Somerset College Preparatory Academy
A Charter High School

“A” Rated

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A Charter High School
What is a Charter School?

Charter schools are tuition-free public schools created through an agreement or "charter" between the school and the local school board or a state university. This agreement gives the charter school a measure of expanded freedom relative to traditional public schools in return for a commitment to higher standards of accountability. Since 1996, Florida charter schools have played a key role in increasing parental options in public education and providing innovative learning opportunities for scholars.

Since 1996, the number of charter schools in Florida has grown from 5 to 459 schools in 2010-2011. Charter school scholar enrollment for 2010-2011 was well over 137,000 scholars. Based on scholar membership and facilities, Florida has the third highest number of charter schools in the nation. Many charter schools in Florida have innovative missions. Some charter schools include themed learning approaches focusing on areas such as arts, sciences, and technologies. Other charter schools provide services to special populations such as scholars at risk of academic failure or scholars with disabilities.

Like traditional public schools, charter schools are assigned a performance grade if they meet the eligibility criteria and are not an alternative school. The percentage of charter schools receiving an “A” has increased from 42% in 2002-03 to 63% in 2008-09. Conversely, the percentage of “F” charter schools has decreased to 3% in 2008-09 from 16% in 2002-03. Studies have shown that charter schools make great strides in closing the achievement gap for scholars who are struggling academically.

Excerpted from Florida Statute 1002.33 and www.floridaschoolchoice.org
Bell Schedule

8:15-8:25 Homeroom
8:25-9:55 Period 1
9:55-10:00 Transition
10:00-11:30 Period 2
11:30-12:20 Lunch
12:20-1:50 Period 3
1:50-1:55 Transition
1:55-3:25 Period 4
3:25-3:30 Announcements
3:30 Dismissal

Early Release Schedule

8:15-8:20 Morning announcements
8:20-9:20 Period 1
9:20-9:25 Transition
9:25-10:25 Period 2
10:25-11:15 Lunch
11:15-12:15 Period 3
12:15-12:20 Transition
12:20-1:20 Period 4
1:20-1:30 Somerset Spartan Seminar

*Scholars are considered tardy after 8:15am and must report directly to the front office for a tardy slip.*
A Message from Your Principal

Each family is part of something very special at Somerset College Preparatory Academy. Parental involvement is a key component to any child’s academic, social and emotional success. At SCPA, we believe it is a fundamental component for each child’s wellbeing. Our top caliber faculty and staff have been chosen because they share in the belief of raising and educating children to their highest potential. Together we can achieve these goals.

We expect our sixth year to be as successful as our first five years. With hard work by students, teachers and parents, we were an A rated school this past year. We appreciate the commitment by our clientele. Thank you to all of our parents, faculty and staff who work so very hard to help our children achieve. This year we will make the Personal Learning Plan (PLP) the backbone of our school’s approach to meeting every child’s needs. Parent/Instructor conferences will be held as needed during the year, and all parents should feel free to call and schedule a conference at any time. Our parents are always welcome. Progress reports and report cards detailing achievement will be issued periodically. A schedule of those issuances will be sent home during the first few weeks of school.

Challenge is important for all children, but not to be made so difficult that they feel lost or so easy they become bored. We will work with the scholars and parents to attain a balance for each child.

The twenty hours of required volunteer time can be reached by helping with the lunchroom, classroom, field trips, front office work, donations, bus duty and fund-raisers. The time spent as a classroom volunteer is especially appreciated. This is not a drop-in affair. We schedule our parents to assist with meaningful academic intervention strategies. It is fairly prescriptive and a welcome help to the learning environment.

The Curriculum Bulletin is designed to assist parents and scholars select the appropriate courses for the next school year. As you read the bulletin carefully, you will find a comprehensive selection of both required and elective courses to choose from. Hence, the subject selection process enables us to offer a diverse curriculum while meeting graduation requirements. Although we will do our best to place your child in their preferred courses of interest, it is critical that your child chooses a fourth and fifth alternative in order to guarantee their needs are met to the best of our ability.

As your principal, I am committed and determined to provide our scholars with a safe and challenging environment. Our administration and staff will continue to hold high expectations to be met by our scholars. It is in the spirit of meeting this challenge, that I invite all of our parents to partner with our scholars, their instructors, coaches, guidance counselors and administrators in collaborating to help pave the path to the endless new horizons of greater scholar achievement. I personally look forward to seeing all of you at our school functions throughout the year.

Thank you for sharing your children with our family of faculty and staff at SCPA. If you have any questions or needs, please contact us. We are here to serve you.

Principal Erika Rains
Somerset College Preparatory Academy
Somerset College Preparatory Academy
Mission & Vision

Mission
The mission of the Somerset College Preparatory Academy begins with providing aspiring young minds with the opportunity and skills to become competitively successful individuals in a global society. This opportunity facilitates the collaborative effort of parents, school and community stakeholders, creating a partnership that fosters an equitable environment. The goal of this partnership is to produce literate, self-directed and responsible citizens, while developing critical thinkers and active learners. Scholars are exposed to a rigorous academic program that will culminate in the increase of academic achievement and prepare them for the challenges of the post-secondary level of education.

Vision
It is the vision of the Academy to become an educational environment where academic excellence is the norm and cultural diversity is respected; to create a plan that enhances learning through information, communication, education and technology. We will strive to prepare all scholars to be lifelong learners in an ever-changing world. Learning will take place within and beyond school walls by sharing community resources and providing equitable access to information and communication technologies for all members of our community.

Somerset Academy Inc.
Mission & Beliefs

Mission
Somerset Academy, Inc. promotes a culture that maximizes scholar achievement and fosters the development of responsible, self-directed life-long learners in a safe and enriching environment.

Beliefs
S-Set high expectations
O-Objective
M-Meaningful Curriculum
E-Effective
R-Resourceful and Responsible life-long learners
S-Scholars who achieve proficiency and beyond
E-Evaluate continuously and use data to drive curriculum
T-Instructors who are highly qualified
Somerset Board of Directors

Andreina Figueroa, Chair / Director
afigueroa@somersetacademyschools.com
Elected: 12/11/08

Lourdes Isla, Vice-Chair / Secretary / Director
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Elected: 6/11/09

David Concepcion, Director
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Louis Marin, Director
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Elected 3/15/13

George Ozuna, Director
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Elected 3/15/13

School Based Administration

Principal
Erika Rains

Assistant Principal
Tim Tredor

Athletic Director
Ryan Weston
The Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) is a federal law. The intent of this law is to protect the accuracy and privacy of scholar educational records. Under this law, parents/legal guardians have the right upon request, to inspect, release, and challenge information contained within the scholar's educational records. Without prior consent, only authorized individuals having legitimate educational interest will have access to confidential and other kinds of information contained in those records. This Board approved directive for implementing the provision of the Family Educational Rights and Privacy Act is contained in the document "Scholar Educational Records," and is available through the Division of Scholar Services, Saint Lucie County Public Schools.

FERPA’s legal statute citation can be found in the U.S. Code of Federal Regulations for Title 34; (20 USC section 1232g; 34 CFR Part 99). Educational records include a range of information about a scholar that is maintained in schools in any recorded way, such as handwriting, print, computer media, video or audiotape, film, microfilm, and microfiche. Examples are:

- Date and place of birth, parent(s) and/or guardian addresses, and where parents can be contacted in emergencies;
- Grades, test scores, courses taken, academic specializations and activities, and official letters regarding a scholar’s status in school;
- Special education records;
- Disciplinary records;
- Medical and health records that the school creates or collects and maintains;
- Documentation of attendance, schools attended, courses taken, awards conferred, and degrees earned; and,
- Personal information such as a scholar’s identification code, social security number, picture, or other information that would make it easy to identify or locate a scholar.

Personal notes made by instructors and other school officials that are not shared with others are not considered educational records. Additionally, law enforcement records created and maintained by a school district law enforcement unit are not education records. Parent(s)/legal guardian(s) are guaranteed the right, upon request, to inspect and review their children's records and to obtain copies of them under federal and state laws. Parent(s)/legal guardian(s) are guaranteed a right of "meaningful" access to copies of their children's records. The parent's rights extend to any lawyer, lay person, or advocate whom the parent(s)/legal guardian(s) authorizes to represent him or her. Access must be granted within 30 calendar days from the initial request.

School calendar year:
S.C.P.A. will adhere to the Saint Lucie County School District’s calendar.
*Calendar subject to change according to Saint Lucie County School Board

Meals:
The Saint Lucie County School District will provide school meals.
Free and reduced lunch applications will be made available during the first few weeks of school.
**DRESS CODE**
A higher standard of dress encourages greater respect for individuals, scholars and others, and results in a higher standard of behavior. Our dress code guidelines indicate appropriate school dress during normal school days. SCPA reserves the right to interpret these guidelines and/or make changes during the school year. Scholars are expected to follow these guidelines. Every scholar in attendance shall wear the school uniform.

A scholar in violation of the dress code will be asked to leave and return when in compliance or may choose to call for appropriate attire and wait in the office until such attire has arrived and scholar has changed. The scholar will be marked absent, unexcused. We all desire the scholars to be in class, but we cannot have a policy that some follow and others do not.

Parents select to have their children attend Somerset College Preparatory Academy with full acknowledgement of the expectations and policies. Purchasing uniforms from SCPA designated and approved vendors are a policy requirement. Parents may not purchase an article of clothing and have it embroidered with the SCPA logo. This is a copyright infringement.

Uniform policy Monday through Thursday:
Tops (All school shirts will have the **school logo in school colors: burgundy, banana, white**)
- School Polo Shirts
- School Oxford style shirts
- School hoodies/jackets/outerwear
  * *Shirts can be purchased from Aztec Graphics*

Bottoms
- Docker-style pants/slacks in black or khaki/tan
- Jeans (a solid shade of blue, black or gray denim with no logos, markings, or prints)
- Pants worn at the waist
- Shorts (finger-tip length) worn at the waist
- Capris worn at the waist
- Skirts (finger-tip length) worn at the waist

Items purchased from your choice of vendors:
Shoes: Dress shoes or tennis shoes with backs & closed toe, only. Shoes must always be tied
Hair: Hair must be neat and clean.

**Uniform policy for Fridays:**
- Any of the above uniform pieces
- SCPA T-Shirts, Class Tee, Senior Hoodies, Fan Cloth items, and any other purchased fundraising item of clothing.

**Clothing Items not permitted:**
Wearing any of these items will result in a dress code violation (Repeated dress code violations will result in referrals/detention).
- Any non-school polo
- Any non-school button down shirt
- Any jacket, sweater, hoodie, vest, outerwear that is not school issued
- Any bottom containing spandex
- Any bottoms with frays, rips, or tears (regardless of whether skin can be seen or not)
• Any clothing item that cannot be pinched and pulled away at least ½ inch away from the skin without pinching the skin
• Any low cut tops
• Tank tops, or tops with spaghetti straps
• Open toed shoes, shoes without backs, flip flops, sandals
• Hats, hoods, or headgear of any kind while in the building/classrooms.

**PE Dress Code**
• Natural tee shirts that say "Somerset Spartans"
• Friday tee shirts
• Solid Black or Burgundy basketball shorts or sweatpants
• Items with logos/print/etc. are not permitted for PE

**EMERGENCIES**
Illness: The importance of regular attendance cannot be over-emphasized, but scholars should not be sent to school when they are ill. If a scholar becomes ill during the school day, and it appears they would be best cared for at home, the parent will be contacted. There are very limited facilities in the school, making it impossible to keep sick scholars for long periods of time. School personnel must be notified of any scholar’s chronic illness (i.e. asthma, diabetes, heart conditions or seizures). This notification heightens awareness in case of an emergency.

Injury: The procedures listed below will be followed for an injured scholar:
1. Instructors will send the scholar to the office if the injury is minor.
2. Instructors will notify the office if the scholar is unable to be moved.
3. Trained personnel will administer first aid.
4. The parent(s) will be called and the injury described. Emergency services will be called in if the injury warrants such.

For a minor injury the parent will make the decision about removing the scholar from the school. Emergency contact persons will be called if the parent cannot be reached. For this reason it is imperative that emergency contacts be up to date. An accident report will be completed and filed for most accidents.

**Field Trips**
As a learning experience, instructors may plan field trips. Parents may be asked to assist the instructor as chaperone. Parents serving in this capacity may not have other children accompany them. Parents who are officially selected to be chaperones may count their hours on the field trip as volunteer hours. The Guidelines for Chaperones Form must be signed prior to any parent chaperoning a field trip. Parent chaperones are required to adhere to these guidelines.

Participating in field trips is a privilege. Scholars serve as representatives of the school; therefore, they may be excluded from participation in any trip for reasons relating to behavior, conduct or grades. To participate in field trips, scholars must have a GPA of 2.0 or higher. The GPA used is the cumulative GPA, which includes all subjects/courses. Participation will be determined by the grades from the most recently published report card or progress report. Any School Suspension can negate attending a field trip.

Parent permission must be given for scholars to participate in field trips. The instructor will send permission slips and information about each field trip 2-4 weeks prior to each field trip.
Money and permission slips must be turned in according to the instructor’s instructions, prior to the field trip or the scholar will not be permitted to take part in the field trip. The scholars must wear the instructor-designated uniform on all field trips.

**THE SCHOOL UNIFORM POLICY DOES NOT CHANGE FOR FIELD TRIPS.**

Two items are required in order to attend a field trip.

1) Field Trip Authorization forms must be filled out completely and signed and returned by the preset deadline for each field trip.

2) The Authorization for Medical Treatment form is required to be filled out completely and notarized for out of county field trips. This will be completed once at the beginning of each year.

Once fees are paid for a field trip the fees are non-refundable. Field trip costs are predetermined based upon a certain number of participants who will share the total expense. The only consideration for a refund would be based upon a verifiable death in the family or an injury to the scholar that precludes them from field trip participation. Most fees are pre-paid and thus non-refundable. The field trip environment is still considered a classroom and class rules are still in force. Children may not be checked out of any off-campus field trip without prior approval from the administration. This is not recommended due to instructor responsibility, instruction, confusion and liability.

**Ineligibility for extracurricular activities and athletics**

In order to foster its students' academic success, Somerset College Preparatory Academy maintains a number of provisions for assisting those students who are deficient in their academic performance. Among these is the policy of limiting student participation in all school sponsored extracurricular and interscholastic activities until such time as s/he demonstrates sufficient improvement in his/her studies.

In order for students to participate in Extracurricular Activities they must have a permission slip signed by their teachers that includes their current grade and a comment section. This permission slip must be signed for each activity. (Example: If the volleyball team has 3 matches in 1 month, students on the volleyball team would need to get the permission slip signed by every teacher, every time, in order to participate.)

**NORMS:** Students are ineligible who, at the distribution of grade reports, are failing ONE or more subjects. A grade below 60% constitutes failing.

Students may also be declared ineligible indefinitely due to disciplinary reasons as determined by the Administration, in the judgment of the Principal and/or Assistant Principal for Academics, if their academic welfare is in jeopardy.

Students failing ONE or more subjects as indicated by mid semester grade postings may also be declared ineligible.

**Length of ineligibility:**

The ineligibility period will last a minimum of a 10-school day period. Students who are ineligible may not participate in team/club functions involving any extracurricular activity. Ineligible students will be required to attend tutoring during or after school in order to help them with the classes in question. Should appropriate academic progress be shown to the Assistant Principal for Academics following that 10 school-day period, a student will be re-instatement.
student will not be declared eligible until he has demonstrated the appropriate academic progress. The ineligibility period does not allow for practice and/or participation with a sport on weekends or vacations. Students declared ineligible due to mid-marking period reports remain so at the discretion of administration.

**Reinstatement of eligibility:** Evaluation forms are available from administration. The student is required to have each of his teachers complete the form and return it to administration for approval. If approved, the student receives a reinstatement form to be given to his coach/moderator.

Tryouts for sports and activities are not affected by ineligibility.

**Academic Honesty:**
Somerset College Preparatory Academy encourages each of its students to actively participate in the learning process. It is the school's expectation that students, over time, will be increasingly able to learn on their own and produce work that shows their integrity and their efforts. This development requires special care in maintaining an attitude of academic honesty through the student's four years at SCPA.

The academically honest student:
- Prepares thoroughly for all academic assignments
- Tries his best at all assigned tasks
- Takes ownership of his talents and abilities
- Seeks appropriate help when he fails to understand
- Makes proper use of the efforts and thoughts of others
- Takes pride in each assignment as an example of his own skill and effort

To recognize the talents and efforts of each student and to promote the fundamental principles of mutual trust and respect, SCPA encourages student effort and insists on academic honesty. Among the types of academic dishonesty not tolerated at SCPA are the following:

**Cheating** - Student use, or attempted use, of unauthorized materials in any academic situation or solicitation of someone else to do work for which he is responsible. Examples of cheating or violation of testing protocol include but are not limited to:
- Using open notebooks, texts, or other course materials without permission
- Exchanging answers with another student on any graded assignment
- Copying another's test answers with or without his permission
- Possessing "cheat notes"
- Demonstrating an intent to cheat
- Providing answers for any assignment

Students must comply with the testing procedures specified by the teacher. Violations of testing procedures will be considered under the cheating policy but may not be given the same consequence.

**Fabrication** - Inventing or falsifying information. Examples include:
- Inventing lab data
- Citing sources not used
**Copying** - Examples include:
- Copying homework or papers from another person or allowing someone to copy homework or papers
- Acquiring answers from the internet or other electronic sources and purporting them as one’s own
- Using teacher edition texts or teacher answer keys or test copies

**Deception/Misrepresentation** - Lying about student work or academic records. Examples include:
- Forging a teacher's or parent’s signature on any document
- Taking credit for group work without having contributed as required

**Electronic Dishonesty** - Using network access inappropriately. Examples include:
- Using another's computer account
- Invading another's files
- Using material from another's stored files (e.g. network storage, flash drive)
- Damaging or deleting another’s computer files

**Plagiarism** - Plagiarism is the use, intentional or not, of the writing or ideas of others and representing them as one's own. Text manipulation is plagiarism. Paraphrasing the ideas of someone else is plagiarism. Credit **must** be given to all outside sources, including, but not limited to: research materials, online databases, internet sources, encyclopedias, charts, graphs, pictures, quotations and paraphrasing and summaries of another's written or spoken words. Plagiarism, regardless of intent or degree or amount, is theft and violates academic integrity. Students uncertain about what material to cite should consult teachers for guidance and advice.

**Penalties for Violations of Academic Integrity** - Because academic honesty serves as a measure of personal integrity and provides a foundation for the academic strength of Somerset College Preparatory Academy, any violation of it is considered a serious offense. Such offenses are cumulative. A student remains responsible for all violations of academic honesty committed at any time during their SCPA career.

First time violators:
- 0% on the work in question with make up
- Automatic three (3) Saturday Detentions from 9:30-12:30 PM
- Automatic academic probation
- Parent Notification

Second time violators:
- A three day suspension (minimum) or possible dismissal from SCPA

**Technology policies**
Each teacher at SCPA has a different technology policy, and students are made aware of each teacher’s policy on the first day of the school year. This policy will also be in the teacher’s class syllabus. In the event that a teacher feels a student’s electronic device is causing a disruption or distraction to the student or the class, the following results will occur:

**First Offense**: Teacher will take the electronic device from the student. The device is returned at the end of the class, with a detention.
**Second Offense:** Teacher will take the electronic device from the student. The device is given to the main office, and the student can get the device and a detention back from Mrs. Rains at the end of the school day, with a detention, and parent notification.

**Third Offense:** Teacher will take the electronic device from the student. This offense will result in a referral, and the electronic device must be picked up by a legal guardian from the main office.

*A student who repeatedly abuses the technology policy may eventually earn a suspension or dismissal.*

**Bathroom policies**
To deal with an increase in loitering, student disappearance, and damage to school property, a number of institutionalized bathroom policies are being enacted. All students are required to buy a planner for the school year, and a number of these policies will be used in conjunction with the student planner. As the planner only has a limited number of bathroom “slots” in it, the goal is to discourage students from using the bathroom every period, and to make better use of passing time between classes.

- Students must have their student planner in order to leave class to use the bathroom.
- The student planner must have the student’s name written in sharpie on the planner in order to use it as a bathroom pass.
- Students must fill out time and destination in their planner, and have a teacher sign off on it before they can leave the classroom.
- Students are not allowed to use the bathroom in the first or last 10 minutes of a class period.
- During the last period of the school day students may not use the restroom after 3:00PM.
- If a student has completely used all of their bathroom passes in the first or second nine weeks it will result in a parent teacher conference to address any possible issues.
- If a student has filled all of their bathroom slots they will be required to purchase a new student planner.
- If a student has a medical issue that affects his or her bathroom usage, this issue should be made known to administration and teachers via a doctor’s note.

**Communication**
Communication is absolutely essential for success in any human endeavor. The administration and staff recognize this and will strive to facilitate open and frequent communications with parents at all times. Also, an annual survey will be conducted and your participation is crucial in aiding the school to identify areas of success and determining areas that are in need of improvement.

In addition to the report cards and conferences, instructors have information their websites regarding class assignments, projects and homework. If a parent has no internet access, a hard copy of the newsletter will be available upon request. Progress reports and/or report cards will be sent home on the following dates: 8/25, 9/8, 9/22, 10/6, 10/20, 11/3, 11/17, 12/8, 1/12, 1/26, 2/9, 2/23, 3/23, 4/6, 4/20, 5/4, 5/18. An interactive, online tool for monitoring scholar grades, SKYWARD Parent Portal, will be available for all scholars and parents. This tool will be updated in alignment with the above dates. Student access is their 562 number for the user name.
and their date of birth, using two digits for the month and two digits for the date (with no year) as the password.

Please feel free to consult with the office regarding any problems or questions that concern your child. It is the desire of the administrators and the faculty to be of service to both parent and scholar, and every instructor welcomes a conference with any parent.

We do urge, however, that such visits be made by making an appointment with the main office at a convenient before or after-school hour. Parents are asked not to meet with an instructor before or after class unless a conference has been scheduled in advance. If there is a concern, it is SCPA policy to have the parent email the instructor first, and then speak to administration if the issue is unresolved.

The school newsletter will be available online. Information can be found on our website at www.somersetcollegeprep.org.

It is extremely important that any change of physical or email address, telephone number or other vital method of communication, or pick-up authority, be completed by the legal parent/guardian in person in the front office. BY STATE LAW, two new proofs of address must be provided for a change of address.

“Home-learning” policy
The purpose of homework is to develop effective study habits. It is also used to reinforce concepts that have been taught or to work on projects that have been assigned. If a child does not understand his/her assignment after trying to do it at home, please send a note to the instructor indicating the problem.

The school requires scholars to purchase an assignment planner. It can assist your child in keeping track of the homework. Assignments must be completed on time and be properly written. The only acceptable excuse for incomplete homework is the scholar’s illness or a written note stating an emergency, which prevented homework from being done. If a scholar fails to bring in homework, he/she should complete it for the following day. Instructors keep daily records of homework assignments, which are used in determining quarterly grades. Always complete work, even if it is late.

Parents may help in the following ways:
• Show an interest in your child’s work
• Provide a place and time for quiet study
• Encourage home reading and listen to your child read
• Review the homework for neatness and completeness
• Refrain from doing the work for your child
• Discuss problems related to home study with your child’s instructor

**It is important to note that “home learning” is the responsibility of the scholar.**

Industrial books, equipment, supplies and materials
Books and materials are expensive and should be cared for properly. Books must not be written in or on, unless it is a consumable workbook. Charges will be assessed for damaged or lost books/materials, based upon replacement costs.
Scholars will be expected to provide all basic supplies such as paper, pencils, etc. as required by the classroom instructor. Any additional supply needs will be requested in writing by the classroom instructor.

**Lost and found**
Throughout the school year, lost items should be turned in to the school office. Anytime a scholar loses an item, he/she may come to the office to claim it. Items unclaimed at the end of each semester will be donated on a regular basis to various charitable institutions.

**THEREFORE, PLEASE HAVE YOUR CHILD’S FIRST AND LAST NAME ON ALL PERSONAL PROPERTY.**

**Medication**
The administering or dispensing of any medication (including non-prescription medication) to scholars by employees of SCPA without specific written authorization by the parents and physician is forbidden. If it is absolutely necessary that the child take any medication while he/she is in school, the parent must sign an authorization form and have the form completed by their physician. Please obtain this form in the school office. The medication will be kept under lock and key in the office and will be administered by office personnel. A parent may also choose to come to school and administer medication.

**Parent teacher student organization (PTSO)**
A great portion of each child’s day is spent at school; therefore, his/her growth and development become a joint responsibility between the home and school. Everyone is urged to become active in helping further the goals and growth of the PTSO.

The faculty, staff and administration hope that all of the parents will become active members supporting the school and the organization. Officers will be elected yearly according to the organization’s bylaws and district/state guidelines.

The PTSO will sponsor fundraisers throughout the school year. Monies generated by fundraising events will be used to purchase materials and equipment for the scholars, faculty, staff and general school purposes.

PTSO board meetings are held regularly and are open to anyone who wishes to attend. All members are eligible to vote on issues brought before them for consideration during the general PTSO meetings.

**Attendance Policy**
Anytime a scholar returns to school after an absence, a note MUST be brought from home. DOCUMENTATION FOR EXCUSED ABSENCES MUST BE FILED WITH THE PRINCIPAL’S OFFICE WITHIN THREE (3) DAYS OF THE ABSENCE OR THE ABSENCE IS UNEXCUSED. It is the responsibility of the parents or legal guardian to submit the reason for each absence that has not been pre-approved by school administration. Parents or legal guardians shall be required to justify the scholar’s absence. Justification will be evaluated based on the policy below regarding excused or unexcused absences. The final decision for approval will rest with the school principal. Acceptable excuses for scholars’ absences are illness (physician’s note required), a death in the family, a dental or doctor appointment (statement from doctor’s office required), court appearance, a school-sponsored event or activity
that has been previously approved or religious holiday. Scholars may be released from school in order to participate in a religious observance upon prior written request of his/her parent or legal guardian.

Unexcused absences are those absences that are not justified according to the rules of this policy by the parent or legal guardian. In addition, truancy, out of school suspension, expulsion and/or skipping are considered unexcused absences.

If you need to take your child out of school before the end of the school day, you must come to the school office and sign him/her out. A school employee will send for your child. Three unexcused early dismissals will constitute one unexcused day. You may not check your student out after 3:15.

Skipping class is defined by one or more of the following criteria:
   1. Failure to sign/check out when leaving school before the end of the official school day.
   2. Absent from class without parent or legal guardian’s knowledge and/or permission.
   3. Absent from class without instructor knowledge and/or permission.

Although the school does not support scholars missing school for vacation purposes, any scholar missing school for vacation must notify the administration. Notification must be made in writing at least two weeks in advance so instructors can have the appropriate work ready for each scholar. This will be considered part of our Family Leave Policy. Scholars with a 2.0 or lower G.P.A. in core subjects are encouraged not to miss school. Your child(ren) must be in attendance 170 out of 180 days or they may be considered for retention or dismissed from the program.

**Final Exam Exemption Rule**

Students may be exempt from taking a final exam if they have less than 5 excused or unexcused absences in their qualifying course* in a semester. The final exam grade used in this case is the grade that the student earned in that course. Students who qualify for the exemption may elect to take the final for the opportunity to earn a higher grade.

*Qualifying course is a course that is not already tied to an EOC. Courses that do not qualify are: Algebra 1, Geometry, Biology, and US History.

**Make Up Work – Excused Absences**

Scholars are expected to make up all work missed during excused absences. The scholar must contact the instructor on the first day back in school in order to make arrangements to make up the work. Scholars are permitted one day per day absent to make up work. The instructor and/or the principal may grant additional time for making up work if warranted by the individual situation. All assignments, including tests and exams announced in advance of the scholar’s absence, must be made up on the day the scholar returns to school. Instructors have the prerogative to require a scholar on school or administrative leave to complete work assigned in advance of the leave.

**Make Up Work – Unexcused Absences**

It is up to individual instructors as to whether or not they will accept missing work due to unexcused absences. If an instructor chooses to accept make-up work, the scholar is permitted one day per day absent to make up the work. The individual instructor will determine how much credit to assign for make-up work as a result of an unexcused absence.
**To avoid having the school become involved in personal family conflicts, parents or guardians should submit to school authority’s copies of any legal documents which indicate who has legal access to the child and his/her records during school hours. In the absence of legal documentation school officials will provide access only to those individuals whose names appear on the scholar data card. Friends and strangers will be denied access to a scholar in the absence of verified parental consent. Even if we know you are a parent, but you do not have court specified rights to pick a child up at a time different from that specified, we will need to secure permission prior to release.

**Code of Conduct**

Somerset College Preparatory Academy is a college preparatory school. The Academy holds its scholars accountable for the highest level of scholar conduct. We expect our scholars to treat others with respect and courtesy. The goal of the Code of Conduct is to assist scholars in developing self-discipline, character and responsibility for our school, the larger community, family and fellow scholars. The primary objective of this code is to develop each scholar’s potential for learning and to foster positive interpersonal relationships.

If this is to be accomplished, it is necessary that the school environment be free of disruptions which interfere with teaching and learning activities. The scholar’s conduct determines to a great extent the full development of his/her potential for learning and the development of positive relationships.

**Lunch hour conduct**

Scholars will proceed through the lunch line in an orderly fashion, “first come, first served.” Scholars may not hold a place in line for other scholars. Scholars are responsible for cleaning up after themselves by placing their trash in the proper receptacles and helping to maintain a clean eating environment. Scholars are to report promptly to their lunch period and are not permitted to leave the designated lunch-time areas without the permission of the supervising faculty. Misconduct during lunch will result in disciplinary sanctions.

**Use of portable electronic devices**

Cellular telephones and other electronic equipment may only be used in the Academy building under the direction and by the instruction of classroom educators. Cell phones and other electronic equipment should be used for educational purposes only, and any other use may result in confiscation. If an electronic device is confiscated, it will be returned at the end of the day. An electronic device that is confiscated a third time will be returned only to the scholar’s parents or legal guardian. If a student is caught texting or FaceBooking in class, the device will be confiscated and student will receive a detention. A scholar’s personal laptop computer may be used in class only with the instructor’s permission.

**Discipline Matrix**

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Rules</th>
<th>Consequences</th>
<th>By whom</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPCA scholars will contribute to keeping the campus safe for everyone.</td>
<td>No scholar shall possess, sell, use, or furnish any type of weapon, or dangerous object, including, but not limited to firecrackers, matches, lighters, stink bombs, etc.</td>
<td>Up to and including immediate dismissal</td>
<td>Admin</td>
</tr>
<tr>
<td>Expectation</td>
<td>Rules</td>
<td>Consequences</td>
<td>By whom</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
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<td>---------------------------------------------------</td>
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</tr>
<tr>
<td>SPCA scholars are expected to resolve conflicts peacefully, which means reporting potential problems to instructors, counselors, staff, or administration.</td>
<td>No scholar is permitted to threaten to cause or actually cause physical injury to another. Spectators and instigators will be treated the same as fighters. Bullying is not allowed and will be dealt with strongly.</td>
<td>Up to and including immediate dismissal</td>
<td>Admin</td>
</tr>
</tbody>
</table>
| SPCA scholars respect themselves, other scholars, and all staff at all times. | THE FOLLOWING ARE NOT ALLOWED  
  • Disobedience/Disrespect  
  • Defiance/Lying  
  • Intimidation  
  • Profanity/Vulgarity  
  • Obscenity  
  • Racially inciting statements  
  • Sexual harassment  
  • Hate crimes | Up to and including immediate dismissal | Admin |
| SPCA is a drug, alcohol and tobacco free learning environment.               | No scholar shall possess, sell, furnish, use, or be under the influence of any alcohol, tobacco, narcotic, or controlled substances. Possession of drug paraphernalia is not allowed. Prescriptions should be kept in the main office with required documentation. | Up to and including immediate dismissal-Contact Law Enforcement | Admin            |
| SPCA scholars are responsible citizens who respect their fellow scholars and their school. | THEFT, ROBBERY, EXTORTION, GRAFFITI, VANDALISM, AND PROPERTY DAMAGE ARE NOT ALLOWED:  
  Scholars are not allowed to steal, attempt to steal, take or damage property of another or any SCPA property or equipment. | Up to and including immediate dismissal-Contact Law Enforcement | Admin |
| SPCA scholars will come to school dressed according to the SCPA uniform policy in all aspects. | Scholars will wear approved SCPA uniforms purchased from the designated SCPA vendor, with SCPA logo. | Parent Phone Call and Unexcused absence until issue is rectified: 10 per year can result in retention | Admin |


<table>
<thead>
<tr>
<th>Expectation</th>
<th>Rules</th>
<th>Consequences</th>
<th>By whom</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPCA scholars will attend all their classes.</td>
<td>Scholars may not leave campus without written permission and proper identification from person picking up the scholar</td>
<td>Unexcused absence: 10 per year can result in retention or dismissal</td>
<td>Admin</td>
</tr>
<tr>
<td>SPCA scholars are expected to be in class on time.</td>
<td>All scholars are expected to be in class on time. Entering the classroom late disrupts the educational process as per SCPA tardy policy.</td>
<td>3 morning tardies for non-bus riders= 1 detention. 1 transitional tardy or morning tardy for bus-riders= 1 detention. 3 detentions= 1 Saturday detention.</td>
<td>Admin</td>
</tr>
</tbody>
</table>

**“Up to” can include the following:**

- OSS Out of school suspension
- ASD After school detention
- ISS In school suspension
- SS Saturday school

**Detentions/Suspensions**

1. Detentions are held after school for one hour. Scholars will be given notice of detention. Detention must be served when scheduled. Scholars present for any part of a school day will be expected to serve a detention if it is scheduled for that day. Acceptable reasons for missing a detention include scholar illness or a doctor’s appointment. Written proof of a doctor’s appointment will be required upon the scholars return to school. If such proof is not provided upon the scholars’ return, they will be considered to have skipped the detention. Detention takes precedence over any other after school activity or sport.

2. Scholars who fail to attend detention as scheduled, arrive late to detention, or who are asked to leave detention for misbehavior will be assigned one Saturday School.

3. Detentions not served in one school year may be carried over to the next school year at the discretion of Administration.

4. Scholars will be notified of receipt of detentions.

5. An excessive amount of detentions may cause a scholar to be liable for dismissal from SCPA or probation upon recommendation of the Administrative Team. Only the Principal may ask a scholar to withdraw from the Academy (mandatory withdrawal). Once a scholar is withdrawn, their re-admittance in the future will be at the discretion of the Principal.

*Under ordinary circumstances, one or more sanctions may be appropriate. However, a scholar may be placed on probation for all or part of one school year due to a previous school year’s infractions. Scholars who have been suspended two or more times in a school year may be placed on probation for the first quarter of the following year. Suspensions will be recorded in the scholar’s permanent record, and are maintained on file from year to year.

**LEVEL ONE- CONFLICT RESOLUTION PROCESS**

Any parent/guardian who has a problem with the school procedures must follow the Conflict Resolution Process to address his/her concerns:
1. Meet with the instructor or team of instructors
2. Meet with the other staff personnel: discipline committee member, guidance counselor, ESE coordinator, etc.
3. Meet with the Principal

LEVEL TWO- CONFLICT RESOLUTION PROCESS

For an infraction which may lead to a suspension or recommendation for dismissal, the following steps listed below may be followed:

1. Meet with the instructor or team of instructors
2. Meet with the other staff personnel: discipline committee member, guidance counselor, ESE coordinator, etc.
3. Meet with the Principal
4. Meet with Board’s designated Parent Liaison for conflict resolution:
5. Appear before the Board of Directors for a final appeal.

Parent volunteer hours and rules

In order to maintain harmony and a positive atmosphere, all volunteers must abide by the following rule: Under NO circumstances may any volunteer contact other parents or individuals for non-supportive, negative or derogatory communication as a representative of the school. If there is a concern, it must be addressed with the instructor(s) first at the appropriate time. If not satisfied after this communication the parent shall contact the principal. Failure to follow these procedures can constitute loss of privilege to volunteer in classes. Parents have many opportunities to volunteer their time both at school and at home. Volunteer sign-ups are available through the main office. Other opportunities are announced throughout the school year.

Parents are required to log the volunteer hours with the front office staff. Parents are required to volunteer 20 hours per family per year or prorated to two hours a month if their children are accepted after school has begun. If there are extenuating good cause circumstances that prohibit a parent or parent stand-in from completing the required volunteer service hours, the parent will be instructed to meet with administration to explore an alternative means of involvement.

We appreciate the additional hours beyond the required 20 that many of you will contribute. This helps the school, your child and all children at SPCA.

Section 1002.33(10)(e)5., F.S., states that a “charter school may limit the enrollment process only to target the following scholar populations: ...scholars who meet reasonable academic, artistic, or other eligibility standards established by the charter school and included in the charter school application and charter or, in the case of existing charter schools, standards that are consistent with the school’s mission and purpose.”

Consequently, if a new charter school includes the parent volunteer requirement in its application and charter, or if the requirement is consistent with the mission and purpose in an existing charter school, the parent volunteer contract is enforceable under Florida law. Failure of a parent or parents to uphold or fulfill their responsibilities under that contract would be sufficient grounds for that charter school to deny admission to the child the following year.
What counts toward volunteer hours? The following are examples, but not a comprehensive list.

- School Advisory Committee (SAC) duties
- General meetings, Board meetings, Booster meetings, Choir meetings, Band meetings
- Board member
- Working in the classroom
- Helping with classroom items at home (decodable books, book orders, etc.)
- Copying
- Room parent duties
- Eating lunch with child
- Orientation
- Media Center help
- Lunchroom help
- Working the drop off/pick up line, opening doors for children
- Campus maintenance
- School approved tutoring
- Working sporting events

Annual Notice Regarding Disclosure of Scholar Directory Information

Federal and State laws require that SCPA, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from a scholar’s education records. However, SCPA may disclose appropriately designated directory information without written consent UNLESS you advise SCPA to the contrary.

Parent(s) or former scholars shall have 30 days from the date of this notice to inform the scholar’s school principal, in writing, that any or all of the directory information should not be released without their consent. Such directory information includes SCPA has designated the following information as directory information:

- A scholar’s name, address and telephone number (if there is a listed number)
- Image or likeness in photographs, videotape, film or other medium
- Date and place of birth
- Major field of study
- Current grade level
- Participation in officially recognized activities and sports
- Weight and height of athletic team members
- Dates of attendance
- Degrees and awards received
- Most recent previous educational agency or institution (school or center) attended by the scholar.

Directory information is generally not considered harmful or an invasion of privacy if released. Directory information relating to scholars shall be released only to the following:

- In-school use of scholar directory information for official school business
- Scholar directory information, without addresses or telephone numbers, for school annuals, school newspapers, honors lists, and printed materials or programs for extracurricular activities.

Right of SCPA Scholar DISMISSAL
FS 228.056 10(a) 7 identifies the charter school’s authority to develop and implement admission procedures and dismissal procedures. The charter contract between Saint Lucie School District and Somerset Academy, Inc.; affords the charter school the right of dismissal.

*Rationale for dismissal:*
Families and scholars who fail to meet the SCPA Board established policies for continued enrollment include:

- Wearing Board approved uniform as designated by time and location and manner as per SCPA policy.
- Attendance requirements as per FS 1001.41 requiring a minimum of 170 days of attendance.
- Behavior as per SCPA policy.
- GPA Minimum of 2.0 policy
- Parent volunteer hours not being adequately met as per SCPA policy.

Steps taken prior to dismissal
A. Documentation
   1. Document uniform violations and notify parent.
   2. Document discipline violations and notify parent.
   3. Document parent volunteer hours and notify parent.

B. Conferences
   1. Refer for Discipline Committee as appropriate.
   2. Hold conferences with parents and scholar regarding violations.
   3. Hold dismissal hearing with parents and scholar.

Dismissal Procedures
   1. Letter to parent regarding intent to dismiss and requesting a hearing.
   2. Final declaration of dismissal or option of withdrawal.
   3. Transfer records to home-zoned school.

**Severe Weather information**
Somerset College Preparatory Academy will follow the same instructions as Saint Lucie County Public Schools in case of severe weather emergencies. Parents should watch the local news for information about school closings. Site based decisions will only differ from that of the district in cases of extreme emergencies and will be communicated to parents via email and text blast.

**Safety System**
If you visit the school, you MUST enter through the front door of the main office and check in with the front office staff. You MUST have your picture identification with you so that the front office staff can verify your identity. A visitor’s badge will be issued to you and you MUST wear the badge at all times while on campus.

**Scholar Gifts**
Please DO NOT send or bring gifts such as balloons, flowers, etc., to scholars. Office space is very limited and we do not have the staff to deliver these. If you send these, they will be held in the front office for pick up at the end of the day.
Scholar Rights
Scholars have the right to feel safe from threats and bodily harm. Disruptive behaviors are never acceptable, and when they occur, they will result in time out, exclusion from participation in class activities, suspension or dismissal.
Parents who have a conflict with a scholar other than their own child are requested to speak to the Administration. At no time may parents approach the scholar directly.

All scholars and employees will be treated with respect. Slurs, innuendoes, hostile treatment, violence or other verbal or physical conduct against a scholar or employee will NOT be tolerated.

Prior to suspension or dismissal, the scholar has the right to a fair hearing as outlined by the Code of Conduct. Dismissal offenses include but are not limited to the following:
1. Fighting or other dangerous and/or disruptive behavior.
2. Smoking on school grounds or possession of tobacco products.
3. Being under the influence or possession of alcoholic beverages on school grounds.
4. Defacing or vandalism of school property.
5. Igniting any flammable substance or possession of products such as lighters.
6. Harassment of scholars, faculty, staff, parents, substitutes or visitors.
7. Repetitive disruptive behavior.
8. Rude or vulgar language, gestures, pictures or actions.
9. Actions deemed to be unsafe or containing the potential to disrupt the educational setting at SCPA.

Visitors
Visitors, INCLUDING PARENTS, are NOT permitted to go to their child’s class unannounced during school hours because this disrupts normal routine and instruction. For the safety and protection of all scholars, visitors (including parents) must sign in and out with the office, state whom they are visiting, state the purpose of the visit, and obtain a pass before proceeding to a classroom. This is Florida State Law. Cooperation will enable the school to provide a safe and orderly learning environment for all scholars.

High School Curriculum
Instruction shall be based upon the Florida State Standards in the subjects of language arts, mathematics, science, social studies, the arts, health and physical education, and foreign languages.

Graduation Requirements and Diploma Options
Florida law provides incoming 9th grade scholars the right to choose a diploma option:
• 4-year (24 credit) standard high school diploma—SPCA require 27 credits.

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

All scholars are required to complete a minimum of seventy-five (75) documented hours of volunteer service in order to graduate. All Volunteer Service hours must be documented on the appropriate Service log and turned into the guidance department. Scholars are required to keep records of their log sheets. Please contact the Guidance department for further information.

**Scholar Services**

Guidance Department

The Somerset College Preparatory Academy Guidance Department works with scholars, parents, and the community to foster a positive and supportive learning environment. The guidance department office is located in the middle/high administration building. The essential role of the academic advisor is to be a scholar advocate. Advisors assist with personal, academic, social, and post-secondary concerns that can aid the scholar in order to reach their full potential. Support systems such as individual/group counseling are an integral part of the counseling program at Somerset Academy. When a scholar is upset, a counselor is always available for them for support. Classroom activities and presentations are developed throughout the year to assist scholars with their personal, social, career, and educational development.

**WHAT DOES YOUR ACADEMIC ADVISOR DO?**
- Administers and assists with standardized testing.
- Assists with conflict resolution.
- Conducts individual and group counseling.
- Carries out schedule and class changes.
- Participates in Parent/Instructor conferences.
- Assists in the process of transitioning from childhood to adolescence.
- Facilitates the development of the Personal Learning Plan (PLP) and College Preparation Portfolio (CPP) for each scholar.
- Assists with career, personal/social, and academic development.

**Multi-tiered System of Student Support**

<table>
<thead>
<tr>
<th>Level</th>
<th>General Ed</th>
<th>ESE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teachers</td>
<td>Teachers</td>
</tr>
<tr>
<td>2</td>
<td>Academic Advisor</td>
<td>ESE Dept</td>
</tr>
<tr>
<td>3</td>
<td>Dean</td>
<td>Academic Advisor</td>
</tr>
<tr>
<td>4</td>
<td>Vice Principal</td>
<td>Dean</td>
</tr>
<tr>
<td>5</td>
<td>Principal</td>
<td>Vice Principal</td>
</tr>
<tr>
<td>6</td>
<td>Principal</td>
<td>Principal</td>
</tr>
</tbody>
</table>

**Skyward system**

Parents are encouraged to use the electronic grade book software (SKYWARD) to monitor their child’s academic performance and progression. SKYWARD is accessible via the internet and through a link on the Academy website: [www.somersetcollegeprep.org](http://www.somersetcollegeprep.org). Parents and scholars can view grades, class schedules, attendance records, discipline reports, activity announcements and notes from instructors. SKYWARD is an excellent tool to keep the parent aware of their
child’s day to day progress. However, for email correspondence, please email directly from your email or use the link on www.somersetcollegeprep.org.

**Exceptional Scholar Education**
The Exceptional Scholar Education Program (ESE) is implemented in accordance with Saint Lucie County District Procedures for Exceptional Education. Scholar exceptionalities will be addressed on an individual basis as needed. Parents and instructors work closely with the ESE Specialist to provide proper placement and to develop an individualized educational plan (IEP).

**English Language Learners Program**
The screening and placement of Limited English Proficient (LEP) scholars will be met in accordance with district procedures. For further information you may contact the ESOL Coordinator.

**High School Grading Scale**
Grading system in the high schools and the interpretations of the letter grades, which represent the equivalent numerical grades, are as follows:

<table>
<thead>
<tr>
<th>Letter</th>
<th>Equivalent Numerical Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69</td>
</tr>
<tr>
<td>F</td>
<td>0 – 59</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
</tbody>
</table>

**Quarter Grades Calculation**
At the high school level, because we are using the Copernican Block Schedule, credit is granted on a semester basis for one credit courses. One-half credit is given for passing a quarter’s work in a course. One quarter is equivalent to a nine-week period of time. One semester, which equates to a full credit, is 18 weeks.

The weight of the semester examination is 20% of the final semester grade, except where the State dictates a 30% as related to the EOC. Any scholar with a GPA below 2.0 shall have their parent or guardian notified that good work is necessary to ensure that high school graduation requirements are met. Scholars will be assisted in meeting these requirements through a variety of options, which may include, but are not limited to:

- forgiveness policy,
- extended learning,
- special counseling,
- volunteer and/or peer tutors,
- school-sponsored help sessions,
- homework hotlines,
- study skills classes, and/or
- co-enrollment.

**Forgiveness Rule**
A scholar may elect to repeat a course for credit and/or in order to improve his/her record. A scholar may repeat a course in which a “D” or “F” was earned. When the same or comparable course is repeated and a “C” or better is subsequently earned, the failing grade of the first
attempt will them be “forgiven” or excluded from the grade point average. The record will show all courses taken.

**Pre-AP/Advanced Placement Classes**

Pre-AP courses are offered for academically proficient scholars. Course content and course requirements are rigorous. Placement in pre-AP classes is based on standardized achievement tests, instructor recommendation, and previous academic history.

**Pre AP Courses to Earn Quality Points**

- All courses that are clearly labeled as “Pre AP,” and “advanced placement,” are consistent with State Frameworks and/or district guidelines and coded as, shall carry one quality point.
- Academic foreign languages above the second year are included in this category, (classes labeled “conversational” are not included in this category.)
- Dual Enrollment: Scholars enrolled in college courses at the 2000 level and above shall earn two quality points for courses completed with a grade of “C” or above. Dual Enrollment courses below the 2000 level can only earn one quality point.
- An additional point may not be earned in Pre AP class if the grade received is below a “C.”

**Advanced Placement Courses to Earn Quality Points**

- All classes that are clearly labeled “Advanced Placement” shall receive two quality points if the grade received is “C” or above.
- Scholars will be required to take the Advanced Placement examination in order to receive two quality points. If a scholar elects not to take the Advanced Placement examination, he/she will receive one quality point for a grade of “C” or higher.

**College Credit Programs for High School Scholars**

Advanced Placement Courses

The Advance placement courses consist of over 30 college level courses and exam that are offered at high schools. Courses are available in several subject areas. Participation in AP courses gives scholars an excellent preparation for college and university studies. Successful completion of the course and receipt of a qualifying score on the National AP exam will result in college credit or even advance course at many colleges and universities.

**Dual Enrollment**

High school scholars who meet program requirements may concurrently enroll in courses that are creditable toward a post-secondary certificate, Associates degree, or Bachelor’s degree at Indian River State College, Keiser University and state universities that have entered into an articulation agreement with Saint Lucie County.

Scholars must meet the following requirements:

- Academic courses-Earn a minimum 3.0 unweighted grade point average prior to enrollment
- Obtain minimum ACT, PERT, or SAT placement scores prior to enrollment

May substitute the appropriate scores from a state-approved standardized test (ex. Enhanced ACT or SAT Recentered) to qualify for specific college credit dual enrollment courses.

- Obtain approval from the high school principal, guidance counselor and parent
- Select courses from the approved list
- Satisfy any required prerequisites
• Maintain a 3.0 GPA in high school coursework in order to continue in the program.
• Conform to all School Board and post-secondary institution policies and procedures

NOTE: Most three credit hour dual enrollment courses equate to one-half (.5) high school credit, but some three and four credit hour dual enrollment courses equate to one (1.0) high school credit. See your counselor for a listing.
Physical Education, College Preparatory courses, and private music lessons are excluded from this Agreement.

Early Admissions Program
Early admission is another form of dual enrollment through which eligible scholars enroll in a college on a full-time basis during the last year of high school. Both high school and college credit will be awarded when attending colleges where an articulation agreement is in force. Early admission may take place at an accredited post-secondary institution where no agreement exists.
Scholars must meet the following requirements:
• Must be entering the last year of high school based upon declared graduation date prior to enrollment
• Must complete all graduation requirements with the exception of those requirements that can be met in the last year of high school prior to enrollment in early admission
• Earn a minimum 3.0 unweighted grade point average prior to enrollment
• Must be accepted by a post-secondary institution authorized by Florida law or accredited
• Obtain approval from the high school principal, guidance counselor and parent
• Select appropriate courses to satisfy graduation requirements.
• Conform to all School Board and post-secondary institution policies and procedures

Florida Virtual School
Scholars are eligible to enroll the Florida Virtual School. The courses offered are instructor-facilitated and available throughout the state. Courses are based upon the same criteria as those taught in the standard high school program and, therefore, generate the same credit for scholars. Scholars may obtain more information about any of these opportunities for acceleration and recovery from their school counselors. Additional information on Florida Virtual School can be found at http://www.flvs.net

Somerset Virtual Academy
The mission of Somerset Virtual Academy (SVA) is to provide virtual learning content and services to Academica schools. SVA is committed to fostering the development of self-directed and responsible 21st century life-long learners through the thoughtful use of interactive, media-rich educational opportunities in flexible, scholar-centered, virtual learning environments. For registration information please contact your child’s guidance counselor.

Florida Bright Futures Scholarship Program Fact Sheet
Florida Statutes 1009.53 - 1009.538 State Board of Education Rules 6A-20.028

Program Description
The Florida Bright Futures Scholarship Program establishes three lottery-funded scholarships to reward Florida high school graduates for high academic achievement. The Florida Bright Futures Scholarship Program is comprised of the following three awards:
Florida Academic Scholars (FAS) award including Academic Top Scholars (ATS) award
Florida Medallion Scholars (FMS) award
Florida Gold Seal Vocational Scholars (GSV) award

Initial Eligibility Requirements to Receive Funding
The scholar will:

- Be a Florida resident and a U.S. citizen or eligible non-citizen. A scholar’s residency and citizenship status are determined by the postsecondary institution. Questions regarding such status should be directed to the financial aid office or admissions office of the institution the scholar plans to attend.

- Not owe a repayment or be in default under any state or federal grant, loan, or scholarship program unless satisfactory arrangements to repay have been made.

- Meet specific coursework and minimum grade point average (GPA) and test score requirements which are outlined on the Office of Scholar Financial Assistance (OSFA) website www.FloridaScholarFinancialAid.org/SSFAD/bf/acadrequire.htm.

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

- NEW - Annually complete and submit the Free Application for Federal Student Aid (FAFSA). The FAFSA does not have to indicate financial need; however, must be complete and processed error free prior to a scholar’s first disbursement of the academic year. Visit the website at www.fafsa.ed.gov for online processing.

Applying for an Award
For Initial Eligibility the scholar will:

- Submit a fully completed error free Initial Scholar Florida Financial Aid Application during the last year in high school (after December 1 and prior to graduation) available online at www.FloridaScholarFinancialAid.org (select State Grants, Scholarships & Applications, then Apply Here). The application gives the Florida Department of Education (FDOE) permission to evaluate the scholar’s high school transcript and standardized test scores for eligibility for a Bright Futures Scholarship and other state scholarships and grants.

- NEW - Mid-year graduates may submit a fully completed error free Initial Scholar Florida Financial Aid Application by August 31 prior to high school graduation.

- Apply during the last year in high school, before graduation, or forfeit all future eligibility for a Bright Futures Scholarship.

Academic Requirements for Initial Eligibility

NOTE: These requirements are subject to change with each legislative session.
The Florida Bright Futures Scholarship Program consists of three award levels:

- Florida Academic Scholars (FAS)
- Florida Medallion Scholars (FMS)
Florida Gold Seal Vocational Scholars (GSV)

Each award level has its own academic requirements, award amounts and funding length. A scholar may receive funding for only one award; the highest award earned will be selected. In addition to meeting academic requirements, scholars must also meet the general eligibility requirements for receipt of state aid.

The basic academic requirements for each Bright Futures award level include:
*16 credits in specific core courses:
  - Math
  - English
  - Natural Sciences
  - Social Science
  - World Language (FAS/FMS only)
  - Physical Education (GSV only)
  - Fine and Performing Arts (GSV only)

- Achieving the required Grade Point Average (GPA) for the desired award level
- **NEW** - Achieving the required SAT, ACT or PERT test scores for the desired award level

As the academic requirements vary somewhat between award levels, be sure to read the page that provides specific information regarding the award level you wish to earn. Scholarship criteria are subject to annual legislative review; this website is updated as program changes are implemented. Meet with your high school guidance counselor to discuss your progress toward meeting the initial eligibility requirements.

For detailed description of individual awards refer to Complete Bright Futures Eligibility at:
Refer to Complete Bright Futures Eligibility Criteria at http://www.FloridaScholarFinancialAid.org/SSFAD/bf/

ADDITIONAL PROGRAMS OFFERED

Below is a list of State of Florida Grant and Scholarship Programs administered by the Office of Scholar Financial Assistance. Each program name will link you to a program description that includes eligibility requirements, application procedures, award amounts, and renewal requirements.

- Access to Better Learning and Education Grant Program
- Cost of Attendance and Adult Norm-Referenced Disability Testing
- First Generation Matching Grant Program
- Florida Bright Futures Scholarship Program
- Florida Fund for Minority Instructors Program
- Florida Public Postsecondary Career Education Scholar Assistance Grant Program
- Florida Resident Access Grant Program
- Florida Scholar Assistance Grant Program
- Florida Work Experience Program
- José Martí Scholarship Challenge Grant Fund
- Mary McLeod Bethune Scholarship Program
College Admissions Tests
Most colleges and universities require a college admissions test score as a part of the application process. The ACT and the SAT tests are administered several times each school year. Scholars must elect to take one or both of the tests. Registration may be done by completing a paper registration form available in the GUIDANCE office or by applying online at www.actscholar.org or www.collegeboard.com. The SAT II subject area tests are required by many private universities and highly selective colleges although many do accept the ACT subscores in lieu of SAT II tests. It is recommended that the appropriate SAT II test be taken immediately upon completion of the 2nd year of a foreign language or other rigorous course. That is the ideal time to demonstrate your knowledge in that particular subject area. Some universities, including some within the Florida state university system, may use an eligible SAT II foreign language test score to replace a required college course. Check the college web-site or college catalog for further information.

Florida State University System Course Requirements for Admission

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>Natural Science</td>
<td>3</td>
</tr>
<tr>
<td>Social Science</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>18 Credits</strong></td>
</tr>
</tbody>
</table>

Graduation
The senior handbook will be distributed at the senior info night for information on the graduating class.

Honors for graduates

Valedictorian
- The student with the highest cumulative weighted G.P.A. from the graduating class.*

Salutatorian
- The student with the 2nd highest cumulative weighted G.P.A. of the graduating class.*

* If a tie were to occur for either graduating distinction, the tie breaker will be the sum of volunteer hours.

Honor Cords
Gold honor cords shall be issued to those scholars earning a weighted cumulative grade point average of 4.0 or higher

Blue and Gold cords shall be issued to those scholars inducted into the National Honors Society.
Maroon and Gold Cords will be issued to graduating scholars who have earned the 27 credit diploma and college prep seal.

White Cords will be issued to graduating scholars who have earned a 3.5 weighted cumulative grade point average.

Silver cords shall be issued to those scholars who graduate with a total of 250 documented volunteer hours beyond the school day.

2017-2018 Available Course Selections

Course Selection Process
The curriculum guide has been prepared to assist SCPA Somerset scholars and their parents with course selections for school year. It is important that you involve your parents in your selection process so that you have the proper prerequisites and requirements for high school graduation, your future career, and scholarships opportunities. Please make sure to read all of the information that is contained in this guide.

Selection Procedures:
1. Review and read the curriculum guide carefully.
2. Review the list of graduation requirements, consult your counselor to determine which requirements have been met, and which courses need to be taken for this upcoming year.
3. Talk to your parents and instructors about your selections and appropriate academic levels.
4. Select courses that will correspond with your goals for the future and have instructors sign appropriate levels.
5. Parents must sign the course selection sheet.
6. Scholar must sign the course selection sheet.

Course Descriptions
Scholars will choose from the following elective courses unless they are required to take Intensive Reading and/or Intensive Mathematics. Every effort will be made to give scholars their first choice. However, scheduling conflicts may preclude the first choice. Due to enrollment fluctuations and the number of scholars choosing a course, some elective course may not be offered. It is important, therefore, to consider alternative elective choices very carefully.

Language Arts Courses
Course Title: English I
Course Number: 1001310
Credit: 1.00
Grade Level: 9-12
Major Concepts/Content
English I provides instruction in the Language Arts strands of reading process, literary analysis, writing process, writing applications, communication, and information and media literacy. It offers instruction in reading and vocabulary strategies necessary for comprehension of printed
materials; research; the writing of effective paragraphs and multi-paragraph papers, with emphasis upon all stages of the writing process in timed and untimed assessments (prewriting, drafting, revising, editing, publishing); speech instruction including formal and informal presentations; evaluation of mass media; the analysis of genres and the study of language in conjunction with writing, concentrating on conventions of grammar, usage, and mechanics. Technology is incorporated into all aspects of the course.

PREREQUISITE: See placement chart.

Course Title: English Honors I (Pre AP)
Course Number: 1001320
Credit: 1.00
Grade Level: 9-12

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

Course Title: English II
Course Number: 1001340
Credit: 1.00
Grade Level: 9-12

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

Course Title: English Honors II (Pre AP)
Course Number: 1001350
Credit: 1.00
Grade Level: 9-12

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

Couse Title: English IV  
Course Number: 1001400  
Credit: 1.00  
Grade Level: 9-12  

Major Concepts/Content  
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. The content should include, but not be limited to, active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn.

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

Course Title: Advanced Placement English Language and Composition  
Course Number: 1001420  
Credit: 1.00  
Grade Level: 11-12  

Course Title: Advanced Placement English Literature and Composition  
Course Number: 1001430  
Credit: 1.00  
Grade Level: 11-12  

Major concepts/content. The purpose of this course is to study and practice writing and to study literature. Students will learn to use the modes of discourse and recognize the assumptions underlying various rhetorical strategies. Students will also acquire an understanding of the resources of the language and of the writer’s craft. They will develop critical standards for the appreciation of any literary work and increase their sensitivity to literature as shared experience. The content should include, but not be limited to, the following: -the content specified by the Advanced Placement Program
Mathematics Courses
Course Title: Intensive Mathematics
Course Number: 1200400
Credit: Multiple Elective Credit
Grade Level: 9-12
Major Concepts/Content
The purpose of this course is to provide remedial instruction and practice in mathematics skills and concepts. The instruction should include, but not be limited to, the use of a variety of problem-solving strategies such as drawing a diagram, guess-and-check; solving a simpler problem, examining simpler problems, and working backwards; using technology when appropriate. In addition, focus will be placed on deciding whether a solution is reasonable in the context of the original situation.

SPECIAL NOTE: This is a remedial course. Placement requires completion of a Progress Monitoring Plan. When appropriate, placement must also be indicated on the I.E.P. or 504 Plan.

Course Title: Algebra I
Course Number: 1200310
Credit: 1.00
Grade Level: 9-12
Major Concepts/Content
Algebra I is a course designed to develop the algebraic concepts and processes that can be used to solve a variety of real-world and mathematical problems. The content shall include, but not be limited to, perform set operations, use fundamental concepts of logic including Venn diagrams, describe the concept of a function, use function notation, solve real-world problems involving relations and functions, determine the domain and range of relations and functions, simplify algebraic expressions, solve linear and literal equations, solve and graph simple and compound inequalities, solve linear equations and inequalities in real-world situations, rewrite equations of a line into slope-intercept form and standard form, graph a line given any variation of information, determine the slope, x- and y-intercepts of a line given its graph, its equation or two points on the line, write an equation of a line given any variation of information, determine a line of best fit and recognize the slope as the rate of change, factor polynomial expressions, perform operations with polynomials, simplify and solve algebraic ratios and proportions, simplify and perform operations with radical expressions, graph systems of linear equations and inequalities in two and three variables and quadratic functions, and use varied solution strategies for quadratic equations and for systems of linear equations and inequalities in two and three variables.

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

Course Title: Algebra I Honors (Pre AP)
Course Number: 1200320
Credit: 1.00
Grade Level: 9-12
Major Concepts/Content
Algebra I Honors is a rigorous course designed to develop the algebraic concepts and processes that can be used to solve a variety of real-world and mathematical problems. The content shall include, but not be limited to, perform set operations, use fundamental concepts of logic including Venn diagrams, describe the concept of a function, use function notation, solve real-world problems involving relations and functions, determine the domain and range of relations and functions, simplify algebraic expressions, solve linear and literal equations, solve and graph simple and compound inequalities, solve linear equations and inequalities in real-world situations, rewrite equations of a line into slope-intercept form and standard form, graph a line given any variation of information, determine the slope, x- and y-intercepts of a line given its graph, its equation or two points on the line, write an equation of a line given any variation of information, determine a line of best fit and recognize the slope as the rate of change, factor polynomial expressions, perform operations with polynomials, simplify and solve algebraic ratios and proportions, simplify and perform operations with radical and rational expressions, simplify complex fractions, solve rational equations including situations involving mixture, distance, work and interest, solve and graph absolute value equations and inequalities, graph systems of linear equations and inequalities in two and three variables and quadratic functions, and use varied solution strategies for quadratic equations and for systems of linear equations and inequalities in two and three variables.

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

Course Title: Geometry
Course Number: 1206310
Credit: 1.00
Grade Level: 9-12

Major Concepts/Content
Geometry is a course designed to develop the geometric relationships and deductive strategies that can be used to solve a variety of real world and mathematics problems. The content will include, but not be limited to, geometric constructions, terminology and fundamental properties of geometry, deductive and inductive reasoning and their application to formal and informal proof, properties and applications of polygons and circles, formulas pertaining to the measurement of plane and solid figures, coordinate geometry involving circles, apply transformations to polygons, applications of the inequality and Pythagorean Theorems, exploration of geometric relationships such as parallelism, perpendicularly, congruence, and similarity, and right triangle trigonometry.

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

Course Title: Geometry Pre AP
Course Number: 1206320
Credit: 1.00
Grade Level: 9-12
Major Concepts/Content

Geometry Honors is a rigorous course designed to develop the geometric relationships and deductive strategies that can be used to solve a variety of real world and mathematics problems. The content will include, but not be limited to, geometric constructions, terminology and fundamental properties of geometry, deductive and inductive reasoning and their application to formal and informal proof, properties and applications of polygons and circles, formulas pertaining to the measurement of plane and solid figures, coordinate geometry involving circles, apply transformations to polygons, use and apply vectors, explore and use sequences, applications of the inequality and Pythagorean Theorems, exploration of geometric relationships such as cross sections of solid objects, parallelism, perpendicularly, congruence, and similarity, and right triangle trigonometry.

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

Course Title: Algebra II
Course Number: 1200330
Credit: 1.00
Grade Level: 9-12

Major Concepts/Content

Algebra II is a course designed to continue the study of algebra and to provide the foundation for applying these skills to other mathematical and scientific fields. This course provides the necessary preparation for College Algebra. Topics shall include, but not be limited to, structure and properties of the complex number system, arithmetic and geometric sequences and series, identify and graph transformations of functions such as linear, rational, quadratic, cubic, radical, absolute value, polynomial, exponential, and logarithmic, describe end behavior of polynomial functions, perform operations and compositions of functions, varied solution strategies for linear equations, inequalities, and systems of equations and inequalities, and varied solution strategies for variations, quadratic, polynomial, rational, radical, exponential and logarithmic equations.

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

General Course Information: Must take the Algebra II EOC exam.

Course Title: Algebra II Pre AP
Course Number: 1200340
Credit: 1.00
Grade Level: 9-12

Major Concepts/Content

Algebra II Honors is a rigorous course designed to continue the study algebra and to provide the foundation for applying these skills to other mathematical and scientific fields. This course provides the necessary preparation for College Algebra. Topics shall include, but not be limited to, structure and properties of the complex number system, arithmetic and geometric sequences and series including partial sums, study of conic sections, identify and graph transformations of functions such as linear, rational, quadratic, cubic, radical, absolute value, piece-wise, polynomial, exponential, and logarithmic, describe end behavior of polynomial functions,
identify discontinuities and asymptotes of rational functions, perform operations and compositions of functions, apply the Binomial Theorem, varied solution strategies for linear equations, inequalities, and systems of equations and inequalities, and varied solution strategies for variations, non-linear systems of equations, quadratic, polynomial, rational, radical, exponential and logarithmic equations.
SPECIAL NOTE: Earning credit in this course precludes earning credit in Algebra II. This course meets an academic unit for some Bright Futures Scholarship Program.

General Course Information: Must take the Algebra II EOC exam.

**Course Title:** Pre-Calculus  
**Course Number:** 1202340  
**Credit:** 1.00  
**Grade Level:** 10-12  
**Major Concepts/Content**

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

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

**Course Title:** Liberal Arts Mathematics 1  
**Course Number:** 1207300  
**Credit:** 1.00  
**Grade Level:** 9-12

**Course Title:** Liberal Arts Mathematics 2  
**Course Number:** 1207310  
**Credit:** 1.00  
**Grade Level:** 9-12

**Science Courses**

**Course Title:** Biology I  
**Course Number:** 20003100  
**Credit:** 1.00  
**Grade Level:** 10-12  
**Major Concepts/Content**

Biology I will provide opportunities to scholars for general exploratory experiences and activities in the fundamental concepts of life. Topics will include but not be limited to: the scientific method, measurements, laboratory apparatus usage and safety, cell biology and cell reproduction, principles of genetics, biological change through time, classification, microbiology, structure and function of plants and animals, structure and function of the human body, and ecology.
Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.

SPECIAL NOTE: General Course Information: Must take the Biology EOC exam.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Biology I Pre AP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number:</td>
<td>20003200</td>
</tr>
<tr>
<td>Credit:</td>
<td>1.00</td>
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<tr>
<td>Grade Level:</td>
<td>9-12</td>
</tr>
<tr>
<td>Major Concepts/Content</td>
<td>Biology I Honors will provide opportunities to scholars for general exploratory experiences and activities in the fundamental concepts of life. Topics will include but not be limited to: the scientific method, laboratory apparatus usage and safety, biochemistry, cell biology, genetics, botany, zoology, human anatomy and physiology, and ecological relationships. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.</td>
</tr>
<tr>
<td>SPECIAL NOTE: General Course Information: Must take the Biology EOC exam.</td>
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<table>
<thead>
<tr>
<th>Course Title</th>
<th>Marine Science Pre AP</th>
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<tbody>
<tr>
<td>Course Number:</td>
<td>20025100</td>
</tr>
<tr>
<td>Credit:</td>
<td>1.00</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>10-12</td>
</tr>
<tr>
<td>Major Concepts/Content</td>
<td>The purpose of this course is to provide an advanced overview of the unique characteristics of the marine environment by exploring the physical and biological characteristics of seawater. Topics will include the ocean’s present and potential resources, marine biology interactions with technology and society, and interrelationships between man and the ocean environment. Laboratory activities that include the use of the scientific method, measurement, laboratory apparatus, and safety are an integral part of this course.</td>
</tr>
<tr>
<td>SPECIAL NOTE: General Course Information: Must take the Biology EOC exam.</td>
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<table>
<thead>
<tr>
<th>Course Title</th>
<th>Physical Science</th>
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<td>Course Number:</td>
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<tr>
<td>Credit:</td>
<td>1.00</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>9-12</td>
</tr>
<tr>
<td>Special Notes:</td>
<td>Instructional Practices: Teaching from a range of complex text is optimized when teachers in all subject areas implement the following strategies on a routine basis:</td>
</tr>
</tbody>
</table>

- Ensuring wide reading from complex text that varies in length.
- Making close reading and rereading of texts central to lessons.
- Emphasizing text-specific complex questions, and cognitively complex tasks, reinforce focus on the text and cultivate independence.
- Emphasizing students supporting answers based upon evidence from the text.
- Providing extensive research and writing opportunities (claims and
evidence).


- Asking questions (for science) and defining problems (for engineering).
- Developing and using models.
- Planning and carrying out investigations.
- Analyzing and interpreting data.
- Using mathematics, information and computer technology, and computational thinking.
- Constructing explanations (for science) and designing solutions (for engineering).
- Engaging in argument from evidence.
- Obtaining, evaluating, and communicating information.

Course Title: Chemistry I
Course Number: 2003340
Credit: 1.00
Grade Level: 9-12

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

Course Title: Chemistry I Pre AP
Course Number: 2003350
Credit: 1.00
Grade Level: 10-12

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

Course Title: Chemistry 2 Pre AP
Course Number: 2003360
Credit: 1.00
Grade Level: 9-12

GENERAL NOTES
Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety
procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data.

Course Title: Experimental Science 1 Pre-AP (Science Olympiad)
Course Number: 2002340
Credit: 1.00
Grade Level: 9-12

GENERAL NOTES
In addition to the course related benchmarks, this course requires additional science content that must include benchmarks from at least one other Body of Knowledge. The additional benchmarks must include rigor appropriate for Level 3 courses. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

Course Title: Experimental Science 2 Pre-AP (Science Olympiad)
Course Number: 2002350
Credit: 1.00
Grade Level: 9-12

GENERAL NOTES
In addition to the course related benchmarks, this course requires additional science content that must include benchmarks from at least one other Body of Knowledge. The additional benchmarks must include rigor appropriate for Level 3 courses and should not duplicate additional content addressed in Experimental Science 1. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).
phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

**Course Title:** Physics Pre-Ap  
**Course Number:** 2003390  
**Credit:** 1.00  
**Grade Level:** 9-12

**GENERAL NOTES**

While the content focus of this course is consistent with the Physics I course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the high school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (National Research Council, 2006, p.77; NSTA, 2007).

**Social Studies**

**Course Title:** World History  
**Course Number:** 2109310  
**Credit:** 1.00  
**Grade Level:** 9-12

**Major Concepts/Content**

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

**Course Title:** United States/American History  
**Course Number:** 2100310  
**Credit:** 1.00  
**Grade Level:** 9-12

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

Course Title: United States History Pre AP
Course Number: 2100320
Credit: 1.00
Grade Level: 9-12

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

Pre AP courses offer scaffolded learning opportunities for scholars to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Scholars are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Scholars will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other instructor-directed projects).

Course Title: Advanced Placement United States History
Course Number: 2100330
Credit: 1.00
Grade Level: 9-12

Major Concepts/Content
The course descriptions for Advanced Placement courses are located on the College Board site at: http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

General Course Information: Must take AP exam; otherwise only 1 quality point.

2012-13 Science, Technology, Engineering & Math (STEM) Curriculum Frameworks Secondary/PSAV Programs/Courses

The following courses are the foundation for most STEM programs. These courses allow the scholars to branch into any specific STEM field of interest.
Course Title: Introduction to Information Technology
Course Number: 8207310
Course Credit: 1.0

Major Concepts/Content
This course is designed to provide an introduction to information technology concepts and careers as well as the impact information technology has on the world, people, and industry and basic web design concepts. The content includes information technology career research; operating systems and software applications; electronic communications including e-mail and Internet services; basic HTML, DHTML, and XML web commands and design; emerging technologies, and Web page design. If taken as part of the Information Technology program (8207300), after successful completion of this course, scholars will have met Occupational Completion Point A, Information Technology Assistant, SOC Code 15-1041.

Course Title: Digital Design 1
Course Number: 8209510
Course Credit: 1.0

Major Concepts/Content
This course is designed to develop basic entry-level skills required for careers in the digital publishing industry. The content includes computer skills; digital publishing concepts and operations; layout, design, and measurement activities; decision-making activities; and digital imaging. After successful completion of Digital Design 1 scholars will have met Occupational Completion Point - B, Production Assistant - SOC Code 43-9031.

Course Title: Web Design 1
Course Number: 8207110
Credit: 1.00

Major Concepts/Content
This course provides a basic overview of the Internet and an introduction to Web page design. The content includes operating systems; basic HTML commands; navigation of the Internet, Intranet, and Web; and Web page design with software commonly used in business such as Microsoft FrontPage. This course is part of the Web Design program.
PRE REQUISITE: Scholars should have previously completed, or be concurrently enrolled in, Introduction to Information Technology.

World Languages
Course Title: French I
Course Number: 0701320
Credit: 1.00
Grade Level: 9-12

Major Concepts/Content
Modern World Languages I introduces scholars to the target language and its culture. The scholar will develop communicative skills and cross-cultural understanding. Beginning skills in listening and speaking with special attention to pronunciation. An introduction to reading and writing is also included as well as the fundamentals of grammar and culture. The content should include, but not be limited to, the following:
• conversational expression of feelings, ideas, and opinions in the target language
• comprehension of spoken and written target language;
• oral and written presentation of information and ideas, in the target language, to an audience;
• social interaction patterns within the target culture(s);
• connections between the target language and culture(s) and other disciplines;
• communication patterns of languages;
• target language usage within and beyond the school setting.

Course Title: French II  
Course Number: 0701330  
Credit: 1.00  
Grade Level: 9-12  
Major Concepts/Content
Modern World Languages II reinforces the fundamental skills acquired by the scholars in Modern Foreign Language I. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Modern World Languages I. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued. The content should include, but not be limited to, the following:
• conversational expression of feelings, ideas, and opinions in the target language
• comprehension of spoken and written target language
• oral and written presentation of information and ideas, in the target language, to an audience
• social interaction patterns within the target language culture(s)
• connections between the target language and culture(s) and other disciplines
• communication patterns of languages
• target language usage within and beyond the school setting

Course Title: Spanish I  
Course Number: 0708340  
Credit: 1.00  
Grade Level: 9-12  
Major Concepts/Content
Modern World Languages I introduces scholars to the target language and its culture. The scholar will develop communicative skills and cross-cultural understanding. Beginning skills in listening and speaking with special attention to pronunciation. An introduction to reading and writing is also included as well as the fundamentals of grammar and culture. The content should include, but not be limited to, the following:
• conversational expression of feelings, ideas, and opinions in the target language
• comprehension of spoken and written target language
• oral and written presentation of information and ideas, in the target language, to an audience
• social interaction patterns within the target language culture(s)
• connections between the target language and culture(s) and other disciplines
• communication patterns of languages
• target language usage within and beyond the school setting

Course Title: Spanish II  
Course Number: 0708350
Modern World Languages II reinforces the fundamental skills acquired by the scholars in Modern Foreign Language I. The course develops increased listening, speaking, reading, and writing skills as well as cultural awareness. Specific content to be covered is a continuation of listening and oral skills acquired in Modern World Languages I. Reading and writing receive more emphasis, while oral communication remains the primary objective. The cultural survey of the target language-speaking people is continued.

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

- conversational expression of feelings, ideas, and opinions in the target language
- comprehension of spoken and written target language
- oral & written presentation of information and ideas, in the target language, to an audience
- social interaction patterns within the target language culture(s)
- connections between the target language and culture(s) and other disciplines
- communication patterns of languages
- target language usage within and beyond the school setting

The purpose of this course is to enable scholars whose heritage language is Spanish to develop, maintain, and enhance proficiency in their home language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. The course content will reflect the cultural values of Spanish language and societies. The course will enable scholars to gain a better understanding of the nature of their own language as well as other languages to be acquired. The content should include, but not be limited to, the following:

- conversational expression of feelings, ideas, and opinions in Spanish
- comprehension of spoken and written Spanish
- oral and written presentation of information and ideas, in Spanish, to an audience
- social interaction patterns within Spanish culture(s)
- connections between the Spanish language and culture(s) and other disciplines
- analysis and use of different patterns of communication and social interaction appropriate to a given setting
- critical response, in Spanish, to a variety of literary forms
- use of a variety of strategies to construct meaning from informative, technical, and literary texts
- use of writing processes to communicate information, ideas, and concepts, in Spanish, to a variety of audiences

Course Title: Spanish for Spanish Speakers II
Course Number: 0709310
Credit: 1.00
Grade Level: 9-12

Major Concepts/Content

Course Title: Spanish for Spanish Speakers I
Course Number: 0709300
Credit: 1.00
Grade Level: 9-12

Major Concepts/Content
The purpose of this course is to enable scholars whose heritage language is Spanish to develop, maintain, and enhance proficiency in their home language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. The course content will reflect the cultural values of Spanish language and societies. The course will enable scholars to gain a better understanding of the nature of their own language as well as other languages to be acquired. The content should include, but not be limited to, the following:

- conversational expression of feelings, ideas, and opinions in Spanish
- comprehension of spoken and written Spanish
- oral and written presentation of information and ideas, in Spanish, to an audience
- social interaction patterns within Spanish culture(s)
- connections between the Spanish language and culture(s) and other disciplines
- analysis and use of different patterns of communication and social interaction appropriate to a given setting
- critical response, in Spanish, to a variety of literary forms
- use of a variety of strategies to construct meaning from informative, technical, and literary texts
- use of systematic strategies to develop Spanish vocabulary
- use of writing processes to communicate information, ideas, & concepts in Spanish, to a variety of audiences

Course Title: Spanish for Spanish Speakers III Pre-AP
Course Number: 0709320
Credit: 1.00
Grade Level: 9-12

The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and expanding skills in listening, speaking, reading, and writing, as well as Spanish grammar skills acquired in Spanish for Spanish Speakers 2. Students are exposed to a variety of Spanish literary genres and authors from a variety of cultural authentic sources. Language Arts Standards are also included in this course to enable students to become literate in Spanish and gain a better understanding of the nature of their own language as well as other languages to be acquired.

Course Title: Latin I
Course Number: 0706300
Credit: 1.00
Grade Level: 9-12

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

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

Electives
Course Title: Health Opportunities through Physical Education (HOPE)
Course Number: 3026010
Credit: 1.0
Grade Level: 9-12

Major Concepts/Content
The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and scholar health and fitness. The content includes, but is not limited to application of fitness and health concepts, risk and benefits of varying fitness levels, development of an individual wellness plan, completion of a behavior change project, analyzing of skill related fitness, mental and emotional health, including depression and suicide, and tobacco, alcohol, and other drug use and abuse – risk protective factors.

Special Note: This course required for graduation if this HOPE option is chosen. Any scholar whose parents make a written request to the school principal shall be exempt from the HIV/AIDS and human sexuality instructional activities.

Course Title: HOPE-Physical Education Variation
Course Number: 1506320
Credit: 1.0
Grade Level: 9-12

The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness. Students will combine the learning of principles and background information in a classroom setting with physical application of the knowledge. A majority of class time should be spent in physical activity.

Course Title: Personal Fitness
Course Number: 1501300
Credit: 1.0
Grade Level: 9-12

The purpose of this course is to provide students with the knowledge, skills, and values they need to become healthy and physically active for a lifetime. This course addresses both the health and skill-related components of physical fitness which are critical for students' success.

Course Title: Weight Training 1
Course Number: 1501340
Credit: 1.0
Grade Level: 9-12

The purpose of this course is to develop the physical skills necessary to be competent in many forms of movement as it relates to weight training. The integration of fitness concepts throughout the content is critical to the success of this course.

Course Title: Basketball 1(s1) and Basketball 2 (s2)
Course Number: 1503310-1503315
Credit: 1.0
Grade Level: 9-12

Course Title: Journalism I (Yearbook)
Course Number: 10063001Y
Credit: 1.00
Grade Level: 9-12

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

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

Course Title: Journalism II (Yearbook)
Course Number: 10063101Y
Credit: 1.00
Grade Level: 9-12

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

PREREQUISITES: One credit in journalism.

Special Note: This course satisfies the computer competency requirement.

Course Title: Peer Counseling I (Human Relations)
Course Number: 1400300
Credit: .50
Grade Level: 10-12

Major Concepts/Content
Peer Counseling I is an introductory course that will develop and enhance the health, safety and well-being of our scholars by focusing on peer education through a comprehensive program and curriculum that encompasses social and emotional skills and awareness, peer mediation, academic opportunity, scholar service and referral. Specific content will include, but not be limited to such topics as elements of communication, personal growth, the process of effectively working with others, listening and feedback skills, non-judgmental responses, decision making skills, conflict resolution/mediation, internet safety/cyber bullying and anti-bullying/violence prevention.

Scholars will be expected to provide school-based services appropriate to their level of skill training.

PREREQUISITE: Peer Counseling Coordinator’s approval, interview and parent permission. GPA, overall grades, discipline and attendance will be evaluated.

Course Title: Speech I
Course Number: 1007300
Credit: 1.00
Grade Level: 9-12

Major Concepts/Content
The purpose of this course is to provide instruction in the fundamentals of formal and informal oral communication. The content includes, but is not limited to, the forms of oral communication,
techniques of group discussion, techniques of effective listening, analysis of audience, and techniques of public speaking.

Course Title: Great Books Honors  
Course Number: 1020860  
Credit: 1.00  
Grade Level: 9-12  
The purpose of this course is to enable students, using texts of high complexity, to develop knowledge of great literature through advanced integrated educational experiences of reading, writing, speaking and listening, and language. Emphasis will be on representative "great books," including ones with varied cultural influences, highlighting the major genres, themes, issues, and influences associated throughout the literary period.  
Honors and Advanced Level Course Note: Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

Course Title: World Cultural Geography  
Course Number: 2103300  
Credit: 1.00  
Grade Level: 10-12  
World Cultural Geography - The grade World Cultural Geography course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of world cultural regions in terms of location, physical characteristics, demographics, historical changes, land use, and economic activity. Content should include, but is not limited to, the use of geographic tools and skills to gather and interpret data and to draw conclusions about physical and human patterns, the relationships between physical geography and the economic, political, social, cultural and historical aspects of human activity, patterns of population growth and settlement in different cultures and environments, the interaction between culture and technology in the use, alteration and conservation of the physical environment, and the interrelationships and interdependence of world cultures.

Course Title: Visions and Their Pursuits: An American Tradition-U.S. History to 1920  
Course Number: 2100380  
Credit: 1.00  
Grade Level: 10-12  
9-12 Visions and Their Pursuits course consists of the following content area strands: World History, American History, Civics and Government, Geography, and Humanities. The primary content emphasis for this course pertains to the chronological study of the United States during the period of European exploration through World War I and the collective vision of historical time periods. Content will include, but is not limited to, the foundation and early development of the United States as organized by the visions of those who participated in the revolutions leading to the establishment and early success of the United States, the political, social, cultural, intellectual, and technological revolutions of the United States, the structure and function of political divisions, the organization of the federal government as outlined in the U.S. Constitution, the impact of economic, social, and political changes on traditional American values, reactions to
changes, and growth of sectionalism, the failure of previous visions, and the emergence of an industrial, urban and pluralistic society that demands new visions to carry the nation forward.

Course Title: Debate 2  
Course Number: 1007340  
Credit: 1.00  
Grade Level: 9-12

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

Course Title: Theater  
Course Number: 0400310  
Credit: 1.00  
Grade Level: 9-12

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

Course Title: Literature and the Arts 1,2  
Course Number: 1005360-1005350  
Credit: 1.00  
Grade Level: 9-12

The purpose of this course is to enable grades 11-12 students, using texts and artistic works of high complexity, to develop advanced knowledge of the relationship between literature and the fine arts through integrated educational experiences of viewing, reading, writing, speaking and listening, and language. Emphasis will be on the varied cultural influences highlighting the major themes, issues, and topics associated throughout selected literary and artistic periods.

Course Title: African American History (S1)/ Anthropology (S2)  
Course Number: 2100335-2101300  
Credit: 1.00  
Grade Level: 9-12

**African American History:** This course consists of the following content area strands: World History, United States History, Geography, Humanities, Civics and Government. 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, but is not limited to, 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.
Anthropology: Anthropology course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the differences and similarities, both biological and cultural, in human populations. Students recognize the characteristics that define their culture and gain an appreciation for the culture of others. Content should include, but is not limited to, human biological and cultural origins, adaptation to the physical environment, the diversity of human behavior, the evolution of social and cultural institutions, patterns of language development, family and kinship relationships, and the effect of change on cultural institutions.

Course Title: Music of the World
Course Number: 1300340
Credit: 1.00
Grade Level: 9-12
Students explore the musical traditions of 20th- and 21st-century American and global communities around the world through study of current trends, focusing on the function of music within various cultures (e.g., jazz, world drumming, mariachi, soul, gamelan, Bollywood, digital). Students examine and report on human activities involving music, technology- and culture-related influences on music, and the sounds and structures of music composition. Public performances may serve as a resource for specific instructional goals. Students may be required to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

Course Title: Chorus 1
Course Number: 1303300
Credit: 1.00
Grade Level: 9-12
This year-long, entry-level class, designed for students with little or no choral experience, promotes the enjoyment and appreciation of music through performance of beginning choral repertoire from a variety of times and places. Rehearsals focus on the development of critical listening skills; foundational instrumental technique and skills, music literacy, and ensemble skills; and aesthetic musical awareness culminating in periodic public performances.

Course Title: World Dance
Course Number: 0300300
Credit: 1.00
Grade Level: 9-12
Students actively explore formal and folk dance from a variety of cultures and sub-cultures around the world over time. Students may use timelines to guide their study of art history, dance history, and technology, or they may investigate dance customs globally and in real time using technology and the community's cultural resources. Inquiry may include, but is not limited to, political and social influences, traditional and non-traditional attire, and the use of associated objects in various cultural dances. 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. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.
Course Title: Philosophy (S1) / World Religion (S2)
Course Number: 2105340-2105310
Credit: 1.00
Grade Level: 9-12

**Philosophy:** course consists of the following content area strands: American History, World History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the fundamental questions pertinent to all areas of human activity and inquiries. Content should include, but is not limited to, an introduction to classical and modern philosophies, the fundamental principles of philosophical thought, such as semantics, logic, inductive and deductive reasoning, and social, political and religious philosophies.

**World Religion:** course consists of the following content area strands: World History, Geography and Humanities. The primary content emphasis for this course pertains to the study of major world religious traditions of Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism and Taoism. Students will identify criteria upon which religious beliefs are based, analyze relationships between religious and social and political institutions, trace the major developments of the world's living religions, distinguish the similarities and differences among the world's major religious traditions, synthesize information and ideas from conflicting religious beliefs, and interpret the development of a society as reflected by its religious beliefs.

Course Title: Fine Craft Studio Art
Course Number: 0101440
Credit: 1.00
Grade Level: 9-12

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 metals, jewelry, glass, fabrics/fibers, clay, 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 through the use of 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. Students investigate the significance of Western and non-Western cultures related to understanding the art role in global culture and informing creative choices in media and design. This course incorporates hands-on activities and consumption of art materials.

Course Title: Drawing 1
Course Number: 0104340
Credit: 1.00
Grade Level: 9-12

Students experiment with the media and techniques used to create a variety of two-dimensional (2-D) artworks through the development of skills in drawing. 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. 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.

Course Title: Painting 1
Course Number: 0104370
Credit: 1.00
Grade Level: 9-12

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

Course Title: Ceramics/Pottery 1
Course Number: 0102300
Credit: 1.00
Grade Level: 9-12

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

Course Title: Portfolio Development: Two-Dimensional Design Honors
Course Number: 0109320
Credit: 1.00
Grade Level: 9-12

Students work in a self-directed environment to develop a portfolio showing a body of their own work that visually explores a particular artistic concern, articulated and supported by a written artist's statement. Artists may work in, but are not limited to, content in drawing, painting, printmaking, mixed media, traditional photography, digital photography, and/or new media and emerging technologies that demonstrate understanding of design principles as applied to a 2-dimensional surface. Students regularly reflect on aesthetics and art issues individually and as a group, and manipulate the structural elements of art and organizational principles of design to create 2-dimensional works of art that are progressively more innovative and representative of the student's artistic and cognitive growth. In keeping with the rigor expected in an accelerated setting, students' portfolios show personal vision and artistic growth over time, mastery of visual art skills and techniques, and evidence of sophisticated analytical and problem-solving skills based on their structural, historical, and cultural knowledge. Students are self-directed and display readiness for high levels of critical thinking, research, conceptual thinking, and creative risk-taking. This course incorporates hands-on activities and consumption of art materials.
Course Title: Art History and Criticism 1 Honors  
Course Number: 0100330  
Credit: 1.00  
Grade Level: 10-12

Students explore the role of art in history and culture through observation and analysis of significant works of art and architecture from Prehistory through the 16th century. Student historians investigate the societal context of works, considering traditional forms and conventions of representation, symbology, and the purposes for which the art was created. The course includes an introduction to the methodologies of art history and criticism, study of the media and techniques used by artists from various cultures and time periods, and use of appropriate terminology in verbal and written analyses of artworks drawn from around the world. Student historians critique and compare works across time and cultures to develop an understanding of, and respect for, the visual arts as a chronicle of history, cultural heritage, and the human experience. This course may incorporate hands-on activities and consumption of art materials.

Course Title: Creative Photography 2  
Course Number: 0108320  
Credit: 1.00  
Grade Level: 10-12

Students experiment with a variety of photographic media and techniques, and make connections with historical and contemporary photographers to develop a focused body of work. This course may include, but is not limited to, researching the history of photography, making connections to contemporary and community photographers, critiquing with varied techniques, and experimenting with a variety of photographic media. Processes and techniques include, but are not limited to, handcrafted pinhole cameras, hand-tinted photographs, mixed media, cyanotypes, medium format, photo collage, cross-processing, creative filters, infrared and slide film, night photography, macro, panoramic, and/or digital output via a variety of media. Craftsmanship and quality are reflected in the surface of the prints, care of the materials, attention to compositional conventions, and expression of ideas and feelings. Photographers use an art criticism process to evaluate, explain, and measure artistic growth in personal or group works. This course incorporates hands-on activities and consumption of art materials.

Course Title: Web Technologies  
Course Number: 9003470  
Credit: 1.00  
Grade Level: 9-12

Course Title: Human Body Systems  
Course Number: 8708120  
Credit: 1.00  
Grade Level: 9-12

Students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through
interesting real world cases and often play the role of biomedical professionals to solve medical mysteries.

**SUGGESTED FOUR-YEAR PLAN**

Given below are sample of four-year programs you may wish to consider in planning your high school curriculum. These programs are flexible and serve as a guide to course selection. Programs of study vary according to each individual scholar’s interests and academic achievement. The selection of one program does not prevent a scholar from changing directions at a later time. These sample plans include those subjects needed by scholar to fulfill state and local graduation requirements. Scholars are urged to consult with parents, instructors, and a counselor in planning their course of study.

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