



Course Description Catalog 2024-2025

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West Orange High School

1625 S. Beulah Road, Winter Garden, FL 34787
407-905-2400

Vision

To be the top producer of successful students in the nation.

Mission Statement

To lead our students to success with the support and involvement of families and the community.

Principal's Message

Warriors,

Warrior Nation! I am thrilled to be a part of the great tradition of West Orange High School, and even more excited about working to shape an even brighter future. Our goal is to see West Orange High School become the most balanced school in the state. A place of high student academic achievement, a place where all students feel safe to become the best versions of themselves, a place where extracurricular activities are second to none, and a place where our faculty and staff can truly call home. Inspire. Empower. Unite.

Sincerely,
Matthew Turner
Principal, West Orange High School

West Orange School Website

Our school website is a **great** resource for up-to-date information on school events, sports, exam schedules, report card dates, scholarship opportunities and so more, please visit www.westorangehigh.ocps.net

West Orange Contacts

Administrators

- Mr. Matthew Turner, Principal
- Mrs. Rochelle Heinz, Assistant Principal of Instruction
- Mrs. Grisel Louisjean, Assistant Principal
- Mrs. Christine Tuttle, Assistant Principal
- Dr. Rosie Williams, Assistant Principal
- Mr. Kenny Coutain, Dean
- Mr. Randall Howell, Dean
- Mrs. Katherine Joiner, Dean
- Ms. Marcella Smith, Dean

Student Services Team

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Social Worker	Amy Armas	Amy.Armas2@ocps.net	Ext. 6162435

School Calendar for 2024-2025

Friday-Friday	August 2-9	Pre-Planning August 7-Professional Development Day
Monday	August 12	First Day of School
Monday	September 2	Labor Day Holiday - Schools and District Offices Closed
Friday	October 11	End of First Marking Period
Monday	October 14	Student Holiday / Teacher Workday
Tuesday	October 15	Begin Second Marking Period
Friday	October 25	Student Holiday / Teacher Professional Day / Teacher Non-Workday
Monday - Friday	November 25-29	Thanksgiving Break - Schools Closed
Friday	December 20	End of Second Marking Period and First Semester
Monday-Friday Two Weeks	December 23-January 3	Winter Break - Schools Closed
Monday	January 6	Student Holiday / Teacher Workday
Tuesday	January 7	Begin Third Marking Period and Second Semester
Monday	January 20	Martin Luther King, Jr. Holiday - Schools and District Offices Closed
Monday	February 17	Presidents' Day Holiday - Schools Closed/District Offices Open
Thursday	March 13	End of Third Marking Period
Friday	March 14	Student Holiday / Teacher Workday
Monday - Friday	March 17-21	Spring Break - Schools Closed/District Offices Open
Monday	March 24	Begin Fourth Marking Period
Monday	May 26	Memorial Day Holiday - Schools and District Offices Closed
Wednesday	May 28	Last Day of School / End of Fourth Marking Period and Second Semester
Thursday-Friday	May 29-30	Post-Planning for Teachers

Prioritized Bad Weather Days

Priority	Date	Current Use
1	October 25, 2024	Professional Day/Student Holiday
2	November 25, 2024	Monday of Thanksgiving Break
3	November 26, 2024	Tuesday of Thanksgiving Break
4	November 27, 2024	Wednesday of Thanksgiving Break
5	February 17, 2025	President's Day Holiday
6	March 21, 2025	Friday of Spring Break
7	March 20, 2025	Thursday of Spring Break
8	March 19, 2025	Wednesday of Spring Break
9	March 18, 2025	Tuesday of Spring Break
10	March 17, 2025	Monday of Spring Break

Standard Diploma Requirements

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts (ELA) or a concordant score
- Algebra 1 end of course (EOC) or a comparative score.

Refer to [Graduation Requirements for Florida's Statewide Assessments](#) for concordant and comparative scores.

Students enrolled in the following courses must participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade⁺:

- Algebra 1
- Geometry
- Biology 1
- U.S. History

⁺Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (credit acceleration program [CAP]).

What is the difference between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

What is the difference between the CTE Pathway option and the 24-credit option?

- At least 18 credits are required
- 4 elective credits instead of 8
 - 2 credits in CTE courses, must result in program completion and industry certification
 - 2 credits in work-based learning programs or up to elective credits, including financial literacy
- Physical Education is not required
- Fine and Performing Arts, Speech and Debate or Practical Arts is not required
- Online course is not required

24 – Credit Standard Diploma

4 Credits ELA

- ELA 1, 2, 3, 4
- ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment courses may satisfy this requirement

4 Credits Mathematics*

- One of which must be Algebra 1 and one of which must be Geometry
- Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry)
- An identified computer science** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)

3 Credits Science

- One of which must be Biology 1, two of which must be equally rigorous science courses
- Two of the three required course credits must have a laboratory component
- Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology 1)
- An identified computer science** course may substitute for up to one science credit (except for Biology 1)

3 Credits Social Studies

- 1 credit in WorldHistory
- 1 credit in U.S. History
- 0.5 credit in U.S. Government
- 0.5 credit in Economics

1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*

1 Credit Physical Education*

- To include the integration of health

8 Elective Credits must include 0.5 credit of Personal Financial Literacy

Students must earn a 2.0 grade point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments unless a waiver of assessment results is granted by the IEP team for students with disabilities.

* Eligible courses are specified in the [Florida Course Code Directory](#).

**A computer science credit may not be used to substitute for both a mathematics and science credit

Graduation requirements are current as of the Curriculum Guide publication date but are subject to legislative changes. For more information, please visit <http://www.fldoe.org/academics/graduation-requirements/>



Revised December 2023

Diplomas

Standard Diploma

Awarded to students who have successfully completed the minimum 24 credits in required subject areas, achieved at least a 2.0 G.P.A., passed the FAST Reading and BEST Algebra 1 EOC exams, and successfully completed one high school online course.

Standard Diploma with Access Points

Awarded to students who have successfully completed the minimum 24 credits through access courses and assessed via an alternate assessment.

Scholar Diploma

In addition to meeting the requirements for a Standard Diploma, students must successfully complete Algebra 2, Statistics or an equally rigorous math course, Chemistry or Physics, a course equally rigorous to Chemistry or Physics, earn two credits in the same world language, earn one credit for Advanced Placement or a Dual Enrollment course, and pass the Geometry, Biology, and US History EOC Exams.

Merit Diploma

In addition to meeting the requirements for a Standard Diploma, students must attain one or more industry certifications.

Certificate of Completion

Awarded to students who have completed the minimum number of credits and all other requirements as prescribed by the Orange County School Board but have failed to pass the FAST Reading or Algebra 1 BEST, or attain the required un-weighted 2.0 grade point average.

Biliteracy Seal

The Seal of Biliteracy is an award given by the state in recognition of students who have studied and attained proficiency in two or more languages by high school graduation.

Gold Bilingual Seal

The Gold Seal of Biliteracy is awarded to students who:

- complete four years of a foreign language
- maintain a 3.0 GPA in the target language
- score a level 4 or higher on the Advanced Placement Exam
- score a level 4 or higher on the 10th Grade ELA FSA

Silver Bilingual Seal

The Silver Seal of Biliteracy is awarded to students who:

- complete four years of a foreign language
- maintain a 3.0 GPA in the target language
- score a level 3 or higher on the Advanced Placement Exam
- score a level 3 or higher on the 10th Grade ELA FSA



Revised December 2023

Graduation Requirements for Florida's Statewide Assessments

Overview

According to Florida law, students must meet certain academic requirements to earn a standard high school diploma from a public school. This means that students must pass required courses, earn a minimum number of credits, earn a minimum grade point average, and pass the required statewide assessments. Students who meet these requirements but do not pass the required assessments will receive a certificate of completion, which is not equivalent to a standard high school diploma. Passing scores for the statewide assessments are determined by the State Board of Education.

Graduation Requirements

Grade 10 Florida Standards Assessments English Language Arts

The reading/English Language Arts (ELA) assessment students must pass to graduate with a standard high school diploma is determined by each student's year of enrollment in grade 9. The Florida Standards Assessments (FSA), aligned to the Florida Standards, were introduced in 2014–15, and the Grade 10 FSA ELA Assessment was administered for the first time in spring 2015. Table 1 below lists the required passing score for the Grade 10 FSA ELA (Reading and Writing) based on grade 9 cohort.

Table 1: FSA ELA Assessment Requirement and Passing Score by School Year

School Year When Students Entered Grade 9	Assessment	Passing Score	Score Scale	Score Scale Range
2022–23 and beyond	FAST ELA Reading	247	B.E.S.T.	179-308
2021–22 ²	FAST ELA Reading	246 ¹	B.E.S.T.	179-308
		350	Provisional ³	284-412
2014–15 to 2020–21 ⁴	FSA ELA	350	FSA	284-412
2013–14	FSA ELA	349 ⁵	FSA	284-412

*In addition to the 2013–14 cohort, any student who took the assessment prior to the adoption of the passing score on the new scale adopted by the State Board (January 7, 2016) is eligible to use the alternate passing score for graduation, which is linked to the passing score for the previous assessment requirement.

For more information on the Grade 10 FSA ELA Assessment, please see the [2021-22 Florida Statewide Grade-Level Assessment Fact Sheet](#)

FSA Algebra 1 End-of-Course Assessment

The Algebra 1 End-of-Course (EOC) assessment students must pass to graduate with a standard high school diploma is determined by when students completed Algebra 1 or an equivalent course. Students who completed a course in the 2014–15 school year and beyond are required to pass the FSA Algebra 1 EOC Assessment, and the required passing score is determined by when students first participated in an FSA Algebra 1 EOC Assessment administration. The FSA Algebra 1 EOC Assessment was first administered in spring 2015. Table 2 below lists the required passing score for the FSA Algebra 1 EOC Assessment based on when the student first participated.

Table 2: FSA Algebra 1 EOC Assessment Requirement and Passing Score by First Participation

First Participation in Algebra 1 EOC	Assessment	Passing Score	Score Scale	Score Scale Range
Winter 2023 and beyond	B.E.S.T. Algebra 1 EOC	400	B.E.S.T.	325-475
Winter 2022–Fall 2023	B.E.S.T. Algebra 1 EOC	398 ¹	B.E.S.T.	325-475
		497	Provisional ³	425-575
Spring 2016–Fall 2022 ⁴	FSA Algebra 1 EOC	497	FSA	425-575
Spring, Summer, Fall or Winter 2015	FSA Algebra 1 EOC	489 ⁵	FSA	425-575

For more information on the FSA Algebra 1 EOC Assessment, please see the [2021-22 Florida Statewide End-of-Course Assessments Fact Sheet](#).

Graduation Options

- Statewide Assessment Retakes**—Students can retake the Grade 10 FAST ELA Assessment or BEST Algebra 1 Assessment each time the test is administered until they achieve a passing score, and students can continue their high school education beyond the twelfth-grade year should they need additional instruction. Students currently have up to five opportunities to pass the grade 10 ELA assessment before their scheduled graduation. Students who do not pass the grade 10 ELA assessment in the spring of their tenth-grade year may retest in fall and spring of their eleventh- and twelfth-grade years. The number of opportunities to retake the Algebra 1 assessment will depend on the grade students are in when they first take the test, since it is taken at the conclusion of the course. The BEST Algebra 1 Assessment is currently administered four times each year, in the fall, winter, spring, and summer.
- Concordant and Comparative Scores**—A student can also meet assessment graduation requirements by earning a concordant or comparative score as specified in Rule 6A-1.09422, Florida Administrative Code (F.A.C.). Table 3 below shows the concordant and comparative scores students may use to satisfy assessment graduation requirements.

Table 3: Grade 10 ELA Concordant Scores

Available for students who entered grade 9 in 2020–21 and beyond:	
SAT EBRW/RW ²	480
ACT English and Reading subtests (averaged) ³	18
CLT Verbal Reasoning and Grammar/Writing sections sum ⁴	36
Available for students who entered grade 9 between the 2010–11 and 2019–20 school years ⁵ :	
SAT EBRW/RW ²	430
SAT Reading Subtest ⁶	24
ACT Reading	19
ACT English and Reading subtests (averaged) ³	18

Table 4: Algebra 1 EOC Comparative Scores

Available for students who entered grade 9 in 2020–21 and beyond:	
PSAT/NMSQT Math	430
SAT Math	420
ACT Math	16
CLT Quantitative Reasoning section	11
Geometry EOC	Level 3
Available for students who entered grade 9 between the 2011–12 and 2019–20 school years ² :	
PERT Mathematics	114
PSAT/NMSQT Math	430
SAT Math	420
ACT Math	16
Geometry EOC ³	Level 3
Available for students who entered grade 9 between the 2011–12 and 2018–19 school years:	
PERT Mathematics	97

*Administered in March 2016 or beyond. The combined score for the EBRW must come from the same administration of the Reading and Writing subtests.

**The average of the English and Reading subtests. If the average of the two subject test scores results in a decimal (0.5), the score shall be rounded up to the next whole number. The scores for the English and Reading subject tests are not required to come from the same test administration.

***Administered in March 2016 or beyond. Students who entered grade 9 prior to 2018–19 may also use a concordant score of 430 on the SAT Critical Reading if administered prior to March 2016.

****Administered in 2015 or beyond. Students who entered grade 9 in 2010–11 and beyond may also use a comparative score of 39 on PSAT/NMSQT Math if it was earned prior to 2015.

*****Administered in March 2016 or beyond. Students who entered grade 9 in 2010–11 and beyond may also use a comparative score of 380 on SAT Math if it was earned prior to March 2016.

*****Students eligible for either the FSA Algebra 1 EOC alternate passing score of 489 or the FSA Geometry EOC passing score of 492, as defined by Rule 6A-1.09422(6)–(7), F.A.C., may use the alternate passing score of 492 on the FSA Geometry EOC as an Algebra 1 EOC comparative score. See the Scholar Diploma Designation section on the next page for eligibility criteria.

For more information about the FSA concordant and comparative scores, please see the [Rule 6A-1.09422: Concordant and Comparative Scores FAQ](#).

In accordance with section (s.) 1008.22, Florida Statutes (F.S.), all students enrolled in grade 10 are required to participate in the grade 10 ELA assessment and all students enrolled in Algebra 1 or an equivalent course are required to participate in the Algebra 1 BEST assessment, regardless of whether they have a passing concordant or comparative score on file.

- **Scholar Diploma Designation**—To qualify for a Scholar diploma designation on a standard high school diploma, a student must earn a passing score on each of the statewide assessments shown in Table 4.

Table 5: Passing Scores Required for a Scholar Diploma Designation

Student Entered Ninth Grade	EOC Assessment		
	Geometry	Biology 1*	U.S. History*
2010–11 through 2013–14		X	X
2014–15 and beyond	X	X	X
* A student meets this requirement without passing the Biology 1 or U.S. History EOC assessment if the student is enrolled in an Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE) Biology 1 or U.S. History course and the student: <ul style="list-style-type: none"> ○ Takes the respective AP, IB, or AICE assessment, and ○ Earns the minimum score to earn college credit. 			

The passing score for each EOC assessment is the minimum score in Achievement Level 3 (see the Assessment Results section on the [End-of-Course Assessments page](#) on the Florida Department of Education [FDOE] website).

The passing score for the FSA Geometry EOC Assessment was adopted in State Board of Education rule in January 2016. For students who took the FSA Geometry EOC Assessment (2014–15) prior to the adoption of passing scores, the alternate passing score is **492**, which corresponds to the passing score of 396 for the Next Generation Sunshine State Standards (NGSSS) Geometry EOC Assessment (2010–11), last administered in December 2014.

- **Waivers for Students with Disabilities**—Students with disabilities who entered grade 9 in 2014–15 and beyond are required to work toward a standard high school diploma and are expected to participate in statewide, standardized assessments. Students with disabilities who entered grade 9 in 2013–14 or earlier and are working toward a standard high school diploma are also expected to participate in statewide, standardized assessments. State law, however, provides for a waiver of statewide, standardized assessment graduation requirements for students with disabilities whose abilities cannot be accurately measured by the assessments. Pursuant to s. 1008.22(3)(c)2., F.S., “A student with a disability, as defined in s. 1007.02(2), for whom the individual education plan (IEP) team determines that the statewide, standardized assessments under this section cannot accurately measure the student’s abilities, taking into consideration all allowable accommodations, shall have assessment results waived for the purpose of receiving a course grade and a standard high school diploma. Such waiver shall be designated on the student’s transcript.” For additional information, visit the [Bureau of Exceptional Education and Student Services webpage](#).

- **High School Equivalency Diploma Program (2014 GED® Test)**—The high school equivalency diploma program is designed to provide an opportunity for adults who have not graduated from high school to earn a GED®, the only state-approved high school equivalency diploma, by measuring the major academic skills and knowledge associated with a high school program of study, with increased emphasis on workplace and higher education. The state selected the 2014 GED® test as the assessment for the high school equivalency program during a competitive process conducted in 2014. The 2014 GED® test includes four required content area tests: Reasoning through Language Arts, Mathematical Reasoning, Science, and Social Studies. It is a computer-based test. Passing the test may require some preparation. Adult education programs located in school districts, colleges, and community organizations provide instruction and the opportunity to practice the skills necessary to meet the minimum passing score of **145**. The FDOE website has additional information and resources regarding the [GED® test](#) and the [high school equivalency program](#).
- **2020–21 School Year** - Pursuant to FDOE Emergency Order No. 2022-EO-02, outstanding assessment graduation requirements for seniors scheduled to graduate in spring 2021 were waived. While the requirements themselves (detailed in this document) did not change, this specific group of students are not required to meet them if they had not already done so. Districts were also authorized to waive Biology 1, Geometry, and/or U.S. History EOC assessment requirements for Scholar diploma designation purposes for students expected to graduate in the spring of 2021.
- Emergency Order No. 2020-EO-01 also authorized districts and charter school governing boards to determine promotion and final course grades in classes with state EOC exams based solely on student performance in the course, including in instances where the student did not have a score from the EOC exam. This authorization applied to courses students successfully completed in the 2020–21 school year.
- **2019–20 School Year** - Pursuant to Florida Department of Education (FDOE) Emergency Order No. 2020-EO-01, the spring administration of K–12 statewide assessments for the 2019–20 school year that were scheduled to take place after March 16, 2020, were canceled and any outstanding assessment graduation requirements for seniors scheduled to graduate in spring 2020 were waived. While the requirements themselves (detailed in this document) did not change, this specific group of students are not required to meet them if they had not already done so.
- For non-seniors who were enrolled in grade 10 and/or Algebra 1 (or an equivalent course) during spring 2020 and who were scheduled to take the grade 10 English Language Arts (ELA) and/or Algebra 1 end-of-course (EOC) assessments, Emergency Order No. 2020-EO-01 waived the requirement that these students participate in the applicable assessment. However, these students are still required to meet these graduation requirements by passing the applicable assessment during a future administration or by earning the appropriate concordant or comparative score, as detailed in tables 3 and 4. These students may participate in any ELA Retake or applicable EOC administration to meet their graduation requirement, but are not required to do so prior to using a concordant or comparative score.
- Finally, participation and 30% final grade calculation requirements for students who were scheduled to take a spring 2020 EOC assessment were waived. However, students who need to pass the Biology 1, Geometry, and/or U.S. History EOC assessment for Scholar diploma designation purposes must still do so to earn the designation. These students may participate in any applicable EOC administration to meet the Scholar diploma designation requirements.

Previous Scores Required for Graduation

Previous assessment requirements beginning with students originally scheduled to graduate in 2004 are as follows:

- Students who entered grade 9 in the 2000–01 school year through the 2008–09 school year and were originally scheduled to graduate between 2004 and 2013 were required to earn passing scores on grade 10 FCAT Reading and Mathematics assessments, or their equivalents.
- Students who entered grade 9 in the 2009–10 school year were required to earn an alternate passing score (comparable to the passing score for Grade 10 FCAT Reading) on Grade 10 FCAT 2.0 Reading and a passing score on Grade 10 FCAT Mathematics, or their equivalents.
- Students who entered grade 9 in the 2010–11 school year through the 2012–13 school year were required to earn a passing score of **245** on the Grade 10 FCAT 2.0 Reading Assessment. The last administration of the FCAT 2.0 Reading Retake was in spring 2018.
- Students who completed Algebra 1 or an equivalent course in the 2011–12 school year through the 2013–14 school-year were required to earn a passing score of 399 on the NGSSS Algebra 1 EOC Assessment.

Students with these requirements currently have the following opportunities to meet them:

- Students whose graduation requirement is Grade 10 FCAT Reading must earn an alternate passing score (see Table 1) on the FSA ELA Retake or a concordant score on the SAT or ACT.
- Students whose graduation requirement is Grade 10 FCAT Mathematics must earn a concordant score on the SAT or ACT. Students may also meet the FCAT Mathematics requirement by passing the FSA Algebra 1 EOC Assessment.
- Students whose graduation requirement is Grade 10 FCAT 2.0 Reading may satisfy this requirement by earning the alternate passing score of **349** on the FSA ELA Retake or a concordant score on the SAT or ACT as described in Table 3 on page 3.
- Students whose graduation requirement is the NGSSS Algebra 1 EOC Assessment may satisfy this requirement by earning the alternate passing score of **489** on the FSA Algebra 1 EOC Assessment or a comparative score as described in Table 3 on page 3.
 - Note: Students who entered grade 9 in the 2010–11 school year were required to earn course credit in Algebra 1 or an equivalent course and participate in the NGSSS Algebra 1 EOC Assessment. The results of the NGSSS Algebra 1 EOC Assessment must constitute 30% of these students' final course grade, but there is not a passing requirement for this cohort of students.

The required passing and concordant scores for students who entered grade 9 from 2000–01 to 2009–10 are provided in Table 5 below.

Class of 2003—Students who were originally scheduled to graduate in 2003 may satisfy their graduation requirements by earning a score of 339 on the Grade 10 FSA ELA Assessment, which is equivalent to a score of 236 on Grade 10 FCAT 2.0 Reading Assessment.

High School Competency Test (HSCT) Requirement—The HSCT State Board Rule (6A-1.09421, F.A.C.) was repealed in fall 2015. Students who were scheduled to graduate in 2002 or earlier and have not passed the HSCT as part of their graduation requirements will need to enroll in an adult education program to earn a standard high school diploma. In accordance with Rule 6A-6.020, F.A.C., those who enter adult high school after their ninth-grade cohort has graduated or who are not part of a ninth-grade cohort must meet the current grade 12 cohort's graduation requirements that are in effect the year they enter adult high school.

Table 6: Passing Scores for Students Entering Grade 9 from 2000–01 to 2009–10

Assessment	Reading	Mathematics
FCAT	1926 (scale score of 300)	1889 (scale score of 300)
FCAT 2.0	241*	N/A
SAT Concordant Score	<p><u>SAT administered prior to March 2016</u> For students who entered grade 9 in 2006–07 or earlier: 410 – Critical Reading</p> <p>For students who entered grade 9 in 2007–08, 2008–09, or 2009–10: 420 – Critical Reading</p> <p><u>SAT administered after March 2016</u> For students who entered grade 9 in 2006–07 or earlier: 410 – Evidence-Based Reading and Writing (EBRW) OR 22 – Reading Subtest</p> <p>For students who entered grade 9 in 2007–08, 2008–09, or 2009–10: 420 – EBRW OR 23 – Reading Subtest</p>	340**
ACT Concordant Score	<p>15 (for students who entered grade 9 in 2006–07 or earlier)</p> <p>18 (for students who entered grade 9 in 2007–08, 2008–09, or 2009–10)</p>	15

*Students who participated in the spring 2011 Grade 10 FCAT 2.0 Reading Assessment received scores called FCAT Equivalent Scores that were reported on the FCAT score scale, and the passing score was 1926 (scale score of 300). This is comparable to a score of 241 on the FCAT 2.0.

**A concordant score of 370 on SAT Mathematics was previously established in 2003 as an alternative for the Grade 10 FCAT Mathematics requirement. This alternative passing score was lowered to a score of 340 after a concordance study was conducted in November 2009 on a revised, more challenging version of the SAT. Students required to pass FCAT Mathematics for graduation may submit a score of 340 or higher regardless of their year of enrollment in grade 9 if the score is dated March 2005 and beyond.

Helpful Resources

- For a full schedule of all statewide assessments, see the [2021-2022 Statewide Assessment Schedule](#).
- An academic advisement flyer for students related to graduation requirements is available on the [Graduation Requirements](#) page.
- The [Florida Statewide Assessments Portal](#) provides information about the assessments currently administered and serves as valuable resources to students, parents/guardians, and educators.
- [FloridaStudents.org](#) provides student tutorials and resources for the Florida Standards.
- [CPALMS.org](#) is Florida's official source for standards information and course descriptions and includes helpful resources for educators and students.
- The [Statewide Assessments Guide](#) describes the processes involved in developing, administering, and scoring the FSA and NGSSS assessments

Testing Information

ACT – American College Test

The ACT Program measures scholastic aptitude in English, mathematics, reading, and natural sciences. Optimum test dates are in the winter or spring of the junior year and again in the fall of the senior year if necessary. Results are provided to the high school and colleges and universities designated by the student. (Most universities and colleges will accept either SAT or ACT test scores, but the student should verify each college's policy.) Register at www.act.org.

SAT – Scholastic Assessment Test

The SAT is an objective test designed to measure how well students have developed their verbal, writing, and math skills. It is administered on various dates during the year, and fees are assessed. Optimum test dates are in the winter or spring of the junior year and again in the fall of the senior year if necessary. Results are provided to the student's home, high school, and specified colleges and universities. (Most universities and colleges will accept either SAT or ACT test scores, but the student should verify each college's policy.) Register at www.collegeboard.com.

PSAT /NMSQT – Preliminary Scholastic Assessment Test /National Merit Qualifying Test

The PSAT is a multiple-choice test that measures verbal and mathematical reasoning abilities. National Merit Finalists, National Achievement Scholars and National Hispanic Scholars are identified by taking the PSAT in their junior year.

AP – Advanced Placement

This test is required at the completion of an advanced placement course. The exam is administered in May and the results are mailed to the home, high schools, and specified colleges. Most colleges accept AP credit, but the student should verify each college's policy. Advanced Placement courses available at West Orange High School are: AP Art History, AP Drawing Portfolio, AP Ceramics Portfolio, AP Studio Art 2-D, AP Studio Art 3-D, AP Human Geography, AP World History, AP United States History, AP U.S. Government and Politics, AP Macroeconomics, AP Microeconomics, AP Comparative Government, AP Environmental Science, AP European History, AP Psychology, AP Biology, AP Chemistry, AP Physics, AP Calculus, AP Statistics, AP English Language, AP English Literature, AP Capstone Research, AP Capstone Seminar, AP Spanish Language, AP Spanish Literature, AP Computer Science Principles, and AP Music Theory. For additional information about Advanced Placement, visit the College Board website at apstudent.collegeboard.org.

ASVAB – Armed Services Vocational Aptitude Battery

The ASVAB is an excellent career assessment test measuring mechanical, clerical, verbal, and mathematical skills with a variety of short, timed multiple choice test items. It is administered to 10th -12th graders in the fall. The test can help identify occupations and skills for which students are best suited. There is no commitment to military service for students taking this test.

PERT – Postsecondary Education Readiness Test

The Postsecondary Education Readiness Test (PERT) was developed by the Florida College System to provide information about the student's level of skill accomplishment in reading, writing, and mathematics. It is the entrance level exam used by all Florida community colleges to measure readiness for college level courses (ACT and SAT scores may be accepted in lieu of the PERT). In collaboration with Valencia College, we administer this test in the spring of each school year to all juniors who are interested in attending college to measure college readiness. This test is required for Valencia dual enrollment. See your counselor for more information.

EOC – End of Course Exams

- Algebra 1 – MUST pass AND 30% of Final Course Grade
- Biology, Geometry, US History – 30% of Course Grade
- State Mandated Locally Constructed Exams – ALL other courses whose EOC is not dictated by a state or national exam - 20% of final course grade.

Orange County Public Schools Course Examination Grading Summary

The examination policies below apply to secondary (Grades 6-12) courses as well as CTE courses.

Calculations of student final grades for all courses in Orange County Public Schools fall into one of three categories with different grading rules. Below is a description of these categories of courses and the grading policies that are applied to each.

Group 1: Courses Associated with Statewide EOC Assessments

These courses are associated with statewide EOC assessments in Algebra I, Geometry, Biology, US History, and Civics. No additional teacher, school or district semester or final examination may be administered in these courses, and the district calculates a student's EOC grade from the scale score on the statewide EOC. The grade calculation is as follows:

35% Semester 1 Grade + 35% Semester 2 Grade + 30% Statewide EOC Grade = Student Final Course Grade

Group 2: Courses Associated with National and Other Statewide Assessments or Blended Courses

These courses are associated with national assessments (such as AP and IB assessments) and other statewide assessments (such as FSA grade level assessments and PERT assessments) or blended courses. No additional teacher, school or district semester or final examination may be administered for the course. The grade calculation is as follows:

50% Semester 1 Grade + 50% Semester 2 Grade = Student Final Course Grade

Group 3: Courses Associated with Common Final Exams

These courses are associated with the assessments we refer to as Common Final Exams (CFEs). The CFEs are linked to all courses offered on the OCPS Course Code Directory that do not fall into the other two categories. No additional teacher, school or district semester or final examination may be administered for these courses. There are two grade calculation methods depending on whether or not the course is a full year or semester course.

Full Year Courses

40% Semester 1 Grade + 40% Semester 2 Grade + 20% CFE = Student Final Course Grade

Semester Courses

40% Quarter 1 Grade + 40% Quarter 2 Grade + 20% CFE = Student Final Course Grade

West Orange Academic Info

Academic Integrity: Plagiarism and Cheating

In *A Nation at Risk* there is a special note to students that reads, "You forfeit your chance for life at its fullest when you withhold your best effort in learning. When you give only the minimum to learning, you receive only the minimum in return. Even with your parents' best example and your teachers' best effort, in the end, it is your work that determines how much and how well you learn". This also applies when students plagiarize the work of others, submit another's work as their own, or take answers from other students. Downloading term papers or essays from the Internet and submitting them as your own work is illegal and dishonest. Students who are caught cheating and/or plagiarizing will receive no credit for the work submitted and will be subject to disciplinary action. This may make the student ineligible for membership in student honor societies and clubs. Students who are already members of these organizations may be removed as members.

Grading Scale

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

Promotion Criteria

Freshman	0.0 - 4.5 credits
Sophomore	5.0 - 10.5 credits
Junior	11.0 - 16.5 credits
Senior	17.0 - 24.0 credits

All freshman, sophomores, and juniors are scheduled into 7 classes. It is not recommended for seniors to take less than 7 courses; however some seniors who are on track for **all** graduation requirements including having a passing FAST ELA score (or passing concordant score), Algebra 1 BEST score (or concordant PERT score), credit requirements (minimum of 17 credits *in the respective subject areas*), have a minimum 2.3 unweighted GPA, and successfully completed an accelerated career and college readiness opportunity within 9th through 11th grade may wish to opt for a 5 period day. This request must be made prior to the start of school and before schedules are finalized. Dropping classes from students' schedules or switching classes will not be permitted for any students in all grade levels after the add/drop period has ended in the first week of school.

Scheduling Guidelines



Scheduling Guidelines 2024-2025



*** It is recommended that students are enrolled in a full schedule for college admissions purposes***

Shortened Schedule and Dual Enrollment

- A shortened schedule is not permitted for extracurricular activities.
- All students will be scheduled into 7 periods unless they are a Dual Enrollment student or a senior that meets the requirements (listed on the Early Release/Late Arrival Form) for a shortened schedule (see track chart below).
- Students must have their own transportation and leave campus during their off-campus periods.
- If a Dual Enrollment student is not enrolled in courses for spring semester, they will be placed into semester classes at West Orange High School.
- If starting Dual Enrollment in the spring, West Orange High School schedule may not be able to be rearranged.
- Lab classes will not be provided for dual enrolled students.

Scheduling Options		
Track 1: Full Time WOHS Student	Track 2: Part Time Dual Enrollment Student	Track 3: Full Time Dual Enrollment Student
Student takes 7 classes per semester at West Orange HS *senior privilege can be applied if eligible	Student takes 4 classes at West Orange HS per semester and 3 classes or less at their college per semester	Student takes 4 classes at their college per semester (West Orange HS classes can be taken in addition)

Online Courses

Any student wanting to take a course online can do so in addition to the 7 courses scheduled on campus. Lab classes will not be provided for students to work on FLVS/OCVS/Dual Enrollment courses.

Warrior 2 Warrior and Executive Intern

Warrior 2 Warrior and Executive Intern is for credit only and does not award community service hours.

Dropping Courses

- After the add/drop period, students will not be permitted to change a class without administrative approval. If a student wants to drop a rigorous course the *Request to Drop a Rigorous Course* form must be completed.
- West Orange classes will not be dropped in order to be replaced with an online course.

Grade Forgiveness

Under State policy, students who receive a final grade of D or F in a class may retake the class to improve their grade with a grade of C or higher earned subsequently in the same or comparable course. The new, higher grade (C or better) will replace the D or F in the GPA. However, the D or F will remain on the student's transcript. Students have the option to retake such class through an online course or for some specific classes through an online credit recovery program. The forgiveness policy for elective courses is limited to replacing a grade of D or F with a grade of C or higher earned subsequently in another course. The only exception to the forgiveness policy stated above applies to middle school students who take any high school course. In this case, forgiveness can be applied to courses with a final grade of C, D, or F.

Parent / Teacher Communications

If a student is experiencing a problem in a course, the best solution comes from direct communication between the parent, student, and teacher. Please call or e-mail the teacher with your concerns and allow at least 48 hours for a response. E-mail addresses can be found on the school web site. You may also arrange for a conference with all teachers by reaching out to your child's guidance counselor.

Course Substitution and Waivers

One (1) credit in physical education (Health Opportunities through Physical Education (HOPE Core)) is required and is to include the integration of health and completion of cardiopulmonary resuscitation (CPR) instruction as outlined in section (i) below. Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons shall satisfy the one credit requirement in physical education. Completion of two (2) years in a Reserve Officer Training Corps (ROTC) class, a significant component of which is drills, shall satisfy the one-credit requirement in physical education (HOPE Core) and the one-credit requirement in performing arts.

Accelerated Career and College Readiness

Students in grades 9-12 will be scheduled into at least one accelerated career and college readiness opportunity each year. Courses leading to Career and College Readiness provide students with the opportunity to participate in advanced high school coursework which will prepare them for success in college, university, and beyond; courses leading to industry certification directly prepare students for post-secondary career opportunities in various industries. The following are Accelerated Career and College Readiness Courses at West Orange High School: AP Art History, AP Drawing Portfolio, AP Ceramics Portfolio, AP Studio Art 2-D, AP Studio Art 3-D, AP Human Geography, AP World History, AP United States History, AP U.S. Government and Politics, AP Macroeconomics, AP Environmental Science, AP European History, AP Psychology, AP Biology, AP Chemistry, AP Physics, AP Calculus, AP Statistics, AP English Language, AP English Literature, AP Capstone Research, AP Capstone Seminar, AP Spanish Language, AP Spanish Literature, AP Computer Science Principles, AP Computer Science A, and AP Music Theory. Courses leading to Industry Certification include: Agriscience Foundation Honors, Animal Science, Horticulture, Principles of Aero Science, Intro to Engineering Design, Civil Engineering and Architecture, Digital Video Production 2, Photography/Graphics 2, Digital Information Technology, Accounting 2, Building Construction Level 2, Theory Foundation Design, Multimedia Print/Design 2/3, Computer Hardware Fundamentals, Operating Hardware Fundamentals, Introduction to Food Prep 2. Additionally, the following on campus Dual Enrollment courses also fulfill the Accelerated Career and College Readiness requirement: Principles of Aeronautical Science, Unmanned Aircraft, and Private Pilot Operations.

Add/ Drop Policy

During the first week of school an add/drop period in which students are able to request classes be added or removed from their schedule is opened. After the add/drop period closes, requests for schedule changes and to remove courses from their schedules will not be accepted. If your child is struggling in a class, please contact their teacher or call 407-905-2403 to schedule a parent-teacher conference. Tutoring is held every Tuesday and Thursday in the cafeteria from 2:30pm-3:30pm. Exceptions will be considered for students requesting to be removed from an advanced level course to a lower level, for example, from an AP level to an Honors or from an Honors level to a Regular. The replacement course must be an on-campus course. Students requesting to drop a rigorous course will be required to have demonstrated efforts to be successful including each of the following:

1. No missing assignments in the course requesting to drop
2. Attended at least 5 tutoring sessions

3. A Parent-Teacher Conference including the Parent, Teacher, and Student

Students will not be removed from on-campus courses for an OCVS or FLVS course once the add/drop period ends.

Academic Rigorous Programs

Academic Dual Enrollment (DE)

Dual enrollment is an articulated acceleration mechanism authorized under Florida Statute. It is intended to shorten the time required for you to complete the requirements that lead to a degree, broaden the scope of curricular options, and increase the depth of study available for a particular subject. Courses taken through dual enrollment count towards both high school and college completion at the same time. To enroll in dual enrollment academic courses, students must demonstrate a readiness to successfully complete college level course work and have attained a qualifying grade point average.

Is it right for everyone?

In a word, no. A Dual Enrollment program is an opportunity to take courses at the college level, so the amount of work necessary to succeed is usually much greater than in high school courses. Because dual enrollment courses become part of a permanent college transcript, you must commit to doing the work required or risk jeopardizing future college plans.

Admission

You must meet both GPA and testing requirements to be admitted to Dual Enrollment (DE):

Dual Enrollment application(s) are available at the following participating Colleges and Universities:

- Valencia - <http://valenciacollege.edu/dual>
- University of Florida - <http://dualenrollment.dce.ufl.edu/>
- University of Central Florida - <https://admissions.ucf.edu/dual-enrollment-and-early-admission/>
- Embry Riddle Aeronautical University- <https://dualenrollment.erau.edu/>
- Orange Technical College Application- please contact CTE Specialist Brandi Heidelberg

The application and qualifying assessment scores must be received by the deadline set by the institution.

Advanced Placement (AP)

Advanced Placement (AP) is an acceleration opportunity administered by the College Board providing college level instruction in high school. Postsecondary credit for an AP course may be awarded to students who earn a minimum of a 3 on a 5 point scale on the corresponding AP exam. OCPS is dedicated to ensuring equitable access by giving all willing and academically prepared students the opportunity to participate in AP courses. Only through a commitment to equitable preparation and access can true equity and excellence be achieved. Advanced Placement courses available at West Orange High School are: AP Art History, AP Drawing Portfolio, AP Ceramics Portfolio, AP Studio Art 2-D, AP Studio Art 3-D, AP Human Geography, AP World History, AP United States History, AP U.S. Government and Politics, AP Macroeconomics, AP Environmental Science, AP European History, AP Psychology, AP Biology, AP Chemistry, AP Physics, AP Calculus, AP Statistics, AP English Language, AP English Literature, AP Capstone Research, AP Capstone Seminar, AP Spanish Language, AP Spanish Literature, AP Computer Science Principles, AP Computer Science A and AP Music Theory.

For more information, visit apstudent.collegeboard.org.

Career and Technical Education (CTE)

Students completing specific Career and Technical Education (CTE) programs can earn postsecondary credit to enable them to continue postsecondary education. The following options explain how students may maximize their high school CTE course work. For additional information students should contact their CTE Specialist or visit orangetechcollege.net.

Career Dual Enrollment at Orange Technical College

Career Dual Enrollment allows the student to take courses through Orange Technical College while still enrolled in high school. Dual enrollment programs prepare students for the workforce and continuing postsecondary education by focusing on technical skills and the attainment of relevant industry certifications. For GPA purposes, dual enrollment grades are weighted the same as Advanced Placement, International Baccalaureate, and Advanced International Certification of Education courses.

Articulation Agreements

Students completing designated CTE courses in high school may earn credits toward completion of CTE programs at Orange Technical College in particular state college programs. Students completing CTE programs at Orange Technical College may

earn credits toward an Associate of Science degree. Specifically negotiated agreements between OCPS and Orange Technical. College allows students to earn college credit for CTE programs successfully completed in high school.

College and Career Center

The College and Career Center is in the guidance office, room 802. The CCC is a valuable scholarship and college resource available to **all** students. Visit the West Orange HS website College and Career page for more information regarding AP & DE opportunities, SAT/ACT, upcoming college visits, applying to college, career exploration, etc

https://westorangehs.ocps.net/student_services/college_career .

Xello is a FREE tool you can utilize through your LaunchPad account. It includes a career and strengths interest inventory to help you find careers you may be interested in, as well as a college match search to help you find the right school for you. Once you log into your LaunchPad account, click on the Xello app.

Career Planning / College Entrance Examinations

In completing their postsecondary education plans, students may find it advisable to complete one or more of the standardized tests listed below which are used for college admissions, career planning, placement in college courses, and/ or eligibility for scholarships. Recommended grade levels during which tests should be taken are shown in parenthesis ().

- ACT: American College Testing Program (11, 12) www.act.org
- ASVAB: Armed Services Vocational Aptitude Battery (11, 12)
- PSAT: Preliminary SAT (10, 11)
- SAT I: Reasoning Test – formerly the Scholastic Assessment Test (11, 12) www.collegeboard.com
- SAT II: Subject Tests – formerly the Scholastic Assessment Test (11, 12) www.collegeboard.com
- PERT: Postsecondary Education Readiness Test (11)

Students should see their school counselor or college and career specialists for further information about the tests that would be most appropriate for meeting their needs.

Some tests require the completion of an online registration form several weeks in advance of the test date.

NCAA Eligibility Center for Student Athletes

NCAA Division I Initial Eligibility Requirements

- Graduate from high school; (Please meet with your counselor to be sure you have met all your graduation requirements)
- Complete a minimum of 16* core courses
 - Present a minimum grade-point average (GPA in those 16* core courses)
 - The NCAA core-course grade-point average is calculated using only NCAA-approved core courses in the required 16 core units
 - *Very important: If a core course you took is not the NCAA approved list, it will not be used in your eligibility determination. Courses that appear on your transcript must exactly match what is on the NCAA approved list.
- Present a qualifying test score on either the ACT or SAT. (Division I schools use a sliding scale)
- Register through the NCAA eligibility center prior to beginning your junior year.
 - Fee waiver available to students that qualify

Visit the NCAA Eligibility Center website for additional information, <https://web3.ncaa.org/ecwr3/>

Admission to the State University System of Florida

Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chances for acceptance. To qualify to enter one of Florida's public universities, a first time-in-college student must meet the following minimum requirements:

- Graduate High School with a standard diploma
- Admission test scores
- 16 credits of college preparatory academic courses
- 4 English (3 with substantial writing)
- 4 Mathematics (Algebra 1 level and above)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language - sequential, in the same language
- 2 approved electives

Additional information is available at www.flbog.edu

In addition to the State University System, the Florida College System includes 28 state colleges. These institutions offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor's degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students, who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program. Additional information is available at fldoe.org/fcs

Talented Twenty

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

In order to qualify for the Talented Twenty Program, a student 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.
- Complete the eighteen college preparatory courses as specified in State Board of Education.

For complete/additional requirements, see Board Rule 6C-6.002(2)(c), F.A.C. (PDF) at https://www.flbog.edu/wp-content/uploads/6.002FTICAAdmissionsTechnicalchange2018_08_17-1.pdf

Application for State Universities

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

Financial Aid Information

Investigating scholarship opportunities should begin long before students reach their senior year of high school. Each year thousands of dollars are made available through local, state and national scholarship funds.

West Orange Scholarship Page

A chronological listing of scholarship opportunities are posted under scholarship information guide on the West Orange HS website https://westorangehs.ocps.net/student_services/scholarships, it is updated weekly.

Additional Scholarship Resources: [OCPS Scholarship Bulletin](#), www.fastweb.com, www.raise.me, www.scholarships.com, www.discover.com, www.myscholly.com, www.hsf.net, www.finaid.org

FAFSA

The Free Application for Federal Student Aid (FAFSA) is an application that is prepared annually by current and prospective college students in the United States to determine their eligibility for financial aid. Although you may feel that you do not qualify for financial aid, many grants, scholarships, and most colleges/universities require the FAFSA to be completed. ALL seniors need to apply for this! <https://studentaid.gov/h/apply-for-aid/fafsa>

Florida Bright Futures Scholarship Program

The State of Florida offers three merit-based scholarships for students attending postsecondary educational programs in Florida. You must apply for a Bright Futures Scholarship by submitting an Initial Student Florida Financial Aid Application (FFAA) at <https://www.floridastudentfinancialaidsg.org/SAPHome/SAPHome?url=home> starting October 1st of your senior year in high school.

Three Scholarship Options:

ACADEMIC SCHOLARSHIP

- 3.5 Bright Futures weighted GPA in 16 college prep classes
- 1340 SAT or 29 ACT or 96 CLT
- 100 hours of Community Service, 100 paid work hours or a combination that equals a minimum of 100 total hours

MEDALLION SCHOLARSHIP

- 3.0 Bright Futures weighted GPA in 16 college prep classes
- 1210 SAT or 25 ACT or 84 CLT
- 75 hours of Community Service, 100 paid work hours or a combination that equals a minimum of 100 total hours

GOLD SEAL SCHOLARSHIP

- 3.0 Bright Futures weighted GPA in the 16 core classes
- 3.5 unweighted GPA in an approved Vocational Program (3 credits)
- 30 Hours of Community Service, 100 paid work hours or a combination that equals a minimum of 100 total hours
- Required test scores on any one:
 - SAT: 24 Math, 24 Reading, 25 Writing and Language
 - ACT: 19 Math, 19 Reading, 17 English
 - PERT: 106 Reading, 103 Writing, 114 Math

Community Service

Visit the school's website on important information about Community Service.

- https://westorangehs.ocps.net/student_services/community_service

Post-High School Career Transition Connection for Students with Disabilities

The ESE Transition School is a post-high school program for students with disabilities who are interested in learning employment skills in preparation for work. Students are eligible if they have fulfilled their graduation requirements and have either 1) earned Florida Special Diploma or 2) have deferred the receipt of their diploma to continue as a student in grade 12.

Students engage in a coordinated set of activities that:

- Are designed to be a result-oriented process that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post school activities, including post high school education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation; and...
- Are based on the individual student's needs, considering the student's strengths, preferences and interests; and...
- Include instruction, related services, community experiences, employment, and other post-school adult living objectives, and if appropriate, acquisition of daily living skills.

University of Central Florida Inclusive Education Services

Inclusive Education Services (IES) at the University of Central Florida offers students with intellectual disabilities an inclusive, comprehensive non-degree seeking academic experience with a vocational focus. Inclusive Education Services is designed to be three years in length with some flexibility based on student goals and accomplishments, but not to exceed four years. Students who have graduated from and/or completed the K-12 education system are eligible for participation. Students who participate in IES have the opportunity for the true UCF Knight experience – both academically and socially. Students have opportunities to live on campus, enroll in courses and seek on-campus employment.

Funding Opportunities for Student Enrollment in UCF Inclusive Education Services

The Gardiner Scholarship Program is designed to provide the option for a parent to better meet the individual educational needs of his or her eligible child. The Gardiner Scholarship provides eligible students a scholarship that can be used to purchase approved services or products. The list of approved services includes enrollment in a Postsecondary Comprehensive Transition Program such as the UCF Inclusive Education Services program.

For more information, visit <http://fldoe.org/schools/school-choice/k-12-scholarship-programs/gardiner/gardiner-fags.html>

Updated: September 2, 2022

West Orange High School Course Offerings

English Language Arts- ELA

ENGLISH 1

Study of world literature with an emphasis on reading, comprehension skills, and vocabulary. Grammar skills will be incorporated with writing and organization patterns.

ENGLISH 1 HONORS

The purpose of this course is to provide grade 9 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

ENGLISH 2

English 2 uses texts of high complexity to provide grade 10 students integrated instruction in reading, writing, speaking, listening, and language for college and career preparation. This course focuses on literature which includes novels, short stories, informational texts, poetry, and classic drama. Additionally, it emphasizes skills tested on the FSA such as grammar, composition, vocabulary, and evidence-based writing.

ENGLISH 2 HONORS

The purpose of this course is to provide grade 10 students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language in preparation for college and career readiness. Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained 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. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

ENGLISH 3

The purpose of this course is to provide grade 11 students, using texts of high complexity, an integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. English III is a chronological study of non-fiction and fiction. Students will analyze and evaluate informational and literary works in conjunction with American historical events beginning with exploration and settlement and continuing into the contemporary period. Through reading and viewing multiple mediums, students will explore major questions surrounding the American identity, literature as a reflection/shaper of society, and the relationship between literature and setting. In tandem with literary study, students will also sharpen their writing skills through the method of presenting arguments and providing appropriate evidence to support those arguments. Furthermore, students will be taught strategies to help them adequately prepare for college-entrance exams.

ENGLISH 3 HONORS

The purpose of this course is to provide grade 11 students, using texts of high complexity, an advanced integrated language arts study in reading, writing, speaking, listening, and language in preparation for college and career readiness aligned with English 3, and at a greater depth. 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.

ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION: 11th grade

Learn about the elements of argument and composition as you develop your critical-reading and writing skills. Students will read and analyze nonfiction works from various periods and write essays with different aims: for example, to explain an idea, argue a point, or persuade your reader of something. Skills learned: close reading, analyzing, and interpreting a piece of writing, evaluating a source of information, gathering and consolidating information from different sources, writing an evidence-based argument, and drafting and revising a piece of writing. Taking the College Board AP exam is a requirement.

ENGLISH 4: FLORIDA COLLEGE PREP

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

ENGLISH 4 HONORS

Aims for academic excellence in language arts through a program emphasizing British literature and proficiency in composition, ACT/SAT vocabulary, and ACT/SAT reading comprehension skills. Classic works provide a chronological study of British literature and reflection of the historical development of the English language. Writing activities and two documented papers will be required. 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. This course is a deeper extension of English 4 with emphasis on literature, proficiency in composition, ACT/SAT vocabulary and reading comprehension skills.

ADVANCED PLACEMENT ENGLISH LITERATURE/ COMPOSITION: 12th grade

The course content will follow the outline by the College Board for Advanced Placement English Literature/Composition. This course involves the study and practice of writing about literature. Students learn to use modes of discourse, rhetorical strategies, and critical standards for literary works. Relates literature to contemporary experience and/or history. Taking the College Board AP exam is a requirement.

ADVANCED PLACEMENT CAPSTONE SEMINAR

AP Seminar is an interdisciplinary course that encourages students to demonstrate critical thinking, collaboration, and academic research skills on topics of the students choosing. To accommodate the wide range of student topics, typical college course equivalents include interdisciplinary or general elective courses. Students will develop and practice the skills in research, collaboration, and communication that are needed in any academic discipline and investigate topics in a variety of

subject areas, write research-based essays, and design and give presentations both individually and as part of a team, as well as learn how to write proper academic research papers that equate to 55% of their AP composite score. AP Capstone Seminar is blocked together with AP English Language in the junior year. Completion of AP Capstone Seminar and AP Capstone Research in conjunction with four passing AP exams in other disciplines earns the student an AP Capstone Diploma.

ADVANCED PLACEMENT RESEARCH

AP Research is an interdisciplinary course that encourages students to demonstrate critical thinking and academic research skills on a topic of the student's choosing. To accommodate the wide range of student topics, typical college course equivalents include introductory research or general elective courses. Students will build on what they learned in AP Seminar to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, they will design, plan, and conduct a year-long research-based investigation to address a research question and defend it against a panel. This equates to 100% of their AP composite score for research. Completion of AP Capstone Seminar and AP Capstone Research in conjunction with four passing AP exams in other disciplines earns the student an AP Capstone Diploma.

CREATIVE WRITING 1-2

In this course, students are involved in a community where they use writing as a tool for intellectual exploration, self-discovery, and creative expression and where they learn to give and receive useful feedback. Students examine writing across a wide spectrum of genres in order to identify the successful elements. They gain skills in expressing themselves with originality, intelligence, creativity, and clarity in fiction, non-fiction, poetry, personal essays, and various other genres. Students publish through contest submissions, anthology pieces, and children's literature.

CREATIVE WRITING 3 HONORS

In this course, students build on the skills attained in Creative Writing 1 and 2. Students hone their craft as writers by examining strong mentor texts, writing longer pieces, and receiving insightful peer review. During portions of each quarter, students are free to focus on genres that interest them. Students research publication opportunities and submit work to journals, magazines, blogs, and periodicals.

DEBATE 1

The course develops awareness, understanding, and application of theories of argumentation and advocacy as well as principles of public speaking. Students will develop research, writing, and speaking skills with opportunities to apply those skills through participation in debate and public speaking events throughout the state of Florida. Extracurricular participation is encouraged but not required.

DEBATE 2; 3-7 HONORS

These courses build on the theories of argumentation and principles of public speaking introduced in Debate 1. Each class provides increasingly sophisticated application of research-based persuasive speech on a variety of topics. Extracurricular participation is required with opportunities for travel outside the state of Florida for National-Circuit speech and debate competitions.

JOURNALISM 1-4; 5-6 HONORS

Provides foundations for effective journalism study and application. Explores careers in journalism with heavy emphasis in writing style and article development, as well as the latest technologies in desktop publishing. Taught in an IBM lab, students learn up-to-date skills, including interviewing, news and feature writing, layout, design, production, word processing, and advertising sales and design. Provides some opportunity for students to assist yearbook and newspaper staffs. Prepares students for Newspaper 2 or Yearbook 2.

AICE GENERAL PAPER

This syllabus builds learners' ability to understand and write in English through the study of a broad range of contemporary topics. They will analyze opinions and ideas and learn how to construct an argument. This syllabus develops highly transferrable skills including: how to develop arguments and present reasoned explanations, a wider awareness and knowledge of current issues, independent reasoning, interpretation and persuasion skills, the ability to present a point of view clearly and reflect upon those of others.

ESOL

DEVELOPMENTAL LANGUAGE ARTS THROUGH ESOL (READING)- DLAR

Prerequisite: Placement

Provides leveled instruction in the English language to develop reading, writing, listening, and speaking proficiency. Emphasis is placed on English communication, vocabulary, and grammar. FSA preparation is also provided.

ENGLISH LANGUAGE DEVELOPMENT- ELD

Prerequisite: Placement

Enables high school students who are native speakers of languages other than English to accelerate the development of communication and literacy skills that will promote English proficiency. This course will strengthen English listening, speaking, reading and writing skills so that students are able to successfully comprehend high school grade-level text independently, as well as communicate for social and instructional purposes within the school setting. Instruction will emphasize reading comprehension, writing fluency, and academic vocabulary through various levels of complexity.

Mathematics

ALGEBRA 1-A

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.

ALGEBRA 1

Topics include properties of the real number system, rational and irrational numbers, exponents, square roots, radicals, absolute value, scientific notation, patterns, relations, functions, variables, algebraic expressions, polynomials, coordinate geometry, graphing of equations and inequalities, introductory statistics, probability, quadratic equations, and systems of equations. Students must pass the End of Course Exam (EOC). Algebra 1, Algebra 1 Honors, and Pre-AP Algebra prepare students for the same state EOC.

ALGEBRA 1 HONORS

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. Algebra 1 and Algebra 1 Honors prepare students for the same state EOC.

GEOMETRY

This course expands on the geometric themes taught in middle school. It includes logical reasoning and problem-solving using transformations and the relationships of Euclidean Geometry. There is a state mandated End of Course Exam which is factored as 30% of the student's final grade. Algebra 1 is a prerequisite for this course.

GEOMETRY HONORS

This is the advanced version of the course required for a standard high school diploma in the state of Florida. This course is designed for students who excel in math and have a deep understanding of Algebra I. It includes reasoning and problem solving through formal proof and constructions. The relationships of Euclidean Geometry are used to increase the student's ability to reason abstractly. There is a state mandated End of Course Exam which is factored as 30% of the student's final grade. Algebra 1 is a prerequisite for this course.

ALGEBRA 2

Topics covered include the review and extension of the structure and properties of the real number system; relations, functions, and graphs; polynomials and rational expressions; quadratic equations and inequalities; system of quadratic equations and inequalities; polynomial functions; rational and irrational exponents; logarithms and their use; operations with complex numbers; and problem solving.

ALGEBRA 2 HONORS

Honors Algebra 2 is a fast-paced, rigorous course. This course is a pathway to higher level mathematics. It is a prerequisite for Honors Pre-Calculus, with focus on preparation for the SAT. Foundational Algebra skills (ex. factoring, graphing, simplifying & solving equations with fractions) and academic responsibility are crucial for your success in this class. You will be building on your 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.

PRE-CALCULUS HONORS

Topics include extension of polynomial functions, exponential functions, and logarithmic function. This course extends hyperbolic function and limits into calculus. It is a strong preparation for calculus.

ADVANCED PLACEMENT PRE-CALCULUS

AP Precalculus prepares students for other higher-level mathematics and science courses. The framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. Students study each function type through their graphical, numerical, verbal, and analytical representations and their applications in a variety of contexts. Additionally, students apply their understanding of functions by constructing and validating appropriate function models for scenarios, sets of conditions, and data sets, thereby gaining a deeper understanding of the nature and behavior of each function type.

ADVANCED PLACEMENT CALCULUS AB

The course content will follow the outline by the College Board for Advanced Placement Calculus. Topics include derivatives of functions and inverse functions, differentially and continuity, increasing and decreasing functions, concavity, points of inflections, antiderivatives, integration and applications of integration to find area and volume, and use of graphing calculator. Taking the College Board AP exam is a requirement.

ADVANCED PLACEMENT CALCULUS BC

The college-level course will follow the outline by the College Board for Advanced Placement Calculus. Topics include parametric, polar and vector functions; slope fields; Euler's method; improper integrals; series; and all topics included in the Advanced Placement Calculus AB course. Taking the College Board AP exam is a requirement.

PROBABILITY & STATISTICS HONORS

Probability and Statistics introduces students to how data is collected, organized, and analyzed. Students will use data to make and draw conclusions. Students will do some basic statistical applications using Microsoft Excel, and/or a TI-84 calculator to test hypothesis and understand confidence intervals. A minimum of a scientific calculator is strongly recommended. This course will help to prepare students for Statistics at the post-secondary level, where it is often a General Education class.

ADVANCED PLACEMENT STATISTICS

The college level course will follow the outline by the College Board for Advanced Placement Statistics equivalent to an introductory, non-calculus based college course in statistics, which is typically required for majors such as social sciences, health sciences, and business. Topics include exploring data by observing patterns, planning a study, anticipating problems using probability theory and simulation, and confirming models to make statistical inferences. Taking the College Board AP exam is a requirement

MATHEMATICS FOR DATA AND FINANCIAL LITERACY HONORS

Instructional time will emphasize five areas: (1) extending knowledge of ratios, proportions and functions to data and financial contexts; (2) developing understanding of basic economic and accounting principles; (3) determining advantages and disadvantages of credit accounts and short- and long-term loans; (4) developing understanding of planning for the future through investments, insurance and retirement plans and (5) extending knowledge of data analysis to create and evaluate reports and to make predictions.

MATHEMATICS FOR COLLEGE ALGEBRA

Instructional time will emphasize five areas: (1) developing fluency with the Laws of Exponents with numerical and algebraic expressions; (2) extending arithmetic operations with algebraic expressions to include rational and polynomial expressions; (3) solving one-variable exponential, logarithmic, radical and rational equations and interpreting the viability of solutions in real-world contexts; (4) modeling with and applying linear, quadratic, absolute value, exponential, logarithmic and piecewise functions and systems of linear equations and inequalities; (5) extending knowledge of functions to include inverse and composition.

Science

BIOLOGY 1

Includes lab and textbook activities relating to such topics as cells, genetics, taxonomy, botany, zoology, human anatomy, and ecology.

BIOLOGY 1 HONORS

Topics include scientific methods, measurement, lab safety, biochemistry, cellular biology and reproduction, changes through time, classification/taxonomy, microorganisms and disease, botany, zoology, human anatomy, and physiology and ecological relationships.

ADVANCED PLACEMENT BIOLOGY

The course content will follow the outline by the College Board for Advanced Placement Biology. Detailed study of molecules and cells, genetics and evolution, and organisms and populations. Taking Biology Honors or Pre-AP Biology is recommended. Taking the College Board AP exam is a requirement.

ANATOMY & PHYSIOLOGY

Topics include human biological terminology; cells, tissues, organ and body systems; and health-related issues. Lab skills will be stressed including dissection. Career opportunities will be introduced.

ANATOMY & PHYSIOLOGY HONORS

Topics include human anatomical terminology; cells, tissues, and organs; and thorough study of integumentary, skeletal, muscular, nervous/ sensory, endocrine, circulatory, respiratory, and digestive systems. Labs will include in-depth tissue study; skeletal, muscle, brain, and heart; and full cat dissections.

CHEMISTRY 1

A college preparatory class for non-science majors. Students are required to have passed algebra 1 and geometry with a 3 or above on the corresponding EOC state assessment. Topics for this course include chemical reactions, models of the atom, four naming systems, gases, thermochemistry, bonding, kinetics, equilibrium, and electrochemistry.

CHEMISTRY HONORS

A college preparatory chemistry course with a strong mathematical interpretation. Intended for students who plan to attend college majoring in math, science, medicine, engineering, or other science related professional fields. Topics for this course include chemical reactions, models of the atom, four naming systems, gases, thermochemistry, bonding, kinetics, equilibrium, and electrochemistry. Students must have successfully completed Algebra 1.

ADVANCED PLACEMENT CHEMISTRY

The course content will follow the outline by the College Board for Advanced Placement Chemistry. This math intensive, college level chemistry course is designed to develop a greater depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course will contribute to the development of the student's abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. Taking Chemistry Honors prior to AP Chemistry is required. Taking the College Board AP exam is a requirement.

ENVIRONMENTAL SCIENCE

This is an introductory course for students who wish to study topics relating to the environment, its resources, quality and ethical issues. Environmental science is the study of the natural sciences in an interdisciplinary context that always includes consideration of people and how they have influenced various systems around us. It includes many aspects of biology, earth and atmospheric sciences, fundamental principles of chemistry and physics, human population dynamics, and an appreciation for the Earth and its natural resources.

AICE ENVIRONMENTAL MANAGEMENT

This AS Level syllabus develops scientific knowledge and understanding of global environmental issues and theories, and of the policies and strategies for managing the environment. The course covers the sustainable use and management of resources, and strategies that aim to protect environments. Learners will interpret and analyse data and do investigative work. Case studies allow teachers to choose their own examples to investigate, which may be local, regional, or global.

MARINE SCIENCE

The purpose of this course is to provide an overview of the marine environment. Topics include: the history of oceanography; the study of the ocean floor; chemical and physical properties of the ocean; marine communities and ecology, classification of marine organisms, and a survey of the major phyla of marine plants and animals. Laboratory components will include, among other things, maintaining a salt-water aquarium and dissection of the crayfish, starfish, turtle, squid and shark.

MARINE SCIENCE HONORS

Marine Science Honors is a deeper extension into the concepts covered in Marine Science.

PHYSICS 1 HONORS

This course introduces the natural laws that govern the universe. Topics Include motion, forces, vectors, energy, momentum, gravity, thermodynamics waves, sound, light, electricity, and nuclear physics. Laboratory activities are included throughout the year in all topics. The student is expected to design and perform experiments, record, and display and interpret results. Algebra 2 skills are used extensively all year as an application to Physics.

ADVANCED PLACEMENT PHYSICS 1

Prerequisites: Concurrently taking Precalculus or AP Calculus AB

AP Physics 1 is an introductory physics course that covers the basic principles of mechanics. This course is the first part of introductory physics similar to College Physics 1. Students are required to analyze situations and apply laws of physics to determine cause and effect relationships, perform mathematical calculations, and predict future behaviors of a system. Students are also required to design, perform, and analyze experiments based on various scenarios. Topics include motion, forces and gravitation, energy, momentum, harmonic motion, rotational motion, circuits, and waves. Taking the College Board AP exam is a requirement.

ADVANCED PLACEMENT PHYSICS 2

Prerequisites: A or B in AP Physics 1

AP Physics 2 is a second year physics course to be taken after AP Physics 1. This course is the second part of introductory physics similar to College Physics 2. Students are required to analyze situations and apply laws of physics to determine cause and effect relationships, perform mathematical calculations, and predict future behaviors of a system. Students are also required to design, perform, and analyze experiments based on various scenarios. Topics include fluids, thermodynamics, electrical energy, circuits, magnetism, optics, and nuclear physics. Taking the College Board AP exam is a requirement.

ADVANCED PLACEMENT PHYSICS C: MECHANICS

Prerequisites: A or B in AP Physics 1 and concurrently taking AP Calculus AB or BC.

AP Physics C: Mechanics is a rigorous calculus-based physics course. Students are required to analyze situations and apply laws of physics to determine cause and effect relationships, perform mathematical calculations, and predict future behaviors of a system. Students are also required to design, perform, and analyze experiments based on various scenarios. Students are expected to apply the concepts of calculus to the concepts of physics in terms of calculations, conceptual reasoning, and data analysis. Topics include motion, forces, energy, momentum, rotational mechanics, simple harmonic motion, and gravitation. Taking the College Board AP exam is a requirement.

ADVANCED PLACEMENT PHYSICS C: ELECTRICITY AND MAGNETISM

Prerequisite: Teacher approval required

AP Physics C: Electricity and Magnetism is a calculus-based, college-level physics course. It is especially appropriate for students planning to specialize or major in physical science or engineering. The course explores topics such as electrostatics, conductors, capacitors, dielectrics, electric circuits, magnetic fields, and electromagnetism. Introductory differential and integral calculus is used throughout the course. Taking the College Board AP exam is a requirement.

Social Studies

ADVANCED PLACEMENT HUMAN GEOGRAPHY

AP Human Geography introduces high school students to college-level introductory human geography where students will see geography as a discipline relevant to the world in which they live. The content is presented thematically around the discipline's main subfields: economic geography, cultural geography, political geography, and urban geography. Historical information serves to enrich analysis of the impacts of phenomena such as globalization, colonialism, and human-environment relationships on places, regions, cultural landscapes, and patterns of interaction. Specific topics with which students engage include the following: problems of economic development and cultural change, consequences of population growth, changing fertility rates, and international migration, impacts of technological innovation on transportation, communication, industrialization, and other aspects of human life, struggles over political power and control of territory, conflicts over the demands of ethnic minorities, the role of women in society, and the inequalities between developed and developing economies, explanations of why location matters to agricultural land use, industrial development, and urban problems, the role of climate change and environmental abuses in shaping the human landscapes on Earth. Taking the College Board AP exam is a requirement.

WORLD HISTORY

This course consists of the following content area strands: world history, geography, and the humanities. The study begins with the rise of the Byzantine Empire and concludes with contemporary world affairs. Topics covered include: geography, time-space relationships, religions, political and economic systems, revolutions around the world, the global phenomenon of nationalism, international relations, the influence of major historical figures, short-term and long-term effects of major events, the importance of scientific discoveries to societies, and the contributions and achievements of civilizations and nations.

WORLD HISTORY HONORS

Presents a period-by-period development of civilizations through interpretation, analysis and the inquiry process of complex texts and historical sources. Emphasis on writing historical claims and substantiating with evidence; topics include geography, religions, political and economic systems, science and technology, international relations, comparative views of history, contrasting civilizations, and global studies.

ADVANCED PLACEMENT WORLD HISTORY

The course content will follow the outline by the College Board for Advanced Placement World History. Students will acquire an in-depth understanding of the evolution of global processes and contacts in interaction with different types of human societies. The material covered extends from 8,000 B.C.E. to the present. This course satisfies the World History requirement for graduation. Taking the College Board AP exam is a requirement.

AICE EUROPEAN HISTORY 1

This course focuses on both a student's historical knowledge and on the skills required for historical research. Students learn about cause and effect, continuity and change, similarity and difference, and use historical evidence as part of their studies. Students will study the European past to develop an understanding of complex historical events and their significance to modern society. By the end of this course, students will be able to assess different interpretations of an argument, formulate their own ideas about a subject, present clear, logical arguments, and evaluate historical evidence.

UNITED STATES HISTORY

This course is a chronological study of the development of the United States from the Civil War to the present with emphasis on the twentieth century. It examines the political, economic, social, religious, cultural, military, Constitutional, and international events affecting the growth of the nation. This course has a state End-of-Course exam and is required for graduation.

UNITED STATES HISTORY HONORS

This course is a comprehensive study of the development of the United States from the Civil War to the present with emphasis on the twentieth century. It examines the political, economic, social, religious, cultural, military, Constitutional, and international events affecting the growth of the nation. Historical analysis and interpretation are emphasized, and strong reading and writing skills are a necessity. This course has a mandated state End-of-Course exam and is required for graduation.

ADVANCED PLACEMENT UNITED STATES HISTORY

AP United States History is designed to be the equivalent of a two-semester introductory college or university U.S. history course. In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places. These themes include: American and national identity; politics and power; work, exchange, and technology; American and regional culture; migration and settlement; geography and the environment; America in the world; and social structures. Strong reading and writing skills are a necessity. This course satisfies the U.S. History requirement for graduation. Taking the College Board AP exam is a requirement.

US GOVERNMENT

Topics taught in this course include analysis of documents shaping political traditions, the Constitution, Bill of Rights, the role of the three branches of government at local, state and national levels, the evolving role of political parties and interest groups in determining policy, rights and responsibilities of citizens, the importance of the individual and civic participation in a democratic society.

US GOVERNMENT HONORS

Provides an in-depth study of political documents, analyses of 3 branches of government, changing nature of political parties and interest groups, and evaluations of citizen rights and responsibilities in a democratic state stressing critical thinking and decision-making skills. This course is a blended format, in which part of the content is delivered digitally and part of the content is delivered by the teacher within the classroom.

ADVANCED PLACEMENT UNITED STATES GOVERNMENT AND POLITICS

The course content will follow the outline by the College Board for Advanced Placement U.S. Government and Politics. Content provides an analytical perspective on government and politics in the United States as well as a familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. politics. This course satisfies the American Government requirement for graduation. Taking the College Board AP exam is a requirement.

ECONOMICS

Topics for this course include role and impact of economic wants, productive resources, scarcity and choices, opportunity costs and trade-offs, economic incentives, specialization, comparative advantage, division of labor, interdependence, savings and investment, how markets work; the citizen as producer, consumer, and decision-maker; role and function of money, financial institutions, labor micro- and macro-economic problems, and similarities/differences of other economic systems.

ECONOMICS HONORS

Provides students with a comprehensive understanding of societies, utilization of limited resources to satisfy unlimited wants, emphasizing principles of production, determination of prices, distribution of income, taxation, and monetary policy, role of government and economic problems of everyday life.

ADVANCED PLACEMENT MACROECONOMICS

The course content will follow the outline by the College Board for Advanced Placement Macroeconomics. Content includes a thorough understanding of the principles of economics that apply to an economic system as a whole. It emphasizes the study of national income and price determination, the financial sector, and inflation, unemployment, and stabilization policies. It develops familiarity with economic performance measures, productivity, economic growth, and national economics. Taking the College Board AP exam is a requirement.

ADVANCED PLACEMENT ART HISTORY

Prerequisite: Recommendation

The course content will follow the outline by the College Board for Advanced Placement Art History. Content includes the study of art history: its relationship to other disciplines, art criticism, and theory of art; the value of art as an important realm of human experience, the history and evolution of art forms and symbols and their relationship to historical data, and the aesthetic merits and historical significance of works of art. Taking the College Board AP exam is a requirement.

ADVANCED PLACEMENT EUROPEAN HISTORY

AP European History is designed to be the equivalent of a two-semester introductory college or university European history course. In AP European History, students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1400 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places. Strong reading and writing skills are a necessity. Taking the College Board AP exam is a requirement.

PSYCHOLOGY 1 and 2

The content introduces the students to the study of the human mind and behavior by the completion of the course, the students will have a better understanding of the workings of the human mind, mental processes, personality, development and mental disorders

ADVANCED PLACEMENT PSYCHOLOGY

The course content will follow the outline by the College Board for Advanced Placement Psychology. The content introduces the students to the study of the human mind and behavior by the completion of the course, the students will have a better understanding of the workings of the human mind, mental processes, personality, development and mental disorders. Taking the College Board AP exam is a requirement.

AICE PSYCHOLOGY

This course is designed to give students an understanding of psychological concepts, theories and research methodology. The emphasis is on the development of psychological skills as well as the learning of psychological knowledge. The key concepts and primary objective on which this syllabus is built are as follows: Nature versus nurture, ethics in psychological research, the need for research constraints and the use of some research techniques. No one view in psychology is definitive: Psychological theories are developed by posing hypotheses which are then tested through research. The relevance of

psychology in contemporary society is a primary focus and students are expected to be able to critically think about real life issues that may affect human behavior and society

AFRICAN AMERICAN HISTORY HONORS (SEMESTER COURSE)

The primary content emphasis for this course pertains to the study of the chronological development of African Americans by examining the political, economic, social, religious, military and cultural events that affected the cultural group. Content will include West African heritage, the Middle Passage and Triangular Trade, the African Diaspora, significant turning points and trends in the development of African American culture and institutions, enslavement and emancipation, the Abolition, Black Nationalist and Civil Rights movements, major historical figures and events in African-American history, and contemporary African-American affairs. This course is taken in conjunction with Women's Studies.

HOLOCAUST HONORS (SEMESTER COURSE)

This course examines the events of the Holocaust and enables the student to understand their connection to the development of civilization by examining the past to prepare for their future as members of a global community.

SOCIOLOGY (SEMESTER COURSE)

Through the study of sociology, students acquire an understanding of group interaction and its impact on individuals in order that they may have a greater awareness of the beliefs, values and behavior patterns of others. In an increasingly interdependent world, students need to recognize how group behavior affects both the individual and society.

HUMANITIES HONORS

The purpose of this course is to enable students to examine, understand, and respond to creative efforts of individuals and societies. This will be done through the study of early civilizations, starting with Sumerian mythology and progressing towards ancient Greece and Rome, the Byzantine Empire, and medieval European society, while exploring their impacts on religion, art, and literature. The content includes the following: influence of history, literature, philosophy, and religion on the arts, impact of history, culture, and beliefs on today's societies and cultures, characteristics of the visual and performing arts, analysis of ideas and artistic expression across varied cultures.

WOMEN'S STUDIES (SEMESTER COURSE)

The primary content emphasis for this course pertains to the study of the historical development of women in various cultures, the role of women in shaping history, and of contemporary issues that impact the lives of women. This course is taken in conjunction with African American History Honors.

Agriscience

AGRISCIENCE FOUNDATIONS HONORS

This course is designed to develop competencies in the areas of agricultural history, the global importance of agriculture, career opportunities, applied scientific and technological concepts, ecosystems, agricultural safety, principles of integrated pest management, principles of plant and animal growth, economic principles, agricultural marketing, and human relations skills. The laboratory activities are an integral part of this course, which includes the safe use and application of high technology equipment, telecommunications equipment, and scientific testing and observation equipment. Agriscience Foundations counts as a science credit and is a prerequisite for all upper-level courses.

AGRICULTURAL COMMUNICATIONS 2

This course is designed to develop competencies in the communications sector of the agricultural industry including instruction in developing and editing materials for printed media and media broadcast, utilizing photography and graphics, the importance of the internet in communications, writing technical papers and media scripts and ethical and professional issues in the industry.

AGRICULTURAL COMMUNICATIONS 3

This course is designed to develop competencies in the communications sector of the agricultural industry including instruction in developing and editing materials for printed media and media broadcast, utilizing photography and graphics,

the importance of the internet in communications, writing technical papers and media scripts and ethical and professional issues in the industry.

ANIMAL SCIENCE 2-5

This course is designed to develop competencies in the areas of animal safety, behavior, welfare, digestive systems, animal breeding, preventive medicine and disease control, control of parasites, animal marketing, and analyzing records. This course and the prerequisites meet the Florida Gold Seal requirements.

HORTICULTURE 2-4

This course is designed to provide students with skills and knowledge related to technologies used to grow intensively produced plants for human food and non-food uses and for personal or social needs. Each successive course increases in depth and application of knowledge and skill.

Air Force JRTOC

AEROSPACE SCIENCE 1 (Journey into Aviation History)***

AEROSPACE SCIENCE 2 (Science of Flight/Cultural Studies)***

AEROSPACE SCIENCE 3 (Exploration of Space)***

AEROSPACE SCIENCE 4 (Principles of Management)***

Students explore the history of flight beginning with ancient legends and ending with the wars against Iraq. Cadets also learn basic concepts of the science of flight to better appreciate the problems associated with flying. The course shows how aerospace forces are used to support the foreign policies of the United States, and how other branches of the services support these policies. Students go on to learn about principles of aircraft flight and aerodynamics, weather, navigation, and the human requirements of flight. Cultural Studies will cover the historical, geographic, religious, and ethnic factors that have shaped the six major regions of the world. It also covers political, economic, social, and environmental factors in those regions. Topics such as heritage and tradition, individual self-control, citizenship, effective communication, personal awareness, career opportunities, team and group dynamics, college preparation, management, planning, and decision-making are covered. All classes include Physical fitness training once a week on Fridays. These classes consist of stretching exercises and a one mile walk/run as part of the Presidential Fitness Program. Cadets may participate in several co-curricular activities and field trips, which complement the class work. Drill, proper haircuts, hairstyles, wearing of the uniform, and basic leadership skills are also stressed throughout the course.

***Courses with this designation have a fee associated with it- financial hardship should not limit a student from signing up for a course; if you need assistance, please discuss with your teacher once you are in the class.

Marketing Business

BUSINESS ENTREPRENEURSHIP PRINCIPLES

The course is designed to help students learn how to start and develop their own company. They will create their own business plan and marketing concepts. Emphasis is placed on communication skills, leadership skills, and various forms of business ownership, business ethics and cultural diversity. Students will learn to take their creative ideas, hobbies and dreams and turn them into real money, real philanthropy, and real success.

BUSINESS MANAGEMENT AND LAW

This course is designed to provide an introduction to business management techniques. Topics include human relations, decision making, communication techniques, business-related legal concepts, and characteristics of the American enterprise system.

BUSINESS OWNERSHIP

The purpose of this course is to prepare students for careers as entrepreneurs, present entrepreneurship as a career path worthy of consideration, provide students with the skills needed to realistically evaluate their potential as business owners, and develop the fundamental knowledge and skills necessary to start and operate a business.

Building Construction

BUILDING CONSTRUCTION 1-3

The purpose of this program is to prepare students for employment or advanced training in the building construction industry. This program offers a sequence of courses that provides content aligned with academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Architecture & Construction 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 Architecture & Construction career cluster. The content includes but is not limited to developing skills in various construction trades, as well as providing a foundation in construction management. **Dual Enrollment Course through Orange Technical College

Culinary Program

FUNDAMENTAL FOOD SERVICES (YEAR 1 & 2)

This program offers a sequence of courses that provides coherent and relevant commercial foodservice knowledge and skills needed to prepare for further education and careers in the Hospitality & Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning, general employability skills, technical skills, and occupation-specific hands on technical skills. The program is designed to prepare students for entry level work positions or further culinary training and education based on basic culinary skills and practices to be successful in today's commercial kitchens. The content includes but is not limited to preparation, presentation, and serving of a wide variety of foods; leadership, communication skills, employability skills, and safe/efficient work practices are also covered. This coursework prepares students for employment in the food service/hospitality industry in positions such as: steward, prep cook, pantry cook, fry cook, banquet cook, retail and cafeteria cook & line cook.

COOKING METHODS AND TECHNIQUES (YEAR 3)

This program offers a sequence of courses that provides coherent and relevant commercial foodservice knowledge and skills needed to prepare for further education and careers in the Hospitality & Tourism career cluster; provides technical skill proficiency, and includes competency-based applied learning, general employability skills, technical skills, and occupation-specific hands on technical skills. The program is designed to prepare students for entry level work positions or further culinary training and education based on basic culinary skills and practices to be successful in today's commercial kitchens. The content includes but is not limited to preparation, presentation, and serving of a wide variety of foods; leadership, communication skills, employability skills, and safe/efficient work practices are also covered. This coursework prepares students for employment in the food service/hospitality industry in positions such as: steward, prep cook, pantry cook, fry cook, banquet cook, retail and cafeteria cook & line cook.

Embry-Riddle Program

INTRODUCTION TO AERONAUTICAL SCIENCE (JOURNEY OF FLIGHT)

9th Grade only

A survey course designed to introduce high school students to various aspects of engineering, aviation, and aerospace that combines the Civil Air Patrol curriculum and textbook with Embry-Riddle configured weekly practical exercises and labs. Emphasis will be placed on science, technology, engineering, and mathematics (STEM) education as the core concepts required to succeed in the fields of aviation, aerospace, and engineering. Aviation history and career opportunities will also be covered.

Embry-Riddle Dual Enrollment

Prerequisite: 10th – 12th Grade and minimum 2.5 GPA

PRINCIPLES OF AERONAUTICAL SCIENCE (SEM1)

An introductory course in Aeronautical Science designed to provide the student with a broad-based aviation orientation in flight-related areas. Subjects include historical developments in aviation and the airline industry; theory of flight; airport operations; aircraft systems and performance; elements of air navigation; basic meteorology theory; air traffic principles; flight physiology; and aviation regulations and safety. 3 semester hours. Students are required to apply for acceptance into Embry Riddle's Dual Enrollment program. **Dual Enrollment Course through Embry-Riddle Aeronautical University.

UNMANNED AIRCRAFT SYSTEMS (SEM2)

This course is a survey of unmanned aircraft systems (UAS), emphasizing the military and commercial history, growth, and application of UASs. The course will include basic acquisition, use, and operation of UASs with an emphasis on operations. 3 semester hours. Industry Certification can be accomplished upon completion of the course and passing the certification exam. Students are required to apply for acceptance into Embry Riddle's Dual Enrollment program. **Dual Enrollment Course through Embry-Riddle Aeronautical University.

PRIVATE PILOT OPERATIONS (FULL YEAR)

Prerequisite: Principles of Aeronautical Science and Unmanned Aircraft Systems

This course develops the aeronautical knowledge required for certification as a Private Pilot with an Airplane Single Engine Land rating. Topics include: regulation, safety, pre-solo operations, cross-country planning, airspace, chart use, communications, weather, performance, weight and balance, aerodynamics, and decision-making.

UNMANNED AIRCRAFT SYSTEM SECURITY

Unmanned Aircraft System Security is a sophomore level seminar course focused on the concepts of UAS security and protection. Through a combination of instructor-led discussion, assigned readings and projects, students will examine the concepts of security engineering, vulnerability and malicious attack. Students will formulate opinions and strategies for protecting systems and assets from danger while understanding the implication of ignoring security concerns.

UNMANNED AIRCRAFT SYSTEMS OPERATION & CROSS COUNTRY DATA ENTRY

This course provides an understanding of the core technologies of unmanned aircraft systems. It will include the examinations of the design concepts, powerplants, control systems, and communication technologies utilized in current unmanned aircraft systems and/or likely to be used in the next few years.

Engineering (Project Lead the Way)

INTRODUCTION TO ENGINEERING DESIGN HONORS – Year 1

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software and use an engineering notebook to document their work.

Learning opportunities include: CAD (Computer Automated Design) and Drafting Experience, design process experience, computational and analytical skills, professional skills (including team collaboration, technical writing and presentation), tools and software (Autodesk Inventor, dial calipers).

CIVIL ENGINEERING & ARCHITECTURE HONORS – Year 2

Pre-requisite: Introduction to Engineering Design

Students learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architecture design software. Learning opportunities include: architectural history, residential design elements, universal design elements, commercial and industrial design elements, soil sampling, sieve use, land survey skills, Autodesk Revit certification opportunity, presentation, project management, storm water calculations, wastewater calculations, and urban planning considerations.

PRINCIPLES OF ENGINEERING HONORS – Year 3

Pre-requisite: Introduction to Engineering Design and Civil Engineering and Architecture

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation. Learning opportunities include: Exploration of careers in engineering, circuit and electrical principles, kinematics, renewable energy resources, material properties, coding (RobotC), thermodynamics, robot build and test, fluid power and control systems.

ENGINEERING DESIGN & DEVELOPMENT HONORS – Year 4/Capstone

Pre-requisite: Introduction to Engineering Design, Civil Engineering and Architecture AND Principles of Engineering

The knowledge and skills students acquire throughout PLTW Engineering come together in Engineering Design and Development as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing Engineering Design and Development ready to take on any post-secondary program or career.

Fine Arts & Visual Arts

CERAMICS 1***

An introduction and understanding of ceramics through basic hand-building techniques. Also introduced are the history and uses of clay, tools, glazes, and kilns. Students will develop and practice maintenance skills in an open studio environment.

CERAMICS 2-3 HONORS***

A continued study in all methods of clay construction in functional and/or nonfunctional designed projects. Students may also explore throwing, large-scale work, mural design, modular design, and furniture/accessory designs in clay. An emphasis on craftsmanship and creativity as well as presentation of work will be stressed. Students will be encouraged to explore possibilities in AP Ceramics through their work.

ADVANCED PLACEMENT CERAMICS/ 3-D PORTFOLIO***

This course is a continued advanced study in the design, creation, and presentation of work. Students will create a body of work through a sustained investigation that reflects an understanding of the medium and the elements and principles of design. Students in AP Ceramics must submit a portfolio to the College Board which contains a minimum of 11 pieces of work for evaluation. Students may receive both high school and college credit for this course providing portfolio scores that meet the College Board minimum standards.

***Courses with this designation have a fee associated with it- financial hardship should not limit a student from signing up for a course; if you need assistance, please discuss with your teacher once you are in the class.

DRAWING 1***

Drawing 1 is a prerequisite to all other drawing and painting courses. This is a beginning level drawing class in which students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks. Students practice, sketch, and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Students will explore a variety of art media, which may include pencil, charcoal, colored pencils, markers, and water-based media. Students will produce art for personal pleasure and/or public display. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

DRAWING 2***

Prerequisite: Drawing 1

Students develop and refine technical skills and create 2-D compositions with a variety of media in drawing. Student artist's sketch, manipulate, and refine the structural elements of art to improve mark-making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Students will explore advanced drawing skills and

media techniques. Students will produce art for personal pleasure and/or public display. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

ADVANCED PLACEMENT ART DRAWING PORTFOLIO***

Prerequisite: Drawing 2 or Painting 1

AP Drawing Portfolio is an advanced study in drawing and painting. This course includes the design, creation, and presentation of work. Students will create a body of work through a sustained investigation that reflects an understanding of the medium and utilizes the elements of art and principles of design. Students in AP Drawing Portfolio must submit a portfolio to the College Board which contains a minimum of 20 pieces of work for evaluation. Students may receive both high school and college credit for this course providing portfolio scores meet the College Board minimum standards. This course incorporates hands-on activities and consumption of art materials.

ADVANCED PLACEMENT ART 2-D DESIGN PORTFOLIO***

Prerequisite: Drawing 2 or Painting 1

This course is an advanced study in 2-Dimensional design. This course includes the design, creation, and presentation of work in a variety of 2-D media which may include drawing, painting, printmaking, digital design, photography, collage and other 2-D media. Students will create a body of work through a sustained investigation that reflects an understanding of the medium and the elements of art and principles of design. Students in AP 2-D Art and Design must submit a portfolio to the College Board which contains a minimum of 20 pieces of work for evaluation. The portfolio must contain 20 works of art, and responses to prompts. Students may receive both high school and college credit for this course providing portfolio scores meet the College Board minimum standards. This course incorporates hands-on activities and consumption of art materials.

ADVANCED PLACEMENT ART 3-D DESIGN PORTFOLIO***

This course is an advanced study in 3-Dimensional design through clay as a medium. This course includes the design, creation, and presentation of work through clay. Students will create a body of work through a sustained investigation that reflects an understanding of the medium and the elements of art and principles of design. Students in AP 3-D Art and Design must submit a portfolio to the College Board which contains the following: *Quality*- Ten digital images, consisting of two views each of five works that demonstrate mastery of 3-D design in concept, composition and execution; *Concentration*- twelve digital images; some may be details or second views. Works describing an in-depth exploration of a particular 3-D design concern; *Breadth*- Sixteen digital images; two images each of eight different works. A variety of works demonstrating understanding of the principles of 3-D design. This course incorporates hands-on activities and consumption of art materials.

***Courses with this designation have a fee associated with it- financial hardship should not limit a student from signing up for a course; if you need assistance, please discuss with your teacher once you are in the class.

FINE CRAFT STUDIO ART 1***

Fine Crafts Studio Art 1 is an introductory course in fine crafts. Students create well-designed work that is utilitarian, purposeful, wearable, and/or sculptural in nature. This course may include, but is not limited to, content in jewelry, tie-dye, batik, weaving, basketry, quilting, fashion design, and/or objects for interior or architectural design/embellishment. Students develop the language of fine craft through a concentration on fundamental technical skills. Student artisans reflect on aesthetics and visual issues related to fine craft using the structural elements of art and organizational principles of design. Students use analytical and problem-solving skills to improve personal work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

FINE CRAFT STUDIO ART 2***

Prerequisite: Fine Craft Studio Art I

Fine Crafts Studio Art 2 is an intermediate course in fine crafts. Students create well-designed and individually conceptualized work that is utilitarian, purposeful, wearable, and/or sculptural in nature. This course may include, but is not limited to, content in metals, jewelry, fabrics/fibers, fashion design, and/or objects for interior or architectural design/embellishment. Student artisans reflect on aesthetics and visual issues related to media and organizational principles of design, manipulating them to create works of art that are progressively more innovative. Increasingly sophisticated oral and written analytical problem-solving skills are employed to improve personal and/or group work and reinforce the ability to self-diagnose and

decide on solutions for art challenges based on growing structural, historical, and cultural knowledge. This course incorporates hands-on activities and consumption of art materials.

PAINTING 1***

Prerequisite: Drawing 1

Painting I is an intermediate level 2-D art course. Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in painting. Students practice and manipulate the structural elements of art to improve mark making and/or the organizational principles of design in a composition from observation, research, and/or imagination. Students will explore the use of watercolor, tempura, and acrylic paints along with other water-based media. Through the critique process, students evaluate and respond to their own work and that of their peers. This course incorporates hands-on activities and consumption of art materials.

DIGITAL VIDEO TECHNOLOGY 1-4

Students will learn all aspects of video production, including screenwriting, pre-production, videography, and editing through hands-on experience. Students will create video projects; analyze television shows and motion pictures for production elements; and learn the equipment and crew positions necessary to produce a news program. Course meets the Practical Arts graduation requirement.

PHOTOGRAPHY/GRAPHICS 1 (Communications Technology 1) ***

This course is a beginning level course intended to provide students with foundations in digital photography, use of cameras, black and white 35mm film photography, and graphic design. Included is working in a lighting studio, printing in a darkroom, working in a graphic product production lab and learning Photoshop. All professional gear is supplied. Students take home all printed projects and graphic products produced. Open to all grade levels.

PHOTOGRAPHY/GRAPHICS 2 (Communications Technology 2) ***

Prerequisite: C or better in Photo/Graphics 1

This is a second-year course for students to expand and increase their knowledge and experiences in digital photography, film photography, darkroom, graphic product production, and graphic design. Additional upper-level skills include drone flying for aerial photos, advanced product production, and photography portfolio building. Industry certification in Photoshop is part of this course. Students take home all printed projects and products produced. Open to all grade levels.

PHOTOGRAPHY/GRAPHICS 3 (Communications Technology 3) ***

Prerequisite: Photo/Graphics 1 and 2 and instructor approval.

This is the upper-level course for students who have completed Photo/Graphics 1 and Photo/Graphics 2. Instructor approval recommended. This course is designed as a portfolio building class and a student instructor driven curriculum. Students will learn how to teach photo/graphics and work in a peer tutor capacity or work exclusively and individually with the instructor to build a professional portfolio. Business ethics, workflow, professional networking and other industry skills will be addressed.

CREATIVE PHOTOGRAPHY 1

Creative Photography is an entry-level, hands-on class where students take photos in both digital and film, with the focus on 35 mm film photos. We will learn to process and print film in a darkroom setting. The focus will be on the creative aspect of photography and learning hands on skills such as matt cutting, cyanotypes, and other vintage photography techniques. The content will center on the artistic elements in photography and graphic design, while making products and projects to take home.

DIGITAL ART IMAGING

Students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still images through the single or combined use of computers, digital cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to

measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.

***Courses with this designation have a fee associated with it- financial hardship should not limit a student from signing up for a course; if you need assistance, please discuss with your teacher once you are in the class.

Leadership

LEADERSHIP (SGA) 1-4 ***

Application Required

Students will learn leadership skills, techniques, strategies, and approaches through the National Student Council curriculum. Each year, students will create and implement a group service project and will have the opportunity to attend conferences to further expand their knowledge and network. Participation in this program requires an application and acceptance.

PEER COUNSELING 1-4: 11th – 12th

Application Required

Peer counseling is an elective class that provides a full range of services to students, the school, and the community through structured in-school and outreach activities. Peer Counselors are a cross-section of students who act as advocates and upstanders for their fellow students. The course curriculum focuses on leadership, communication, and prevention. It addresses a multitude of social, individual, school and family concerns and has a focus on violence and substance abuse prevention issues. In addition to helping their peers with individual concerns, peer counselors provide a variety of other services. They act as conflict mediators and peer tutors, provide classroom presentations on teen issues, welcome new students and promote violence prevention, which includes anti-bullying programs. Participation in this program requires an application and acceptance.

EXECUTIVE INTERNSHIP: 11th – 12th

Application Required

Executive Internship (EI) is an elective course in which students support various initiatives and processes on campus. EI students must show a strong academic history, work ethic, and personal initiative as they work with teachers and staff to support various campus needs. Participation in this program requires an application and acceptance.

WARRIOR 2 WARRIOR: 11th – 12th

Application Required

Warrior 2 Warrior (W2W) is an elective course in which students serve as academic tutors and mentors to support the learning of their peers in various academic classes on campus. W2W students must show a strong academic history, work ethic, and personal initiative as they coordinate with teachers to support student learning. Participation in this program is by application only.

TECHNOLOGY SUPPORT INTERNSHIP

Application required

In this elective course, students support other students and faculty with technology support including software and hardware. Tech Interns must show a strong academic history, work ethic, and personal initiative as they work to support students and staffs needs which are often timely and critical. Participation in this program is by application only.

Fine Arts & Performing Arts

BAND 1-4; 5-6 HONORS

Courses develop musicianship in band and instrumental ensembles. Content includes development of characteristic tone production, performance techniques, musical literacy, and music appreciation. As a co-curricular, performance-oriented activity, attendance is required for rehearsals and performances beyond regular school hours. Membership in marching band is integral to the course work.

Eurhythmics 1-4

As a performance-oriented activity, attendance is required for rehearsals and performances beyond regular school hours as part of the grading procedure.

Membership in marching band is integral to the course work.

GUITAR 1-3

Elementary group guitar lessons for students on the beginning level. Emphasizes correct fingering, posture, technique, note reading, recognition of musical symbols, and musicianship. Includes basic music theory. Requires a regimen of daily practice and drills.

JAZZ ENSEMBLE 2-3; 4 HONORS

Audition Required

Courses develop musicianship in jazz styles and idioms. Content includes development of characteristic jazz tone and articulation, ensemble performance characteristics, music theory, improvisation, and music appreciation. As a cocurricular, performance-oriented activity, attendance is required for rehearsals and performances beyond school hours and is part of the grading procedure.

ORCHESTRA 1-4; 5-6 HONORS

Courses develop musicianship in band and instrumental ensembles. Content includes development of characteristic tone production, performance techniques, musical literacy, and music appreciation. As a co-curricular, performance-oriented activity, attendance is required for rehearsals and performances beyond regular school hours. Membership in marching band is integral to the course work.

PERCUSSION ENSEMBLE 1-6

Audition Required

Courses develop musicianship in percussion, band and instrumental ensembles. Content includes development of characteristic tone production, performance techniques, musical literacy, and music appreciation with special emphasis on mallet percussion. As a co-curricular, performance-oriented activity, attendance is required for rehearsals and performances beyond regular school hours as part of the grading procedure. Course members are also considered part of the instrumental music department and will perform with other band and instrumental ensembles. Membership in marching band is integral to the course work. This course meets during Semester I. Students must enroll in an additional Band course during Semester 2.

PIANO (KEYBOARD) 1-3; 4 HONORS

Group piano instruction which advances to levels beyond Piano 1 and allows for more individual pacing. Emphasizes correct fingering, posture, technique, note reading, recognition of musical symbols, and musicianship. Includes basic music theory and exposure to a variety of musical styles through listening. Requires a regimen of daily practice and drills.

ADVANCED PLACEMENT MUSIC THEORY

The course content will follow the outline by the College Board for Advanced Placement Music Theory. Content includes college level music skills in music theory, harmony, and composition. Students will study the fundamental structures of music, including scales, modes, chord structure and development, aural dictation, manuscript, and the use of computers in music manuscript composition and arranging. Taking the College Board AP exam is a requirement.

MALE CHORUS 1-4

This men's chorus performs musical literature of various styles, cultures, and historical periods. Emphasis is placed on developing individual voices, listening concepts, and note reading. Attendance required for rehearsals and performing beyond school hours as part of the grading procedure. Some after school rehearsals with Concert Choir men.

WOMEN'S GLEE 1-4

This women's chorus performs musical literature of various styles, cultures, and historical periods. Emphasis is placed on developing individual voices, listening concepts, and note reading. Attendance is required for rehearsals and performing beyond school hours as part of the grading procedure.

CONCERT CHOIR 1-4; 5-6 HONORS (Advanced Mixed Ensemble)

Audition Required

This advanced co-ed chorus performs musical literature of various styles, cultures, and historical periods. Emphasis is placed on proper vocal production, note-reading, and musical interpretation. Limited touring within U.S. Attendance required for rehearsals and performances beyond school hours as part of the grading procedure. Some men's after school rehearsals with male chorus. Performance/attendance at after-school functions is an integral portion of grade.

BEL CANTO 1-4 (Advanced Women's Ensemble)

Audition Required

This select women's choir performs advanced choral literature of various cultures, styles, and historical periods. Requires knowledge of musical terminology, proper vocal production, note reading, and ability to demonstrate those concepts and skills. Special emphasis on developing individual and group musicianship. Limited touring within U.S. Attendance required for rehearsals and performing beyond school hours as part of the grading procedure.

AICE DRAMA

This course encourages learners to develop their skills in performing, devising and researching a wide range of theatrical styles and genres. They learn to communicate with an audience through practical and creative work on performance texts and their own devised material, both as individuals and in groups.

THEATRE 1-3; 4 HONORS

This is a hands on, participation class for students interested in learning about the Fine Art of Theatre. Through the year students will learn a basic foundation of theatre terminology, theatre history and basic acting techniques. These skills will be taught through acting exercises that include monologue, duet acting and ensemble scene work in which there will be memorization work. Through hands on opportunities students will gain basic knowledge of design and construction of sets, props and costumes. All students will be required to paint, sew, sweep, build, etc. and these activities will be graded.

MUSICAL THEATRE 1-3

Audition Required

Co-requisite: Theater 1

This is a performance-based class and students are required to sing, dance and act in front of an audience. The group will study the art and history of musical theatre. In addition, each student will be developing their book of music while learning and performing the songs in the book as well.

TECHNICAL THEATRE DESIGN & PRODUCTION (Costumes) 1-3; 4 HONORS

Prerequisite: Teacher Recommendation

Co-requisite: Theater 1

Theatrical overview of the art of stagecraft. Students will study the various production jobs in the theatre such as set construction, scenic design, costume design, costume construction, publicity, lighting design, sound design, etc. Students are required to physically work on the construction of all theatrical productions.

TECHNICAL THEATRE DESIGN & PRODUCTION (Scenery/Props) 1-3; 4 HONORS

Like to build? Students focus on learning the basic tools and procedures for designing and creating scenery and properties (props) with particular attention to technical knowledge of safety procedures and demonstrated safe operation of theatre equipment, tools, and raw materials. Students also learn the standard conventions of design presentation and documentation; the organizational structure of theatre production and creative work in a collaborative environment; through various self-assessment tools. Public performances may serve as a culmination of specific instructional goals. Students may

be required to attend or participate in technical work, rehearsals, and/or performances beyond the school day to support, extend, and assess learning in the classroom.

THEATRE DIRECTION & STAGE MANAGEMENT 1

Prerequisite: Teacher Recommendation

Co-requisite: Completion of Theatre 4

Students learn how to select, organize, and mount formal and informal staged productions by means of exploring the leadership roles of director and stage manager. Students focus on the nature and responsibilities of the director and stage manager in relation to the entire production team; the effect of the director's concept on the overall production; vocabulary and principles of the various elements of play production; techniques used to create an effective theatre work; and basic knowledge and application of staging. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

THEATRE/CINEMA & FILM PRODUCTION

In Theatre, Cinema, and Film Production, a one-credit course, students explore the elements of film and cinematic techniques used by those who create movies. Students study the techniques in film that serve the story and articulate the theme. Students also prepare a comparative for theatre, film, and literature. Public performances may serve as a resource for specific instructional goals. Students may be required to attend or participate in technical work, rehearsals, and/or film production beyond the school day to support, extend, and assess learning in the classroom.

THEATRE IMPROVISATION 1

Think Saturday Night Live! Students learn to communicate effectively, both verbally and non-verbally; develop and build critical listening and collaborative skills, and think and solve problems quickly and appropriately on the spot, which transfers well to academic, career, and social arenas. Through collaboration, communication, and performance activities, students engage in improvisation as a stand-alone art form and as an acting methodology. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

Physical Education and Health

BASKETBALL 1 and 2

The focus of this course will be on skill development. Content will include knowledge of skills, strategies, rules, and safety practices necessary to participate regularly in physical activity. Basketball 2 goes into diagramming, explaining, and justifying the use of advanced offensive and defensive transitional strategies.

FIRST AID AND SAFETY***

Provides students with opportunities to acquire advanced skills in first aid; emergency care; and personal, community, and environmental safety. Content includes advanced first aid, two-person and infant CPR; and relief of obstructed airway and safety. This course is taken in conjunction with Care/Prevention of Athletic Injuries.

CARE/PREVENTION OF ATHLETIC INJURIES***

Prerequisite: First Aid and Safety

This course provides students with the opportunities to acquire knowledge and skills related to the nature, prevention, care, and rehabilitation of athletic injuries that may be used in recreational pursuits today as well as in later life.

H.O.P.E. (Health Opportunities through Physical Education)

The purpose of the course is to enable students to develop an understanding of fitness concepts, human sexuality, design a personal fitness program, and be introduced to various life management skills. This course is a graduation requirement.

TEAM SPORTS 1 and 2

Basketball, Flag Football, Floor Hockey, and Volleyball will be introduced. The focus will be on skill development. Content will include knowledge of skills, strategies, rules, and safety practices necessary to participate in these sports at a recreational level. Team sports 2: Soccer, Softball, Speedball, and Ultimate Frisbee will be introduced.

VOLLEYBALL 1 and 2

The focus of this course will be on skill development. Content will include knowledge of skills, strategies, rules, and safety practices necessary to participate regularly in physical activity.

WEIGHT TRAINING 1 and 2

Provides students with opportunities to acquire knowledge and skills in weight training including an assessment of muscular strength and endurance as well as a knowledge of health problems associated with inadequate levels of muscular strength, skeletal muscles, sound nutritional practices, and consumer issues related to weight training.

WEIGHT TRAINING 3 AND POWERWEIGHTS

The purpose of this course is to expand the knowledge and skills provided in Weight Training 1 and 2 (see above).

***Courses with this designation have a fee associated with it- financial hardship should not limit a student from signing up for a course; if you need assistance, please discuss with your teacher once you are in the class.

Technology

ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES

Prerequisite: Strong Algebra skills required

Advanced Placement Computer Science Principles AP Computer Science Principles (AP CSP) introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. With a unique focus on creative problem solving and real-world applications, AP CSP prepares students for college and career opportunities. This course is one of the few AP courses that allows 9th graders to enroll. However, since some aspects require an understanding of mathematical concepts such as functions and logic, all students must be taking honors level mathematics regardless of their grade level. Taking the College Board AP exam is a requirement.

ADVANCED PLACEMENT COMPUTER SCIENCE A

Prerequisites: Strong Algebra skills required

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using Java programming language. Taking the College Board AP exam is a requirement.

Computer & Electronic Technology

COMPUTER HARDWARE FUNDAMENTAL

Students will learn how to use computer hardware and software. They will also conduct software installations and connect computers to networks so resources can be shared. Students will develop the knowledge base needed to identify compatibility, security issues and preventative maintenance of computers. The students, through hands-on activities and virtual labs learn to apply all these skills. This course will primarily prepare students for the CompTIA IT Fundamentals+ certification. **Dual Enrollment Course through Orange Technical College.

OPERATING SYSTEMS FUNDAMENTAL

This course introduces the fundamental concept of DC, AC and Digital electronics. Through the application of Ohm's law circuit analysis, students are shown how to operate electronic testing equipment to make electrical measurement. The

students, through hands-on activities and virtual labs learn to apply all these skills. **Dual Enrollment Course through Orange Technical College.

ADVANCED OPERATING SYSTEMS

This course is an intensive introduction to networking and multiuser/multitasking network operating systems. Characteristics of Linux and Windows network operating systems will be discussed. Students will explore a variety of topics including installation and configuration procedures. More advanced administrative tasks such as troubleshooting issues, security issues, and remote access will be covered. This course helps students prepare for the CompTIA's Network+ Exam: N10-007.

**Dual Enrollment Course through Orange Technical College.

Digital Design

THEORY FOUNDATION DESIGN

This course is designed to develop basic entry-level skills required for careers in the digital publishing field. The content includes computer skills; digital publishing concepts and operations; layout, design, and measurement activities; decision-making activities, and digital imaging. **Dual Enrollment Course through Orange Technical College.

MULTIMEDIA/PRINT DESIGN 2-3

This course is designed to develop advanced application skills required for careers in the digital publishing field. The content includes computer skills; digital publishing concepts and operations; layout, design, and measurement activities; decision-making activities and digital imaging. This course and its prerequisites meet the Florida Gold Seal requirements. Industry Certification available for Adobe Photoshop. **Dual Enrollment Course through Orange Technical College.

World Languages

FRENCH 1

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

FRENCH 2

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

FRENCH 3 HONORS

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

FRENCH 4 HONORS

French 4 expands the skills acquired by the students in French 3. 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.

SPANISH 1-2

Enables students to acquire proficiency in Spanish through a linguistic, communicative, and cultural approach to language learning. Developing listening, speaking, reading, and writing skills and on acquisition of applied grammar.

SPANISH 3 HONORS

The primary purpose of the Spanish 3 Honors course is to help students master and expand the skills acquired in their Spanish 2 course through discussions of selected readings and writing activities. Also help students to attain the proficiency

equivalent to a third year of college level of Spanish regarding their listening, speaking, reading and writing skills. The students therefore at the end of the course should be able to demonstrate oral and written fluency in the language, proper use of grammar and syntax of the language, the ability to read and interpret written texts, the ability to express one's opinion on cultural and or contemporary issues, the ability to interpret aural selections, the ability to present information on a researched topic in Spanish, knowledge of the Spanish speaking culture and its people.

ADVANCED PLACEMENT SPANISH LANGUAGE

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). Taking the College Board AP exam is a requirement.

ADVANCED PLACEMENT SPANISH LITERATURE

The course, taught almost exclusively in Spanish, focuses on introducing students to representative texts from Peninsular Spanish, Latin American, and United States Hispanic literature. Students learn to analyze works of literature written in Spanish through historical, artistic, sociocultural, and geopolitical contexts. They also develop their interpersonal, presentational, and interpretive communication skills. Taking the College Board AP exam is a requirement.

AMERICAN SIGN LANGUAGE 1

American Sign Language 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language with introductions to culture, connections, comparisons, and communities.

AMERICAN SIGN LANGUAGE 2

American Sign Language 2 reinforces the fundamental skills acquired by the students in American Sign Language 1. The course develops increased receptive and expressive, skills as well as cultural awareness. Specific content to be covered is a continuation of skills acquired in American Sign Language 1 while communication remains the primary objective. The cultural survey of the target language is continued.

JAPANESE 1

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

Electives

STARTUP STUDIO

StartUp Studio is a course that is designed to help students develop and gain skills that can be used in the business world. Students will be introduced to the idea of entrepreneurship as it is self-driven.

GREAT MEN AND WOMEN OF COLOR WHO SHAPED WORLD HISTORY (SEMESTER COURSE)

This course examines world history through the contributions of individuals. Students will learn about specific men and women of color who have shaped the world and changed the course of history. Students will understand that the development of our society was made possible through the efforts and contributions of people of various ethnicities. Students will study biographical accounts of individuals and learn how these historical figures have shaped the history, culture and politics of our society. Students will be introduced to men and women of color who have made valuable contributions to world history. Many scholars have recognized these historical figures and how their legacies can inspire

students. Though the focal point of this course is studying biographical accounts of historical figures, the larger goal is that students appreciate the contributions of men and women of color in a larger context of world history.

EXPLORING HIP HOP AS LITERATURE (SEMESTER COURSE)

This course explores one of the most revolutionary art forms in American culture known as Hip Hop. This course will focus on the diverse social, political, cultural and spiritual elements represented within the various genres of Hip Hop music through an analysis of song lyrics. Through this course, students will learn about the history of Hip Hop and examine the social, economic and political conditions that influenced its development and evolution. Students will have the opportunity to create their own artistic expressions by integrating their personal experiences and the content learned through the course.

PRINCIPLES OF BIOMEDICAL SCIENCE

This course provides foundational knowledge and skills in biology, anatomy & physiology, genetics, microbiology, and epidemiology; it engages students in applying knowledge and skills to real-world situations, cases, and problems. Students take on roles of different medical professionals and are challenged in various scenarios, including investigating a crime scene to solve a mystery, diagnosing and proposing treatment to patients in a family medical practice, tracking down and containing a medical outbreak at a local hospital, stabilizing a patient during an emergency, and collaborating with others to design solutions to local and global medical problems. Students develop skills in technical documentation to communicate experimental findings and solutions to problems.