Title: Dance Technique 3 Hon**

**Course Number: 03003300**

**Credit: 1.00**

**Grade Level: 9-12**

**Major Concepts/Content**

Students in this yearlong, intermediate-level course, designed for dancers who have mastered the basics in two or more dance forms, build technical and creative skills with a focus on developing the aesthetic quality of movement in the ensemble and as an individual.

**GENERAL NOTES**

**Special Note:** Two or more forms, genres, styles, or techniques of dance (e.g., modern, ballet, jazz, folk, tap, hip-hop, ballroom) must be addressed in this course; aerobics instruction is not suitable for this course. This course may require students to participate in extra rehearsals and performances beyond the school day.

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

**PREREQUISITE: Dance Technique 2 or Instructor's Permission**

**Course Title: Dance Technique 4 Hon**

**Course Number: 03003400**

**Credit: 1.00**

**Grade Level: 9-12**

**Major Concepts/Content**

Students in this yearlong, advanced dance techniques class build on skills learned in previous dance classes to improve their performance in two or more dance styles. During the class, students perform sequences of increasing complexity to advance their technical skills.

**GENERAL NOTES**

**Special Note:** Two or more forms, genres, styles, or techniques of dance (e.g., modern, ballet, jazz, folk, tap, hip-hop, ballroom) must be addressed in this course; aerobics instruction is not suitable for this course. This course may require students to participate in extra rehearsals and performances beyond the school day. Students who enjoy the challenges and successes of this course may wish to take an accelerated dance class in the future.

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

## NORTHEAST HIGH SCHOOL CURRICULUM GUIDE 2016-17

### WORLD LANGUAGES

**Course Title & Number: Spanish I**                      **07083400**  
**Course Title & Number: French I**                      **07013200**  
**Course Title & Number: Latin I**                      **07063000**

**Credit: 1.00**

**Grade Level: 9-12**

**Major Concepts/Content**

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

***SPECIAL NOTE: This course meets an academic unit for some Bright Futures Scholarship Programs, SUS, NCAA***

**Course Title & Number: Spanish II**                      **07083500**  
**Course Title & Number: French II**                      **07013300**  
**Course Title & Number: Latin II**                      **07063100**

**Credit: 1.00**

**Grade Level: 9-12**

**Major Concepts/Content**

Spanish II/French II/Latin II reinforces the fundamental skills acquired by students in Spanish I/French I/Latin I. 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 I/French I/Latin I. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

***PREREQUISITES:*** Spanish I/French I/Latin I or mastery of Student Performance Standards corresponding to Spanish I/French I/Latin I

***SPECIAL NOTE: This course meets an academic unit for some Bright Futures Scholarship Programs, SUS, NCAA***

**Course Title & Number: Spanish III (Honors)**                      **07083600**  
**Course Title & Number: French III (Honors)**                      **07013400**

**Credit: 1.00**

**Grade Level: 9-12**

**Major Concepts/Content**

Spanish III/French III provides mastery and expansion of skills acquired by students in Spanish II/French II. Specific content includes, but is not limited to, expansion 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.

***PREREQUISITES:*** Spanish II/French II or mastery of Student Performance Standards corresponding to Spanish II/French II.

***SPECIAL NOTE: This course meets an academic unit for some Bright Futures Scholarship Programs, SUS, NCAA***

**Course Title: Latin III (Honors)****Course Number: 07063200****Credit: 1.00****Grade Level: 9-12****Major Concepts/Content:**

Latin 3 expands the skills acquired by students 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 students 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, students will write essays of literary criticism to prepare for those expected in Advanced Placement and college classes.

**Special Note:**

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

**PREREQUISITES:** *Latin II or Mastery of Student Performance Standards corresponding to Latin II*

**SPECIAL NOTE:** *This course meets an academic unit for some Bright Futures Scholarship Programs, SUS, NCAA*

**Course Title: Latin IV (Honors)****Course Number: 07063300****Credit: 1.00****Grade Level: 9-12****Major Concepts/Content:**

Latin IV expands the skills acquired by students in Latin III. 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 students 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, students will write essays of literary criticism to prepare for those expected in Advanced Placement and college classes.

**Special Note:** Latin students will focus more on reading and interpreting written passages rather than using oral modes of communication.

**PREREQUISITES:** *Latin II and/or Latin III or Mastery of Student Performance Standards corresponding to either of these courses*

**SPECIAL NOTE:** *This course meets an academic unit for some Bright Futures Scholarship Programs, SUS, NCAA*

**Course Title: Spanish IV (Honors)****Course Number: 07083700****Credit: 1.00****Grade Level: 9-12****Major Concepts/Content**

Spanish IV expands the skills acquired by the students in Spanish III. Specific content includes, but is not limited to, more advanced language structures and idiomatic expressions, with emphasis on conversational skills. There is additional growth in vocabulary for practical purposes, including writing. Reading selections are varied and taken from target language newspapers, magazines, and literary works.

**PREREQUISITES:** *Spanish III or mastery of Student Performance Standards corresponding to Spanish III*

**SPECIAL NOTE:** *This course meets an academic unit for some Bright Futures Scholarship Programs, SUS, NCAA*

**Course Title: Advanced Placement Spanish Language and Culture****Course Number: 07084000****Credit: 1.00****Grade Level: 9-12****Major Concepts/Content**

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

The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

**Course themes**

The AP Spanish Language and Culture course is structured around six themes:

- Beauty and Aesthetics
- Contemporary Life
- Families and Communities
- Global Challenges
- Personal and Public Identities
- Science and Technology

Themes facilitate the integration of language, content, and culture and promote the use of the language in a variety of contexts. The themes may be combined, as they are interrelated.

**World Languages and Cultures Learning Objectives**

The AP Spanish Language and Culture course provides students with opportunities to demonstrate their proficiency at the Intermediate to Pre-Advanced range in each of the three modes of communication described in the ACTFL Performance Descriptors for Language Learners.

Students are expected to:

- Engage in spoken interpersonal communication;
- Engage in written interpersonal communication;
- Synthesize information from a variety of authentic audio, visual, and audiovisual resources;
- Synthesize information from a variety of authentic written and print resources;
- Plan, produce, and present spoken presentational communications; and
- Plan and produce written presentational communications.

**PREREQUISITES:** *Spanish IV or mastery of Student Performance Standards corresponding to Spanish IV*

**SPECIAL NOTE:** *This course meets an academic unit for some Bright Futures Scholarship Programs, SUS, NCAA*

**Course Title: Advanced Placement Spanish Literature****Course Number: 07084100****Credit: 1.00****Grade Level: 10-12****Major Concepts/Content**

The AP Spanish Literature and Culture course uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, and essays) from Peninsular Spanish, Latin American, and United States Hispanic literature. Students develop proficiencies across the full range of communication modes (interpersonal, presentational, and interpretive), thereby honing their critical reading and analytical writing skills. Literature is examined within the context of its time and place, as students reflect on the many voices and cultures present in the required readings. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, literary criticism).

## Course Themes

The AP Spanish Literature and Culture course is structured around six themes:

- Las sociedades en contacto (Societies in Contact)
- La construcción del género (The Construction of Gender)
- El tiempo y el espacio (Time and Space)
- La creación literaria (Literary Creation)
- Las relaciones interpersonales (Interpersonal Relationships)
- La dualidad del ser (The Dual Nature of Being)

Themes promote the exploration of literature in a variety of contexts and develop students' abilities to make cross-textual and cross-cultural connections. The themes may be combined, as they are interrelated.

## AP Spanish Literature and Culture Learning Objectives

At the core of the AP Spanish Literature and Culture course are learning objectives, which outline the expectations for what students should know and be able to do. These expectations are in accordance with the five goal areas (the "five C's") of the *Standards for Foreign Language Learning for the 21st Century*: Communication, Cultures, Connections, Comparisons, and Communities.

For Communication, students continue to develop proficiency in the three modes of communication:

- Interpersonal Communication (the active negotiation of meaning among individuals)
- Interpretive Communication (the appropriate cultural interpretation of meanings that occur in written or spoken form with no active negotiation of meaning)
- Presentational Communication (the creation of written or spoken messages in a manner that facilitates interpretation by an audience with no active negotiation of meaning)

**PREREQUISITES:** *Spanish IV or mastery of Student Performance Standards corresponding to Spanish IV*

**SPECIAL NOTE:** *This course meets an academic unit for some Bright Futures Scholarship Programs, SUS, NCAA*

**Course Title: Advanced Placement Latin**

**Course Number: 07063750**

**Credit: 1.00**

**Grade Level: 11-12**

### Major Concepts/Content

The AP Latin course focuses on the in-depth study of selections from two of the greatest works in Latin literature: Vergil's *Aeneid* and Caesar's *Gallic War*. The course requires students to prepare and translate the readings and place these texts in a meaningful context, which helps develop critical, historical, and literary sensitivities. Throughout the course, students consider themes in the context of ancient literature and bring these works to life through classroom discussions, debates, and presentations. Additional English readings from both of these works help place the Latin readings in a significant context.

### Course Content

The content of the course is organized into four broad categories of skills that students develop and apply to their study of Latin language and literature:

- Reading and Comprehending
- Translating
- Contextualizing
- Analyzing Texts

Students demonstrate competency in reading and comprehension of Latin poetry and prose (both prepared and at sight) by identifying grammatical elements of texts, explaining the meaning of words and phrases in context, and interpreting the texts. Translations are to be as literal as possible so that students demonstrate accurate knowledge of the forms and functions of the language. Contextualization implies that students go beyond the confines of the text they are reading to reach a deeper and fuller understanding of the environment in which the text was written. Finally, analyzing texts enables students to demonstrate critical and reflective reading.

### Course Themes

- The AP Latin course is structured around seven themes:
- Literary Genre and Style
- Roman Values
- War and Empire
- Leadership
- Views of Non-Romans
- History and Memory
- Human Beings and the Gods

Themes facilitate the integration of language, content, and culture and promote academic inquiry. The themes may be combined, as they are interrelated.

**PREREQUISITES:** *Latin IV or mastery of Student Performance Standards corresponding to Latin IV*

**SPECIAL NOTE:** *This course meets an academic unit for some Bright Futures Scholarship Programs, SUS, NCAA*

### Course Title: Spanish for Spanish Speakers 1

**Credit: 1.00**

**Grade Level: 9-12**

**Course Level: 2**

#### Major Concepts/Content:

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

**SPECIAL NOTE:** *This course meets an academic unit for some Bright Futures Scholarship Programs, SUS, NCAA*

### Course Title: Spanish for Spanish Speakers II

**Course Number: 0709310**

**Credit: 1.00**

**Grade Level: 9-12**

**Course Level: 2**

#### Major Concepts/Content:

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

The course content will continue reflecting the cultural values of Spanish language cultures and societies.

**PREREQUISITES:** *Spanish for Spanish Speakers I or mastery of Student Performance Standards corresponding to Spanish for Spanish Speakers I*

**SPECIAL NOTE:** *This course meets an academic unit for some Bright Futures Scholarship Programs, SUS, NCAA*

## NORTHEAST HIGH SCHOOL CURRICULUM GUIDE 2016-17

### PERFORMING ARTS

#### **Course Title Band I**

**Course Number: 1302300**

**Credit: 1.00**

**Grade Level: 9-12**

**Course Description:** This year-long, entry-level class, designed for students having little or no previous band experience with woodwind, brass, and/or percussion instruments, promotes the enjoyment and appreciation of music through performance of high-quality, beginning wind and percussion literature from different times and places. Rehearsals focus on the development of critical listening/aural skills; rudimentary instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances. This course provides students an outlet for individual and collaborative creativity and communication, as well as making thoughtful choices in music. Also of importance in Band I is the development of foundational group- and self-assessment skills; the ability to connect the music being studied to a variety of cultures, history, and other content areas; and development of the critical concepts of individual responsibility, teamwork, organization, process, and self-discipline that will help students be successful after high school graduation.

**General Note:** All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

**Special Note:** This course may require students to participate in extra rehearsals and performances beyond the school day.

#### **Course Title Band II**

**Course Number: 1302310**

**Credit: 1.00**

**Grade Level: 9-12**

**Course Description:** This year-long, beginning-level class, designed for students with at least one year of woodwind, brass, and/ or percussion ensemble experience, promotes the enjoyment and appreciation of music through performance of high-quality wind and percussion literature. Rehearsals focus on the development of critical listening skills, instrumental and ensemble technique and skills, expanded music literacy, and aesthetic awareness culminating in periodic public performances. This course provides students an outlet for individual and collaborative creativity and communication. Students develop basic group and self-assessment skills, problem-solving skills, and the ability to connect the music being studied to a variety of cultures, history, and other content areas. They learn about the organizational structure of the music they're studying, considering such details as the composer's intent and the times in which the music was written. As students develop the foundation for lifelong participation in music, they also have opportunities to develop such critically important 21st-century concepts as individual responsibility, teamwork, organization, processing and delayed gratification, and self-discipline that will help them be successful after high school graduation.

**General Note:** All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

**Special Note:** This course may require students to participate in extra rehearsals and performances beyond the school day.

**PREREQUISITE:** *Instructor's approval and Band I*



**Course Title Band III****Course Number: 1302320****Credit: 1.00****Grade Level: 9-12**

**Course Description:** This year-long, formative class, designed for students ready to build on skills and knowledge previously acquired in a middle or high school instrumental ensemble, promotes the enjoyment and appreciation of music through performance of high-quality, intermediate-level wind and percussion literature. Rehearsals focus on development of critical listening/aural skills, individual musicianship, instrumental technique, refinement of ensemble skills, and aesthetic engagement culminating in periodic public performances. Students use group- and self-assessment skills, along with problem-solving and critical-thinking skills to make informed musical decisions collaboratively that accurately and expressively communicate the intent of a variety of musical works with an emphasis on appropriate stylistic interpretation and context. They listen to and explore the cultural and historical roles of a wide variety of music; consider the connections between music and other content areas, and learn about the organizational structure of the music they're studying. As students develop the foundation for lifelong participation in music, they also have opportunities to develop such critically important 21st-century concepts as individual responsibility, teamwork, organization, process-knowledge and delayed gratification, and self-discipline that will help them be successful after high school graduation.

**General Note:** All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

**Special Note:** This course requires students to participate in extra rehearsals and performances beyond the school day.

**PREREQUISITE:** *Instructor's approval and Band II*

**Course Title Band IV****Course Number: 1302330****Credit: 1.00****Grade Level: 9-12**

**Course Description:** This year-long, intermediate-level course, designed for students who demonstrate proficiency in woodwind, brass and/or percussion techniques, music literacy, critical listening/aural skills, and ensemble performance skills, promotes greater engagement with and appreciation for music through performance and other experiences with a broad spectrum of music, as well as creativity through composition and/or arranging. Study includes cultivation of well-developed instrumental ensemble techniques and skills, music literacy and theory, and deeper aesthetic engagement with a wide variety of high-quality repertoire. Students regularly use reflection, analytical skills, and problem-solving skills to improve their performance and the performance of others; and self-diagnose solutions to performance challenges based on their structural, historical, and cultural understanding of musical works to communicate the intent of a variety musical works accurately and expressively. Band IV also helps students explore the implications of technology on consumers' music experiences and prepare for post-high school success in the 21st-century through opportunities to apply leadership, initiative, collaboration, innovation, and creativity. Learning culminates in the periodic performances of significant wind and percussion literature providing students with unique, high-quality musical experiences.

**General Note:** All instruction related to Music benchmarks should be framed by the Big Ideas and Enduring Understandings. Non-Music benchmarks listed in this course are also required and should be fully integrated in support of arts instruction.

**Special Note:** This course requires students to participate in extra rehearsals and performances beyond the school day. Additional experiences with small ensembles and solo performance may be available. Students who enjoy the challenges and successes of this course may wish to take an accelerated music class in the future.

**PREREQUISITE:** *Instructor's approval and Band III*

**Course Title: Music Theory I****Course Number: 13003000****Credit: 1.00****Grade Level: 9-12****Course Description**

Students learn how music is constructed and developed, and acquire a basic understanding of the structural, technical, and historical elements of music. Student theorists develop basic ear-training, keyboard, and functional singing skills, and engage in the creative process through individual and collaborative projects. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

**PREREQUISITE: None****Course Title: Music Theory II Hon****Course Number: 13003100****Credit: 1.00****Grade Level: 9-12****Course Description**

Students with prior music theory training study composition, form, and analysis, and develop individual aural skills. The aural, analytical, and cognitive skills expanded in this class inform the serious musician's performance abilities over a variety of styles and genres. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

**PREREQUISITE: Music Theory I****Course Title: Advanced Placement Music Theory****Course Number: 13003300****Credit: 1.00****Grade Level: 9-12****Major Concepts/Content**

The AP Music Theory course corresponds to two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills including dictation and other listening skills, sight-singing, and keyboard harmony are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the learning process. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are emphasized.

**AP Music Theory Course Content**

The AP Music Theory course supports mastery of the rudiments and vocabulary of music, including hearing and notating:

- Pitches
- Intervals
- Scales and keys
- Chords
- Meter
- Rhythm

Building on this foundation, the course progresses to include complex and creative tasks, such as melodic and harmonic dictation; composition of a bass line for a given melody, implying appropriate harmony; realization of a figured bass; realization of a Roman numeral progression; analysis of repertoire, including melody, harmony, rhythm, texture, and form; and sight-singing.

Students learn to identify aural and visual procedures based in common-practice tonality, such as:

- Functional triadic harmony in traditional four-voice texture (with vocabulary including non-harmonic tones, seventh chords, and secondary dominants)
- Cadences
- Melodic and harmonic compositional processes (e.g., sequence, motivic development)
- Standard rhythms and meters
- Phrase structure (e.g., contrasting period, phrase group)
- Small forms (e.g., rounded binary, simple ternary, theme and variation, strophic)
- Modulation to closely related keys

**PREREQUISITE:** *Instructor's approval*

**Course Title: Theatre I**

**Course Number: 0400310A**

**Credit: 1.00**

**Grade Level: 9-12, 30, 31**

**Major Concepts/Content**

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

**Special Note:** This course may require students to participate in extra rehearsals and performances beyond the school day.

**PREREQUISITE:** *None.*

**Course Title: Theatre II**

**Course Number: 04003200**

**Credit: 1.00**

**Grade Level: 9-12**

**Major Concepts/Content**

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

**Special Note:** This course may require students to participate in extra rehearsals and performances beyond the school day.

**PREREQUISITE:** *Theatre I.*

**Course Title: Theatre III Hon**

**Course Number: 04003300**

**Credit: 1.00**

**Grade Level: 10-12**

**Major Concepts/Content**

This course is designed for students 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. Students 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, students assemble a portfolio that showcases 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.

**Special Note:** This course may require students to participate in extra rehearsals and performances beyond the school day.

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

**PREREQUISITE:** *Theatre I & II.*

**Course Title:** Theatre IV Honors

**Course Number:** 04003400

**Credit:** 1.00

**Grade Level:** 10-12

**Major Concepts/Content**

This course is designed for students with extensive experience in theatre, and promotes significant depth of engagement and lifelong appreciation for theatre through a broad spectrum of primarily self-directed study and performance. In keeping with the rigor expected in an accelerated setting, students assemble a portfolio that showcases 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 sophisticated oral and written analytical and problem-solving skills based on their structural, historical, and cultural knowledge.

**Special Note:** This course may require students to participate in extra rehearsals and performances beyond the school day.

**PREREQUISITE:** *Theatre I, II, & III.*

## NORTHEAST HIGH SCHOOL CURRICULUM GUIDE 2016-17

### ART/SCHOOL OF GRAPHIC DESIGN

**Course Title: Two-Dimensional Studio Art 1****Course Number: 01013000****Credit: 1.00****Grade Level: 9-12****Major Concepts/Content**

**Course Description:** This year-long, entry-level class promotes the enjoyment and appreciation of art as students experiment with the media and techniques used to create two-dimensional (2-D) artworks, including drawing, painting, printmaking, collage, and more. Students regularly reflect on aesthetics and issues related to art and anchor the structural elements of art and organizational principles of design, experimenting with them as they create. They use analytical and problem-solving skills to improve their work and that of their peers, self-diagnosing and experimenting with potential solutions to art challenges based on their foundational structural, historical, and cultural knowledge. Students investigate, analyze, and learn to honor the art of Western and non-Western cultures, which informs their own choices when creating works of art and their understanding of the role of art in global culture. As they work, students develop and apply, at a basic level, 21st-century skills that will help them be successful after high school graduation, including time management, self-assessment, the ability to solve problems, the ability to perceive both the whole of an idea or concept and its parts, and critical analysis.

**Special Note:** This course incorporates hands-on activities and consumption of art materials.

**PREREQUISITE:** none.

**Course Title: Two-Dimensional Studio Art 2****Course Number: 01013100****Credit: 1.00****Grade Level: 9-12****Major Concepts/Content**

This year-long, intermediate-level class promotes the enjoyment and appreciation of art as students strengthen their use of media and techniques to create both teacher-assigned and self-directed two-dimensional (2-D) artworks, which may include drawing, painting, printmaking, collage, and more. Students regularly reflect on aesthetics and issues related to art and reinforce knowledge of the structural elements of art and organizational principles of design, manipulating them to create works of art that are progressively more innovative. They use increasingly sophisticated oral and written analytical and problem-solving skills to improve their work and that of their peers, self-diagnosing and selecting solutions to art challenges based on their growing structural, historical, and cultural knowledge. Students analyze and honor the art of Western and non-Western cultures, comparing art styles and the people and other influences that molded them, which informs their own choices when creating works of art. As they work, students develop and apply 21st-century skills that will help them be successful after high school graduation, including time management, self-assessment, the ability to solve problems, the ability to perceive both the whole of an idea or concept and its parts, and critical analysis.

**Special Note:** This course incorporates hands-on activities and consumption of art materials.

**PREREQUISITE:** 2D ART I.

**Course Title: Two-Dimensional Studio Art 3 Honors****Course Number: 01013200****Credit: 1.00****Grade Level: 9-12****Major Concepts/Content**

This year-long honors class promotes the enjoyment and appreciation of art as students refine their use of media and techniques to create primarily self-directed, two-dimensional (2-D) artworks at high levels of proficiency and independence. Students regularly reflect on aesthetics and art issues individually and as a group, and manipulate the structural elements of art and organizational principles of design to create works of art that are progressively more innovative and representative of the student's artistic and cognitive growth. Students analyze and honor the art of Western and non-Western cultures, comparing art styles and the people and other influences that molded them,

which informs their own choices when creating works of art. As they work, students develop and apply 21st-century skills that will help them be successful after high school graduation, including independence in time management, self-assessment, the ability to solve problems, the ability to perceive both the whole of an idea or concept and its parts, and critical analysis. In keeping with the rigor expected in an accelerated setting, students develop a portfolio that includes a significant body of work to show personal vision and artistic growth over time; mastery of visual art skills and techniques; and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students conduct and present the results of significant research, including, but not limited to: the techniques and processes of a variety of artists; the outcomes of reciprocating influences among art and such integral factors as technology, politics, and the economy; development of art media over time; and the influences of major historical and cultural models. They may also be required to maintain a sketchbook, participate in individual and group critiques, and mount an exhibition and/or make a formal presentation based on their body of work and the processes of creating that collection. Students in 2-D Art III-Honors are self-directed and display a readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking.

**Special Note:** This course incorporates hands-on activities and consumption of art materials. Students who enjoy the challenges and successes of this course may wish to take one or more accelerated art classes in the future.  
**PREREQUISITE:** *2D Art 2.*

**Course Title: Ceramics/Pottery I**

**Course Number: 01023000**

**Credit: 1.00**

**Grade Level: 9-12**

**Major Concepts/Content**

The purpose of this course is to enable students to recognize the properties, possibilities, and limitations of clay by creating functional and nonfunctional works of ceramics and pottery using basic hand-building techniques. The content should include, but not be limited to, the following: use of tools, equipment and materials, art vocabulary, functional and non functional form, material preparation, object production, decoration and firing, critical thinking and analysis, historical and cultural perspectives, personal and social benefits, collaborative skills, career opportunities.

**Special Note: This incorporates hands-on activities and consumption of art materials.**

**PREREQUISITE: none.**

**Course Title: Ceramics/Pottery II**

**Course Number: 01023100**

**Credit: 1.00**

**Grade Level: 9-12**

**Major Concepts/Content**

The purpose of this course is to enable students to recognize the properties, possibilities, and limitations of clay by creating functional and non functional works of ceramics and pottery using intermediate-level hand-building and basic wheel-throwing techniques. The content should include, but not be limited to, the following: use of tools, equipment and materials, art vocabulary, functional and non functional form, material preparation, object production, decoration and firing, critical thinking and analysis, historical and cultural perspectives, personal and social benefits, collaborative skills, career opportunities.

**Special Note: This incorporates hands-on activities and consumption of art materials.**

**PREREQUISITE: Ceramics/Pottery I.**

**Course Title: Ceramics/Pottery III Hon**

**Course Number: 01023200**

**Credit: 1.00**

**Grade Level: 9-12**

**Major Concepts/Content**

The purpose of this course is to enable students to recognize the properties, possibilities, and limitations of clay by creating functional and non functional works of ceramics and pottery using advanced hand-building and intermediate-level wheel-throwing and firing techniques. The content should include, but not be limited to, the following: use of tools, equipment and materials, art vocabulary, functional and non functional form, material preparation, object production, decoration and firing, critical thinking and analysis, historical and cultural perspectives, personal and social benefits, collaborative skills, career opportunities.

**Special Note: This incorporates hands-on activities and consumption of art materials.**

**PREREQUISITE: Ceramics/Pottery II.**

**Course Title: Portfolio I**

**Course Number: 01093100**

**Credit: 1.00**

**Grade Level: 9-12**

**Major Concepts/Content**

The purpose of this course is to develop a portfolio containing an artist's statement and a diverse range of the student's own works of art. The content should include but not be limited to the following:

Characteristics and uses of portfolios, portfolio management and inventory, artist's statements, criteria for selecting works of art for inclusion, media, technology, processes, techniques, quality, concentration and breadth, critical evaluation, presentation of works of art, historical, cultural and other influences, career opportunities.

**Special Note: This incorporates hands-on activities and consumption of art materials.**

**PREREQUISITE: Two years of art and teacher's approval.**

**Course Title: Portfolio II**

**Course Number: 01093200**

**Credit: 1.00**

**Grade Level: 9-12**

**Major Concepts/Content**

The purpose of this course is to develop a portfolio containing an artist's statement and a diverse range of the student's own advanced works of art. The content should include but not be limited to the following:

Characteristics and uses of portfolios, portfolio management and inventory, artist's statements, criteria for selecting works of art for inclusion, media, technology, processes, techniques, quality, concentration and breadth, critical evaluation, presentation of works of art, historical, cultural and other influences, career opportunities.

**Special Note: This incorporates hands-on activities and consumption of art materials.**

**PREREQUISITE: Portfolio I**

**Course Title: Portfolio III**

**Course Number: 01093300**

**Credit: 1.00**

**Grade Level: 9-12**

**Major Concepts/Content**

The purpose of this course is to develop a portfolio containing an artist's statement and a diverse range of the student's own professional-quality works of art. The content should include but not be limited to the following:

Characteristics and uses of portfolios, portfolio management and inventory, artist's statements, criteria for selecting works of art for inclusion, media, technology, processes, techniques, quality, concentration and breadth, critical evaluation, presentation of works of art, historical, cultural and other influences, career opportunities.

**Special Note: This incorporates hands-on activities and consumption of art materials.**

**PREREQUISITE: Portfolio II**

**Course Title: Advanced Placement Studio Art: 2-Dimensional Design, 3-Dimensional Design, and Drawing.**

**Course Number: 01043000**

**Credit: 1.00**

**Grade Level: 9-12**

**Major Concepts/Content**

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

**PREREQUISITE**

Although there is no prerequisite for AP Studio Art, prior experiences in studio art courses that address conceptual, technical, and critical thinking skills can support student success in the AP Studio Art Program.

**AP Studio Art Content**

AP Studio Art students work with diverse media, styles, subjects, and content. Each of the three portfolios consists of three sections:

- The Breadth section illustrates a range of ideas and approaches to art making.
- The Concentration section shows sustained, deep, and multi-perspective investigation of a student-selected topic.
- The Quality section represents the student's most successful works with respect to form and content.

Works in this section may be selected from the other two sections. Students' work is informed and guided by observation, research, experimentation, discussion, critical analysis, and reflection, relating individual practices to the art world. Students are asked to document their artistic ideas and practices to demonstrate conceptual and technical development over time. The AP Studio Art Program supports students in becoming inventive artistic scholars who contribute to visual culture through art making.

**Disciplinary Practices and Habits of Mind**

Each AP Studio Art course and portfolio assessment focuses on students developing these practices and habits of mind through work with 2-dimensional design, 3-dimensional design, and drawing media and approaches, including the following:

- Critical analysis
- Evidence-based decision-making
- Innovative thinking
- Articulation of design elements and principles
- Systematic investigation of formal and conceptual aspects of art making
- Technical competence with materials and processes to communicate ideas
- Incorporation of expressive qualities in art making
- Demonstration of artistic intention
- Creation of a body of work



## NORTHEAST HIGH SCHOOL CURRICULUM GUIDE 2016-17 SCHOOL OF BIOTECHNOLOGY

### MAGNET PROGRAM: INDUSTRIAL BIOTECHNOLOGY Industry Certification: Biotechnician Assistant

**Course Title: Biotechnology I**

**Course Number: 30270100**

**Credit: 1.0**

**Grade Level: 9-12**

#### **Major Concepts/Content**

Laboratory investigations which include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course.

#### ***Program Description:***

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

Industrial Biotechnology is a program offering students science credit through an applied science education, to prepare them for entry level positions in the cutting edge industry of Biotechnology. While meeting the state standards for science, the coursework will focus on developing science and bio-technical skills that are current and in demand for this rapidly growing occupation.

Upon completion of the integrated program, students will be able to explain and perform bio-technical skills used by Industrial, Medical, Agricultural, and Research facilities that develop and produce marketable products and processes.

**Course Title: Biotechnology II**

**Course Number: 30270200**

**Credit: 1.0**

**Grade Level: 9-12**

#### **Major Concepts/Content**

Laboratory investigations which include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course.

#### ***Program Description:***

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

Industrial Biotechnology is a program offering students science credit through an applied science education, to prepare them for entry level positions in the cutting edge industry of Biotechnology. While meeting the state standards for science, the coursework will focus on developing science and bio-technical skills that are current and in demand for this rapidly growing occupation.

Upon completion of the integrated program, students will be able to explain and perform bio-technical skills used by

Industrial, Medical, Agricultural, and Research facilities that develop and produce marketable products and processes.

**Course Title: Biotechnology III**

**Course Number: 87360300**

**Credit: 1.0**

**Grade Level: 9-12**

**Major Concepts/Content**

Biotechnology 3 is a course designed to provide students with intense laboratory and research skills in preparation for continued education and/or entry into the biotechnology industry. Students will build upon the skills attained in Biotechnology 1 and Biotechnology 2 as they design and conduct experiments relevant to current biotechnology. A close association with local industry and postsecondary institutions will provide additional opportunities for development and application of biotechnology practices.

**Additional Information**

**Laboratory Activities**

This program is designed to provide students with intense laboratory and research skills in preparation for continued education and/or entry into the biotechnology industry. Students will build upon the skills attained as they design and conduct experiments relevant to current biotechnology. A close association with local industry and postsecondary institutions will provide additional opportunities for development and application of biotechnology practices.

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

Upon completion of the integrated program, students will be able to explain and perform bio-technical skills used by Industrial, Medical, Agricultural, and Research facilities that develop and produce marketable products and processes.

**Certification Standards**

The certification standards for the Biotechnician Assistant Credentialing Exam include the Academic Knowledge and CTE Performance Standards and Benchmarks taught in the Industrial Biotechnology program at the secondary level. Certified individuals have a knowledge and skill set applicable to entry-level positions in the biotechnology industry.

**[Industrial Biotechnology Academic Knowledge and CTE Performance Standards](#)**

Upon completion of the Biotechnology Assistant Credentialing Exam, each successful participant will receive:

- A BACE Certificate
- A letter to the employer explaining the benefits of hiring a BACE-certified student
- Access for employers to verify certification

## NORTHEAST HIGH SCHOOL CURRICULUM GUIDE 2016-17 SCHOOL OF ALTERNATIVE ENERGY

### *MAGNET PROGRAM: ALTERNATIVE ENERGY* *Industry Certification: Energy Generation Technician*

#### Purpose

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

The purpose of this program is to present information that will assist Florida in increasing the number and skill level of workers who are available to meet the workforce needs of Florida's current and emerging alternative energy industries.

#### **Course Title: Energy Industry Fundamentals Honors (New for 2016-2017)**

**Course Number: 80061100**

**Credit: 1.00 Elective**

**Grade Level: 9-12**

#### **Major Concepts/Content**

This course is designed to develop competencies in the areas of energy history and the global impact of renewable and non-renewable resources; career opportunities; scientific and research concepts; biological and physical science principles; environmental principles; and solar energy safety. Laboratory-based activities are an integral part of this course. These include the safe use and application of appropriate technology, scientific testing and observation equipment.

#### **Course Title: Introduction to Alternative Energy (To be offered 2017-2018)**

**Course Number: 80061200**

**Credit: 1.00 Elective**

**Grade Level: 9-12**

#### **Major Concepts/Content**

This course is designed to develop competencies in the areas of energy history and the global impact of renewable and non-renewable resources; career opportunities; scientific and research concepts; biological and physical science principles; environmental principles; and solar energy safety. Laboratory-based activities are an integral part of this course. These include the safe use and application of appropriate technology, scientific testing and observation equipment.

**Prerequisite: Energy Industry Fundamentals**

#### **Course Title: Energy Generation Technician Honors (To be offered 2018-2019)**

**Course Number: 97002100**

**Credit: 1.00**

**Grade Level: 12**

#### **Major Concepts/Content**

This course is designed to develop competencies in the areas of energy history and the global impact of renewable and non-renewable resources; career opportunities; scientific and research concepts; biological and physical science principles; environmental principles; and solar energy safety. Laboratory-based activities are an integral part of this course. These include the safe use and application of appropriate technology, scientific testing and observation equipment.

**Prerequisite: Introduction to Alternative Energy**

## Additional Information

### Laboratory Activities

Laboratory investigations that include scientific inquiry, research, measurement, problem solving, emerging technologies, tools and equipment, as well as, experimental, quality, and safety procedures are an integral part of this career and technical program/course. Laboratory investigations benefit all students by developing an understanding of the complexity and ambiguity of empirical work, as well as the skills required to manage, operate, calibrate and troubleshoot equipment/tools used to make observations. Students understand measurement error; and have the skills to aggregate, interpret, and present the resulting data. Equipment and supplies should be provided to enhance hands-on experiences for students.

### Special Notes

The occupational standards and benchmarks outlined in this secondary program correlate to the standards and benchmarks of the postsecondary program with the same Classification of Instructional Programs (CIP) number.

### Career and Technical Student Organization (CTSO)

SkillsUSA is the intercurricular career and technical student organization for providing leadership training and reinforcing specific career and technical skills. Career and Technical Student Organizations provide activities for students as an integral part of the instruction offered. The activities of such organizations are defined as part of the curriculum in accordance with Rule 6A-6.065, F.A.C.

### Standards

After successfully completing this program, the student will be able to perform the following:

- 01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Energy Generation Technician.
- 02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Energy Generation Technician.
- 03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Energy Generation Technician.
- 04.0 Demonstrate knowledge of the basic and emerging principles and concepts that impact the energy industry.
- 05.0 Apply compliance with procedures necessary to ensure a safe and healthy work environment.
- 06.0 Explain electric power generation.
- 07.0 Explain electric power transmission.
- 08.0 Explain electric power distribution.
- 09.0 Identify and describe careers and entry requirements.
- 10.0 Evaluate and analyze current hot topics in the energy industry.
- 11.0 Explain the importance of employability and entrepreneurship skills.
- 12.0 Discuss the value of alternative energy.
- 13.0 Investigate the viability of biomass and biofuel.
- 14.0 Investigate the use of nuclear power.
- 15.0 Investigate the use of solar energy.
- 16.0 Investigate the use of wind energy.
- 17.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Energy Generation Technician.
- 18.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Energy Generation Technician.
- 19.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Energy Generation Technician.
- 20.0 Understand generation system overview.
- 21.0 Apply equipment operation, maintenance and repair.
- 22.0 Demonstrate the ability to design, analyze and effectively use systems, components and methods with a framework of quality and continuous improvement.

## NORTHEAST HIGH SCHOOL CURRICULUM GUIDE 2016-17

### SCHOOL OF DIGITAL DESIGN

#### ***Industry Certification Program: Digital Media Technology*** **Purpose**

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in technical digital media positions in the Information Technology career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills. The content includes but is not limited to practical experiences in the implementation, management, and maintenance of advanced telecommunication environments associated with the creation, packaging, and delivery of digital media.

#### **Course Title: Digital Media Fundamentals**

**Course Number: 90051100**

**Credit: 1.00 Elective**

**Grade Level: 9-12**

#### **Major Concepts/Content**

This course introduces students to the essential concepts, components, terminology, and knowledge about digital media, software applications, and delivery systems.

**PREREQUISITE: None**

#### **Course Title: Digital Media Production Systems**

**Course Number: 90051200**

**Credit: 1.00 Elective**

**Grade Level: 9-12**

#### **Major Concepts/Content**

This course introduces students to the digital video and audio authoring environments, equipment, and software applications. Content includes management aspects of creating, saving, and distributing digital assets.

**PREREQUISITE: Digital Media Fundamentals**

#### **Course Title: Digital Media Delivery Systems**

**Course Number: 90051300**

**Credit: 1.00 Elective**

**Grade Level: 9-12**

#### **Major Concepts/Content**

This course introduces students to the digital video and audio delivery media and associated protocols. Content includes technical aspects of evolving and emerging technologies used in the delivery of digital content.

**PREREQUISITE: Digital Media Production Systems**

#### **Standards**

After successfully completing this program, the student will be able to perform the following:

**For competencies associated with the BTE Core visit the following link: [BTE Core](#)**

**The BTE Core includes the Technical Competencies of the first OCP A of this program.**

#### **Technical competencies following OCP A:**

- 01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Digital Media Technology.

- 02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Digital Media Technology.
- 03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Digital Media Technology.
- 04.0 Describe characteristics of digital media relative to format, standards, encoding schemes, and origin.
- 05.0 Compare and contrast various forms of digital media delivery systems.
- 06.0 Demonstrate an understanding of the characteristics, development medium, and technical aspects of digital video.
- 07.0 Demonstrate an understanding of the characteristics, development medium, and technical aspects of digital audio.
- 08.0 Explain the role of animation in digital media and the ways in which it is created and deployed.
- 09.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Digital Media Technology.
- 10.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Digital Media Technology.
- 11.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Digital Media Technology.
- 12.0 Demonstrate proficiency configuring and operating equipment and software applications used in the creation and delivery of digital video.
- 13.0 Demonstrate proficiency configuring and operating equipment and software applications used in the creation and delivery of digital audio.
- 14.0 Apply industry standard workflow management methods applicable to the integration and synchronization of audio and video into a single digital media product.
- 15.0 Apply industry standard asset management methods applicable to development of a digital media product.
- 16.0 Explain the importance of calibration in the production of digital media and the means by which it is accomplished.
- 17.0 Demonstrate proficiency in producing a digital media product for delivery using Digital Video Disc (DVD) media.
- 18.0 Demonstrate proficiency in producing a digital media product for delivery using an Internet-based on-demand system (e.g., VOD, IPTV).
- 19.0 Demonstrate proficiency in producing a digital media product for delivery using an Internet-based streaming system.
- 20.0 Demonstrate proficiency in producing a digital media product for delivery using an Internet-based system featuring multi-point presence.
- 21.0 Demonstrate proficiency in producing a digital media product for delivery using mobile communication devices.
- 22.0 Demonstrate proficiency in producing a digital media product for delivery using satellite delivery systems.
- 23.0 Describe the evolution, role, and characteristics of a Content Distribution Network (CDN) for delivering digital media to Internet points.
- 24.0 Demonstrate an understanding of the uses, technologies, standards, and protocols associated with digital signage.
- 25.0 Demonstrate an understanding of Internet Protocol Television (IPTV) systems, their types, applications, and implementation issues.

## NORTHEAST HIGH SCHOOL CURRICULUM GUIDE 2016-17 SCHOOL OF COMMUNICATION

**Course Title:** Debate I Honors [local honors]

**Course Number:** 1007330D

**Credit:** 1.00

**Grade Level:** 9-12

**Major Concepts/Content**

The purpose of this course is to develop students' beginning awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies for public debate in a variety of given settings. Some work outside of the regular school day may be required.

### ***GENERAL NOTES***

The content should include, but not be limited to, the following:

- delivering and analyzing a variety of argument and debate formats such as
  - Lincoln-Douglas
  - team debate
  - extemporaneous
- delineating and evaluating the argument and specific claims in an oral or written text by
  - citing specific text evidence
  - assessing the validity of the evidence and soundness of the reasoning
  - determining the sufficiency of evidence for success
  - recognizing when irrelevant evidence or faulty reasoning is introduced
- demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
  - eye contact and body movements
  - voice register and choices of language
  - use of standard English
- using research and writing skills to support selected topics and points of view
  - across a range of disciplines
  - using a range of sources, including digital
- assessing the veracity of claims and the reliability of sources
  - determining different types of evidence (e.g., documentary evidence in the social sciences, experimental evidence in the realm of natural sciences)
  - determining reliable print and digital sources
- demonstrating use of techniques for timing and judging debates and other forensic activities
- collaboration amongst peers, especially during the drafting and practicing stages

***PREREQUISITES:*** *Teacher recommendation and school guidelines*

**Course Title: Debate II Honors [local honors]**

**Course Number: 1007340J**

**Credit: 1.00**

**Grade Level: 9-12**

**Major Concepts/Content**

The purpose of this course is to continue to develop students' awareness, understanding, and application of language arts as it applies to oral communication concepts and strategies for public debate in a variety of given settings. Some work outside of the regular school day may be required.

**GENERAL NOTES**

The content should include, but not be limited to, the following:

- delivering and analyzing a variety of argument and debate formats such as
  - Lincoln-Douglas
  - team debate
- delineating and evaluating the argument and specific claims in an oral or written text by
  - citing specific text evidence
  - assessing the validity of the evidence and soundness of the reasoning
  - determining the sufficiency of evidence for success
  - recognizing when irrelevant evidence or faulty reasoning is introduced
- demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
  - eye contact and body movements
  - voice register and choices of language
  - use of standard English
- using research and writing skills to support selected topics and points of view
  - across a range of disciplines
  - using a range of sources, including digital
- assessing the veracity of claims and the reliability of sources
  - determining different types of evidence (e.g., documentary evidence in the social sciences, experimental evidence in the realm of natural sciences)
  - determining reliable print and digital sources
- demonstrating use of techniques for timing and judging debates and other forensic activities
- collaboration amongst peers, especially during the drafting and practicing stages

**PREREQUISITES: Debate I, Teacher recommendation and school guidelines**



**Course Title: Debate III Honors****Course Number: 10073500****Credit: 1.00****Grade Level: 9-12****Major Concepts/Content**

The purpose of this course is to develop students' enhanced awareness, understanding, and application of language arts as it applies to advanced oral communication concepts and strategies for public debate in a variety of given settings. Some work outside of the regular school day may be required.

The content should include, but not be limited to, the following:

- delivering and analyzing a variety of argument and debate formats such as
  - Lincoln-Douglas
  - team debate
- delineating and evaluating the argument and specific claims in an oral or written text by
  - citing specific text evidence
  - assessing the validity of the evidence and soundness of the reasoning
  - determining the sufficiency of evidence for success
  - recognizing when irrelevant evidence or faulty reasoning is introduced
- demonstrating appropriate formal and informal public speaking techniques for audience, purpose, and occasion
  - eye contact and body movements
  - voice register and choices of language
  - use of standard English
- using research and writing skills to support selected topics and points of view
  - across a range of disciplines
  - using a range of sources, including digital
- assessing the veracity of claims and the reliability of sources
  - determining different types of evidence (e.g., documentary evidence in the social sciences, experimental evidence in the realm of natural sciences)
  - determining reliable print and digital sources
- demonstrating use of techniques for timing and judging debates and other forensic activities
- collaboration amongst peers, especially during the drafting and practicing stages

***PREREQUISITES: Debate II, Teacher recommendation and school guidelines***

**Course Title: Journalism I (Yearbook)****Course Number: 1006300E****Credit: 1.00****Grade Level: 9-12****Major Concepts/Content**

The course provides instruction in aspects of journalism and workshop experience in journalistic production. Instruction will be given in recognizing and writing news for journalistic media and in developing editorials, sports articles, and feature stories. In addition to written work, students will receive instruction in the history and traditions of journalism as well as workshop experiences in photography, layout, advertising, printing, and other practical aspects of journalistic enterprise. In connection with workshop experiences, one or more student journalistic productions may be included. The required selling of ads is part of the business aspect of the curriculum and can count for up to 10% of the grade.

***PREREQUISITES: None.***

***Special Note: This course satisfies the computer competency requirement. It may be used for the practical arts graduation requirement.***

**Course Title: Journalism II (Yearbook)**

**Course Number: 1006310D**

**Credit: 1.00**

**Grade Level: 9-12**

**Major Concepts/Content**

The content of this course includes, but is not limited to, the following: training necessary for successful news gathering for journalistic media, practice in gathering information, practice in writing news, sports, feature articles, and editorials, and exploration of career opportunities in journalistic fields through various media. Practice in the preparation of materials for publication in journalistic media should occur within a workshop setting. The required selling of ads is part of the business aspect of the curriculum and can count for up to 10% of the grade.

**PREREQUISITES: Journalism I.**

**Special Note: This course satisfies the computer competency requirement.**

**Course Title: Journalism III Honors [local honors]**

**Course Number: 1006320U (Yearbook)**

**Credit: 1.00**

**Grade Level: 10-12**

**Major Concepts/Content**

The purpose of this course is the same as Journalism III except that students seeking honors credit must have additional responsibilities for school publications and must attend workshops/competitions. The required selling of ads is part of the business aspect of the curriculum and can count for up to 10% of the grade.

**PREREQUISITES: Journalism II.**

**Course Title: Journalism IV Honors [local honors]**

**Course Number: 1006330U (Yearbook)**

**Credit: 1.00**

**Grade Level: 11-12**

**Major Concepts/Content**

The purpose of this course is the same as Journalism IV except that students seeking honors credit must have additional responsibilities for school publications and must attend workshops/competitions. The required selling of ads is part of the business aspect of the curriculum and can count for up to 10% of the grade.

**PREREQUISITES: Journalism III.**

## NORTHEAST HIGH SCHOOL CURRICULUM GUIDE 2016-17

### SCHOOL OF BUSINESS & MARKETING

**Course Title: Introduction to Information Technology****Course Number: 82073100****Credit: 1.00****Grade Level: 9-12****Major Concepts/Content**

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

**PRE REQUISITE: NONE****Course Title: Marketing Essentials****Course Number: 88271100****Credit: 1.00****Grade Level: 9-12****Major Concepts/Content**

The purpose of this course is to develop the competencies essential to marketing. These competencies include human relations, employability, communications, math and economic skills. The fundamentals of marketing and selling are also included. Learning activities, within and outside of the classroom, are an integral part of this program. DECA is the co-curricular career and technical student organization, which provides leadership training experiences and reinforces specific technical skills. These activities are considered an integral part of this instructional program.

**PREREQUISITE: None****Course Title: Marketing Applications****Course Number: 88271200****Credit: 1.00****Grade Level: 9-12****Major Concepts/Content**

This is the second core course in the Marketing Education Program which is designed to provide students with an in-depth study of marketing in a free enterprise society and provide the knowledge, skills, and attitudes required for employment in a wide variety of marketing occupations. DECA is the co-curricular career and technical student organization, which provides leadership training experiences and reinforces specific technical skills. These activities are considered an integral part of this instructional program.

**PREREQUISITE: Marketing Essentials****Course Title: Marketing Management****Course Number: 88271300****Credit: 1.00****Grade Level: 10-12****Major Concepts/Content**

This is the third of three courses required to complete the Marketing Management Program. Marketing Management provides instruction for career sustaining level employment in the industry. The content includes applied skills related to the marketing functions including employment skills required for success in marketing and career planning as related to the marketing industry. DECA is the co-curricular career and technical student organization, which provides leadership training experiences and reinforces specific technical skills. These activities are considered an integral part of this instructional program.

**PREREQUISITE: Marketing Essentials and Marketing Applications.**

## NORTHEAST HIGH SCHOOL CURRICULUM GUIDE 2016-17

### SCHOOL OF FINANCE

#### Purpose

The purpose of this program is to prepare students for employment in the financial industry. This pathway leads to a concentration in Finance. Possible entry level jobs include: billing and posting clerks, accounting/auditing clerks, credit authorizers, customer service representatives, tellers, and brokerage clerks. This program also provides supplemental training for persons previously or currently employed in the financial industry. This program focuses on broad, transferable skills and stresses understanding and demonstration of the following elements of the financial industry: planning; management; finance; accounting; economics; technical and production skills; underlying principles of technology; labor issues; community issues and health, safety, and environmental issues; risk management liability; and health, life, and disability insurance.

The path begins with an overview of globalization, including world factors pushing organizations to expand into other markets in order to remain viable. Students explore cultural and political differences that affect organizational operations and decision making. They then learn about international trade investment and international finance, including an examination of the role of the International Monetary Fund. Students study the business strategies that enable organizations to compete effectively in the global marketplace.

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

#### **Course Title: Introduction to Information Technology**

**Course Number: 82073100**

**Credit: 1.00**

**Grade Level: 9-12**

#### **Major Concepts/Content**

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

***PRE REQUISITE: NONE***

***Recommended for 9<sup>th</sup> Grade***

#### **Course Title: Financial Operations Honors**

**Course Number: 88151100**

**Credit: 1.00**

**Grade Level: 9-12**

#### **Major Concepts/Content**

This course presents basic topics in macro and microeconomics, and the principles and practices of banking, credit, and consumer lending in the United States. Additional emphasis is placed on money, credit and banking, economic growth and stability, use of limited resources, characteristics of different economic systems and institutions, taxation and budgeting, labor management relations, and sales. Students become familiar with the major functions of banks and other financial intermediaries, central banking by the Federal Reserve System, and modern trends in the finance industry. The students are also introduced to credit functions, principles of credit risk evaluation, loan creation, debt collection, and stocks and bonds.

***Recommended for 10<sup>th</sup> Grade***

**Course Title: Accounting Applications 1**

**Course Number: 82033100**

**Credit: 1.00**

**Grade Level: 9-12**

**Major Concepts/Content**

This course emphasizes double-entry accounting; methods and principles of recording business transactions; the preparation of various documents used in recording income, expenses, acquisition of assets, incurrence of liabilities, and changes in equity; and the preparation of financial statements. Automated accounting activities, using Excel and QuickBooks software are included.

***Recommended for 11<sup>th</sup> Grade***

**Course Title: Financial Internship Honors**

**Course Number: 8815130**

**Credit: 1.00**

**Grade Level: 9-12**

**Major Concepts/Content**

The financial internship course provides students with authentic learning experiences in which they demonstrate human relations, technical, communication, and career development skills through entry level employment in the financial services industry. Through hands-on project management, major tasks outlined in a training plan, mentors supervise student learning in specific skill attainment and professional development. Students earn high school credit and financial compensation.

***PREREQUISITE: Financial Operations & Accounting Applications I***

***Recommended for the summer after Junior year.***

**Course Title: Personal Financial Planning Honors**

**Course Number: 8815120**

**Credit: 1.00**

**Grade Level: 9-12**

**Major Concepts/Content**

This course develops an awareness of the need for care and organization in planning for the wise use of economic resources and financial products available through a study of savings, credit, insurance, banking, investing and financial goals. The students are also made aware of the career opportunities offered by lending institutions.

***Recommended for 12<sup>th</sup> Grade***

For competencies associated with the BTE Core visit the following link:

[http://www.fldoe.org/core/fileparse.php/9943/urlt/bte\\_core\\_standards\\_1516.rtf](http://www.fldoe.org/core/fileparse.php/9943/urlt/bte_core_standards_1516.rtf).

The BTE Core includes the Technical Competencies of the first OCP A of this program.

## NORTHEAST HIGH SCHOOL CURRICULUM GUIDE 2016-17 SCHOOL OF INFORMATION TECHNOLOGY

### *Industry Certification Program: Java Development Programming*

#### Purpose

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

The content includes but is not limited to the fundamentals of programming and software development; procedural and object-oriented programming; creating regular and specialized applications using the Java programming language, including testing, monitoring, debugging, documenting, and maintaining Java computer applications.

#### **Course Title: Introduction to Information Technology**

**Course Number: 82073100**

**Credit: 1.00**

**Grade Level: 9-12**

#### **Major Concepts/Content**

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

**PRE REQUISITE: NONE**

#### **Course Title: Foundations of Programming**

**Course Number: 90072100**

**Credit: 1.00**

**Grade Level: 9-12**

#### **Major Concepts/Content**

This course introduces concepts, techniques, and processes associated with computer programming and software development. After successful completion of Foundations of Programming and Procedural Programming, students will have met Occupational Completion Point B, Computer Programmer Assistant, SOC Code 15-1131.

#### **Course Title: Procedural Programming**

**Course Number: 90072200**

**Credit: 1.00**

**Grade Level: 9-12**

#### **Major Concepts/Content**

This course continues the study of computer programming concepts with a focus on the creation of software applications employing procedural programming techniques. After successful completion of Programming Foundations and Procedural Programming, students will have met Occupational Completion Point B, Computer Programmer Assistant, SOC Code 15-1131.

**Course Title: Object-Oriented Programming Fundamentals****Course Number: 90072300****Credit: 1.00****Grade Level: 9-12****Major Concepts/Content**

This course continues the study of computer programming concepts with a focus on the creation of software applications employing object-oriented programming techniques. After successful completion of Object-Oriented Programming Fundamentals, students will have met Occupational Completion Point C, Computer Programmer, SOC Code 15-1131.

**Course Title: Java Programming Essentials****Course Number: 90072400****Credit: 1.00****Grade Level: 9-12****Major Concepts/Content**

This course continues the study of computer programming concepts specific to the Java programming language.

**Standards** (For full description, go to: <http://www.cpalms.org/Public/PreviewCourseProgram/Preview/833>)

After successfully completing this program, the student will be able to perform the following:

- 01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Java Development & Programming.
- 02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Java Development & Programming.
- 03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Java Development & Programming.
- 04.0 Demonstrate knowledge, skill, and application of information systems to accomplish job objectives and enhance workplace performance.
- 05.0 Demonstrate comprehension and communication skills.
- 06.0 Use technology to enhance the effectiveness of communication skills.
- 07.0 Develop an awareness of management functions and organizational structures as they relate to today's workplace and employer/employee roles.
- 08.0 Practice quality performance in the learning environment and the workplace.
- 09.0 Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.
- 10.0 Apply mathematical operations and processes as well as financial planning strategies to commonly occurring situations in the workplace to accomplish job objectives and enhance workplace performance.
- 11.0 Assess personal strengths and weaknesses as they relate to job objectives, career exploration, personal development, and life goals.
- 12.0 Incorporate knowledge gained from individual assessment and job/career exploration to design an individual career plan that reflects the transition from school to work, lifelong learning, and personal and professional goals.
- 13.0 Demonstrate human relations/interpersonal skills appropriate for the workplace.
- 14.0 Participate in work-based learning experiences.
- 15.0 Perform e-mail activities.
- 16.0 Demonstrate knowledge of different operating systems.
- 17.0 Demonstrate proficiency navigating the internet, intranet, and the WWW.
- 18.0 Demonstrate proficiency using HTML commands.
- 19.0 Demonstrate proficiency in page design applicable to the WWW.
- 20.0 Demonstrate proficiency using specialized web design software.
- 21.0 Develop an awareness of the information technology industry.
- 22.0 Develop an awareness of microprocessors and digital computers.
- 23.0 Develop an awareness of programming languages.

## NORTHEAST HIGH SCHOOL CURRICULUM GUIDE 2016-17 SCHOOL OF HEALTH SCIENCE

**PROGRAM: ALLIED HEALTH ASSISTING**  
**Industry Certification: Certified Medical Administrative Assistant**

### Purpose

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

The content includes but is not limited to performing skills representative of one to three areas of allied health care in the laboratory and clinical settings. Major areas of allied health are defined as physical therapy, emergency, radiation, laboratory and respiratory medicine, and occupational therapy. Other areas of health, medicine, dentistry, or veterinary may be included, with instructor provided competencies. **Such competencies must remain at the aide level and not go beyond the scope of practice of unlicensed assistive personnel. Invasive procedures that fall into the nursing scope of practice are not to be added.** Clinical experience is defined as activities performed in the clinical setting under the supervision of a health professional duly certified/licensed in the selected occupational fields. Simulated labs are not a substitute for clinical experience.

**Course Title: Medical Skills**

**Course Number: 84003200**

**Credit: 1.00**

**Grade Level: 9-12**

### **Major Concepts/Content**

This course provides students with practical competencies related to health decisions all individuals will make during their lifetime. Content includes common health skills, information related to disease prevention and maintenance of health, safety practices in carrying out medical instructions, adapting health principles to the home, legal aspects for the health consumer, and exploration of services provided by health professionals and community health agencies.

***PREREQUISITE: None***

**Course Title: Health Science Anatomy & Physiology**

**Course Number: 84171000**

**Credit: 1.00**

**Grade Level: 9-12**

### **Major Concepts/Content**

This course is part of a program composed of Health Science I, Health Science II, and Allied Health Assisting III/Health Occupations Education Directed Study. Health Science I or Anatomy and Physiology may be taken separately as a prerequisite to Health Science II and Allied Health Assisting III or the courses may be taken concurrently. This course includes scientific concepts relating to health care based on structure and function of the body systems in health and disease.

***PREREQUISITE: Instructor approval***

***SPECIAL NOTE: Gold Seal Scholarship Course***



**Course Title: Health Science Foundations****Course Number: 84171100****Credit: 1.00****Grade Level: 9-12****Major Concepts/Content**

This course is part of a program composed of Health Science I, Health Science II, and Allied Health Assisting III/Health Occupations Education Directed Study. All three courses may be taken concurrently or following completion of Health Science I or Anatomy and Physiology. Health Science II and Allied Health Assisting may be taken concurrently. This course includes common skills performed by health care workers in hospitals, nursing homes, and other health care agencies. Classroom laboratory and off-campus field trip experiences are correlated with theory.

**PREREQUISITE:** *Health Science I and instructor approval.***SPECIAL NOTE:** *Gold Seal Scholarship Course***Course Title: Allied Health Assisting III Hon (Paired with HSE Directed Study)****Course Number: 84171310****Credit: 1.00****Grade Level: 9-12****Major Concepts/Content**

This course is part of a program composed of Health Science I, Health Science II, and Allied Health Assisting III. All three courses may be taken concurrently or following completion of Health Science I or Anatomy and Physiology, Health Science II and Allied Health Assisting may be taken concurrently. This course provides the opportunity to explore the characteristics of workers in major health career clusters. Also included are communication skills, legal and ethical practice, safe work practices, leadership, and employability skills. Off campus clinical learning experiences are integrated into this program.

**PREREQUISITE:** *Health Science Anatomy & Physiology and H. S. Foundations and instructor approval.***SPECIAL NOTE:** *Gold Seal Scholarship Course.***Course Title: Health Occupations Education Directed Study (Paired with Allied Health Assisting III Hon)****Course Number: 84001000****Credit: 1.00****Grade Level: 9-12****Major Concepts/Content**

Only a student who has completed or is currently completing Allied Health Assisting III may take this course. The content is prescribed by the instructor based upon the individual student's identified health career interest. An individual instructional plan is developed by the instructor, with specific student performance standards, which must be mastered to earn credit. Off campus clinical learning experiences are required.

**PREREQUISITE:** *Current enrollment in Allied Assisting III or completion of Health Science Anatomy & Physiology or Health Science Foundations and Allied Assisting III, and instructor approval is required.***SPECIAL NOTE:** *Gold Seal Scholarship Course.***Standards**

After successfully completing this program, the student will be able to perform the following:

**Standards 1-30 encompass the Health Science Core:**

- 01.0 Methods and strategies for using Florida Standards for grades 09-10 reading in Technical Subjects for student success in Allied Health Assisting.
- 02.0 Methods and strategies for using Florida Standards for grades 09-10 writing in Technical Subjects for student success in Allied Health Assisting.
- 03.0 Methods and strategies for using Florida Standards for grades 09-10 Mathematical Practices in Technical Subjects for student success in Allied Health Assisting.
- 04.0 Analyze and interpret an overview of the human body, including organization and chemical process.

- 05.0 Apply correct medical terminology relating to body structure and function within a real-world application.
- 06.0 Evaluate cells and tissues microscopically and macroscopically and relate their specialized functions.
- 07.0 Analyze the integumentary system in relation to health and disease.
- 08.0 Analyze the skeletal system in relation to health and disease.
- 09.0 Analyze the muscular system in relation to health and disease.
- 10.0 Analyze the nervous system in relation to health and disease.
- 11.0 Analyze the endocrine system in relation to health and disease.
- 12.0 Analyze the cardiovascular/circulatory system in relation to health and disease.
- 13.0 Analyze the lymphatic and immune systems in relation to health and disease.
- 14.0 Analyze the respiratory system in relation to health and disease.
- 15.0 Analyze the digestive system in relation to health and disease.
- 16.0 Analyze the urinary system in relation to health and disease.
- 17.0 Analyze the both the male and female reproductive systems in relation to health and disease.
- 18.0 Identify and explain factors relating to genetics and disease.
- 19.0 Evaluate and apply the principles of disease transmission and control to real-world scenarios.
- 20.0 Demonstrate knowledge of the healthcare delivery system and health occupations.
- 21.0 Demonstrate the ability to communicate and use interpersonal skills effectively.
- 22.0 Demonstrate legal and ethical responsibilities.
- 23.0 Demonstrate an understanding of and apply wellness and disease concepts.
- 24.0 Recognize and practice safety and security procedures.
- 25.0 Recognize and respond to emergency situations.
- 26.0 Recognize and practice infection control procedures.
- 27.0 Demonstrate an understanding of information technology applications in healthcare.
- 28.0 Demonstrate employability skills.
- 29.0 Demonstrate knowledge of blood borne diseases, including HIV/AIDS.
- 30.0 Apply basic math and science skills.

**Standards 31-35 encompass competencies specific to Allied Health Assisting 3 :**

- 31.0 Methods and strategies for using Florida Standards for grades 11-12 reading in Technical Subjects for student success in Allied Health Assisting.
- 32.0 Methods and strategies for using Florida Standards for grades 11-12 writing in Technical Subjects for student success in Allied Health Assisting.
- 33.0 Methods and strategies for using Florida Standards for grades 11-12 Mathematical Practices in Technical Subjects for student success in Allied Health Assisting.
- 34.0 Perform skills representative of at least three major allied health areas in the school laboratory before beginning the clinical phase.
- 35.0 Successfully complete a clinical rotation in at least three major allied health areas.

**The course Anatomy and Physiology (2000350) may be substituted for the course Health Science Anatomy & Physiology (8417100).**

Following the completion of the Health Science Anatomy and Physiology and Health Science Foundations courses, the student is eligible to take the National Health Care Foundation Skill Standards Assessment with instructor approval and the completion of a portfolio.

This program meets the Department of Health HIV/AIDS Domestic Violence and Prevention of Medical Errors education requirements. Upon completion of this program, the instructor will provide a certificate to the student verifying that these requirements have been met.

If students in this program are seeking a licensure, certificate or registration through the Department of Health, please refer to 456.0635 F.S. for more information on disqualification for a license, certificate, or registration through the Department of Health.

## NORTHEAST HIGH SCHOOL CURRICULUM GUIDE 2016-17

### SCHOOL OF MILITARY SCIENCE

**Course Title: Aerospace Science I**

**Course Number: 18003000**

**Credit: 1.00**

**Grade Level: 9-12**

**Major Concepts/Content**

A Journey into Aviation History and Building A Better Citizen (AS 100). This course provides knowledge of the historical and potential future use of air and space by humanity, causing the student to think about the possibilities that lie ahead and the great aerospace-related things they can experience in their future. It brings alive the significant events that make up the exciting history of aviation with a focus on those people who accomplished them. The course presents aviation history focusing on the development of flight throughout the centuries. It starts with ancient civilizations, then progresses through time to modern day. The emphasis is on civilian and military contributions to aviation; the development, modernization, and transformation of the Air Force; and a brief astronomical and space exploration history. It is interspersed with concise overviews of the principles of flight to include basic aeronautics, aircraft motion and control, flight power, and rockets. Additionally, leadership, citizenship, proper wearing of the uniform, Air Force customs and courtesies, basic drill skill, and wellness and fitness are introduced. A key focus of Junior ROTC is to improve student achievement across the curriculum and to insure that its students graduate with a focus toward post secondary life.

**PREREQUISITE: Instructor Approval**

**Course Title: Aerospace Science II**

**Course Number: 18003100**

**Credit: 1.00**

**Grade Level: 10-12**

**Major Concepts/Content**

The Science of Flight and Interpersonal Communications (AS 210). This course is designed to acquaint the student with the aerospace environment, the human requirements of flight, principles of aircraft flight, and principles of navigation. The course begins with a discussion of the atmosphere and weather. After developing an understanding of the environment, how that environment affects flight is introduced. Discussions include the forces of lift, drag, thrust, and weight. Students also learn basic navigation including map reading, course plotting, and the effects of wind. The portion on the Human Requirements of Flight is a survey course on human physiology. Discussed here are the human circulatory system, the effects of acceleration and deceleration, and protective equipment. Leadership studies stress communications skill, understanding group dynamics, cadet corps activities, and wellness and fitness. Written report and speeches compliment academic materials. Cadet corps activities include holding positions of greater responsibility.

**PREREQUISITE: Aerospace Science I and Instructor Approval**

**Course Title: Aerospace Science II Honors (Local Honors)**

**Course Number: 1800310H**

**Credit: 1.00**

**Grade Level: 10-12**

**Major Concepts/Content**

The Junior ROTC program's highly structured organization and chain-of-command is composed and operated by student cadet leaders. These cadet leaders are the focus of the honors program. The cadet leader is responsible for instruction of basic cadet skills, cadet classroom demeanor, critique of subordinate cadet performance, periodic subordinate formal inspections, maintenance of subordinate cadet administrative records, program logistical requirements, program public relations, and leading extracurricular activities. Honors' cadets receive additional instruction in extemporaneous speaking, techniques of effective listening, how to teach, and techniques of counseling.

**PREREQUISITE: Aerospace Science I and Instructor Approval**

**Course Title: Aerospace Science III****Course Number: 18003200****Credit: 1.00****Grade Level: 11-12****Major Concepts/Content**

The Exploration of Space and Life Skills (AS 300). This course is a science course which examines Earth, the Moon and the planets, the latest advances in space technology, and continuing challenges of space and manned spaceflight. Issues that are critical to travel in the upper atmosphere such as orbits and trajectories, unmanned satellites, space probes, guidance and control systems are explained. The manned spaceflight section covers major milestones in the endeavor to land on the Moon, and to safely orbit humans and crafts in space for temporary and prolonged periods. It also covers the development of space stations, the Space Shuttle and its future, and international laws for the use of and travel in space. Additionally, life skills such as mapping the future, aiming for college, finance, resume writing, and job search techniques are introduced. Wellness and fitness are in integral part of the course.

***PREREQUISITE: Aerospace Science II and Instructor Approval*****Course Title: Aerospace Science III Honors (Local Honors)****Course Number: 1800320H****Credit: 1.00****Grade Level: 11-12****Major Concepts/Content**

The Junior ROTC program's highly structured organization and chain-of-command is composed and operated by student cadet leaders. These cadet leaders are the focus of the honors program. The cadet leader is responsible for instruction of basic cadet skills, cadet classroom demeanor, critique of subordinate cadet performance, periodic subordinate formal inspections, maintenance of subordinate cadet administrative records, program logistical requirements, program public relations, and leading extracurricular activities. Honors' cadets receive additional instruction in extemporaneous speaking, techniques of effective listening, how to teach, and techniques of counseling.

***PREREQUISITE: Aerospace Science II and Instructor Approval*****Course Title: Aerospace Science IV****Course Number: 18003300****Credit: 1.00****Grade Level: 12****Major Concepts/Content**

Geography and Principles of Management (AS 420). Option one for the fourth year student is a geography course designed to explore and discover the processes that shape the earth, the relationships between people and environments, and the links between people and places. Through the study of geography, students will learn to see their world through many different perspectives. Whether they are looking at global patterns or the finer details of neighborhood patterns they will develop valuable insights about the Earth, its people, and the many different kinds of relationships between them. Leadership topics involve management techniques, functions, and decisions. Select students are allowed to manage the entire corps under AFJROTC instructor supervision. This course is a practicum to provide hands-on experience for the opportunity to put the theories of previous leadership courses into practice. All the planning, organizing, coordinating, directing, controlling, and decision-making will be done by the student with constructive critiques provided by the instructor. Students practice their communication, decision-making, personal-interaction, managerial, and organizational skills. Additionally, wellness and fitness are an integral part to all the course options.

***PREREQUISITE: Aerospace Science III and Instructor Approval***

**Course Title: Aerospace Science IV Honors (Local Honors)**

**Course Number: 1800330H**

**Credit: 1.00**

**Grade Level: 12**

**Major Concepts/Content**

The Junior ROTC program's highly structured organization and chain-of-command is composed and operated by student cadet leaders. These cadet leaders are the focus of the honors program. The cadet leader is responsible for instruction of basic cadet skills, cadet classroom demeanor, critique of subordinate cadet performance, periodic subordinate formal inspections, maintenance of subordinate cadet administrative records, program logistical requirements, program public relations, and leading extracurricular activities. Honors' cadets receive additional instruction in extemporaneous speaking, techniques of effective listening, how to teach, and techniques of counseling.

***PREREQUISITE: Aerospace Science III and Instructor Approval***

## NORTHEAST HIGH SCHOOL CURRICULUM GUIDE 2016-17 ESOL – English for Students of Other Languages

**Course Title: Developmental Language**

**Course Number: 10023811 + 1002381A (1<sup>st</sup> Year)**

**Course Number: 10023812 + 1002381B (2<sup>nd</sup> Year)**

**Course Number: 10023813 + 1002381C (3<sup>rd</sup> Year)**

**Credit: 1.00**

**Grade Level: 9-12**

### **Major Concepts/Content**

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

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:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence
  - power and impact of language
  - influence of history, culture, and setting on language
  - personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported informative/expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing to sources using text- based evidence and reasoning
- 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

## NORTHEAST HIGH SCHOOL CURRICULUM GUIDE 2016-17 EXCEPTIONAL STUDENT EDUCATION

- **All ESE class placements will be determined by the student’s IEP Team. For details, please contact the ESE Specialist at 754-322-1550, ext. 2019.**

## NORTHEAST HIGH SCHOOL CURRICULUM GUIDE 2016-17 ONLINE COURSES

Northeast High School may offer a limited number of online courses to help students meet their graduation requirement. Students take an online course in a computer lab through Broward Virtual Education, taught by a certified online teacher and assisted by a classroom facilitator. Some of the courses offered are:

**Social Media – 0.5 credit**

**HOPE – 1.00 credit**

**Critical Thinking Skills – 0.5 credit**

**Reading for College Success - 0.5 credit**

For more information on these online courses, please visit [www.flvs.net](http://www.flvs.net).